



New Hampshire State Board of Education
Prospect Mountain High School
242 Suncook Valley Road | Alton, NH 03809

Auditorium

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


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

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

Please note that listening/viewing the meeting via zoom webinar may not be possible due to the location change of the meeting.

Thursday, May 11, 2023

REVISED AGENDA

- I. **CALL TO ORDER** ~ **10:00 AM**
- II. **PLEDGE OF ALLEGIANCE.** ~ **Led by students at Prospect Mountain High School**
- 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. **COUNCIL FOR TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, Administrator, Bureau of Educator Support and Higher Education
 - A. Franklin Pierce University ~ priority progress report (conditional approval) and expiration date change request
- V. **PUBLIC HEARINGS**
11:00 AM
 - A. School Facility Approvals  (Ed 320)
- VI. **BUREAU OF EDUCATIONAL OPPORTUNITIES**
 - A. **Charter School Office** ~ TAL BAYER, NHED, Administrator, Office of Public Charter Schools
 1. Heartwood Chartered Public School ~ charter amendment request

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

- A. Initial Proposal ~ Nonpublic Schools (Ed 320)
- B. Initial Proposal ~ Suspension and Expulsion of Pupils (Ed 317)
- C. Final Proposal ~ Reading & Writing Teacher (Ed 507.52)
- D. Adopt ~ Professional Education Requirements for PEPPs (Ed 607.04)
- E. Adopt ~ Comprehensive Agricultural Educator (repeal) (Ed 507.04)
- F. Adopt ~ Comprehensive Business Educator (Ed 507.49)

VIII. **COMMISSIONER'S UPDATE**

IX. **OPEN BOARD DISCUSSIONS**

X. **CONSENT AGENDA**

- A. Meeting Minutes of April 13, 2022
- B. Tuition Agreement ~ Conway and Hart's Location School Districts
- C. Gilmanton School 1-Day School Day Waiver for 2022-2023

XI. **REGIONAL SCHOOL ADMINISTRATIVE UNIT SPOTLIGHT**

- A. [Prospect Mountain High School's FIRST Robotics Team Demonstration](#)

XII. **TABLE ITEMS**

- A. Initial Proposal ~ Minimum Standards (Ed 306)
- B. Final Proposal ~ Manifest Educational Hardship (Ed 307)

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



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

Submitted to the State Board of Education for the May 11, 2023, meeting.

A. ACTION NEEDED

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

B. RATIONALE FOR ACTION

The intention of the Priority Progress Report is to serve as an update on what **FPU** has accomplished since the July 14, 2022, State Board of Education meeting concerning the March 2022 program review. The Priority Progress Report was to respond to required actions related to unmet standards of candidate and program assessment systems, and clinical partnerships and practice for the reviewed (7) programs and a handful of recommendations that applied to individual programs.

A review of the documentation revealed that **FPU** is on their way to a system of data collection and analysis. The institution has provided the foundation for this work. Assessment of student, program and clinical requirements is at the beginning stages and ongoing. The spring 2023 data cycle and analysis will provide a more detailed understanding of the assessment system and its role within the PEPP.

C. EFFECTS OF THIS ACTION

The following provides an analysis of both the Priority Progress Report and the Priority Progress Report- Supplement:

PEPP	Level	Specific Content Standards	Candidate Assessment	Program Assessment	Clinical Partnerships and Practice
Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure	MET	NOT MET YET	NOT MET YET	MET
Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure	MET	NOT MET YET	NOT MET YET	MET

The review chairs, and the department and through the NHCTE, recommend that **FPU** remain on **Conditional Approval** and recommend that the expiration date be extended [602.12(e)] through **8/30/2025**. The review chairs, department, and the NHCTE recommend returning to **FPU** for a “focused review”. A “focused review” means monitoring based on PEPP progress in implementing the action steps resulting from a program approval visit.

The additional timeframe provides a window for **FPU** to focus on **full implementation** of both their Program and Candidate Assessment and to collate multiple cycles of assessment data, and ultimately demonstrating evidence of continuous improvement.

The department has continued concerns of significant changes in key faculty in the oversight of PEPPs at **FPU** and personnel within the PEPPs. Since at least March 2012, there has been historical evidence of various unmet standards specific to candidate and program assessment, and a history of influx with faculty and administrative support of the PEPPs therefore demonstrating a cohesive, sustainable system regardless of personnel changes.

It is recommended that **FPU** continue on their path of continuous program improvement cycles, and consequently, clearly represent the full array of data collection instruments and procedures the unit employs for candidate assessment,

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

program assessment and improvement, and related decision making. Furthermore, provide an assessment of whether the system is timely and manageable through both their candidate and program assessment and improvement through their evidence-based decision-making practices and norms. As such, if the institution is unable to provide sufficient evidence that can be portrayed to meet all unmet standards, the department would recommend non-approval and teach-out plans of all currently enrolled candidates to the State Board of Education.

D. HISTORICAL BACKGROUND

Prior Review(s):

- **2012-2013~** the state standards for educator preparation program approval criteria and processes were revised comprehensively and went into effect during 2012-2013. Central to the new standards was a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a robust data-driven decision-making system to ensure candidate preparedness and to assess and continuously improve its preparation programs.
- **2014~** the previous full program review for **FPU** was held in 2014; at that time, **FPU**'s graduate programs operated out of their Manchester campus and undergraduate programs at the Rindge campus, with nearly entirely separate administrative procedures, structures, and policies. As a result of the 2012 graduate program review, the university "taught out" and terminated two advanced special education preparation programs – IDD and EBD, due largely to fundamental flaws in these graduate programs' candidate assessment systems identified in program approval. In addition, the university's leadership determined that the administration of **FPU**'s graduate and undergraduate programs needed to be fully integrated into every conceivable regard.
 - However, since the inception of these rules, **FPU** PEPPs continue to struggle with fully meeting the primary concerns as outlined in 2012-2013 by the State Board of Education, the CTE and the NHDOE Office of Program Approval. Furthermore, since the 2014 MOU (CTE, NHDOE, and **FPU**), which explicitly outlined the expectations for the approval process and important contextual factors. The Institution has not yet provided cycles of data, identifying patterns of programmatic strengths and/or improvement needs.
- **January 2017~** the Board [602.02] supported the extension_approval status of all IHEs w/ PEPPs [602.02(g)(3)]
 - approved **extension** of the approval status of **FPU** to **2020-2021**
- **January 2020~** the Board approved a **one-year extension** all (7) PEPPs allow time for the new Director, new Dean and Interim Provost the opportunity to orient to NH licensure processes and **FPU**'s internal accountability procedures; **FPU** experienced significant changes within the academic structure, including 3 academic colleges and 3 new corresponding Deans; **FPU** experienced significant changes in faculty and personnel in the oversight of PEPPs
 - **FPU** requested an extension after significant restructuring and three new individuals overseeing the educational programs to better understand them as well as familiarize themselves with the processes and data; the continuous improvement for **FPU** would start bringing the required data programs together and were in the process of putting the data structures in place.
 - The Board granted a **one-year extension** of all (7) PEPPs from 8/30/2021, through **August 30, 2022**.
- **January 2022~** division letter (1/5/22) regarding **FPU** creating a documented system to ensure [606.03] standards [603, 604] are implemented and guaranteed, prior to licensure recommendation.
- **July 2022~** the Board thru unanimous vote granted **conditional approval** thru **10/31/2023** with a **progress report** due to the division by 1/12/2023 of all (7) PEPPs; Discussion included:
 - (7) final PEPP review report; the department provided a full review report and brief history from 2013 **FPU** started the review process under the new requirements of program assessment, candidate assessment, and clinical partnerships and practice
 - A review co-chair reported what has been done to build new systems, current and prospective progress; collaboration with K-12; **FPU** beginning to look at the assessment system; the content area is strong and are working well with faculty; **FPU** needs to continue the work on the assessment system; candidate assessment and program assessment has begun, rubrics have been created, they have had discussions with faculty; the review team, the department and CTE recommended **conditional approval** to allow time to collect and analyze data.

E. POSSIBLE MOTION

The State Board of Education moves to accept the priority progress report for the **FPU** and grants **continued conditional approval extending through 8/30/2025**.

Ed 500	Ed 600	PROGRAM	DEGREE/ Format	Approval Recommendation	Proposed Expiry
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Conditional	8/30/2025
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	8/30/2025
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure	Conditional	8/30/2025
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA, M.ED, Licensure	Conditional	8/30/2025
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Conditional	8/30/2025
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	8/30/2025
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure	Conditional	8/30/2025

[602.06, 602.10, 602.15]

Additionally, **FPU** shall develop a secondary progress report through a “focused review” on all unmet standards. This report shall address progress toward all remaining unmet standards. The secondary progress report, through the focused review, shall be completed no later than **May 30, 2025**, and a recommendation made to the State Board of Education by the July 2025 meeting. [602.06; 602.13]

Action by the State Board: Appeal

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

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

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

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

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



NEW HAMPSHIRE DEPARTMENT OF EDUCATION & COUNCIL FOR TEACHER EDUCATION

PRIORITY PROGRESS REPORT MARCH 2023 PROFESSIONAL EDUCATOR PREPARATION PROGRAMS

Franklin Pierce University

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

NH Ed. Standard(s)		Educator Preparation Program Content Area	Degree/Format
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure
507.55	612.35	English Language Arts Teacher for Grades 5-8	BA, M.ED, Licensure
507.32	612.25	Life Sciences Teacher for Grades 7-12 (*includes 507.30/612.23 Science General)	BA, M.ED, Licensure
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure
507.56	612.29	Social Studies Teacher for Grades 5-8	BA, M.ED, Licensure
507.40	612.07	Special Education Teacher (age 5 - 21)	BA, M.ED, Licensure

To: The Council for Teacher Education (CTE)
From: Dr. Nick Marks and Dr. Pat Corbett, FPU Review Co-chairs
Laura A. Stoneking, Administrator- Bureau of Educator Preparation and Higher Education
Steve Appleby, Director- Division of Educator Support and Higher Education
Date: March 2023
Re: Priority Progress Report, Franklin Pierce University

On July 19, 2022, Franklin Pierce University received a [Program Approval Report](#) from the NH Department of Education (NHED) detailing the findings from the approval process visit that took place in March 2022, the recommendations from the NH State Board of Education and the guidelines and process for the progress report. As a result of the 2022 program approval process for Franklin Pierce University, the institution was required to submit a progress report to the NHED by January 12, 2023, with the purpose of addressing specific findings and unmet administrative rule requirements.

Franklin Pierce University (FPU) submitted an Institutional Priority Progress Report on January 12, 2023, to the Bureau of Educator Preparation and Higher Education, as part of the review and approval process that took place in March 2022. On July 14, 2022, upon recommendation from the Council for Teacher Education (CTE), the State Board of Education voted to grant conditional program approval for fifteen months expiring on October 31, 2023, to FPU's Professional Preparation Programs.

Just prior to the site review, Brain Walker (PSU) recused himself from the review and Linda Kalloger, CTE Member, stepped in on his behalf. At the September 2022 CTE meeting, Dr. Nick Marks volunteered to take Linda Kalloger's role as review Co-Chair as Linda Kalloger had previously resigned from the CTE and it was noted that Dr. Pat Corbett remained on as the other Co-Chair.

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

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

Evidence of Progress

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

The Review Co-Chairs have provided a detailed analysis of the FPU Priority Progress Report through Sections A- D. Upon request of the Chairs to meet and discuss the submitted Priority Progress Report, the following individuals convened on 2/20/2023 in an effort to seek clarity and discuss additional questions.

- Franklin Pierce University-
 - Joan Swanson, Jed Donelan, and Sonya Prince

- CTE Review Chairs-
 - Dr. Nick Marks, and Dr. Pat Corbett
- Department of Education Administrator
 - Laura Stoneking

The additional questions discussed during the meeting focused on additional evidence pertaining to:

- Cycle of data analysis that includes program, clinical, and candidate assessment with subsequent decisions including:
 - Gateway decisions
 - End-of-term reporting (program and candidate assessment)
 - Meeting minutes
 - Department meeting records including a chart with FPU Curriculum Committee Proposals
 - Fieldwork survey results
- Graduate and undergraduate samples/artifacts illustrating assessment differentiation.
- Access to mentor training module

The co-chairs expressed the need to review evidence of the data collection and analysis that included meeting minutes and student/program data.

A summary of the meeting and additional questions was provided by FPU via email on February 21, 2023.

The FPU Progress Report Supplement (2022) was provided on March 15, 2023. Supplemental documentation provided included:

- Student data (GPA, testing scores)
- Assessment examples for graduate and undergraduate courses
- Meeting minutes
- Canvas access to cooperating teacher training

HIGHLIGHT of RELEVANT FINDINGS:

A review of the documentation revealed that FPU is on their way to a system of data collection and analysis. The institution has provided the foundation for this work. Assessment of student, program and clinical requirements is at the beginning stages and ongoing. The spring 2023 data cycle and analysis will provide a more detailed understanding of the assessment system and its role within the PEPP.

RECOMMENDATION:

The following provides a framework of the current analysis of both the Priority Progress Report and the Priority Progress Report- Supplement.

	<i>PEPP</i>	<i>Level</i>	<i>Specific Content Standards</i>	<i>Candidate Assessment</i>	<i>Program Assessment</i>	<i>Clinical Partnerships and Practice</i>
Elementary Education Teacher (K-6) (K-8)		BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
English Language Arts Teacher for Grades 5-12		BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Special Education Teacher (age 5 - 21)		BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Life Sciences Teacher for Grades 7-12		BA, M.ED, Licensure	MET	NOT MET YET	NOT MET YET	MET
Social Studies Teacher for Grades 5-12		BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
Social Studies Teacher for Grades 5-8		BA, M.ED, Licensure	NOT MET YET	NOT MET YET	NOT MET YET	MET
English Language Arts Teacher for Grades 5-8		BA, M.ED, Licensure	MET	NOT MET YET	NOT MET YET	MET

The Chairs, and the Department recommend that Franklin Pierce University remain on **Conditional Approval** and recommend that the expiration date be extended through **8/30/2025**. The Review Chairs, and the department recommend returning to complete a “focused review”¹.

The additional timeframe provides a window for FPU to focus on **full implementation** of both their Program and Candidate Assessment and to collate multiple cycles of assessment data, and ultimately demonstrating evidence of continuous improvement.

The Department has provided a detailed historical synopsis of relevant reviews and recommendations in Section E of this analysis. Additionally, the Department has concerns of significant changes in key faculty in the oversight of PEPPs at FPU and personnel within the PEPPs. Since at least March 2012, there has been historical evidence of various unmet standards specific to candidate and program assessment, and a history of influx with faculty and administrative support of the PEPPs therefore demonstrating a systemic system.

Concerns of several key minimum administrative rules still surround the following unmet [Ed 600] standards:

- Ed 602.02 Evaluation Requirements.
 - Each institution that offers one or more PEPPs shall have in place an assessment system and **continuous improvement data cycle that evaluates the curriculum, learning facilitation, assessment processes and resources for the institution’s PEPP that enable the oversight and coordination for the preparation of effective educators** as described in Ed 609 and Ed 610.
- Ed 603.01 Curriculum at the Post-Baccalaureate and Baccalaureate Levels
- Ed 604.01 Learning Facilitation at the Post-Baccalaureate and Baccalaureate Levels.
- Ed 604.02 Quality and Evaluation of Learning Facilitation.
- Ed 605.01 Resources at the Post-Baccalaureate and Baccalaureate Level.
- Ed 606.01 Candidate Assessment System Requirements.
- Ed 606.02 Assessment System at the Post-Baccalaureate and Baccalaureate Level.

Since the 2013 administrative rule changes, institutions were tasked with focusing on three major components of PEPPs including **candidate assessment, program assessment, and clinical partnerships and practice**.

Candidate assessment means the processes by which a PEPP monitors and evaluates the acquisition of knowledge, skills, and dispositions by each candidate as a candidate progresses through a PEPP and, the process by which the institution gathers, evaluates and uses data for quality candidate assessment and continuous program improvement. This in essence, is the heart of what the NH Department of Education places their trust in the institutions ability to verify a candidate’s completion of the PEPP in their recommendations for educator licensure. FPU has not yet fully materialized a solid candidate assessment system that displays continuous program improvement.

An explanation of the system through which each PEPP evaluates progress toward preparing quality candidates for professional practice based on the competencies in Ed 609, Ed 610, and either Ed 612 or Ed 614.

FPU instituted a newly structured candidate assessment system as of the Fall of 2022. Several reviewers expressed concerns regarding the number of data-gathering data points as a manageable amount and therefore sustainable. This concern was also noted in FPU’s 2013 review. Again, the Department expresses the concern the institution must have the ability to achieve and maintain a systematic process that balances between rigorous, continuous self-evaluation and improvement, on one hand, and rapid responsiveness to candidates, on the other.

It is recommended that FPU continue on their path of continuous program improvement cycles, and consequently, clearly represent the full array of data collection instruments and procedures the unit employs for candidate assessment, program assessment and improvement, and related decision making. Furthermore, provide an assessment of whether the system is timely and manageable through both their candidate and program assessment and improvement through their evidence-based decision-making practices and norms. As such, if the institution is unable to provide sufficient evidence that can be portrayed to meet all unmet standards, the department would recommend non-approval and teach-out plans of all currently enrolled candidates to the State Board of Education.

The Priority Progress Report (PPR) and the Priority Progress Report: Supplement (PPR:S) will be provided to the reactors in preparation of the upcoming CTE meeting. *“Reactor” means a member of the NHCTE who reviews the final report for recommendations under the options of 1-4 and gives their feedback.*

- **Michael Fournier- Superintendent, Bedford School District, CTE Member**
- **Shawna D’Amour- Southern New Hampshire University, CTE Member**

A. CLINICAL PARTNERSHIPS and PRACTICE:

<p>Recommendations that Require Responsive Action:</p>	<p>Priority Progress Report (“PPR”) 1/12/2023</p> <p>Priority Progress Report: Supplemental Documentation (“PPR:S”) 3/15/2023</p> <p>FPU Response Corrective Action - Evidence (including but not limited to...)</p>	<p>Progress report analysis:</p> <p>Recommendation to CTE:</p>
<p>Clinical Partnership & Practice [604] SECTION I:</p>		
<p>The FPU programs do have some structures in place for designing and assessing candidate’s field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.</p>	<ul style="list-style-type: none"> • PPR- page 10 candidate assessment system - established w/ Canvas; “will continue to occur each spring.” • PPR- pages 8-9 • PPR:S- page 6 	<p>Data Collection or possibility to collect; however, no data analysis was provided;</p> <p>Clarity on Gateways and decision points were provided and accessible.</p> <p>FPU began aggregating results that represent grad/undergrad FE evaluations by academic year; completed by host teachers thru sophomore year.</p> <p>Evidence suggests the plan was implemented in Fall ‘22 for initial review; however, this represents one data set, but not yet, a completed data cycle(s) (to be completed 2023).</p> <p>Training course for partnerships offered thru CANVAS; implementation began in Fall ‘22. How long has this been in use? Evidence of effectiveness? How is it monitored and analyzed?</p> <p>Partnership with Jaffrey/Rindge now in infancy stage! April Meeting report out?</p> <p style="text-align: right;">MET (at initial phase)</p>
<p>Section II:</p>		
<p>Teacher candidates are provided opportunities at varying grade levels during their early field experiences. In the area of Special Education, there is no evidence to support the culminating placement(s) of students at varying levels to provide the experiences needed. Although the newly created handbook articulates and outlines expectations and procedures, several teacher candidates (current and alumni) expressed a lack of consistency in field placement.</p> <p>➤ <i>The culminating field experience shall require the candidate to assume the range of teaching or specialist or administrator area activities, roles, and responsibilities that demonstrate the candidate has the knowledge, skills and dispositions of a beginning educator. [604.06(b)]</i></p>	<ul style="list-style-type: none"> • PPR- page 10 candidate assessment system - established w/ Canvas; “will continue to occur each spring” • PPR- pages 8-9 • PPR:S- page 6 	<p style="text-align: right;">MET (at initial phase)</p>

<p>There is a system in place to provide the cooperating practitioners with the necessary documents and support through the newly developed handbook. Cooperating practitioners report that more guidance and support are needed prior to and during the culminating field experience. However, additional supports, planning and lead time is needed to ensure the below unmet standards are met. This review team encountered several opportunities between both candidates and cooperating practitioners who expressed significant concern regarding clinical expectations. They overtly expressed a need for professional development/training, discussions, and follow-up regarding the expectations for candidates within the field. Again, while the newly developed handbook is a positive step in the process, there is a need to solidify the communication of the partnerships into practice.</p>		
<p>There is some evidence of Clinical Partnerships and Practice effectiveness. Nevertheless, there are areas within Clinical Partnerships and Practice that would fully meet and solidify requirements for candidates within each specific content/licensure area(s). [604]</p> <ul style="list-style-type: none"> ➤ <i>Designate one or more persons to be responsible for coordinating and managing the field experiences, including the orientation and professional development of cooperating practitioners as mentors following clearly articulated, written criteria for mentoring practices; [604.08(a)]</i> ➤ <i>Provide each cooperating practitioner with clearly articulated written criteria for mentoring practices and the requirements of the PEPP relating to field experiences; and [604.08(c)]</i> ➤ <i>Provide each cooperating practitioner with any information concerning the candidate that may be helpful to the cooperating practitioner in mentoring the candidate, provided that provision of the information does not violate any confidentiality or privacy laws; [604.08(d)]</i> ➤ <i>Sufficient support to all faculty, staff, and cooperating practitioners for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit and or tenure for collaboration with pk-12 schools. [604.02(g)]</i> 		<p style="text-align: center;">MET (at initial phase)</p>

B. QUALITY CONTROL SYSTEM:

<p>Recommendations that Require Responsive Action:</p>	<p>Priority Progress Report (“PPR”) 1/12/2023</p> <p>Priority Progress Report: Supplemental Documentation (“PPR:S”) 3/15/2023</p> <p>FPU Response Corrective Action - Evidence (including but not limited to...)</p>	<p>Progress report analysis:</p> <p>Recommendation to CTE:</p>
<p>The Institution’s Candidate Assessment System- [Ed 606.01]</p>		
<p>Quality Control Systems- Candidate Assessment</p> <p>Integrate and coordinate the management of data on candidate performance across all programs.</p> <p>Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs and analyze for trends.</p> <p>Clear cycles of candidate data are needed to measure candidate performance.</p>	<ul style="list-style-type: none"> • PPR- page 12-13- “yearly each spring”; do decision, discussions of data or cycles. • PPR- “data will be analyzed.” • PPR- pages 10-11 	<p>Clear, organized set way to gather the candidate assessment data. Provided data reports with 2020-2021, 2021-2022, and set up for 2022-2023 and are now presented and available for review. The system will need to continue on this track for continuous program improvement to ensure the quality of individual candidate preparation. It will be imperative to continue the processes and use of instruments used by an institution’s PEPP to collect, synthesize, and evaluate data for the purpose of continuous improvement.</p> <p style="text-align: right;">MET (at initial phase)</p>
<p>Section II:</p>		
<p>Although an electronic ‘data’ system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.</p> <p>It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.” [604.01 606.02; 603.0, 606.02; 603.01]</p> <p>a. The PEPP has the data available and a vehicle to collect the data. A system to document student key assessments should be created. This can be in the form of an online portfolio.</p>	<ul style="list-style-type: none"> • PPR:S- page 6, formal annual review; field experience reviews 	<p>There is a formal annual review system in place; field experience reviews. There remains a concern of how much evidence is available to show cycles as there is limited cycles of data available.</p> <p>“Assessment system” refers to the system used by an institution to assess and evaluate program(s) and candidates. The term includes the processes and instruments used by an institution’s PEPP to collect, synthesize, and evaluate data for the purpose of continuous improvement. What evidence of continuous improvement is evidenced since inception of the assessment system.</p> <p>As stated regarding the analysis of clinical practice, the Co-Chairs will be unable to verify the completion of the expectations of this condition of approval without having this assessment system in place and for the process to be completed in order to review whether it actually provides</p>

<p><i>i. The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards; and [606.01(2)]</i></p> <p>b. Clear cycles of student data are needed to measure candidate performance.</p> <p><i>i. The assessment of candidate performance informs on-going program improvement [606.01(4)]</i></p>		<p>the analysis that has been prescribed.</p> <p>This information will need to be evidenced in the second progress report and proposed focus review.</p> <p style="text-align: right;">NOT MET YET</p>
--	--	---

C. THE INSTITUTION'S PROGRAM ASSESSMENT SYSTEM:

Recommendations that Require Responsive Action:	Priority Progress Report (“PPR”) 1/12/2023 Priority Progress Report: Supplemental Documentation (“PPR:S”) 3/15/2023 FPU Response Corrective Action - Evidence (including but not limited to...)	Progress report analysis: Recommendation to CTE:
The Institution's Program Assessment System- Section I:		
<p>i. <u>Quality Control Systems- Program Assessment</u> [606.02] Improve the continuity and coordination across programs in gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs.</p> <p>Clear cycles of program assessment data are needed to measure program performance</p> <p>Coordinate a comprehensive system, across programs, for collecting, managing, monitoring, and analyzing key assessment data. Currently these data are not centralized or coordinated.</p>	<ul style="list-style-type: none"> • PPR- Page 4, 12-13 • PPR- appendix pages 217-224 	<p>Minimal cycles are evidenced; concern that not enough data cycles have been examined to determine efficacy of the Program Assessment System</p> <p style="text-align: right;">NOT MET YET</p>
Section II:		
<p>Recommendations that Address Unmet Standards: [Ed 606.02] Although an electronic ‘data’ system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.</p> <p>It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in “gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of</p>		<p>Clear, organized set way to gather the candidate assessment data. Provided data reports with 2020-2021, 2021-2022, and set up for 2022-2023. Now presented and available for review, the system will need to continue on this track for continuous program improvement to ensure the quality of individual candidate preparation. It will be imperative to continue the processes and use of instruments used by an institution’s PEPP to collect, synthesize, and evaluate data for the purpose of continuous improvement.</p> <p style="text-align: right;">MET (at initial phase)</p>

<p>candidates and the overall performance of programs.” [604.01 606.02; 603., 606.02; 603.01]</p> <ul style="list-style-type: none"> a. Create and implement a plan to collect and analyze data at the course level in order to create a system of ongoing program improvement that looks at data across and within licensure programs. b. Develop a system to collect and store course-level data that can be easily aggregated. c. Provide data that demonstrates a deeper understanding of the content at the graduate level. d. Work with faculty to ensure a common understanding of the assessment system; the need for varying levels of assessments within classes; a consistent, reliable form of measurement (rubric scoring); and an understanding of how the program assessment system connects to their instruction. <ul style="list-style-type: none"> i. <i>Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs; and [606.02(1)]</i> ii. <i>Demonstrate a process to make judgments based on the data collected; and [606.02(2)]</i> iii. <i>Use the process for continuous program improvement to ensure the quality of individual candidate preparation [606.02(3)]</i> 		
--	--	--

D. SPECIFIC LICENSURE PROGRAMS:

<p>Recommendations that Require Responsive Action:</p>	<p>Priority Progress Report (“PPR”) 1/12/2023</p> <p>Priority Progress Report: Supplemental Documentation (“PPR:S”) 3/15/2023</p> <p>FPU Response Corrective Action - Evidence (including but not limited to...)</p>	<p>Progress report analysis:</p> <p>Recommendation to CTE:</p>
<p>Elementary Education (K-6) (K-8)</p>		
<p>There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.</p> <p>Distinguish the differences between graduate and undergraduate courses [603.02; 603.03] [504.03(b)]</p> <p>Address assessment system deployment within the courses [606.01; 606.02]</p>	<ul style="list-style-type: none"> • PPR- pages 15-24 • PPR- pages 84-92 matrix • PPRS- 	<p>There is a distinction between the provided key assessment through <i>LiveBinder</i> that demonstrates an example. An example has been attached for reference.</p> <p>There is still some ambiguity between how coursework itself is different between meeting the standards at the undergraduate level versus at the graduate level. For example, in the Supplemental Report, it states “some of the courses have changed a great deal while also trying to preserve key assignments for the sake of program assessment”.</p> <p>These Chairs recommend that FPU use the next two academic years to further distinguish undergraduate and graduate level expectations, course work, demonstration of content competencies and key assessments.</p> <p style="text-align: right;">NOT MET YET</p>
<p>English Language Arts for Grades 5-12</p>		
<p>Update media literacy course to meet the most up to date standards. This is currently being taught through EN357- the course contains some outdated material and students could benefit from a more current approach to media literacy. [507.24(c)(6)]</p> <p>Ensure that students are utilizing 21st Century tools such as Google Suite-learning labs, 1:1 devices, proficiency with Google classroom and Seesaw© [507.24(c)(6); 603.02]</p>	<ul style="list-style-type: none"> • PPR- pages 26-30 • PPR- pages 93-114 matrix 	<p>EN357- FPU in the PPR “English Dept. is in the process of updating the course. The course is continually evolving as the media evolves. The course continues to focus on visual and informational media.” Changes are evaluated by the curriculum committee.</p> <p style="text-align: right;">NOT MET YET</p>

English Language Arts for Grades 5-8		
<p>1. Program needs to address the usage and teaching of modern media as it relates to ELA 5-8. Currently, the only dedicated technology/media course offered is EN357: How to Write a Blog.</p> <p>2. This course does not adequately address the standards listed below:</p> <p>a. How visual and informational media can support or distort messages [507.24(c)(6)b.]</p> <p>b. Guide students to select, evaluate, and analyze digital resources critically [507.24(c)(12)b.]</p> <p>c. Guide students to construct and interpret meaning from images and information provided by media and technology [507.24(c)(12)a.]</p>	<ul style="list-style-type: none"> • PPR- pages 31-36 • PPR- pages 93-114 matrix • PPR page 27-30: Additional courses that also address unmet standards include: 	<p>EN232 Teaching of Writing; ED231-515 Primary Literacy; ED 350-516 Teaching literacy Across the Curriculum; ED 224-510 Design and Management of the Learning Environment</p> <p style="text-align: right;">MET</p>

Life Sciences Teacher for Grades 7-12		
<p>1. Evidence for the following standards was not evident during this review. As such, this reviewer determines these standards within Life Science PEPP as unmet.</p> <p>a. “Establish relationships among all sciences and reflect the role of science systems in science literacy.” This is concerning because a huge part of NGSS is about cross-cutting concepts (e.g., stability and change, structure, and function, etc.). Teacher candidates should be exposed to these concepts throughout their science courses. However, it is crucial that future science teachers can make connections between various science subjects and make those relationships clear to their students. [507.30(c)(3)a.]</p> <p>b. “Integrate knowledge from the history and philosophy of science into science instruction.” Although relevant scientists may be referenced in the science courses, the education courses do not seem to embed the history of science (as noted by a past student). [507.30(c)(3)c.]</p>	<ul style="list-style-type: none"> • PPR- pages 176-182; • PPR- pages 183-192 matrix • PPR- page 34 PPR 	<p>Role of science systems and relationships is addressed through multiple course through the examples provided. BI101; CH101; BI319; BI260</p> <p style="text-align: right;">MET</p>

Social Studies Teacher for Grades 5-12, and		
Social Studies Teacher for Grades 5-8		
<p>1. There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.</p> <p>a. Further differentiation between grad/undergraduate courses [603.02; 603.03] [504.03(b)]</p> <p>b. Addition of more rigorous assessments to courses [603.01(a); 604.01; 604.02]</p>	<ul style="list-style-type: none"> • PPR- pages 15-24 • PPR- pages 37- • PPR- pages 193-209 matrix 	<p>There is still some ambiguity between how coursework itself is different between meeting the standards at the undergraduate level versus at the graduate level. For example, in the Supplemental Report, it states “some of the courses have changed a great deal while also trying to preserve key assignments for the sake of program assessment”.</p> <p>These Chairs recommend that FPU use the next two academic years to further distinguish undergraduate and graduate level expectations, course work, demonstration of content competencies and key assessments.</p> <p style="text-align: right;">NOT MET YET</p>
Special Education Teacher (age 5 – 21)		
<p>1. Strengthen instruction and exposure to early intervention transition as well as secondary instruction and transition planning. [507.40(b)(3)a.; 507.40(b)(3)g.; 607.(c)(1),(2)]</p> <p>2. Skill in engaging students with and without disabilities from age 5 up to age 21; and</p> <p>a. Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities. [507.(c)(1),(2)]</p> <p>b. Continue to expand the repository of data specific to candidate outcomes. [603.02; 603.03]</p>	<ul style="list-style-type: none"> • PPR- pages 15-24 • PPR- page 22-23 • PPR- pages 39-42 - • PPR- pages 115-175 matrix • PPRS- page 9 • PPRS- page 11 	<p>1. "Some examples of courses with similar assignments but differentiated in the assessment are provided (see appendix), including student work and grading. However, the SOE has come to realize increased differentiation is needed."</p> <p>Curriculum Committee Proposed Programmatic Changes–2022 “Increase in hours for Special Education Clinical Fieldwork – Student Teaching to accommodate varied placements for those who are completing a dual program in Elementary Education and Special Education. This item is still pending approval. These decisions will now be reflected in the 2022-2023 Academic Catalog. Hours were not identified as to how much was increased, nor how varied placements are ensured for candidates.</p> <p style="text-align: right;">1. NOT MET YET</p> <p style="text-align: right;">2. MET</p>

E. HISTORICAL PERSPECTIVE NHED

From: Bureau of Educator Preparation & Higher Education
Division of Educator Support and Higher Education
Re: Franklin Pierce University
Priority Progress Report (2023)
Date: March 2023

BACKGROUND: 2013-2014 [Ed 600s] Administrative Rule Adoption

In 2013-2014, an MOU was documented and agreed upon between the NHDOE and FPU providing all approved PEPPs with specifics outlined. The MOU detailed the expiration date, broad expectations of the State's new approval process and criteria, current expectations regarding the new State requirement that all IHEs submit an annual report to the NHDOE regarding its preparation programs, and guidance on the need for the institution to negotiate jointly with the NHDOE and CTE that specified precise details regarding the onsite review dates, timeframes for submitting a self-assessment report and links to supporting online evidence in advance of that onsite review, the composition of the review team, further information than that provided therein regarding the kinds of evidence that will be reviewed, and the logistical details of the visit.

Below is an excerpt of key elements from the MOU regarding the new approval paradigm.

- Replaced assessment by external program reviewers of candidate work samples for each certification standards with an assessment of the extent to which the institution is utilizing this and other evidence to ensure robust systems for candidate assessment and for program assessment and improvement.
- For the first time, institutions also are asked to provide a descriptive self-assessment detailing how they:
 - Assess and address the extent to which their faculty (methods, clinical and content) model evidence-based pedagogy.
 - Utilize evidence of their candidates' and alums' P12 student learning evidence (i.e., learning opportunities, engagement, climate and/or results data) to inform candidate assessment and program assessment and improvement. The institution must demonstrate a convincing good-faith effort to collect and utilize their candidates' and, wherever practicable, their alums' P12 student learning evidence to inform candidate assessment and program assessment and improvement.
 - Address the state's critical shortages, in a manner that is cognizant of the institution's geography, mission, current programming and resource constraints, yet also ensures that any new programs the institution may propose must contribute to either addressing the State's critical shortages and/or the need for substantive programmatic innovation.
 - Utilize qualitative and/or quantitative data from alums and their employers to inform program assessment and improvement.
- **The state standards for preparation program approval criteria and processes were revised comprehensively and went into effect during 2012-13. Central to the new standards is a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a robust data-driven decision-making system to ensure candidate preparedness and to assess and continuously improve its preparation programs.**
- Provide a "roadmap" – a visual depiction – for the review team concerning how the institution collects and utilizes various kinds of evidence for candidate and program assessment and improvement at key junctures over the course of the candidate's matriculation.
- The annual report must provide evidence concerning any and all program approval standards that were deemed not to be met *fully* during the last NHDOE review of the institution and its programs. The explicit aim was to ensure it was no longer possible for any unmet standard to go unresolved for more than a year.

FRANKLIN PIERCE UNIVERSITY- PEPP BACKGROUND:

- 5/16/2012** The Board granted **full approval** (Life Science)
- 9/19/2012** The Board granted a **six-month extension** from 8/31/2012 through 2/28/2013 on (7) graduate PEPPs: **progress report** due 11/30/2012.
- 2/20/2013** The Department reported to the Board the Progress Report 1-month delay in order to provide documents mentioned in the Executive Summary
- 3/20/2013** The Board granted FPU **conditional approval** through 8/31/2014 for the following graduate PEPPs:
 - El. Ed., ELA (5-12), SS (5-12), Spec. Ed with a **progress report** due 01/2014 and a **follow-up visit no later than March 2014**.
 - Discussions included: Onsite review of the six Manchester post-baccalaureate PEPPs conducted in 03/2012; Due to significant **unmet standards 9/2012**, the Board required a **progress report** (by 11/30/2012); the date was amended (12/15/2012). On 12/15/2012, FPU submitted a report addressing all previously unmet standards; **Considerable deliberations** have taken place since the last Board discussion of the FPU PEPPs; As a result of the program review process, FPU concluded their withdrawal from consideration for reapproval (for EBD and SLD); and FPU and consolidate administration of undergrad and graduate teacher PEPPs; and ensured “teach out plans” of the discontinued PEPPs meeting the approval of the Division of Program Support; Review team found all of the program-specific standards for the retained programs, previously determined to be “approaching,” or “not met,” to be fully met.
- 12/23/2013 MOU signed between FPU and NHDOE** excerpt includes the following:
 - The state standards for preparation program approval criteria and processes were **completely revised and came into effect during 2012-13**. Central to the new standards is a paradigmatic shift toward much greater emphasis on assessing the extent to which an institution of higher education (IHE) employs a **robust data-driven decision-making system to ensure candidate preparedness and to assess and continuously improve its preparation programs**. The NHDOE Office of Program Approval and CTE recognize that this shift requires new matrices by which reviewers, review team co-chairs and the institution conduct program approval assessment. Reviewers, co-chairs, and institutions’ faculty and administrators will require intensive training in the new program approval criteria, processes and data collection.
- 3/26-28 /2014 Review conducted** of all graduate and undergraduate programs.
- 8/14/2014 (part 1)** The Board, thru unanimous vote, adopted the following:
 - (1) **Approval with specific targets for improvement** thru 8/31/2021, a **progress report** due 8/31/2015, an **annual report** due each year thereafter (ELA 5-12, Life Sci 7-12, SS 5-12, Spec. Ed grad)
 - (2) **Provisional approval with specific targets for improvement** thru 8/31/2017, with an initial **six-month progress report** due 1/31/2015, and **annual report** thereafter responding to recommendations for El. Ed.
 - (3) **Provisional approval** thru 8/31/2017, with an **initial one-year progress report** due 8/31/2015, and an **annual report** each year thereafter responding to recommendations for ELA 5-8 new, ELA 5-8 Conversion, Life Sci 7-12 Conversion, SS 5-8 new 5-8 Conversion, Spec Ed. new undergrad, Spec Ed. Conversion

Discussions included: In 3/2012, review conducted of FPU grad PEPP; due to **unmet standards** FPU "**taught out**" and **terminated** (2) advanced Spec Ed PEPPs (IDD; EBD); FPU det. To determined fully integrate admin of grad and undergrad; FPU volunteered to pilot review of PEPPs under the state's new standards; FPU **discontinued** Vis. Arts and withdrew request for review/reapproval and is developed a "teach out" plan.
- 8/14/2014 (part 2...)** The Board voted to revisit the expiration date: **8/22/2022, FPU (contingent upon approval granted in 2014)**
 - A moratorium was put on PEPP site visits during academic year 2013-14 due to the revision, to enable planning all aspects of the new review process, providing training for all IHEs in the new process, and planning to conduct an intensive pilot of all approved programs at an IHE in 3/2014; pilot was conducted, IHEs oriented, and steps taken for including out-of-state reviewers on review teams; Plans were made to engage the CTE in beginning the process of reviewing annual reports now required of all IHEs; the annual report review is intended to ensure unmet standards are addressed in a full and timely manner and to support continuous program improvement. CTE requested the Board grant the extension indicated for each respective IHE. This

schedule does not include reviews each year of conditionally and provisionally approved programs, substantive change request reviews, proposed new programs and annual reports from all IHEs.

- **1/12/2017 (part 1)** The Board, under Ed 602.02(g)(3) supports the proposal from the Bureau and the NHCTE to **extend** the approval status of all 14 IHEs offering PEPPs. Discussion continued to include the following:
 - Two FPU PEPPs (est. 1971) and were given **provisional approval**, (prior rules for NEW PEPPs); Provisional no longer exists in rule; Additionally, the (2) PEPPs were asked to **file 6-month progress reports** with NHCTE. FPU completed and was endorsed by the NHCTE.
 - Discussion that the Board has the authority to determine whether those conditional or provisional approvals were clear or not and if should be revisited next fall or rolled into the **institutional visit scheduled for 2020-2021**. This question was brought before the board as there has been difficulty in finding solid evidence to make a recommendation. Reps from FPU were present and provided the board with a handout. They clarified that they were asking to be given the same extension that their peer institutions are being afforded for all the reasons cited by the department. Board member (Helen Honorow) wanted to confirm that FPU was asking for an extension. The department confirmed that FPU is asking for an extension to roll these two programs into their **institutional visit scheduled for 2020-2021**.
 - 1/12/2017 FPU was the 1st to pilot the new rule process in 2014; FPU (2) PEPPs for review (in 2017-2018) and the institutional visit (for 2020-2021); Under Ed 602.02, the Board supports the proposal from the BoEPHE and the NHCTE to extend the approval status of all 14 institutions offering PEPPs across the state [Ed 602.02(g)(3)].
- **1/12/2017 (part 2...)** A Board Member asked if the board could meet with counsel; the board convened privately to meet with counsel and reconvened. The Board unanimously voted to approve the **extension** of the approval status of FPU to **2020-2021**. Discussion included:
 - Helen Honorow wanted clarification that the assumption is the term **conditional** should have been used and not provisional and would have required some action on the part of the two programs. Helen asked if corrective actions were completed, and all other action items addressed. The Bureau Administrator responded ‘yes’, FPU provided **6-month progress reports** in advance of the 6-month deadline and the original reviewers for the programs fully accepted the progress reports, presented them to the NHCTE, and was passed by the NHCTE.
 - Helen Honorow asked the department if she had any concerns about not reviewing these programs for 3 years. Helen also asked if the Administrator thought a shorter time frame might make sense given the timelines that were provided to the board for the other institutions. The department explained that there is difficulty weighing in on the question because they weren’t there at the time and involvement came only from the paperwork filed and the progress reports. Emma Rous asked if FPU could provide a simplified answer as to why they are asking for this extension. FPU responded that the rules are again in flux and would rather wait and know what the targets are with the new rules than risk having to experience a follow up site visit to address issues because changes weren’t clear at the time of the first site visit.
- **1/9/2020** The Board unanimously granted a **1-year extension** of all (7) FPU PEPPs from 8/30/2021, thru **8/30/2022**. Discussion included:
 - FOU experienced significant changes w/ its academic structure, including the creation of 3 academic colleges and 3 new corresponding Deans; FPU experienced significant changes in faculty in the oversight of PEPPs at the institution and in personnel involved in the PEPPs; the extension was to allow time for FPU’s new Director, new Dean and Interim Provost the opportunity to orient to the NH licensure processes and FPU’s internal accountability procedures, including its annual program review process and so on; FPU provided information that the undergraduate was solid, but FPU is looking at its graduate programs in response to the struggle of keeping candidates in education if they are unable to succeed in the PEPP; It was noted **FPU was in the process of putting the data structures in place**.
- **1/5/2022** Department letter sent to FPU expressing expectations that FPU will create a documented system that ensures that all 602, 603, and 604 standards are implemented and guaranteed, prior to both early and also culminating field experiences commencing; this letter further detailed expectations that FPU will create a documented system that ensures that all 606.03 standards are implemented and guaranteed, prior to licensure recommendation. Moving forward, all FPU candidates were expected to be provided an educator preparation program that complies with all current administrative rules and standards (Ed 600 and Ed

500), especially in regard to the opportunities that provide for Learning Facilitation at the Post-Baccalaureate and Baccalaureate Levels (Ed 603, 604).

- **7/14/2022** The Board through unanimous vote granted **conditional approval** thru 10/31/2023 with a **progress report** due to the division by 1/12/2023 of all (7) PEPPs; Discussion included:
 - FPU (7) final PEPP review report; the department provided a full review report and brief history from 2013 FPU started the review process under the new requirements of program assessment, candidate assessment, and clinical partnerships and practice
 - A review co-chair reported what has been done to build new systems, current and prospective progress; collaboration with K-12; FPU beginning to look at the assessment system; the content area is strong and are working well with faculty; FPU needs to continue the work on the assessment system. The candidate assessment and program assessment has begun, rubrics have been created, they have had discussions with faculty. The Review Team, the department and CTE recommended **conditional approval** to allow time to collect and analyze data.

3/2023ⁱⁱ

Prior to the Institution’s current conditional approval expiration, the Division recommends:

The CTE will review the Priority Progress Report, and per Ed 602.13(g), the CTE will vote at the next available CTE meeting to:

- (1) accept the second progress report but continue the conditional approval with specific concerns; or
- (2) accept the progress report and recommend, through the department to the state board, a motion for full approval.
 - (f) At the first available regularly scheduled NHCTE, both the progress report and the team member’s subsequent review will be considered.
 - (g) The NHCTE will then vote to:
 - (1) **Accept the progress report but continue the conditional approval with specific concerns; or**
 - (2) Accept the progress report and recommend, through the department to the state board, a motion for full approval.

Ed 602.06 Option 1.

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

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

Ed 602.13 Progress Reports.

(a) Each PEPP that receives approval with conditions shall develop a progress report. The department shall provide guidance and a template for completing a progress report. This report shall be submitted to the department within 6 months of a state board approval decision. It shall be reviewed by the NHCTE for information purposes only.

(b) Each PEPP that receives conditional approval shall develop a progress report. The NHCTE shall specify, in the approval motion, specific contents and timelines for the progress report.

(c) The department shall provide guidance and a template for completing a progress report which shall contain at least the following:

- (1) Concerns mentioned in the conditional approval motion;
- (2) Subsequent actions to address these concerns; and
- (3) Updated and completed matrix for cited PEPP(s);

(d) Upon submission of the progress report to the NHCTE, the appropriate team member from the most recent review will be contacted to review the progress report.

(e) The department, in consultation with the original review team chair(s), may designate a substitute if the:

- (1) Institution raises the issue of unfairness; or
- (2) Original reviewer is unable or unwilling to respond to the progress report;

(f) At the first available regularly scheduled NHCTE, both the progress report and the team member’s subsequent review will be considered.

(g) The NHCTE will then vote to:

- (1) **Accept the progress report but continue the conditional approval with specific concerns; or**
- (2) Accept the progress report and recommend, through the department to the state board, a motion for full approval.

ⁱ Ed 601.01(ab) “*Focused review*” means monitoring based on PEPP progress in implementing the action steps resulting from a program approval visit.

ⁱⁱ Updated 5/1/2023 removing CHRC historical information after CTE meeting and review of FPU historical files.

E. APPENDIX

ED312 Live Binder Assignment Sheet

Your LiveBinder is a project that will serve as a major course project as well as a future toolbox as you move into your future profession. Please read the LiveBinder Rubric.

You should have the following:

Cover Page with image

Table of Contents

Tabs:1. Speech and Language Impairment

2. Specific Learning Disability

3. Emotional Behavior Disorders

4. Attention Deficit/Hyperactivity Disorder

5. Intellectual Disability

6. Autism

7. Low Incidence Disability (Multiple Disabilities or Deaf-Blind or Traumatic Brain Injuries)

8. Sensory Impairment (Blind/Visually or Impaired or Deaf/HH)

9. Orthopedically Impaired or Other Health Impaired

10. Assistive Technology

11. UDL

12. Miscellaneous

- Add your templates to the LiveBinder as you go. If you have been given formative feedback on your templates(s), your templates should reflect any revisions that you made based on the feedback provided. Add your Templates to your binder as soon as they are ready (including revisions). Do not wait until the last minute.
- Add ten subtabs to your Assistive Technology Tab. Add various types of Assistive Technology that you have found that you will be a useful resource for you in the future.
- Add five sub-tabs under your UDL Tab. Enter a URLs in each sub-tab for a UDL resource that you believe will be useful to you in the future.
- Populate your miscellaneous tab for other assignments/items (e.g. YouTube, Laws, Lesson Plan, Resource Sites, School Inventory, etc.).

Your grade will be based on the format of your binder and the content in your templates. Please review the rubric. Be sure that your LiveBinder is shared with your instructor. Your instructor cannot grade a LiveBinder to which he/she has not access.

Making the LiveBinder is part of the technology requirement for this program. Franklin Pierce has worked diligently to incorporate different educational technologies into the program in order to not require an additional course in the curriculum. The look of your LiveBinder is as important as the content and functionality

ED312 Live Binder Rubric

Your LiveBinder is a project that will serve as a major course project as well as a future toolbox as you move into your future profession. Please read the LiveBinder Rubric.

You should have the following:

Cover Page with image	2/2
Table of Contents	2/2
Tabs:1. Speech and Language Impairment	2/2
2. Specific Learning Disability	2/2
3. Emotional Behavior Disorders	2/2
4. Attention Deficit/Hyperactivity Disorder	2/2
5. Intellectual Disability	2/2
6. Autism	2/2
7. Low Incidence Disability (Multiple Disabilities or Deaf-Blind or Traumatic Brain Injuries)	2/2
8. Sensory Impairment (Blind/Visually or Impaired or Deaf/HH)	2/2
9. Orthopedically Impaired or Other Health Impaired	2/2
10. Assistive Technology	3/3
11. UDL	3/3
12. Miscellaneous/On Time	2/2
Total Possible	30/30

Disability Information Handbook-LiveBinder-R

Criteria	4-Graduate-Highly Effective	4-Undergraduate-Highly Effective	3-Effective	2-Approaching Standards/Needs Improvement	1-Ineffective	Score/L level
610.02a An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and	Similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas are addressed. Information included with examples/details provided.	Similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas are addressed. Information included with examples/details provided.	Similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas are addressed.	Similarities and differences in human development of students with and without disabilities within and across cognitive, social, emotional and physical areas are addressed. Information included but at very basic level.	Binder not submitted or incomplete. Missing information or sections. Similarities and differences may not be addressed.	
610.02b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner; c. The ability to employ universal design principles and assistive technology;	Activities and lessons on Disability Information sheet demonstrate developmentally appropriate and challenging learning experiences. Educational and assistive technology incorporated. Principles of UDL applied on some of the templates. Accommodations and/modifications included. Lessons include major components and/or borrowed lesson cited.	Activities or lessons on Disability Information sheet demonstrate developmentally appropriate and challenging learning experiences. Educational and assistive technology incorporated. Principles of UDL applied. Accommodations and/modifications included.	Activities or lessons on Disability Information sheet demonstrate developmentally appropriate and challenging learning experiences. Accommodations and/modifications included. Lessons include major components and/or borrowed lesson cited.	Activities and/or lessons on Disability Information sheet appropriate. Lessons may not include all parts (e.g. State standards, objectives, materials, procedures, evaluation component).	Activities on Disability Information sheet do not display developmentally appropriate and challenging learning experiences; templates may be missing or incomplete.	
Learning differences, as demonstrated by:	Characteristics of various types of disabilities and educational implications	Characteristics of various types of disabilities and educational implications	Characteristics of various types of disabilities and educational implications	Characteristics of various types of disabilities and	Information either missing or incomplete.	

a. An understanding of individual differences	included. Characteristics and Implications on learning are written in a way that Binder is a model for others.	included. Characteristics and Implications on learning are written in a way that Binder is a model for others.	included. Characteristics and Implications on learning are thorough.	educational implications included. Work is at a basic level.		
Mechanics/writing/format	Overall quality demonstrates a educator with highly effective skills regarding writing and editing (no spelling, editing errors or sentence fragments). Final product contains all required sections & information including cover and Table of Contents. Graduate students have added contents of their choosing. Well organized.	Overall quality demonstrates a educator with highly effective skills regarding writing and editing (no spelling, editing errors or sentence fragments). Final product contains all required sections & information including cover and Table of Contents. Well organized.	Overall quality demonstrates a educator with effective skills regarding writing and editing with 1-3 spelling and editing errors and no sentence fragments. Live Binder is utilized. Final product contains all required sections & information including cover and Table of Contents.	Overall quality demonstrates a educator with effective skills regarding writing and editing with 1-3 spelling and editing errors and/or 1-2 sentence fragments. Live Binder is utilized	Overall quality demonstrates a educator with poor skills in writing and editing (more than 4 spelling and editing errors) with more than 3 sentence fragments. Live Binder is not utilized.	
Creation of Live Binder	Live Binder is submitted. Sections are clearly denoted by tabs. A cover page is added with an image. Binder is complete. Information is on each page (versus just a link). There are no blue icons on which one clicks to obtain the information.	Live Binder is submitted. Sections are clearly denoted by tabs. A cover page is added with an image. Binder is complete. Information is on each page (versus just a link). There are no blue icons on which one clicks to obtain the information.	Live Binder is submitted. Sections are clearly denoted by tabs. A cover page is added. Binder is complete. Information is on each page. There are no blue icons on which one clicks to obtain the information.	Live Binder is submitted. Sections are clearly denoted by tabs. Information is on most pages. There are a few pages with blue icons or links on which one clicks to obtain the must click to see information.	Live Binder is incomplete. The majority of pages have blue icons or links on which to click in order to see information.	
	N of points assignment is worth/# (possible rubric points) x Number of point earned earned on rubric=points for assignment					



Progress Report

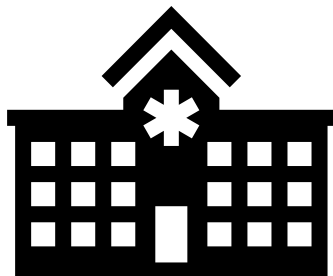
Franklin Pierce University, School of Education

Table of Contents

Progress Report Introduction	3
Description of the contents and organization	4
Statement of purpose of Progress Report	4
Institutional process for making changes	4
Institutional support and resources	4
Background information regarding approval of PEPP.....	4
Franklin Pierce School of Education Responsive Actions Taken	7
Clinical Partnership & Practice [604].....	8
Institution’s Candidate Assessment System [606.01]	10
Institutions Program Assessment System [606.02].....	12
Responsive Actions Taken in Individual Programs	14
Themes across all programs [603.02;0603.03] [504.03(b)]	15
Elementary Education Teacher (K-6) (K-8): BA, MED, Licensure	25
English Language Arts Teacher for Grades 5-12: BA, MED, Licensure	26
English Language Arts Teacher for Grades 5-8: BA, MED, Licensure	31
Life Science Teacher for Grades 7-12: BA, MED, Licensure	34
Social Studies Teacher for Grades 5-12/ 5-8: BA, MED, Licensure	37
Special Education Teacher (ages 5-21): BA, MED, Licensure	39
Updated Matrices	43
General Education Requirements (Ed 609.01- 505.06).....	44
Professional Education Requirements (Ed 610.02- 505.07).....	54
Elementary Education (Ed 612.04/507.11c)	84
English Language Arts for Grades 5-12 (Ed 612.05/507.24c).....	93
English Language Arts for Grades 5-8 (Ed 612.05/507.24c).....	93
Special Education Teacher (Ed 612.07/507.40)	115
Science Program; General Requirements (Ed 612.23/507.30d-e)	176
Life Sciences for Grades 7-12 (Ed 612.25/507.32c)	183
Social Studies 5-12; (Ed 612.28/507.28c) 5-8 (Ed 612.29/507.56c).....	193
Suggestions Addressed	210
Appendix	214
Assessment of Standards	215

Introduction..... 215
Sample of Candidate Level- Assessment of Standards 216
Sample of Program Level- Assessment of Standards 217
Lesson Plan Template..... 219
Lesson Plan Guidance Sheet..... 221

Progress Report Introduction



Description of the contents and organization

The following is a narrative describing action steps taken and planned toward meeting unmet standards as identified during the Franklin Pierce School of Education 2022 program review. Included in the report, the narrative systematically addresses the responsive actions taken by Franklin Pierce University, updated matrices, and responses to the suggestions recommended by the review team.

Statement of purpose of Progress Report

Per Ed 602.13, Franklin Pierce University (FPU) is to submit a priority progress report to the NH Council for Teacher Education (CTE). The purpose of this report is to serve as an update on what the FPU PEPP has accomplished since the review team's visit. The report update will include the responsive actions regarding clinical partnerships and practice (604), quality control systems (specifically candidate assessment) (606.01), and the quality control system – specifically program assessment. Additionally, the purpose of the report will further address any recommendations noted in the licensure content areas.

Institutional process for making changes

The institutional process for making changes post the 2022 review of the Franklin Pierce Education programs has included the following steps:

1. The FPU School of Education (SOE) Director, Associate Director, faculty and administration received the review report.
2. The SOE then reviewed each item in the report and established meeting times to plan responsive actions.
3. The SOE Director met with each content area, reviewed the report, and established responsive actions.
4. Consultations with peer institutions regarding their assessment systems.
5. The Dean of the College of Liberal Arts and Sciences met with Department Chairs, Program Directors and representatives for all coursework taken by Education students. The new approach to assessment was introduced.
6. Consultation with K-12 partners additionally occurred for report items related to fieldwork and items connected to their role in teacher preparation.
7. Curriculum Committee program changes are submitted once the SOE voted on each item.
8. The SOE collaboratively responded to each item in the review report and then created the progress report.

Institutional support and resources

The FPU Administration, including the Dean of the College of Liberal Arts and Sciences provided support via time and resources. Each department representing content taken by Education students, participated in multiple meetings to discuss how they would address each item in the review report related to their content. Meetings also included the introduction and implementation of the updated assessment system and matrices.

Background information regarding approval of PEPP- *(copied from the timeline in the PEPP review)*

March 20, 2013

- The Board granted conditional approval through 8/31/2014 for the following graduate PEPPs: EEd (k-8); ELA (5-12); SS (5-12); and Special Education with a progress report due January 2014 and a follow-up visit no later than March 2014.

- FPU withdraw from consideration for re-approval their program for Emotional and Behavioral Disabilities, and program for Specific Learning Disabilities

March 26-28, 2014

- Review conducted of all graduate and undergraduate programs

August 14, 2014

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

January 12, 2017

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

January 9, 2020

- FPU requested an extension after significant restructuring and three new individuals overseeing the educational programs to better understand them as well as familiarize themselves with the processes and data. The continuous improvement for FPU would start bringing the required data programs together and were in the process of putting the data structures in place.

- The Board granted a one-year extension of all seven of FPU’s PEPPs from August 30, 2021, through August 30, 2022.

April, 2022 – Findings from the April 2022 review include the following: The complete report by the review team and provided to the State Board of Education can be found here: [2022 FPU final 7 PEPP Review revised 6-9-2022 .pdf.](#)

Recommendations that Require Responsive Action:

- i. Clinical Partnership & Practice [604]. The FPU programs do have some structures in place for designing and assessing candidate’s field experiences, however, it is still lacking the comprehensive data analysis of the effectiveness of all aspects of the clinical practice. This data needs to be consistently collected and analyzed. Use of the analysis needs to be consistently reported across all programs.
- ii. Quality Control Systems- Candidate Assessment [606.01] Integrate and coordinate the management of data on candidate performance across all programs. Improve the ability of the current candidate assessment system to track candidate performance over time on specific and key teaching and leadership competencies in order to identify and isolate areas of strength and needs and analyze for trends. Clear cycles of candidate data are needed to measure candidate performance.
- iii. Quality Control Systems- Program Assessment [606.02] Improve the continuity and coordination across programs in gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates, and the overall performance of programs. Clear cycles of program assessment data are needed to measure program performance, and create comprehensive system across programs for collecting, managing, monitoring, and analyzing key assessment data. Currently, these data are not centralized or coordinated.

Franklin Pierce School of Education Responsive Actions Taken



The following pages will include narrative from the review team report and subsequent actions taken by Franklin Pierce University School of Education. The original report is cited, followed by the FPU response.

Clinical Partnership & Practice [604]

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

Teacher candidates are provided opportunities at varying grade levels during their early field experiences. In the area of Special Education, there is no evidence to support the culminating placement(s) of students at varying levels to provide the experiences needed. Although the newly created handbook articulates and outlines expectations and procedures, several teacher candidates (current and alumni) expressed a lack of consistency in field placement.

- *The culminating field experience shall require the candidate to assume the range of teaching or specialist or administrator area activities, roles, and responsibilities that demonstrate the candidate has the knowledge, skills and dispositions of a beginning educator. [604.06(b)]*

There is a system in place to provide the cooperating practitioners with the necessary documents and support through the newly developed handbook. Cooperating practitioners report that more guidance and support are needed prior to and during the culminating field experience. However, additional supports, planning and lead time is needed to ensure the below unmet standards are met. This review team encountered several opportunities between both candidates and cooperating practitioners who expressed significant concern regarding clinical expectations. They overtly expressed a need for professional development/training, discussions, and follow-up regarding the expectations for candidates within the field. Again, while the newly developed handbook is a positive step in the process, there is a need to solidify the communication of the partnerships into practice.

There is some evidence of Clinical Partnerships and Practice effectiveness. Nevertheless, there are areas within Clinical Partnerships and Practice that would fully meet and solidify requirements for candidates within each specific content/licensure areas. [604]

- *Designate one or more persons to be responsible for coordinating and managing the field experiences, including the orientation and professional development of cooperating practitioners as mentors following clearly articulated, written criteria for mentoring practices; [604.08(a)]*
- *Provide each cooperating practitioner with clearly articulated written criteria for mentoring practices and the requirements of the PEPP relating to field experiences; and [604.08(c)]*
- *Provide each cooperating practitioner with any information concerning the candidate that may be helpful to the cooperating practitioner in mentoring the candidate, provided that provision of the information does not violate any confidentiality or privacy laws; [604.08(d)]*
- *Sufficient support to all faculty, staff, and cooperating practitioners for professional development related to their roles in preparing and mentoring candidates, including the granting of promotional credit and or tenure for collaboration with pk-12 schools. [604.02(g)]*

Responsive Actions Taken:

- Special Education culminating field experience changes
 - Currently, General Special Education students have field experiences at all levels of practice. Moving forward, the SOE has put together a plan to increase the days in the clinical student teaching experience to allow more time for a student teaching clinical experience which will include more than one setting. This change is in the process of being reviewed through the FPU Curriculum Committee prior to officially being implemented in the Fall of 2023.
 - Another curricular adjustment to further Special Education experiences is to expand early exposure to a wide spectrum of specialists in the field through guest interviews and observations.
- New Mentoring course with badge in Canvas
 - Each mentor teacher, cooperating teachers, supervisors and faculty are asked to take a new mentoring course to train them in working with teacher candidates. The course includes modules, case studies, simulations, and orientations to SOE procedures and processes. Completion of the course results in earning a mentoring badge. The course is delivered through Canvas.

- MOA with Jaffrey-Rindge Cooperative School District (JRCSD)
 - A new Memorandum of Agreement was established with the JRCSD for increased collaboration and clarity of processes, increases in honorariums for cooperating and mentoring teachers, and continuous review of teacher preparation, course work embedded in the school, field work and clinical placement practices. We have also established a liaison role within each school within the district to assist with communication and coordination of collaborative activities.
- Establish an advisory team for clinical partnerships.
 - The advisory team representation will include K-12 school administrators, K-12 schoolteachers, FPU administrators, FPU faculty members, and a FPU students/alums. The first meeting for the advisory team is slated for the spring of 2023. Currently, advisory team members are being solicited. Several have accepted the role.

Institution's Candidate Assessment System [606.01]

3. Recommendations that Require Responsive Action: [Ed 606.01]

Although an electronic 'data' system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.

It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in "gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs." [604.01 606.02; 603.0, 606.02; 603.01]

- a. The PEPP has the data available and a vehicle to collect the data. A system to document student key assessments should be created. This can be in the form of an online portfolio.
 - i. *The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards; and* [606.01(2)]
- b. Clear cycles of student data are needed to measure candidate performance.
 - i. *The assessment of candidate performance informs on-going program improvement* [606.01(4)]

Responsive Actions Taken:

- Data currently collected includes information gleaned from the following:
 - course grades
 - teacher preparation standardized testing (praxis, etc.)
 - early and cumulative clinical field experience assessment data (evaluations and surveys from student teaching supervisor, mentoring K-12 teachers, students)
 - technology surveys
 - exit interviews and alum surveys
 - TCAP portfolios
 - Institutional research data (demographics, faculty course loads, enrollment and retention)
 - key assessments
- Established a new assessment system
 - Using *Canvas Outcomes* to track candidate ED500's and ED600's assessment data from each course taken by education students (includes Education and content area courses)
 - Each course taken by education students to fulfill a teacher preparation standard now has an assessment rubric embedded. Each semester, the faculty for that course will rate each student based on the ED standards that are designated for that course.
 - At the culmination of the school year, all data is downloaded and stored in the SOE system for data analysis and reference.
 - From this data, reports are prepared illustrating results for each candidate. At a designated time, students who have not satisfied the standards will be flagged. This will be brought to the attention of the department and a meeting will be scheduled with a designated faculty member to discuss an improvement plan. All improvement plans will be filed with the SOE via this [form](#). Additionally, after each graduate term and undergraduate semester, a report is run on all education student grades. Any student

who achieved a grade below the acceptable level for their program is sent a letter notifying the student that they are required to re-take the course to remain in the program. They are also required to meet with their advisor or the Director of the School of Education.

- Data-based decision making will continue to occur during our annual School of Education assessment retreat each spring. We will continue to review candidate assessment data including all fore-mentioned data points. Additionally, we will use data from the new assessment system which utilizes Canvas *Outcome* standard assessment results, as well as candidate disposition data, clinical student performance data, and standardized testing results (i.e., Praxis scores). A culminating result from this meeting reviewing assessment results will include the next steps for advising and intervention for each candidate.

[Sample of Candidate Level- Standards Assessment](#)

Institutions Program Assessment System [606.02]

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

Although an electronic 'data' system was recently implemented to store candidate assessment data and program assessment data, the ability to examine individual candidate(s) and program-wide patterns needed to inform decisions, instruction, and program changes is missing. Data collected has not yet been analyzed to guide specific candidate progress, instruction, or departmental/programmatic change. The education department is aware of these issues and has developed a plan to address concerns.

It is recommended that FPU improve the continuity and coordination across the undergraduate and graduate pathways in "gathering data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs." [604.01 606.02; 603.0, 606.02; 603.01]

- a. Create and implement a plan to collect and analyze data at the course level in order to create a system of ongoing program improvement that looks at data across and within licensure programs.
- b. Develop a system to collect and store course-level data that can be easily aggregated.
- c. Provide data that demonstrates a deeper understanding of the content at the graduate level.
- d. Work with faculty to ensure a common understanding of the assessment system; the need for varying levels of assessments within classes; a consistent, reliable form of measurement (rubric scoring); and an understanding of how the program assessment system connects to their instruction.
 - i. *Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs; and* [606.02(1)]
 - ii. *Demonstrate a process to make judgments based on the data collected; and* [606.02(2)]
 - iii. *Use the process for continuous program improvement to ensure the quality of individual candidate preparation* [606.02(3)]

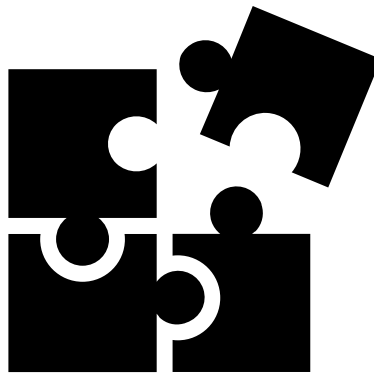
Responsive Actions Taken:

- Programmatic data currently collected includes information related to the teacher preparation program gleaned from the following:
 - course grades
 - teacher preparation standardized testing (praxis, etc.)
 - early and cumulative clinical field experience assessment data (evaluations and surveys from student teaching supervisor, mentoring K-12 teachers, students)
 - technology surveys
 - exit interviews and alum surveys
 - TCAP portfolios
 - Institutional research data (demographics, faculty course loads, enrollment and retention)
 - key assessments
- SOE syllabi templates are now being utilized which document associated standards, and key assignments.
- Established a new assessment system
 - Using *Canvas Outcomes* program assessment data is tracked for NH ED500's and ED600's standards measured within courses taken by education students.
 - Each course now has an assessment rubric embedded. Each semester, the faculty for that course will rate each student based on the ED standards that are designated for that course. This data will be aggregated for a full course analysis as well as a program analysis. This is in addition to analysis of all grades received in the course.

- At the culmination of the school year, all data is downloaded and stored in the SOE system for data analysis and reference.
- From this data, reports are prepared illustrating results for the overall program for each standard. At the year-end assessment retreat the SOE members will review the data to assess both the overall program and individual courses. At this time the SOE will design responsive actions based upon the data. For example, curriculum committee proposals and plans for course revisions may be recommended, or targeted programming such as workshops may be recommended.

[Sample Program Level- Assessment Data](#)

Responsive Actions Taken in Individual Programs



The 2022 Franklin Pierce University School of Education review results indicate themes throughout the programs which needed to be addressed. Specifically, graduate and undergraduate differentiation and our School of Education overarching assessment system required further development. To follow is a description of our responsive action.

Themes across all programs [603.02;0603.03] [504.03(b)]

Since these two elements were common themes across the programs, to be more efficient, the SOE will report on them in this section and then reference this within each program area.

1. **Assessment system deployment-** Please refer to the Institutions [Program Assessment System](#) section of this report. After consultation with peer institutions, the SOE designed a new program assessment system to use in addition to their already existing assessment procedures. The plan was introduced in the Fall of 2022 to all department chairs and program directors who work with education students. Training in using the system has occurred both corporately and individually as needed.
2. **Graduate and undergraduate differentiation-** During the fall of 2022, graduate and undergraduate faculty convened to analyze and revise the differentiation between undergraduate and graduate courses. The following table denotes established course differences.
 - a. Though the graduate and undergrad assignments are similar, the graduate students are held to a higher standard which is evident on the assignment sheet rubrics. Further differentiation has occurred as new faculty have updated and revised content based upon research on best practices pertaining to the subject content and mode of course delivery.

UG Code	GRAD Code	Course Name	Assignments Rubric Differences	Instructional and Course Content Differences
NA	ED501	Grad Teacher Ed Orientation	This course is only in the graduate program	This course is only in the graduate program
ED112	ED505	Teaching and Learning in a Democratic Society	Assignments with Rubrics	<p>ED 112: F2F undergraduate course uses readings (text, handouts), videos, discussion and lectures for instruction. Reading Quizzes are also utilized to keep students on task with reading content.</p> <p>ED 505: Online class: Instruction is given through readings (text and handouts) and videos. Discussion questions requiring personal and peer responses are used to monitor comprehension of reading and videos. Discussions on the graduate level are graded. More emphasis is put-upon higher-level analysis and responses within weekly assignments –reaction papers, argument trees, statements of philosophy, and historical presentations.</p> <p>While Reaction Papers with similar topics appear in both courses, rubrics are adjusted to require greater depth of research and knowledge from graduate students to earn the highest grade.</p>
ED105	ED506	Educational Psychology	Assignments with Rubrics.	ED105 has assignments involving reading response journals for which targeted prompts are supplied. ED105 additionally utilizes case study methodology.

				<p>ED506 has focused dialogue through discussion boards and reading responses stemming from the reading of the text and additional materials viewed. ED 506 utilizes exams.</p> <p>Both courses utilize assignments involving cognitive mapping, however, the graduate students are required to provide an additional metacognitive rationale for their maps.</p> <p>Reading response assignments for undergrad students typically involve a narrative consisting of 250-500 words, while graduate students must consist of 500-1000 words and are assessed with a more complex set of standards to achieve highly effective status.</p> <p>ED506 has additional assignments/projects not included on the ug level- such as the UDL Teaching Assignment, the Developmental Jigsaw, and exams.</p>
ED308	ED508	Introduction to Assessment	Assignments with Rubrics	<p>ED308 takes the approach of utilizing reading quizzes throughout the course. There also is a great deal of in-person small group work, designing assessments, and peer editing. Active learning techniques are key in this course, such as debate, cognitive mapping, and group presentations.</p> <p>ED508 utilizes weekly graded discussion questions (minimally two per week) in addition to weekly assignments and readings. In the discussions, graduate students not only respond to the prompts but are required to explain the rationale for their choices and responses. One focus is to increase the depth of analysis and challenge students' thinking and use of practices for assessment. Additionally, ED508 utilizes online digital mind-mapping tools for students to create demonstrations of their understanding of the vocabulary associated with assessment. Graduate students examine data from national reports and create visuals of critical information. Throughout the course peers and instructor provide critical feedback and evaluate the effectiveness of feedback.</p>
ED312	ED509	Understanding and Teaching Exceptional Learners	Assignments with Rubrics	ED 312/ ED 509 Understanding and Teaching Exceptional Learners

				<p>ED 312: This F2F course uses in-class lectures, text, videos, IRIS Model, PowerPoint, and research for instruction. Research templates on various types of disabilities are also integrated for learning purposes. Each template requires the creation of an appropriate activity to be used in a classroom along with any needed student accommodations. Students complete on-site personnel interviews as well. In-class activities, discussions, individual and group projects, papers, and quizzes are used to monitor student learning. Fieldwork is required.</p> <p>ED 509: This online graduate course's instruction is provided through text readings, videos, and the use of the IRIS Modules. Research templates are integrated for in-depth learning about specific types of disabilities. As part of every template, students complete a class activity and a full lesson plan with applicable accommodations. Students complete on-site personnel interviews as well seeking to find a clearer understanding of the school community. Additional research documents are created by students for learning and to demonstrate understanding of the material. Discussions and various papers are assigned to monitor student learning. Fieldwork is required.</p> <p>As a culminating project in both courses, students create a Live Binder to demonstrate course learning and competency in technology use. Specific course rubrics are used for grading.</p> <p>While similar topics appear in both courses, rubrics are adjusted to require a greater depth of research and knowledge from graduate students to earn the highest grade. Further, additional topics of study are integrated into the graduate-level course. Course content is not exact, but concepts are carried out between the two courses.</p>
ED224	ED510	Design and Management of the Learning Environment	Assignments with Rubrics	<p>While these courses share some key assignments since they are both the foundational methods courses for all School of Education students, many differences occur in how the courses are offered and the depth of critical, higher order thinking required. The graduate</p>

				<p>ED510 requires more high-level analysis, evaluation and discussion which is situated in minimally two discussion board dialogues weekly. On the assignments that are common to both levels, again the graduate-level has a higher expectation as illustrated in the rubrics which require more detail and more research.</p> <p>One major difference between ED224 and ED510 is that ED224 requires a series of reading responses as a medium for reflection on concepts. ED510 instead has four major Reaction papers that cover similar topics but require much more depth. For example, the topic of space and time in ED224 requires a description in a discussion board analyzing the physical layout of the classroom. In ED510 a full paper is required to identify the priority techniques related to the classroom space, schedule and routine. Further, ED510 students must describe their rationale in detail in establishment of the noted priorities within the paper.</p>
ED328	ED512	Special Education Law	Assignments with Rubrics	<p>ED 328: F2F undergraduate course uses readings (text, handouts), videos, lectures, and in-class projects for instruction. Students must complete various reflections, discussions, case studies, web-based projects, etc. to further learn and demonstrate knowledge. Some projects are completed in pairs. The course culminates with a final exam.</p> <p>ED 528: Online graduate course: Instruction is offered through reading the text, additional materials, and viewing videos. Students complete various assignments such as reflections, graphic organizers, journals, and web-based activities to demonstrate increased knowledge. A small group project is also included.</p> <p>While there is content overlap, it is not exact. Graduate students are required to complete additional research using primary resources in their work. Graduate students also have additional projects such as the Frequently Asked Questions assignment added to their course requirements. The use of technology is infused in both levels to create increased knowledge of resources available for instruction. Grading rubrics</p>

				have increased expectations for graduate students at the highest levels.
ED231	ED515	Primary Literacy	Assignments with Rubrics	<p>The focus of both courses is to learn about effective strategies to instruct emergent and beginning readers and writers, including English Language Learners.</p> <p>ED231: This F2F undergraduate course utilizes the following instructional methods: small and large group discussions, videos, class simulations, instructor modeling, assigned reading, lectures, in-class projects and presentations.</p> <p>ED515: This online course is set up in modules which sequentially provide an overview of language and literacy development, principles of teaching and learning, approaches to literacy and building an awareness of diversity in today's classrooms. Instruction and assignments include weekly readings, media viewing, journaling, discussion boards, projects, lesson plans</p> <p>While similar topics and assignments appear in both courses, such as the Text Set assignment, rubrics are adjusted to require a greater depth of research and knowledge from graduate students to earn the highest grade. Another common assignment is the Open House Presentation, which is done in-person for undergraduates, but, graduates submit a recorded presentation, script and parent handout. Further, additional topics of study are integrated into the graduate-level course. Course content is not exact, but concepts are carried out between the two courses. Fieldwork is required for both courses.</p>
ED350	ED516	Teaching Literacy across the Curriculum	Assignments with Rubrics	<p>ED 350: F2F undergraduate course uses readings (text, handouts), videos, and lectures for instruction. Quizzes are given in most Canvas modules to check comprehension. Various types of assessments such as presentations are used for students to demonstrate their understanding of content.</p> <p>ED 516: Online class: Instruction is given through readings (text and handouts) and videos. Graded discussion questions requiring personal and peer</p>

				<p>responses are used to monitor comprehension of reading and videos. While there is some overlap of projects and topics, graduate students concentrate on research and writing papers to demonstrate their understanding of content.</p> <p>Reaction Papers with similar topics appear in both courses, however, rubrics are adjusted to require greater depth of research and knowledge from graduate students in order to earn the highest grade. Another assignment which is common to both courses is the ethnographic final assignment. In ED350, this is an in-person presentation, however, in ED516 the assignment format is an essay and requires more research.</p>
ED316	ED517	Methods in Teaching Social Studies	Assignments with Rubrics	<p>ED316 functions as a collaborative F2F workshop class where students discuss, craft and finalize a unit plan based in the area of social studies. Students explore curriculum models and topics for social studies. There is an emphasis on strategies that encourage critical thinking, creative thinking and media literacy. F2F class sessions include small and large group discussions, media use, class simulations including instructor modeling, and peer instruction for some sessions.</p> <p>ED517 Students explore teaching models, methods, and topics for effective instruction in social studies through a series of modules. It is an online course which uses assessment results to improve instruction and then demonstrates advantages of using best research-based practices in the lower grades to successfully impact understanding in the upper grades. Instruction occurs through assigned reading, media, threaded discussions which are graded, and assignments focused on developing social studies curriculum (i.e., historical role play, social action, unit plan). Again, while there are similarities in assignments, graduates are held to a higher standard of performance such as demonstrating deeper research and analysis as well as providing insights into their own professional development needs.</p>
ED263	ED518	Methods in Teaching Mathematics	Assignments with Rubrics	<p>These courses share some of the same key assignments for program assessment purposes, however the approach for the courses varies. ED263</p>

				<p>has reading reflections throughout the entire course along with activities face-to-face. ED518 relies more heavily upon substantive discussion board interactions minimally twice each week, in addition to other reflective assignments and activities. Also, there is a quiz after each chapter in ED518.</p> <p>Graduate students have the additional assignment of creating a binder with a collection of resources for teaching mathematics.</p>
ED314	ED519	Scientific Inquiry and Teaching Methods	Assignments with Rubrics	<p>ED314 meets F2F and utilizes a weekly reading response reflection. This course emphasizes hand-on activity projects, in-class collaborative group work, case study analysis and required reading. Participants in ED314 will analyze and evaluate inquiry-based lessons, see science class instruction modeled, and develop related science materials including a STEAM unit plan.</p> <p>ED519 follows a module-based structure which covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction. Each weekly module contains a unit introduction, required reading list, two threaded discussions, and a written assignment and discussion response. Each assignment page contains a brief overview of the task and a link to a more comprehensive assignment sheet and rubric. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. Emphasis in this course is on the development of instructional strategies and the use of technology relevant to teaching and learning science.</p> <p>While both courses have a heavy focus on NGSS and the development of science instruction & content, ED519 has varied assignments from ED314 including threaded discussions, inquiry station, and reaction papers.</p>
ED360	ED526	Best Practices in Secondary Contexts	Assignments with Rubrics	<p>Both the undergrad and online graduate versions of these courses require opportunities to increase learning and are designed as capstones to be taken right before students begin the student teaching experience.</p>

				<p>ED360 is the undergraduate course where instruction is F2F. Students have required reading from a text and various web pages. Discussion questions are answered both online and in the classroom. Student projects are designed to increase the skills student teachers bring to the classroom. Assignments include writing formal lesson plans, designing and implementing a teacher interview, reflection papers, etc. Rubrics are used for assessment purposes.</p> <p>ED526 is a graduate-level course that mirrors ED360 in an online format. Instruction is offered through readings in a text and through web pages. Discussion questions require written responses to prompts and answer responses from peers in writing. Projects are designed to further the skills of the student teacher in the classroom. Additional learning opportunities are provided through assignments requiring formal lesson plans, reflective papers, research, the use of technology, developing a unit map, etc. Rubrics are used for assessment.</p> <p>While there is an overlap of content, certain projects at the grad level require increased information. Grading rubrics are differentiated between the two levels.</p>
ED340	ED540	Assessment Identification of the Exceptional Learner	Assignments with Rubrics	<p>Both ED340 and 540 are courses focused on assessment and identification of educational disabilities. Students learn how to administer assessments, interpret results and write evaluations and recommendations.</p> <p>ED340 is F2F and shares many of the same assignments as ED540, however each has a higher-level of expectation. For example, the Cognitive processing abilities project for graduates includes a 5–7-page research paper while the undergraduates create a PowerPoint. Additionally, graduate students are required to complete more case study evaluations.</p> <p>ED540 follows an online format utilizing weekly modules which include discussion-based class sessions, assigned readings and handouts, presentations, lectures, simulation activities, and the use of testing materials.</p>

ED341	ED541	IEPs and Instructional Considerations	Assignments with Rubrics	<p>Students in both courses are prepared to learn about the IEP process, prepare appropriate, evidence-based instructional accommodations, and follow related federal laws related to the development of Individualized Education Plans.</p> <p>ED341 employs a F2F methodology utilizing lectures, assigned readings and handouts, group work, and media viewing. Case studies are explored, and students practice the development of appropriate instructional approaches for students with special needs.</p> <p>The ED541 course will include reading assignments, discussion questions, videos/YouTubes, Iris Center modules, podcasts, webinars, interactive websites/games and use of case studies. Graduate students are additionally assigned Google Web Site, PAL Paper, a Behavioral Intervention Plan and Annotated Bibliography assignments.</p>
ED345	ED545	Effective Communication & Collaboration	Assignments with Rubrics	<p>ED 345 is a F2F undergraduate course using readings from the text and appropriate handouts and class lectures for instruction. Additional learning opportunities and verification of comprehension are offered through projects such as reading response journal entries, personal values tests, oral presentations, research papers, and a final exam.</p> <p>ED 545 is a graduate-level course that uses textbook readings, handouts, and videos to provide instruction. Research and the use of various web technology are also included. Additional learning and verification of comprehension are provided through assignments such as the creation of a Flip Book, research papers, reflection, graphic design, etc. Primary resources are required in research.</p> <p>Although there is overlap in topics, each course is distinct in design and delivery. Both are heavily infused with activities for increased understanding of content. Rubrics are designed with different expectations for exemplary work.</p>

NA	ED578	Action Research in the Classroom	This course is only in the graduate program	This course is only in the graduate program
----	-----------------------	----------------------------------	---	---

Elementary Education Teacher (K-6) (K-8): BA, MED, Licensure

3. Recommendations that Require Responsive Action:

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

There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.
Distinguish the differences between graduate and undergraduate courses [603.02; 603.03] [504.03(b)]

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

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

Responsive Actions Taken:

Progress Report: During the fall of 2022, graduate and undergraduate faculty convened to analyze and revise the differentiation between undergraduate and graduate courses. The table of evidence illustrating differentiation between graduate and undergraduate coursework can be found [here](#).

Annual Report: Please refer to the Institutions [Program Assessment System](#) section of this report.

English Language Arts Teacher for Grades 5-12: BA, MED, Licensure

Recommendations that Require Responsive Action:

- i. **Progress Report to Address the Following Recommendation/s:**
 - a. Update media literacy course to meet the most up to date standards. This is currently being taught through EN357- the course contains some outdated material and students could benefit from a more current approach to media literacy. [507.24(c)(6)]
 - b. Ensure that students are utilizing 21st Century tools such as Google Suite-learning labs, 1:1 devices, proficiency with Google classroom and Seesaw© [507.24(c)(6); 603.02]

- ii. **Annual Report to Address the Following the Recommendation/s:**
 - a. This reviewer was unable to verify if candidates felt fully prepared for the higher end of the spectrum of learners. This reviewer suggests addressing the teaching of gifted and talented learners and how to create and run programs for gifted students.
[505.03(1)b.] The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner.
 - b. Explicit teaching of grammar- this reviewer was unable to find evidence of this and this also came up as an issue in the feedback on the exit survey from former students. [507.24(c)(1)c.]
 - c. This reviewer acknowledged different opportunities for students to become fluent writers through several courses, however, was not able to examine skills learned and/or demonstrated of the pedagogy of writing. This reviewer suggests the addition of teaching students to write for various audiences- this was addressed in GLE 230, but it does not appear to be enough to prepare English Teachers, more of a general overview of the genres of writing. Clarity in course work, i.e., objectives within the course syllabi) that covers writing pedagogy would strengthen the overall analysis. This reviewer was unable to verify if candidates felt fully prepared for the higher end of the spectrum of learners. [507.24(9)(a)-(f)]
 - a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;
 - b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;
 - c. Offer constructive and focused response to students' writing;
 - d. Present authors' works as models to encourage diversity in students' writing;
 - e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and
 - f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;
 - d. This reviewer was unclear as to how candidates are being prepared to teach and assess (grading methods) in a "standards based (or competency based)" learning classroom. It is recommended to articulate differences between 'traditional' approaches versus standards/competency based. Lesson plan templates, including learning objectives, and rubrics with standards (and differentiated objectives etc. especially for those who have already proven competency.) [505.03(a)(3)]

Responsive Actions Taken:

Progress Report:

- a. The FPU English Department is updating EN357-How to Write a Blog. This course evolves as media evolves. While the original rendition of the course focused on the writing of blogs, future offerings will include how to write for Substack, Instagram, TikTok (for example, BookTok for book reviews), and podcasts. The course continues to focus on visual and information media, examining how such media can support or distort messaging. Students evaluate and critically analyze digital sources, including blogs and various social media, in order to interpret meaning from both images and text found there. The English Department is also working with the Curriculum Committee to revise the course title.

The teaching of media literacy additionally occurs across multiple courses. For example, EN232-Teaching of Writing has a focus on the use of words and the settings in which words are used including within the digital world. The course embraces the utilization of digital tools and the scrutiny of digital sources of information. In this course students create a digital presence as part of an intercultural project where they have collaborative learning experiences with university students in Cairo, Egypt. Within the Teaching of Writing course students have assignments where they examine the purpose of using words, spoken and written, as well as the use of visuals— charts, graphs, photos, and varied types of media. Students then are directed in writing projects to create documents for different audiences followed by peer editing and exercises to develop critical analysis and clarification.

Media literacy is a theme also taught in all education courses where students are challenged to access, analyze, evaluate and create using a variety of literary forms – including print, recorded and online. Within each syllabus, suggestions are provided for professional agencies and digital resources related to the topic of the course. Specifically, within ED231/ED515-Primary Literacy and ED350/ED516-Teaching Literacy across the Curriculum, students are given guidance on choosing literary resources appropriate for the content area they are teaching – both in print and online. In the later course, there are modules on the writing process, critical thinking and writing within the content areas. Lastly, this course devotes a module to multiliteracies: Visual, Media, and Digital. Within these literacy-related courses, as well as other methods courses, students are required to collaborate with host teachers in the field on choosing appropriate resources, including media. Other examples of media literacy instruction are the following:

- Teaching and Learning in a Democratic Society – Creating a research brochure (includes a lecture and analysis of types of references, and additionally how to access online resources), lecture and discussion of the essential elements of digital literacies (Week 7), Film Clip Assignment
- Design and Management of the Learning Environment – Annotated Directory of Resources Assignment, learning to create a lesson plan and choosing appropriate resources for the lesson (including digital media), multiple lessons involving the appropriate use of technology for specific lesson content and presentations

- Understanding and Teaching Exceptional Learners – Each student creates an online portfolio/binder of categories of disabilities, resources, professional agencies, teaching resources and are required to include online sources such as media clips, TED Talks, etc.

Franklin Pierce University was granted funds from the Davis Foundation in order to transform its pedagogical practice through the enhancement, across the curriculum, of digital skills and literacy. Each faculty member has been exposed to Digital Literacy training and tools including annotation tools, audio, music and podcasting tools, cloud storage, collaboration tools, data, math and coding tools, graphics creation, mapping and presentation tools. Additionally, they have been introduced to screen casting, text analysis, timeline creation, video editing and publishing, web design tools and digital writing tools. Members of the School of Education have been on the steering committee for the IDEAL program and have multiple opportunities to utilize digital tools. Since we have exposed our students to these tools and are watching our student teachers introduce them in the clinical field placements.

- Ensure that students are utilizing 21st Century tools- In each course, FPU students are required to utilize CANVAS, an online learning management system (LMS). This LMS contains their syllabus, course resources, assignment repository, and digital record of their grades. Instructors additionally have the opportunity within this system to model the use of online tools. Other examples of 21st Century tool utilization can be evidenced in the following. ED350/ED516-Teaching Literacy across the Curriculum includes a module and reading related to digital literacy and technological tools. ED224/ED510-Design and Management of the Learning Environment require the use of technological tools to create and post an Annotated Directory to the LMS. In ED312/ED509-Understanding and Teaching Exceptional Learners there is a module devoted to assistive technology additionally. ED112/ED505-Teaching and Learning in a Democratic Society require students to research and document professional associations in assigned research projects. Additionally, this course included reading and assignments related to the use of educational technology. Another example can be found in ED231/ED515-Primary Literacy which requires a text set assignment to include technology. In ED316/ED517-Methods in Teaching Social Studies module 8 is devoted to technology. Lastly, the School of Education's lesson plan guidance sheet that is distributed to all education courses includes detailing the use of technology for instruction (Appendix [Lesson Plan Guidance Sheet](#)).

One culminating example of utilizing 21st Century tools is evidenced in the Student Teaching Seminar. Students meet weekly as a cohort using web conferencing through Zoom. They utilize online discussion boards and a digital repository for assignments. During class they share, collaborate and present using google presentations and google docs. Each student additionally presents about the technology they are using in the schools currently. These students also are charged with the creation of digital correspondence bridging school and home for increased communication. Each student is required to submit digital recordings of their instruction and provide critical analysis of that instruction. Additionally, the student teachers use the schools' online grading systems and then share with the class what they have learned in that experience.

Annual Report Progress:

- a. Preparation for gifted and talented learners- Each lesson plan prepared by an FPU student is required to provide an explanation of how they differentiate to reach the needs of all their students – which includes gifted and talented learners. In ED312/ED509-Understanding and Teaching Exceptional Learners (taken by all graduate and undergraduate students), all students are also required to complete a module on gifted and talented learners. Within the course, there is a class session in which students specifically design and present lessons geared toward accommodating gifted learners. To increase emphasis and preparation for more fully addressing the ED505.03.1 standard, the course is being revised to include a research project on gifted education. Additionally, the FPU lesson plan will have an added emphasis on extensions or adjusted lesson procedures for gifted and talented learners. (Appendix [Lesson Plan Template](#)) This addition will be emphasized in all methods courses.
- b. Explicit teaching of grammar- The understanding of grammar is reinforced within the confines of both required composition coursework and the EN232-Teaching of Writing course. The School of Education will be working closely with faculty to integrate a more explicit plan for the teaching of grammar.
- c. Items i-vi are addressed throughout the entire education program. However, specifically students are taught to model and guide writing activity within EN232-Teaching of Writing as well as within specific education coursework (ED231/ED515-Primary Literacy, ED350/ED516-Teaching Literacy across the Curriculum).
 - a. EN232-Teaching of Writing serves as one vehicle for learning to write and to teach writing. The course description includes the following: The purpose of this course is to help prepare students who are interested in teaching writing in a classroom setting. Students are introduced to areas of composition studies that are pertinent to classroom experiences, learn about writing as a teachable art, understand the process of and be able to develop good writing assignments, learn various ways of responding to and evaluating student writing and develop their own philosophy of teaching writing. Throughout the course, students will consistently be writing and working constructively with their peers. In the second project of the course, students create a writing project, explore how to scaffold learning, and design feedback opportunities.
 - b. The pedagogy of writing for specific content areas is reinforced within methods courses for science and math as well as special education coursework (ED316/ED517-Methods in Teaching Social Studies, ED263/ED518-Methods in Teaching Mathematics, ED314/ED519-Scientific Inquiry and Teaching Method, ED350/ED516-Teaching Literacy across the Curriculum, ED341/ED541-IEPs and Instructional Considerations). In ED308/ED508-Introduction to Assessment students learn about assessment modes and practice both creating and grading. All of this preparatory coursework is utilized in the culminating field experience, student

teaching, where students are creating lessons, implement instruction and providing assessment for their students.

- c. Introduction to Assessment is another course where students gain a great deal of experience constructing a variety of assessments including selected response assessment (multiple choice, matching, true/false, etc.), constructed response assessment (fill in the blank, short answer, etc.) and performance tasks. Each of these is based upon specified learning objectives and standards.

Within each methods course (such as ED224/ED510-Design and Management of the Learning Environment, ED263/ED518-Methods in Teaching Mathematics, ED308/ED508-Introduction to Assessment, ED312/ED509-Understanding and Teaching Exceptional Learners, ED316/ED517-Methods in Teaching Social Studies, ED314/ED519-Scientific Inquiry and Teaching Methods, ED350/ED516-Teaching Literacy across the Curriculum, ED360/ED526-Best Practices in Secondary Contexts), students experience practice writing lesson plans in which they must design formative and summative assessments based upon the standards and learning objectives. In the final student teaching placement, students are mentored and experience the modeling of instruction and assessment and build in experience and responsibility through to the solo week where they are solely responsible for instruction and assessment. These competencies are additionally evidenced in the final Student Teaching experience throughout the placement and in the final NHTCAP (portfolio).

English Language Arts Teacher for Grades 5-8: BA, MED, Licensure

Recommendations that Require Responsive Action:

- i. **Progress Report to Address the Following Recommendation/s:**
 1. Program needs to address the usage and teaching of modern media as it relates to [ELA 5-8](#).
Currently, the only dedicated technology/media course offered is EN357: How to Write a Blog.
 2. This course does not adequately address the standards listed below:
 - a. How visual and informational media can support or distort messages [507.24(c)(6)b.]
 - b. Guide students to select, evaluate, and analyze digital resources critically [507.24(c)(12)b.]
 - c. Guide students to construct and interpret meaning from images and information provided by media and technology [507.24(c)(12)a.]
- ii. **Annual Report to Address the Following the Recommendation/s:**
 1. It is recommended that the following topics be addressed through multiple courses, as well as separated according to the needs of different grade level students.
 - i. In the area of language uses pedagogy, the ability to [507.24(c)(7)a.-i.]
 - a. Apply and model grammatical rules in reading and writing;
 - b. Explain how the application of grammatical rules affects meaning;
 - c. Show how diction, tone, and voice vary according to audience;
 - d. Trace how English has changed and developed over time;
 - e. Distinguish and appreciate regional, ethnic, and standard dialects;
 - f. Model how language functions in different contexts and how to make effective choices about meaning or style;
 - g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;
 - h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and
 - i. Address the literacy needs of students whose primary language is not English;
 - ii. This reviewer was unclear as to how ELA 5-8 candidates have opportunities that directly relate to the [ELA 5-8](#) setting. For example, in Course # ED350- Teaching Literacy across the Curriculum, the 'language uses pedagogy' standard(s) appears to be covered primarily within this course and the course topics and materials seem heavily focused on lower elementary students. More coverage of these topics as they apply to the middle grades (5-8) is recommended.
 - b. This reviewer was unclear as to the wide range of topics, including grammar, figurative language, cultural differences in language, and the literacy needs of English Language Learners for [ELA 5-8](#) students in different contexts.

Responsive Actions Taken:

Progress Report:

1.-2. Usage and teaching of modern media has been addressed in the previous section ([ELA 5-12](#)). However, usage and teaching of modern media as it relates to ELA 5-8 is specifically elaborated upon in [ED350/ED516-Teaching Literacy across the Curriculum](#) which is designed with a middle school focus. All the lesson plans have the target of that age-range. For example, media literacy is covered in [ED360/ED526-Best Practices in Secondary Contexts](#) in the 4-lesson plan requirements.

Annual Report:

Each of the topics a-i will continue to be addressed in multiple courses. For example, teaching students to write is covered in required courses for all Education majors, in addition to the University's general liberal education requirement. For example, GLE110 First-Year Composition course objectives include the following: "In GLE110 we begin to learn to TRANSFER what you learn here to HOW to more effectively read and write to specific audiences in all your courses and beyond in your life as a citizen and professional." Additionally, GLE120 First-Year Composition II (recently changed to GLE230 Composition II) is also required for all students and notes in the course description, "First-Year Composition II is the second in a series of two courses for those who must excel in presenting error-free writing at the college-level. Within this course students will further develop their ability to attend to the context and purpose for the writing and select credible, relevant sources and evidence. Students will also learn disciplinary conventions and refine proofreading skills. In addition, students will master the basics of presentations: the central message and organization and use of supporting materials.

Education majors take EN232-The Teaching of Writing which additionally states in the course description, "We examine current theories and practices (praxis) of the reading/composing process with emphasis on rhetorical knowledge (the relationship between purpose, context, and audience) for transfer, information generating, audience awareness, error analysis, and the evaluation of writing. Students are instructed to design writing assignments for elementary, secondary or college students and create a writing project for the grade level in which they will teach. The prerequisites including GLE110 First-Year Composition, GLE120 First-Year Composition II, EN210-Introduction to Literary Studies and ED224/ED510-Design and Management of the Learning Environment assures students are prepared with grammatical proficiency and foundational pedagogical training prior to designing literary pedagogy. EN232-The Teaching of Writing includes the course objective to help prepare students who are interested in teaching writing in a classroom setting. They are introduced to areas of composition studies that are pertinent to classroom experiences, learn about writing as a teachable art, understand the process of and be able to develop good writing assignments, learn various ways of responding to and evaluating student writing and develop their own philosophy of teaching writing.

Lastly, each of the courses listed above (GLE110 First-Year Composition, GLE120 First-Year Composition II, EN232-The Teaching of Writing) are required on the undergraduate level and ensured through transcript audit that all graduate students will have completed the equivalent. These courses are in addition to the ED350/ED516-Teaching Literacy across the Curriculum course Teaching Literacy Across the Curriculum, which again prepares students to teach literacy, including writing, in both ELA 5-8 and 5-12 classrooms.

Cultural difference in the language and literacy needs of English Language Learners (ELL) are threaded throughout the program. Specific examples are included in the following courses:

ED231/ED515-Primary Literacy has a “Text Set” assignment that addresses diverse reading levels and the use of multicultural literary works. Students seek varied texts and utilize books with diverse perspectives and representations of culture, socio-economic, gender, characters and genres. This course also employs a “Open House Presentation” assignment which helps students develop skills to communicate with parents and guardians in a diverse community. They additionally are to identify state and community resources available to help non-English speaking parents. Furthermore, ED105/ED506-Educational Psychology contains a culture and diversity module where students explore and practice culturally responsive teaching and supporting students mastering academic English. This culminates in an English Language Learners project. ED312/ED509-Understanding and Teaching Exceptional has a dedicated module for culturally and linguistically diverse learners. Students learn about culturally responsive teaching and create instructional activities designed for culturally and diverse learners. ED341/ED541-IEPs and Instructional Considerations provides instructional considerations related to diverse learners included English Language Learners. This course dedicates a module (module 8) spoken language and word recognition. It emphasizes the challenges for students with disabilities who are also culturally, linguistically or racially diverse. The course additionally explores instructional strategies specifically tailored for English Language Learners. The EN232-The Teaching of Writing course emphasizes the application of grammatical rules, adjusting diction, tone and voices, as well as focusing on changing context and voices, especially as applied to assignments geared toward cultural relevance.

Life Science Teacher for Grades 7-12: BA, MED, Licensure

Recommendations that Require Responsive Action:

- i. **Progress Report to Address the Following Recommendation/s:**
 1. Evidence for the following standards was not evident during this review. As such, this reviewer determines these standards within Life Science PEPP as unmet.
 - a. "Establish relationships among all sciences and reflect the role of science systems in science literacy." This is concerning because a huge part of NGSS is about cross-cutting concepts (e.g., stability and change, structure, and function, etc.). Teacher candidates should be exposed to these concepts throughout their science courses. However, it is crucial that future science teachers can make connections between various science subjects and make those relationships clear to their students. [507.30(c)(3)a.]
 - b. "Integrate knowledge from the history and philosophy of science into science instruction." Although relevant scientists may be referenced in the science courses, the education courses do not seem to embed the history of science (as noted by a past student). [507.30(c)(3)c.]
- ii. **Annual Report to Address the Following the Recommendation/s:**
 1. This reviewer determined the following standards were unmet given minimal coursework that covering the below applicable content and skills. This includes:
 - a. "Evidence for structure of DNA determining structure of proteins," which is only covered in Bio 211: Genetics (Lab 5 Quiz: Prokaryotic Transcription & Translation). [507.32(c)(1)a.1.(i)]
 - b. "Role of photosynthesis, respiration, and fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere," which is only covered in Bio 102: Biology II (Quiz 5: Metabolism/ATP & Quiz 7: photosynthesis, fermentation). [507.32(c)(1)a.3.(i)]
 - c. "Carbon based molecules form the basis for life," which is only covered in Bio 102: Biology II (HW: biological chemistry, Quiz 3: carbon, carbohydrates, and phospholipids). [507.32(c)(1)a.3.(ii)]
 - d. "Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions," which is only covered in Bio 102: Biology II (Quiz 5: Metabolism/ATP & Quiz 7: Fermentation). [507.32(c)(1)a.3.(iii)]

Responsive Actions Taken:

Progress Report:

- 1) Life Science Standards
 - a) Role of science systems and relationships among sciences: When meeting with Science faculty they emphasized cross-cutting themes through all science courses which illustrate science systems and relationships. For example, the first lectures in BI101-Biology I emphasize evolution and scientific inquiry following the scientific method (observation, questioning, developing hypothesis, design experiment and predict results followed by a conclusion). Unifying themes in Biology, as noted in BI101, lecture 6, include organization, information, energy and matter, interactions and evolution. These same themes are evidenced in other science courses such as Chemistry and Physics and serve to provide foundational information for understanding all science. An example of this is in the BI101 lecture 2 where explanations are provided that note the studying of molecular structure of

DNA helps to understand the chemical basis of inheritance, a biological and chemical concept. Another example of cross-cutting science systems relationship is found in CH101-Chemistry I where students explore chemistry through analysis of drinking water properties including units, contaminants, redox, thermodynamics, solubility, pH, molarity and reactions. Each of these areas cross-cutting concepts found in the study of biology and physics. Chemical makeup impacts biological processes and physical reactions. Another example of interconnectedness between sciences is found in BI319-Cell Biology. This course illustrates multi-disciplinary study focusing on the properties and functions of living organisms and includes a lecture on chemistry for understanding biology on a cellular level. BI260- Anatomy and Physiology provides an orientation to the human body which includes both the chemical and biological structure, in addition to an understanding of the physiological makeup and physical function (understood through concepts of physics). ED314/ED519-Scientific Inquiry and Teaching Methods additionally explores the relationships and practices of contemporary science (Module 1 readings and lecture) with the purpose of helping students prepare for science pedagogy.

- b) History and philosophy of science: In ED314/ED519-Scientific Inquiry and Teaching Methods, the first assigned readings provide foundational information on the history of science. Module 1 explores learning through inquiry and science education. In the Module 1 lecture, Science education is defined as a collection of technology-inspired sister disciplines. This course utilizes the 5-E model for teaching inquiry science. Additionally, in order to understand STEM, differences among science, technology, engineering and math are also explored. The foundational lecture for this course illustrates these connections. Module 2 introduces, explores and summarizes next generation state standards (NGSS) which is required in each student-generated lesson plans throughout the course. Additionally, Module 2 explores how children learn science. Another course, ED112/ED505-Teaching and Learning in a Democratic Society, engages students in the exploration of the history of American public education, specifically connected to the content of which the student plans to become licensed. This is evidenced in the historical research and presentation assignment in Module 9.

Annual Report Progress:

Within this section, the reviewers requested details related to how these content components are covered.

- a. Applicable content and skills noted for specific science content regulations and associated coursework.
- i. Evidence for structure of DNA determining structure of proteins is evidenced in the following examples:

BI101-Biology I sets the foundation for the study of Biology by introducing common themes of life (Week 1 & 2) which includes biological levels of organization starting from molecules and cell organelles through ecosystems and biosphere. The lecture 2 PowerPoint states, “studying the molecular structure of DNA helps us to understand the

chemical basis of inheritance” and then proceeds to explain what DNA is, the kinds of chemical building blocks it contains and then the resulting transmission of genetic information. All the lecture materials for the course are then reinforced in complementary laboratory experiments. Later in BI102-Biology II, students learn the basic cellular architecture that unites all organisms and the metabolic pathways that support life including the chemical make-up of living organisms and the application of thermodynamics to living systems. Within BI211-Genetics, the course emphasizes the basics of molecular genetics and covers topics such as DNA structure and function and gene expression.

- ii. Role of photosynthesis, respiration, and fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere- These concepts are introduced in BI101-Biology I and then expanded upon in future Biology and Ecology coursework. For example, in BI102-Biology II, course materials focus upon special characteristics of living organisms, including the chemical make-up, underlying cellular architecture, metabolic processes and mechanisms of inheritance that unite all living organisms. Activities and lectures within the following weeks focus on the following specified content: Week 9 – photosynthesis, weeks 7 and 8 - cellular respiration, week 9 – fermentation, week 10 Nucleic Acids, DNA tools and Biotechnology, and week 11 the cell cycle. Week 15 covers moving from gene to protein. Further, BI218 Ecology builds upon these foundational biological concepts and moves into cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere in content for weeks 4,5,10, 11 and 12. This is evidenced in lecture materials, readings and assignments.
- iii. Carbon based molecules form the basis for life- This concept is introduced in BI101-Biology I in the first two weeks – “Lectures on Properties of Life” and “Common Themes of Life”, then revisited in BI102-Biology II and additionally reinforced within each course throughout the entire selection of required science courses.
 - i. Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions- This content is introduced generally in BI101-Biology and BI102-Biology II, then reinforced in BI218-Ecology. Specifically, lecture, labs and readings cover the following content: ecology, ecosystems, and biosystems (Ch. 1); energy flow in ecosystems (Ch. 2), biogeochemical cycles including the carbon cycle, nitrogen cycle, Sulphur cycle, phosphorus cycle and water cycle (Ch.3).

Social Studies Teacher for Grades 5-12/ 5-8: BA, MED, Licensure

Recommendations that Require Responsive Action:

- i. **Progress Report to Address the Following Recommendation/s:**
 1. There was limited distinction between the undergraduate and graduate course(s), assignments, and assessments.
 - a. Further differentiation between grad/undergraduate courses [603.02; 603.03] [504.03(b)]
 - b. Addition of more rigorous assessments to courses [603.01(a); 604.01; 604.02]
 - ii. **Annual Report to Address the Following the Recommendation/s:**
 1. Further distinction between graduate and undergraduate social studies courses.
-

Responsive Actions Taken:

Progress Report:

1. Distinction between graduate and undergraduate coursework:
 - a. During the fall of 2022, graduate and undergraduate faculty convened to analyze and revise the differentiation between undergraduate and graduate courses. The table of evidence illustrating differentiation between graduate and undergraduate coursework can be found [here](#).
 - b. Addition of more rigorous assessments to courses
 1. 603.02 states the PEPP shall provide a candidate with a program of study that is developmental and sequenced and incorporates 21st century practices which meet the requirements under Ed 500 and Ed 600.
 2. 604.01 states the PEPP shall systematically assess how well the program provides the curriculum necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.
 3. 604.02 systematically assess and analyze their needs and provide or adjust for adequate personnel, including administration, faculty, and staff necessary

The FPU program of study in history provided to the candidate is developmental and sequenced as evidenced in the curriculum guide provided to the student. The order for required courses builds both pedagogical skills and content depth simultaneously. Scaffolded experiences such as early exposure in the field and sequencing of courses which are enforced by pre-requisites, serve to channel both coursework and field experiences in a developmental order. Students in this path additionally have both an education advisor and history advisor. The key assessments of the coursework within each of the required courses provide essential data revealing the competency level in both the social studies content area and education coursework. Gateways are additional markers throughout the program which provide natural check points for the candidate and their advisor to assess progress. If students do not meet the designated

competencies, then they are not allowed to proceed in the program until they do meet them. FPU SOE recently has added a tool to assist advisors working with students to document student improvement plans as needed.

Each term, analysis is completed which provides data to determine individual student's course needs, departmental staffing needs, and administrative needs. The Dean and Director of Education collaborate on course offerings, hiring of instructors, and the fulfillment of programmatic needs (such as providing training, workshops, and additional supplies or support for students and faculty). One example of this was the development of the Education Lab. Another example was adding sections of required history courses in the summer terms to accommodate students' scheduling needs.

Lastly, as a result of this program review, the SOE has developed an improved assessment process which has been noted throughout this report.

Annual Report: Note the above progress report comment regarding noted distinctions between graduate and undergraduate coursework.

Special Education Teacher (ages 5-21): BA, MED, Licensure

- I. **Progress Report to Address the Following Recommendation/s:** (taken directly from the final PEPP Review report)
 - a. Strengthen instruction and exposure to early intervention transition as well as secondary instruction and transition planning. [507.40(b)(3)a.; 507.40(b)(3)g.; 507.(c)(1),(2)]
 - b. Skill in engaging students with and without disabilities from age 5 up to age 21; and
 - i. Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities. [507.(c)(1),(2)]
 - ii. Continue to expand repository of data specific to candidate outcomes. [603.02; 603.03]
- II. **Annual Report to Address the Following the Recommendation/s:** (taken directly from the final PEPP Review report)
 - a. Differentiation between graduate and undergraduate expectations, assignments and assessments are not clearly identifiable. Rigor and depth of graduate studies needs to be more clearly delineated. [603.02; 603.03] [504.03(b)]
 - b. Specific to ED340- actual published assessments WIAT-4, Key Math 3, GORT-5, TOWL-4, Vanderbilt Scales, along with record sheets were scanned and shared with teacher candidates.
 - i. *This not only violates copyright laws but could compromise the reliability and validity of these assessments.
 - c. Instructors should review course syllabi /requirements to be sure they are up to date with current practices and terminology such as competency-based assessments, learning progressions and instructional methodologies. Likewise, course instruction should be more hands on to emulate that which is expected of teacher candidates; not primarily lecture for planning and demonstrating teaching and learning [507.40]
 - d. Standards have been minimally met with regards to the “use of technology related to curriculum content for planning and managing teaching and learning” [507.40(b)(7)c.] as well as “integrating effective social and life skills within the academic curriculum.” [507.40(b)(7)d.]

Responsive Actions Taken:

Progress Report:

- a. **Transition instruction and planning-** (Transition planning is specifically addressed in ED341/ED541-IEPs and Instructional Considerations, ED312/ED509-Understanding and Teaching Exceptional Learners.
 - i. In ED312/ED509-Understanding and Teaching Exceptional Learners students are presented with potential areas of exceptionality, special education services for each of these areas as well as resources. Additionally, the discussion of the impact of transition points for exceptional learners is key as students explore how best to instruct and accommodate for each realm of exceptionality.
 - ii. In ED341/ED541-IEPs and Instructional Considerations, Module 6 focuses on transitions. There is an assignment dedicated to each: transition from Early Childhood to School,

transition from Elementary to Middle school, then Middle school to High School, and finally transition from High School to Post-Secondary. Within the Unit on transitions, there is required reading, media to view, discussion questions on transitions, and resources specifically for transition situations. Additionally, the following Module (7) provides case studies which include multiple transition points. Students are responsible for creating a Google Website in which they research and publish listings of resources specific to key transition times. Lastly, students are required to review a student and parent transition interview form, examine a NH exemplar IEP involving transitioning and resources on transition from the school setting into the workforce or other situations. In Module 8, transitions are examined from the perspective of student diversity and family backgrounds.

b. Skill in engaging students-

- i. Development of skills for a full range of student abilities- There is a significant focus on Universal Design for Learning (UDL) and differentiation within the ED312/ED509- Understanding and Teaching Exceptional Learners courses. There is also a foundational concept of eliminating barriers and providing learning opportunities for all learners in this course. As the course reviews each area of exceptionality, students are reminded of the continuum upon which students' abilities lay. Differentiated instruction is stressed and practiced throughout the course. Students are required to design a range of activities and lessons for each area of exceptionality and include it in a culmination portfolio project (Livebinder) which serves as a future resource to take with them as they begin their education career.

Additionally, field work occurs at multiple grade and ability levels for all the methods courses, which requires students to learn to adapt instruction and accommodate for varied learning situations. Each lesson plan assignment created for these courses requires students to provide a range of activities and accommodations to meet learners' needs. This is followed by specific reflection analyzing what was done and how it can be improved. Scaffolding and mentoring by both the host teacher and course instructor are key in this process.

- ii. Teaching activities, roles, and responsibilities for a full range of student levels and abilities- (field experiences add chart as an example, ED312/ED509 and ED341/ED541 with field experiences and practice designing instruction and assessment for all levels. Additionally, student teaching placements will be expanded to include multi-level special education placements (implemented in 2023-2024 academic year placements). FPU has a plan in place to continue to and expand the data collected regarding students' activities, roles and responsibilities during their special education courses and fieldwork. (Note new assessment plan).

Annual Report Progress:

- a. Please review the information at the beginning of the report. The SOE has presented a chart which outlines the differentiation between graduate and undergraduate coursework. [Themes across all programs \[603.02;0603.03\] \[504.03\(b\)\]](#)

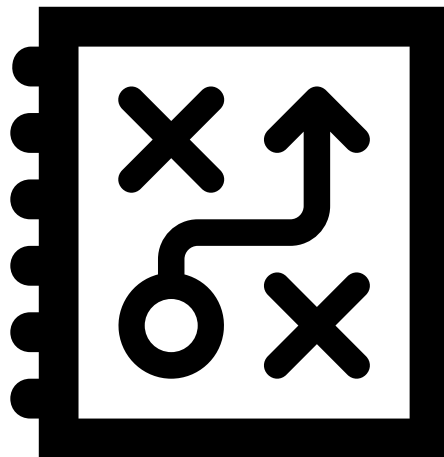
- b. Concerns specific to ED340- actual published assessments of WIAT-4, Key Math 3, GORT-5, TOWL-4, Vanderbilt Scales have been addressed. During COVID-19, courses moved online and hard copies of these assessments which were stored in the FPU library became inaccessible in-person. As a result, these documents were scanned for teaching purposes for that limited time only because of the extenuating circumstance presented by COVID-19 conditions. It has been clearly established with all instructors that these materials absolutely will not be shared digitally going forward. They are only available in the library and in the Education Lab on campus.
- c. It is a regular practice for our instructors to update their syllabi and Canvas shells each term. Additionally, they are reminded of this at the start of each term. We are providing workshops at the beginning of each term as well to keep all instructors abreast of best practices, to encourage innovation and provide skill sharpening activities. Lastly, the new addition of the Education Lab in Petrocelli has provided the opportunity for more authentic, hands-on learning opportunities for our students.
- d. Standards related to technology.
 - iii. The use of technology related to curriculum content for planning and managing teaching and learning continues to expand at FPU. In addition to the CANVAS LMS, which houses course materials and an assignment repository, there are multiple opportunities for technology use. Each classroom is equipped with a computer, projector and Poly system from which instructors can interact via web conference with any individual at any point during class. Students who cannot attend in person have opportunity to Zoom in. Guest speakers and virtual field trips are now possible with incredible ease with the use of the Poly system. Additionally, the new Education lab is equipped with an image project (Elmo) which is frequently utilized. Recently, students who were engaged in student teaching borrowed a similar image project from our media center and utilized it while instructing at a local school. The Education Lab is now equipped with a Smartboard, a Swivl, a technology case housing 6 Chromebooks, and a clicker student response system (25 individual units). We have tech bundles available for both our faculty and students to borrow from the media center.

In the past year we added a new graduate course called SOE532-Foundations in Technology for Educational Leaders. This course is an innovative educational technology course which focuses on techniques, strategies, resources, and tools for designing, developing, implementing and evaluating aspects of technology use in a variety of education settings. It examines the latest research-based approaches to technology use as it also explores the ethical, social, and scientific ramifications of technological developments in education. In addition to this course, we have held technology workshops to enhance student skills prior to going out for student teaching. It is our intention to continue these workshops. The University also continually provides technology workshops and one-on-one instruction for faculty each term.

- iv. The integration of effective social and life skills within the academic curriculum occurs as a thread throughout all education courses, starting with ED105/506 Educational Psychology focuses on social and emotional development in all learners throughout the

course but also dedicates a unit on the self, social and moral development which explores social and life skills application and impact. Additionally, special emphasis on social and emotional development and the building of life skills for exceptional students is also evidenced in ED341/541-IEP and Instructional Considerations. Module 3 in this course provides an overview of classroom management and PBIS and includes an emphasis on the emotional state leading toward problematic behaviors. The module additionally explores educator strategies to help students develop skills leading toward more appropriate emotional response. As students struggle with behavior, additional instruction and support is needed for social and emotional development. In the ED341/541course, students explore strategy applications using discussions and case studies. In ED312/ED509-Understanding and Teaching Exceptional Learners a special emphasis is placed upon the socio-emotional component of developmental and how that impacts all other areas of the individual. Additionally, emotions and related social skill development in students is found in Module 11.

Updated Matrices



Updated matrix for any previously unmet standards or changes to program that may impact the ability to meet all of the NH standards

General Education Requirements (Ed 609.01- 505.06)


For those completing the Bachelor’s program, undergraduate coursework is listed below. For those completing a Graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).

See [sample GLE Charts](#) for both spring 2020 and fall 2021 course options. Advisors work with undergraduate student each semester to find course selections that fulfill General Education Electives which are also most fitting for the student’s program of study. All GLE courses are assessed using [GLE Learning Outcome Rubrics](#). The University has a process of assessing rubrics each semester for courses that contain a GLE designation. Revisions made following the New Hampshire Teacher Preparation Program review will be denoted with “✎”.

Self-Assessment

Directions: This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

	GENERAL EDUCATION REQUIREMENTS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following:		
	Each applicant who seeks licensure shall have completed a program providing the following core competencies:		
	(a) Content competencies in the following areas necessary for college and workforce success:		
1	(1) Language arts;	GLE110 First Year Composition First-Year Composition I is the first in a series of two courses for those who must excel in reading and writing at the college-level. The central question is, “How well does the writing respond to the needs of audience(s)?” Students will learn to attend to the context and purpose for the writing and select credible, relevant sources to develop ideas as well as refine the ability to analyze and comprehend texts. <i>Addresses</i>	GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.

		<p><i>GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).</i></p> <p>GLE230 Second-Year Composition GLE230 Second-Year Composition is the second writing-intensive course required of all undergraduates at the University, offering discipline-specific sections serving a variety of academic interests. The course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Students will continue to develop reading comprehension, rhetorical knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing and presentation. <i>Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA).</i> <i>Prerequisite: C or better in GLE110.</i></p> <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p> Course Key Assessment</p>
--	--	---	--

		<p>this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Literacy Unit Plan 	
2	(2) Reasoning;	<p>General Education Requirement: 2 Social Science courses with different prefixes are required. Our Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy.;</p> <p>1 Mathematics course is required. Mathematics courses include Quantitative Literacy and Problem Solving.</p> <p>2 Lab Science courses are required. Our Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p>
3	(3) Information literacy;	<p>General Education Requirement: 2 Social Science courses with different prefixes are required. Our Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy.</p> <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>✎ Course Key Assessment</p>



		<p>rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 (other literacies) reading and discussion 	
4	(4) Mathematics;	<p>General Education Requirement: 1 Mathematics course is required. Mathematics courses include Quantitative Literacy and Problem Solving.</p> <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
5	(5) Sciences; and	<p>General Education Requirement: 2 Lab Science courses are required. Our Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.</p> <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>✎ Course Key Assessment</p>

		lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required	
6	(6) Social sciences;	<p>General Education Requirement: 2 Social Science courses with different prefixes are required. Our Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy.</p> <ul style="list-style-type: none"> • Our required courses ED112 and ED105 meet this GLE requirement. <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Literacy Unit Plan 	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>🔑 Course Key Assessment</p>
	(7) The arts;	<p>General Education Requirement: 2 Art and Design courses with different prefixes are required. Our Art and Design courses involve Applied Learning, Creative</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each</p>

		Thinking, Oral Communication, and Problem Solving.	semester for courses that contain a GLE designation.
(b) Creative competencies in the following areas:			
8	(1) Creative expression;	General Education Requirement: 2 Art and Design courses with different prefixes are required. Our Art and Design courses involve Applied Learning, Creative Thinking, Oral Communication, and Problem Solving.	GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.
9	(2) Critical thinking;	General Education Requirement: 2 Social Science courses with different prefixes are required. Our Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy. <ul style="list-style-type: none"> • Our required course ED112 meets this GLE requirement. 	GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.
10	(3) Innovative and collaborative problem-solving; and	General Education Requirement: 2 Lab Science courses are required. Our Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving. ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required. <ul style="list-style-type: none"> • this course is a “collaborative workshop” all course activities encourage/require collaboration. 	GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation. ✎ Course Key Assessment

		<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p>	<p>✎ Course Key Assessment</p>
11	(4) Resourcefulness;	<p>General Education Requirement: 2 Lab Science courses are required. Our Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.</p> <p>Student teaching</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>Student teaching requires an advanced level of resourcefulness. Assessed through TCAP</p>
(c) Communication competencies in the following areas:			
12	<p>(1) Languages;</p> <p>(2) Digital media;</p> <p>(3) Networking; and</p> <p>(4) Content creation technologies; and</p>	<p>General Education Requirement: 2 Art and Design courses with different prefixes are required. Our Art and Design courses involve Applied Learning, Creative Thinking, Oral Communication, and Problem Solving. 3 Humanities courses with different prefixes are required. Humanities courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge, and Written Communication.</p> <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p>✎ Course Key Assessment</p>

		<p>classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences. Professional attire and travel to local schools are required for this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Annotated directory of resources • Lesson Plan 1 and 2 <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Modules 1-2 lecture discussion • Module 10 (other literacies) reading and discussion 	<p>✎ Course Key Assessment</p>
--	--	--	--------------------------------

(d) Cultural competencies in the following areas:			
13	(1) Cultural understanding;	<p>General Education Requirement: 3 Humanities courses with different prefixes are required. Humanities courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge, and Written Communication.</p> <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Ethnography task <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
	(2) Taking responsibility for self and others;		
	(3) Adaptability and resilience;		
	(4) Ability to engage in productive teamwork; and		
	(5) Social and civic engagement.		

		<p>of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • This is a collaborative workshop focused course. • Social action project <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Modules 3/4- Lecture discussion; • Module 9 Historic Presentations 	<p>🔑 Course Key Assessment</p>
--	--	--	--------------------------------

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03, EXPIRED: 7-24-11

New. #10046, eff 12-17-11; amd by #10295, eff 3-22-13

Professional Education Requirements (Ed 610.02- 505.07)



Self-Assessment



Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.

Undergraduate coursework is listed below for those completing the Bachelors program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).




Directions: This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.



	PROFESSIONAL EDUCATION REQUIREMENTS	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
1	<p>a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and</p> <p>b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;</p>	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> English Language Learners Project Case Study Analysis Learning Theory Paper <p><u>Graduate only</u></p> <ul style="list-style-type: none"> Final Assignment X or Y Developmental Jigsaw Advanced Psychology of the Learner #4 <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 1& 2 • Models of Discipline Presentation <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Study Analysis • Parent Involvement/Family Engagement Research Paper • Professional Development Presentation • Final Exam <p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---

		<p>Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Who are today's students lecture/discussion <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children's literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Module 1 and 2 Lecture discussion <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> 4 lesson plans in certification area Tools of Inquiry Annotated resources <p>Field Experiences</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p>Student Evaluation</p> <p>The 610 Form is administered at the end of student</p>
--	--	--	---


			teaching. This form is completed by the cooperating teacher and demonstrates the candidate's assessment regarding the Ed 610 rules. TCAP
(2) Learning differences, as demonstrated by:			
2	<p>a. An understanding of individual differences and diverse cultures and communities;</p> <p>b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and</p> <p>c. The ability to employ universal design principles and assistive technology; and</p>	<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of 'democratic ways of life' and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Statement of Philosophy • Reaction Paper 2-Who I am as a learner • Reaction paper 3-Webpage Review <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • English Language Learners Project • Case Study Analysis • Learning Theory Paper 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Final Assignment X or Y • Developmental Jigsaw • Advanced Psychology of the Learner #4 <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Study Analysis • Parent Involvement/Family Engagement Research Paper • Professional Development Presentation • Final Exam <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	--



		<p>frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <p style="padding-left: 40px;">Literacy Unit Plan</p> <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Unit plans <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---



		<p>sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u> Live Binder Assignments Module 2 Learning Differences Assignments and Discussions</p> <p>Field Experiences</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
(3) Learning environment, as demonstrated by:			
3	<p>a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner’s interests and passions; and</p> <p>b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;</p>	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Social action project <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • English Language Learners Project • Case Study Analysis • Learning Theory Paper <p><u>Graduate only:</u></p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

	<ul style="list-style-type: none"> • Final Assignment X or Y • Developmental Jigsaw <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Models of Discipline Presentation • Final Exam <p><u>Undergraduate Only</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u>Undergraduate Only:</u></p> <ul style="list-style-type: none"> • Hands on Activity Project • STEAM Unit Plan <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate,</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
--	---	--




		<p>plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan Analysis • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Algebra Mini Lesson Plan • Connection to Real Life Mini Activity • Geometry Mini Lesson plan <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u> Live Binder Assignments Module 2 Learning Differences Assignments and Discussion boards</p> <p>Field Experiences</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
<p>(b) In the area of content: (1) Content knowledge, as demonstrated by:</p>			



4	a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • English Language Learners Project • Case Study Analysis • Learning Theory Paper <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Final Assignment X or Y • Developmental Jigsaw <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 and 2 • Models of Discipline Presentation • Annotated directory of Resources <p><u>Undergraduate Only</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation</p>	✍ Course Key Assessment
b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and	✍ Course Key Assessment		
		✍ Course Key Assessment	

		<p>State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • STEAM Unit Plan • Hands on Activity Project <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan Analysis • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Algebra Mini Lesson Plan • Connection to Real Life Mini Activity • Geometry Mini Lesson plan <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	--	---

		<p>partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Text Set • Literacy Assessments • Open House Presentation for Parents/Guardians <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area • Annotated resources <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---




		<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Statement of Philosophy • Literacy Unit Plan <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Foundations of the Social Sciences • Unit plan <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u> Live Binder Assignments Module 3 Differentiation Assignments, Iris Module of Differentiation and Discussion board</p> <p>Field experiences</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p>
--	--	---	--

		<p>techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 <p><u>Undergraduate Only</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • WebQuest • Field Trip Assignment <p><u>Undergraduate Only:</u></p> <ul style="list-style-type: none"> • STEAM Unit Plan <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Connection to Real Life Mini Activity <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	--




		<p>literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Statement of Philosophy • Literacy Unit Plan <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u> Live Binder Assignments</p> <p>ED 341/541 – IEP and Instructional Considerations. This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence based</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---




		<p>strategies to assist the K-12 student to access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. All students will engage in 15 hours of Field Experience.</p> <ul style="list-style-type: none"> • Modules 8, 9, 10, 11 – Assignments and Discussion boards for Instruction in the Content Areas • Case Studies 	
6	a. Engage learners in their own growth;	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u><i>Key Assignments:</i></u></p> <ul style="list-style-type: none"> • Lesson Plan 1 &2 <p><u><i>Undergraduate Only</i></u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u><i>Key Assignments:</i></u></p> <ul style="list-style-type: none"> • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u><i>Undergraduate Only:</i></u></p> <ul style="list-style-type: none"> • STEAM Unit Plan • Hands on Activity Project 	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>
	b. Document learner progress;		
	c. Provide learner feedback; and		
	d. Inform the educator's ongoing planning and instructional practices;		



		<p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan Analysis • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Algebra Mini Lesson Plan • Connection to Real Life Mini Activity • Geometry Mini Lesson plan 	<p>✎ Course Key Assessment</p>
		<p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Text Set • Literacy Assessments 	<p>✎ Course Key Assessment</p>
		<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State</p>	<p>✎ Course Key Assessment</p>



		<p>Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Literacy Unit Plan <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Unit Plan <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 12 Activities and Discussions on Grading and Feedback <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	--



		<p>the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion boards (Grad) • Assignment 6 – test results, goals, accommodations & modifications (UG) 	
7	<p>(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and</p>	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • English Language Learners Project <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Final Assignment X or Y • Developmental Jigsaw • Advanced Psychology of the Learner #4 <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Annotated directory of resources 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>



		<p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Hands on Activity Project • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u>Undergraduate Only:</u></p> <ul style="list-style-type: none"> • STEAM Unit Plan • Hands on Activity Project <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Connection to Real Life Mini Activity • Geometry Mini Lesson plan • Algebra Mini Lesson Plan <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---

	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Models of Discipline Presentation <p><u>Undergraduate Only</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u>Undergrad only:</u></p> <ul style="list-style-type: none"> • STEAM Unit Plan • Hands on Activity Project <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan Analysis • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Algebra Mini Lesson Plan • Connection to Real Life Mini Activity • Geometry Mini Lesson plan <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	--



		<p>Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none">• Lesson Plan 1&2• Text Set• Literacy Assessments• Open House Presentation for Parents/Guardians <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none">• Case Study Analysis• Parent Involvement/Family Engagement Research Paper• Professional Development Presentation• Final Exam <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety,</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	--	---

		<p>assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Tools of Inquiry • Annotated resources <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Tools of inquiry task • Lesson plan- Activities for Inclusion and Differentiation • Unit plans <p>Field Experience</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
<p>(d) In the area of professional responsibility: (1) Reflection and continuous growth, as demonstrated by:</p>			
9	<p>a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and</p>	<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and</p>	<p> Course Key Assessment</p>

<p>b. Ability to adapt practice to meet the needs of each learner; and</p>	<p>skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Statement of Philosophy • Chapter 1-2 lecture discussions <p><u>Undergraduate Only:</u></p> <ul style="list-style-type: none"> • Who has the power sim • Playing by rules sim <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • English Language Learners Project • Case Study Analysis • Learning Theory Paper <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Final Assignment X or Y • Developmental Jigsaw • Advanced Psychology of the Learner #4 <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Models of Discipline Presentation 	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---

		<ul style="list-style-type: none"> • Annotated Directory of Resources <u>Undergraduate Only</u> • Reflective Journals <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Multicultural Reflection • Live Binder – Each disability template requires the student to design an appropriate lesson plan or activity to meet the needs of a learner with specific disabilities <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area • Tools of Inquiry • Annotated resources <p>Field Experience</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p>Evaluation Rubric</p>
--	--	---	--

		Student Teaching	Formal Evaluation 610 Form TCAP (program specific) Final Grade
(2) Collaboration, as demonstrated by:			
10		<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Historical Presentation <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Annotated Directory of Resource <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and</p>	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>

		<p>diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • this course is a “collaborative workshop” all course activities encourage/require collaboration. <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Study Analysis • Parent Involvement/Family Engagement Research Paper • Professional Development Presentation • Final Exam <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---

		<p>discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Literacy Unit Plan <p>Field Experiences</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
--	--	--	--

Source. (See Revision Note at part heading for Ed 610) #6048, eff 6-2-95; ss by #6366, eff 10-30-96; ss by #7923, eff 7-24-03; ss by #8229, eff 12-17-04; ss by #10046, eff 12-17-11

Elementary Education (Ed 612.04/507.11c)


Self-Assessment

Directions: This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this matrix should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.



Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).

**Elementary K-8 Students need to take 15 credits in a concentration area specific to Math, Social Studies, English or Science.*

	ELEMENTARY EDUCATION	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	(a) The elementary education program shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in 507.11(c).		
	(c) A candidate for certification as an elementary education teacher for grades K-6 or K-8 shall have the following skills, competencies and knowledge developed through a combination of academic and supervised practical experiences in the following areas:		
	1. In the area of curriculum and assessment, demonstrate the ability to promote student learning in: <ol style="list-style-type: none"> a. Literacy and language arts across media, genres and content areas through knowledge and application of: 		
1	1. Five components of basic early literacy: <ol style="list-style-type: none"> (i) Phonemic awareness; (ii) Phonics; (iii) Fluency; (iv) Vocabulary; and (v) Comprehension; 2. Text complexity measures, qualitative, quantitative and reader and task, and other	ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for	 Course Key Assessment

strategies to identify and select appropriate text;	different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.	
3. The writing process to compose a variety of text types and structures including informational, opinion, research and narrative, in print and digital formats on and off-line;	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Text Set • Literacy Assessments • Open House Presentation for Parents/Guardians 	
4. Standard English and English language conventions to speaking and writing including: (i) Usage; (ii) Spelling; (iii) Grammar; (iv) Mechanics; (v) Syntax; and (vi) Semantics;	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p>	✍ Course Key Assessment
5. Speaking and listening skills through the use of effective communication, collaboration, and presentation skills demonstrated in diverse formats, for varied audiences and purposes;	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1. 	
6. Gross motor, fine motor and graphomotor skills and their relationship to reading, writing, handwriting and other literacy learning; and	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p>	
7. Characteristics of the 3 tiers of words, every-day language, general academic words, and domain-specific words;	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Study Analysis • Parent Involvement/Family Engagement Research Paper 	✍ Course Key Assessment

		<ul style="list-style-type: none"> • Professional Development Presentation • Final Exam <p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice.</p> <p>GLE110 First Year Composition First-Year Composition I is the first in a series of two courses for those who must excel in reading and writing at the college-level. The central question is, “How well does the writing respond to the needs of audience(s)?” Students will learn to attend to the context and purpose for the writing and select credible, relevant sources to develop ideas as well as refine the ability to analyze and comprehend texts. <i>Addresses GLE Learning Outcomes Critical Reading (CR) and Written Communication (WC).</i></p> <p>GLE230 Second-Year Composition GLE230 Second-Year Composition is the second writing-intensive course required of all undergraduates at the University, offering discipline-specific sections serving a variety of academic interests. The course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Students will continue to develop reading comprehension, rhetorical knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
--	--	---	--

		and presentation. <i>Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA). Prerequisite: C or better in GLE110.</i>	
		<i>Graduate/ Cert only students go through a transcript review process to make sure they meet the required content that is not taught on the Graduate level. Here is a link to the transcript review templates.</i>	Transcript Review Templates
b. Mathematics across content areas through knowledge and application of:			
2	<p>1. Conceptual and procedural knowledge with:</p> <ul style="list-style-type: none"> (i) Counting and cardinality; (ii) Operations and algebraic thinking; (iii) Number and operations; (iv) Measurement and data; (v) Geometry; (vi) Ratios and proportional relationships; (vii) Number systems; (viii) Expressions and equations; and (ix) Statistics and probability; and <p>2. Mathematical practices to include:</p> <ul style="list-style-type: none"> (i) Solving to mastery; (ii) Abstract and quantitative reasoning; (iii) Constructing arguments and critiquing student reasoning; 	<p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan Analysis • Children’s Literature Lesson Plan • Concept Attainment Lesson Plan <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Algebra Mini Lesson Plan • Connection to Real Life Mini Activity • Geometry Mini Lesson plan <p>MT130 Mathematics for K-8 Educators This course is intended for students majoring in elementary education, special education, or early childhood education. This course is designed to help meet mathematics content standards from the New Hampshire Department of Education and to serve as a refresher in preparation for the Praxis Core Exams.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment Math Praxis Grades</p>

	<ul style="list-style-type: none"> (iv) Modeling and strategic use of mathematical tools and manipulatives; (v) Attention to precision; (vi) Finding and making use of structure; and (vii) Expressing regularity in repeated reasoning; 	<p>Graduate/ Cert only students go through a transcript review process to make sure they meet the required content that is not taught on the Graduate level. Here is a link to the transcript review templates.</p>	<p>Transcript Review Templates</p>
c. Social studies through knowledge and application of:			
3	<p>1. Basic concepts in the 5 strands of social studies:</p> <ul style="list-style-type: none"> (i) Civics; (ii) Economics; (iii) Geography; (iv) NH, US and world history; and (v) Contemporary issues; <p>2. The 10 themes of social studies:</p> <ul style="list-style-type: none"> (i) Culture; (ii) Time/continuity/change; (iii) People/places/environments; (iv) Individual development and identity; (v) Individuals/groups/institutions; (vi) Power/authority/governance; (vii) Production/distribution/consumption; (viii) Science/technology/society; (ix) Global connections and civic ideals/practices; and (x) Their interdisciplinary nature 	<p>HS308 From Sea to Shining Sea: The Geography of the United States Students will study the physical characteristics of the United States, including climate, soils, vegetation and water resources. In addition, students will study populations, economies, urbanization, and the United States’ relationship to the rest of the world in an historical context. The course will provide an examination of regions in the United States, including New England, the Atlantic states, the southeast, the Deep South, the Southwest, and the West. Prerequisite: one HS200-level course.</p> <p>HS202 American History in the Age of Slavery and the Civil War An examination of the critical period from 1815 to the end of Reconstruction in 1877. Topics include early industrialization, Jacksonian politics, slavery and abolition, women’s rights movement, territorial expansion, Civil War, and the Reconstruction of the South. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).</p> <p>HS204 U.S. History Since 1945 Contemporary history of the United States. Particular attention will be paid to national politics (Truman to Nixon to Reagan), the Cold War and its domestic impact, along with movements to extend rights to women and minorities. Addresses GLE</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>Learning Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).</p> <p>General Education Requirement: 3 Humanities courses with different prefixes are required. Humanities courses incorporate Critical Thinking, Critical Reading, Intercultural Knowledge, and Written Communication.</p> <hr/> <p>Graduate/ Cert only students go through a transcript review process to make sure they meet the required content that is not taught on the Graduate level. Here is a link to the transcript review templates</p>	<p><u>GLE Learning Outcome Rubrics</u> The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p> <hr/> <p>Transcript Review Templates</p>
<p>d. Science through knowledge and application of:</p>			
<p>4</p>	<p>1. Basic concepts, structure of knowledge, and history in the 4 domains of science: (i) Earth and space science; (ii) Life science; (iii) Physical science; and (iv) Engineering, technology and applications of science; and</p> <p>2. The scientific method through the use of the observation and inquiry processes; and</p>	<p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Physical Science Inquiry Assignment • WebQuest • Field Trip Assignment <p><u>Undergrad only:</u></p> <ul style="list-style-type: none"> • STEAM Unit Plan • Hands on Activity Project <p>General Education Requirement: 2 Lab Science courses are required. Our Natural Science courses embrace Inquiry and Analysis, Critical Thinking, Technology Literacy, and Problem Solving.</p>	<p>🔑 Course Key Assessment</p> <hr/> <p><u>GLE Learning Outcome Rubrics</u> The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p>

e. Technology and information literacy through knowledge and application of:				
5	1. The ability to develop and use spreadsheets, data systems, analysis tools and statistical measures;	<p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice.</p> <p>EN251- Us vs. Them: Introduction to Law and Literature No society can flourish with strict enforcement of rules; every society softens the rigors of strict legalism to some extent. This course examines imaginative literature and literary techniques of analysis as a means of addressing the tensions inherent in practicing, enforcing, and interpreting law, particularly when one attempts to abstract from the specific circumstances of a case the tug of emotion, personalities of disputants, and other human factors.</p> <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Illuminations Electronic Resource Report • Assessment Lesson Plan <p><u>Undergrad only:</u></p> <ul style="list-style-type: none"> • Chapters 17-20 	✎ Course Key Assessment	
	2. Digital citizenship, ethics and internet safety; and			✎ Course Key Assessment
	3. How to use changing instructional technologies in daily instruction;			✎ Course Key Assessment

		<ul style="list-style-type: none"> Reading response journals 17/18, 19/20 	
(2) In the area of communication and collaboration, demonstrate the ability to promote student learning through:			
6	a. Knowledge of the roles, responsibilities, and interdependency of personnel indigenous to elementary schools; and	<p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice.</p>	✍ Course Key Assessment
	b. Application of technology as a tool to communicate with members of the professional community and parents; and	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Social Action Project <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p>	✍ Course Key Assessment
			✍ Course Key Assessment

		<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Annotated Directory for Resources. <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Case Study Analysis Parent Involvement/Family Engagement Research Paper Professional Development Presentation Final Exam 	<p>✎ Course Key Assessment</p>
(3) In the area of integration across content areas, demonstrate the ability to promote student learning through knowledge and application of:			
7	<p>a. Visual arts, music, theatre, dance and media arts; and</p> <p>b. Health, wellness and safety.</p>	<p>ED314/ED519 Scientific Inquiry and Teaching Methods Student will utilize an inquiry-based approach to teaching science topics explored in grades K-8. Lesson plan assignments will execute inquiry-based lessons aligned to Next Generation State Standards (NGSS) that incorporate math and literacy skills as described in the Common Core State Standards (CCSS) both in class and in the field. 15 hours of field experience is required</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> WebQuest Field Trip Assignment 	<p>✎ Course Key Assessment</p>

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4632, eff 7-1-89; EXPIRED 7-1-95
New. #6366, eff 10-30-96, EXPIRED: 10-30-04
New. #8229, eff 12-17-04; ss by #8725, eff 9-9-06; ss by #10558, eff 3-27-14

English Language Arts for Grades 5-12 (Ed 612.05/507.24c)

English Language Arts for Grades 5-8 (Ed 612.05/507.24c)


ELA 5-8 and 5-12 are identical therefore we use one matrix.

Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.

Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).

Self-Assessment Worksheet

Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.



ENGLISH LANGUAGE ARTS FOR GRADES 5-12	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	The English language arts program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.24(c).	
	(c) The English language arts program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:	
	(1) In the area of language uses, knowledge of:	
1	<p>a. The cognitive processes by which children acquire and use primary and secondary languages;</p> <p>b. The social, cultural, psychological, and economic factors that affect language learning;</p> <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition,</p>	<p> Course Key Assessment</p>

(2) In the area of reading, knowledge of:			
2	<p>a. The fundamental processes of reading at the literal, inferential, and evaluative levels;</p> <p>b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students’ needs and interests;</p> <p>c. The techniques to evaluate students’ reading comprehension; and</p> <p>d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;</p>	<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><i>Key Assignments:</i></p> <ul style="list-style-type: none"> • Reaction Paper #1 • Book sharing task with presentation • Reaction Paper #2 • Chapter 4 reading/discussion • Chapter 3 and 5 reading discussions • Reaction Paper #3 <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <ul style="list-style-type: none"> ❖ This is the capstone course <p>Field Experience</p> <p>Student teaching</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>

		<ul style="list-style-type: none"> • Reflection on Writing Center Appointment(s) Peer Tutor Feedback <p>EN210 Introduction to Literary Studies An introduction to various genres, the course trains students in methods for analyzing and understanding literature; how to write about literature and develop vocabulary appropriate to literary study. <u>Key assignments:</u></p> <ul style="list-style-type: none"> • midterm exam (exam 1) • research paper 	✍ Course Key Assessment
(4) In the area of literature, knowledge of:			
4	<p>a. How literature can be a source for exploring and interpreting human experience;</p> <p>b. The rhetorical and literary elements of literature;</p> <p>c. Significant developmentally appropriate works and literary movements concerning or authored by people of various shared traditions, beliefs, customs, genders and ethnicities to include:</p> <ol style="list-style-type: none"> 1. American literature; 2. British literature; 3. World literature; 4. Young adult literature; 5. Literature by and about women; and 6. Literature by and about minorities; 	<p>EN204 Introduction to American Literature A survey course that examines the historical development and diversity of American literature. Prerequisite: GLE110 or permission of the instructor.</p> <p><u>Key assignments:</u></p> <ul style="list-style-type: none"> • Papers <p>EN203 Introduction to British Literature A survey course that treats major authors and works of English literature from the beginning to the present day. Prerequisite: GLE110 or permission of the instructor.</p> <p><u>Key assignment:</u></p> <ul style="list-style-type: none"> • is the GRID, wherein students map out historical literary periods, authors, significant works <p>EN117 Buddies, Bullies, and Bodies: Young Adult Literature A survey of selected works of young adult literature with additional discussion of the history of and trends in young adult literature and publishing, methods of stimulating reluctant readers, and as time permits the selection of literature for use in classrooms and libraries. Addresses GLE Learning</p>	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>

	<p>d. How significant works relate to and influence each other in terms of:</p> <ol style="list-style-type: none"> 1. Genre; 2. Theme or style; and 3. Social and intellectual contexts; and <p>e. Strategies for analysis, interpretation, and evaluation of various works in the following major genres:</p> <ol style="list-style-type: none"> 1. Fiction; 2. Non-fiction; 3. Drama; 4. Poetry; 5. Informational texts; and 6. Media; 	<p>Outcomes Humanities (HM), Critical Reading (CR), and Written Communication (WC).</p> <p><u>Key assignments:</u></p> <ul style="list-style-type: none"> • journal responses • mid-term assessment • oral presentations on important YA literature. (Class Discussions) <p>EN110 Many Voices: Multicultural Literature A survey of minority literatures, including African-American, Chinese-American, Native American, and others. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Intercultural Knowledge (IK).</p> <p><u>Key assignments:</u></p> <ul style="list-style-type: none"> • Oral presentations (discussions) • Literary Analysis Papers <p>EN270 Women Writers A study of selected works by significant women writers, including at least one work outside the British and American tradition. Addresses GLE Learning Outcomes Humanities (HM), Critical Reading (CR), and Critical Thinking (CT).</p> <p><u>Key assignments:</u></p> <ul style="list-style-type: none"> • final exam presentation, a video of students discussing their evolution to course goals as they've applied to several of the readings from the semester. 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
(5) In the area of speaking and listening, knowledge of:			
5	<p>a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and</p>	<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based</p>	<p>✎ Course Key Assessment</p>


		<p>knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing and presentation. Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA). Prerequisite: C or better in GLE110.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Research Paper • Poster Presentation <p>Field Experience</p> <p>Student teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
(6) In the area of media literacy, knowledge of:			
6	<p>a. How media and technology can be used to present and interpret the human experience;</p> <p>b. How visual and informational media can support or distort messages;</p> <p>c. How to select and use digital resources to support and enhance instruction; and</p> <p>d. How to make strategic use of digital media and visual displays of data to express information and</p>	<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at</p>	<p>✎ Course Key Assessment</p>

	<p>enhance understanding of presentations; and</p>	<p>the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 chapter 9 (Other Literacies) reading and discussion • Literacy Unit Plan <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area <p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Words Cross-Atlantic ALT CV and Rhetorical Situation • Reflection on Annotating War in Translation with Cairo Students; • Wakelet Portfolio & NCTE Professional Knowledge for the Teaching of Writing 	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	--	---



		<p>GLE 230 Second-Year Composition is the second writing-intensive course required of all undergraduates at the University, offering discipline-specific sections serving a variety of academic interests. The course emphasizes persuasive and researched writing, revision, and composing in various forms and media. Students will continue to develop reading comprehension, rhetorical knowledge and facility with the writing process as well as the conventions of Standard Academic English in both writing and presentation. Addresses GLE Learning Outcomes for Written Communication (WC) and Oral Communication (OC), as well as opportunities to further develop Information Literacy (IL) and Inquiry and Analysis (IA). Prerequisite: C or better in GLE110.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Research Presentation 	<p>✎ Course Key Assessment</p>
(7) In the area of language uses pedagogy, the ability to:			
7	<p>a. Apply and model grammatical rules in reading and writing;</p> <p>b. Explain how the application of grammatical rules affects meaning;</p> <p>c. Show how diction, tone, and voice vary according to audience;</p> <p>d. Trace how English has changed and developed over time;</p> <p>e. Distinguish and appreciate regional,</p>	<p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Designed Writing Project • Practice Teaching of Writing • Words Cross-Atlantic ALT CV and Rhetorical Situation • Peer Review • Designed Writing Project 	<p>✎ Course Key Assessment</p>

<p>ethnic, and standard dialects;</p> <p>f. Model how language functions in different contexts and how to make effective choices about meaning or style;</p> <p>g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;</p> <p>h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and</p> <p>i. Address the literacy needs of students whose primary language is not English;</p>	<ul style="list-style-type: none"> • Moving Toward Acceptance Through Picture Books and Two-Voice Texts • Reflections on Cultural Relevance & Words Cross-Atlantic <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Literacy Unit Plan • Modules 2 and 3 lecture/discussion • Module 7 Vocabulary readings and class discussions • Gee lectures in chapters 1 & 2 <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p>
<p>(8) In the area of reading pedagogy, the ability to:</p>		

8	<p>a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;</p> <p>b. Design instruction to assist students' comprehension with increasing text complexity;</p> <p>c. Design instruction to enhance students' strategies to expand their vocabulary;</p> <p>d. Foster and promote independent and reflective readers who enjoy reading; and</p> <p>e. Implement a variety of assessments to evaluate, monitor, and adjust instruction;</p>	<p>EN232- The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor <u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Reflection on Annotating War in Translation with Cairo Students <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences. <u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 and 2 <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
---	--	---	--

		<p>instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6 reading discussion of: Metacognition, SQ3R, Cornell method Notetaking, Find MI and Thesis • vocab task lesson plan • Module 7 readings and discussion • Literacy Unit Plan • Book sharing task with presentation • Module 2 reading discussion • Assessment chapter <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area <p>Field Experience</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
--	--	--	---

		<p>the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6 reading discussion of: Metacognition, SQ3R, Cornell method Notetaking, Find MI and Thesis • Literacy Unit Plan • Reaction paper #2 <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area 	<p>✎ Course Key Assessment</p>
(10) In the area of literature pedagogy, the ability to:			
10	<p>a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;</p> <p>b. Provide an environment in which students develop and support critical insights in response to literature;</p> <p>c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or</p>	<p>EN232 The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Designed Writing Project • Practice Teaching of Writing <p>All EN/GLE courses focus on analyzing literature in both writing and in classroom</p>	<p>✎ Course Key Assessment</p>

<p>socio-economic conditions as appropriate; and</p> <p>d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;</p>	<p>discussions. In fact, classroom discussion is the centerpiece of all EN/GLE courses. Assessment for discussion is done via daily average grades.</p> <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Literacy Unit Plan <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
---	---	---

		<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area <p>Evaluation Rubric</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific) Final Grade</p>
(11) In the area of speaking and listening pedagogy, the ability to:			
11	<p>a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;</p> <p>b. Explain how speakers and listeners establish and maintain contact with their audience;</p> <p>c. Promote civil and participatory discourse;</p> <p>d. Guide students to listen critically and speak purposefully and articulately; and</p> <p>e. Explain how bias, propaganda, persuasion, and point of view are expressed; and</p>	<p>EN232-The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Designed Writing Project • Practice Teaching of Writing; Reflection on Writing Center Appointment(s) • Peer Tutor Feedback on Designed Writing Project <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Book sharing task with presentation <p>Field Experience</p> <p>Student teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
(12) In the area of media literacy pedagogy, the ability to:			
12	<p>a. Guide students to construct and interpret meaning from images and information provided by media and technology;</p> <p>b. Guide students to select, evaluate, and analyze digital resources critically;</p>	<p>EN232-The Teaching of Writing Examines current theories of the composing process with emphasis on information generating, audience awareness, error analysis, and the evaluation of writing. Students design writing assignments for elementary and secondary school students and write using forms and subjects of their own choice. Prerequisite: GLE110, ED224 or permission of the instructor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Designed Writing Project 	<p>✎ Course Key Assessment</p>

<p>c. Guide students to quote or paraphrase the data and conclusions of others to support claims and reasoning in their work; and</p> <p>d. Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.</p>	<ul style="list-style-type: none"> Practice Teaching of Writing <p>EN251 Us vs. Them: Introduction to Law and Literature No society can flourish with strict enforcement of rules; every society softens the rigors of strict legalism to some extent. This course examines imaginative literature and literary techniques of analysis as a means of addressing the tensions inherent in practicing, enforcing, and interpreting law, particularly when one attempts to abstract from the specific circumstances of a case the tug of emotion, personalities of disputants, and other human factors. Addresses GLE Learning Outcomes Humanities K&U; Critical Thinking (CT) and Critical Reading (CR).</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Who's Who? Engaging the LAW <p>EN357- How to Write a Blog--In this workshop course, students will create and polish their distinct, clear, sharp, and engaging blog-writing skills in order to position themselves as rhetorically sound and to gain and keep an audience. Prerequisite: GLE 110 or equivalent. Course will be offered every other year</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> FIVE individual blog posts, each including requisite text and images and links to referenced sources or other blogs. <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
--	--	--

		<p>includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 (other literacies) reading and discussion 	
--	--	---	--

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #4633, eff 7-1-89; EXPIRED 7-1-95

New. #6366, eff 10-30-96; ss by #7271, eff 7-1-00, EXPIRED: 7-1-08

New. #9525, eff 8-14-09, EXPIRED: 8-14-17

New. #12417, eff 11-14-17

Special Education Teacher (Ed 612.07/507.40)

Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.

Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).

Self-Assessment



Directions: This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this matrix should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

	SPECIAL EDUCATION TEACHER	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	(a) To be licensed as a special education teacher the candidate shall have at least a bachelor’s degree.		
	(b) A candidate for licensure as a special education teacher shall have skills, competencies, and knowledge in the following areas:		
	(1) In the area of foundations, the candidate shall have the ability to:		
1	a. Describe the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in general and special education;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder Assignments • Reflection on History Discussion #1 • Universal Design & Iris Module 	<p>✎ Course Key Assessment</p>

		<p><u>Undergraduate Only:</u></p> <ul style="list-style-type: none"> Module 2 -<u>504, IDEA, ADA illustration</u> <p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> American Legal System and You Section 504, IDEA 2004, ADA Final Projects – Part 1 Law Reference & Part 2 Application of Law <p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Historical Presentations <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> 9.2 Understanding Educational Philosophy Discussion <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> Ch. 10 Quiz – Educational Philosophy (ug) 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
2	b. Understand how philosophical and historical perspectives	<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain</p>	<p>✎ Course Key Assessment</p>



	influence professional practice;	<p>democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Module 2, Quiz #2 <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> 4 Film Clip Paper 	
3	c. Understand the role of families in supporting the development of a student’s ability to learn, interact socially, and live as a contributing member of the community;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Live Binder Project Lesson Plans <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills,</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Graduate only:</u></p> <ul style="list-style-type: none"> • Module 6, Family Engagement Discussion 6.1 (Grad) and Assignment 6.1 (Grad) • Unit 10 paper (ug) • Research Paper 6.2 (grad) • Reading Response Journal #6 (ug) • Assignment 8.1 (grad) • Discussion 10.1 (grad) <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none"> • Reading Response Journal for Unit 6 • Parent Involvement Research Paper <p>ED 341/541 – IEP and Instructional Considerations. This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence based strategies to assist the K-12 student to access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. All students will engage in 15 hours of Field Experience.</p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP, Final Reflection • Final IEP 	<p>✎ Course Key Assessment</p>
4	d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education; and	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning,</p>	<p>✎ Course Key Assessment</p>

	<p>Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none">• Field Experience logs/Lesson Plans <p><u>Graduate only:</u></p> <ul style="list-style-type: none">• 9.2 –School Inventory <p><u>Undergraduate only:</u></p> <ul style="list-style-type: none">• Essay Reflection from SPED Panel <p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none">• Module 10 Research Brochure (Grad) Assignment• Research Brochure Week 12 (UG)• Module 12 Assignment 12.1 Reflection Paper (Grad)• Chapter 10 Quiz, Ch. 12 Quiz (UG)• Final Reflection/Reaction Paper (UG) <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---


		<p>and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 2 – 504, IDEA, ADA illustration (ug) • Module 2.3 UDL Initiative <p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Final Projects – Part 1 Law Reference & Part 2 Application of Law <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Field Experience Hours Project <p>ED 341/541 – IEP and Instructional Considerations. This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence based strategies to assist the K-12 student to access the</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
--	--	---	--

		<p>general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. All students will engage in 15 hours of Field Experience.</p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP • Final IEP 	
	(2) In the area of development and characteristics of learners, the candidate shall have the ability to:		
6	<p>a. Describe the similarities and differences in human growth and development of individuals with and without disabilities within and across cognitive, academic, developmental, social, language, sensory, diversity, physical, and emotional and behavioral areas;</p>	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder assignments 	<p>✎ Course Key Assessment</p>
7	<p>b. Define the characteristics and their respective educational implications of all types of disabilities in federal statutes, federal regulations, and Ed 1100;</p>	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder Assignments 	<p>✎ Course Key Assessment</p>
8	<p>c. Demonstrate knowledge and</p>	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on</p>	<p>✎ Course Key Assessment</p>

<p>understanding of diversity, families, communities, gender, and society that influence learning; and</p>	<p>characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4.1 Multicultural Needs paper <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 (Grad) • Discussion 10.1 Parent Involvement (Grad) • Class 9 -Role Play Scenarios & Discussion (UG) • Assessment of Culturally and Linguistically Diverse Students in Special Education (UG) <p>ED 341 – IEP and Instructional Considerations. This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence based strategies to assist the K-12 student to access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. All students will engage in 15 hours of Field Experience.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	---	---

		<ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 Final IEP 	
9	d. Demonstrate understanding of the influences of environment and co-existing conditions, disabilities, or both, in individuals;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder Assignments • Module 10 Field Lesson Plans <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 Assignment Final IEP 11.2 <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment #5 Project Implicit paper (Grad) • English Language Learners Project (UG) <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
(3) In the area of learning differences, the candidate shall have the ability to:			
10	a. Understand and utilize the results of individuals' evaluations, assessments, and other information from a variety of sources, including parents and students, to identify academic, developmental, social, emotional, behavioral, functional skills, and post-secondary transition educational needs;	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 3 Google Website (grad) • Assignment 6 – Test Results, Goals, Accommodations, and Modifications (UG) <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
11	b. Demonstrate knowledge and understanding of the learning differences, preferences, and	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations.</p>	<p>✎ Course Key Assessment</p>

<p>needs of students with disabilities including multiple influences of human growth and development in collaboration with team members in the development of individualized educational programs;</p>	<p>Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 5.1 IEP • Discussion 8.2 Common Core and Students with Special Needs • Assignment 10.5 Field Site Lesson Plans - Graduates, -Assignment 10.5A Field Site Lesson Plans –UG • Assignment 11.2 Graduates IEP Submission, -Assignment 11.2A Undergraduate IEP Submission <p>ED345/545 Effective Communication & Collaboration Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc.</p> <p>Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Parent Involvement/Family Engagement Paper Assignment 8.1 (grad) Unit 10 paper (ug) • Reading Response Journal 6.1 (ug) • Discussion board 10.2 (grad) 	<p> Course Key Assessment</p>
--	--	--

		<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Assignment: Observing and Administering Formal Assessment 3 (Grad) • Assignment 6 – Test Results, Goals, Accommodations, and Modifications (UG) 	<p>✎ Course Key Assessment</p>
14	e. Understand and utilize the diverse range of a student’s approach to learning and the range of modifications and accommodations that can be used to support learning;	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP (Grad) • Final Lesson Plans <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion Boards 12.1,12.2 (Grad) 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>



		<ul style="list-style-type: none"> • UDL Module and Teaching Assignment (Grad) • Reading Response Ch. 2 &4 (UG) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 3.1 Differentiated Learning IRIS Module • Live Binder lesson activities for each area of exceptionality 	<p>✎ Course Key Assessment</p>
15	f. Understand the concept of least restrictive environment and the continuum of educational environments; and	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture and discussion on Learning Environments • Discussion Boards 12.1,12.2 (Grad) • UDL Module and Teaching Assignment (Grad) • Reading Response Ch. 2 &4 (UG) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning,</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 1 Reflection on History (ug) • Discussion 1.2 (grad) Reflection on History • Module 2 – Assignment 504, IDEA, ADA illustration (ug) <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP • Final IEP 	<p>✎ Course Key Assessment</p>
16	g. Recognize the relationships among a student’s academic, social, emotional, behavioral and functional abilities, attitudes, and interests on instruction, transition planning, and career development;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224,</p>	<p>✎ Course Key Assessment</p>

		<p>and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder Assignments • Module 10 Lesson Plans <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP • Final Lesson Plan 	<p>✎ Course Key Assessment</p>
<p>(4) In the area of learning and social environments, the candidate shall have the ability to:</p>			
17	<p>a. Incorporate research-based instructional frameworks to promote access, equity, and respect for all students in the general education environments;</p>	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 2 • Reflective Paper • Models of Discipline Presentation <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 2 Assignment UDL Initiative/paragraph • Assignment 4.3 Highly Effective Teaching <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 11.2 - Submit an IEP • Final Lesson Plan 	<p>✎ Course Key Assessment</p>
18	b. Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • UDL Teaching Assignment <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion board on Routines (Modules 3, 4, & 5), Motivation and Management (Module 12 & 14) • Philosophy of Management Reaction Paper 	
19	c. Use a range of preventive and responsive practices documented as effective to support an individual’s social, emotional, and educational well-being;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 3.1 Iris Model – Differentiated Instruction • Assignment 4.3 Highly Effective Teaching <p>Field Experiences</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
20	d. Collaboratively select, administer, analyze, and interpret multiple measures of student’s learning, behavior, and the classroom environment to	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments.</p>	<p>✎ Course Key Assessment</p>

	<p>evaluate and adapt classroom settings utilizing interventions and adapting instructions;</p>	<p>Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Discussion 7 - RTI & NH Rules <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 2.1 IRIS Module Creating Learning Environments • Assignment 3.1 IRIS Module Differentiated Instruction: Maximizing the Learning of All Students • Lesson Plans <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Assignment: Observing and Administering Formal Assessment 3 (Grad) • Assignment 6 – Test Results, Goals, Accommodations, and Modifications (UG) <p>Field Experience</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p>Evaluation Rubric</p>
--	---	---	--

		Student Teaching	Formal Evaluation 610 Form TCAP (program specific) Final Grade
21	e. Structure learning environments and activities to develop and foster a student’s self- awareness, self- management, self- regulation, self- reliance, and self- esteem; and	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10, -Assignment 10.5 • Lesson Plans <p>Field Experience</p> <p>Student Teaching</p>	<p>🔑 Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
22	f. Provide positive and constructive feedback to guide a student’s learning and behavior;	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10, -Assignment 10.5 • Final Lesson Plans <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-</p>	<p>🔑 Course Key Assessment</p>

		<p>depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Module 10, - Assignment 10 Grading and Feedback (Grad) Module 12, -Unit 12 UDL Teaching Assignment (Grad) Reading Response Journals Ch. 7 & 11 <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Module 12 Activities and Discussions on Grading and Feedback Ch. 2 Quiz (UG) <p>Field Experience</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
	(5) In the area of assessment, the candidate shall have the ability to:		
23	a. Understand federal law, state law, and administrative rules pertaining to students with disabilities for required assessments and qualified examiners by disability type for the	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning,</p>	<p> Course Key Assessment</p>




	<p>evaluation of students with disabilities as part of assessment related to the special education process;</p>	<p>Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 1, -Discussion #1 Reflection on history • Module 2 - 504, IDEA, ADA illustration assignment (UG) <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 1, -Discussion 1.2 Decisions Made (Grad) • Module 3, Assignment: Interactive Timeline (Grad) • Module 5, -Discussion 5.1: Test Interpretation Issues (Keenan Case Study) (Grad) • Module 9, -Assignment: Assessment Battery and related information (Grad) • Module 12, -Assignment: Course Reflection on Evaluation Procedures and the Law (Grad) • Assignment #6 – Test Results, Goals, Accommodations, and Modifications (UG) • Assessment of Culturally and Linguistically Diverse Students in Special Education Assignment (UG) • PLEP Case study Assignment (UG) 	<p>✎ Course Key Assessment</p>
24	<p>b. Understand procedures and timelines for the referral, evaluation, and determination of</p>	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the</p>	<p>✎ Course Key Assessment</p>

<p>eligibility for special education and related services;</p>	<p>identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Discussion 3.1 RTI v. Discrepancy, (Grad) • Discussion 3.2 RTI, Discrepancy, and the Law, -Assignment: Interactive Timeline (Grad) • Module 6, -Discussions on Best Practice, Ethics (Grad) • Module 10, -Discussion 10.1 – Parent Involvement in the Evaluation Process (Grad) • Module 11 Assignment: Eligibility Checklists and Eval Summaries (Grad) • Module 12, -Assignment: Course Reflection on Evaluation Procedures and the Law (Grad) • Assignment #6 – Test Results, Goals, Accommodations, and Modifications (UG) • Assessment of Culturally and Linguistically Diverse Students in Special Education Assignment (UG) • PLEP Case study Assignment (UG) • Final Assignment (UG) <p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4 FAPE, -Assignment • 4.2 Plan Ahead • Module 7, -Discussion • 7.1-Evaluation Timeline/Prereferral • Assignment 7 IDEA 2004: Eval & RTI-Jon Case Study (Note: Graduate students must use primary sources documents when citing law.) 	<p>✎ Course Key Assessment</p>
--	---	--------------------------------

25	c. Understand the range of formal and informal assessments, instruments, and results and their purposes in the special education process for making educational decisions;	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Discussions (Grad) -Module 4 Discussion 4.3 and Reflecting on Professional Practice, -Assignment-Exploring Formal Assessment (Grad) • Assignment 6 – Test results, Goals, Accommodations and Modifications (UG) • Final Assignment – Test Administration & IEP (UG) 	<p>✎ Course Key Assessment</p>
26	d. Collaboratively select, administer in native language, communication mode, or both, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report;	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Modules 5-10 Assessment Assignments (Grad) • Assignment 6 – Test results, Goals, Accommodations and Modifications (UG) • Final Assignment – Test Administration & IEP (UG) 	<p>✎ Course Key Assessment</p>
27	e. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret</p>	<p>✎ Course Key Assessment</p>

	<p>evaluate behavioral interventions;</p>	<p>results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • PLEP Assignment (UG) • Assignment #6 (UG) • Final Assignment #6 (UG) • Module 5,-Assignment Behavior Summary and Reflection (Grad) <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Assignment 3.4 FBA/BIP • Module 4, -Discussion 4.1 Disruptive and Non-compliant Behavior • Module 5, -Assignment 5.1 FBA/BIP & 5.2 Field Site Work • Discussion 2.2 & Assignment: Teague Case Study 	<p>✎ Course Key Assessment</p>
28	<p>f. Assess, analyze, interpret, and communicate a student’s progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction; and</p>	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP • Final Lesson Plan 	<p>✎ Course Key Assessment</p>

		<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 10.1 Revised Formal Evaluation Report Graduate Student and Undergrad • Assignment 6 – Test results, Goals, Accommodations and Modifications (UG) • Assignment 10.2 Informal Assessment Reports (Grad) 	<p>✎ Course Key Assessment</p>
29	g. Demonstrate an understanding of the manifestation determination process;	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 8.2 Terrence Case Study (Graduate students answer legal questions), • Assignment 8 Discipline Flow Chart, - Discussion • 4.1 FAPE Relationship 	<p>✎ Course Key Assessment</p>
(6) In the area of instructional planning and strategies, the candidate shall have the ability to:			
30	a. Collaboratively plan and participate in best practices in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion 2.1 Section 504, IDEA 2004, ADA 	<p>✎ Course Key Assessment</p>

		<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans and Strategies for each content area (discussions 8.1, 9.1, 9.2, 10.2, 11.1, 11.2, 12.1, 12.2) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 Lesson Plans • Module 9 – School inventory Assignment <p>ED345/545 Effective Communication & Collaboration Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc.</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	--

		<p>Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Reading Response Journal Unit 4 (ug) • Module 7, Discussion boards 7.2 and 7.3 (grad) <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
31	b. Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 12, -Assignment 12.1 Final Paper • Discussion 12.3 Assistive Technology (ug) <p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4, -Discussion 4.2 IDA IEP Questions (Grad) • Assignment 6 – Test results, Goals, Accommodations and Modifications (UG) • Assignment 10.2 Informal Assessment Reports (Grad) <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10, -Discussion 10.1 Learning Environments (Grad) • Reading Response Journals Ch. 4, 9, 10 	<p>✎ Course Key Assessment</p>
--	--	--	--------------------------------

32	<p>c. Design and implement effective strategies that promote active student engagement, increase student motivation, and enhance self-regulation of a student’s learning;</p>	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Final Lesson Plans 10.5 • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 9, -Unit 9 Assignment Philosophy of Assessment (Grad) • Module 12, -Unit 12 UDL Teaching Assignment (Grad) • Reading Response Journals Ch. 1, 4, 8, 11 (UG) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational &</p>	<p>✎ Course Key Assessment</p>
			<p>✎ Course Key Assessment</p>
			<p>✎ Course Key Assessment</p>

		<p>Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4, -Assignment 4.1 Multicultural Needs, • Assignment 4.3 Highly Effective Teaching <p>Field Experiences</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
33	d. Utilize evidence-based	ED341/ED541 IEPs and Instructional Considerations This course focuses on providing	✎ Course Key Assessment

<p>interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;</p>	<p>the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 10.5 • Discussion 5.1 Behavioral Strategies • Discussion 12.1 Devon’s Teacher • Discussion 12.2 Middle School application <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6, -Unit 6 Assignment Concept Map • Module 9, -Assignment Unit 9 Philosophy of Assessment Brochure • Unit 12 - UDL Teaching Assignment (Grad) <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Field Work 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
--	---	---

		<p>ED312/ED509 Understanding and Teaching Exceptional Learners. This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4 -Assignment 4.1 Multicultural Needs • 4.3 Highly Effective Teaching <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
34	e. Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Case Studies – Assignment 2.2, 7.1 • Assignment 11.2 IEP • Final Lesson Plan 10.5 <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Discussion 3.2 Is It Fair? • Final Exam Case Study Application (ug) • Final Reflection 12.1 (UG) <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
35	<p>f. Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:</p> <ol style="list-style-type: none"> 1. Reading and writing including phonemic awareness; 2. Phonics; 3. Fluency; 4. Vocabulary; 5. Comprehension ; and 6. Written expression; 	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion 9.1 PALS -Good or Bad • Discussion 9.2 Grouping Effective or Not • Lesson Plans 10.5 <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include</p>	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>

		<p>reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Assignment Folio 7 Emergent Writer Analysis • Module 10, -Assignment 10: First Grade Journal Writing Analysis <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 9, -Assignment 9.1 & 9.1A Strategies for Reading Comp. & Writing <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
36	g. Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of: 1. Counting and cardinality;	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p>	<p>✎ Course Key Assessment</p>

	<p>2. Operations and algebraic thinking;</p> <p>3. Numbers and operations base ten;</p> <p>4. Numbers and operations with fractions;</p> <p>5. Measurement and data;</p> <p>6. Geometry;</p> <p>7. Ratios and proportional relationships;</p> <p>8. The number system;</p> <p>9. Functions; and</p> <p>10. Statistics, and probability;</p>	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 10.1 Strategies for Math • Assignment 10.2 - Annotated Bibliography (grad) • Lesson Plan 10.5 <p>ED263/ED518 Methods in Teaching Mathematics This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Discussion 7.1 Resources for Math Challenges, Assignment 7.2 Functional Relationships, Module 10, - Assignment 10.1 Field Lesson Plan <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
37	<p>h. Identify and explicitly teach executive functioning and social skills;</p>	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Unit 3 Assignment Identity, Concept, and Moral Reasoning (Grad) • Module 8, -Unit 8 Assignment Social Media – Developmental and Educational Implications (Grad) 	<p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • Concept Map Assignment (UG) • Reading Response Journal Ch. 8 (UG) • Case Study Analysis (UG) <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Attention and Momentum Reflection • Questioning in the classroom Reflection • Module 7, -Assignment – Annotated Directory of Resources 	<p>✎ Course Key Assessment</p>
38	i. Identify and teach strategies for preparing individuals to live independently, cooperatively, and productively in society;	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4-Unit 4 Assignment Disability Paper (Grad) • Reading Response Journals Ch. 3, 11, & 13 (UG) <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussions 6.1, 6.2 & 6.3 Transitions • Assignment 6.3 Transition Questions • Assignment 7.2 Kyle’s Transition • Discussion 8.1 – Transition <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Assignment – Annotated Directory of Resources 	<p>✎ Course Key Assessment</p>
39	j. Use individualized strategies to enhance language development and communication skills; and	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6, -Reflection 6.1 Inquiry-based lesson & Developmental Needs <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 5-Discussion 5.1 Implications of Speech & Language Impairments, - Assignment • LiveBinder - 5.1 Speech and Language Disabilities Template 	
40	<p>k. Use progress monitoring from ongoing assessment data to evaluate instruction and student performance, and make responsive adjustments to instruction or individual education plan;</p>	<p>ED340/ED540 Assessment/Identification of the Exceptional Learner This course in assessment and the identification of educational disabilities will provide students with an understanding of the importance of formal and informal assessment in the identification of educational disabilities. Students will learn how to administer assessments, interpret results, and write evaluations complete with recommendations for learners.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 3, -Discussion 3.1 RTI vs Discrepancy (Grad) • Module 4, -Discussion 4.1 Smarter Balanced Assessment (Grad) • Module 7, -Assignment 7.2 Curriculum-based Assessment (Grad) • PLEP Assignment (UG) • Observation Paper (UG) • PLEP Final IEP (UG) • Assignment #6 (UG) • Final Assignment (UG) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plan 1 & 2 • Module 12, 12.1 Discussion <i>Impact on Learning</i> <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
42	<p>b. Use state, local, or both content standards for planning, teaching, accommodating, and assessing to individualized learning across all settings;</p>	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 10.5 • Final IEP <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Assignment 4.3 Highly Effective Teaching 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • Field Assignment – Lesson Plans <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans • Field Experience <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
43	c. Use technology related to curriculum content for planning and managing teaching and learning environments; and	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 5 Discussion and Assignment 5.1 Assistive Technology – WebQuest <p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		development, learning, cognition, motivation, individual differences, and group processes. <u>Key Assignments:</u> <ul style="list-style-type: none"> Module 8, Unit 8 Assignment Social Media 	
44	d. Integrate effective social and life skills within the academic curriculum;	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Field Experience <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Lesson Plans 10.5 <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
	(8) In the area of professional practice, the candidate shall have the ability to:		
45	a. Identify organizations and publications relevant to students with disabilities;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students' learning, social, and familial environment is explored. The</p>	✎ Course Key Assessment

		<p>course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Discussion 10.1 -Facilitation and Coordination (grad) • Discussion 10.2 - Collaborating with Outside Agencies (grad) • Reading Response Journal Ch. 10 (UG) 	<p>✎ Course Key Assessment</p>
46	b. Identify sources of unique services, networks, and organizations for	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The</p>	<p>✎ Course Key Assessment</p>

	students with disabilities;	<p>course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <p>Reading Response Journal Unit 6 &Unit 10 (ug) Discussion10.1 -Facilitation and Coordination (grad) Discussion 10.2 - Collaborating with Outside Agencies (grad)</p>	<p>✎ Course Key Assessment</p>
47	c. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments.</p>	<p>✎ Course Key Assessment</p>

	<p>identification, placement, and services of students with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504, May 2017, as referenced in Appendix II; and</p>	<p>Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4, -Discussion 4.1 FAPE Relationship, - • Discussion 4.2 FAPE Relationship continued, - • Assignment 4 Reflective Journal FAPE • Module 9, -Discussion 9.1 – Darnell, - Discussion 9.2 – Darnell Due Process, - • Assignment 9.1 Rhonda Project • Module 12, -Assignment Special Education Law Reference – Part A, -Assignment – Applications of Law Artifact – Part B 	
--	--	---	--

48 d. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services; and

ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.

Key Assignments:


- Assignment Sheet Week 4 - Reaction Paper #2
- Ch. 4 & 5 Quizzes
- Module 5 activities (UG)
- Module 5, -Discussion 5.1 Hidden Curriculum (Grad)


ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.


Key Assignments:

- Module 1, -Discussion 1.2 Attitudes (grad)
- Module 4, -Discussion 4.1 Misidentification
- Assignment 4.1 Multicultural Needs Reflection paper

ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction

 Course Key Assessment

 Course Key Assessment

 Course Key Assessment

		<p>in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 11, Assignment: Field Experience Host Teacher Documents <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
	(9) In the area of collaboration, the candidate shall have the ability to:		

49	<p>a. Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;</p>	<p>ED328/ED512 Special Education Law This course emphasizes laws pertaining to students with disabilities. It is mandatory for education majors. Laws covered are IDEA 2004, N.H. Rules for the Education of Children with Disabilities, Assistive Technology Act, ADA, Section 504, and NCLB. Students work in teams for selected assignments. Course is appropriate for regular and special educators.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 7, -Discussion 7.2 RTI and NH Rules (group discussion) <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6, -Assignment: White Paper • Module 7, -Assignment Data Presentation (Grad) • Discussion 7.1 • Ch. 2 & 7 Quiz (UG) 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
50	<p>b. Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without disabilities;</p>	<p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 2, -Assignment 2.2 Lesson Plans for Concepts About Print (Grad) • Module 4, -Assignment 4.2 Lesson Plan #2 Phonics (Grad) 	<p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • Module 5, -Assignment 5.1 Lesson Plan Read Aloud (Grad) • Module 7, -Discussion 7.1 Open Question Area (Grad) • Open House Presentation • Reading Response Journal Ch 1,2,3 & 7) (UG) • Literacy Assessment 1, 2,3, 7 <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 5, -Assignment Validity and Reliability Collaboration • Module 6, -Assignment 6.2 Teachable Lesson Creation • Module 12, -Discussion 12.1 School grades and Progress Reports, -Final Exam Group Project <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and</p>	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>
--	--	--	---

		<p>communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Professional Development Presentation (ug) • Discussion 10.1 -Facilitation and Coordination (grad) • Discussion 10.2 - Collaborating with Outside Agencies (grad) <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
51	c. Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with disabilities and their families;	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Live Binder Templates <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 10.5 • IEP submission <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc. Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Professional Development Presentation (ug) • Discussion 10.1 -Facilitation and Coordination (grad) • Discussion 10.2 - Collaborating with Outside Agencies (grad) <p>Field Experiences</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
52	d. Advocate for and secure appropriate services for students with disabilities; and	<p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations.</p>	<p>✎ Course Key Assessment</p>


		<p>Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 1, -Assignment 1.1 Setting the Educational Context – Journal Part A (grad) • Module 2, -Assignment 2.3: Practice Makes Perfect • Module 3, -Assignment 4.2 FBA/BIP - Communication between Host teacher and student • Module 8, -Discussion 8.1. Transition, Student Diversity and Family Backgrounds <p>ED345/545 Effective Communication & Collaboration - Effective Consultation and Communication The focus of this course will be on the development of effective consultation and communication skills of disabilities specialists necessary for successful educational programming and remediation plans for exceptional children. The course will also emphasize the ability to communicate with teachers, other specialists, parents, school personnel, community and transitional agencies, etc.</p> <p>Teacher candidates in this course will learn the concepts and practices of collaboration, consultation, interpersonal communication skills, teamwork, and problem-solving. Teacher candidates will discover how students with disabilities are impacted by interpersonal and communications gaps and issues between and among team members. Lastly, teacher candidates will create a resource that includes methods to facilitate effective collaboration and consultation skills.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Unit 5 Module, Case Study Analysis Assignment (ug) • Discussion 10.1 -Facilitation and Coordination (grad) 	<p>✎ Course Key Assessment</p>
--	--	--	--------------------------------

		<ul style="list-style-type: none"> Discussion 10.2 - Collaborating with Outside Agencies (grad) 	
53	e. Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement;	<p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Open House Presentation <p>ED308/ED508 Introduction to Assessment Students will be introduced to forms of assessment used in classroom teaching, as well as how to make evidence-based decisions as part of a collaborative team of educators. Students evaluate the effectiveness different kinds of assessments and examine the benefits and challenges of assessments in a variety of contexts.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Assignment Final Exam Project (g) Final Exam (ug) <p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • Module 4, -Discussion 4.2 – Journal Reflection – Parent Communication about Phonics (Grad) • Literacy Assessment 2 & 3 (UG) 	
	(c) Each candidate for licensure as a special education teacher for students age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and clinical field-based experiences:		
54	(1) Skill in engaging students with and without disabilities from age 5 up to age 21; and	<p>ED231/ED515 Primary Literacy This course focuses on the developmental characteristics of children as they learn language and literacy. Students learn to plan theory-informed instruction in the Language Arts for grades K-3 aligned with the Common Core State Standards. Topics include reading foundations (print concepts, phonological awareness, phonics and word recognition, and fluency); balanced instruction in reading literature and informational text, writing for different purposes, and assessment. The importance of school/family partnerships is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 2, Concepts About Print, - Assignment 2.2 Lesson Plan 1 – Concepts About Print, Kindergarten, Emergent Readers and Writers (Grad) • Literacy Assessment 1 – concepts about Print (UG) • Module 8, -Discussion 8.1 Conferencing with students during independent reading • Reading Response Ch. 8 (UG) <p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • UDL Initiative • Module 10 - Lesson Plans <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 6, -Discussion 6.2 & 6.3 Transitions <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
55	(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities.	<p>ED263/ED518 Methods in Teaching Mathematics</p> <p>This course covers detailed content on mathematical concepts, as well as pedagogical implications for math instruction in K-8 educational settings. Participants will evaluate, plan, and assess mathematics lessons, paying particular attention to problem solving, differentiation, and developmental theory. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 5, -Discussion 5.1 Gifted Student (Grad) • Module 9, -Assignment 9.1 Lesson Plan (Grad) • Module 10:1, Assignment 10.1 Field Lesson Plan (Grad) • Concept Attainment Lesson Plan (UG) • Algebra Mini Lesson Plan – Unit 6 (UG) • Connection to Real Life Mini Activity Assignment (UG) • Geometry Lesson Plan Assignment – Unit 10 (UG) 	<p>✎ Course Key Assessment</p>

		<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 - Lesson Plans <p>Field Experiences</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
(d) Special education licensure shall qualify a teacher to:			
56	<p>(1) Teach specially designed instruction to students with disabilities whose placement is along the continuum of alternative educational environments but do not require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 507.42 through Ed 507.47; and</p>	<p>ED312/ED509 Understanding and Teaching Exceptional Learners This course focuses on characteristics of disabilities, human development and variations. The impact on students’ learning, social, and familial environment is explored. The course is designed to assist teacher candidates in facilitating learning, utilizing accommodations, writing lesson plans that include all learners with techniques from Universal Design for Learning, Differentiated Instruction and Educational & Assistive Technology. Prerequisite: ED105, ED224, and sophomore standing. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 - Lesson Plans • Live Binder Assignments <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 4, -Discussion 4.1 Reflection – Attention Getting Moves • Module 11, -Assignment Reaction Paper Philosophy of Management <p>ED341/ED541 IEPs and Instructional Considerations This course focuses on providing the teacher candidate with the knowledge and skills to develop Individual Education Programs with appropriate instructional accommodations. Teacher candidates will learn evidence-based strategies to assist the K-12 student access the general education curriculum. The impact of disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 10.5 <p>Field Experiences</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form TCAP (program specific) Final Grade</p>
--	--	---	---

		<p>disabilities & cultural and linguistic diversity on college and career readiness is explored. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 10.5 <p>Field Experiences</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
--	--	--	--

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

New. #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; amd by #8024, eff 7-1-04; paragraphs (b)-(h) EXPIRED: 10-30-04; ss by #8229, eff 12-17-04; amd by #9157, eff 7-1-08 (See Revision Note at part heading for Ed 612); ss by #9991, eff 9-16-

11

*Readopt with amendment Ed 507.40 9/10/2020

Science Program; General Requirements (Ed 612.23/507.30d-e)


Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.

Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).


To access course shells in our learning management system, log in [here](#). Username “Acen” password: “password”



Self-Assessment Worksheet

Directions: *This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this matrix should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.*

	Science Program; General Requirements	DESCRIPTION OF HOW THE PROGRAM ADDRESS THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS, IF ANY.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	In addition to meeting the program requirements under Ed 612.22 for science for grades 5-8, Ed 612.24 for earth and space science for grades 7-12, Ed 612.25 for life sciences for grades 7-12, Ed 612.26 for chemistry for grades 7-12, Ed 612.27 for physics for grades 7-12, or Ed 612.34 for physical science grades 7-12, a program for science general requirements shall provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.29(d)-(e).		
	(d) In the area of instructional performance, the candidate shall demonstrate:		
	(1) Proficiency in the use of scientific methods as demonstrated by the ability to:		
	a. Integrate the science practices throughout lessons by:		
1	1. Asking questions for science and defining problems for engineering; 2. Developing and using models; 3. Planning and carrying out investigations;	ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced	 Course Key Assessment

4. Analyzing and interpreting data;	<p>and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson Plans 1&2 <p><u>Undergraduate Only</u></p> <ul style="list-style-type: none"> • Reflective Journals <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson plans in certification area <p>Field Experiences</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific) Final Grade</p>
5. Using mathematics and computational thinking;		
6. Constructing explanations for science and designing solutions for engineering;		
7. Engaging in argument from evidence; and		
8. Obtaining, evaluating, and communicating information;		
b. Design and teach grade level appropriate laboratory activities incorporating scientific processes, promoting scientific habits of mind, and meeting needs of diverse learners;		
c. Use scientific drawings, diagrams, data tables, models, and graphing essential to science investigations and expression of ideas;		
d. Design learning activities fostering questioning, open-ended investigations, the development of cooperative group skills, and promoting practice in decision making and problem solving;		
e. Use methods of teaching reading, writing, communication, and		

	<p>study skills essential to the effective mastery of grade level science content;</p> <p>f. Design activities and investigations integrating appropriate quantitative literacy skills and concepts; and</p> <p>g. Organize, present, and evaluate science ideas in a manner emphasizing conceptual understanding of phenomena and optimizing learning experiences for students of all ability levels and learning styles; and</p>		
(2) Scientific content knowledge that enables the integration of the common themes exhibited in all of the sciences into teaching and course design including:			
2	<p>a. Systems and system models;</p> <p>b. Energy and matter;</p> <p>c. Cause and effect;</p> <p>d. Scale, proportion, and quantity;</p> <p>e. Patterns of change, including constancy or stability;</p> <p>f. Structure and function;</p> <p>g. Stability, change, and evolution; and</p> <p>h. Nature of science and inquiry;</p>	<p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Lesson plans in certification area <p>Field Experience</p> <p>Student Teaching</p>	<p> Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>

(3) The ability to make connections that:			
3	a. Establish relationships among all sciences and reflect the role of science systems in science literacy;	ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required. Field Experience Student Teaching	 Course Key Assessment Evaluation Rubric Formal Evaluation 610 Form TCAP (program specific) Final Grade
	b. Relate the sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues; and		
	c. Integrate knowledge from the history and philosophy of science into science instruction;		
(4) Knowledge of field and laboratory safety and emergency procedures, including responsibilities of science teachers for:			
4	a. The welfare of their students and care for organisms as appropriate to the area of study using the “Position Statement on the Responsible Use of Live Animals and Dissection in the Science Classroom”, March 2008, available as specified in Appendix II; and	ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required. Field Experiences Student Teaching	 Course Key Assessment Evaluation Rubric Formal Evaluation 610 Form TCAP (program specific) Final Grade
	b. The proper maintenance, storage and disposal of laboratory materials or chemicals using the Globally Harmonized System for Hazard Communication of 2007 available as specified in Appendix II;		

(5) Knowledge and skills to integrate technological tools for learning, analysis and reporting, including, but not limited to:			
5	a. Skills to plan, design, deliver, and incorporate active learning and collaboration;	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson plans 1&2 <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p>Field Experience</p> <p>Student Teaching</p>	✎ Course Key Assessment
	b. Collect and analyze data using information technology; and		✎ Course Key Assessment
	c. Communicate information effectively;		<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>

(6) Knowledge and skills of computing and computational thinking as it relates to science, including, but not limited to:				
6	a. Visualizations of scientific concepts; and	<p>ED112/ED505 Teaching and Learning in a Democratic Society This course examines conceptions of ‘democratic ways of life’ and how communities and schools work to sustain democracy in a diverse society. Current issues in education are investigated from social, historical and philosophical points of view in local and global contexts. Topics include Equal Educational Opportunity and the federal Every Student Succeeds Act (ESSA); implementation of the Common Core State Standards; 21st Century skills with a focus on technology. Qualities and skills of teachers as leaders for equity and excellence in education are explored.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Teachers and Technology lecture/discussion <p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Annotated directory of resources <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all</p>	✎ Course Key Assessment	
	b. Modeling and simulating engineering design to communicate science understanding; and		(7) Ability to practice good digital citizenship and model safe, ethical, and legal practice with digital tools and resources.	✎ Course Key Assessment
	(e) The candidate shall demonstrate knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher.			✎ Course Key Assessment
				✎ Course Key Assessment

		<p>prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p>Field Experiences</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
--	--	---	--

[Source.](#) #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

[New.](#) #4851, eff 6-25-90; EXPIRED 6-25-96 [New.](#) #6366, eff 10-30-96; ss by #7276, eff 7-1-00; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.17), EXPIRED: 7-1-08 [New.](#) #9566, eff 10-16-09; ss by

Life Sciences for Grades 7-12 (Ed 612.25/507.32c)





Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.



Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).




Self-Assessment Worksheet




Directions: This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this matrix should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.



	Life Sciences for Grades 7-12	DESCRIPTION OF HOW THE PROGRAM ADDRESS THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS, IF ANY.	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
**Meet the qualifications for licensure as a science teacher as provided in Ed 612.23/507.30; and			
In addition to meeting the program requirements under Ed 612.23, the life science program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.31(c).			
(c) A candidate for licensure as a life sciences educator for grades 7-12 shall have skills, competencies, and knowledge in the following areas: (1) In the area of fundamental content knowledge, the candidate shall have the ability to:			
a. Explain concepts, solve problems, use models, and perform both field and laboratory experiences in the following fundamental areas of life science:			
1	1. Structure and functions, from molecules to organisms, as follows: (i) Evidence for structure of DNA determining structure of proteins; (ii) Hierarchical organization of interacting systems; and	ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.	✎ Course Key Assessment

<p>(iii) Feedback mechanisms that ensure homeostasis, including, but not limited to human systems;</p>	<p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Lesson plans in certification area <p>BI101 Biology I This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Exam 1 <p>BI102 Biology II This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Exam 3 Cell cycle GRQs <p>BI211 Genetics Hereditary mechanisms of cells, individuals, and populations. Experiments and reasoning through which genetic information has been achieved will be described and analyzed. Heredity in microbes, plants, and animals is explored from the molecular, chromosomal and phenotypic points of view. Genetics is presented as unifying the study of all organisms.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Exam 1 Exam 2 <p>BI218 Ecology The interactions of individual organisms, populations, and communities with their</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	---	---

		<p>environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Introductory lecture on Canvas on levels of organization, hierarchical structure of the universe <p>BI241 Evolutionary Biology This course examines the patterns of evolution seen in the fossil record and in current biodiversity on the planet, as well as the underlying processes that drive evolutionary change. Themes for the course include the importance of evolution to the study of biology at all levels, from the sub-cellular to the global ecosystem, and how knowledge of evolutionary processes is critical to understanding the future of life on Earth.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture- Metazoans, Part III • Exam 1 <p>BI260 Human Anatomy and Physiology I This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and BI261, Human Anatomy & Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exams 	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---

		<p>BI261 Human Anatomy and Physiology II This course continues the study of the human body begun in BI260, Human Anatomy, and Physiology I. The course examines the relationships between endocrine, cardiovascular, lymphatic, respiratory, digestive, reproductive, and urinary body systems along with the regulatory mechanisms that integrate them. The course also includes considerations of nutrient absorption and delivery, metabolism and excretory function. This course has both a lecture and laboratory component. This course and BI260 Human Anatomy & Physiology I provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exams <p>BI319 Cellular Biology Cell chemistry, structure/function, molecular mechanisms of eukaryotic cellular processes. Eukaryotic cells are considered with the objective of developing a conceptual model of the cell adequate to explain its operation. Techniques utilized by cell biologists, with a focus on Bioinformatics, will be featured in the laboratory. Prerequisite: BI211</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exam 1 • Exam 4 • Weekly Assignments <p>BI325 Microbiology Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	--	--

		<p>and physical characteristics. Prerequisites: BI102, CH102.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Design your own operon • Exam III <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
2. Inheritance and variation of traits as follows:			
2	<p>(i) Role of mitosis to maintain complex organisms;</p> <p>(ii) Role of DNA and chromosomes in coding instructions that are passed through generations;</p> <p>(iii) New genetic combinations are a result of meiosis and mutations; and</p> <p>(iv) Statistics and probability to explain the variation and distribution of expressed traits;</p>	<p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson plans in certification area <p>BI102 Biology II This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exam 3 • Mitosis and Meiosis Worksheet <p>BI211 Genetics Hereditary mechanisms of cells, individuals, and populations. Experiments and reasoning through which genetic information has been achieved will</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p> <p> Course Key Assessment</p>

		<p>be described and analyzed. Heredity in microbes, plants, and animals is explored from the molecular, chromosomal and phenotypic points of view. Genetics is presented as unifying the study of all organisms.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exam 3 • Exam 4 • Mitosis and Meiosis Laboratory Assignment • Weekly Assignments • <i>Drosophila melanogaster</i> laboratory packet (includes Chi-Square Analysis) <p>BI260 Human Anatomy and Physiology I This course introduces the organization of the human body in the context of the unifying concepts of feedback regulation and homeostasis. The course assumes a general knowledge of cell structure and function and begins with a study of tissues and a general introduction to organs and systems. It then provides detailed study of the integumentary, skeletal, muscular, and nervous systems. This course has both a lecture and laboratory component. This course and BI261, Human Anatomy & Physiology II provide students with a general introduction to the biology of the human body. It is required that the two courses be taken in sequence with BI260 coming first.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Muscular System Exam <p>BI325 Microbiology Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic and physical characteristics. Prerequisites: BI102, CH102.</p> <p><u>Key Assignments:</u></p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
--	--	---	---

		<ul style="list-style-type: none"> Exam I <p>Field Experience</p> <p>Student Teaching</p>	Evaluation Rubric Formal Evaluation 610 Form TCAP (program specific) Final Grade
3. Matter and energy in organisms and ecosystems as follows:			
3	(i) Role of photosynthesis, respiration, and fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere;	<p>BI101 Biology I This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics. <u>Key Assignments:</u></p> <ul style="list-style-type: none"> Exam 1 Hardy-Weinberg Homework/ Population. E. coli lab material Seed dispersal lab Final Exam <p>BI102 Biology II This year-long course examines the human species, the basic mechanisms of life, and the delicate balance in the biosphere. Biology I investigates the diversity of living things, ecological relationships and the evolutionary process. In Biology II, students learn about the chemical basis of life, the structure and function of cells, gene expression and Mendelian genetics. <u>Key Assignments:</u></p> <ul style="list-style-type: none"> Exam 1 Exam 2 Exam 3 Lab (Fermentation) Lab Report (Fermentation) Lab (Cell membrane integrity) <p>BI211 Genetics</p>	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
	(ii) Carbon based molecules form the basis for life;		
	(iii) Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions; and		
	(iv) Cycling of matter and flow of energy among organisms and ecosystems;		
	4. Interdependent relationships in ecosystems; and		
	5. Natural selection and evolution;		
	b. Apply mathematical modeling, statistical concepts, and manipulation of variables as they apply to life science; and		

<p>c. Explain and solve problems in life science, incorporating the fundamental concepts of chemistry, physics, and earth space science, including basic concepts and laboratory techniques.</p>	<p>Hereditary mechanisms of cells, individuals, and populations. Experiments and reasoning through which genetic information has been achieved will be described and analyzed. Heredity in microbes, plants, and animals is explored from the molecular, chromosomal and phenotypic points of view. Genetics is presented as unifying the study of all organisms.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exam 3 • Exam 4 • <i>Drosophila melanogaster</i> laboratory packet (includes Chi-Square Analysis) 	<p>✎ Course Key Assessment</p>
	<p>BI218 Ecology The interactions of individual organisms, populations, and communities with their environments. Lectures and laboratories emphasize principles and techniques of ecological investigations. Most lab sessions take place outdoors in the field, regardless of weather.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture on Canvas on neutral theory and mathematical models in ecology; t-Test and regression covered throughout semester • Lectures on evolution • Lectures on energy flow, nutrient cycles • Lectures on photosynthesis (C4 and CAM as adaptations to dry environments) and ecosystem productivity and the global carbon cycle 	<p>✎ Course Key Assessment</p>
	<p>BI241 Evolutionary Biology This course examines the patterns of evolution seen in the fossil record and in current biodiversity on the planet, as well as the underlying processes that drive evolutionary change. Themes for the course include the importance of evolution to the study of biology at all levels, from the sub-cellular to the global ecosystem, and how knowledge of evolutionary</p>	<p>✎ Course Key Assessment</p>

		<p>processes is critical to understanding the future of life on Earth.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture (Mammals, Part II) • Hour Exam III • Lectures (Origin of the Earth, Parts I & II; Origin of Life, Parts I & II); • Hour Exam I <p>BI325 Microbiology Overview of the microbial world including the fundamental concepts of microbial genetics, pathogenesis, physiology and diversity. Laboratory emphasizes sterile technique, microscopy and characterization of microorganisms through molecular, metabolic and physical characteristics. Prerequisites: BI102, CH102.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Exam I • Exam 3 <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson plans in certification area <p>Field Experience</p> <p>Student Teaching</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p> <p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
--	--	--	--

[Source.](#) #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90

[New.](#) #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; ss by #7278, eff 7-1-00; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.19),
EXPIRED: 7-1-08
New. #9566, eff 10-16-09; ss by #12456 (eff 1-12-18)

Social Studies 5-12; (Ed 612.28/507.28c) 5-8 (Ed 612.29/507.56c)

Social Studies 5-8 and 5-12 are identical therefore we use one matrix.

Throughout the self-assessment matrix below, we highlight key assignments that are given in the courses that relate to the standards listed.

Undergraduate coursework is listed below for those completing the Bachelor’s program. For those completing a graduate program leading toward New Hampshire licensure, a transcript review is completed to ensure all of the following requirements and standards are met. See the following link for the [transcript review templates](#).

Self-Assessment Worksheet

Directions: *This matrix should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this matrix should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.*




SOCIAL STUDIES FOR GRADES 5-12	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
	(a) The social studies program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in 507.27(c).	
	(c) A candidate for certification as a social studies teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:	
	(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:	
1	<p>PO201 U.S. Government Examines the institutions, participants, and processes that characterize political activity in the United States. Focus is not only on the contemporary nature of American government but also on the original design of the Framers and how it has been implemented over time.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Social Contract Reading Quizzes • Article I – IV Powers, Procedures and Rights Reading quizzes • American Government Inquiry Papers 	<p>✎ Course Key Assessment</p>

		<p>HS319 History of New England A regional history of New England, covering pre-contact Native American culture, the Pilgrim and Puritan migrations, role of New England in the American Revolution, and the process of early industrialization. Unique aspects of New England life and cultural contributions will also be examined and the urbanization and diversification of New England in the 19th century.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • New England Bound Essay • Imagining New England Essay • Empire Falls Essay • Home Town Essay 	<p>✎ Course Key Assessment</p>
2	b. Economics;	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Chapter 6 (Economics) • Web page analysis task <p>ET101 Principles of Macroeconomics An introduction to macroeconomics, focusing on the measurements of economic well-being, the source of economic growth, and the fiscal and monetary policies of national governments. Topics from international economics, such as exchange rates, will be introduced.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Reading Reviews 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<ul style="list-style-type: none"> • Group Project – Economic Analysis for your business • Quizzes and Exams <p>ET102 Principles of Microeconomics This introduction to microeconomics begins with an overview of the forces of supply and demand, then moves to a study of market structure and game theory.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Reading Reviews • Group Project – Economic Analysis for your business • Quizzes and Exams 	<p>✎ Course Key Assessment</p>
3	c. Geography;	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Chapter 7 (Geography) • PowerPoint assignment <p>HS308 From Sea to Shining Sea: The Geography of the United States Students will study the physical characteristics of the United States, including climate, soils, vegetation and water resources. In addition, students will study populations, economies, urbanization, and the United States’ relationship to the rest of the world in an historical context. The course will provide an examination of regions in the United States,</p>	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>

		<p>including New England, the Atlantic states, the southeast, the Deep South, the Southwest, and the West.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Course Tests • Primary Source Essay • Illustrated Analysis Paper • Geographic Profile Project 	
4	d. United States and New Hampshire history; and	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture discussion chapter 1 <p>HS319 History of New England A regional history of New England, covering pre-contact Native American culture, the Pilgrim and Puritan migrations, role of New England in the American Revolution, and the process of early industrialization. Unique aspects of New England life and cultural contributions will also be examined and the urbanization and diversification of New England in the 19th century.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • New England Bound Essay • Imagining New England Essay • Empire Falls Essay • Home Town Essay 	<p>✎ Course Key Assessment</p> <p>✎ Course Key Assessment</p>
5	e. World history;	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum</p>	<p>✎ Course Key Assessment</p>




		<p>models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lecture discussion chapter 1 <p>HS235 Topics in World History Study of a historical topic in World history chosen by the professor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Experimental Essay • Primary Source Essay • Capstone Assignment 	
<p>(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of history and one of the following subject areas:</p>			

9	<p>d. World history;</p>	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Lecture discussion chapter 1 <p>HS235 Topics in World History Study of a historical topic in World history chosen by the professor.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Experimental Essay Primary Source Essay Course Test # 1 & # 2 	<p> Course Key Assessment</p> <p> Course Key Assessment</p>
<p>(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:</p>			
10	<p>b. Anthropology;</p> <p><u>NOTE: All Social Science coded Gen-Ed courses should address this standard</u></p>	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Lecture discussion chapter 1 	<p> Course Key Assessment</p>

		<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> Ethnography task 	<p>✎ Course Key Assessment</p>
11	b. Psychology; or	<p>ED105/ED506 Educational Psychology This course is designed to provide the student with an in-depth background in the patterns of normal human growth and development among children and adolescents and its implications for learning and education. A general understanding of exceptionalities among children and youth to age 21 will be explored. Topics include human development, learning, cognition, motivation, individual differences, and group processes.</p>	<p>✎ Course Key Assessment</p>
	c. Sociology;	<p>General Education Requirement: 2 Social Science courses with different prefixes are required. Our Social Sciences courses contain Inquiry and Analysis, Critical Thinking, Critical Reading, and Information Literacy.</p>	<p>GLE Learning Outcome Rubrics The University has a process of assessing rubrics each semester for courses that contain a GLE designation.</p>

		<p>HS301 Historical Methods Principles and techniques of historical research. Major historians are studied.</p> <p><i>Key Assignments: focus on historical methods and central themes, ethics and morals</i></p> <ul style="list-style-type: none"> • Research Paper on historiography • Issue Paper 	<p>✍ Course Key Assessment</p>
13	<p>b. Design learning activities that employ research methods unique to the social sciences including activities in which students design inquiries based on compelling essential questions;</p>	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><i>Key Assignments:</i></p> <ul style="list-style-type: none"> • Lesson plan 2 <p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><i>Key Assignments:</i></p> <ul style="list-style-type: none"> • Unit Plan • Social action project <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades</p>	<p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p> <p>✍ Course Key Assessment</p>

		<p>4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Literacy Unit Plan <p>Students take one of the following Hs 204, HS201, HS203, HS222. HS223, HS224, HS229, HS235 – all introduce research in the historical context</p> <p>HS 204 Key Assignment –</p> <ul style="list-style-type: none"> • 9/11 Research paper • “Job Talk” Presentation • Guided Reading Uploads <p>Field Experience</p> <p>Student Teaching</p>	<p>Evaluation Rubric</p> <p>Formal Evaluation 610 Form</p> <p>TCAP (program specific)</p> <p>Final Grade</p>
--	--	--	--

14	<p>c. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:</p> <ol style="list-style-type: none"> 1. Foster in students a commitment to and an ability to engage in democratic processes and decision-making; 2. Provide exposure to and opportunities to express multiple interpretations of issues; 3. Encourage in students a capacity for deliberation and thoughtful exchange of competing viewpoints between citizens within and outside the classroom; 4. Develop students' critical thinking, using a variety of instructional methods including how to assess the quality of information and ethical, legal or policy analyses; 5. Gather and evaluate primary and secondary sources from civics, economics, geography and history with the purpose of using evidence to support claims; 	<p>ED224/ED510 Design and Management of the Learning Environment Focuses on teaching methods and theories, school classroom organizational structures, and management techniques. Students will design assessable objectives and a variety of types of lesson plans. Reflective journaling will be introduced and practiced. Course includes supervised experiences in teaching students in school settings; observation and implementation of curricula; and scheduled seminars for discussing and critiquing practicum experiences.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Lesson plans 1&2 • Annotated directory of resources 	<p> Course Key Assessment</p>
		<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children's literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Unit Plan • Historical role-playing plan • Modules 5-8 • Social action project 	<p> Course Key Assessment</p>
		<p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative</p>	<p> Course Key Assessment</p>

	<p>6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media;</p> <p>7. Apply a range of deliberative and democratic strategies and procedures to carry out analyses, make decisions and communicate ideas via oral and written expression;</p> <p>8. Create structured and varied opportunities for students to participate in informed ways via community resources and projects; and</p>	<p>assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Module 10 chapter 9 (Other Literacies) reading and discussion. <p>ED360/ED526 Best Practices in Secondary Contexts This course is designed as the capstone course for all prospective middle/secondary education teachers and must be taken prior to student teaching. Candidates will focus on high school best practices in their area of certification/ concentration. Topics will be differentiated by certification to include: literacy, media, classroom management, safety, assessment. 30 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • 4 lesson plans in certification area • Annotated resources <p>HS 200 level courses introduce students to multiple perspectives HS 300 and above increased expectations regarding perspectives and causations related to historical events</p>	<p>✎ Course Key Assessment</p>
15	<p>d. Promote adolescent literacy and incorporate relevant literacy standards by using literacy strategies in order to foster comprehension</p>	<p>ED316/ED517 Methods in Teaching Social Studies Students will explore curriculum models and topics for social studies in grades K-8. They will review periods of history and diverse geographic areas through children’s literature. Concepts of culture will be explored through art and music. Unit plans will incorporate a variety of qualitative assessment</p>	<p>✎ Course Key Assessment</p>

<p>and develop social studies skills.</p>	<p>devices. Emphasis will be placed on strategies that encourage critical thinking, creative thinking, and media literacy. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Modules 1-3 <p>ED350/ED516 Teaching Literacy across the Curriculum Focus is on strategies for developing literacy in the Language Arts classroom and across the curriculum for grades 4-8. Students design an interdisciplinary thematic unit, using: narrative and expository literature, content frameworks, Common Core Curriculum State Standards, and best research-based practices. Study of quantitative assessment includes discussion of state and national accountability initiatives, as well as the use of assessment results to improve instruction. Undergraduate Prerequisite: ED224 or Instructor Permission. If this class is taken at the 500 level, it is a graduate course and expectations for student performance are at an advanced level. Course requirements and/or evaluation of requirements are more rigorous than at the lower division section of this course. 15 hours of field experience is required.</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Course objectives • Assignment Modules 8- 11, Unit Plans, • Assignment Module 12 Statement of Philosophy <p>HS200 levels students are introduced to scholarly resources and 300 on looks more deeply at primary resources, creative writing based on historical foundation:</p> <p><u>Key Assignments:</u></p> <ul style="list-style-type: none"> • Experimental Essay. The experimental Essays are housed in all HS200 level courses. Content varies dependent upon course topic. A sample of these essays can be found here. 	<p>✎ Course Key Assessment</p>
---	---	--------------------------------

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84, EXPIRED 5-16-90
New. #4851, eff 6-25-90; EXPIRED 6-25-96
New. #6366, eff 10-30-96; ss by #7274, eff 7-1-00; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.22); ss by #9525, eff 8-14-09; ss by #12452, eff 1-12-18

Suggestions Addressed



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

English Language Arts Teacher for Grades 5-12

- In EDU 350- 8th Grade Reading Lesson- Broken link to the video – *All course faculty have been instructed to update all links in their programs. This course was specifically targeted to review and update course links.*
- In EDU 350 Module 7- Vocabulary Task- the rubric is blank - *All course faculty have been instructed to update all links in their programs. This course was specifically targeted to review and update course links.*
- Add programs to meet the needs of gifted and talented students – FPU has had an increase in faculty programming and workshops for working with neuro-diverse college students. Additionally, SOE faculty have been leading this effort.
- It might be worth looking at whether or not there is enough opportunity of teaching of writing.
 - For example- adding a content area writing course or looking at the value of the blogging course (EN357) that might be better served as a module in a larger course.

The SOE and the English department have met to discuss this and are working together to assess and add additional opportunity for experiences related to teaching of writing.

- COVID has created huge learning gaps (identified as an issue by staff at lunch). Students are showing signs of difficulty with executive functioning- perhaps support through advisory course.

FPU has recently had faculty programming including workshops and training to specifically address the aftereffects of COVID on both faculty and students. The University has put additional support in place for both students and faculty as a result.

- Provide/embed SEL curriculum into education courses.

The SOE has plans to have a fall SEL workshop and are in discussion with the College of Liberal Arts and Sciences administration about the possibility of adding a graduate SEL course.

English Language Arts Teacher for Grades 5-8:

- Program staff members were welcoming, knowledgeable, and enthusiastic; however, some class materials appeared outdated. Coursework in many classes consisted of reading/response assignments and traditional writing prompts. Students in the Education department would benefit from classes that model teaching best practices.

The SOE has since instituted a common syllabus template and have discussed a systematic process of updating all materials in all courses. We additionally have discussed this in our content area meetings.

- Several courses, such as ED231: Primary Literacy and ED350: Teaching Literacy across the Curriculum, attempt to cover a wide range of standards and topics in a single course. It is recommended that the program consider dividing topics among several courses to help candidates gain a deeper understanding of those topics.

The SOE conducted a review of all courses and topics in the Fall of 2022. Subsequently, we have revised some course descriptions, updated course pre-requisites, reviewed the developmental sequencing of course offerings and proposed the addition of courses.

Life Sciences Teacher for Grades 7-12:

- It would be beneficial to more clearly demonstrate how life science teacher candidates are both learning science topics and skills AND developing methods to then teach these science topics and skills. With the life science education program being so small, it seems like the focus is more on teaching and learning in general rather than specific to science education. It seems candidates only take one course on science teaching methods with most of their classmates not intending to teach science.

The SOE has had three meetings with science faculty in the Fall 2022 to discuss the course content, pedagogy, assessment and recruitment of science students for a dual Education and Science major.

- Related to the previous suggestion, this reviewer suggests an articulated connection to the Next Generation Science Standards (NGSS). The ED 314 Science Methods course looks at the national standards by the second week. The instructor, Liz Lapon, mentioned that all lesson plans created by teacher candidates require students to use the NGSS website to connect their lesson to the standards. However, their understanding of the cross-cutting concepts and how to teach all of the science practices seems somewhat limited. The life science NH Teacher Candidate Assessment of Performance (TCAP) sample included NGSS standards with each lesson. However, the highlighted standards were not always fully addressed in the lesson. This made it seem as if the teacher candidate understood the relevant standard in terms of the concept but not the science practices (such as the engineering and design principles) nor cross-cutting concepts.

The Next Generation Science Standards (NGSS) are foundational to all that happens in ED314 and ED519. Every student lesson plan is required to utilize these standards for the building of the lesson and assessment. Starting from the first lesson and the first chapter of the textbook, the NGSS standards are introduced and then utilized throughout the entire textbook and course. Teacher candidates are at varied places in planning and instructional ability – which is why the FPU SOE has placed such a strong emphasis on mentoring practices and early field experiences. It is our goal, that through careful planning of instruction and experiences, our students/teacher candidates will continually improve in their planning, instruction, assessment and reflection. We are additionally pairing them with strong mentors in local schools and collaborating with school partners for workshopping opportunities.

Social Studies Teacher for Grades 5-12; Social Studies Teacher for Grades 5-8

- Inclusion of a STEM Methods Class into the Social Studies curriculum

The SOE has taken this into consideration.

- Mapping guides or implementation of a uniform Syllabus format.

A new syllabus format has been implemented in the Fall of 2022 for all Education courses. We are in discussion with the administration about considering a similar practice across the institution.

- Lesson plan template is comprehensive and is modeled for TCAP assessment. Consider adding 'Use of Technology' as a module on the plan.

The use of technology is already on the plan. In the guidance document that accompanies the lesson plan template, it addresses the use of technology.

- Consider adding a licensure program in Leadership.

We are still at an early stage with the Educational Leadership MED but will take this suggestion into consideration for the future.

- Adding rigor to some of the social studies course content assessments would be beneficial to ensure mastery.

The SOE met with the history department in the Fall of 2020. They have completed program revisions which were presented to us along with detailed outlines of new assessments which have excellent rigor. Additionally, we recently brought on new highly qualified and experienced graduate faculty to teach the social studies methods coursework.

Special Education Teacher (age 5 - 21)

- It would be helpful if lesson planning documents were consistent. Not all courses utilize the same format.

We have one lesson plan template and guidance sheet for all the SOE. We have now reminded faculty to update all syllabi with the appropriate documents. Additionally, we have provided links to the lesson plan materials on the University website under the School of Education, in the SOE manual, and on our new SOE Canvas page that houses SOE resources.

- Key course assignments targeting educational standards should be clearly identifiable on course syllabi

In the fall of 2022, we implemented an updated syllabus template for all Education courses which includes a listing of the standards associated with that course.

- Specific to ED340 PDF uploads were of poor quality

These have been removed.

- Students have expressed a desire for more information and practice with regards to Praxis® CORE

We are providing students with multiple opportunities for practice with Praxis. We have purchased a test preparation program (Mometrix) which is accessed through the library. It has practice tests and study materials. We have also offered workshops and have incorporated discussions related to Praxis and praxis content into our methods courses.

- Continue to build upon the partnership with the Jaffrey-Rindge School District

Our partnership with the JRCSD is strong and continues to grow. We completed a MOA in the Fall of 2022 for our collaborative work with undergraduate students and are currently finalizing one for graduate students. We held two courses in the schools in the Fall of 2022 and have planned for workshop training and presentations with JRCSD faculty for the Spring of 2023. We additionally continue to have many field placements in the district.

Appendix

Assessment of Standards

Introduction

Each course taken by education students to fulfill a teacher preparation standard now has an assessment rubric embedded on the course Canvas shell. Each semester, the faculty for that course will be notified by the SOE of Education students in the course. The instructor will then rate each student based on the ED standards that are designated for that course. The 4-point rating scale will follow a designation of 1 representing Unsatisfactory progression, 2 – Needs Improvement or Developing, 3 – Effective, and 4 – Highly Effective. Canvas Outcomes will then be used to track candidate ED500’s and ED600’s assessment data for each course taken by education students (includes Education and content area courses). The data is then aggregated for each standard and analyzed (overall mean, range, mode, standard deviation, etc.) Additionally, this data can be sorted to look at an individual student or course.

The following is an example of the criteria (standard) and the rating scale:

Criteria	Ratings				Pts
<p>Standard 609.01-4</p> <p>GER 609.01-505.06: To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following: Each applicant who seeks licensure shall have completed a program providing the following core competencies: (a) Content competencies in the following areas necessary for college and workforce success: (4) Mathematics threshold: 30 pts</p>	<p>4 pts Highly Effective</p>	<p>3 pts Effective</p>	<p>2 pts Need Improvement or Developing</p>	<p>1 pts Unsatisfactory</p>	<p>4 pts</p>

Sample of Candidate Level- Assessment of Standards

B***** , Meghan	
Standard Assessed	Average of outcome score
Standard 609.01-12	3
Standard 610.02-1	3.5
Standard 610.02-10	3
Standard 610.02-2	4
Standard 610.02-3	4
Standard 610.02-4	3
Standard 610.02-5	3.5
Standard 610.02-6	3
Standard 610.02-7	3.5
Standard 610.02-8	4
Standard 610.02-9	3.5
Standard 612.01-14	3
Standard 612.01-15	4
Standard 612.01-17	3
Standard 612.01-18	4
Standard 612.01-31	3
Standard 612.01-33	3
Standard 612.01-37	3
Standard 612.01-38	3.5
Standard 612.01-39	2
Standard 612.01-41	3
Standard 612.01-42	3
Standard 612.01-43	4
Standard 612.01-44	3
Standard 612.01-56	3
Standard 612.01-57	3
Standard 612.01-9	3
Standard 612.04-1	4
Standard 612.04-6	3
Standard 612.05-1	3
Standard 612.05-11	3
Standard 612.05-4	3
Standard 612.05-8	3
Standard 612.23-1	3
Standard 612.23-5	3
Standard 612.23-6	2
Standard 612.28-10	4
Standard 612.28-11	4
Standard 612.28-13	3
Standard 612.28-14	3
Total Outcome Average	3.3

Sample of Program Level- Assessment of Standards

Standards Assessed	Number of Assessments Performed	Average of Assessment score
Standard 609.01-1	15	3.53
Standard 609.01-10	6	3.83
Standard 609.01-12	18	3.22
Standard 609.01-4	19	2.95
Standard 609.01-5	3	4.00
Standard 610.02-1	57	3.42
Standard 610.02-10	24	3.29
Standard 610.02-2	42	3.57
Standard 610.02-3	56	3.43
Standard 610.02-4	56	3.36
Standard 610.02-5	60	3.22
Standard 610.02-6	41	3.05
Standard 610.02-7	56	3.18
Standard 610.02-8	56	3.30
Standard 610.02-9	57	3.37
Standard 612.01-1	7	3.86
Standard 612.01-14	33	3.30
Standard 612.01-15	33	3.36
Standard 612.01-17	17	3.00
Standard 612.01-18	50	3.28
Standard 612.01-2	6	3.83
Standard 612.01-20	1	4.00
Standard 612.01-22	50	3.24
Standard 612.01-24	1	4.00
Standard 612.01-29	1	4.00
Standard 612.01-30	1	4.00
Standard 612.01-31	33	3.27
Standard 612.01-32	32	3.47
Standard 612.01-33	33	3.33
Standard 612.01-36	2	3.00
Standard 612.01-37	50	3.24
Standard 612.01-38	50	3.28
Standard 612.01-39	17	2.94
Standard 612.01-4	5	3.80
Standard 612.01-41	50	3.20
Standard 612.01-42	17	3.12
Standard 612.01-43	34	3.50
Standard 612.01-44	17	3.06
Standard 612.01-47	1	4.00
Standard 612.01-48	6	4.00
Standard 612.01-49	19	2.95

Standard 612.01-5	7	3.29
Standard 612.01-50	18	2.94
Standard 612.01-53	18	2.89
Standard 612.01-55	2	3.00
Standard 612.01-56	17	3.18
Standard 612.01-57	17	3.06
Standard 612.01-9	33	3.39
Standard 612.04-1	47	3.28
Standard 612.04-2	2	3.50
Standard 612.04-3	4	3.25
Standard 612.04-4	3	3.00
Standard 612.04-5	17	3.06
Standard 612.04-6	32	3.09
Standard 612.04-7	3	3.00
Standard 612.05-1	39	3.36
Standard 612.05-10	15	3.07
Standard 612.05-11	32	2.88
Standard 612.05-12	15	2.67
Standard 612.05-3	16	3.06
Standard 612.05-4	5	3.20
Standard 612.05-6	14	2.93
Standard 612.05-7	15	2.80
Standard 612.05-8	32	3.03
Standard 612.05-9	15	3.00
Standard 612.23-1	17	3.06
Standard 612.23-5	17	3.06
Standard 612.23-6	23	3.00
Standard 612.28-1	21	3.38
Standard 612.28-10	33	3.39
Standard 612.28-11	33	3.48
Standard 612.28-13	17	3.12
Standard 612.28-14	17	3.12
Standard 612.28-4	7	3.00
Standard 612.28-6	21	3.24
Grand Totals	1756	3.25

Lesson Plan Template

Franklin Pierce University Lesson Planning Template

Lesson Title:		Teacher:	
Grade:		Date:	
Subject: Individual Small group Whole group o o o		Time Frame:	
Materials:		Classroom Preparation:	
Objectives/Goals (measurable)			
Curriculum Frameworks/Standards			
Accommodations/ Modifications (IEP/504, gifted student adjustment)			
Academic Language			
Pedagogy (theory/strategies)			

<p>Teaching Procedures (Note anticipated length for each part)</p> <ul style="list-style-type: none"> • Pre-assessment (readiness) • Engagement (set the stage) • Lesson Steps • Closure 	
<p>Extension Opportunities</p>	
<p>Assessment</p> <ul style="list-style-type: none"> • Formative • Summative 	
<p>Reflection:</p> <ul style="list-style-type: none"> • learners • instructional process • content • needed revisions 	
<p>Advanced Reflection</p>	<p>Special Education Candidates: How did your support for students influence their learning outcomes? How might these supports be removed as proficiency increases?</p> <p>Integrating Theory & Practice: Identify a theory, piece of research and/or strategy learned in your EDU coursework that was evident in this lesson and appropriate for your students.</p>
<p>References and Resources</p>	
<p>Appendix of Materials</p>	

Lesson Plan Guidance Sheet

Franklin Pierce University Lesson Planning Guidance Document

Lesson Title: (Topic and central focus)	Teacher: (you)
Grade:	Date: (Date and time of day, block, or period)
Subject: Individual Small group Whole group <input type="radio"/> <input type="radio"/> <input type="radio"/>	Time Frame:
Materials: Include anything that you will use for your lesson, don't assume students or the classroom will have supplies. Consider the number of items you will need and plan for extra. For example, make sure there is access to supplies like colored pencils, construction paper, dictionaries, as well as technology like a projector, computer, or DVD player. If you may need an extension cord, include it. If you are planning on using books, include complete bibliographic information. Are you considering ways to differentiate through materials? If you want your lesson to be "bring your own device" (BYOD), check with your teacher to ensure you are not violating school policy or creating issues of digital equity.	Classroom Preparation: Think about the specific set-up you want for your lesson. Should materials such as maps or scissors be within reach? Is your technology in place (sites loaded?), desks or tables arranged? Will you be writing on the whiteboard or preparing a bulletin board? If you plan to show a movie, is there a screen to project onto and can you pull down shades? Is there a repository for recycling materials such as scrap paper or is there an expectation of water and paper towels for cleaning hands? Would classical, ethnic, or popular music playing enhance the classroom climate or be a distraction?
Objectives/Goals (measurable)	<p>The number and type of objectives you include depends on the age and ability of your students, the time and/or resources available, as well as what happened before and what will happen next. They should be short and succinct, a couple sentences at the most. Objectives usually begin with the phrase: "By the end of this lesson students will..."</p> <p>A. <u>What will students know after the lesson that they did not know before you began?</u> These are knowledge objectives that usually pertain to content. They should be important. Think about the different levels of knowledge. The objective contains how students will demonstrate learning, so action verbs are used. It is not possible to "see" learning as it occurs, so you need to see the students "doing." What would you recognize as a demonstration or product of learning?</p> <p>B. <u>What skills will students have after the lesson that they did not have before you began?</u> These are behaviors or levels of thinking. For example, you want students to add or analyze, identify or sort, classify or create.</p>

	<p>What quality must there be to the actions they are learning to perform? This is not the same as an activity. An objective should not be “make a model” or “perform a play.” Ask yourself “What will students gain from doing this?” or “What can I see that they’ve learned when they do this?” The answer to these questions is probably the meat of the objective you are trying to write.</p>
Curriculum Frameworks/ Standards	<p>These represent the curriculum that the State of New Hampshire has determined should be used in each subject and for each grade level. Both the standards can be accessed at this website: http://www.education.nh.gov/instruction/curriculum/index.htm What you want students to know or be able to do through your lesson should match the frameworks or CCSS that you select. Knowledge and skills, as well as the grade level, should match these other parts of your plan. The content or subject matter of the objective and the frameworks or CCSS should be aligned.</p>
Accommodations/ Modifications (IEP/504, gifted student adjustment)	<p>Who are your learners? Consider your variety of intelligences, modalities, abilities, languages and backgrounds. <u>How will you differentiate</u> content, instructional processes, activities, lesson goals, products and other outcomes to meet all students’ readiness, interests, and/or learning profiles? <u>Accommodations</u> (changes in how content is taught, made accessible, and/or assessed, but does <i>not</i> change what the student is expected to master) <u>Modifications</u>. (Changes in what the student is expected to master)</p>
Academic Language (oral and written)	<p>How does the student identify the language demands of learning tasks and assessments relative to the students’ current levels of academic language proficiency? <u>Language Function</u>: <u>Vocabulary</u>: <u>Discourse/Syntax</u> (communication structure) students will use:</p>
Pedagogy (theory/strategies)	<p>How will you teach your lesson so that the class diversity will have equal access to learning? Is it effective to be teacher-centered and use direct instruction to address the whole class for some or all of the time? Do you need to facilitate social constructivist learning through pairs or small groups? How should you chunk your time to meet the developmental needs of your learners? Is there technology that could assist in part or the entire lesson? Who uses the technology: you, the students, or both?</p>

<p>Teaching Procedures</p> <ul style="list-style-type: none"> • Pre-assessment (readiness) • Engagement (set the stage) • Lesson Steps • Closure 	<p>(Note anticipated length for each part)</p> <p>The first step is to use a form of <u>pre-assessment</u>. This is when you check your assumptions of what they already know or can do. Did they master the previous content or skill? Have they had the common experiences you anticipated while planning the lesson?</p> <p>The Engagement is the introduction. This is where you capture their attention. It should include a series of items which can be covered briefly in as little as a few sentences.</p> <ul style="list-style-type: none"> • Connect backwards to prior learning • Share your objective for this lesson • Give a brief outline of lesson steps, activities, and final product • Connect to future lessons and real-world application • Share concerns about appropriate and safe use of technology or other materials • Give reminders about behavioral expectations • Discuss key vocabulary needed to start • <u>Present and item/artifact/object/idea, etc. to capture their attention</u> and springboard from for the lesson. This is your “hook” to draw students in. <p>Provide a detailed step-by-step list of the instructional strategies and activities as you will use them in your lesson: (Bullets or numbered list is fine).</p> <p>Summarize the key learning points that are captured in your objectives. How will students use this information moving forward?</p>
<p>Extension Opportunities</p>	<p>What types of enrichment activities are being employed? What will students do if they finish early?</p>
<p>Assessment</p> <ul style="list-style-type: none"> • Formative 	<p>As you create your plan of subsequent lesson steps, identify the critical junctures where you should <u>check for understanding</u> before continuing. Formative assessments can be informal including work in student notebooks, classwork, homework, discussions, quizzes, or other creative activities. Formative assessments should inform your teaching decisions,</p>

<ul style="list-style-type: none"> • Summative 	<p>helping you recalibrate your lesson plans, teaching strategies, and adaptations to meet individual student needs.</p> <p>Method to determine the extent to which students have mastered the learning goals you have set. These are often more complex in nature as they are designed to assess student learning of the lesson sequence/unit as a whole.</p>
<p>Reflection:</p> <ul style="list-style-type: none"> • learners • instructional process • content • needed revisions 	<p>Take some time to reflect on each of the following questions after each lesson:</p> <ol style="list-style-type: none"> 1. To what extent did students meet the learning objectives? 2. To what extent were students engaged in the lesson and its activities? Were there some students who were disengaged for some reason? What questions do I have as I continue to plan for and teach those students? 3. How was the pacing of the lesson? Did it lag in places, or did it feel rushed? 4. What did I learn while teaching the lesson? (Was there something I tried that worked particularly well? Did I have any realizations while working with individual students?) 5. What might I revise about this lesson if I could teach it again? 6. How can I use my reflections to inform future work with my students?
<p>Advanced Reflection</p>	<p>Special Education Candidates: How did your supports for students influence their learning outcomes? How might these supports be removed as proficiency increases?</p> <p>Integrating Theory & Practice: Identify a theory, piece of research and/or strategy learned in your EDU coursework that was evident in this lesson and appropriate for your students.</p>
<p>References and Resources</p>	
<p>Appendix of Materials</p>	<p>Be sure to attach all handouts, assessment tools, worksheets, and other related materials that are associated with the lesson. Please also reference these in your plans (e.g., “see handout in the Appendix”).</p>

Franklin Pierce School of Education

2022 Progress Report Supplement

Purpose

This document is a supplement to the Franklin Pierce University 2022 School of Education progress report. This is in response to the follow-up meeting between Franklin Pierce University and the program review team documented here: [Recap Email.pdf](#)

Tracking system overview

The Franklin Pierce School of Education has a system of continuous data collection with specified moments for analysis for multiple purposes – program, clinical and candidate assessment. When a candidate has been accepted into the Education major, their records are automatically pulled into the SOE database from FPU’s student information system Jenzabar (demographics, major, grades, etc.) and are automatically updated as the University updates any information on the student. The SOE department also receives candidate testing results, background check information, and documents outlined in our gateways regularly which are then added to the candidate’s record as the information is received. Once a candidate has a field placement, the information is uploaded to the candidate's record too. We have created real-time automated reports within the database that shows each candidate's progress toward licensure that we call the “Teacher Licensure Checklists.” These reports are organized to mimic our guiding "Teacher Licensure Gateway” document and aid candidates and the SOE in the licensing process.

In addition to the SOE database, each candidate has an electronic file folder that is populated with the following subfiles: admissions paperwork, transcript review, advising sanctions or improvement plans, testing, fingerprints, field placements, student teaching documentation, and TCAP portfolio, and the completer sheet.

Lastly, each student additionally has an automated advising sheet that can be downloaded from the web at any moment in time by candidate and faculty advisors. This advising sheet and the Teacher Licensure Checklists are used by advisors when meeting with students as their progress through the program is tracked. Additionally, the Associate Director of Education meets with each student annually to assist with gate adherence.

Supporting materials:

- [Video overview of the SOE Database](#)
- [Teacher Licensure Gateway](#)
- [Sample Teacher Licensure Checklist](#)
- [Sample Advising Sheet](#)
- [Sample Student Dashboard](#)

Gateway Decisions – Candidate Assessment

A copy of the guiding Gateway document can be found in the above section. The process for each gate is listed below.

Gate 1- Initial Acceptance: Our registration system will not allow students to register for the next set of Education classes until the prerequisite classes (ED112, ED105) listed have been taken. During their annual meeting with the associate director, the students complete the remaining tasks together.

Decision point- If students do not meet the minimum grade requirement, they are sent a letter stating they need to retake the course if they want to continue in the program.

- Sample letter here: [Deficient Grade Letter.png](#)
- [Academic Deficiency Process](#)

Gate 2-Acceptance into the Teacher Licensure program: Students are typically in this gate between their sophomore and junior year. Our registration system will not allow students to register for any upper-level Education classes until the class listed (ED224) has been taken, making it impossible to proceed with the coursework. During this time the candidates meet with faculty and staff to work on the remaining requirements.

Decision point- If candidates are not meeting the requirements, especially the BASA requirements typically during their junior year, candidates are counseled out of the certification path. We will work with students on improvement plans if they are determined to stay on the certification path.

Gate 3-Acceptance as a student teacher: Students are not cleared for student teaching until this gate is met completely. This gate happens in the senior year once all prerequisite courses are met.

Decision point- We will administratively withdraw any student who is registered for student teaching and has not met this gate.

Gate 4-Graduation & Licensure in New Hampshire: Students are not cleared for graduation without this gate met. A [completer sheet](#) needs to be on file, signed by the Director of Education prior to the University granting the degree for certification students.

Decision point- If a student fails to meet the requirements of this gate in a timely manner they are counseled out of the program.

Franklin Pierce School of Education

2022 Progress Report Supplement

End-of-term reporting (program, candidate, and clinical data)

AY 20-21	AY 21-22	AY 22-23* as of 3.8.2023	Decisions made based on data analysis
612 Report	612 Report	612 Report	(Programmatic) In the May 2021 Data Review meeting, the SOE noted lower ratings in number 6 related to Special Education. In response, student teachers were provided with a workshop on Special Ed in preparation for their student teaching placement. In the Fall of 2021, SOE purchased more Special Education testing material to use in training students regarding Special Education Assessment. In 2023, the SOE collaborated with a local school district to bring in 5 Special Educators for presentations on specialized areas related to special education.
610 Report	610 Report	610 Report	(Programmatic) Following the 2020-2021 and 2021-2022 data review, areas in need of improvement were noted to include 610.02c – support for language learners, 610.02 information literacy, and 610.02 related to diversity. We planned for a program curriculum review but delayed this since we were preparing the site team visit. The curriculum review then happened in the Fall of 2022 where we examined contents of courses and the most developmentally appropriate order of offering these. A revised schedule of courses and their rotation was developed. We adjusted scheduling and planned for reinforcement of these topics that had been noted with lower ratings. We additionally voted to change prerequisites of methodology courses to ensure they would be taken in the most developmentally appropriate sequence. This resulted in a Curriculum Committee request which has since been approved.

Franklin Pierce School of Education

2022 Progress Report Supplement

<p>Tech Report</p>	<p>Tech Report</p>	<p>Tech Report</p>	<p>(Programmatic & Clinical) Following the 2020-2021 data review, we summarized the most used technology tools and resources in our students' placements, and then made requests to the administration for departmental purchases. Additionally, the SOE requested, and was granted a new Education Lab which now houses many of these technology resources for students to see modeled and to practice on. Established open lab hours for students to have access to practice with the technology. Additionally, a new Educational Technology course was developed offered for graduate students starting in 2021.</p>
<p>Host Report</p>	<p>Host Report</p>	<p>Host Report</p>	<p>(Clinical) The data from the host teacher report has aided in evaluating and matching host teachers that are most effective in mentoring our students. The SOE noted in the 2020-2021 report the need for host teacher nurturing students related to lesson planning and presentations. Our approach in 2021-2022 was to aim for increased dialogue in our onboarding. (Programmatic) Following 2021-2022 analysis, the SOE decided we needed increased mentor training and developed a mentoring module now housed in Canvas which is provided to every host teacher and supervisor now. Participants additionally have the option to earn a FPU mentoring badge through the module.</p>
<p>N/A**</p>	<p>Coop Report</p>	<p>Coop Report</p>	<p>(Programmatic & Clinical) In 2021-2022, the host (field placement) and coop (student teaching placement) data was parsed into different reports. The 2021-2022 data shows coop teachers' performance as stronger than hosts but felt the mentor training would benefit this group as well. Thus, we plan to continue the mentor training to see if it makes a difference.</p>

Franklin Pierce School of Education

2022 Progress Report Supplement

Exit Survey	Exit Survey	Exit Survey	<p>(Programmatic) The 2020-2021 exit survey revealed all respondents were employed and 73% in the field for which they studied, and additionally most noted feeling prepared by FPU SOE. Areas where reported strengthening could occur were related to professional development, collaboration, and technology *#13). Based upon those comments and the additional suggestions for improvement, the SOE established a SOE job board in the fall of 2021. Following the 2021-2022 survey, the SOE decided to establish an advisory board to help glean a more nuanced perspective for making improvement to the SOE. At each year-end meeting, the SOE reviews all narrative comments and discusses where program improvements should be made. One of these areas from the 2021-2022 report revealed a need for more uniformity in syllabi and communication, and additionally more attention to updating links in Canvas. The Director requested all faculty to review their web presence carefully prior to the Fall of 2022 and update as needed. Also, each education syllabus has been updated to a uniform template and includes standards fulfilled within that course. The SOE also requested content area faculty to add a link to the standards being fulfilled within their course.</p> <p>(Candidate) After reviewing the 2021-2022 data, it was decided the Associate Director will now hold annual licensure meetings with each candidate to go through study materials and schedule testing (as of 1/2023). The goal is for students to be prepared for their final clinical experience and last Gate. This has already resulted in an uptick in the number of students registering for testing.</p>
-----------------------------	-----------------------------	-----------------------------	---

Franklin Pierce School of Education

2022 Progress Report Supplement

<p><u>Supervisor Survey</u></p>	<p><u>Supervisor Survey</u></p>	<p><u>Supervisor Survey</u></p>	<p>(Clinical) The data in the 2020-2021 survey revealed overall supervisors acting effectively in their role. While some different individuals have filled the supervisor role in 2021-2022 and again in 2022-2023, the results were similar. One area that was noted each time (approximately 20%) was that there was a slight dip in confidence that the supervisor would assist in helping with a problem with the student teacher. The SOE has now reinforced the supervisor role responsibilities in the onboarding of new supervisors and reviewed with them specific SOE Manual pages in which list supervisor responsibilities. Additionally, since 2021-2022, supervisors were invited to attend the first student teaching seminar meeting for an orientation with students to ensure everyone understood roles and procedures.</p>
<p><u>Student Field Evaluations</u></p>	<p><u>Student Field Evaluations</u></p>	<p><u>Student Field Evaluations</u></p>	<p>(Programmatic & Clinical) These results represent aggregated grad and undergrad field experience evaluations by academic year, completed by host teachers for methods courses. The combined results range through sophomore year through the term prior to student teaching. The aggregated data is shared with the SOE in the annual data review meeting. While the combined data provides an overall programmatic picture, when the forms are turned in, they are reviewed individually by the field experience coordinator for any personal red flags (Candidate). Academic year 2022-2023 (Fall data) is already showing an increase understanding and implementing strategies for learning differences (#5-8) as well as a significant increase in collaboration, planning for learning and learning facilitation. The SOE feels this is directly related to the programmatic shift of having the first methodology course (ED224) taught in the actual school building (reflection of a programmatic change). In the year-end program review, the SOE will discuss the list of comments (11 & 12) related to Programmatic strength and programmatic change suggestions.</p>

Franklin Pierce School of Education

2022 Progress Report Supplement

<p><u>Formal Observation</u></p>	<p><u>Formal Observation</u></p>	<p><u>Formal Observation</u></p>	<p>(Clinical) These results represent aggregated formal observation reports which occurred during student teaching. Over the span of years represented, data shows students employing a consistent variety of teaching models. Professionalism increased from 88% to 92% (2020-2021 to 2022-2023). However, it was noted in that same timeframe, a drop-in the ratings for lesson plans shared ahead and approved well enough in advance. We took this information back to supervisors and in supervisor training have now requested more emphasis on that expectation. Additionally, this is now emphatically addressed at the outset of student teaching with verbal and written reminders in student teaching that this practice is mandatory. To impact future cohorts, (Programmatic) the SOE implemented an early intervention in the Fall of 2022 by having the Associate Director visit introductory field courses and deliver a speech about attendance and professionalism in the field. The SOE noted a change in #19 – Student interactions and will debrief in the year-end meeting regarding our response, especially as it is not a consistent result when noting increased scaffolding occurring (#21).</p>
<p>N/A***</p>	<p><u>UG Faculty Recommend</u></p>	<p><u>UG Faculty Recommend</u></p>	<p>(Candidate) These data reports represent the aggregated results from individual candidates (thus the cohort represented in the academic year). These are reviewed individually by the Associate Director and placed in the student's files. Any red flags are then noted to the Director. The overall aggregated results inform the SOE regarding the cohort for that year. All the 2021-2022 cohort individuals were recommended with the note to encourage and foster initiative, responsibility, and verbal skills. The 2022-2023 cohort were all recommended with the note to emphasize in our classes the importance of attendance, initiative, responsibility, timeliness and preparation.</p>
<p>N/A</p>	<p>N/A</p>	<p><u>Standard Assessment</u></p> <p><u>Raw data</u></p>	<p>A total of 87 standards were reported on in the Fall 2022 term from 23 courses, with 51 students assessed resulting in a 3.31 mean (on a scale of 4). Each education student was analyzed in all required courses. This provides the SOE with an overall average for each individual student for each standard within their courses that term (Candidate), as well as overall program areas (Programmatic). These results represent the first run using this assessment and the second will be completed in May 2023. <u>Further analysis can be found here.</u></p>

Franklin Pierce School of Education

2022 Progress Report Supplement

<p><u>Testing Report</u></p>	<p><u>Testing Report</u></p>	<p>N/A (not out yet from ETS)</p>	<p>(Programmatic) The data from previous years prior to 2020-2021 revealed a need for increased attention to testing preparation as FPU came in below the statewide pass rate. In 2020-2021, the University purchased a test preparation program called Mometrix. Another decision by the SOE was to offer test prep workshops and tutoring. The pass rate increased in 2020-2021, however it dropped in the 2021-2022 reporting. Students were questioned regarding their test preparation. It was noted they were not utilizing Mometrix to the fullest. As a result, the SOE has taken a proactive stance to emphasize test prep in the very first methods course (ED224) and the Associate Director now meets annually with each candidate to go through study materials and schedule testing.</p>
<p><u>TCAP</u></p>	<p><u>TCAP</u></p>	<p><u>TCAP</u></p>	<p>(Candidate & Clinical) TCAP scores represent a culminating assessment during student teaching for each candidate. These assess planning and preparing, instructing, assessing, reflecting and growing, and finally, academic language. A score on a scale of 4 is provided for each student, and they must receive a 2 or above to pass.</p> <p>(Programmatic) The analysis reveals the number of undergraduates versus graduates and with the majority in the elementary area. It was noted each cohort has scored the highest in instructing and the lowest in academic language. As a result, the SOE decided in the 2020-2021 year-end data review meeting to increase instruction related to academic language in the literacy courses and a new module was added to student teaching to reinforce concepts related to academic language.</p> <p>The Fall 2022 cohort dropped in the area of assessment. When the SOE reviews the full 2022-2023 year-end data, this will be an area to focus upon to determine if remediation is needed.</p>

*Note: AY22-23 Moved to an interactive reporting format to drill down the data.

**Note: We separated early and culminating mentor-teacher evaluations in AY21-22

***Note: We created a standardized faculty recommendation form in AY21-22

Graduate/Undergraduate samples illustrating assessment differentiation

Two courses required for graduate level programs are only offered on the graduate level – ED501 Grad Teacher Education Orientation and ED578 Action Research in the Classroom. The rest of the courses mirror undergraduate courses in fulfilling the same standards. When the program first began, the undergraduate and graduate level courses were designed to be very similar but have a higher level of assessment. Rubrics were established to assist in that differentiation. Over time, and with different instructors teaching these courses, some of the courses have changed a great deal while also trying to preserve key assignments for the sake of program assessment. One example of this is in ED312 and ED509 Understanding and Teaching Exceptional Learners. The content presentation and class activities are quite varied between the two courses, yet both end with a culminating project of creating a digital LiveBinder highlighting the areas of disabilities. One major difference between the two is that graduate students provide full lesson plans for each area of disability and undergraduates only provide accommodation or activities appropriate for each disability area. Additionally, graduates have to provide a total of 9 resources while undergraduates provide three. The rubrics for the two classes now differ completely and can be seen [here](#) and [here](#).

Some examples of courses with similar assignments but differentiated in the assessment are provided [here](#) and [here](#), including student work and grading. However, the SOE has come to realize increased differentiation is needed.

SOE Programmatic Decision: Many of the undergraduate courses have now been revised and updated such as ED105, ED308, ED341 and ED345, however, the counterpart graduate courses need further updating. Earlier in the Fall 2023 term, the SOE requested of the Dean of the College of Liberal Arts and Sciences to have a consultant begin to revise the graduate level courses. A consultant has been contracted to start the revision of ED506 and ED515. We will continue to work through each graduate level class to update content and rubrics, and additionally remove any reference of undergraduate courses, TaskStream or outdated materials.

Franklin Pierce School of Education

2022 Progress Report Supplement

Mentor Training Course

Each mentor teacher for early and culminating field experiences is given access to this mentor training course and is asked to complete it before working with our students. We also have our student teaching supervisors and faculty complete this course as well. The course includes modules, case studies, simulations, and orientations to SOE procedures and processes. Completion of the course results in earning a mentoring badge. The course is delivered through Canvas.

- a. Cooperative teachers are confirmed, are invited to have an individualized training session with the Associate Director of Education, and then are asked to complete the Mentoring Module.
- b. There is an individualized training session for student teaching supervisors with the Associate Director of Education. They are orientated to the school of education and asked to complete the Mentoring Module. Once on board, each subsequent term/semester, student teaching supervisors are required to attend a pre-term supervisor meeting for updates and clarifications.

Course Link: <https://franklinpierce.instructure.com/courses/15827>

Username: Acen

password: password

Department Meeting Course

The SOE has created an online course to record our bi-weekly department meetings including our conversation topics and any decisions made within them.

Department Meeting Page: <https://franklinpierce.instructure.com/courses/16100>

Username: Acen

password: password

Franklin Pierce School of Education

2022 Progress Report Supplement

Curriculum Committee Proposed Programmatic Changes– 2022

Decisions were first made in the SOE Department meetings based upon program data then submitted to FPU Curriculum Committee. These decisions will now be reflected in the 2022-2023 Academic Catalog.

Proposed Changes

Decision

1. The School of Education is requesting the addition of 15 hours of fieldwork to ED340, Assessment/Identification of the Exceptional Learner.	approved
2. The School of Education is requesting to have ED 244 Design and Management of the Learning Environment to be designated as a prerequisite or co-requisite for the following education courses: ED231 Primary Literacy and ED263 Methods in Teaching Mathematics	approved
3. The School of Education would like to request a prerequisite change for the ED 471 Internship in Education Studies.	approved
4. This request is to update the Education Studies major (non-licensure) with coursework that is current and appropriate for an individual seeking a background in Education but not necessarily on the New Hampshire licensure-track.	approved
5. Increase in hours for Special Education Clinical Fieldwork – Student Teaching to accommodate varied placements for those who are completing a dual program in Elementary Education and Special Education.	pending

Notice Number 2023-95

Rule Number Ed 318.08, Ed 318.13,
Ed 320

1. Agency Name & Address:

**Board of Education
c/o Department of Education
101 Pleasant St.
Concord, NH 03301**

2. RSA Authority: **RSA 21-N:9, I; RSA 21-N:9, II(o); RSA 186:8, II;
RSA 186:11, XXIX;
RSA 194-B:18**

3. Federal Authority:

4. Type of Action:

Adoption X

Repeal

Readoption

Readoption w/amendment X

5. Short Title: **School Facility Approvals**

6. (a) Summary of what the rule says and of any proposed amendments:

The Board of Education is proposing to readopt with amendment Ed 318.08 and Ed 318.13, relative to charter school facility approvals, and adopt Ed 320, relative to the school facility approval process to operate a facility to be used for K-12 educational purposes, public schools, public academies, chartered public schools, and nonpublic schools.

Ed 318.08, regarding requirements for submitting a application for approval of a charter school, is being readopted with amendment to revise the language in (j)(4) to refer to Ed 320 for facility approval standards, and to add (l) to cite to Ed 320 for approval standards for school facilities.

Ed 318.13, regarding the review of a renewal application as a charter school, being readopted with amendment to delete items from (b)(6) that are not needed for the renewal process, and to add (b)(7) to cite back to Ed 320 for facilities approvals.

Ed 320.01, regarding applicability of Ed 320, is being adopted.

Ed 320.02, regarding the initial school facility approval process, is being adopted and pulls the language specifically around school facility approvals previously found in Ed 321 School Building Construction, Ed 306.07 School Facilities, and Ed 306.28 Approval Process, and consolidates them into one place.

Ed 320.03, regarding the school facility renewal process, is being adopted and outlines the items that are needed for the renewal process and the new timeframes for which a facility may be approved.

Ed 320.04, regarding the appeal process, is being adopted and outlines the process for requesting a state Board hearing if a local school board wants to appeal the facility approval status.

Ed 320.05, regarding waiver provisions, is being adopted and outlines the process by which a school administrator may request a waiver of any section of Ed 320.

6. (b) Brief description of the groups affected:

Public school district administrators, chartered public school administrators, and nonpublic school administrators.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

Rule	State or Federal Statute or Regulation Implemented
Ed 318.08	RSA 194-B:3-a; RSA 194-B:17, I
Ed 318.13	RSA 194-B:3; RSA 194-B:17, I
Ed 320.01	RSA 186:6; RSA 189:24
Ed 320.02	RSA 21-N:9, I; RSA 189:24
Ed 320.03	RSA 21-N:9, I; RSA 189:24
Ed 320.04	RSA 541-A:30-a
Ed 320.05	RSA 21-N:4

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Julie Shea** Title: **Administrative Rules Coordinator**
Address: **Department of Education** Phone #: **(603) 931-9133**
25 Hall St. Fax#: **n/a**
Concord, NH 03301 E-mail: **Julie.R.Shea@doe.nh.gov**
TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **Thursday, May 18, 2023**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **Thursday, May 11, 2023, 11:00 a.m.**
Place: **Granite State College Event Center, 25 Hall St, Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant):

FIS # 23:073, dated 3/20/23

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rules to the existing rules. Not applicable to Ed 320, which are new rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

There is no additional cost or benefit from the proposed adoption of Ed 320.

- A. **To State general or State special funds:**
None.
- B. **To State citizens and political subdivisions:**
None.
- C. **To independently owned businesses:**
None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

This proposal does not mandate any new, expanded, or modified programs or responsibilities to any political subdivision in such a way as to necessitate additional local expenditures by the political subdivisions, and therefore does not violate Part I, Article 28-a of the New Hampshire Constitution.

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) 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. ~~Promoti~~onng of school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(~~ij~~) and (~~jk~~);

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;~~

~~e. 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 filed 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:17, I
Ed 318.13	RSA 194-B:3; RSA 194-B:17, I
Ed 320.01	RSA 186:6; RSA 189:24
Ed 320.02	RSA 21-N:9, I; RSA 189:24
Ed 320.03	RSA 21-N:9, I; RSA 189:24
Ed 320.04	RSA 541-A:30-a
Ed 320.05	RSA 21-N:4

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.

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

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter amendment request from Heartwood Chartered Public School.

B. RATIONALE FOR ACTION

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

C. EFFECTS OF THIS ACTION

An amendment of the charter will allow Heartwood CPS to better meet the academic needs of their students and families while providing adequate time for school staff to plan and prepare.

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendment of Heartwood Chartered Public School's charter.

OR:

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



Chartered Public School Application for Charter Amendment

A chartered public school may submit an amendment to their charter contract with the state of New Hampshire in accordance with RSA 193-B:3, XI. This form, together with required attachments, is for use when applying for an amendment with the State Board of Education under Ed 318.12 (Issuance and Amendment of Charter).

Name of Chartered Public School: Heartwood Public Charter School

Name of School Director: Alayna Signorello

Street Address: 30 Davenport Road

Town: Jefferson, NH

Email: alayna@heartwoodeducation.org

Phone Number: (603) 696-1856

Amendment Type:
(Select all that apply.)

- Grade Levels
- Enrollment
- Mission
- Curriculum/Model
- Other: Days to Hours Revision
- Other: Instruction schedule revision

Description:

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

- The current charter specifies a 180 day school year. We would like to arrange our school year based on hours rather than days, with a total of 945 hours required in each school year.
- Heartwood’s instructional week will be 4 days. One day per week will be designated as a faculty work day. On that day teachers and administrators will have sustained time to collaborate and provide the best possible experience for Heartwood students.

Reasoning:

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

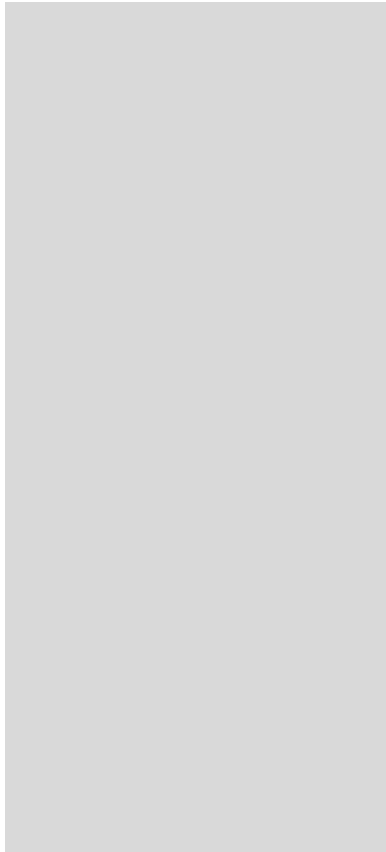
Heartwood administrators have thought carefully about how to best use the flexibility available to charter schools to meet the needs of our community. This fall, it became clear that the 5 day week schedule is not the best way forward for our students or our teachers.

At Heartwood, our classrooms are student-centered environments where students engage in hands-on and project-based fieldwork experiences on a daily basis. Having a full day each week for planning and collaboration will allow teachers to be fully present and engaged



New Hampshire Department of Education

Office of Charter Schools



with students all day on school days, and provide time to plan rigorous integrated curriculum. Sustained time for our teachers and administrators to work together across grade levels will be integral to our school culture at Heartwood.

We believe that an outstanding education can take place in fewer school days, and having another day to rest, spend time with their families, and explore opportunities outside of school will benefit children in our community. We hope that by being innovative with scheduling in our rural school, we can set an example for re-examining the status-quo to best meet children' needs.

In October 2022 we surveyed all of our current families to gauge interest in changing our schedule to a 4 day week. 95% percent of our families support the change to a four day week. Our teachers feel that they will be better able to do extraordinary work and better able to care for their mental, emotional, and physical health. In a climate where teacher retention is a mounting challenge for all schools, this is critical to Heartwood's successful future.

Thank you for considering our request to amend Heartwood's charter. We firmly believe the shift to a four day school week will positively benefit our students, families, and teachers, and set an example for what is possible in public education.

Impact Areas:
(Check all areas impacted upon amendment approval)

- Students/Families
- Budget
- Goals *(academic, program, organizational)*
- Staffing
- Facilities
- Accountability Plan
- other _____

A copy of the last approved charter, with proposed amendment(s) shown via "red-lines" or "mark-ups", is required to be attached to any amendment application. **X Copy attached.**

Please include the following additional attachments as noted for specific impacts.

Students & Families:	<input checked="" type="checkbox"/> Detailed description of the impacts to students and families <input checked="" type="checkbox"/> Plan for communication of these impacts
Staffing:	<input checked="" type="checkbox"/> Detailed description of the impacts to staff members <input checked="" type="checkbox"/> Plan for communication of these impacts
Budget:	<input type="checkbox"/> Detailed description of the impacts to the budget <input type="checkbox"/> Amended next year budget
Facilities:	<input type="checkbox"/> Detailed description of the impacts to the facilities <input type="checkbox"/> Timeline for impacts



New Hampshire Department of Education
Office of Charter Schools

Goals:	<input type="checkbox"/> Goal revisions
Accountability Plan:	<input type="checkbox"/> Accountability plan revisions

By signing below, I certify that the information contained within this application for amendment is true and accurate to the best of my knowledge.

Print Name: stacey zemla

Stacey Zemla

4.17.23

Date:

Signature of the Chairman of the Board of Trustees

(s) School Calendar Arrangement

In accordance with RSA 189:1 and RSA 189:24, Heartwood Public Charter School will have at minimum a 945 hour school year for kindergarten through sixth grade and a 990 hour school year for grades seven and eight. Heartwood will have four school days per week, with one day per week designated as a teacher work day. On that day teachers and administrators will have sustained time to collaborate and provide the best possible experience for Heartwood students. Students will have the opportunity to spend more time with their families, pursue passions outside of school, and take advantage of extracurricular activities in the community

Detailed description of the impacts to staff members

Having a four day week for students and one full day for teacher work will have several beneficial impacts for our staff. Teachers will be able to meet in multi-grade groups to plan for project-based learning and engaging fieldwork experiences. They will also have more time to participate in more professional development related to Place and Nature-based education, teaching through inquiry, and mindfulness, all of which directly support Heartwood's mission and vision and are specified in our charter. Additionally, having planning time one day a week will take pressure off teachers to plan during nights and weekends, making it easier to maintain a healthy work-life balance.

Plan for communication of these impacts

Once the charter amendment is approved, we will communicate the change with all staff at a staff meeting and discuss how it will impact all staff.

Detailed description of the impacts to students and families

The benefits of a four day school week for students and families are twofold. First, it will enable families to spend more time together and give students another day to rest and be ready for the school week or pursue extracurricular activities. We are hopeful to forge partnerships with community organizations to provide opportunities for Friday experiences for working families who need care 5 days a week. Second, teachers and administrators will be able to spend significant time working to create Heartwood’s school culture. This work day on Fridays will give teachers and administration sustained time to collaborate and create the best possible experience for Heartwood students and families.

Plan for communication of these impacts

Once the amendment to our charter is approved, we will communicate the change to families via email and updates to our website. We will also compile and distribute a list of resources for families to make them aware of opportunities on Fridays when Heartwood is not in session.



HEARTWOOD

Public Charter School

Heartwood Public Charter School

Proposed by the Heartwood Foundation, 2017, updated 8/20/18, approved by the New Hampshire Board of Education 11/8/2018

Contents

Introduction

- a. Educational Mission & Vision Statement
 - b. Governance & Organizational Structure & Plan
 - c. Methods by Which Board of Trustees & Their Terms are Determined
 - d. General Description & Proposed or Potential Location of Facilities to be Used
 - e. Maximum Number, Grade or Age Levels
 - f. Curriculum
 - g. Academic & Other Learning Goals & Objectives
 - h. Achievements & Assessments
 - i. High School Graduation Requirements
 - j. Staffing Overview
 - k. Personnel Compensation Plan
 - l. Pupil Transportation Plan
 - m. Statement of Assurances Related to Non-Discrimination
 - n. Special Education Coordination Method
 - o. Admission Procedures
 - p. Philosophy of Pupil Governance & Discipline
 - q. Administering Fiscal Accounts & Reporting
 - r. Annual Budget, Including All Sources of Funding
 - s. School Calendar Arrangement
 - t. Evidence of Accurate Insurance Coverage
 - u. Consultants & Friends of the Charter
 - v. Philosophy of Parent Involvement
 - w. Information Dissemination
 - x. A Global Hold-Harmless Clause
 - y. Severability Provisions & Statement of Assurance
 - z. Provision for Dissolution of the Charter
 - aa. Information Related to Conversion of a Public School
 - bb. Cessation of School
 - cc. Proposed Contracts with Local Schools
 - dd. Proposed Accountability Plan
- Appendix A: Founding Board of Trustee Biographies
Appendix B: Expenditure Budget
Appendix C: Sample Head of School Description
Appendix D: Friends of the Charter
Letters of Support

Introduction

Why Charter?

Heartwood Public Charter School creates an additional public school option for children and families looking for an alternative approach to their child's education in Coös County. A public charter school model is a good fit for this geographical area because it provides the needed flexibility to use new and innovative approaches for teaching and learning. With emphasis on connecting students with their greater community, our place-based model allows students to learn from the people and places around them while also helping to foster a greater understanding of the value of education within our community.

Why Coös County?

Northern New Hampshire is a region defined by its natural beauty, hardworking people, and tight-knit communities. However, Coös county is also a place of hardship, as many people struggle to make ends meet, access to healthcare and high quality food can be limited, and employment opportunities in our rural communities are sparse.

As members of our region have come together to try to heal our struggling communities, we have realized that it is this place itself and what makes the region unique that will ultimately spur revitalization. It is the clean and beautiful environment that will attract people to live and visit. It is our farming landscape that will feed us and lead the way in wellness. It is the safety and closeness of our neighborhoods that will attract young families. It is our people and the local economies we create that will keep our youth in the region. This place defines us and it is through our connectedness to it that we will flourish.

However, for our continued growth, for both businesses and young families to come and for our youth to stay, we need more. To prevent our youth from leaving the state, we need to invest in our children and in education. We need to engage our children in our local communities, to teach them that they are active participants of their communities and the world. For our children to value our local community, this place—we need to take actions to improve the quality of life here, making it a nicer place to learn, live, and work.

Considered the Gateway to the Great North Woods and home to the County Seat, Lancaster and its surrounding area provides a suitable location for an elementary place-based charter school. The White Mountains Regional School district (SAU 36) is comprised of five towns and 685 elementary students. There are 288 children under the age of five in our district alone, and 1,320 additional children under the age of five in the neighboring towns, all within 30 miles of Lancaster. We are also in very close proximity to the Vermont NEK School Choice District, made up of eleven border towns, who often send their children across the river to NH schools.

Why Place-Based Education?

Heartwood Public Charter School strives to help connect students to themselves, to each other, to their community, and their environment. Through this connectedness and by using the

community as our classroom, children will discover the impact that they can have locally. Place-based education gives children a voice as well as a sense of civic pride and responsibility. Through integrated academics children are immersed in their educational context in an authentic and experiential way. Through their years at Heartwood Public Charter School students will be in control of their own learning, actively engaging with their community, and looking for ways to improve the world that surrounds them.

What is Place-Based Education?

Place-based education is learning that is grounded in what is local—the unique people, happenings, history, economy, and culture of a particular place. Place-based education offers students a foundation in the nature, history, culture, and ecology of their own environments before moving on to broader subjects.

“Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school” (Sobel, 2004).

Place-Based Education:

- Grows from the distinct natural and human environments that our students live in
- Is interdisciplinary by nature.
- Engages students in the community and simultaneously strengthens the community’s investment in our local education.
- Promotes community growth and creates active, involved, responsible citizens.
- Places equal value on the social, emotional, physical, and cognitive growth of students
- Promotes authentic learning with high expectations.
- Provides a space and opportunity for students to fully explore and discover themselves, others, and the world.
- Encourages deep connections to the natural world and community through in-depth, integrated learning.

Why a Place-Based Educational Framework?

Place-based education can "feed three birds with the same seed" as it addresses the integrated goals of:

- **Student Achievement:** Place-Based Education boosts students' engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community. It also can re-energize teachers.

- **Community Social and Economic Vitality:** Place-based education forges strong ties between local social and environmental organizations and their constituencies in the schools and community, which helps to improve quality of life and economic vitality.
- **Ecological Integrity:** Through project-based learning, students make tangible contributions to resolving local environmental issues and conserving local environmental quality. (www.promiseofplace.org/what-is-pbe/what-is-place-based-education)

(a) Educational Mission & Vision Statement

Educational Mission

Heartwood Public Charter School educates students through authentic place-based experiences, empowering them to find meaning, engage deeply, and think critically. By using our community as our classroom, students cultivate a love for learning and explore academics within meaningful contexts. We strive to develop inspired students who become stewards of the earth and active citizens of the world.

Educational Vision

At Heartwood Public Charter School we learn beyond our classroom walls. We provide opportunities for our students to build valuable relationships within our community through service, experiential learning, and an integrated curriculum. We believe our kind, self motivated, and empowered students will grow up to be compassionate, informed, and engaged citizens that will create healthy communities.

Guiding Values

- We believe respect for ourselves and others is essential to forming positive relationships.
- We believe kindness and gratitude are the foundations of a joyful life.
- We believe that a connection with the earth and life around us encourages action toward a positive impact.
- We believe a sense of community begins in the home and grows larger through the school experience. The student's community continues to widen as they grow and mature.
- We believe knowledge is not enough; action is key to making the world a better place.
- We value play and believe that students learn best at their own pace.
- We believe taking risks in a safe environment is an essential component of lifelong learning.
- We believe that an innate curiosity and love for learning should be nourished.
- We believe that every student can find their voice and have an impact on the world around them.
- We believe reflection on an experience is as important as the experience itself.

Educational Goals

- Cultivate a thriving school culture that is embraced and supported by our community.

- Deliver an academic experience that exceeds the NH State Standards using place-based education.
- Establish mixed grade classrooms where peer-to-peer modeling and teaching is encouraged and supported.
- Provide differentiated instruction that guides, supports, and enables each student to succeed at their own pace.
- Shape an environment where students believe in themselves and are valued and validated.
- Help students find their voice, remain curious, and tap into their creative selves.
- Support and encourage the development of each student’s social-emotional intelligence.
- Support students in developing a sense of community that will expand and widen as they grow and mature.
- Use community service to foster a connectedness throughout our local region and our neighborhoods.
- Inspire students to become active shapers of culture, community, and society.

(b) Governance & Organizational Structure & Plan

The Founding Board of Trustees

Heartwood Foundation is a registered not-for-profit organization, established to create and sustain a public charter school in Coös county, New Hampshire. The current work of the foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the School, and select the first board of trustees of Heartwood Public Charter School. Following the approval of the charter and appointment of the school’s board of trustees, the purpose of the Heartwood Foundation will become one of support and development—for students, teachers, and the overall success of the school’s mission.

Brief biographical information of the initial Heartwood Foundation Board of Trustees —the 5 Founding Trustees—appears in Appendix A.

Board of Trustees

A board of trustees will govern the Heartwood Public Charter School with statutory responsibilities pursuant to RSA 194-B: 5 for “general supervisory control and authority over operations of the charter school.”

Day to day management of the school and staff members will be the responsibility of The Head of School. The Head of School will report directly to the Board of Trustees.

Heartwood Public Charter School’s Board of Trustees will be the guardian of its Mission, charged, by definition, to establish the School, monitor its health and viability, advocate for the

School and its students whenever possible, and assess, with regularity, the Mission's relevance and vitality.

Trustee selection will be based on personal and professional background as well as a commitment to the School's Mission, support, and sustainability.

The Board of Trustees will have officers, including: Chairperson, Vice Chairperson, Treasurer, and Secretary. Role descriptions for Board of Trustees officers will be developed by the Board of Trustees and approved as part of its operational guidelines. There will be 7 Trustees at a minimum, of which at least 2 will be parents of students currently enrolled.

The Board of Trustees will establish governing policies and bylaws, including policies that establish subcommittees and standing committees of the Board of Trustees. Initial subcommittees will likely include: Board of Trustees Recruitment, Finance, Marketing & Development, Curriculum, Student Recruitment, and Community Liaison, among others.

The Board of Trustees will hire and oversee the Head of School, with Board of Trustees Officers working most directly with this person. During the planning year, the Board of Trustees will establish roles reserved for the Head of School and those for the Board of Trustees. The Head of School will be empowered to direct and implement many operational decisions (e.g. day-to-day issues that arise in matters relating to curriculum, personnel, and daily school business and organization), but will always be responsible to the Board of Trustees, in ways clearly defined. As such, methods of communication and reporting will be established for a successful and productive relationship with the Head of School.

It is expected that the roles reserved for the Board of Trustees will include, at a minimum:

- Hiring of the Head of School
- Approval and oversight of annual budget and fund-raising programs
- Setting policy (e.g. code of ethics, personnel manual, etc.)
- Appointment of Board of Trustees advisory members
- Delineation of educational priorities
- Oversight for the School's growth plan
- Establishing a professional salary and compensation program
- Reviewing and approving significant contracts (e.g., for facilities and benefit programs)
- Oversight of major appeals
- Fundraising
- Any other matters prescribed in statute or rule.

The Board of Trustees will meet monthly during the school year to discuss School operations, hear reports, and take action as per its governance functions. The Officers may be called upon

to meet more frequently. Decisions will be made by a majority vote of Trustees (a quorum) at each meeting.

The following principles of good practice for the Heartwood Public Charter School are based on guidelines from the National Association of Independent Schools. The Board of Trustees and the Head of School will work in partnership in fulfilling these principles.

1. The Board of Trustees shall oversee Heartwood Public Charter School's Mission and objectives.
2. The Board of Trustees shall review and maintain bylaws, and establish policies and plans consistent with the Mission.
3. The Board of Trustees shall be accountable for the financial well being of the School, including capital assets, operating budgets, fundraising, and endowments.
4. The Board of Trustees shall select and support the Head of School.
5. The Board of Trustees, or a committee of the Board of Trustees, shall conduct a written annual evaluation of the performance of the Head of School and work with the Head of School to establish goals for the following year.
6. The Board of Trustees shall evaluate itself annually and establish goals for the following year.
7. The Board of Trustees shall keep full and accurate records of its meetings, committees, and policies.
8. The Board of Trustees shall work to ensure that all of its Trustees are actively involved in the work of the Board of Trustees and its committees.
9. The composition of the Board of Trustees shall reflect a balance of expertise and perspectives needed to achieve the Mission of the School.
10. The Board of Trustees shall develop itself through ongoing education, new Head of School orientation, and leadership succession planning.
11. The Board of Trustees shall assure compliance with applicable laws and regulations and minimize exposure to legal action.

(c) Methods by Which Trustees & Their Terms are Determined

The Founding Board comprised of the 5 members of the Heartwood Foundation submitting this charter school application and overseeing the School's development, will appoint the School's initial Trustees. The Heartwood Foundation initial Board of Trustees will be appointed by Trustees of the sponsoring entity. Trustees of the *Heartwood Public Charter School* will have terms of three years. Terms of Trustees will be staggered. First-year Trustees will be appointed for two or three-year terms to establish initial staggered terms and governance stability. The Board of Trustees may appoint a Head of School to fill a vacancy if vacated, but that Trustees will only be allowed to serve until the original date expires. Trustees may serve consecutive terms if so voted by a Board of Trustees majority. The overarching goal in selecting Trustees is finding individuals who support the Founders' vision and have a commitment to the School's Mission and goals. Founders will seek Board of Trustees members who bring professional expertise,

including educational, financial, and governance experience to the Board of Trustees of the Heartwood Public Charter School.

Once the Board of Trustees is in place, current Trustees of Heartwood Public Charter School will select and appoint future Trustees and vote on policies for Board of Trustees governance and filling vacancies. For purposes of conducting business, the Board of Trustees will be subject to New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of Trustees who must be physically present. Records and minutes of meetings will be kept in accordance with statutory guidelines. Trustees are expected to regularly attend Board of Trustees meetings. The Board of Trustees will consider regular participation to be crucial in order to ensure success of the Board of Trustees effort and the School overall.

Openings on the Board of Trustees will be filled by recommendation, nomination, and vote of a majority of the Trustees, keeping in mind the various stakeholder positions to be filled and a desire for diverse and balanced perspectives. Trustees elected to fill out the term of a Trustee will have a term that completes the remainder of the prior Trustee's term.

(d) General Description & Proposed or Potential Location of Facilities To Be Used

As mentioned above, the Founding Trustees have identified Lancaster, NH as the area best suited for our school's location. Although we have not finalized our facilities location at this time, we instead will share our vision for our school's atmosphere and physical space.

An ideal location for our school would be an existing facility or an area of land that would accommodate Heartwood as it grows and fulfills its maximum enrollment of 108 students. We envision a tranquil, natural site that is in close proximity to the center of town. Our classrooms and other indoor settings will be holistic spaces that will evoke feelings of warmth, simplicity, and comfort; they will facilitate learning, and will ultimately help guide our students toward success. We envision our classrooms to be visually quiet, with warm colors, natural materials and sunlight. We believe that our students will benefit from a well designed classroom, having a space that allows for the ease of movement and the flexibility for learning varied activities. Furthermore, ideally our school building will have a learning kitchen and a variety of other common spaces for meetings and gatherings.

In addition to utilizing many of the natural spaces at our disposal in our local geographic region, our campus will have outdoor classrooms, a natural playground, and plenty of green space. Ideally, each classroom will have its own entrance to the outdoors, which will serve as a gateway between our indoor and outdoor classrooms, where our students will continue their education through nature studies, gardening, agriculture, play, and the community that surrounds them.

In accordance with RSA 194-B:8, II, any facility chosen to house the school will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations,

including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v). Upon state approval, we will develop and implement policies and procedures including a plan to ensure the safety of our students.

(e) Maximum Number, Grade or Age Levels

Enrollment & Growth Plan

The anticipated opening of Heartwood Public Charter School is Fall of 2019. We have a four year plan to add classrooms each year until we have 6 classrooms with grades K-8. In our first year, the school will serve students in Kindergarten in one classroom, grades 1-2 in a mixed grade classroom, and one 3rd grade classroom. In year two, we will add a mixed grade classroom with grades 4-5. In year three we will add a 6th grade classroom. In year four we will add grades 7-8 in a mixed grade classroom. We have strategically devised a system that alternates between single grade and mixed grade classrooms to best accommodate for the developmental needs of our students. Our maximum enrollment will be at full capacity of 108 students, with a total of 6 teachers, and 5 assistant teachers. In grades K-3 our staff:student ratios range from 1:6 to 1:12, grades 4-8 staff: student ratios range from 1:6-1:24 depending on classroom needs.

	Grade(s) Added	# of Students	Total Enrollment	# of Teachers	# of Aides
Year 1	K 1-2 3	12 24 12	48	1 1 1	1 1 1
Year 2	4-5	24	72	1	1 (float b/w 4-6)
Year 3	6	12	84	1	1 (float b/w 4-6)
Year 4	7-8	24	108	1	1 (float b/w 6-8)
Year 5	At capacity, no new classes or teachers added.				

Place-Based Learning Approach: Building the School Community

“Place-based education challenges the meaning of education by asking seemingly simple questions: Where am I? What is the nature of this place? What sustains this community? It often employs a process of re-storying, whereby students are asked to respond creatively to stories of their homelands so that, in time, they are able to position themselves, imaginatively and actually, within the continuum of nature and culture in that place. They become part of the community, rather than a passive observer of it.” (Lane-Zucker, 2016)

Our school will begin by filling the lower elementary classrooms in order to build a cohort of students familiar with place-based education before moving on to our upper elementary program. We anticipate that our students will have diverse backgrounds and varied learning styles. We have planned our growth with the following in mind:

- The need to grow at a reasonable and responsible rate to best serve and support our students, their families, our community, and our faculty and staff.
- The need to integrate all students into our Place-based methodology.
- The need to establish multi-grade classrooms with a maximum of 24 students with one lead teacher and one assistant teacher per classroom.

Our Students

Heartwood Public Charter School aims to be a welcoming community with a diverse student body. We understand that to be successful and sustainable we will need to start small and grow responsibly. We will provide and maintain resources that are necessary and beneficial for all of our students and their families, our teachers, and our school's staff.

Shape and Size of Our Classrooms

Students are excellent teachers. Our classes and experiences are mixed grade—where students learn from each other, have older and younger peers, and assume leadership roles. We have found that a multi-grade environment encourages a community of collaboration and caring rather than exclusivity and competition.

Using a multi-grade approach, each class will develop into a supportive community where students will remain side by side, over time, and often with the same teacher. This method will create a close-knit atmosphere where student learning and growth can flourish.

Our student-teacher ratio will help shape our thriving classroom culture. In each lower and upper elementary classroom, we will aim to have twelve (12) students in single-grade classes, and twenty-four (24) in multi-grade classes. Each classroom will have one (1) Lead Teacher in the lower elementary grades, and share three (3) floating Assistant Teachers. The upper elementary will have one (1) Lead Teacher, and will share two (2) Assistant Teachers. Our student-teacher ratio will ensure that our students receive the individualized attention they need on a daily basis. These ratios allow for entire classroom collaborations and small-group work as well. We will have additional teacher presence as needed during growth years.

By year five we hope to have one (1) kindergarten classroom, two (2) lower elementary classrooms, one (1) upper elementary classroom, and two (2) middle school classrooms.

(f) Curriculum

Below we have portrayed the roles of our teachers, described the atmosphere our students will learn in, and have outlined the curriculum proposed for Heartwood Public Charter School.

Heartwood Public Charter School emphasizes the importance of our connections to our environment and our community, while nurturing the development of our students in a safe and caring environment. We will strive to nurture students who are authentically connected to their learning, their community, and their environment.

Through a child-centered view of learning, Heartwood Public Charter School will provide an in-depth, authentic, standards-based education. Utilizing local community resources, places, and people, our curriculum encourages students to participate in tangible experiences that help them to develop a sense of place. By design, our curriculum fosters community involvement and encourages the exploration of our natural surroundings. With both of these aspects of our program, our students will first learn about what is closest to them, with their explorations expanding in ever widening circles as they become more cognizant of their roles at school, their local communities, their state, their country, and the world.

Our child-centered philosophy recognizes that each child learns differently. We use an integrated curriculum, which focuses on making connections, allowing students to engage in relevant, meaningful learning that can be connected to real life. Through this integrated curriculum, we will utilize project-based problem solving, nature based learning, inquiry based learning, service learning, and collaborative learning. To provide a challenging and content-rich program, instructional methods (i.e. graphing a garden, literature circles, listening to and presenting oral histories) are used where teachers act as leaders, models, facilitators, and caregivers, and reflect our understanding that children learn through experience, exploration, social interactions, and guided inquiry.

Our teachers use exploratory and creative play, field work, inquiry, and modeling to varying degrees to guide students' development through their growth in social, emotional, physical, cognitive/intellectual abilities, social/civic responsibility, and self actualization. Teachers, along with support staff, parents, and the broader community, create a nurturing environment and help students to connect their experiences to authentic, real-world, community-based opportunities.

A Prepared Environment: Child-Centered Education & Active Learning

Heartwood Public Charter School believes students learn best in child-centered education and active learning. Learning materials and experiences are organized and made available to children in a prepared environment.

Teachers at Heartwood Public Charter School will have a non-traditional view of teaching and learning. We believe movement is more productive for students than sedentary learning, and because we respect and celebrate children's independence, teachers help students to progress at an individualized pace. We will utilize clear, individualized learning plans, in which one-on-one attention is embedded. Learning in math, language, science, history, geography, art, music, etc. may be undertaken by individual students, groups of learners, or individually with the support of the teacher. We believe this methodology of exploring materials and concepts

deeply, independently or collaboratively, enables children to develop concentration, focus, and inner-discipline.

While the freedom of choice is fostered in what students want to learn, there are ground rules and clear expectations for both the students and the teachers in how the learning community should function.

Multi-Age Classrooms

Multi-age classrooms help children build maturity, promote leadership skills, and increase understanding of subjects when older classmates are able to educate one another. A shared culture of positivity and support, along with modeling work habits and social and language skills, guides children in developing a strong sense of self and an ability to work well with others. These are important skills students will need to be successful later in life.

The Teacher's Role: Observer & Guide

The teacher has many roles within the classroom. They design learning opportunities for individuals and groups in an environment in which materials are available and are presented as students are ready to progress. Teachers meet the needs of the whole child, physically, emotionally, socially, cognitively etc. while also ensuring there is documentation of the progress of that student, as well as all of those within the classroom.

Teachers know when to intervene, and when to observe and listen. Children are trusted and respected, and in turn, trust and respect themselves and others. In this way, teachers are able to support children toward their own success.

Guiding Children Toward Their Full Potential

The primary goal of Heartwood Public Charter School is to help each child reach his/her full potential in all areas of life, while also becoming lifelong learners, responsible citizens, productive members of the community, and protectors of their environment. It is our deepest hope that students experience learning at Heartwood Public Charter School as something to be loved and cherished, and done to follow one's own passions in life.

Emergent Curriculum

When children are engaged in activities that interest them, learning happens. Emergent curriculum begins with, and builds on, children's interests and experiences. The children collaborate with teachers to determine the topic of study, with teachers participating in the learning alongside the children. The teacher's role is to listen to the children closely to determine their interests. The teacher then offers a plan (the curriculum) which scaffolds children's current understandings, and helps them to develop a deeper level of learning. Emergent curriculum is meant to be flexible and grow with open ended, playful activities, which expand children's understandings and bring real meaning to their questions. When teachers actively listen, nurture, and encourage children in their play, they are creating strong, confident, creative members of our community.

Inquiry & Constructivist Thinking

Inquiry is a student-centered form of active learning that begins by posing questions, problems, or scenarios instead of simply presenting established facts or portraying a smooth path to knowledge. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers. Instead of telling students what they "should" know or giving direct answers, teachers encourage students to think through problems by asking them questions.

Through the process of inquiry, students construct much of their understanding of the natural and human-designed worlds. Inquiry implies a premise of "need or want to know". It is not so much seeking the correct answer—often there is none—but, rather searching for appropriate resolutions to questions and issues. For educators, inquiry entails emphasizing the development of inquiry skills and the nurturing of inquiry attitudes or habits of mind that will enable students to continue the pursuit of knowledge throughout life.

Inquiry helps students develop:

- Self confidence in their learning ability
- Pleasure in problem solving
- A keen sense of relevance
- Reliance on their own judgment over other people's or society's
- No fear of being wrong
- No haste in answering
- Flexibility in point of view
- Respect for facts, and the ability to distinguish between facts and opinion

Inquiry also helps:

- Empower student voice and honor choice
- Increase student motivation and engagement
- Foster student curiosity and love for learning
- Teach grit, perseverance, growth mindset & self regulation
- Make research meaningful & develop strong research skills
- Reinforce the importance of asking good questions
- Enable students to take ownership over their own learning and to reach their goals

Fundamentally, constructivism theorizes that people build their own understanding and knowledge through experiencing the world and reflecting on those experiences.

Constructivism is a learning theory

- Learning is an active process
- Knowledge is constructed from (and shaped by) experience
- Learning is a personal interpretation of the world
- Problem solving and understanding are emphasized

- Authentic tasks, experiences, settings, and assessments are used
- Content is presented holistically—not in separate smaller parts

Differentiated Curriculum

Heartwood Public Charter School offers a differentiated educational program, designed to meet the unique needs of each student. At Heartwood, rather than simply assessing at the end of an instructional period, assessments are embedded into a teacher’s practice and are used to drive daily instruction. Instruction and assessment occurs in various groupings: individually, in small groups, and as a whole class. Teachers use a variety of materials and measures, and continually assess, to find out what their students already know, determine how and what they are learning, and establish what a student is ready to learn next.

Project Based

By embedding learning within a project, a student learns that skills, topics, and concepts do not exist by themselves. Through interdisciplinary projects, a student is challenged to apply and use knowledge in relevant and meaningful ways. A student learns from experience that cooperation, teamwork, communication, and conflict resolution within a group setting often produces a higher quality product or solution than working alone.

“Projects provide the backbone of the children’s and teachers’ learning experiences. The approach is based on the strong conviction that learning by doing is important and that to discuss and to revisit ideas and experiences leads to better understanding and learning.”
(Gandini, 1997)

The word project when used in the “project approach” has a specific meaning. “A project is an in-depth investigation of a topic worth learning more about. The investigation can be undertaken by a small group of children within the class, by the entire class, or by an individual child. The key characteristic is that the project is a research effort deliberately focused on finding answers to questions posed either by the children, the teacher, or the teacher working with the children (Katz, 1994).

The project approach addresses not only academic goals, but also intellectual goals. Intellectual goals focus on habits of mind that help children make sense of their world. Some habits of mind that relate to intellectual goals include the disposition to:

- Make sense of experience
- Theorize, analyze, hypothesize, and synthesize
- Predict and check predictions
- Find things out
- Strive for accuracy
- Experiment
- Grasp the consequences of actions
- Persist in seeking solutions to problems

- Predict others' wishes and feelings

Nature Based

Nature-based education is integral to the curriculum at Heartwood Public Charter School. Using the natural world as our classroom will enliven creativity, incite curiosity, and promote problem solving. Through exploration of our natural environment, our students can learn about any subject in a truly engaging way—the natural world serves as an ideal platform for both interdisciplinary and experiential learning.

As our students spend time outside in nature, they will be less overstimulated, they will be moving their bodies and breathing fresh air, and they will be happier and more focused. Through this sense of well-being and joy, we believe our students will learn more and develop a love for learning.

Nature-based education also connects students to the land both physically and emotionally, cultivating a sense of responsibility for the environment. Through the joy and deep connections made while learning and playing in the natural world, students will recognize their oneness with the natural world around them. It is through these connections that we hope to instill in our students an excitement for life and learning and a desire to care for and respect the land.

Community Based & Place-Based Learning

Students learn best when they are able to place learning in context, and are actively engaged in learning that pertains to their physical and social world. By relating learning to a student's place in the world, a student better understands why knowledge and skills are important. We work towards helping students to develop deep connections within their community, expand their appreciation for the world of nature while building on prior knowledge and experience, and develop an eagerness for serving as an active and committed citizen.

Interdisciplinary

In using project, nature, and community-based approaches, traditional disciplinary boundaries are often naturally dissolved, and students are able to think critically, generate ideas, and form & make connections. Interdisciplinary education allows students to see the value of what they are learning, increasing student engagement and motivation. In addition, an interdisciplinary approach provides the platform for students to meet multiple competencies through one project.

A Small School Setting

Our small size allows us to approach learning in non-traditional ways, and gives us the ability to extend our learning beyond the classroom walls and into our community. It allows us to utilize a variety of learning and teaching methods and techniques. This environment provides the opportunity for young people to share their thoughts and knowledge in meaningful ways, and to give them the confidence to become active participants in our school community.

Experiential & Engaging Learning Experiences

We believe offering learning experiences that extend beyond the classroom provides a unique contribution to young people's lives, helping them to develop their sense of place and to become aware of resources, needs, and challenges in their community. As students learn through experiences that are close to them both physically and emotionally, learning becomes authentic and meaningful. Students learn best when they are able to "do"; rather than just see or hear. This hands-on learning helps students develop creativity, resourcefulness, and critical thinking skills—and it's fun and interesting, creating a community of students who *want* to learn.

Tolerance & Racial Diversity

Northern New Hampshire is a region with limited racial and ethnic diversity, which presents challenges when educating students about the beauty of diversity and providing authentic, first hand cultural experiences. Due to the homogenous population of our area, educators will need to think outside the box, using available resources such as books, technology, visiting presenters and performers, etc. to introduce varied cultures, languages, and experiences, and to prepare our students to be active participants in confronting racial and ethnic injustices. Educators may incorporate service projects and explorations outside our immediate region to gain exposure and experience. Although scarce, our region is home to some non-US natives who have become active visible participants in our community. They willingly share their languages, food, cultural practices, artifacts, and experiences, and could be a valuable resource for Heartwood Public Charter School in providing our students with exposure to varied cultures. We will also collaborate with local organizations that bring international performers and artists to the region throughout the year. When direct experiences and presentations are not possible, videos of varied cultural practices can be accessed, and web-based resources such as teachingtolerance.org can be used to help to educate our students about diversity and social justice, and to create an inclusive school community.

Peace Curriculum

"Peace Education" is teaching, modeling, and encouraging respect and support of one's self, others, and the community as a whole.

At Heartwood Public Charter School, we provide lessons and model the skills that are appropriate for developing "peace" for this age group. We will use the classic "Peace Table" for individual situations, and also give group and individual lessons using materials. Peace curriculum skills that we work on at Heartwood Public Charter School include:

- identifying and naming feelings in yourself and others
- respecting of self and others
- reflective listening and conflict resolution
- self-calming (anger management)
- grace and courtesy
- interconnectedness of all things

- environmental stewardship
- recognizing that all people are equal
- valuing both similarities and differences between ourselves and others
- offering friendship and compassion to all

(g) Academic & Other Learning Goals & Objectives

Although our academics are separated by discipline below, we envision our students' academic experience to be interwoven and interdisciplinary by nature. The following is a broad description, by subject, of our goals and approach to our K-8 grade curriculum. Please note that a more complete curriculum will be established during our planning period as we assemble our team and work with Place-Based education consultants and other advisors experienced with charter school development. This process will serve as a team building opportunity for our teachers and supporting staff, encouraging collaboration and contributions with the development of our curriculum. If at any point we do not have teachers who are able to teach subjects like foreign languages, technology, etc, we plan to recruit suitably qualified people from our community and use technology to support and/or teach. We explored and continue to look into resources such as the online Khan Academy, The Great Courses, mobile STEM labs, and collaborations with other organizations, including our local high schools and colleges. We will also include a plan that addresses blending the New Hampshire State Standards into our Place-Based Curriculum.

Social/Emotional Learning

Outcomes:

- Students will become self-aware and able to examine other's perspectives.
- Students will treat everyone with respect and advocate for the respectful treatment of all.
- Students will recognize, appreciate, and advocate for individualism.
- Students will recognize mistakes as opportunities to learn and improve.
- Students will see challenges as positive experiences that offer opportunities for growth.
- Students will collaborate effectively with others.
- Students will value the contributions of all and offer equal kindness and consideration to each other.
- Students will positively contribute to both the school and greater community.
- Students will take responsibility for mistakes, reconcile errors, resolve problems by finding and implementing solutions, and make restitutions as appropriate.

Curriculum: School values will be actualized in the daily actions and interactions of educators, administrators, and students. Targeted concept and skill development lessons will be integrated into the daily curriculum. Using the principles of Place-Based education, students will be given daily opportunities to work with their peers to solve complex problems by sharing ideas, formulating a plan for success, delegating the responsibility of implementation, supporting each

other to identify snags, adjusting the plan when necessary to develop a solution, and celebrating the achievement together.

Language Arts

Outcomes:

- Students will read with enjoyment at a developmentally appropriate level with fluency, accuracy, and comprehension.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will practice storytelling and oral presentation to develop purposeful and articulate communication skills.
- Students will work together on projects that promote cooperation, problem solving, collaboration, and supporting each other.

Curriculum: Rich reading materials combined with language arts manipulatives provide opportunities for our students to acquire both encoding and decoding skills. Phonics, grammar, punctuation, word study, etymology, reference/research skills, and daily writing will be introduced as spelling skills develop. Students will obtain a robust vocabulary and sophisticated oral and written skills. Students will learn to be reflective about what they read and write and to make connections between literary themes, genres, and the world around them.

Mathematics

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of mathematics, as defined by New Hampshire state competencies:

- Foundations of Math – Symbolic Expression
- Numbers and Number Systems
- Reasoning and Computational Strategies
- Metacognitive Skills and Communication
- Measurement
- Algebraic Functions, Patterns, and Relations
- Geometry
- Data Analysis, Probability, and Statistics

Curriculum:

At the onset of our school, we plan to utilize an established and well regarded mathematics curriculum program to teach our students math. As our program becomes more developed, we plan to transition to a curriculum which helps our students learn mathematics in an immersive way—utilizing interdisciplinary and experiential learning in conjunction with our place and nature based methods. The mathematics students learn will be in natural and real-world contexts, and will grow in complexity as their understanding of the world grows. Students will work together to apply math solutions to real world problems, which will lead quite naturally to recording data, making predictions and giving supporting data (their reasoning) for their predictions, graphing data, etc. As the students grow and their projects become more complex,

their mathematical knowledge and problem solving abilities will become more complex as well. We believe that this will create students who truly comprehend math concepts, and who are confident problem solvers with a love for learning.

History

Outcomes:

- Students will achieve a developmentally appropriate comprehension of time and its passage.
- Students will gain developmentally appropriate core understanding of the relationships between time, people, and history
- Students will demonstrate an understanding of the major ideas, issues, and events pertaining to the history of governance in our state and nation.
- Students will demonstrate an understanding of the events, actions, and policies of our nation in relation to other peoples and governments over time.
- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
- Students will understand basic economic concepts.
- Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world, and understand the impact of geography on political, economic, and social developments.
- Students will have a developmentally appropriate understanding of, and appreciation for, diversity and its role in social development, locally and globally.
- Students will gain a subjective understanding about both historical and current events, and will explore histories through the lens of multiple perspectives.

Curriculum: After exploring their own personal history, our students will begin to explore the history, government, economy, and geography of our community and our local region. As they grow, their circle of learning will expand outward; learning about these concepts in the contexts of our state, region, country, continent, and world. Our history curriculum will be introduced to our students through multiple perspectives with an authentic approach that is developmentally appropriate. Our students will explore history and current events from a variety of sources and will be provided with a multitude of opportunities to learn about history through the Place-based model. Through independent and collaborative learning our students will discover the role of history in the development of culture, and will realize the impact of their personal history on their own development and civilization as a whole.

Geography & Culture

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of geography and culture, as defined by New Hampshire state standards:

- Students will gain exposure to world culture and languages.

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
- Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Curriculum: Through the study of the earth's features, maps, and landforms, students will explore the connections and relationships between physical boundaries and the development of cultures, countries, governments, capitals, languages, and economics. Through the examination of the shape, climate, biome and resources of the land, students come to appreciate that where one lives, determines how one lives.

Science

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of science, as defined by New Hampshire state competencies:

- Nature of Science and Engineering
- Patterns
- Cause & Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter in Systems
- Structure and Function
- Stability and Change of Systems
- Life and Life cycles

Curriculum: Our science curriculum will fully integrate hands-on learning and will focus on process and technique of discovery as students are exposed to the sciences in an immersive way. We will utilize interdisciplinary and experiential learning methods in conjunction with our place and nature based approaches. As our students' understanding of the world around them deepens, their understanding of science will grow in complexity. Students will participate in developmentally appropriate group activities and individual lessons in various scientific disciplines, including earth science, biology, chemistry, and physics.; and They will employ the Scientific Method as they move through these lessons and into more advanced areas of study. Through observation and investigations in real-world contexts, our students will develop a sense of wonder and excitement about science and the world around them.

Practical Life

Outcomes:

- Students will care daily for their school environment.
- Students and teachers will work together to establish environmentally conscious practices within the school setting.
- Students will learn to prepare healthy meals, working cooperatively with each other.
- Students will learn how to use basic tools and survival skills.
- Students will learn the importance of self-care and how this impacts the world around them.
- Students will work together to create a caring community by developing and demonstrating kindness and respect for all members of the community.

Curriculum: Skills focusing on care of self, each other, family, and the natural world are taught, with the goal that students become fully capable and responsible adults. Our youngest students will develop fine and gross motor skills, learning to dress, pour, sort, wash and dry dishes, and prepare simple foods, among other basic activities. As they mature, our students will also aid in cleaning and taking care of the school both inside and out, with an emphasis on being stewards of their community and their surroundings. Developing environmentally conscious practices within the school setting fosters a lifelong understanding of how to take care of and minimize one's negative impact on the natural world. Practical Life activities encourage independence, responsibility, self-discipline, self reliance, and gender equality. These activities also contribute to the development of concentration and cooperation, expand students' social and emotional education and growth, and help students to develop and practice responsible social skills. By establishing a school-wide atmosphere of care, kindness, and respect, our students will work together with teachers and families to create a safe and secure learning environment where similarities and differences can be recognized and valued, and diversity celebrated.

Civics & Service

Outcomes:

- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
- Students will learn to practice core values of kindness and consideration in the classroom, community, and home.
- Students will understand and appreciate diversity of all kinds and its impact on our school and our local and global communities.
- Students will understand, appreciate, and participate in community service.
- Students will participate in community service projects that reinforce the importance of caring deeply for our environment and having compassion for others.

Curriculum: Service, kindness, and responsibility for others will play an important role at Heartwood Public Charter School. Our students will have many opportunities to volunteer both

within the school and our local community, and will be supported and encouraged as they choose where they want to focus their service efforts. As they mature, our students will integrate concepts of citizenship and service learning throughout their entire curriculum. They will be exposed to the workings of local government and what it means to be an active citizen in this democratic process. These experiences will then be explored and discussed further in the classroom in order to help our students to develop a sense of empathy, to appreciate all members of a society, and to understand the importance of involvement in one's community.

Technology

Outcomes:

- Students will learn basic computer skills at a developmentally appropriate level.
- Students will understand how to use the internet as a tool for research and information collection, collaboration, and communication (when developmentally appropriate and necessary).
- Students will learn how to balance their use of technology with real world interaction.
- Students will learn how to balance research conducted on the internet with material gathered from other sources (fieldwork, interviews, books, etc).
- Students will learn the history and impact of technology on culture, the environment, society, etc.
- Students will learn how to manage, store, and present information with the use of the internet, spreadsheets, graphs, presentation software, word processing, etc.
- Students will be guided through the use of safe social media and internet practices, and will learn how to become safe and responsible digital citizens.

Curriculum: Our technology curriculum and the use of technology at Heartwood Public Charter School will be framed in a way that supports our beliefs on the subject. While we recognize that technology is an essential life-skill for being an active citizen today, we also believe that technology is simply a tool, and we plan to structure its use in a balanced and intentional way. While our younger students will not be exposed to much in the way of digital technologies, as our students mature, they will learn how to integrate technology into their studies. Along with learning methods to use technology for collaboration, communication, eLearning, data storage and presentation, research, art/design, etc; our students will also learn how to be responsible and safe digital citizens. The use of digital technologies will be focused and limited, and will be used as tools to aid our students' educational needs and development.

Visual & Performing Arts

Outcomes:

- Students will delve into the creative process using a variety of outlets, methods and materials.
- Students will practice creative expression and making meaning through their art (visual and performing).
- Students will explore art theories (ie. music theory, the elements of visual art, and the principles of design).

- Students will be exposed to a variety of artworks, performances, and artists (ie. visual artists, choreographers, dancers, playwrights, actors, storytellers, puppeteers) in a variety of cultures, time periods, and movements.
- Students will be given opportunities to exhibit their artwork and participate in performances.
- Students will learn to analyze, interpret, and evaluate artworks and performances.

Curriculum: Using individual activities and collaborative projects, students will have opportunities to create and express themselves through the arts. Projects and study in all academic areas will incorporate artistic expression and creativity.

Physical Education & Health

Outcomes:

- Students will participate in a physical education program focused on building physical strength, coordination, flexibility, and endurance.
- Students will study human body systems and functions and the requirements for promoting good health.
- Students will learn about human development in a developmentally appropriate approach, promoting a healthy sense of self.
- Students will learn to participate as a member of a team through cooperative games and team sports.
- Students will learn about maintaining their emotional well being and mental health.

Curriculum: To develop a well-rounded physical education experience for our students, we will utilize local resources and national programming. Our students will glean the value of teamwork and team building skills through cooperative games and team sports. The Health curriculum will explore the function of body systems, such as skeletal, circulatory, digestive, reproductive, etc. and basic healthy practices, like proper nutrition, regular exercise, and adequate rest and renewal practices. Our human development curriculum will promote balanced healthy lifestyles and relationships, and will provide students with developmentally appropriate opportunities to learn about and discuss peer pressure, drugs, alcohol, sexuality, and adolescent development.

(h) Achievements & Assessments

The purpose of assessment is to recognize where one has made improvements, areas that continue to be in progress, skills that are mastered, and challenges one faces. Assessment is an ongoing, collaborative process between students, educators, and peers. At Heartwood Public Charter School we believe that every child has an innate desire to learn, and that students are most successful when they are active participants with their own educational experience. This student engagement and involvement in assessment is crucial to (1) taking responsibility and having ownership over one's progress, (2) developing an understanding of oneself, (3) determining areas in need of work, (4) setting goals for improvement, (5) taking the steps to meet those goals, (6) mastery of a skill or competency, and (7) receiving and giving helpful

feedback. Giving students responsibility in their own learning, with support and guidance, creates a deeper engagement with a topic or skill, and therefore a more thorough understanding, mastery, and retention.

“Practiced at its best, assessment invites students into the learning process: How are we doing? Where can we go from here? We can easily explain progress or lack of it to students and parents when we can point to standards we and the students agreed to target, and show concrete examples of what achievement looks like.” (Brooks, 2005)

Students and educators will use rubrics as guides for all areas of academic learning, physical skills (as applicable), and social & emotional skill building. Rubrics will be designed to focus on levels of desired outcomes, and will include space for dates and discussion notes to demonstrate progress over time. The rubrics will be used to set benchmarks and goals, and strategies to meet the goals, which will be part of each student’s Individual Learning Plan & Portfolio. Assessment occurs daily as the student identifies and accomplishes their Individual Daily Work Plan based on their rubrics and Individual Learning Plans.

Our students’ direct involvement in the development of their own Individual Learning Plans and Individual Daily Work Plans will result in successful, empowered, and confident students. Individual Learning Plans will be written and maintained in a way which documents and demonstrates progress in each area the student and the educator have identified. Individual Daily Work Plans and other forms of documentation, which may include written work, audio and/or visual recordings, written or recorded educator observations, photographs, projects, presentations, self-assessments, etc. will make up a student’s portfolio, which will demonstrate progress and achievements. At least two forms of documentation will be included in the portfolio to demonstrate the mastery of each competency, meeting both the goals of the Individual Learning Plans and those required by the State of NH.

Self-Directed Learning using Individual Daily Work Plans

Progress is made through goal setting and attainment. An aspect of this is the development and implementation of an Individual Daily Work Plan (IDWP). Students will make and follow IDWP’s that address study in all academic areas, in accordance with their Individual Learning Plans (to include: Mathematics, Science, and English Language Arts, Reading, Writing, Spelling, History, Geography & Culture, World Languages, Civics & Service, Technology, Visual & Performing Arts, and Physical Education & Health). Individual Daily Work Plans will be based on each child’s individual needs, development, skill level, and interests (as applicable & appropriate). Educators will assist students in creating and adhering to their IDWP’s.

At the beginning of each day, every student will review the daily schedule, which will reflect times, locations, students involved, and activities (including field trips, community service projects, visitors, scheduled academic topics, physical activity, outdoor exploration, meals, cleaning, etc.). This may be done in a whole school meeting, a classroom meeting, small groups, one-on-one, or independently. Knowing the daily schedule is necessary when developing Individual Daily Work Plans, so students and educators are able to determine what students will

include in their plans and when to implement them. Students will consider how their individual studies will address Personal & Social growth and each academic area; Math, English Language Arts, Science, Social Studies, Art, Foreign Language, Physical Education, and Health.

Students in the lower grades will be learning how to make their Individual Daily Work Plans and will be closely guided by an educator to determine what activities to include and how to schedule them into their day. Educators will monitor and check in with students, ensuring they (1) develop skills to adhere to the plan, (2) stay on task, (3) evaluate the plan, (4) document their achievements, and (5) determine any needed changes. As students gain proficiency with selecting work, writing plans, setting a schedule, and accomplishing their plans, independence will develop and the educator's role will change with the student's.

At the end of each day students will reflect on their learning. This may be done individually, one-on-one with a peer or educator, or in a group, and might be in the form of a written reflection, a conversation, an activity, or contemplation. Reflection improves retention and preserves interest. Students may use this reflection to begin planning for the following day and to spark other's interest as well.

Our Individual Daily Work Plans and Individualized Learning Plans will guide our informal student assessments, and we will also utilize additional means of formal and informal assessment. This will include objective and age-appropriate measures of literacy and numeracy skills—including spelling, reading, expository writing, history, geography, science and mathematics—to satisfy both national and state requirements, and to quantitatively measure each child's progress. We will comply with 194-B:8, V, "At least annually, and near the end of each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state." We are interested in learning more about participating in the New Hampshire Performance Assessment of Competency Education (PACE) accountability system.

Progress Reports based on observation and linked to the Individualized Learning Plan will be analyzed by teachers, students and families. Progress Reports that assess academic progress and personal growth and development will be issued three or four times per year. In addition, Family-School Conferences will be held toward the beginning and end of each academic year with teachers, students, and families, to establish or review Individualized Learning Plans, goals, and growth.

During the planning period, Heartwood Public Charter School will further develop and evaluate assessment tools and methods, schedules, and practices for our students. Professional development will be provided to prepare teachers and staff with the frameworks for our assessments, Individualized Learning Plans, Individual Daily Work Plans, curriculum, rubrics, and observational record keeping systems.

(i) High School Graduation Requirements

Not applicable

(j) Staffing Overview

To ensure that students at Heartwood Public Charter School are supported in their academic endeavors and personal growth, we will seek highly qualified, nurturing educators and staff who will treat them with dignity and respect. Our educators will serve as leaders, guides, and role models as they assume the responsibility of building cohesive collaborative classroom communities where our children will feel free to challenge themselves and grow as individuals and as part of a group. Our students will feel safe and supported as they are encouraged to learn and develop at their own pace as they work to reach their full potential.

All Heartwood educators will be trained in Place-based education methods and Positive Discipline techniques.

Head of School

Our Head of School will serve as the visionary leader for Heartwood Public Charter School, playing a vital role in our school's climate and culture. They will guide and empower both our teachers and students, within our supportive and encouraging school community.

Responsibilities of the Head of School include, but are not limited to:

- Orchestrate internal and external communications and public relations
- Lead our school's staff and provide opportunities for their professional development
- Manage our school's daily operations
- Oversee and implement the school's disciplinary policies and procedures
- Set the tone for our school's culture, climate, and safety
- Serve as an effective liaison with other educational institutions
- Serve as the Business manager for our school
- Fulfill required duties with state and federal agencies
- Model our values in visible daily actions
- Follow Charter School Law

Head of School Qualifications

- Meet required state and federal background checks
- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- 3+ years experience as a Business/Operations Manager, preferred
- Experience with administrative duties, preferred

- Experience with grant writing and management, preferred
- Experience with, or willingness to learn more about,:
 - Place-Based Education
 - Emergent Curriculum
 - Nature-based Curriculum
 - Differentiated Curriculum
 - Alternative educational frameworks in a public school setting
 - Positive discipline and positive behavior supports
- Such other qualifications as the Board of Trustees may find appropriate

Learning Coordinator

The role of the Learning Coordinator is an integral position at Heartwood Public Charter School. Our Learning Coordinator is responsible for overseeing, coordinating, and advocating for Special Education Services, which will be maintained through developing relationships with district service providers. This person will work closely with our teachers and is responsible for overseeing the integration and implementation of our Place-based education curriculum throughout the school. This person will also work one on one with our students and assist them with the development of their Individualized Learning Plans. The Learning Coordinator will work to develop relationships with our families, and will act as a liaison between our students' sending schools and Heartwood Public Charter School.

Learning Coordinator Responsibilities

- Oversee and coordinate Special Education Services
- Work with students and teachers to develop each student's Individualized Learning Plan
- Support accommodations as stated by a student's IEP
- Work with our teachers to develop and implement curriculum
- Play a supporting role to our teachers
- Help to aid new students transitioning into our school, to include creating learning plans
- Collaborate with lower and upper elementary classroom teachers and assistants in facilitation of Individual Education Program requirements
- In conjunction with the teachers, carefully observe and keep records of each student's individual progression through the classroom, always being available to offer gentle guidance toward self directed learning
- Work with teachers to submit progress reports 4x/year
- Works to develop close and effective relationships with parents
- Follows the school's policies and procedures for student evaluation and record keeping, meeting all due dates as required
- Demonstrate a strong commitment to professional ethics.
- Demonstrate an understanding of, and commitment to, Place-based education
- Model our values in visible daily actions
- Demonstrate commitment to competent communications and conflict resolution efforts across the school community

- Protect the privacy and confidentiality of each student

Learning Coordinator Qualifications

- Meet required state and federal background checks
- Ability to oversee curriculum development and implementation
- Special Education certification, preferred
- Special Education experience required
- Ability to implement educational best practices in conjunction with Place-based education curriculum and NH State Standards
- Ability to keep progress records on students
- Team-oriented with a collaborative approach to working with colleagues, Head of School, and families
- Strong written and verbal communication skills
- Understanding of, and appreciation for, diversity including students with learning disabilities and those from diverse families and socio-economic situations
- An open mind and sense of humor
- Experience with, or willingness to learn more about:
 - Place-Based Education
 - Emergent Curriculum
 - Nature-based Curriculum
 - Differentiated Curriculum
 - Alternative educational frameworks in a public school setting
 - Positive discipline and positive behavior supports

Teachers

Our classrooms will be run by one (1) Lead Teacher and supported by one (1) Assistant Teacher in the lower grades. The upper grades will have one (1) Lead Teacher, and will share two (2) Assistant Teachers. Our Lead Teachers will preferably hold, at minimum, a 4-year Bachelor degree or equivalent experience. As per New Hampshire's charter school statute, RSA 194-B:14. IV, a minimum of 50% of our Lead Teachers will hold New Hampshire teaching certificates or have at least three years of teaching experience. They must understand and believe in Place-Based philosophies and be familiar with individualized observation and record keeping. They also must be able to adapt Place-Based methods and curriculum to the New Hampshire State Standards and vice versa. Heartwood Public Charter School teachers will be nurturing, reflective, and creative problem solvers who are committed to the school's Mission.

Teacher Responsibilities

- Nurture relationships with each student and family
- Monitor and guide students in goal setting, learning, organization, implementation, etc.
- Work with the Learning Coordinator to develop curriculum
- Facilitate learning
- Maintain a safe, respectful, positive learning environment
- Partner with colleagues, administration, and families to meet the needs of students

- Observe and track student progress, keep records, and work with the learning coordinator to maintain individualized learning plans and to complete progress reports
- Conduct assessments
- Implement Individualized Education Plans
- Hold conferences with families
- Participate in professional development, including training in Place-based education
- Oversee classroom maintenance and hygiene
- Facilitate student discussions regarding guidelines for safety and appropriate behavior within the school environment and out in the community
- Act as a mandated reporter for suspicions of neglect, abuse, etc.
- Positively guide and provide feedback to assistant teacher while providing autonomy
- Model our values in visible daily actions
- Fulfill any other responsibilities deemed relevant and necessary to the position

Teacher Qualifications

- Meet required state and federal background checks
- Bachelor's Degree from an accredited university, preferred
- NH teaching license or certification, preferred
- 3 years teaching experience, preferred
- Experience with or willingness to learn more about:
 - Place-Based Education
 - Emergent Curriculum
 - Nature-based Curriculum
 - Differentiated Curriculum
 - Alternative educational frameworks in a public school setting
 - Positive discipline and positive behavior supports
- Competence in teaching, classroom management, and all related responsibilities
- Enthusiastic, creative, and loving authority with students
- Ability to work well with colleagues, administration, and families
- Ability to collaborate with local businesses, individuals, and community partners to plan and coordinate activities and learning experiences
- Certification in CPR and First Aid

Assistant Teachers

Our Assistant Teachers must demonstrate their ability to embrace the place-based and nature-based education model and be expected to fully support Heartwood Public Charter School's mission.

Assistant Teacher Responsibilities

- Support the lead teacher and students
- Assist with facilitating learning
- Assist with record keeping and assessments

- Help maintain a safe, organized, clean environment
- Participate in professional development, including training in Place-based education and positive discipline techniques
- Model our values in visible daily actions

Assistant Teacher Qualifications

- Meet required state and federal background checks
- Experience working with children, preferred
- Enthusiastic, creative, and loving authority with students
- Ability to work well with colleagues, administration and families
- Experience with, or willingness to learn more about:
 - Place-Based Education
 - Emergent Curriculum
 - Nature-based Curriculum
 - Differentiated Curriculum
 - Alternative educational frameworks in a public school setting
 - Positive discipline and positive behavior supports
- Desire to further oneself and welcome positive guidance
- Ability to work autonomously under the guidance of the Lead Teacher

(k) Personnel Compensation Plan

Salary

Our School Administrator, Learning Coordinator, and Lead Teachers will be paid a salary. The salaries of these full time personnel shall be paid bi-weekly. Assistant Teachers, other personnel, consultants, or contracted employees, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

Heartwood Public Charter School will publish an annual calendar of holidays and vacations during which the School will officially be closed.

Paid Time Off (PTO)

Full-time salaried staff will receive ten (10) PTO days per school year (in addition to scheduled school calendar vacations), to be used in the year in which they are accrued. Part-time salaried employees will receive five (5) PTO days per year. For purposes of PTO for part-time salaried employees, one day will equal the number of hours in that employee’s regularly scheduled work day.

Other Benefits

It is the goal of Heartwood Public Charter School to offer healthcare benefits to all of its employees. Such benefits may be offered as a choice system with a specific annual election or

as a specific insurance plan provided by the School with an employee contribution. Board of Trustees policy and availability of specific benefit programs will determine the specific benefit type offered. Board of Trustees policy and the requirements of specific benefit programs will determine whether, and to what extent, part-time or non-salaried personnel will be eligible for benefits and at what percent of full-time equivalent allocation.

General Provisions

Heartwood Public Charter School will comply with all federal, state, and local laws and rules related to pre-employment screening, hiring, employment compensation and leave, and reserves the right to amend the above personnel provisions as necessary to comply with applicable laws and rules, and as otherwise necessary.

In accordance with RSA 189:13-a, Heartwood Public Charter School shall conduct school employee background checks on all individuals working within the school.

(I) Pupil Transportation Plan

As mentioned in Section D of this application, the site of Heartwood Public Charter School will be finalized during our initial planning period, giving us a year to do so. We will seek a centrally located site in Lancaster, NH both to accommodate the resources of the White Mountains Regional School District, and for ease of access for families traveling from other areas.

We have met with the White Mountains Regional School District Superintendent of Schools, Dr. Marion Anastasia and have started a dialog regarding the issue of transportation. While our plan is site specific and our exact location is yet to be determined, at this point we hope to work with Lancaster Elementary School (LES) to coordinate bussing between our sites. Ideally, Heartwood Public Charter School students will share a bus with LES students, and we will help coordinate the bussing (if needed) between our schools. We hope this helps save on costs, is convenient for the district and our families, and helps build our relationship with the Lancaster Elementary School/community. We will continue to explore potential transportation methods.

Heartwood Public Charter School will follow the guidelines of 194-B:2,V which states: "Pupils who reside in the school district in which the charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil's resident district." It is our expectation that students who attend the Heartwood Public Charter School and reside in the host district shall have the opportunity to ride district transportation.

Students attending the Heartwood Public Charter School who do not reside in the host district will be required to arrange for their own transportation. Given the very limited funding per

student, and the lack of guarantee for any additional funding above the state allotment per student, students from outside of the host district must either request their assigned districts to transport them, or arrange for their own transportation. Heartwood Public Charter School will make every effort to support families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means. We are committed to working with parents of out of district students, when needed, to help find solutions for transportation.

(m) Statement of Assurances Related to Non-Discrimination

Heartwood Public Charter School will celebrate diversity in all its forms. The School will not discriminate on the basis of race, color, religion, national or ethnic origin, age, gender, gender identity, sex, sexual orientation, disability, socio-economic, marital or veteran status, citizenship, or genetic information in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

(n) Special Education Coordination Method

Heartwood Public Charter School will comply with all federal and state special education laws and rules applicable to New Hampshire charter schools.

Charter Public Schools & Special Education

As an open enrollment public school, Heartwood Charter School will accept applications from any child who is a New Hampshire resident. In accordance with New Hampshire law (RSA 194-B:8), Heartwood Public Charter School will not discriminate against any child with a disability as defined in RSA 186-C. Under New Hampshire's charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained.

In order to ensure appropriate and adequate services will be provided for the students, the Learning Coordinator will partner with the Special Education Staff at the SAU and participate as part of the student's IEP team. The Learning Coordinator will make every effort to work with support services personnel such as Physical Therapist, Occupational Therapist, and Speech/Language Therapist. Individual student's teachers, in collaboration with our Learning Coordinator, will be responsible for carrying out the classroom specific IEP goals. The Head of School will provide oversight.

ED 1104.01, effective 6/28/08, sets forth the following sequence of the special education process:

1. Referral;
2. Evaluation;

3. Determination of eligibility;
4. Development and approval of the IEP;
5. Placement;
6. Ongoing monitoring of the IEP; and
7. Annual review of the IEP. 30

It is clear pursuant to RSA 194-B:11, III, that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. These important provisions allow the responsible sending district and Heartwood Public Charter School to cooperate creatively to meet a student's special education needs. The sending district will be required to provide the Heartwood Public Charter School with a complete copy of each student's IEP for implementation and monitoring purposes.

(o) Admission Procedures

We are committed to building a diverse community of learners who embrace our Place-based approach to educate, and recognize the unique journey that this opportunity both provides and requires. Admission to Heartwood Public Charter School shall be open to any student who resides in the State of New Hampshire and to choice Vermont towns/districts as applicable. Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law.

We will educate prospective families on our educational approach by providing literature and opportunities to learn about the school both formally and informally (see Information Dissemination, Section W). We are hopeful that our prospective families will be committed to our educational vision, as the success of our school hinges upon the the support of our community and family involvement.

Admission Procedures

Heartwood Public Charter 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.

At minimum, the admissions process will include the following:

1. Prospective students and their families will tour our school and be invited to attend an informational meeting that outlines and explains our educational approach and our school's expectations.

2. Application packets with information about the school and its philosophy and expectations will be shared, along with student related policies. Interested families will then submit their application.
3. Applications will be reviewed for completeness.
4. Should applicants exceed the number of allotted slots, a blind lottery, organized by grade, will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
5. All students receive notification. Those who have been placed on a wait list will be notified of such.
6. After the enrollment process is complete, Heartwood Public Charter School will hold meetings for admitted students and their families and provide an orientation for students and families.

The Board of Trustees of Heartwood Public Charter School will establish an Admissions Committee. Heartwood Public Charter School reserves the right to have the Admissions Committee further develop and amend the specific admissions process during the planning year.

Enrollment Provisions

- Heartwood Public Charter School will offer automatic re-enrollment to its students, provided they are in good standing (as decided by a team including the Learning Coordinator, Lead Teacher, and Head of School). Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.
- Heartwood Public Charter School will admit from the waitlist should space become available after the lottery.
- Siblings of children already enrolled at Heartwood Public Charter School will receive preference.
- The Board of Trustees will reserve the right to give preference in enrollment to children of School Faculty as part of the employee benefits package.
- Children of the Founders of the Heartwood Public Charter School will receive priority for Placement, with a cap of 10 children, as a means of recognition of their time and contributions in establishing the school.
- Students residing in the state New Hampshire have admission preference. If there are available spaces after the lottery, the board has the option to open enrollment to out-of-state students.

(p) Philosophy of Pupil Governance & Discipline

The primary goal of discipline at Heartwood Public Charter school is the development of self-discipline, which is achieved not through externally administered punishments and rewards, but through an all encompassing, fully integrated social emotional curriculum and the overarching expectations of respect, responsibility, and community. Teachers will be active

models of Heartwood's core values of kindness, gratefulness, and respect. The school will be governed through a collaboration between students and educators, using the practices of Positive Discipline as developed by Alfred Adler and more recently advanced by Jane Nelson.

The foundation of self-discipline is the development of positive, trusting relationships with kind, respectful adults. The recognition and appreciation of individual temperaments, personalities, preferences, beliefs, communication styles, learning styles, motivations, strengths and challenges, leadership styles, experiences, skills, and interests will be modeled by educators and administrators, embedded in daily conversations, and explicitly taught with the goal of building students' self-awareness and perspective taking. Heartwood Public Charter School educators and administrators will use their understanding of individuals to focus on determining the motivation behind negative behaviors, identifying lagging skills, implementing positive behavioral supports, and providing targeted social and emotional skill development as needed.

Beginning in kindergarten, students will participate in the governance and management of the classroom and school. Students will be guided by the teacher in how to care for the classroom and materials through modeling and instruction. Students will be given ownership of the classroom environment, with the expectations of individual responsibility, order, and cleanliness, forging student capability and appreciation of their contributions. Teachers and students will work collaboratively to develop reasonable classroom expectations that address physical and emotional safety, and universal respect. Students will contribute to the greater community through positive acts of service, building their sense of self and connection with others.

Daily class meetings, as outlined in *Positive Discipline* by Jane Nelson, will be held, giving students and educators the opportunity to identify, address and resolve challenges, including conflicts, mistakes, struggles, misunderstandings, and intentional harm. Students and educators will work together to problem solve then select and implement strategies to resolve these challenges. (Nelson, 2006)

In multi-grade classrooms, and through daily curriculum implementation, communication and leadership skills will develop as students progress academically and develop socially. Self discipline, self advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Positive Discipline, which employs the use of logical consequences and involves students in developing a plan of action, will be implemented with the intent of building self aware, self disciplined, responsible citizens.

In accordance with Heartwood Public Charter Schools guiding value of respect for all, every student and adult should feel physically and emotionally safe at school. If problem solving plans developed and implemented through student teacher collaboration have not been effective, team meetings involving families will be held to seek alternative solutions.

Our Learning Coordinator will work to support teachers in addressing behavioral concerns they are experiencing with students in their classrooms that have not been resolved within the class, in a manner that is respectful of the student and their family, and in keeping with our mission. Children with challenging behaviors will be treated with respect and compassion. When challenging behaviors are encountered, educators and administrators will work collaboratively with students and families to provide individualized interventions and positive behavior supports. This includes finding collaborative and proactive solutions for students, as presented by Dr. Ross Greene's Collaborative Problem Solving model (CPS). Collaborative Problem Solving (CPS) may be used to identify lagging skills and unsolved problems, then provide targeted development of these skills after the student works with a supervising adult to develop and implement a realistic and mutually satisfactory plan of action.

<https://www.livesinthebalance.org/about-cps>

A detailed student governance and discipline procedure outline will be established by staff and the Board of Trustees in the planning phase of our charter. Prior to opening, Heartwood Public Charter School will develop policies regarding 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, and limiting the use of child restraint practices. Heartwood Public Charter School will also outline requirements for developmentally appropriate daily physical activity pursuant to Ed 310 and our policies on record retention.

(q) Administering Fiscal Accounts & Reporting

Heartwood Public Charter School will follow New Hampshire public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided with audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at least monthly. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on conflicts of interest for members of the Board of Trustees, Administration, and Faculty. Accounting activities will consist primarily of the biweekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors.

A general account will be set up for the administration of funds, and the Treasurer and named Trustees will have check-writing authority. Two signatures will be required on all checks. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the School's authorized personnel (up to a maximum amount to be established by the Board of Trustees), all expenditures and contracts

will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Heartwood Public Charter School will comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:10, I-V). This list includes creation of the annual report, annual financial audit produced by an independent certified-accountant, program audit, and participation during the annual school budget process. Heartwood Public Charter School will also comply with all requirements set forth in Ed 318.07 regarding the contents of its annual report including but not limited to:

- A general progress report
- An assessment and report of how the charter school is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying the charter school's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year

The Board of Trustees will select an independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the school's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board of Trustees will review and respond to the audit report, if necessary, and include the audit results in its annual report.

(r) Annual Budget, Including All Sources of Funding

Please see the budget that appears in Appendix B.

The included budget reflects estimated expenses for our planning year, and for the subsequent 5 years of operation.

We have developed a list of our most likely and most important mission-driven plans and costs, recognizing that the budget as represented relies on awarded start-up funding. Our budget includes both expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. We will start work to raise the additional funds necessary to support the budget once the charter has been granted. During our planning period we will also examine the feasibility of additional revenue sources, which we hope will bring income as well as positive exposure to the school.

As mentioned in the introductory section of this application, we have entered into this project with the full understanding that the state per-pupil allotment is rarely enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through a variety of means, including grant monies, fundraising, and potential donations. Strategic partnerships and other fundraising efforts will be very important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from our community to help support the mission of Heartwood Public Charter School.

From the outset, Heartwood Public Charter School Founders, Trustees, Staff and families will understand the need to supplement the state-provided funds in order to deliver quality education. Contributions by those who join the School community will take many forms—time in the classroom, assistance in various areas dependent on expertise (computer support, construction, etc.), and some parents may consider financial contributions if they are able. All donations will be tax deductible to the extent permitted by law.

Once Heartwood Public Charter School has been established, the Board of Trustees will organize a fundraising committee. This committee's mission will be to support the school's economic viability. The committee will focus on securing the support of local, state, and national foundations and charitable organizations, as well as cultivating support from community members and businesses. The unique character of the school, the resources and the value it brings to our local community will be highlighted in our fundraising efforts.

(s) School Calendar Arrangement

In accordance with RSA 189:1 and RSA 189:24, Heartwood Public Charter School will have at minimum a 945 hour school year for kindergarten through sixth grade and a 990 hour school year for grades seven and eight. Heartwood will have four school days per week, with one day per week designated as a teacher work day. On that day teachers and administrators will have sustained time to collaborate and provide the best possible experience for Heartwood students. Students will have the opportunity to spend more time with their families, pursue passions outside of school, and take advantage of extracurricular activities in the community. ~~Heartwood Public Charter School will follow a 180-day school year in accordance with the RSA 194-B:8, III, and expects to follow the calendar of our host district in order to best coordinate transportation services. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. ¶~~

¶

~~It is expected that days will begin at approximately 8:00am and end at 2:30pm, though some flexibility may be required to meet our host district's bus route schedule. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.~~

(t) Evidence of Accurate Insurance Coverage

Pursuant to RSA 194-B:1, Heartwood Public Charter School will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents. The Board of Trustees will procure, and provide evidence of, adequate insurance coverage as required by the State, including but not limited to general liability for the School.

(u) Consultants

We are fortunate to have already identified and met with several advisors, consultants, business owners, and local citizens who will help us to achieve our goals. These professionals have rich experience, are excited about our school and ideas, and are willing to share their wisdom and experience as we work to develop our school program. While place-based learning methods are not a new concept, exciting curriculum and programs in the field are currently emerging. We look forward to consulting and collaborating with many of the field's experts, as well as members of our community who will help to make our Place-based dreams a reality.

Sarah Anderson is the Field Coordinator at The Cottonwood School of Civics and Science, in Portland, OR. Sarah Anderson, was previously a 7th/8th teacher specializing in language arts and social studies, was originally lured to Oregon by its waterfalls. She spent most of her childhood exploring rivers and forests near her rural Vermont home- experiences which provided inspiration for a passion for nature and all things wild. After graduating with a degree in American Studies from Bard College in New York, Sarah served as an AmeriCorps volunteer for Metro Parks and Greenspaces in Portland. Since then, she has worked as a crew leader at an educational farm in Vermont, a Teacher Naturalist in the California Redwoods and a Middle School Humanities teacher at The Key School in Annapolis, Maryland. Sarah received a Masters of Education from Antioch New England Graduate School, where she specialized in integrated and place-based education. In addition to exploring the local neighborhoods and environs with her zany middle schoolers, Sarah enjoys knitting, hiking, pickling, reading good books, and climbing waterfalls.

Melissa Grella, PhD is the founder and executive director of Taproot Farm & Environmental Education Center. Melissa's life passion is connecting people to nature, sparked from her very first job as an intern with California Audubon. Melissa grew up in Jefferson and immediately left upon graduation to explore, grow, and learn. She returned to the north country on her last semester of graduate school with the Audubon Expedition Institute, a traveling program that changed her life and outlook on how we learn and educate. It was at that time that she completed her thesis, which explored the level of environmental education in 14 middle schools in Coos County. The idea for Taproot came as a result of her research.

Since that time, she has held a variety of positions that include trip leader, naturalist, and environmental educator at various nonprofits, classroom teacher at a public alternative high

school program, director of a cross country ski center, director of a town recreation department, nature center director, college adjunct professor, and a founding faculty member and administrator at a private Waldorf school. Melissa's philosophy of education emphasizes developmentally appropriate learning that is holistic, phenomenological, ecological, grounded in place, experiential, and nurtures aesthetic experiences. In the words of David Orr, she believes that "all education is environmental education".

Melissa received her BS in Natural Resources from the University of Maine, an MA in Environmental Education from Lesley University's Audubon Expedition Institute program, and a PhD in Environmental Studies from Antioch University New England with her dissertation titled *Nurturing the Aesthetic: Learning to care for the environment in a Waldorf School*.

When not working on Taproot, Melissa enjoys spending time nordic skiing, gardening, camping, hiking, backpacking, long-distance swimming, biking, paddling, playing the guitar, and reading. She resides in Lancaster with her beloved husband, Kyle, and their velvety, silver cat, Grigio.

David Sobel, MEd received a BA from Williams College and an MEd from Antioch University in New England. He was co-founder of the Harrisville Children's Center in Harrisville, New Hampshire, and has served as a publicly elected school board member in both Nelson and Harrisville, New Hampshire. He has served as a staff development and science curriculum consultant to schools in New Hampshire and Vermont and has been a guest speaker and workshop leader for a variety of school and environmental organizations. He serves on the editorial board of the *Holistic Education Review* and is the author of several books and articles on developmental psychology, place-based education and ecoliteracy.

Anne Stires, brings her academic training together with her love of life and the natural world at the school she founded, the Juniper Hill School, in Alna, Maine. There, along with like-minded colleagues, she shares her enthusiasm for learning through the lens of place. The Juniper Hill School's "place" is her grandmother's 1761 farm in Alna bordering the Sheepscot River. This farm has served as a consistent refuge and "garden of adventure" throughout Anne's life. Now, it is where her students begin their immersion in the adventure of learning by studying the natural and human environments around them.

Anne has a bachelor's degree in Biology and English from Hamilton College in New York and a master's degree in Education from Antioch University New England. An affinity for nature and environmental education always brought her back to Maine. While pursuing her education, she worked at local marine and environmental stewardship programs: the Darling Marine Center, Chewonki Foundation and Tanglewood Learning Center. Anne also directed a Place-Based Education program for 25 schools on the midcoast region of Maine for the Quebec-Laborador Foundation Marine Program. As a classroom teacher, she taught at Sheepscot Valley Children's House in Wiscasset and Boothbay Region Elementary School before starting her ideal, hands-on learning "place": Juniper Hill. Anne is a prolific speaker and advocate on the topic of nature-based education. Most recently, Anne wrote a chapter of the new book Redleaf Press on the topic: "[Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning](#)"

by David Sobel (with Patti Ensel Bailie, Ken Finch, Erin K. Kenny, and Anne Stires). Juniper Hill School is also featured throughout the book. In addition to being the school founder and director, Anne teaches the Roots class, as well as graduate level courses at Antioch University.

(v) Philosophy of Parent Involvement

We believe that family involvement is essential for Heartwood Public Charter School to thrive, and that our students will be most successful when our teachers and families work together. We see parents/guardians as key participants in both building and maintaining our school community. We hope that the ongoing presence of our students' families will be the normative culture at Heartwood Public Charter School.

Heartwood Public Charter School will work to accommodate the different needs and situations of families, and will value and celebrate the variety of ways our families will be able to contribute to the education of their children and to our school. Ideally, parents/guardians will participate in school activities as their schedules allow, and we will strongly encourage them to become involved and volunteer over the course of the school year. These volunteer hours may take many shapes and forms including supporting classroom activities, providing skills or services, organizing or facilitating school events or fundraisers, etc. Parents will also be a valued part of our Board of Trustees (see Governance, Section B) and our fundraising committee, and we consider them to be irreplaceable resources with regards to networking within the community for the success of our Place-based approach.

We also recognize the importance of family involvement in a child's education, and hope to provide workshops and informational sessions on topics of value to our families and the community. Additionally, we hope for the establishment of a parent organization to create an opportunity for support, discussions, problem solving and parent education.

Parents/guardians of students of Heartwood Public Charter School will receive regular reports on their children's academic and emotional growth (see Assessment, Section H). By design parents/guardians become involved and engaged in their children's life at school and their overall education. We will strive to ensure that both parents and their children are empowered to become advocates for their educational experience, and we will always encourage respectful and thoughtful two-way communication. We will offer a variety of means for this communication to take place (e.g. written feedback, surveys, and meetings).

Heartwood Public Charter School will be committed to the education and betterment of everyone in both our school and broader communities. We will seek to bring a variety of educational opportunities to the school, and aim to shape the school as a place where people from within and beyond the school community come together to engage, experience, and grow. Professional and family education will deepen the understanding of Place-Based philosophy, highlight issues faced by our students (e.g., the role of technology, issues of respect of others and self), and will promote our involvement with and growth of our community.

(w) Information Dissemination

Heartwood Public Charter School will employ many forms of outreach to attract and inform potential students and their families of the opportunity the school will provide. Because we will be the first elementary public charter school in the region, and the only Place-Based school in Northern New Hampshire, we will need to educate our community and potential families about not only Place-Based education and our school, but also public charter schools in general. It is extremely important to us that all members of our community are informed about Heartwood Public Charter School, and that the school is accessible to all people. Work in this area will begin as soon as the charter has been granted.

Utilizing literature, informational gatherings, social media, and other marketing platforms, we will introduce the Place-Based method and the Heartwood Public Charter School approach, mission, and goals. Working with community members, we will develop outreach materials and approaches appropriate for various audiences. We plan to advertise at a range of community locations, including doctor's offices, the library, our local food pantry, preschools, with social service locations, etc. Once the School is in operation, we will offer tours and observation opportunities as well.

We will also create an informative website, among other online tools, to help students and their families learn about and assess the school and make an informed decision before submitting their application materials.

The Board of Trustees will form an enrollment committee and will partner with local service organizations to build our student body. Heartwood Public Charter School will establish relationships with members of the local School District as well as other districts, and with potential feeder schools (including but not limited to private pre-k/kindergarten programs in the state). We will do everything we can to recruit students without bias.

Once approved, Heartwood Public Charter School will hold community outreach events in Lancaster, NH and the surrounding communities. At these events we will be introducing families to the charter school model as well as the innovative approach that we will offer.

(x) A Global Hold-Harmless Clause

In accordance with RSA 194-B: 3, II(x), Heartwood Public Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless any school district which sends its students to the charter school, and their school boards, officers, Trustees, agents, employees, all funding districts and sources, and their successors and assigns, (the "Indemnified Parties") from any and all claims, demands actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its

Board of Trustees, Head of Schools, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The School shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts or omissions.

(y) Severability Provisions & Statement of Assurance

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.

(z) Provision for Dissolution of the Charter

If Heartwood Public Charter School ceases operation, the Board of Trustees shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

(aa) Information Related to Conversion of a Public School

Not Applicable

(bb) Cessation of School

In the event that Heartwood Public Charter School shall have cause to cease operation, the Head of School will work with the Board of Trustees to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. To complete each student's personal file, parents/guardians shall be asked to provide a statement of intent regarding their children's education, moving forward.

Heartwood Public Charter School will obtain parent/guardian permission for release of information in order to notify the new schools of the impending transfers. Heartwood Public Charter School Staff, Faculty and Board of Trustees will make every effort to be available for consultation, sharing students' portfolios, individualized learning plans and other relevant materials with the receiving school.

Each family will also receive notice by mail, in a timely fashion, advising them of the dissolution of the School and the plan for student transition. Heartwood Public Charter School will also help guide families toward options that may best match their needs and abilities academically, and if appropriate, geographically. And of course the School will ensure that the receiving schools have appropriate information to facilitate the students' transitions.

(cc) Proposed Contracts with Local Schools

Not Applicable

(dd) Proposed Accountability Plan

Heartwood Public Charter School will provide the New Hampshire State Department of Education with reports on our programs and progress annually. Utilizing a variety of assessment tools and data collected from our students, Faculty/Staff and parents/guardians, we will share information about our educational impact, parental involvement, outreach methodology and an overall analysis of our goals. In addition, our annual reports will inform the Department about our student enrollment, financial operations and governance.

This reporting will address the following questions:

1. Is the School making progress toward achieving our Mission?
2. Is the School responsibly using public funds?
3. Is the School promoting student attainment of expected knowledge and skills?
4. Is the School sustainable?

Our accountability plan will be fully developed prior to the date of opening.

References

- Brooks, Joe. (2005). *Connecting Service-learning to the Curriculum: A Workbook for Teachers and Administrators*. Los Angeles, CA: Community Works Institute Press.
- Gandini, L. (1997). Foundations of the Reggio Emilia approach. In J. Hendricks (Ed.), *First steps toward teaching the Reggio way* (pp. 14-25). Upper Saddle River, NJ: Prentice Hall.
- Helm, J. H., Katz, L. G., & National Association for the Education of Young Children. (2011). *Young investigators: The project approach in the early years*. New York City, NY: Teachers College Press.
- Katz, L. G. (1994). *The project approach*. Champaign, IL: ERIC Clearinghouse on Elementary and Early Childhood Education.
- Lane-Zucker, Laurie (2016), *Place-based Education, Entrepreneurship and Investing for an "Impact Economy"*. Retrieved from <http://yourmarkontheworld.com/place-based-education-entrepreneurship-investing-impact-economy/>
- Lives in the Balance, *About the CPS Model*. Retrieved from (<https://www.livesinthebalance.org/about-cps>)
- Nelson, Jane (2006). *Positive Discipline: The Classic Guide to Helping Children Develop Self-Discipline, Responsibility, Cooperation, and Problem-Solving Skills*. New York City, NY: Ballantine Books
- Nelson, Jane, Lott, Lynn, Glenn, Stephen (2013). *Positive Discipline in the Classroom*. New York City, NY: Three Rivers Press.
- Promise of Place, *What is Place-Based Education*. Retrieved from <https://www.promiseofplace.org/what-is-pbe/what-is-place-based-education>
- Sobel, David. (2005). *Place-based Education, Connecting Classrooms and Communities*. Barrington, MA: The Orion Society.

Appendix A: Founding Board of Trustees Biographies

Ann Auger grew up just a few miles outside of Fryeburg, Maine. After graduating from Fryeburg Academy, she attended Plymouth State University, where she graduated Summa Cum Laude with her B.S. in Early Childhood Studies in 2010. During her time at PSU she served as the President of Kappa Delta Pi Honor Society, the Vice President of the Early Childhood Club, and received the award for Most Outstanding Early Childhood Studies Major.

Ann graduated from Champlain College in 2016 with her M.Ed in Early Childhood Education, and Certificate in Administration. She brings a wealth of experience and knowledge from both the public and private sectors of education. Ann has taught public school kindergarten, Head Start, as well as, public and private preschool. Most recently, she was the Executive Director and Lead Preschool Teacher at a small Non-Profit Preschool in Bartlett, NH.

Ann has lived in the North Country for the last 12 years. Currently she resides in Berlin, NH with her husband and daughter. She enjoys hiking, cross-country skiing, camping, reading by the woodstove, and spending time with her family.

In 2016 she began her own business, ECE Visions, and works as an Early Childhood Consultant. Ann holds several contracts in the North Country, most notably as the Early Childhood Initiative Coordinator for the Coös County Director Network, and as the North Country Coach for the State Early Learning Alliance of New Hampshire. She is passionate about her work and is committed to increasing the quality of early care and education across Coös County.

Bethany Bond is a mother, educator, farmer, and artist living in the Northeast Kingdom of Vermont. She earned a BA in Studio Art & Anthropology from the University of Vermont in 2002, and an MFA in Photography at the Savannah College of Art & Design in 2005, graduating Summa Cum Laude.

After grad school, she lived in the Burlington, VT area, working as a graphic, web, and exhibit designer. She was then offered a teaching position at a small university in the northern VT mountains, and was able to return to her roots living in the country. She currently teaches both analogue and digital photography, digital media, and web design at Johnson State College, and has taught at the Community College of Vermont for the past 9 years. She also teaches online at Southern New Hampshire University, and was invited to design curriculum with SNHU for their emerging Photography program in 2016.

Beyond her role as an educator, Bethany has been working with plants and farming for the last ten years. She has raised dairy goats, chickens, and honeybees, and for three growing seasons was an owner/farmer at Blooming Field Farm in the North Country. This small, diverse, vegetable farm's mission was to provide healthy and affordable food for the local community. In this role she managed a Community Supported Agriculture program and contributed food and time to The Lunchbox, a Green Mountain Farm to Table market program which provides free healthy meals for local children. She also manages the farm office at Zack Woods Herb Farm and

is the Sales Coordinator of the Vermont Herb Growers Cooperative, a farming coop founded to provide a single, reliable source of high-quality, organically certified herbs from small-scale diversified farms in Vermont.

Bethany also uses her digital and artistic skills to create affordable websites, photography, and marketing materials for farmers and herbalists, and her work has been published in newspapers, magazines, and books. She loves both working with the land and using technology to create efficient systems and beautiful designs, and has found that working with both students and farmers for the past decade has taught her much about working with the earth and people. This, along with being a parent, has nurtured her already strong tendency toward idealism, and has fueled her passion to be a good steward of the earth and to contribute towards positive and sustainable growth and change.

Bridget Grandmason Freudenberger is a native of Colebrook, NH. After receiving her undergraduate degree in Marketing Management from Bob Jones University in Greenville, South Carolina she returned to her hometown in northern New Hampshire. Bridget earned her MBA from Plymouth University in 2004, and has enjoyed a 24-year career in banking with Bangor Savings Bank, formerly First Colebrook Bank and Granite Bank. As a commercial relationship manager, Bridget has experience working with a variety of businesses in differing industries, providing financing solutions and a comprehensive banking relationship. Bridget has served on a number of non-profit boards over the course of her career, and is now focused on promoting human-powered recreation opportunities in northern Coos County. Bridget is the race director for the multi-sport endurance adventure race, Metallak Race, and works collaboratively with a variety of initiatives centered on outdoor recreation, including state-wide focus group for outdoor economy. Bridget and her husband Phil Freudenberger reside in Colebrook.

Lyn Schmucker decided in the second grade that she wanted to be a teacher, when she became a student of Mrs. Alice Wilkinson—a teacher that recognized, encouraged and valued her skills and talents. She began working with children as a caregiver at the age of 12 and never stopped. After earning her BS in Early Childhood Special Education from the University of Maine at Farmington, while working part time in a child care program and fulfilling several internships, her work with children continued. She was sequentially employed as a nanny, substitute teacher, and paraeducator before moving to the Boston area where she took a position as a preschool teacher and day care coordinator, and was later promoted to Assistant Director.

While in Boston, Lyn began a Master's Degree in Early Childhood Development and Education at Wheelock College, which she completed less than a month before the birth of her first child. As part of her degree she worked as an intern in a K/1 classroom in Hanover, NH, under the guidance of the skilled Chantel Orlen. After six years at home with her children, she formally returned to early education as the Director and lead teacher of Sunnybrook Montessori School in Lancaster, NH, where she attended preschool herself, and continues to learn from and love her work with young children and their families.

Upon returning to her childhood home in Maidstone, VT to raise her family, Lyn dreamed of starting a charter school that would incorporate nature, freedom of choice, a strong social/emotional curriculum, self-reliance, taking initiative, and developing responsibility. When invited to join the founding committee of Heartwood Public Charter School, she discovered a group of likeminded educators wanting an alternate public choice for local families. Lyn believes that Heartwood will provide the opportunities for children to learn about themselves, while learning about the world around them, that will guide them to be mindful, conscientious community members.

Courtney Vashaw, M.Ed., CAGS, is a mother, educator, activist, artist, and lifelong resident of the North Country of NH. She received her undergraduate degrees in Sociology and English, with a focus on Educational Policy and Law and disparity in educational opportunities from the University of NH. Upon graduation, she continued at UNH and went on to pursue her M.Ed. in Secondary English Teaching. After eight years teaching English and Social Sciences in public and private schools around the North Country, she pursued and earned her CAGS in Curriculum Administration/Principal Certification at Plymouth State University. She spent the following seven years as an assistant principal, principal, data and grants coordinator at Profile School where she focused on school culture development, social capital development, and personalized learning.

While taking time off from working full-time to recover from cancer, she was able to enroll her preschool son at the Sunnybrook Montessori School, thus learning about the beauty of Montessori education. This unexpected gift has helped shift her perspective on education.

She is proud to be the acting president of the Sunnybrook Montessori Board. Additionally, she is an active participant and Board member of the Upstage Players in Littleton, NH, works as a freelance writer and editor, and does community development work with the town of Whitefield. She has recently designed and taught curriculum for at-risk youth, served on countless panels about education in the North Country, and is currently teaching Middle School Humanities at the Waterford School in Waterford, VT.

Stacey Zemla, is a mother, an artist, a dreamer and a native of Lancaster, who recently returned back home to raise her family and is happy to call Coös county her home.

Prior to settling down in her hometown, she studied fine arts at the Maine College of Art, where she earned her BFA in Graphic Design. After college, Stacey served as an AmeriCorps volunteer with University of VT extension, where she spent two years designing and implementing science and technology curriculum for youth-at-risk in the Northeast Kingdom of VT; it was during this time that she realized her love for teaching and decided to go back to school.

In 2005, Stacey enrolled in the Visual Arts Education program at Tufts University, where she earned her MAT and fulfilled her practicum in Boston area schools. Over the years, Stacey has taught and worked with youth in a range of ages and a variety of contexts: she's been a coach, a

counselor, a teacher, a nanny and an instructor. Stacey holds certifications to teach art in both MA and NH, and she fondly remembers teaching art to middle school students for several years.

Stacey is grateful to be staying at home to care for her young children. She serves on the Sunnybrook Montessori School board, where her eldest child is currently enrolled. She makes time to practice her art whenever she can and works as a freelance graphic designer.

Appendix B: Expenditure Budget

Appendix C: Sample Head of School Description

Summary: Opening in the fall of 2019 with a Kindergarten, mixed grade classroom with 1st and 2nd grade, and a 3rd grade classroom, Heartwood Public Charter School is a publicly-funded Place-based Charter elementary school in Lancaster, New Hampshire. In the years to come our school will expand until we reach full operation, serving up to 108 students grades K through 8.

Location: Lancaster is a rural community in the Northern White Mountains of NH and considered the gateway to the Great North Woods Region of the state. Lancaster is known for its outdoor recreation (snowmobiling, hiking, and cross country skiing), and the natural beauty of the region, as well as its quaint Main Street and up-and-coming small businesses. Lancaster is now also home to the region's first alternative education model charter school! With so much excitement and anticipation, Heartwood Public Charter School looks forward to tapping into the area's rich and diverse cultural framework as we build our student population and establish strong community connections.

Position Opening/Description:

Heartwood Public Charter School is seeking a Head of School to serve as its philosophical and instructional leader. The ideal candidate will have a passionate commitment to providing place-based education hold a minimum a Bachelor's degree and have experience as a leader in an established school. Additionally, our ideal candidate will demonstrate an understanding of charter school law.

Knowledge of:

- Alternative educational frameworks in private and public school settings
- Charter school law is preferred
- Place-based education experience

Essential Functions:

- Provide Leadership to our school community
- Nurture a school culture consistent with our Place/nature based pedagogy
- Staff supervision and budget management

Working Conditions/Environment:

- Office and classroom environments both indoors and outdoors
- School yard and playgrounds
- Our community and natural spaces

Title: Head of School

Immediate Supervisor: Heartwood Public Charter School Board of Trustees

Additional Qualifications:

- Strong advocate for alternative public education.
- Outdoor experience or willingness to work in an outdoor classroom.
- Administrator/Principal certification and/or experience is highly desirable
- Strong leadership skills
- Experience/Involvement in creating an organization and monitoring sustainability
- Proven experience with staff supervision and budget management
- Highly self-motivated
- Strong written and verbal communication skills

Appendix D: Friends of the Charter

We have identified the following friends of Heartwood Public Charter School who have agreed to volunteer or advise in their areas of expertise. These people are volunteers, won't cost the school money, and will pass background checks if necessary. We are also very fortunate to have several educators among our Founding Trustees. As we work to get established, we will continue to formalize relationships with professionals and institutions in our community, in hopes that these partnerships will provide meaningful contributions to our students, educators and curriculum.

Melissa Grella, the founder and director of Taproot Farm & Environmental Education Center.

Peter Powell, a local realtor, who is invested in revitalizing our community.

Marissa Rexford, an advocate for varied educational opportunities and parent of a potential student.

Jay Riff, a local lawyer.

Zeanny Egea, a Spanish language teacher.

Herb Randall, an advocate for varied educational opportunities.

Christine Forest, a special education teacher.

Steve Zemla, an architectural engineer, who can assist with plans for our facilities.

Susan Vigne, founder and former director of Aurora School in Middlebury, VT. An educator and an advocate for varied educational opportunities.

Gerry Tobin, a retired Montessori teacher and potential board member.

David Sobel, an inspirational educator and author who has advised us.

Sarah Anderson, is another inspirational educator and author who has provided us with guidance.

Anne Stires, is the director and founder of the Juniper Hill School and possible consultant for incorporating risk into our curriculum.

Alfie-Eden Kerr, Program Administrator at Mountain Village Charter School in Plymouth, NH.

Lyndon State College, a potential student teacher collaborating resource.

Plymouth State College, a potential student teacher collaborating resource.

Taproot Farm & Environmental Education Center, a like minded organization interested in collaboration.

Juniper Hill School, a Place-based private school to connect with and learn from.

Southwest Charter School, a Place-based charter school to connect with and learn from.

Antioch University, a resource for Place-based teacher and staff training.

Fiddleheads Charter School, a Place-based charter school to connect with and learn from.

Jaime Schmidt and family, advocates for varied educational opportunities and a potential Heartwood family.

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 400 Approval of Nonpublic Schools Expire Date: June 15, 2023

Submitted to the State Board of Education, May 11, 2023:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 400, relative to approval of nonpublic schools.

B. RATIONALE FOR ACTION

In addition to impending expiration:

- Content was moved and reorganized to make each approval section align; an updated Table of Contents has been included to show how the sections for both Attendance and Program approval have been updated
- Content was revised to reference Ed 320 for approvals regarding facilities
- Updates to retention of student records (Ed 407.01)
- Updates to the makeup and processes of the nonpublic school advisory council

C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held, with the earliest potential date being July 13, 2023.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 400, Approval of nonpublic schools.

CHAPTER Ed 400 APPROVAL OF NONPUBLIC SCHOOLS

PART Ed 401 DEFINITIONS AND SCOPE

- Section Ed 401.01 Definitions
- Section Ed 401.02 Types of Approval
- Section Ed 401.03 School Year

PART Ed 402 ~~NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES REQUIRED ANNUAL REPORTS~~

- ~~Section Ed 402.01 State and Federal Program Eligibility~~

PART Ed 403 APPROVAL OF NONPUBLIC SCHOOLS FOR ATTENDANCE PURPOSES (AA)

- Section Ed 403.01 Application for Initial Approval Status for Attendance Purposes (AA) as a Nonpublic School
- Section Ed 403.02 Procedures for Evaluation and Determination of the Status of an AA School
- Section Ed 403.03 Procedures for the Request of a Status Change
- Section Ed 403.04 Application for Continued Approval Status for Attendance Purposes
- ~~Section Ed 403.03 Annual Reports~~

PART Ed 404 APPROVAL OF NONPUBLIC SCHOOLS FOR PROGRAM PURPOSES (AP)

- Section Ed 404.01 Application for Initial Approval Status for Program Purposes (AP) of Nonpublic School
- ~~Section Ed 404.02 Preparation on Written Material for Initial AP Status~~
- Section Ed 404.03 Procedures for Evaluation and Determination of the Initial Status of An AP School
- ~~Section Ed 404.04 Determination of Initial AP Status~~
- Section Ed 404.03 Procedures for the Request of a Status Change
- Section Ed 404.05 Application Procedures for Continued Approval of AP Status for Program Purposes

PART Ed 405 APPROVAL OF A RECOGNIZED AGENCY FOR PROGRAM APPROVAL AND ALTERNATE METHOD FOR PROGRAM APPROVAL

- Section Ed 405.01 Identification of Recognized Agencies for Program Approval
- Section Ed 405.02 Alternative Method for AP Program Status

PART Ed 406 ~~NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES~~

- ~~Section Ed 406.01 State and Federal Program Eligibility~~

PART Ed 407 RETENTION OF STUDENT RECORDS

- Section Ed 407.01 Student Records

PART Ed 408 ~~ESTABLISHMENT OF THE NONPUBLIC SCHOOL ADVISORY COUNCIL~~

- Section Ed 408.01 Duties of the Nonpublic School Advisory Council
- Section Ed 408.02 Membership Selection
- Section Ed 408.03 Rotation of Membership and Term of Appointment
- Section Ed 408.04 Records of the Advisory Council
- Section Ed 408.05 Funding and Support of Council Activities

Section Ed 40~~86~~.06 Grievance Committee
Section Ed 40~~86~~.07 Request for Grievance Conference
Section Ed 40~~86~~.08 Grievance Conference

PART Ed 40~~98~~ GRIEVANCE PROCEDURES

Section Ed 40~~98~~.01 Definitions
Section Ed 40~~98~~.02 Grievance Procedures; Request for Administrative Due Process Hearing
Section Ed 40~~98~~.03 Scheduling of Administrative Due Process Hearings; Pleadings; Order of
Notice
Section Ed 40~~98~~.04 Continuance and Rescheduling of the Hearing; Consequences of Default
Section Ed 40~~98~~.05 Proposed Written Decision of Hearing Officer
Section Ed 40~~98~~.06 Appeal of State Board Decision
Section Ed 40~~98~~.07 Revocation and Probation
Section Ed 40~~98~~.08 Appeal of Decision of State Board
Section Ed 40~~98~~.09 Public Notice of Revocation of Approval

Readopt with amendment Ed 401.01 - Ed 401.03, eff 6-15-13 (Document #10360), to read as follows:

Ed 401.01 Definitions.

(a) “Accrediting agency” means a business or other organization that evaluates schools against a set of criteria determined by the business or other organization.

(b) “Chartered public school” means “chartered public school” as defined by RSA 194-B:1, IV.

~~(c)~~ “Education program” means a program consisting of subject matter and related learning experiences for the instruction of pupils on a regular or systematic basis, usually for a predetermined length of time which constitutes part of a school's total education curriculum, or serves as the education component of a facility, agency or institution whose primary purpose does not qualify it as a school.

~~(d)~~ “Nonpublic school advisory council” (NSAC) means the nonpublic school advisory council established by the state board as set forth in Ed 4086.

~~(e)~~ “Nonpublic school” means a school established by an individual or group other than the state, subdivision of the state or federal government and whose operation, or any portion thereof, rests with those officials who have not been publicly elected or appointed, but does not include a public academy as defined by RSA 194:23(II). The term includes “private school.”

~~(f)~~ “Public school” means a school which is established and operated by a school district, maintained primarily by public funds, and ~~which is~~ administered by a school board whose members are elected as provided under the laws of the state of New Hampshire.

~~(g)~~ “School” means an educational institution whose primary purpose is the development of individual potential by means of a systematic method of instruction of a defined type comprising:

- (1) A single grade or more than one grade group or other identifiable grouping;
- (2) A teacher or more than one teacher(s) who guides and supervises the learning experience of pupils; and
- (3) An education program leading to the awarding of a diploma or appropriate certificate upon completion of the requirements of the program.

Ed 401.02 Types of Approval.

(a) In order to be an approved ~~nonpublic~~~~private~~ school, a nonpublic school shall contain some combination of grades K through 12 and comply with the requirements of one of the approval categories in (e) below.

~~(b)~~ A nonpublic school, which has satisfactorily completed the requirements for status of attendance as set forth in Ed 403, shall be approved for attendance (AA) for a period of 3 years. ~~;~~~~or~~

(c) A nonpublic school which meets all requirements for status of attendance and program as set forth in Ed 404 shall be approved for status of attendance and program (AP) for a period of 5 years.

(d) Schools that consist only of kindergarten, ~~and/or~~ pre-school levels, or both shall not be eligible for approval as non-public schools.

(e) The following school approval categories shall apply to the administration of Ed 400 and be recommended to the state board for one of the following:

(1) "Approved," which means that a school meets and continues to meet all requirements of Ed 403 or Ed 404;

(2) "Preliminary approved," which means that a school meets the requirements of (h) and (i) below in addition to ~~and~~ Ed 403 or Ed 404;

(3) "Conditionally approved," which means that a school meets the requirements of (j) and (k) below in addition to ~~and~~ Ed 403 or Ed 404;

(4) "Delay in full compliance," which means that a school has received a recommendation in accordance with ~~(nm)~~ below; ~~and or~~

(5) "Denied approval," which means a school that has failed to meet the requirements of Ed 403 or Ed 404, and failed to be approved after 3 years of being conditionally approved.

(f) ~~If one or more facilities are to be used for educational purposes, the facilities shall be approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy. Schools that relocate or add additional facilities shall submit documents specified in (f) based on the new or additional facility.~~

(g) Approval shall be terminated by the state board upon receipt of 2 consecutive annual enrollment reports, Form A12C, in which the school reports zero students enrolled.

(h) A non-public school, which has not been previously approved, shall be granted preliminary approval during its first year of operation when the following conditions have been met:

~~(1) The department has received documentation of health and safety inspections conducted by the local authorities having jurisdiction, and all health and safety violations have been corrected; If one or more facilities are used for educational purposes, the facilities have been approved or conditionally approved to operate in accordance with Ed 320 prior to student occupancy; and~~

~~(2) All licenses and permits required by state and local authorities have been received;~~

~~(3) There are some standards, other than those in (1) and (2) above, which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students; and~~

~~(4) A site visit has been conducted by representatives of the department.~~

(i) In no circumstances shall preliminary approval extend beyond one school year.

(j) A nonpublic school which does not meet all of the applicable requirements of Ed 403 or Ed 404 shall be recommended for being conditionally approved for a period of one year provided that:

(1) The school was previously approved and is seeking continued approval pursuant to Ed 403.042 or Ed 404.045;

(2) All identified deficiencies and a timetable for their correction are incorporated into the approval designation; and

(3) ~~Deficiencies related to health and safety of students and or staff are corrected as directed by the authority having jurisdiction~~All facilities used by students for educational purposes are approved or conditionally approved to operate in accordance with Ed 320.

(k) In no case shall a school be recommended for being conditionally approved for more than 3 consecutive school years.

(l) A conditionally approved school which fails to meet the requirements of an approved school within 3 consecutive school years shall be recommended for denied approval.

(m) A nonpublic school recommended for denied approval shall have 10 days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee, in accordance with the provisions of Ed 408.076-06.

(n) A nonpublic school shall be considered for a delay in full compliance for up to one year upon receipt of a written recommendation for such delay from the nonpublic school advisory council following a vote of the council.

(o) The decision from the nonpublic school advisory council shall include:

(1) Identifying requirements not met;

(2) ~~Providing r~~Reasons why the school is unable to meet each unmet requirement;

(3) ~~Identifying a~~An expected date of compliance for each requirement; and

(4) ~~Explaining~~An explanation of the unique conditions which justify the delay in meeting all state requirements.

(p) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

(1) Additional information has been received which indicates that the school is not eligible for program approval status;

(2) The information submitted by the school as required in Ed 403 or Ed 404 is determined by the state board to be inaccurate, or false; or

(3) The NSAC grievance committee misapplied a statute or administrative rule in making its recommendation.

(g) The applicant shall not advertise or offer services as a school without approval from the state board.

Ed 401.03 School Year.

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

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

(b) Each school shall have in its school year an additional 30 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances. ~~Schools and~~ shall use these additional hours to reschedule lost instructional time before requesting a reduction of the amount of instructional time as outlined in ~~under~~ (hg) below.

(c) 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:

- (1) On that day, the school would normally have had at least 5.25 hours of instructional time; and
- (2) The school remained open for at least 3.5 hours of instructional time.

(d) 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 one or higher.

(e) A school may ~~submit a plan to the commissioner that will allow the school to~~ conduct instruction remotely. ~~for up to 5 days per year when the school has been closed due to inclement weather or other emergency.~~ The school shall create a plan that shall include procedures for participation by all students. Academic work shall be equivalent in effort and rigor to typical classroom work. There shall be an assessment of all student work for the day. ~~At least 80 percent of students shall participate for the day to count as a school day.~~

(f) 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.

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

(h) The commissioner, pursuant to RSA 189:2, shall reduce the required minimum hours of instruction upon written request of the school and a determination by the commissioner that extraordinary circumstances exist that would place an unreasonable burden on the school or students.

Readopt with amendment and renumber Ed 403.03, effective 2-16-19 (Document #12726), as Ed 402.01, cited and to read as follows:

PART 402 REQUIRED ANNUAL REPORTS

Ed ~~402.013-03~~ Annual Reports.

(a) Each nonpublic school shall complete and submit “General Statistics of Nonpublic Schools₂”; Form A3N, revised 04/2018, as described in this section, with statistics as of the last day of school of the year of filing. The form shall be completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by July ~~29~~15 of each year.

(b) Each nonpublic school shall complete and submit “Private Fall Enrollments and Staffing₂”; Form A12C, revised 07/2018, as of October 1 of the reporting year. The form shall be completed ~~and submitted~~ online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by October 15 of each year.

(c) Each nonpublic school shall complete and submit “Nonpublic Restraint and Seclusion Data Collection.” The form shall be complete online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by June 30 of each year.

PART Ed 403 APPROVAL OF NONPUBLIC SCHOOLS FOR ATTENDANCE PURPOSES (AA)

Ed 403.01 Application for Initial Approval Status for Attendance Purposes (AA) as a Nonpublic School.

(a) ~~An applicant seeking initial approval as a nonpublic school~~ seeking initial for attendance purposes (AA) status shall submit~~be recommended approved status for (AA), if the applicant complies with the following written materials to the department no less than 120 days prior to the proposed date of opening requirements:~~

(1) ~~The specific education purpose(s) and objectives~~Provides a letter of intent to be served by the establish a nonpublic school; ~~with the department no less than 90 days prior to the proposed date of opening; and~~

(2) A statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;~~The letter of intent includes the following components:~~

~~a. The specific education purpose(s) and objectives to be served by the nonpublic school;~~
~~(3)b~~ The school program's philosophic or religious traditions;

~~(4)~~ Academic competencies and personal characteristics the program is designed to develop;

~~(5)~~ The characteristics of the student body to be served by this program, including the criteria for student selection and admission to the school;

~~(6)e~~. The relationship between the school program and the community;

~~(7)d~~. 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;

~~(8)~~ A description of all courses, activities and offerings included as part of the school's education program as defined by the school, including a list and descriptions of the courses offered for credit;

~~(9)e~~. A ~~brief~~ description of the school's supporting services as outlined in RSA 189:49, including, but not limited to:

~~1a~~. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;

~~2b~~. Advising and counseling system, relative to educational, personal, and careerGuidance;

~~3c~~. Library and media services;

~~4d~~. Food and health services;

~~5e~~. Referral services; and

~~6f~~. Transportation services, including:

~~1.~~ To and from school;

~~2.~~ Field trips; and

~~3.e~~ Extracurricular activities;

~~(10)f~~. A ~~brief~~ statement indicating how the school complies with each of the statutory requirements of nonpublic schools, stated in:

~~a.~~ RSA 126-U, relative to limiting the use of child restraint practices;

b. RSA 141-C:20-a, [relative to immunization](#);

-c. RSA 189:11, [relative to instruction in national and state history and government](#);

d. RSA 189:17, [relative to flags](#);

e. RSA 189:19, [relative to the requirement of the use of English language](#);

f. RSA 189:20, [relative to teaching foreign language](#);

g. RSA 189:21, [relative to language of devotional exercises in private schools](#);

h. RSA 189:64, [relative to emergency response plans](#);

i. RSA 193:31-a, [relative to dual enrollment](#); and

j. RSA 198:20-a; [relative to payment of governmental moneys](#);

~~g. A brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, RSA 189:49, RSA 191:1, RSA 193:1 a, and RSA 200:32;~~

~~h. A brief statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;~~

~~i. Resume or curriculum vitae of each staff member including:~~

~~1. Formal education;~~

~~2. Professional experience; and~~

~~3. Special life experiences that qualify the staff member to carry out the school's educational purposes and objectives and to carry out assigned responsibilities;~~

~~j. A brief description of the administrative organization of the school;~~

(11) [Administrative responsibilities and authority documented in an organizational chart](#);

(12) ~~k.~~ [Description of content and Ppolicy](#) for storage, security, and disposition of student records [to include items listed in Ed 407](#);

(13) ~~l.~~ First year budget indicating:

1. ~~A~~ anticipated expenses ~~and which shall include but not be limited to:~~

~~(i) Facility acquisition;~~

~~(ii) Facility maintenance and operations;~~

~~(iii) Insurance;~~

-
~~(iv) Salaries and benefits; and~~

-
~~(v) Equipment and supplies;~~

-
~~2. Anticipated revenue, which shall clearly demonstrate the availability of resources to support the program;s; and~~

-
~~3. Sources of revenue;~~

~~m. Assurance that persons responsible for the handling of school funds shall be bonded in accordance with the school's governing board policy, if any;~~

~~(14)n. Documentation~~ ~~an~~ indicating ~~en~~ of whether the school is incorporated as a nonprofit institution and whether it has federal tax-exempt status; ~~and~~

~~(15) Proof of registration with the New Hampshire secretary of state as required in RSA 349; and~~

~~(16)e.~~ A copy of the school's grievance policy including, but not limited to, procedures to address complaints concerning:

1. Bullying;
2. Teacher misconduct;
3. ~~Repayment of t~~Tuition ~~refund~~ when a student leaves the school; and
4. The use of child restraint practices as outlined in RSA 126-U; and

(b) All applicants shall also indicate:

(1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;

(2) The name, telephone number, and mailing address of that person authorized to represent the interests of the nonpublic school; ~~and~~

(3) The location and a ~~brief~~ description of those facilities to be used for school purposes and any off-campus facilities used for the program, if such information is available; and

(4) If one or more facilities are to be used by students for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 no later than 90 days prior to the desired opening date of the school facility.

~~(c) Prior to enrolling students, The applicant shall:~~

~~(1) eComply with applicable state, local, and federal fire, health, and zoning requirements and shall provide documentation from federal, state, and/or local officials for such compliance; and~~

~~(2) Have an on-site visit conducted by the department.~~

~~—(d) The department shall return for correction requests that include applications that are incomplete, inaccurate, or submitted after July 15th of the year prior to the anticipated opening of the school.~~

~~—(e) The commissioner shall make a recommendation to the state board as provided in Ed 401.02(e).~~

~~—(f) A nonpublic school recommended for denied approval for attendance purposes shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.~~

Ed 403.02 Procedures for Evaluation and Determination of the Status of a School for Attendance Purposes.

(a) Upon receipt of the required written materials and reports from schools seeking approval, department shall review the materials.

(b) Incomplete applications shall be returned to the nonpublic school for completion.

(c) The department shall review the information submitted in (a) and make a recommendation to the commissioner.

(d) The commissioner shall make a recommendation to the state board.

(e) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).

(f) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.076.

Ed 403.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a **status change** request to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) In the event of a change to the school facility’s location, 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.

(e) The facility referenced in (d) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

Ed 403.~~0402~~ Application for Continued Approval Status for Attendance Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes of AA shall submit written materials/documentation to the department no less than 90 days prior to the expiration of the current approval, to include: of the following information:

(1) Any substantive eChange(s) to any of the information listed in Ed 403.01 in the school’s educational purposes and objectives that have occurred since the –date of initial approval/operation or the submittal of the last report;

(2) Evidence of ongoing registration with the secretary of state;

(3) A school calendar to include first and last day of school, holidays, time off, and 30--hour overage in event of emergency or inclement weather;

(4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320. Verification that the school’s facilities comply with all applicable state, local and federal fire and health requirements; and

(5) Citation(s)ing of any new construction or renovations completed since the initial date of the last school approval or the submittal of the last report/designation.

(b) The ~~state board~~department shall review ~~of the information in (a) above and follow the procedures outlined in Ed 403.02 to evaluate and determine the approval status of the school make a recommendation to the commissioner.~~

~~— (c) The commissioner shall make a recommendation to the state board as provided in Ed 401.02(c.);~~

~~— (d) A nonpublic school recommended for denied approval for continued status of AA shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.~~

PART Ed 404 APPROVAL OF NONPUBLIC SCHOOLS FOR PROGRAM PURPOSES (AP)

Ed 404.01 Application for Initial Approval Status for Program Purposes (AP) of Nonpublic School.

~~(a) An applicant seeking initial approval status as a nonpublic school for attendance and program (AP) shall be recommended for approval, if the applicant complies with the requirements of Ed 403.01 and 404.~~

(ab) Program approval shall be deemed recognition by the state board that a school's curriculum, staffing, administration, governance, and facilities meet an approved third-party standard for the appropriate delivery of education.

(b) A nonpublic school seeking initial AP status shall submit the following written materials to the department no less than 120 days prior to the proposed date of opening:

(1) The specific education purpose(s) and objectives to be served by the nonpublic school;

(2) A statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;

(3) The school program's philosophic or religious traditions;

(4) Academic competencies and personal characteristics the program is designed to develop;

(5) The characteristics of the student body to be served by this program, including the criteria for student selection and admission to the school

(6) The relationship between the school program and the community;

(7) 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;

(8) A description of all courses, activities, and offerings included as part of the school's education program as defined by the school, which shall include a list and description of the courses offered for credit;

(9) A description of the school's supporting services as outlined in RSA 189:49, including but not limited to:

a. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;

b. Advising and counseling system relative to educational, personal, and career;

c. Library and media services;

d. Food and health services;

e. Referral services; and

f. Transportation services including;

1. To and from school;

2. Field trips; and

3. Extracurricular activities;

(10) A statement indicating how the school complies with each of the statutory requirements of nonpublic schools, stated in:

a. RSA 126-U, relative to limiting the use of child restraint practices;

b. RSA 141-C:20-a, relative to immunization;

c. RSA 189:11, relative to instruction in national and state history and government;

d. RSA 189:17, relative to flags;

e. RSA 189:19, relative to the requirement of the use of English language;

f. RSA 189:20, relative to teaching foreign languages;

g. RSA 189:21, relative to language of devotional exercises in private schools;

h. RSA 189:64, relative to emergency response plans;

i. RSA 193:1-a, relative to dual enrollment; and

j. RSA 198:20-a, relative to payment of governmental moneys;

(11) Administrative responsibilities and authority documented in an organizational chart;

(12) Description of content and policy for storage, security, and disposition of student records to include items listed in Ed 407;

(13) First year budget indicating anticipated expenses and revenue, which shall clearly demonstrate the availability of resources to support the program;

(14) Documentation indicating whether the school is incorporated as a nonprofit institution and whether it has federal tax exempt status;

(15) Proof of registration with the New Hampshire secretary of state as required in RSA 349; and

(16) A copy of the school's grievance policy including, but not limited to, procedures to address complaints concerning:

- a. Bullying;
- b. Teacher misconduct;
- c. Tuition refund when a student leaves the school; and
- d. The use of child restraint practices as outlined in RSA 126-U.

(c) All applicants shall also indicate:

(1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;

(2) The name, telephone number, and mailing address of that person authorized to represent the interests of the nonpublic school; and

(3) The location and a description of those facilities to be used for school purposes and any off-campus facilities used for the program, if such information is available; and

(4) If one or more facilities are to be used by students 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.

(ee) The nonpublic school applicant shall submit evidence of meet one of the following requirements:
(1) Receive accreditation or approval from an authorized agency or organization that has been recognized by the NSAC and state board in accordance with Ed 405.01; or (2) Receive program approval through the alternate method for AP status program approval in accordance with Ed 405.02.

Ed 404.02 Preparation on Written Material for Initial AP Status.

— (a) A nonpublic school seeking initial AP status shall submit the following written materials to the department to support the school's stated purposes and objectives:

(1) The basis for the program in philosophic or religious tradition or as derived from educational theory or theorist(s);

(2) Academic competencies and personal characteristics the program is designed to develop; and

(3) The characteristics of the student body to be served by this program.

— (b) The nonpublic school shall provide a complete description of its education program which supports the school's statement of purposes and objectives and the educational program.

~~— (c) The nonpublic school shall demonstrate the relationship described in (b) above as follows:~~

~~(1) By describing the process by which the education program of the school has been developed and showing how the school arrives at decisions for the inclusion of courses and activities or other components of the program;~~

~~(2) By providing a description of all courses, activities and offerings included as part of the school's education program as defined by the school which shall include the following:~~

~~a. A list and a description of the courses offered for credit, noting whether the courses are required or elective;~~

~~b. Other parts of the program including, but not limited to opportunity to participate in:~~

~~1. Art, music, drama and dance;~~

~~2. A work experience related to a specific course or program of study;~~

~~3. Experiential learning through travel related to a specific course of program of study;~~

~~4. Competitive athletics and/or physical education;~~

~~5. Community based and outdoor/environmental programs; and~~

~~6. Special school activities;~~

~~c. A description of how the program relates to and serves the local community; and~~

~~d. If a residential school, a description of how this aspect of student life is integrated into the program;~~

~~(3) By describing all support services which the school includes as part of the education program, including such things as:~~

~~a. The advising and counseling system relative to educational, personal and career;~~

~~b. Library and media services;~~

~~c. Food and health services; or~~

~~d. Any programs or activities provided by community agencies, groups, or individuals;~~

~~(4) By describing the ways by which the elements of the program encourage and promote those student attitudes, ideals and beliefs identified in the school's statement of purposes and objectives;~~

~~(5) By describing the criteria for student selection and admission to the school;~~

~~(6) By describing the procedures used by the school in documenting and evaluating student progress, including those methods and policies for reporting such progress to students and parents;~~

~~(7) By describing the school's requirements for student promotion to the next higher level, or where applicable, graduation from secondary school; and~~

~~(8) By indicating the following relative to student records:~~

~~a. What information is included in a student's records file;~~

~~b. Where the files shall be located and who shall have access to them; and~~

~~c. How the students' records shall be secured against loss or misuse.~~

~~— (d) The nonpublic school shall describe what shall be taken into consideration by the school in the selection of staff and provide the following information about each member of the professional staff:~~

~~(1) Consistent with the policy of the governing board of the individual school, provide vital statistics, including age, sex and marital status;~~

~~(2) Educational background;~~

~~(3) Professional experience;~~

~~(4) Special skills and other experience; and~~

~~(5) Teaching assignments including class sizes and school assignments other than teaching responsibilities.~~

~~— (e) The nonpublic school shall provide a description of the procedures used by the school for the evaluation of staff performance including those opportunities provided by the school for the orientation, professional growth and development of the staff.~~

~~— (f) The nonpublic school shall provide the following information relative to its physical and financial resources:~~

~~(1) A description of the school's physical facilities and any off-campus facilities used for the program;~~

~~(2) A copy of the school's current approved operating budget and operating statement, which shall clearly demonstrate the availability of resources to support the program as described above; and~~

~~(3) A description of the way the operating budget is developed and approved.~~

~~— (g) The nonpublic school shall submit evidence of accreditation or approval from an authorized agency that has been recognized by the NSAC and department in accordance with Ed 405.~~

Ed 404.0203 Procedures for Evaluation and Determination of the Initial Status of An AP School.

(a) Upon receipt of the required written materials and reports from schools seeking initial status, the department shall review the materials.

(b) Incomplete applications shall be returned to the nonpublic school for completion.

(c) The department shall review the information submitted in (a) and make a recommendation to the commissioner.

~~(d) The commissioner shall make a recommendation to the state board.~~

~~(e) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).~~

~~(f) A nonpublic school recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.~~ recommend to the commissioner one of the following:

~~(1) Initial AP status be granted to the nonpublic school which meets all of the requirements of Ed 404 and Ed 405.01; or~~

~~(2) The NSAC conduct a review using the alternative method for initial AP status pursuant to Ed 405.02.~~

~~Ed 404.04 Determination of Initial AP Status.~~

~~(a) The commissioner shall make a recommendation to the state board for the appropriate action.~~

~~(b) The state board, after reviewing the recommendation(s) from the commissioner, shall within 45 business days of receipt of such recommendation(s), take any one of the actions described in Ed 401.02(e).~~

~~(c) A nonpublic school recommended for denied approval for initial AP status shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.~~

~~(d) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:~~

~~(1) Additional information has been received which indicates that the school is or is not eligible for program approval;~~

~~(2) The information submitted by the school as required in Ed 403 or Ed 404 is determined by the state board to be inaccurate, or false;~~

~~(3) The department misapplied a statute or administrative rule in making its recommendation; or~~

~~(4) The department did not follow proper procedures in reviewing the application from the school.~~

~~(e) The commissioner shall notify the nonpublic school of the decision of the state board.~~

Ed 404.03 Procedures for the Request of a Status Change.

(a) In the event of a change to the nonpublic schools' grade levels, the school shall submit a status change request to the department 60 days prior to the change.

(b) Any change(s) shall be subject to review by the state board at the next regularly scheduled state board meeting.

(c) The school shall implement said change(s) only after receiving approval from the state board.

(d) A nonpublic school whose requested grade level change is recommended for denied approval shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 408.07.

(e) In the event of a change to the school facility's location, 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.

(f) The facility referenced in (e) above shall be approved or conditionally approved to operate, in accordance with Ed 320, prior to student occupancy.

Ed 404.0405 Application Procedures for Continuation Approval of AP Status for Program Purposes.

(a) At the conclusion of an approval period, an approved nonpublic school seeking continuation of its approval status for attendance purposes shall submit written materials to the department no less than 90 days prior to the expiration of the current approval, to include:

(1) Change(s) to any of the information listed in Ed 404.01 that have occurred since the initial approval or the submittal of the last report;

(2) Evidence of ongoing registration with the secretary of state;

(3) A school calendar to include first and last day of school, holidays, time off, and 30-hour overage in event of emergency or inclement weather;

(4) A statement that all facilities used by students for educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320; and

(5) Citation(s) of any new construction or renovations completed since the initial approval or the submittal of the last report.

~~Approved nonpublic schools seeking continuation of their AP status shall be recommended for comply with the following:~~(1) Complete all of the requirements for continuation of approval status, if the nonpublic school complies with the requirements of AA in Ed 403.02 and Ed 404.02.;

~~(2) Notify the commissioner of any substantive change in information on which program approval was based; and~~

~~(b3) The nonpublic school shall submit evidence of continued accreditation or approval from an authorized agency that has been recognized by the NSAC and the state board in accordance with Ed 405.01, or through (b) Request AP status using the alternative method for AP status as in accordance with Ed 405.02, after meeting requirements in (a)(1) and (a)(2).~~

~~(c) The department shall review the information in (a) and (b) above and follow the procedures in Ed 404.02 to evaluate and determine the approval status of the school.~~

~~—(c) The commissioner shall make one of the following recommendations to the state board:~~

~~(1) Approve the nonpublic school for continuation of AP status if it meets the provisions of Ed 404.05(a), designate an approval period as set forth in Ed 401.02(a), and identify the program(s) for which approved status is granted;~~

~~(2) Grant conditional approval provided that the nonpublic school agrees, in writing, to correct deficiencies within 60 days as provided in (d); or~~

~~(3) Denied approval of AP status, provided that prior to such denial the school shall have the opportunity for a hearing before the NSAC grievance committee in accordance with (e).~~

~~—(d) Prior to recommending conditional approval under (c) the commissioner shall notify the nonpublic school, in writing, of the deficiencies required to be corrected. If the nonpublic school agrees, in writing, to correct the deficiencies within 60 days, the commissioner shall recommend conditional approval status to the school.~~

~~—(e) Prior to recommending denied approval, as provided in (c)(3), the commissioner shall notify the nonpublic school, in writing, citing deficiencies in the program. The nonpublic school shall have 10 business days to file a request to the commissioner for a grievance hearing before the NSAC grievance committee in accordance with the provisions of Ed 406.06.~~

PART Ed 405 APPROVAL OF A RECOGNIZED AGENCY FOR PROGRAM APPROVAL AND ALTERNATE METHOD FOR PROGRAM APPROVAL

Ed 405.01 Identification of Recognized Agencies for Program Approval.

(a) Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

- (1) An ~~accrediting~~ agency may directly request recognition;
- (2) A school seeking program approval may request recognition of an ~~accrediting~~ agency; or
- (3) A member of the NSAC may request recognition of an ~~accrediting~~ agency.

(b) Applicants seeking approval from the state board as an agency recognized by the ~~state board~~ department for program approval shall ~~(1) Apply~~ for recognition to the ~~state board~~ department by submitting a letter of intent and the following:

~~(1)a.~~ A brief history of the agency;

~~(2)b.~~ A statement as to the scope of operations, and indicating whether it is a regional, national, or state agency;

~~(3)c.~~ A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;

~~(4)d.~~ The agency's organization including:

~~a. i~~Its governance and administrative structures;~~;~~

~~b. a~~A description of its ownership and control;~~;~~ and

~~c. t~~The type of legal organization, including but not limited to tax-exempt or proprietary;

~~(5)e.~~ Financial information including:

~~itsa. f~~Fee structure;~~;~~

~~b. e~~Current operating statement;~~;~~ and

~~c. m~~Most recent independent certified opinion audit;

~~(6)f.~~ A description of procedures used in the evaluation of schools by the agency, including documentation that a school shall be required to provide, which shall include a visit to verify the written documentation, and who participates in school visitations;

~~g(7).~~ Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; ~~and~~

~~(8)h.~~ Frequency of evaluation of schools for continued accreditation or recognition; and

~~(9i)~~ ~~Submit d~~Documentation of the agency's accreditation by a recognized accrediting agency.

(c) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

- (5) Curriculum;
- (6) Staff qualifications;
- (7) Admissions process;
- (8) Graduation requirements for high schools only;
- (9) Process for assessing student performance;
- (10) Financial management;
- (11) Student support services;
- (12) Co-curricular activities;
- (13) Parent involvement;
- (14) School and community relations; and
- (15) Residential life, if applicable.

(d) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of [Ed 405.01\(b\)](#) and [Ed 405.01\(c\)](#) [above](#), it shall recommend the agency to the state board for recognition.

(e) The board shall review the NSAC recommendation and take one of the following actions:

- (1) Upon finding that the application meets the requirements of [Ed 405.01\(b\)](#) and [Ed 405.01\(c\)](#) [above](#), the board shall identify the applicant as a recognized agency for program approval; or
- (2) Disapprove the application if, in the opinion of a majority of board members, one or more of the following conditions exist:
 - a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
 - b. The information submitted by the applicant as required in [Ed 405.01\(b\)](#) and [Ed 405.01\(c\)](#) [above](#) is determined by the state board to be incomplete, inaccurate, or false;
 - c. The NSAC misapplied a statute or administrative rule in making its recommendation; or
 - d. The NSAC did not follow proper procedures in reviewing the application.

(f) The department shall publish the list of recognized agencies for program approval at least annually.

(g) An agency may, at any time, submit written notification to the department that it does not wish to be recognized. Upon receipt of such a request the department shall:

(1) ~~R~~Remove the agency's name from the list of recognized agencies; and ~~shall~~

(2) ~~N~~otify all schools that have previously been granted program approval through accreditation by the withdrawing agency.

(h) Program approval status for any school previously accredited by an agency whose name has been withdrawn from the list of recognized accrediting agencies shall remain in effect until the date of expiration of the most recent approval by the state board.

(i) The NSAC shall review those agencies previously recognized for program approval every 10 years and make one of the following approval recommendations to the board:

(1) Full approval for a period of 10 years, if the NSAC finds that the agency meets the requirements of ~~Ed 405.01~~(b) and ~~Ed 405.01~~(c) above;

(2) Conditional approval for a period of 2 to 3 years when deficiencies are found that are not serious enough to warrant non-approval, but are serious enough to warrant attention and review; or

(3) Non-approval.

(j) The board shall review the NSAC recommendation and take one of the actions enumerated in Ed 405.01(i).

(k) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:

(1) The agency might no longer be meeting the requirements of ~~Ed 405.01~~(c) above; or

(2) The agency has acted in an unfair or unlawful manner in conducting accreditations.

(l) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

Ed 405.02 Alternative Method for AP Status.

(a) In the event that a nonpublic school is unable to receive accreditation or approval from a recognized program approval agency, the school may submit a written request for AP status to the NSAC for review and recommendation to the state board. In making such a request, the school shall:

(1) ~~D~~escribe its attempts to seek accreditation from a recognized program approval agency; and ~~shall~~

(2) ~~E~~xplain why it has been unable to achieve accreditation by a recognized program approval agency.

(b) The nonpublic school's request shall include:

(1) ~~a~~ narrative explanation of all items listed in Ed 405.01(b); and

(2) ~~a~~ Any additional information that the school wishes to have considered by the NSAC.

(c) If, after reviewing and evaluating the request, the NSAC finds that the non-public school has made a reasonable effort to seek accreditation and warrants further review, the NSAC shall appoint an approval review team which shall conduct an evaluation of the school equivalent to those conducted by recognized program approval agencies.

(d) The review team shall consist of not less than 3 and not more than 7 members, at least one of whom shall be a department employee, and at least one of whom shall be an employee of a nonpublic school that is currently approved for program by the state board.

(e) The review team shall:

(1) ~~p~~ Physically visit the nonpublic school and ~~shall~~ evaluate all items listed in Ed 405.01(c);

~~(f) The review team shall~~

(2) ~~s~~ Submit a written report to the NSAC within 45 working days of appointment; ~~and~~ ~~The review team shall~~

(3) ~~r~~ Recommend approval of the request if it finds that the school meets the criteria in Ed 405.01(c).

~~(fg)~~ The department shall reimburse review team members for travel expenses associated with conducting the review visit if funds are available. Review team members shall be reimbursed for travel expenses at the same rate as state employees.

~~(gh)~~ Within 45 working days of receipt of the report from the review team, ~~T~~the NSAC shall take one of the following actions based on the review team's recommendations; ~~of the review team within 45 working days of receipt of the report from the review team:~~

(1) Recommend the school for AP status to the state board if, in the opinion of the majority of NSCA members, the school meets the criteria in Ed 405.01(c);

(2) Recommend to the state board that the school be denied approval for AP status if additional information has been received which, in the opinion of the majority of NSAC members, indicates that the school does not meet the criteria in Ed 405.01(c); or

(3) Return the application to the review team if the information in the review team's report is determined to be incomplete or if it is determined that the review team did not follow the procedures required by ~~Ed 405.02(d), Ed 405.02~~ or (e) above ~~or Ed 405.02 (f).~~

~~(ht)~~ The NSAC shall notify the non-public school of its findings within 10 working days.

(ij) If the NSAC recommends denied approval of the request for AP status, the non-public school may, within 10 business days of notification of the recommendation for denied approval, request a hearing before the state board to submit evidence in support of its request for status pursuant to Ed 200.

(jk) The state board shall hold a rehearing in accordance with Ed 213.02 for one or more of the following conditions:

- (1) Additional information has been received which indicates that the school is not eligible for program approval status;
- (2) The information submitted by the school as required in Ed 405 is determined by the state board to be inaccurate, or false;
- (3) The NSAC misapplied a statute or administrative rule in making its recommendation; or
- (4) The NSAC did not follow proper procedures in reviewing the application from the school.

Readopt with amendment Ed 402.01, eff 6-15-13 (Document #10360), and renumber as Ed 406.01, cited and to read as follows:

PART Ed 406.2 NONPUBLIC SCHOOLS ELIGIBLE FOR SERVICES

Ed 406.2.01 State and Federal Program Eligibility. (a) Nonpublic schools shall be eligible to participate in state and federally funded programs, including, but not limited to:

- (a1) Child benefit services;
- (b2) Dual enrollment programs;
- (c3) Driver education reimbursement;
- (d4) Child nutrition programs;
- (e5) Federal education programs; and
- (f6) Vocational rehabilitation.

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

(a) Each non-public school shall permanently maintain individual student records that include:

(1) Pupil registers for each year that the school was approved to operate, as required by RSA 189:27-a, that include, at minimum, the following information:

a. Name;

~~b. Sex;~~

~~be. Date of birth; and~~

~~d. Place of birth;~~

~~ce. Town of legal residence; and~~

~~f. Parent/guardian contact information;~~

(2) Transcripts of academic performance for each year that a student attended the school; and

(3) Record of award of high school diploma, including the date of award.

(b) In the event of a school closing or termination of operations, the school shall notify the department no less than 90 days prior to the closing date and provide the following: where

(1) Permanent location of student records, as defined in (a) above, which shall be: maintained permanently;

a. Submitted in a format determined by the school if the school chooses to deposit the records to the local school district or other third party agency; or

b. Electronically, if the school chooses to shall deposit these records with the department;

(2) Reason(s) for closure; and

(3) The name and contact information of 2 school representatives who the department may contact after school closure.

~~—(c) Records shall be maintained in a format determined by the school.~~

PART Ed 4086 ESTABLISHMENT OF THE NONPUBLIC SCHOOL ADVISORY COUNCIL

Ed 4086.01 Duties of the Nonpublic School Advisory Council.

(a) The NSAC shall carry out those duties assigned to it by the state board. The council shall work with nonpublic schools to encourage and develop ~~nonpublic~~private schooling in New Hampshire.

(b) Assigned areas of responsibility shall include, but not be limited to the following:

(1) Developing and maintaining effective communications between nonpublic schools and those state and local agencies involved in the approval process;

(2) Offering consultant assistance in the implementation of the school approval requirements;

(3) Recommending to the commissioner and state board desired changes in the rules for the approval of nonpublic schools;

(4) Explaining the availability of nonpublic school services in the state; and

(5) Investigating grievances submitted under the provisions of Ed 4013.024(mf), Ed 403.02(f), Ed 404.024(f), and Ed 404.035(de), and making appropriate recommendations to the commissioner.

(c) The department shall reimburse team members for travel expenses associated with attending meetings if funds are available. Team members shall be reimbursed for travel expenses at the same rate as state employees.

Ed 4086.02 Membership Selection. Membership on the NSAC shall consist of 1624 members as follows:

(a) TenEleven members representing New Hampshire's nonpublic schools appointed by the commissioner upon nomination of the NSAC;

(b) The commissioner shall appoint 24 members representing the department, one member to be designated by the commissioner as the council's executive secretary;

(c) The commissioner shall appoint one public school or chartered public school administrator;

(d) The commissioner shall appoint 2 citizens interested in nonpublic school education but not affiliated with a nonpublic school or state agency; and

(e) The commissioner of health and human services shall appoint one member representing children, youth and families;

~~—(f) The commissioner of health and human services shall appoint one member representing community and public health; and~~

~~—(g) The commissioner of health and human services shall appoint one member representing youth development services.~~

Ed 4086.03 Rotation of Membership and Term of Appointment.

(a) The term of appointment shall be 3 years.

~~The commissioner shall make a minimum of 3 appointments annually.~~

(b) Terms of appointment as provided in this paragraph shall end on June 30 of the year in which the term is completed.

(c) The conduct of business shall not depend upon the maintenance of full council membership.

(d) The term of appointment of members who are absent to 3 consecutive meetings may be reduced in length or terminated by the commissioner.

(eb) In the event of vacancies, the commissioner shall appoint replacements at the time such vacancies occur.

Ed 4086.04 Records of the Advisory Council. The records and minutes of the NSAC shall be filed and maintained in the department.

Ed 4086.05 Funding and Support of Council Activities. The members of the NSAC shall serve without compensation. Subject to available funds, the state board shall financially support the activities of the council to cover expenses including but not limited to mileage and cost associated with holding a statewide conference. The chairperson of the council shall present budget requests to the state board biennially.

Ed 4086.06 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the NSAC appointed by the chairperson, consisting of at least 5 and no more than 9 members, a majority of whom shall be representatives of ~~nonpublic~~private schools. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner pursuant to the provisions of Ed 4013.021(~~mf~~), Ed 403.02(~~fd~~), Ed 404.024(~~fd~~), and Ed 404.035(~~de~~).

(c) The grievance committee shall:

(1) kKeep a written account of its investigations; and ~~shall~~

(2) sSubmit such an account, together with its findings, to the commissioner within 30 days of the commissioner's referral.

Ed 4086.07 Request for Grievance Conference. Any nonpublic school may request a grievance conference and have such request acknowledged as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 days in writing that: ~~he/she has scheduled~~

(1) aA grievance conference has been scheduled in accordance with Ed 4086.08; or

~~(2) that he/she requires a~~ Additional information is required to clarify the issues;

(d) The requestor shall have 10 days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, schedule a grievance conference in accordance with Ed 4086.08.

Ed 4086.08 Grievance Conference.

(a) Upon receipt of a request pursuant to Ed 4013.021(~~m~~), Ed 403.02(~~f~~), Ed 404.024(~~f~~), and Ed 404.035(~~d~~), or concerning an action taken under these rules, the commissioner shall notify the chairperson of the NSAC of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

(1) The simplification of the issues and an agreement of facts;

(2) Possibility of settlement; and

(3) Such other matters as may aid in disposition of the action.

(d) Parties to a grievance may be represented at the conference by counsel.

(e) At the grievance conference, the grievance committee shall interview the parties to the grievance to attempt to reach a settlement on the facts of the grievance.

(f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 days of the conference.

(g) Any settlement reached at a grievance conference shall be subject to review by the commissioner and shall not be implemented unless it is consistent with these rules and with applicable statutes.

(h) The findings shall list the pertinent facts found by the committee.

(i) The commissioner shall notify the parties of the issues agreed to, ~~and/or~~ what issues remain unresolved, or both.

(j) The notice shall state the parties have 10 business days from receipt of the committee's findings on unresolved issues to request a hearing pursuant to the provisions of Ed 200.

PART Ed 4098 GRIEVANCE PROCEDURES

Ed 4098.01 Definitions.

(a) “Abuse” means causing:

- (1) Intentional physical injury to a student;
- (2) Physical injury to a student by other than accidental means; or
- (3) Psychological injury to a student so that the student exhibits symptoms of emotional problems generally recognized to result from consistent mistreatment or neglect.

(b) “Approved nonpublic school” means a nonpublic school that has been approved by the state board~~department~~ in accordance with Ed 401.02.

(c) “Day” means calendar day.

(d) “Governing body” means an approved nonpublic school’s board of directors, board of trustees, or executive board or person with responsibility to supervise and control the school.

(e) “Grievance” means a complaint based on:

- (1) A pattern of failure to respond to accusations of abuse or neglect of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school; or
- (2) A pattern of failure to respond to accusations of harassment of any student(s) by a teacher or administrator employed by an approved nonpublic school or by a volunteer serving at such school.

(f) “Neglect” means the failure to provide care or control necessary for a student’s physical, mental, or emotional health in the school setting, when it is established that the student’s health has suffered or is very likely to suffer serious impairment.

(g) “Parent” means:

- (1) Natural or adoptive parent;
- (2) Legal custodian or guardian; or
- (3) Surrogate parent.

Ed 4098.02 Grievance Procedures; Request for Administrative Due Process Hearing.

(a) A parent of a child attending an approved nonpublic school with a potential grievance against the school shall request a meeting with the governing body of the school to resolve the issue.

(b) The parent may request a due process hearing as provided in Ed 4098.03, only after all timely internal school grievance processes are exhausted under (a) above, and the parent and the governing body are not able to resolve the issue.

(c) A request for an administrative due process hearing shall be mailed or hand delivered to:

New Hampshire Department of Education
Office of Legislation and Hearings
101 Pleasant Street
Concord NH 03301-3860

Ed 4098.03 Scheduling of Administrative Due Process Hearings; Pleadings; Order of Notice.

(a) If a parent requests an administrative due process hearing under Ed 4098.02, the department shall schedule and hold a hearing in accordance with Ed 200, unless otherwise provided in Ed 4098.03 – Ed 4098.09.

(b) Within 10 business days of the receipt of the request for a hearing, the hearing officer shall begin the hearing process by issuing an order of notice in accordance with Ed 209.02.

Ed 4098.04 Continuance and Rescheduling of the Hearing; Consequences of Default.

(a) Upon good cause shown, including but not limited to illness, accident, or death of a family member, the hearing officer shall continue the hearing and reschedule it for a date later than that shown in the order of notice but in no case shall the continuance be granted for more than 15 days. Notice of the continuance shall be made in writing to all parties except that if the continuance is granted less than 3 days before the scheduled hearing date, notice shall be made by telephone followed by notice in writing.

(b) Any party who has been served notice in accordance with Ed 4098, who fails to appear and who fails to obtain a continuance from the hearing officer prior to the scheduled time of the hearing, shall have a decision rendered against that party if the interests of justice will be served by such action.

Ed 4098.05 Proposed Written Decision of Hearing Officer. The hearing officer shall render a proposed written decision at least 10 calendar days subsequent to a hearing. The proposed written decision shall list the pertinent facts found by the hearing officer in accordance with Ed 210.01 and Ed 212.01. A copy of the proposed written decision shall be mailed by certified mail, return receipt requested, to all parties named in the order of notice.

Ed 4098.06 Appeal of State Board Decision. Any party aggrieved by the decision, may appeal the decision of the state board to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 4098.07 Revocation and Probation.

(a) A written petition to the state board to revoke a nonpublic school's approval status may be made by the parent of any pupil currently attending that school, alleging that the school refused to implement a decision of the state board, after conclusion of a due process hearing under Ed 4098.

(b) After 30 days' notice has been provided to all affected parties, the state board shall revoke a nonpublic school's approval prior to the expiration of its term if the board determines, after a hearing, that the school has refused to implement a decision of the state board as provided in (a) above.

(c) Before revoking a nonpublic school's approval, the state board shall consult with the nonpublic school's governing board on the development and implementation of a corrective action plan.

(d) The state board shall place a nonpublic school on probationary status for up to one year to allow the implementation of a corrective action plan. If the board determines after the expiration of the probationary status that the plan was not successfully implemented, the board shall revoke its approval of the nonpublic school.

(e) Nothing contained in this section shall prevent the state board from immediately suspending a nonpublic school approval status in circumstances posing an immediate or ongoing danger to life or safety, provided that the state board shall commence a hearing on the suspension within 10 days of issuing the suspension order.

Ed 4098.08 Appeal of Decision of State Board. Any party aggrieved by a decision of the state board may appeal the decision to a court of competent jurisdiction within 30 days of the decision. Pending appeal, the nonpublic school shall continue to operate.

Ed 4098.09 Public Notice of Revocation of Approval. If the state board revokes approval of a nonpublic school, it shall provide public notice of such revocation by the following means:

(a) Posting of the notice of revocation on the website of the department;

(b) Causing a notice of the revocation to be published in a newspaper of general circulation in the area in which the nonpublic school is located; and

(c) Requiring the nonpublic school to send a copy of the notice of revocation to all the parents of students attending the school.

APPENDIX

RULE	STATUTE IMPLEMENTED
Ed 401	RSA 186:11, XXIX
Ed 402.01 (formerly Ed 403.03)	RSA 186:11, XXIX
Ed 403	RSA 186:11, XXIX
Ed 403.01(a)(2)e.1.	RSA 141-C:20-a
Ed 403.01(a)(2)f.	RSA 126-U; RSA 141-C:20-a; RSA 189:11; RSA 189:27-a; RSA 189:19; RSA 189:20; RSA 189:21; RSA 189:64; RSA 193:31; and RSA 198:20-a
Ed 403.01(a)(2)g.	RSA 189:10; RSA 189:49; RSA 191:1; RSA 193:1-a; and RSA 200:32
Ed 404	RSA 186:11, XXIX
Ed 405	RSA 186:11, XXIX
Ed 406 (formerly Ed 402)	RSA 186:11, XXIX
Ed 408 (formerly Ed 406)	RSA 21-N:9, II(f)
Ed 407	RSA 189:27-a
Ed 409 (previously Ed 408)	RSA 186:11, XXIX-a

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Initial Proposal, Ed 317: Standards and Procedures for Suspension and Expulsion of Pupils

Expire Date: June 15, 2023

Submitted to the State Board of Education, May 11, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the initial proposal to readopt with amendment Ed 317, relative to suspension and expulsion of pupils.
- B. **RATIONALE FOR ACTION**
In addition to an impending expiration, there were numerous changes to RSA 193:13 and RSA 193-D in 2020, including new reporting requirements and additional rulemaking authority given to the state board to provide guidance for said reporting.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules will be held July 13, 2023.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the initial proposal for Ed 317.

PART Ed 317 STANDARDS AND PROCEDURES FOR SUSPENSION AND EXPULSION OF PUPILS
INCLUDING PROCEDURES ASSURING DUE PROCESS

Ed 317.01 Purpose.

(a) These rules provide the minimum requirements to assure due process and statewide uniformity in the enforcement of RSA 193:13 and RSA 193-D, relative to disciplinary action of a pupils. ~~for:~~

~~(1) Gross misconduct;~~

~~(2) Neglect or refusal to conform to the reasonable rules of the school; or~~

~~(3) Possession of:~~

~~a. A pellet gun;~~

~~b. Paint ball gun;~~

~~c. B-B gun;~~

~~d. Rifle;~~

~~e. A firearm as defined in 18USC 921; or~~

~~f. Other dangerous weapon.~~

~~(4) An act of theft, destruction, or violence in violation of RSA 193-D:1, et seq.~~

(b) These rules ~~also~~ provide a standard that ~~local~~ school boards or chartered public school board of trustees shall use in adopting and implementing local policy (ies) relative to pupil conduct and disciplinary procedures ~~under RSA 193-D:2, II.~~

(c) ~~These rules also link discipline and due process to the~~ Any suspension or expulsion requirements of a child Ed 1109 relative to children with disabilities a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.

Ed 317.02 Definitions.

(a) "Expulsion" means the ~~permanent~~ denial of a pupil's attendance following a suspension at school for any of the reasons listed in RSA 193:13, I, II and IV~~III~~.

(b) "Firearm" means "firearm" as defined in section 921 of Title 18 of the US Code~~;~~

(c) "Dangerous weapons " means ~~dangerous~~ weapons ~~listed but not limited to those in RSA under~~ 159:16.

~~—(d) "Gross misconduct" includes, but is not limited to an act which:~~

~~(1) Results in injury to another's person or damage to property;~~

~~(2) Poses a direct threat to the safety of others in a safe school zone; or~~

~~(3) Is identified in RSA 193-D:1, I.~~

~~(e) "Neglect", in the context of RSA 193:13, I and II, means the failure of a pupil to pay attention to an announced, posted, or printed school rule.~~

(df) "Pupil" means a student in attendance at a school during the school day or during any school sponsored function.

~~(g) "Refusal", in the context of RSA 193:13, I and II means the failure of a pupil to comply with an announced, posted, or printed school rule.~~

(gh) "Safe school zone" means "safe school zone" as defined in RSA 193-D:1, II.

(hi) "School day" for the purposes of Ed 317.04, means:

~~(1) For a pupil who takes the school bus, the measurement of time used to determine period beginning when a pupil boards the bus in the morning to the time when a pupil disembarks from the bus in the afternoon; length of a pupil's suspension and includes all portions of a school instructional day under Ed 306.18 in addition to extracurricular activities occurring on or between those days included during a period of suspension or expulsion.~~

~~(2) For a pupil who walks to school or arrives by private car, the time period beginning when the pupil arrives on the school grounds to the time when the pupil leaves the school grounds.~~

(i) "Superintendent" means the ~~school superintendent or chief administering officer~~ individual who provides services as described un RSA 194-C:4, or a representative designated in writing as authorized under RSA 193:13, I.

(jk) "Suspension" means the ~~temporary~~ denial of a ~~pupil~~ student's attendance at school for a ~~specific~~ any period of time for ~~gross misconduct or for neglect or refusal to conform to announced, posted, or printed school rule~~ the reasons listed in RSA 193:13, I and II.

Ed 317.03 Policies and Procedures ~~Standard for Suspension and Expulsion by Local School Board.~~

(a) School boards and chartered public schools shall establish policies on school discipline as required by RSA 193:13, XI.

(b) Prior to the imposition of any suspension or expulsion, each school board or board of trustees of a chartered public school shall adopt a policy under RSA 189:15 which prescribes the matter that pupils and the parents or guardians of pupils shall receive written notice of the content of RSA 193:14 and any local district policy pertaining to pupils. At minimum, the school district or chartered public school shall make its policy available as outlined in RSA 193:13, XII.

(c) A school board or board of trustees that which expels a pupil under RSA 193:13, II or IVH, shall set forth state in writing its reasons, including the act leading to the expulsion, and the board's consideration of each of the factors for expulsion as set forth in RSA 193:13, III-a, and shall provide a procedure for review as allowed under RSA 193:13, III-b.

~~(b) School boards shall make certain that the pupil has received notice of the requirements of RSA 193-D and RSA 193:13 through announced, posted, or printed school rules.~~

(de) If a ~~pupil~~ student is subject to expulsion and a firearm is involved, the superintendent or chartered school director shall contact local law enforcement officials whenever there is any doubt concerning:

(1) Whether a firearm is legally licensed under RSA 159; or

(2) Whether the firearm is lawfully possessed, as opposed to unlawfully possessed, under the legal definitions of RSA 159.

(~~ed~~) If a pupil brings or possesses a firearm in a safe school zone without written authorization from the superintendent or chartered school director, the following shall apply:

(1) The superintendent or chartered public school director shall suspend the pupil for a period not to exceed 10 school days, pending a hearing by the ~~school~~ board or board of trustees; and

(2) The school board or board of trustees shall hold a hearing within 10 days to determine whether the ~~pupil~~ student was in violation of RSA 193:13, ~~IVH~~ and therefore is subject to expulsion.

Ed 317.04 Disciplinary Procedures.

(a) There shall be the following levels of discipline available to school officials enforcing RSA 193:13 relative to the suspension and expulsion of pupils:

(1) A short-term suspension pursuant to RSA 193:13, I (a) ~~is~~ for a period not to exceed 10 school days;

(2) A long-term suspension pursuant to RSA 193:13, I (b)-(c) ~~is~~ for more than 10 days;

(3) An expulsion by the ~~local~~ school board or board of trustees ~~is~~ for a period determined in writing by the board under RSA 193:13, II; and

(4) An expulsion by the ~~local~~ school board or board of trustees ~~is~~ for a period of not less than 12 months under RSA 193:13, ~~IVH~~.

(b) The superintendent, chartered public school director, or their ~~superintendent's~~ designee shall be authorized to impose a short-term suspension.

(c) ~~Following a hearing, T~~ the school board, board of trustees, or ~~their~~ designee shall be authorized to ~~impose a long term~~ extend the suspension of a pupil up to 10 additional consecutive days, after the imposition of a short-term suspension as provided ~~that the designee shall not be the same person who suspended the pupil in (a)(1) by RSA 193:13, I (b).~~

~~— (d) Prior to the imposition of any suspension or expulsion, each school board shall adopt a policy under RSA 189:15 which prescribes the manner in which the student body shall be informed concerning the content of RSA 193:13 through announced, posted, or printed school rules.~~

(~~de~~) If the ~~school and~~ school board or board of trustees have ~~satisfied~~ met the requirements of ~~paragraph (d) Ed 317.03(a) and have complied with the local policy developed pursuant to Ed 317.03,~~ a pupil appealing a local decision to the state board shall not be allowed to claim lack of knowledge of the state law requiring expulsion for bringing or possessing a firearm or other dangerous weapon as defined in these rules.

(~~ef~~) Due process ~~in disciplinary proceedings for a short-term suspension~~ shall include, at a minimum, the following procedures:

(1) ~~In a short-term suspension:~~~~a-~~The superintendent, chartered public school director, or designee shall inform the pupil at the outset of the meeting of the meeting's purpose including the possibility of a short-term suspension;

(2)~~b-~~ Oral or written notice of the charges and an explanation of the evidence against the pupil, which may be provided at or before this meeting;

(3)~~e-~~ An opportunity for the pupil to present his or/ her side of the story; and

(4)~~d-~~ A written statement to the pupil and at least one of the pupil's parents or guardian explaining any disciplinary action taken against the pupil student;

(f2) Due process in disciplinary proceedings for the ~~In a~~ long-term suspension of a pupil shall include the following:

(1) A hearing held in accordance with the procedures set forth in (j) below:

(2)~~a-~~ Written communication to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, prior to the hearing, of the charges and an explanation of the evidence against the pupil;

~~b-~~ A hearing in accordance with (f)(3)g-;

(3)~~e-~~ A written decision which includes the legal and factual basis for the conclusion that the pupil should be suspended;

(4)~~d-~~ If the hearing was conducted by the school board's designee, the decision may be appealed to the local school board under RSA 193:13, I; and

(5)~~e-~~ If the hearing was conducted by the school board, the decision may be appealed to the state board.;

(g3) In an expulsion by the ~~local~~ school board or board of trustees, due process shall include the procedures outlined in (f) above, and shall also include the following minimal requirements:

(1)~~a-~~ A formal hearing shall be held before any expulsion in accordance with the procedures set forth in (j) below;

(2)~~b-~~ Such hearing may be held either before or after the short-term or long-term suspension has expired and pending the expulsion hearing;

(3)~~e-~~ If the hearing is held after the expiration of a short-term or long-term suspension, the pupil shall be entitled to return to school after the short-term suspension has expired and pending the expulsion hearing, unless the pupil student is still serving a long-term suspension;

(4)~~d-~~ The school board or board of trustees shall provide written notice to the pupil and at least one of the pupil's parents or guardian, delivered in person or by mail to the pupil's last known address, of the date, time and place for a hearing before the ~~local~~ school board. The notice shall include:

~~e-~~ The written notice required by d. above shall include:

~~1-a.~~ A written statement of the charges and the nature of the evidence against the pupil; and

~~2b.~~ The superintendent's ~~written~~ or chartered public school director's recommendation for school board or board of trustees action and a description of the process used by the superintendent or chartered public school director to reach ~~his/her~~ recommendation; and

~~cf.~~ ~~This notice shall be~~ delivered to the pupil and at least one of the pupil's parents or guardian at least 5 days prior to the hearing.

(h) The decision of the school board or board of trustees shall:

(1) Be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is imposed and that such acts are, in face a proper reason for expulsion; and

(2) State whether the public is expelled and the length of the expulsion.

(i) If the decision is to expel the pupil, the decision shall make explicit the following:

(1) The factual basis for the decision including the specific statutory reference prohibiting that act as listed in RSA 193:13, II;

(2) The board's consideration of each of the factor for expulsion as set forth in RSA 193:13, III;

(3) That the expulsion runs until the school board or board of trustees later reviews it and restore the pupil's permission to attend school;

(4) Any action the pupil may take to be restored by the school board; and

(5) That the pupil has the right to appeal the decision to the state board.

~~(j)g.~~ The following ~~hearing~~ procedures shall apply to hearings on long-term suspensions and expulsions:

~~(1).~~ The pupil, together with a parent or guardian may waive the right to a hearing and admit to the charges made by the superintendent or chartered public school director;

~~(2).~~ If the pupil is 18 years of age or older, the concurrence of a parent or guardian shall be unnecessary unless the pupil is subject to a guardianship which would prevent the pupil from waiving the right to a hearing;

~~(3).~~ Formal rules of evidence shall not be applicable, however, school officials shall present evidence in support of the charge(s) and the accused pupil or the his/her parent or guardian shall have an opportunity to present any defense or reply;

~~(4).~~ The hearing shall be either public or private and the choice shall be that of the pupil or his parent or guardian; ~~and~~

~~(5).~~ During the hearing, the pupil, parent, guardian or counsel representing the pupil, shall have the right to examine any and all witnesses; and

(6) A continuance of a hearing on the request of a parent or pupil over the age of 18, without the consent of the superintendent or chartered public school director, shall be conditioned on the pupil's continued exclusion from attendance.

~~h. The decision of the school board shall be based on a dispassionate and fair consideration of substantial evidence that the accused pupil committed the act for which expulsion is imposed and that such acts are, in fact, a proper reason for expulsion;~~

~~i. The decision shall state whether the student is expelled and the length of the expulsion;~~

~~j. If the decision is to expel the pupil the decision shall include the legal and factual basis for the decision including the specific statutory reference prohibiting that act as listed in RSA 193:13, II;~~

~~k. If the student is expelled, the decision shall state that the expulsion runs until the local school board later reviews it and restores the student's permission to attend school;~~

~~l. The decision shall also state any action the student may take to be restored by the board; and~~

~~m. The decision shall include a statement that the pupil has the right to appeal the decision to the state board of education.~~

(k) Notwithstanding (a) – (f) above, pupils whose presence poses a continuing danger to person or property, or an ongoing threat of disrupting the academic process, may be immediately removed from school. In such cases, the necessary notice, meeting, and statement shall follow as soon as practicable.

(l) Notwithstanding any other deadline in Ed 200, all appeals to the state board from school board decisions under (f), (2) and (g), (3) shall be filed within 20 calendar days of receipt of the written decision of the local school board or board of trustees and shall be in accordance with RSA 541-A and Ed 200.

Ed 317.05 Reporting Procedures.

~~(a) In accordance with RSA 193-D:4, each written report by a supervisor to the principal relating to each public or nonpublic school employee who witnesses an act of theft, destruction, or violence in a safe school zone shall be on standardized form #Ed 317. provide a written report to the principal. The principal shall file the report with local law enforcement within 48 hours of the incident.~~

~~—(b) The report by a supervisor to a principal on Form #Ed 317 shall contain all the statutory information required by RSA 193-D:4.~~

~~—(c) Form #Ed 317 shall be completed and filed with the local law enforcement authority within 48 hours of such incident.~~

~~—(d) Form #Ed 317. The report shall contain the following information:~~

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal;

- (5) Date of incident involving an act of theft, destruction, or violence, or the possession of a firearm;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged offense;
- (9) Description of incident;
- (10) Name of suspect;
- (11) Grade in school of suspect;
- (12) Address of suspect;
- (13) Gender of suspect;
- (14) Name of victim;
- (15) Grade in school of victim;
- (16) Address of victim;
- (17) Gender of victim;
- (18) Name of employee reporting incident;
- (19) Date report was completed by employee;
- (20) Date report was filed with local law enforcement authority by school principal.

(b) Each public or nonpublic school employee who witnesses an act of violence against school employees, volunteers, or visitors shall provide a written report to the principal within 48 hours of the incident. The report shall contain the following information:

- (1) School name;
- (2) School address;
- (3) School telephone number;
- (4) Name of school principal or director;
- (5) Date of incident involving an act of violence against school employees, volunteers, or visitors;
- (6) Time of incident in (5) above;
- (7) Location of incident in (5) above;
- (8) Alleged act of violence against school employee, volunteer, or visitor;
- (9) Description of incident;

- (10) Name of suspect;
- (11) Grade in school of suspect;
- (12) Address of suspect;
- (13) Gender of suspect;
- (14) Name of victim(s);
- (15) Address of victim(s);
- (16) Gender of victim(s);
- (17) Name of employee reporting the incident; and
- (18) Date report was completed by the employee.

(ce) A public or nonpublic school-district reporting a crime committed by a child with a disability shall ensure that copies of the relevant portions of the special education and disciplinary records of the child are made available in a manner that protects the privacy of pupilstudent records for consideration by the appropriate authorities to whom it reports the crime.

(df) A public or nonpublic school-district shall complete and file Form Ed 317 Fed, Report on Students Disciplined Under the information required under the Gun Free School Act of 1994, found in the School Safety Data Collection Survey, with the commissioner on or before June 30 of each year. ~~(g) Form Ed 317 Fed~~ The superintendent or chartered public school director shall contain-certify the the School Safety Data Collection online through the ESS portal at <https://my.doe.nh.gov/myNHDOE/Login/Login.asp>. The following information shall be collected through the ESS portal:

- (1) Name of school district;
- (2) School name;
- (3) Pupil's grade in school;
- (4) Type of firearm:
 - a. Handgun;
 - b. Rifle or/ shotgun; ~~or~~
 - c. Whether there was more than one type of weapon or firearm; or
 - de. Other firearm;
- (5) Number of expulsions modified to less than 12 months;
- (6) Number of modifications of expulsions for pupilsstudents who are not students with educational disabilities identified as a child with a disability;
- (7) Number of expulsions which resulted in a referral to an alternative school or program;

(8) Name of ~~R~~reporting official; and

(9) Signature and date.

(e) Each school board for a public school, or the governing body of a nonpublic school, shall develop a policy to address violations of RSA 193-D:4 to include the possible sanctions and penalties for said violations.

~~Ed 317.06 Child With a Disability. Any suspension or expulsion of a child with a disability as defined in Ed 1102.01(t) shall be in accordance with Ed 1124.01.~~

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Final Proposal: Ed 507.52, Reading and Writing Teacher

Deadline to file with JLCAR: June 27, 2023

Submitted to the State Board of Education, May 11, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the final proposal to readopt with amendment Ed 507.52, relative to licensure requirements for reading and writing teacher.
- B. **RATIONALE FOR ACTION**
These rules expire in January 2024 and are currently being revised by the PSB; however, paragraph (b) has been expired and readopting the current text will ensure there are active rules until the new revision is completed.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) for addition to the June JLCAR meeting agenda.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the final proposal for Ed 507.52.

Readopt with amendment Ed 507.52, eff 1-17-14 (Document #10506, renumbered by #12603), to read as follows:

Ed 507.52 Reading and Writing Teacher. The following requirements shall apply to the licensure of a reading and writing teacher:

(a) The candidate shall:

- (1) Qualify for licensure under one of the alternatives in Ed 505.01 - Ed 505.065; ~~and~~
- (2) Have completed at least 2 years of successful classroom teaching experience while holding an educator credential; and
- (3) Meet the requirements of (b) below.

(b) The candidate shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience in the following areas:

- (1) In the area ~~knowledge~~ of the foundations of reading and writing processes and instruction, the ability to demonstrate knowledge of:
 - a. Social and cognitive development of children and adolescents;
 - b. Psychological, cultural, and linguistic foundations of reading and writing processes and instruction, as shown by the ability to explain, compare, contrast, and critique major theories in the foundational areas as they are related to reading and writing;
 - c. Current practices, research, and historical developments in teaching reading and writing;
 - d. The diverse languages, cultures, histories, and experiences of English language learners;
 - e. Language development as it relates to acquisition of reading and writing, and the variations related to cultural and linguistic diversity, including the ability to:
 1. Identify, explain, compare, and contrast the theories and research in the areas of language development in relation to the process of learning to read and write; and
 2. Describe development of a child's reading and writing in relation to cultural and linguistic context;
 - f. The major components of reading curriculum, including the ability to:
 1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other identification strategies, and their role in fluent reading;

2. Explain how background knowledge, vocabulary, comprehension strategies, meaning, and motivation are integrated in reading; and

3. Describe how reading strategies are taught in curricular areas, including science, English, social studies, and mathematics;

g. The major components of writing instruction, including the ability to:

1. Understand the writing process and appropriate strategies for planning, drafting, revision, editing, and sharing writing;

2. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;

3. Recognize and identify stages of student progress in spelling from early strategies that map letters to sounds to more sophisticated processes that draw on semantic relationships in spelling;

4. Describe age- and grade-appropriate uses of punctuation and text organization and how such conventions serve communication;

5. Describe models for integrating writing across the curriculum; and

6. Demonstrate knowledge of how students learn to encode their ideas in manuscript and cursive as well as through technology; and

h. Electronic and technology-based literacies;

(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to:

a. Use flexible instructional options to address individual differences through grouping and individual instruction;

b. Select appropriate instructional practices, approaches, and methods, including but not limited to, technology-based practices for addressing the needs of students;

c. Provide and employ effective reading and writing instruction for learners at different stages of literacy and from different cultural and linguistic backgrounds, including the ability to:

1. Select appropriate reading materials, including literature for children and adolescents, basal and core programs, trade books, digital media, and content area textbooks;

2. Organize classrooms to support reading and writing instruction;

3. Engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including feelings, ideas, and knowledge, for a purpose to an audience;
 4. Develop students' writing from planning through drafting, editing, revision, and sharing with peers, teachers, and others;
 5. Engage students in using genres appropriate to personal, social, academic, and vocational or professional content, purposes, and audience; and
 6. Frame focused lessons to:
 - (i) Address skill needs, including spelling and punctuation; and
 - (ii) Further competence in cognitive aspects of writing, including text and sentence organization, word choice, and voice; and
- d. Use instructional strategies that support, challenge, and develop language and literacy of English language learners;
- (3) In the area of assessment, diagnosis, and evaluation of reading and writing, the ability to:
- a. Understand the terminology, processes, and procedures used in formal and informal assessments;
 - b. Compare, contrast, use, and interpret a wide range of assessment tools and practices, including standardized instruments and informal measures including informal inventories, curriculum-based measures, and observational schemes, complemented by analyses of artifacts, portfolios, and work samples that provide the ability to:
 1. Evaluate students' development in literacy using holistic, analytical, and diagnostic schemes; and
 2. Understand and apply principles of response-to-instruction paradigms;
 - c. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, by:
 1. Using in-depth assessment information to plan individual instruction for those struggling with reading and writing;
 2. Selecting and administering developmentally appropriate formal and informal assessments;
 3. Engaging students appropriately in using assistive technology to address their needs in learning and communicating; and

4. Collaborating with other education professionals to implement appropriate reading and writing instruction for individual students;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

a. Use students' interests, abilities in reading and writing, and backgrounds as a foundation for developing their abilities in reading and writing, including the ability to:

1. Inventory and assess students' interests, reading abilities, and backgrounds;

2. Select literature, materials, and activities that match the reading levels, writing development, and cultural and linguistic backgrounds of students;

3. Use instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate cooperative learning and problem solving; and

4. Establish forums for students to write in a variety of genres, and to share and to respond to one another's writing;

b. Model reading and writing as valued lifelong activities, including the ability to demonstrate:

1. Personal commitment to reading and writing; and

2. Model reading and writing for real purposes in daily interactions with students and education professionals;

c. Motivate learners to be lifelong readers and to write for personal, social, academic, and vocational or professional purposes; and

d. Demonstrate how students' abilities to read and to write support academic achievement, personal inquiry, identity, and self expression by:

1. Providing students with the opportunities to use reading of text and electronic media to explore areas of interest and intellectual curiosity; and

2. Developing students' abilities to express themselves as they write about their own experiences, describe insights and opinions, and see to persuade others; and

(5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:

a. Display professional and collaborative dispositions related to the teaching of reading and writing, including the ability to:

1. Enlist public support for high quality programs in literacy by working with families, colleagues, study groups, and communities;

2. Develop the literacy of each and every student through his or her instruction;
 3. Respect the importance of confidentiality in protecting students' privacy; and
 4. Develop relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading;
- b. Broaden and extend their understanding of teaching reading and writing, including the ability to:
1. Research specific aspects of reading/writing instruction, including:
 - (i) Identification of those areas of knowledge, skills, or dispositions related to their teaching of reading and writing;
 - (ii) Planning of strategies to address the identified areas of knowledge, skills, or dispositions related to the teaching of reading and writing;
 - (iii) Implementation of the planned strategies; and
 - (iv) Articulation and showing of evidence of the results;
 2. Stay informed about professional issues; and
 3. Provide educational opportunities, information, and support for families and the community; and
- c. Collaborate with colleagues to observe, analyze, and provide feedback on each other's practice, including ability to:
1. Engage in collaboration and dialogue with teachers and reading specialists to gain recommendations and advice on teaching practices and ideas;
 2. Articulate the research base related to these recommendations; and
 3. Conduct action research as a means of addressing instructional issues.

Adopt Ed 612.02, previously effective 10-15-10 (Document #9799), and expired 10-15-18, to read as follows:

~~Ed 612.02 Reading and Writing Program. The teacher preparation program in reading and writing shall provide the teaching candidate with the skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience as outlined in Ed 507.52(b).~~

Appendix I

Rule	Specific Statute Rule Implements
Ed 507.52	RSA 21-N:9, II(s); RSA 186:11, X

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

Adoption: Ed 607.04 Professional Education Requirements

Submitted to the State Board of Education, May 11, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 607.04, relative to the professional education competencies required for teacher preparation programs.
- B. **RATIONALE FOR ACTION**
These rules were approved by JLCAR at their meeting on April 21, 2023.
- C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt, the rules will go into effect at midnight on May 12th.
- D. **POSSIBLE MOTION**
I move that the State Board of Education adopt 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)

DRAFT



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Adopt Ed 507.04 Comprehensive Agricultural Educator

Submitted to the State Board of Education, May 11, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt the repeal of Ed 507.04 Comprehensive Agricultural Educator.
- B. **RATIONALE FOR ACTION**
These rules were approved by JLCAR at their meeting on April 21, 2023.
- C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt, the rules will go into effect at midnight on May 12th.
- D. **POSSIBLE MOTION**
I move that the State Board of Education adopt the repeal of 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 economies and trade, including knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

~~(iii) Comparative advantage;~~

~~e. 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 economies 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;~~
-
 - ~~e. Relating to industrial applications, the ability to:~~
-
 - ~~1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economies 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~~
 - ~~-~~
 - ~~e. 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

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

EXECUTIVE SUMMARY

Adoption: Ed 507.49 Comprehensive Business Educator and repeal Ed 507.48 Comprehensive Marketing Educator

Submitted to the State Board of Education, May 11, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 507.49 Comprehensive Business Educator, which includes the repeal of Ed 507.48 Comprehensive Marketing Educator.
- B. **RATIONALE FOR ACTION**
These rules were approved by JLCAR at their meeting on April 21, 2023.
- C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt, the rules will go into effect at midnight on May 12th.
- D. **POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 507.49 and repeal Ed 507.48.

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 as a comprehensive business educator, a candidate shall:
 - (1) Have at least a bachelor's degree;
 - (2) Qualify for licensure under one of the alternatives in Ed 505.01-505.06;
 - (3) Meet the qualifications for licensure 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 informed business decisions;
 - f. State generally accepted accounting principles and practices (GAAP) and explain their impact on financial transactions, including:
 1. Balance sheets;
 2. Revenue and expense items;
 3. Income taxation; and
 4. Managerial systems;
 - g. Complete all steps of the accounting cycle and prepare financial statements for a proprietorship, partnership, and corporation;
 - 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;
 - i. Prepare, interpret, and analyze financial statements using manual and computerized systems;
 - j. 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
 - k. 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 human resource systems and functions and 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. Develop a business and management plan needed to make data-driven business decisions;
 - e. Describe 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. 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 role of exchange and money in an economic system;
 - c. Explain the role of government in an economic system, especially the role of government in the United States economy;
 - d. Explain the role of international trade and investment and international monetary relations in the global economy;
 - e. Apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and

f. 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 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. Analyze the effect of interdependence on economic activity;

f. Illustrate the different types of competitive structures and 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 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)

DRAFT

New Hampshire
State Board of Education
Minutes of the April 13, 2023, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:03 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Ryan Terrell, Ann Lane, Drew Cline, Jim Fricchione (virtual), and Richard Sala. Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner Brennan. Phil Nazzaro was unable to attend due to a prior commitment.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Richard Sala led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Sydney Leggett, Superintendent, SAU #75, spoke on behalf of the New Hampshire School Administrators Association Equity Committee, a new committee charged with looking at issues of equity for New Hampshire schools around the state and from multiple perspectives. Some recent work involved reviews of the proposed 506 standards and the proposed 306 standards. Equity is an established concept in multiple New Hampshire documents. It is a concern that equity is not showing up as much as would be preferred in the 306 and 506 standards. Suggestions were offered via submitted written feedback. A proposed draft definition of equity was read aloud. Equity and equality are not interchangeable. They provided general feedback to the Board as well as line-by-line feedback to Nate Greene.

Russell Holden, Superintendent SAU #85, and the New Hampshire School Administrator Association (NHSAA) President, shared that the NHSAA has made a commitment to attend each State Board of Education meeting to share the educational opportunities that are happening in the schools. At the March NHSAA state meeting, they were told the State Board would like to add a standing agenda item that would allow for a deeper opportunity for a more in-depth conversation. The NHSAA has been able to work closely with the Department and State Board. They provided Steve Appleby with feedback on the proposed Ed 506 rules, requirements and certification for educational leadership and administration.

Dean Cascadden, Superintendent, SAU #67, talked about educational funding, fairness, equality, and equity. Residents have been very happy with Bow schools. They have a community that supports education. In New Hampshire, education is funded using property taxes. Bow has a powerplant, which helped fund Bow schools. They have less than 5% poverty in the district.

Jim Morse, Superintendent, SAU #5, noted that the Oyster River School Board established a protocol and relationship allowing for deep discussion, avoiding advisory. They have created two strategic plans. Commissioner Edelblut was thanked for grant money in robotics. The middle school made it to nationals three years in a row. The high school is in regionals, looking to go to nationals. Academic recovery in the district is in full swing. Formative assessments are done three times a year. The latest report shows the highest performance in the district's history. Mental health is now a top priority.

Suzane Filippone, Assistant Superintendent of Oyster River School District, shared Tona Brown, world acclaimed vocalist and violinist, visited the district in March. Community dinners are sponsored by the sustainability committee, which is a committee of stakeholders that include families throughout the district, community members, students, and faculty members. Community dinners are an

opportunity to share learning that is happening in the classroom. A variety of different students share projects and things they are doing in the classroom. Earth week activities are occurring, including plastic free lunch day on April 19.

Sean Parr, Manchester School Board, sits on the policy committee and chairs the education legislation committee. He spoke on behalf of the school board and submitted a letter. He collected feedback on the draft proposal for the 306 minimum standards changes. They support competency-based learning. They asked for the draft to address the NHSAA concerns. They believe the draft could emphasize local authority more clearly. They agree that reintegrating references to equity throughout the document is crucial. Competency terminology is inconsistent in the current document. The document refers to learning levels throughout, which lacks some precision, and they recommend shifting to grade levels as learning progressions.

Brian Balke, Superintendent, SAU #19, shared student representatives from school boards around the state were brought together. He shared a copy of the agenda and a photo of the 14 students that attended the meeting. The students had the opportunity to share how they ran for the office. In collaboration with the New Hampshire School Boards Association, they are looking to expand the model. It would be an opportunity statewide to get students to meet and learn and grow together. A letter was sent to the commissioner asking the Department to emphasize that April is genocide awareness month.

Jennifer Gillis, Superintendent, SAU 37, Manchester School District, has been in the role for close to one year. The district reoriented to the strategic plan. They have three major goal areas for learners, educators, and overall systems. Funding was provided for the dual emerging program. They are looking to launch in the fall of 2024. They are exploring Spanish and French. They had a jazz concert, which included a number of schools. The robotics teams are moving forward. The students built a plane and flew it. The culinary team has been called

on to cater for events related to the district. Assessment data shows positive trends. Grow Our Educators focuses on professional development, differentiated instruction, and multi-tiered systems of support. Grow Our Systems is working on a long-term facilities plan. The district is working on the 306s. Many subgroups are reviewing the changes.

AGENDA ITEM IV. REGIONAL SCHOOL ADMINISTRATIVE UNIT SPOTLIGHT

Chair Cline shared the Board wanted to hear more from the regional school district groups that have been attending meetings and sharing regional news. Chair Cline reached out to the NHSAA and offered a dedicated spot on the agenda to give them more time to talk and share. Each month there will be a regional SAU spotlight. The first region on the agenda is the north country and SAU #36.

A. North County Region – Marion Anastasia, Superintendent, SAU #36

Marion Anastasia, Superintendent, SAU #36 highlighted things going on in the North Country. The culinary and hospitality teams are going to nationals. They came in first in the New England contest. In May, they will go to Washington state. She introduced Ashton McMann, culinary completer, who is heading to White Mountains Community College to continue his culinary career. He is received almost a full scholarship. Hannah Smith is a completer in hospitality and is also included in the culinary program. She has been accepted to multiple colleges with scholarships.

Hannah Smith shared ProStart is a competition with two sections: management for hospitality and culinary. Last year, her team placed first at states and thirteenth at nationals. The program requires students to come up with a restaurant concept. Students can make a food truck, an airport restaurant, something in a mall, or freestanding. They chose to create a freestanding

restaurant. The team decided to create a freestanding brunch restaurant. They created a floor plan, interior and decor, a menu, pricing, recipes, costs. They have seven minutes to talk about each area as well as answer critical thinking questions.

Ashton McMann shared his menu: pasta carbonara, Cornish game hen cacciatore, and white chocolate panna cotta. The starter course cost is \$8 to buy in the restaurant and about \$3.60 to make. The cost to purchase in the restaurant is \$23 and about \$12 to make. The dessert cost is about \$5 to make and \$10 to purchase in the restaurant. Students are graded on knife safety, sanitation, cleanliness, presentation, taste, and set up time. Students bring all the equipment and food in black totes and coolers. Proteins and liquids must be separated, and coolers must be at a certain temperature for check in. Hannah Smith added culinary must bring everything with them, including a trash can. They fill totes with ice to keep everything cool. If they are not at the correct temperature at check-in, the team is not allowed to compete.

Kate Cassady asked if students are given a menu to choose from. Ashton McMann responded they come up with the entire menu and presentation and prices on their own. They have to make three courses. Teams must have two to five members. Ashton plans to pursue a career as a chef. Hannah Smith plans to major in sports management with a minor in hospitality management.

Chair Cline asked the students if they have a greater appreciation when they go to eat at a restaurant knowing the work that goes into it and small businesses in the community. Hannah Smith responded she appreciates local business knowing the work and dedication it takes to come up with one menu item. Ashton McMann acknowledged how much work is involved for restaurants that come up with specials each day. He noted that they only get one hour during the competition to cook all three courses with two burners, so they must work through how to multitask.

Richard Sala asked how the students got involved in the program. Ashton McMann responded he wanted to go into community service because he wanted to make people smile. He decided the best way to do that is with food. He loves cooking with his dad. Hannah Smith joined as a freshman. At the time, she planned to go into nursing. As she got into the culinary program, she changed her mind. She went into hospitality junior year.

AGENDA ITEM V. PRESENTATIONS/REPORTS/UPDATES

A. Nottingham School District Waiver of Required School Days Under RSA 189:2 and Ed 306.18

Tim Koumrian, Superintendent of Schools for Nottingham, SAU #107, submitted a written request for a waiver of school days. There was a combination of issues with emergency days. There were widespread power outages that affected the region. Two other days were due to significant HVAC system failures during the winter months. They are requesting a waiver for the two HVAC related days and two of the power outage days.

The district is in the process of repairing certain aspects of the heating system and replacing other aspects. They have historically been using a day calendar and not an hour calendar due to a contract that did not allow a shift in hours. They have worked out agreements with collective bargaining groups so hours can be shifted in the future.

Kate Cassady asked if remote learning was done on the days when the HVAC system was not working. Tim Koumrian responded they did not have a remote learning plan in place. Since then, they have met to put a plan into place and there was one additional day that was done remotely. Susan Levenson, School Board Chair, added their systems passed and then suddenly an issue arose with no warning.

Chair Cline clarified the district used their five days and are requesting to have four additional days. He asked about the scheduled last day of school. Tim Koumrian responded it was originally June 19 and they are now scheduled for June 28 without the waiver. With the waiver, the last day would be June 22nd. It is a pre-K to 8th grade district.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the waiver of the required number of school days via RSA 189:1 and RSA 189:2.

Vote: The motion was approved by vote by the State Board of Education with Jim Fricchione and Chair Cline abstaining.

B. Minimum Standards (Ed 306) Update

Fred Bramante, President, National Center for Competency-Based Learning, has been working with the Department and the Board on creating a draft of the proposed minimum standards (Ed 306). The work started January 2021. Fred was part of the revision to the minimum standards in 1992. The State Board at that time took an aggressive approach and the education community was not happy. He learned to be inclusive and not rush the process. The current draft took two years. He was also part of the revision in 2003.

The State Board and the Department of Education created a document in 2007, which was intended to be the spirit and intent of the 2005 minimum standards that moved New Hampshire into the world of competency-based learning. When reviewing it, the consensus was the 2007 vision is still appropriate, but was never reached. They looked in the document for areas that needed more clarity and better definitions. There was a panel at the NHSAA's conference, and

the panel raised the subject of graduation competencies. A set of graduation competencies were recommended but were not put into the original document. The revision will define graduation competencies all schools must use in the State of New Hampshire. In October 2022, the committee met with content experts to review the draft and recommended graduation competencies.

The committee offered to visit school districts and conduct face-to-face information sessions to discuss details with educators, parents, students, and communities. They have scheduled several information sessions for districts already. They intend to have an inclusive process allowing for all input.

The committee recommends personalized learning plans for every student. The NHSAA has indicated they understand and agree with the concept of a personalized learning plan but are nervous about implementation. Fred Bramante noted that other states have done it, and some have not worked out.

In 2016, there was a U.S. Department of Education study by a group called Research for Action out of Philadelphia on the impacts of extended learning opportunities (ELOs). The results were very positive. Students should have the opportunity for ELOs.

The committee suggests high school credit should be defined as a bundle of related competencies to show proficiency rather than individual grades.

Chair Cline stated the Board wants to take their time through this process. Input is encouraged. The Board also needs time to go through the 100-page document.

Richard Sala asked for a plan to consolidate information gained from face-to-face sessions with the districts. Fred Bramante stated there will be a spot on the Department's website for anyone to send recommendations.

The Board will have open board discussions each month as members have time to go through the document. The draft has been two years in the making and will take six months to a year to review prior to starting the rulemaking process. The rulemaking process then takes 180 days. It will be a long process.

AGENDA ITEM VI. PUBLIC HEARINGS

The following public hearings opened at 11:05 a.m. and closed at 11:37 a.m. with no public comment.

- A. Application Fees for PEPPs (Ed 602.05)
- B. Program and Curriculum Standards for PEPPs (Ed 603-606)

The following public comment hearings opened at 11:37 a.m. and closed at 12:06 p.m. with no public comment.

- C. Home Education (Ed 315)

AGENDA ITEM VII. COUNCIL FOR TEACHER EDUCATION (CTE)

- A. Discuss CTE's Initial Proposal for Program and Curriculum Standards for PEPPs (Ed 603-606)

Laura Stoneking, Administrator for Bureau of Educator Support and Higher Education introduced Chris Ward, Upper Valley Institute and CTE Board Member. Chris Ward shared he has been working on the program review standards for a couple of years.

Laura Stoneking shared in 2013, her predecessors and CTE revamped all educator preparation standards. There was a delay to allow students to implement changes with three main areas of focus regarding programmatic approaches and the content standards. The three main areas transitioning to data driven decision making looking at candidate assessment, program assessment, and building cohesive clinical partnerships and practice with pre-K-12 schools. The CTE created a subcommittee to review what is working and not working with the current standards.

Chris Ward shared the council members were guided by a few different principles during the revision process. They wanted to eliminate redundancies to make it clear for both reviewers and the institutions being reviewed. They eliminated undefined terms. They wanted to provide narrative coherence, so it is easier to read. They also wanted to describe the quality criteria rather than prescribing specific methods or practices. A rule was added to Ed 605 on faculty and staff resources. That was moved from Ed 604, which was learning facilitation.

Ryan Terrell commented on the student advisory program section that has an opt-out portion. Laura Stoneking responded that each of the institutions signed a Memorandum of Understanding (MOU) with clear, defined requirements with different gateways. Institutions articulate gateways to candidates required to gain licensure.

Chair Cline asked for clarification on how the review teams approach faculty and staff resources. He questioned if there is a history of institutions not having adequate faculty. Laura Stoneking replied looking at candidate and program assessment data, it is determined whether there is enough faculty support. The interview process determines how institutions determine where to place candidates, how it ensures the minimum requirements are in place prior to going into the field. There have been instances where changes in institutional organization have left candidates unsure who to reach out to for different things.

Confusion is discovered during the review to allow institutions to rectify the problem. Chris Ward added the rules are also necessary when institutions are adding new programs to ensure resources are available for all proposed additions or changes. The rules ensure it is viewed as a requirement to all administration.

Richard Sala referenced Ed 605.02(a) and asked what is meant by diverse faculty and what reviewers say if staff is not diverse. Chris Ward responded diverse is open to interpretation based on how the program views the needs of the candidates and faculty. Diversity could mean diversity of experience, geographical representation, expertise, etc. The term is not defined to allow institutions to make that decision. Richard Sala stated he agrees with that definition, however, the Ed 600 rules already have a different definition in rule describing ethnicity, race, socio-economic status, gender, exceptionalities, language, learning style, religion, sexual orientation, and geographical area. Laura Stoneking responded institutions submit a background for each of the faculty. Reviewers can see the historical background of all main faculty that teach the preparation programs.

AGENDA ITEM VIII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Learn Everywhere Program

1. Big Brothers Big Sisters of New Hampshire – new application

Tim Carney, Administrator of Educational Pathways, introduced Casey Loeffler with Big Brothers Big Sisters of New Hampshire requesting a one-year approval of the Learn Everywhere program. The application was submitted previously.

Chair Cline clarified it is a four-year program and each year is a different credit pathway. Casey responded that the curriculum evolves every year. Chair Cline stated it is a long commitment for half a credit. Casey responded there was

discussion over offering two credits at the end of four years, but they wanted to be able to give students flexibility.

Ann Lane asked about students who start as a sophomore rather than a freshman knowing it is a four-year program. Casey responded they are currently focused on freshman because students joining later would fall behind. They need time to form a relationship with a mentor and work on different skills that prepare them for the senior year experience. He currently has 20 incoming freshmen for next year.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve Big Brothers Big Sisters of New Hampshire Learn Everywhere application.

Vote: The motion was approved by vote by the State Board of Education.

AGENDA ITEM IX. RULEMAKING/LEGISLATIVE UPDATES

A. Proposed Interim Rule – Regional Career and Technical Education Agreements (Ed 1304.02)

Jeff Beard, State Director for Career and Technical Education and Bureau Administrator, was in attendance. Julie Shea, Administrative Rules Coordinator, stated the proposed interim rules are in response to legislation passed effective July 1, 2022, regarding regional career and technical education agreements. The statute states it is not effective until the rules are put into place.

Jeff Beard stated the intent of the law is to ensure students have access to regional career and technical education. The rules are intended to give more detail to what was passed in the statute. The statute outlines a set of requirements for

regional requirements for regional agreements. The agreements are among participants in the region. School board chairs are the signatories of the agreements. The rules attempt to provide guidance as those parties develop these agreements.

Ryan Terrell referenced Ed 1304.2 subsection b and asked the meaning of local education agency. Jeff Beard responded Pinkerton Academy is a public/private academy. For the purposes of federal program funding, funds must go to either LEAs or consortium. The provision is there for Pinkerton because they have a board of directors rather than an elected school board.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the proposed interim rule Ed 1301.01 and Ed 1304.02 regarding regional CTE agreements.

Vote: The motion was approved by vote by the State Board of Education.

B. Final Proposal – Administrative Endorsements (Ed 506.01 et al)

Chair Cline stated the correct version is in Canvas. There was a public hearing in December. There was a process of incorporating feedback and amendments being made. Some of the requirements were reverted back prior to providing the packet to the Board and the version currently in Canvas is correct. The changes are on page 14 on the pdf, page 13 on the printed version.

Steve Appleby stated the previous rule required completion of a program post masters. It created a disadvantage compared to surrounding states as they require a masters and some post master's credits. Candidates coming from other

states with experience are not qualified due to the difference in the required degree. Competitively, it puts New Hampshire at a disadvantage.

Chair Cline stated Connecticut requires post master's credit for superintendent, but Maine, Massachusetts, New Jersey, and Rhode Island do not. Massachusetts has pathway options that do not require a master's degree. Many states have three-year experience requirements per level. New Hampshire's rule now has a five-year requirement. They worked to create multiple pathways. The master's degree requirement was kept in the proposal. The change is candidates must complete one of the following: state approved master's level program in education administration or educational leadership or a master's in education or related field and a State Board approved district level administration mentorship program under a licensed superintendent. The program does not exist right now, but it is something that is being created.

Ann Lane suggested making it say an/or alternative experience with all the capacity listed for the skills required. For instance, the COO of Dartmouth Hitchcock Hospital decided they wanted to run a school system. They have all the skills to do it. They have continuing education in a hospital, run facilities, have patient care, etc. In North Country, it is difficult to fill spots and should not be limited if candidates have the required skills. Chair Cline shared Rhode Island's administrative certificate requires administrator experience or significant leadership experience in a school, school district, education organization, or organizations other than a school. They include an asterisk with an explanation. They must still demonstrate competency in the school competencies.

Phil Nazzaro stated the changes will make it easier for some districts to hire superintendents. However, individual districts can choose to have higher requirements for their candidates if they wish. The state provides licensure, but it is up to districts to hire candidates they believe will do the job.

Chair Cline stated principal licensure requires three years of experience as a teacher, instructional specialist, educational specialist, or education administration. Feedback from superintendents was that there are other specialists at a school, like guidance counselors, that have value in a principal role even though they do not have classroom experience. The pathways for principals are complete state approved master's level program leading to school principal licensure or master's program in educational related field and demonstrate competencies have been met. The big change is eliminating post master's credit.

A small change was made for curriculum administrator, which changed experience required from five-years of experience to three-years of experience.

Steve Appleby stated there has been a rise in alternative pathways for teachers across the country. Chair Cline stated there has been a huge drop in traditional teacher preparation programs, but also a drop in alternative pathways across the county.

Chair Cline proposed passing the final proposal but consider reopening rulemaking and review the requirements with the NHSAA and do more research into other states.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 501.02, Ed 505.03, Ed 505.05, Ed 508.05, and Ed 506.01, Ed 506.08 as amended.

Vote: The motion was approved by vote by the State Board of Education.

C. Final Proposal – Daily Physical Activity (Ed 310)

Julie Shea shared Ed 301 is due to expire in June, however, they have been extended out because of the rulemaking process. They had one minor change, but they are on consent with the Joint Legislative Committee on Administrative Rules (JLCAR). They renewed what was there, removed a narrative, and made minor changes.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 310.

Vote: The motion was approved by vote by the State Board of Education.

D. Final Proposal – Interpreter/Transliterater (Ed 504.11)

Julie Shea stated the Office of Legislative Services (OLS) comments were addressed to ensure interpreter and transliterater were both defined. They matched the age to 21 inclusive, which reflects that statute.

Chair Cline noted section 3b references licensure from another state whose standards are equivalent to New Hampshire. He suggested the language is problematic because it requires precise equivalence to the statute. Julie Shea responded that is the language from the original rule. Chair Cline proposed striking “is equivalent to” from the rule. Steve Appleby, Director Educator Support and Higher Education, responded there was no issue in making that change. The endorsement is only held by a handful of individuals statewide.

Ann Lane asked about the age change from 3-22 to 3-21 inclusive meaning through their 22nd birthday. She asked why the language does not state through the 22nd birthday. Julie Shea responded it reflects the language from the legislation.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the final proposal for Ed 504.11 as amended.

Vote: The motion was approved by vote by the State Board of Education.

E. Final Proposal – Manifest Educational Hardship (Ed 307)

Julie Shea stated the rule is not set to expire soon; the proposal is due to a statutory change. Richard Sala suggested tabling the proposal because there is language in sections (d) and (g) that do not match. Kate Cassady agreed there are questions to be addressed. Julie Shea stated the deadline to file the final proposal is August 2023.

Motion: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education table Ed 307 Manifest Educational Hardship.

Vote: The motion was approved by vote by the State Board of Education.

F. Adopt – Speech Language Specialist (Repeals) (Ed 508.05)

Steve Appleby stated the repeal is due the change removing speech language specialist from statute. He worked with the association to ensure all effected individuals were notified of other endorsements they may qualify or renew their current license for three years while they pursue their speech language pathologist license.

At the request of the association and working with the speech pathology board, there was a speech language specialist license that was developed over thirty years ago as a temporary stop gap when pathology licenses started requiring a master's degrees. The idea was for candidates to work through their pathology license and for the specialist license to disappear.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education adopt the repeal of Ed 508.05.

Vote: The motion was approved by vote by the State Board of Education.

AGENDA ITEM X. COMMISSIONER'S UPDATE

Commissioner Edelblut reported assessment season has begun. Data is tracked at the beginning, middle, and end of the year and tracks student growth. They are hoping to see an upward trajectory that would allow the gaps from COVID to close.

New Hampshire 603 Bright Future survey has been sent out and received over 7,000 responses so far.

New Hampshire was named the number one state in the country for financial literacy. They had an inlet 300 contest with jump start, which is a competition similar to robotics for finance.

The Teacher of the Year program has had a record number of nominations and submissions.

Kate Cassady asked about a previous board conversation about bullying. Commissioner Edelblut responded he met with the chair of senate education to

start conversations. They are in the middle of legislative session so it is unlikely a law change will be rushed through. However, they have agreed to have ongoing discussions over the summer. If there are changes required, it will be prepared for the next legislative session.

AGENDA ITEM XI. OPEN BOARD DISCUSSIONS

There was no open board discussion.

AGENDA ITEM XII. TABLED ITEMS

A. Initial Proposal – Minimum Standards (Ed 306)

AGENDA ITEM XIII. CONSENT AGENDA

A. Meeting Minutes of February 21, 2023

B. Meeting Minutes of March 9, 2023

C. Tuition Agreement – Strafford School District and Coe-Brown Northwood Academy

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the consent agenda as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education with Ann Lane, Ryan Terrell, and Jim Fricchione abstaining from voting on the minutes of February 21, 2023.

AGENDA ITEM XIV. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XV. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adjourn at 1:24 p.m.

Vote: The motion was approved by unanimous vote by the State Board of Education.

DRAFT



School Administrative Unit #9

176A Main Street, Conway, New Hampshire 03818

Office: 603-447-8368 ♦ Special Services: 603-447-8951 ♦ Fax: 603-447-8497 ♦ www.sau9.org

January 27, 2023

Mr. Frank Edelblut
Commissioner of Education
N. H. State Dept. of Education
101 Pleasant Street
Concord, NH 03301

RE: **Conway/Hale's Location Tuition Agreement**

Dear Commissioner Edelblut:

Enclosed please find a copy of two separate tuition agreements between the Conway School District and Hales's Location for grades K-6 and grades 7-8. These agreements were developed by the respective boards and were approved in January of 2023.

If necessary, please submit this tuition agreements to the State Board of Education for approval on the first available agenda.

If you have any questions regarding this matter, please give me a call.

Sincerely,

Kevin Richard
Superintendent of Schools

Enclosure

CONWAY/HALE'S LOCATION

TUITION AGREEMENT

Grades K-6

CONTRACT, made and entered into as of this 19th day of January, 2023 by and between the Hale's Location, represented by the County of Carroll School District, State of New Hampshire, hereinafter referred to as Hale's, and the Conway School District, of Conway, County of Carroll, State of New Hampshire, sometimes hereinafter referred to as Conway.

WITNESSES THAT:

WHEREAS, Hale's is desirous of having its pupils, grades K through 6 attend school in Conway, and has authorized its School Board to enter into a long-term tuition agreement providing for such attendance, and

WHEREAS, Conway maintains a school system, which includes kindergarten and elementary schools and its School Board has authority to enter into a tuition agreement to receive pupils from Hale's, and agrees to accept all students sent by Hale's and afford them a course of instruction to be given in the Conway School System, and

WHEREAS, Hale's and Conway are mutually aware of the educational and financial advantages to be enjoyed by both School Districts through their association together under a long-term tuition agreement, particularly in terms of the long-range improvement of the educational environments and most efficient use of the tax resources in both communities;

NOW, THEREFORE, IN CONSIDERATION of the mutual provisions and undertakings set forth, the parties agree as follows:

I. **TUITION ARRANGEMENT:** Hale's shall send all of its pupils, grades K through 6, to Conway for schooling, except those students who are schooled privately, attend public chartered school or home schooled; and Hale's shall be responsible for the transportation methods and expenses in connection with such attendance. Conway shall accept said pupils and be responsible for their education on the same terms and conditions, providing them with the same opportunities for educational and cultural advancement and improvement as is the

Town of Conway. The decision concerning assignment of special education students from Hale's to a special program or facility outside of the Conway School District shall be made with equal input from the Conway School District Placement Team and the LEA representative from Hale's. Hale's shall bear the net costs of any such special program or facility once appropriate credit has been given for Federal or State aid. In the event of a dispute regarding placement, the LEA shall make the initial placement determination in accordance with all applicable Federal and State rules and regulations; provided that Conway, as the receiving district and member of the placement team, retains the right to advocate for its position in any appropriate forum and, if necessary, to use the dispute resolution process in Section XIII or any other applicable process to resolve the issue. In individual cases involving special education or §504 accommodations in-district but beyond the regular educational program (i.e. involving aides, counseling, or other in-district services or facilities), the placement team shall notify Hale's LEA representative who may participate in the placement decision at his or her option. In either case, Hale's shall bear the net cost of such extra services or facilities once appropriate credit has been given for Federal or State aid. In cases involving special education or §504 accommodations within the regular educational program, the Conway School District Team shall make the IEP or §504 Plan decisions and Hale's shall be deemed to have consented to the team's decision unless the LEA representative has requested an opportunity to participate in decisions regarding a particular student as above. Hale's shall bear the costs of any due process proceedings, attorney fees, awards, out-of-district placements, and compensatory education awards.

II. ATTENDANCE COMMENCEMENT AND MINIMUM TERM:

Attendance of Hale's pupils in the Conway School System pursuant to this Agreement shall commence at the inception of the school year 2023-24, and shall continue for a minimum term of three (3) school years, through June 30, 2026.

III. AUTOMATIC CONTINUATION – TERMINATION NOTICE – FINAL TERMINATION: Unless terminated at the end of the minimum term as provided in Section II hereof, this agreement shall automatically continue in force after the expiration of such minimum term, on a year to year basis, unless terminated as hereinafter provided. In such case, either party may terminate this agreement by giving to the other the written notice of termination required by this paragraph. Such notice shall specify the last school year for which the agreement shall be effective, which shall be at least the third (3rd) full fiscal school year ending June 30 following the school year during which the notice is given.

IV. STUDENT DISCIPLINE: Conway School District shall consider all students tuitioned to the elementary school under this agreement on as equal a basis as other students and shall require such students to conform to the rules and regulations of the elementary school. The Conway School District shall process all serious disciplinary cases in accordance with its disciplinary policy. Hale's shall be notified in the event of a manifestation teaming or other proceeding under the disciplinary provision of the IDEA. Costs of appeals from such proceedings and costs of any alternative educational programs beyond the standard program offered at the elementary school shall be borne by Hale's.

V. PROGRAM OF STUDY: In consideration of the mutual undertakings in this agreement, Conway commits to maintaining and supporting a comprehensive kindergarten and elementary school program for grades K-6, which shall comply with the standards prescribed by the State Board of Education in accordance with RSA 189:24 and 189:25.

VI. WRITTEN REPORTS: A written quarterly report will be made to Hale's Location concerning achievement and attendance records of all pupils from Hale's who are enrolled in the elementary school of the Conway School District, provided that neither the failure to provide one or more such reports nor the contents of such reports shall in any way limit the obligation of Hale's to pay tuition or perform other obligations pursuant to this agreement. Hale's shall be entitled to information regarding any individual student upon request. Conway School District will supply Hale's with any necessary financial or other information necessary to determine the accuracy of figures used in calculating student charges or other costs.

VII. COMPUTATION OF STUDENT CHARGES, CAPITAL IMPROVEMENTS AND FACILITIES MAINTENANCE FUND:

A. COMPUTATION OF STUDENT CHARGES: Charges for attendance at Conway shall be determined annually as follows:

Under the Conway Tuition Agreements ("Original Agreements") with the Albany and Eaton Districts, tuition charges are based on a combination of equalized value and/or ADM. Each year a tuition fee is charged to each town. This tuition fee includes a capital improvements charge and a facilities maintenance charge.

For students attending from Hale's Location the tuition fee shall be determined as follows:

1. Using the latest tuition fee for Albany and Eaton, each town's total tuition fee will be divided by that town's ADM-R. This will determine the "cost per student" for each town.
2. The tuition of the town with the highest "cost per student" shall be used as the tuition charge for students from Hale's Location.

Hale's Location will be subject to any adjustments made to the tuition fee charged by the town having the highest "cost per student" in accordance with Paragraph X.A.4. of the Original Agreement.

VIII. PAYMENTS:

A. Tuition fee payments shall be made by Hale's Location annually in quarterly payments beginning on September 1 and quarterly thereafter (December 1, March 1, and June 1).

B. Late Charges – A late charge of 1% over prime (ref. Wall Street Journal published on the last business day of the previous month) shall be charged for any payment not received by the 10th of the month in which it is due. For each additional 30 days, the same late charge will be applied to the total payment and accrued late charge(s). In the event it is determined that all or a portion of the unpaid payments were not appropriately charged, the late charges shall be proportionately waived.

X. RESOLUTION OF DISPUTES: Any and all disputes relating to this agreement shall be submitted to a panel of three (3) people for review, and the decision of panel shall be final. The panel shall consist of one person appointed by the Conway School Board, one person appointed by the Carroll County School District, and a third party agreed upon by the two appointed people. The panel shall deliberate and render its written findings within 60 days of the first notice of dispute.

X. CONDITIONS OF APPROVAL: This agreement shall become binding and effective if and only if:

- A. The agreement, once voted upon by the districts, receives approval of the State Board, pursuant to RSA 194:4.

IT IS FURTHER AGREED that at any time during the life of this agreement the parties, by mutual agreement, may pursue other educational arrangements that may be in the best educational and/or financial interest of the parties.

IT IS FURTHER AGREED that this agreement will take effect when it is signed by a majority of the members of both School Boards.

IN WITNESS THEREOF, said parties to this agreement have, by their school boards respectively, hereunto set their hands and seals on the day and year written below.

Hale's Location

Serry McCarty
Matthew Lake
KJ

1/19/23
Date

School District of Conway

Myra [Signature]
[Signature]
Randy Davison
Michael Di Mugenio
[Signature]
Barbara [Signature]
CASAL Capone

1/13/23
Date

Reviewed and approved on the _____ day of _____, 20__, by the New Hampshire State Board of Education.

Chair, State Board of Education

CONWAY/HALE'S LOCATION

TUITION AGREEMENT

Grades 7-8

CONTRACT, made and entered into as of this 19th day of January, 2023 by and between the Hale's Location, represented by the County of Carroll School District, State of New Hampshire, hereinafter referred to as Hale's, and the Conway School District, of Conway, County of Carroll, State of New Hampshire, sometimes hereinafter referred to as Conway.

WITNESSES THAT:

WHEREAS, Hale's is desirous of having its pupils, grades 7 through 8 attend school in Conway, and has authorized its School Board to enter into a long-term tuition agreement providing for such attendance, and

WHEREAS, Conway maintains a school system, which includes a middle school and its School Board has authority to enter into a tuition agreement to receive pupils from Hale's, and agrees to accept all students sent by Hale's and afford them a course of instruction to be given in the Conway School System, and

WHEREAS, Hale's and Conway are mutually aware of the educational and financial advantages to be enjoyed by both School Districts through their association together under a long-term tuition agreement, particularly in terms of the long-range improvement of the educational environments and most efficient use of the tax resources in both communities;

NOW, THEREFORE, IN CONSIDERATION of the mutual provisions and undertakings set forth, the parties agree as follows:

I. TUITION ARRANGEMENT: Hale's shall send all of its pupils, grades 7 through 8, to Conway for schooling, except those students who are schooled privately, attend public chartered school or home schooled; and Hale's shall be responsible for the transportation methods and expenses in connection with such attendance. Conway shall accept said pupils and be responsible for their education on the same terms and conditions, providing them with the same opportunities for educational and cultural advancement and improvement as is the case with pupils residing in the Town of Conway. The decision concerning

students from Hales' to a special program or facility outside of the Conway School District shall be made with equal input from the Conway School District Placement Team and the LEA representative from Hale's. Hale's shall bear the net costs of any such special program or facility once appropriate credit has been given for Federal or State aid. In the event of a dispute regarding placement, the LEA shall make the initial placement determination in accordance with all applicable Federal and State rules and regulations; provided that Conway, as the receiving district and member of the placement team, retains the right to advocate for its position in any appropriate forum and, if necessary, to use the dispute resolution process in Section XIII or any other applicable process to resolve the issue. In individual cases involving special education or §504 accommodations in-district but beyond the regular educational program (i.e. involving aides, counseling, or other in-district services or facilities), the placement team shall notify Hale's LEA representative who may participate in the placement decision at his or her option. In either case, Hale's shall bear the net cost of such extra services or facilities once appropriate credit has been given for Federal or State aid. In cases involving special education or §504 accommodations within the regular educational program, the Conway School District Team shall make the IEP or §504 Plan decisions and Hale's shall be deemed to have consented to the team's decision unless the LEA representative has requested an opportunity to participate in decisions regarding a particular student as above. Hale's shall bear the costs of any due process proceedings, attorney fees, awards, out-of-district placements, and compensatory education awards.

II. ATTENDANCE COMMENCEMENT AND MINIMUM TERM: Attendance of Hale's pupils in the Conway School System pursuant to this Agreement shall commence at the inception of the school year 2023-24, and shall continue for a minimum term of three (3) school years, through June 30, 2026.

III. AUTOMATIC CONTINUATION – TERMINATION NOTICE – FINAL TERMINATION: Unless terminated at the end of the minimum term as provided in Section II hereof, this agreement shall automatically continue in force after the expiration of such minimum term, on a year to year basis, unless terminated as hereinafter provided. In such case, either party may terminate this agreement by giving to the other the written notice of termination required by this paragraph. Such notice shall specify the last school year for which the agreement shall be effective, which shall be at least the third (3rd) full fiscal school year ending June 30 following the school year during which the notice is given.

IV. STUDENT DISCIPLINE: Conway School District shall consider all students tuitioned to the middle school under this agreement on as equal a basis as

other students and shall require such students to conform to the rules and regulations of the middle school. The Conway School District shall process all serious disciplinary cases in accordance with its disciplinary policy. Hale's shall be notified in the event of a manifestation teaming or other proceeding under the disciplinary provision of the IDEA. Costs of appeals from such proceedings and costs of any alternative educational programs beyond the standard program offered at the middle school shall be borne by Hale's.

V. PROGRAM OF STUDY: In consideration of the mutual undertakings in this agreement, Conway commits to maintaining and supporting a comprehensive middle school program for grades 7-8, which shall comply with the standards prescribed by the State Board of Education in accordance with RSA 194:23.

VI. WRITTEN REPORTS: A written quarterly report will be made to Hale's Location concerning achievement and attendance records of all pupils from Hale's who are enrolled in the middle school of the Conway School District, provided that neither the failure to provide one or more such reports nor the contents of such reports shall in any way limit the obligation of Hale's to pay tuition or perform other obligations pursuant to this agreement. Hale's shall be entitled to information regarding any individual student upon request. Conway School District will supply Hale's with any necessary financial or other information necessary to determine the accuracy of figures used in calculating student charges or other costs.

VII. COMPUTATION OF STUDENT CHARGES, CAPITAL IMPROVEMENTS AND FACILITIES MAINTENANCE FUND:

A. COMPUTATION OF STUDENT CHARGES: Charges for attendance at Conway shall be determined annually as follows:

Under the Conway Tuition Agreements ("Original Agreements") with the Albany, Eaton, Freedom, and Madison Districts, tuition charges are based on a combination of equalized value and/or ADM. Each year a tuition fee is charged to each town. This tuition fee includes a capital improvements charge and a facilities maintenance charge.

For students attending from Hale's Location the tuition fee shall be determined as follows:

1. Using the latest tuition fee for Albany, Eaton, Freedom and Madison, each town's total tuition fee will be divided by that town's ADM-R. This will determine the "cost per student" for each town.
2. The tuition of the town with the highest "cost per student" shall be used as the tuition charge for junior high students from Hale's Location.

Hale's Location will be subject to any adjustments made to the tuition fee charged by the town having the highest "cost per student" in accordance with Paragraph X.A.4. of the Original Agreement.

VIII. PAYMENTS:

A. Tuition fee payments shall be made by Hale's Location annually in quarterly payments beginning on September 1 and quarterly thereafter (December 1, March 1, and June 1).

B. Late Charges – A late charge of 1% over prime (ref. Wall Street Journal published on the last business day of the previous month) shall be charged for any payment not received by the 10th of the month in which it is due. For each additional 30 days, the same late charge will be applied to the total payment and accrued late charge(s). In the event it is determined that all or a portion of the unpaid payments were not appropriately charged, the late charges shall be proportionately waived.

X. RESOLUTION OF DISPUTES: Any and all disputes relating to this agreement shall be submitted to a panel of three (3) people for review, and the decision of panel shall be final. The panel shall consist of one person appointed by the Conway School Board, one person appointed by the Carroll County School District, and a third party agreed upon by the two appointed people. The panel shall deliberate and render its written findings within 60 days of the first notice of dispute.

X. CONDITIONS OF APPROVAL: This agreement shall become binding and effective if and only if:

- A. The agreement, once voted upon by the districts, receives approval of the State Board, pursuant to RSA 194:22.

IT IS FURTHER AGREED that at any time during the life of this agreement the parties, by mutual agreement, may pursue other educational arrangements that may be in the best educational and/or financial interest of the parties.

IT IS FURTHER AGREED that this agreement will take effect when it is signed by a majority of the members of both School Boards.

IN WITNESS THEREOF, said parties to this agreement have, by their school boards respectively, hereunto set their hands and seals on the day and year written below.

Hale's Location

Terry M. Caudy
Matthew Lee
[Signature]

1/19/23
Date

School District of Conway

Miscell P. Co.
[Signature]
Randy Dawson
Michael D. Meguire
[Signature]
Barbara Lopez
Cassie Clifton

1/13/2023
Date

Reviewed and approved on the _____ day of _____, 20__, by the New Hampshire State Board of Education.

Chair, State Board of Education

1
2
3
4
5
6
7
8
9
10
11
12
13

CONWAY SCHOOL BOARD

Monday, November 28, 2022

Meeting Minutes - Amended

14 The November 28, 2022, meeting of the Conway School Board was called to order at 6:15 PM. In
15 attendance were Chair Dr. Michelle Capozzoli, Ryan Wallace, Barbara Lyons, Cassie Capone, and Mike
16 DiGregorio. Also present; Kevin Richard, Superintendent, Dr. Kadie Wilson, Assistant Superintendent,
17 and Pam Stimpson, Director of Special Services. Administrators present were Kevin Carpenter, Principal
18 of Kennett High School; Virginia Schrader, Director of MWV Career / Technical Center; Rick Biche,
19 Principal of Kennett Middle School; Dr. Aimee Frechette, Principal of Pine Tree Elementary School;
20 Danielle Nutting, Principal of John Fuller Elementary School; and Katy Bedley, Principal of Conway
21 Elementary School.

22 Nonpublic Session - RSA 91-A:3 II (Personnel Matter)

23 **Mr. Mosca moved, seconded by Mr. Wallace, to enter nonpublic session for a personnel matter**
24 **at 6:15 pm. Motion Carries by unanimous roll call vote. Mr. DiGregorio – Yes; Mr. Wallace –**
25 **Yes; Mr. Mosca – Yes; Chair Dr. Capozzoli– Yes; Ms. Capone – Yes; and Ms. Lyons – Yes.**

26 The Conway School Board meeting resumed at 6:33 pm.

27 The Pledge of Allegiance was led by Chair Dr. Capozzoli.

28 3. Approve Minutes (11-14-22)

29 **Mr. Mosca moved, seconded by Ms. Capone to approve the minutes of November 14, 2022, as**
30 **written. Motion Carries. (4-0-2 [Mr. Mosca & Ms. Lyons])**

31 4. Personnel

32 A. Consider Regular Personnel Changes

33 **Mr. Mosca moved, seconded by Ms. Capone, to open personnel and vote on them**
34 **individually. Motion Carries. (6-0-0)**

35 1. Consider Early Retirement Requests (CEA; Mary Ann Abrams & Charlene Roberts). (6-0-0)

36 2. Consider Early Retirement Request (Admin; Andy Grigel). (6-0-0)

37 **Board members** commented on Mr. Grigels experience and benefit to the district.

38 **Mr. Richard** noted they would hire someone early to allow overlap with Mr. Grigel or
39 provide consultant hours.

40 3. Accept Retirement of Cheryl Furtado. (6-0-0)

41 4. Election of Peter Eakley as Student Safety Personnel at Kennett High School. (6-0-0)

42 **Mr. Mosca** commented on Mr. Eakley's extensive qualifications and experience.

43 5. Approve Stipend for Todd Heylser from IDEA. (6-0-0)

44 6. Consider the Election of Winter Coaches at Kennett High School. (6-0-0)

45 B. Consider Request from Jason Cicero for Child Care Leave. (6-0-0)

46 C. FYI - Transfer of Ryan Doonan

47 5. Presentation of School Programs / FYI ITEMS:

48 A. KHS Principal's and MWVCTC Director's Reports (first meeting of the month)

49 McKayla Dockham, Student Representative:

The Club Fair was successful with a lot of underclassman participation. Ms. Donaldson did a
virtual club fair which is posted on the KHS YouTube.

A food drive is in the works with donations going to the Vaughn Center.

- 50 A spirit week is planned for the week prior to holiday break.
- 51 B. KMS and Elementary Principals' Reports (second meeting of the month)
- 52 (Postponed until the next meeting)
- 53
- 54 6. Public Comments:
- 55 Kaylee Mola, Ella Gilmore, Charlie Williams, Heather Wilde, Hannah (KHS Freshman), Amy (N.
- 56 Conway), Becka Fecteau, Jason Fougere, and Joe Mosca all spoke in favor of maintaining Holly
- 57 Fougere as a full-time teacher at Kennett High School.
- 58
- 59 7. Old Business: None
- 60
- 61 8. Instructional Issues:
- 62 A. First Reading of Policies.
- 63 **Mr. Mosca moved, seconded by Ms. Lyons to open polices and vote on the individually.**
- 64 **Motion Carries. (6-0-0)**
- 65 1. DJC- Bidding Requirements (5-1[Mr. Mosca]-0)
- 66 **Mr. Mosca** spoke against increasing the threshold to 5x the federal amount as the district is
- 67 not at that point yet. Stating when the numbers get higher there can often be "kickbacks"
- 68 offered. (Not that it is happening now)
- 69 **Mr. DiGregorio** inquired of the reason for Mr. Hill wanting to increase the threshold. **Mr.**
- 70 **Richard** advised it is based on the time involved in preparing a proposal and presently there
- 71 is not much that can be done for less than \$20,000. **Mr. DiGregorio** agreed there could be
- 72 honesty issues if the number gets too high.
- 73 2. JCDAD - Drug-Free Workplace & Drug Free Schools (6-0-0)
- 74 3. JKA - Corporal Punishment (6-0-0)
- 75 4. JLIE - Student Automobile (6-0-0)
- 76 5. KB - Title I Involvement in Education (6-0-0)
- 77 6. JJA - Student Activities Organizations (6-0-0)
- 78 **Mr. Mosca** noted on Pg. 1, bullet 2, second sentence prior to the strike through "an" should
- 79 be "a". On Pg. 2, bullet 5 should become 4.
- 80
- 81 B. Second Reading and Adoption of Policies
- 82 1. BBBE - Board Vacancies and Unexpired Term Fulfillment
- 83 (Stayed pending further discussion at the Policy Committee)
- 84
- 85 9. Business Affairs
- 86 A. Hale's Location Tuition Agreement
- 87 **Mr. Richard** explained each town must legally have a school of record. Hale's Location
- 88 agreement had expired, and Mr. Richard has been working with the County Commissioner to
- 89 develop a new agreement. The board has a district policy that allows acceptance of students from
- 90 outside of the sending town tuition agreements.
- 91 **Chair Dr. Capozzoli moved, seconded by Mr. DiGregorio, to accept the tuition agreement**
- 92 **with Hale's Location. Motion Carries. (6-0-0)**
- 93
- 94 10. Administrators' Reports:
- 95 • On December 1st, Administrators will meet with the Conway Police Department and EMS for
- 96 tabletop exercises on emergency preparedness.
- 97 • On December 1st, the KHS Tuition Committee will meet to discuss the JMA and tuition
- 98 negotiations.
- 99 • On December 13th, the Facility Use Committee will meet to continue discussions on closing an
- 100 elementary school and moving the 6th grade.

- 101 • Work continues on preparing the budget.

102 **7:17 PM THE SCHOOL BOARD MEETING IS RECESSED TO BEGIN THE CONWAY**
103 **SCHOOL BOARD BUDGET COMMITTEE MEETING. THE SCHOOL BOARD MEETING**
104 **RESUMES AT 8:07 PM.**

105 11. Board Discussion

106 A. Committee Reports

107 1. Wellness Committee

108 Sorted out sub committees and are short participants in SEL, Nutrition, and Physical
109 categories should anyone be interested in helping the committee.
110

111 B. Correspondence from Tim Sorgi and Albany School Options Committee

112 **Mr. Sorgi** inquired with the board where they are with contract negotiations with Albany for K-6
113 students as the contract needs to be put before the Albany voters this year and prefer to have
114 something prior to the end of the year. Requesting Conway negotiate with him on behalf of
115 Albany. **Mr. Mosca** advised they would have something for the next board meeting.
116

117 **Mr. DiGregorio** suggested the email from a Conway resident should be entered into public comment.
118 (see attached).
119

120 12. Public Comments:

121 **Becka Fecteau**, Conway, spoke again on behalf of the Arts program and support for Holly Fougere.

122 **John Hebert**, Center Conway, took the opportunity to publicly thank Cheryl Furtado on her work
123 with his son since 2019 and wished her the best.

124 **Heather Woodward**, Center Conway, expressed her opinion on moving the 6th grade, stating they
125 belong in elementary school. Further suggesting seeking input from the principals, determining what
126 the motivating factor is to move them to the middle school, and determining the benefits to keeping
127 them at the elementary school.
128

129 13. Media Questions: None

130

131 14. Nonpublic Session– RSA 91-A:3 II: None

132

133 15. Adjournment

134 **There being no further business, Chair Dr. Capozzoli declared the meeting adjourned at 8:19**
135 **pm.**
136

137 Respectfully Submitted,

138

139 Lisa E. Towle,

140 Recording Secretary

141

142 November 25, 2022

143 Good evening,

144

145 Thank you for receiving my feedback regarding the continued efforts of the Conway School Board to
146 balance the budget shortfall by closing a school. I understand it is a large task to be fiscally responsible
147 and to manage the tax dollars in order to achieve the desired result within our school system.

148 I was pleased to see the statement has been made that the public should have a right to be heard. I am
149 also aware that you agreed to take this issue to a memorandum in April as a result of the large amount
150 of public feedback already received against using the closure of a school as a budgeting tool. I am a
151 witness to the community already offering its feedback to you. I was shocked and disappointed to see in
152 the media that you collectively have also withdrawn that commitment to the community to take this to
153 memorandum.

154 I have noted that the quote "we have been tasked with making the tough decisions" is being used with
155 frequency. I would like to start my feedback to you as an active member of the community with that
156 phrase. Each of you have been elected to serve in the best interest of the community. With this
157 responsibility comes the obligation to hold yourself accountable for all aspects of managing the
158 business, growth, and quality of education issues that come within your line of sight. The tough
159 decisions are well down the line in the order of business after you have shown your due diligence to
160 support the community and public education without bias. The following are areas of concern
161 regarding how you are managing this awesome responsibility.

162 1. You have not collectively brought to the table alternative plans to balance the budget other
163 than closing a school of your choice. Each large scale project must include well-researched
164 alternatives. A Project Manager's plans shall include but not be limited to: availability of
165 resources, assumptions, ROI, plans for growth and suspected effect on stakeholders, potential
166 roadblocks, and an assessment of risk. You have provided none of the above on any
167 alternatives.

168 2. Your justifications and stance have been voiced with phrases like "studies show" "older
169 buildings cost more to upkeep" "The budget committee has determined" ... I have not seen
170 what studies you are referring to. Where is your data? How is it applicable? The budget
171 committee to my knowledge has not released a detailed ROI plan or any research on the
172 economic effect to the secondary stakeholders in the community that depend upon a grade
173 school in their village. What cost will SAU9 incur as a result of a needed parking expansion for
174 the middle school and Conway EI? Will attendance suffer for children forced to add 20-30
175 minutes each way in their daily commute? What will losing a school due to property value in the
176 neighborhoods around John Fuller? As far as upkeep and maintenance on a building, a well-
177 researched maintenance budget would be helpful that looks into, growth plan for the
178 neighborhood, who built the structure? What grade soil is it on? What was the property used
179 for before the school was there? How does the weather affect the exterior? What was the
180 maintenance plan? All of the above-mentioned items affect how expensive a building is to
181 maintain. Not just age.

182 3. Over the course of the summer, the Town of Conway refused a request for a temporary
183 permit to support increased traffic along 16 in front of the Kennett Middle school. They denied
184 the permit as they felt it would overcrowd an already traffic stressed area of town. How is
185 adding 200+ more students that need to get in and out through parent cars or buses going to
186 affect the already over-stuffed traffic along this corridor? Are you going to accept responsibility
187 for the increased traffic and develop a plan for road expansion or additions of more traffic
188 circles or lights during your quest to add more students to this area? How much will it cost?

189 4. You have ignored the call out from officials and the community to understand the
190 population growth of the area with mandates to curb short term rentals on the table. You have
191 also ignored a 140 unit+ housing community being built just blocks from Conway Elementary
192 with the first phase to open fall of 2023. To cripple a Village while a long term housing plan has
193 not been established is irresponsible.

194 5. I have left the absolute most important observation for the last. You have collectively
195 dismissed the happiness, education, and sense of community of our children. I have not once
196 heard you say or read that you are concerned for the education, community, mental health or
197 overall wellbeing of our children. They deserve a community school. They deserve the engaged
198 teachers, counselors and support staff that they love. They deserve to grow up in a town that
199 lets them know they matter by their actions. They deserve a short commute to their
200 community school. They deserve to feel welcome and safe. Closing a school is hurtful to our
201 families. Period.

202 Thank you for your energy and time. I hope that you listen to the community this time around and carry
203 yourselves as elected officials committed to serving in the best interest of the entire community.

204 Sincerely,
205 Trish Reynolds
206 North Conway
207 970-389-6763
208 Trish.reynolds41@gmail.com

County of Carroll
Commissioner's Meeting
Carroll County Administration Building
January 19, 2023

Present: Chairman Terry McCarthy, Vice-Chairman Matthew Plache, Clerk Kimberly Tessari, HR Director Linda Matchett, Executive Coordinator Mellisa Seamans, Daymond Steer (Conway Daily Sun), Ed Comeau (www.governmentoversite.com)

Pledge of Allegiance

Media Questions

Mr. Steer asked if there was any headway into the investigation of the death of former County jail inmate Amanda Hartness. Comm'r Tessari directed him to the officials in the jurisdiction where she passed away. Comm'r Plache: we don't understand why she died in a tent sleeping outside a transitional housing facility in Manchester on Christmas Day when the temperature plummeted to eight degrees. Mr. Steer: understands the limitations to access to information but the County needs to understand the big picture. Comm'r Plache: I'd like to know what happened. From that information we need to stop this sort of thing from happening again. The County did everything it could – the aftercare, counseling, housing was all in place when she was released. Legislators are very interested in what happened. She was a very intelligent woman, graduating with top scores. And then to die on Christmas Eve on the street, there was a failure somewhere.

Mr. Steer asked about status of courthouse. There will be a request for proposals approved today.

Mr. Steer asked if the Commissioners are going to consider the offer of the former nursing home administrator to assist with the budget. Comm'r Tessari responded that the Commissioners are finished with their 2023 budget prep and it has been sent to the Delegation. That body can hire Mr. Chandler if they choose.

Public Comment

Carol Lundgren of Wakefield introduced herself as an elder advocate. She presented a letter on behalf of four nursing home residents who would like to meet with the Commissioners.

Approval of Meeting Minutes

Approval of the January 12, 2022 meeting minutes held to the next meeting

Chmn. McCarthy has received phone calls regarding the Commissioners moving the public comment period to the end of the meeting. She is in favor of limiting public comment to items on the agenda unless presented ahead of the meeting. Discussion ensued about the need to balance the public's wish to be heard and the work the Commissioners need to complete each week.

Manifest Approval

Accounts Payable Jan 11 2023 \$149,697.38

Payroll Jan 13 2023 \$259,763.95

Hales Location

MOTION: **“Approve the tuition agreement for grades 7-8 and the tuition agreement for grades K-6 between Hale’s Location and Conway School District”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0

Treasurer Report

None. Comm’r Tessari noted there has not been a treasurer’s report in several meetings and requested the CFO give an overview of County finances.

Personnel Policy Review and Approval

- Social Media Policy In process
- Attendance Policy **“Approve the Attendance Policy”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- Breaks for Nursing Mothers **“Approve the policy with the amendment that employees will be given paid breaks of 20 minutes or less”** by Comm’r Tessari, 2nd Comm’r Plache. Passed 3-0
- Complaint Policy In process
- Drug & Alcohol Policy In process
- Gifts & Gratuities **“Approve the Gifts and Gratuities policy”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- Suspension & Discharge **“Approve the Suspension and Discharge policy”** by Comm’r Plache, 2nd Comm’r Tessari for discussion. Motion withdrawn.
- Unacceptable Behavior Suggested to add a definition section
- Whistleblower Policy **“Approve the Whistleblower policy”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- Workplace Violence **“Approve the Workplace Violence policy”** by Comm’r Plache, 2nd Chmn. McCarthy. Passed 2-0 with Comm’r Tessari abstaining.

Line Item Transfers

- MOTION:** **“To approve line item transfer 2022-35”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- MOTION:** **“To approve line item transfer 2022-39”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- MOTION:** **“To approve line item transfer 2022-23”** by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0

Non Public Session

MOTION: **“To enter into non-public session under NH RSA 91-A:3, II (a) and (c)”** by Comm’r Tessari 2nd Comm’r Plache. Passed 3-0 on roll call vote. The board reconvened and voted 3-0 to seal the minutes.

Finance Update

CFO Batchelder reported that December 2022 is current being reconciled. About 60-70% toward closing out the year. Auditors are onsite this week. Have been asked to schedule Carroll County for

the 2022 audit as possible after completing 2021. Remaining line-item transfers will be presented once all December invoices are in.

MVC Pharmacy Services

Three sealed bids were opened and announced: Omnicare, Pharmerica, and Health Direct. The proposals will be reviewed and recommendation made by nursing home administrator.

Election of Officers

- MOTION:** “Appoint Terry McCarthy as Chair” by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0
- MOTION:** “Appoint Matthew Plache as Vice Chair” by Chmn. McCarthy, 2nd Comm’r Tessari. Passed 3-0
- MOTION:** “Appoint Kim Tessari as Clerk” by Comm’r Plache, 2nd Chmn. McCarthy. Passed 3-0

Request for Proposals – Sale of Carroll County Courthouse

- MOTION:** “Issue the RFP for sale of the Courthouse” by Comm’r Plache, 2nd Comm’r Tessari. Passed 3-0

Restricted Funds

- MOTION:** To restrict \$88,121.03 in opioid settlement funds to offset the 2023 regional appropriations, and apply to the appropriation for White Horse Recovery Center and MWV Supports Recovery, bringing the total regional appropriations budget to less than 2% of the County General Fund budget by Comm’r Tessari, 2nd Comm’r Plache. Passed 3-0

Public Comment

Comm’r Tessari read into the record an email received from Becky Mason of Tamworth.

Public Comment Policy

Comm’r Tessari requests to look at the policy for public comment; two comment sessions excessive.

Non Public Session

- MOTION:** “To enter into non-public session under NH RSA 91-A:3, II (m)” by Comm’r Tessari 2nd Comm’r Plache. Passed 3-0 on roll call vote. The board reconvened and voted 3-0 to seal the minutes.

Minutes approved on ___February 2 2023___

Terry McCarthy, Chairman

Matthew Plache, Vice-Chairman

Kimberly Tessari, Clerk

SCHOOL ADMINISTRATIVE UNIT #79

Gilmanton School District
1386 NH Route 140
Gilmanton IW, NH 03837
Telephone: (603) 267-0603
Fax: (603) 364-0058

Bruce Beasley
Superintendent of Schools

Sandie MacDonald
Business Administrator

May 1, 2023

Dear Commissioner Edelblut and Members of the State Board of Education,

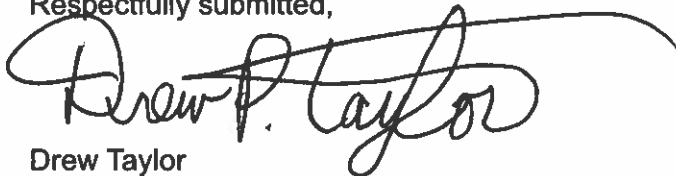
I am requesting the State Board of Education consider allowing Gilmanton School a waiver to the 180 school day requirement. Gilmanton School District has assessed its current situation and feels it best to request this waiver of the established 2022-2023 school year calendar.

Prior to any weather related days, the Board determined that the first three canceled days be used as traditional snow days. The dates for these three days were December 16, 2022, January 20, 2023, and January 23, 2023. The Board also approved that any additional days be used as remote instruction days. The District used remote instruction days on January 26, 2023 and March 14, 2023.

The District is requesting a waiver for the non-school day on March 15, 2023. The basis for this request is that staff was ready to offer a remote learning day but the numerous power outages in the area would not allow them to have contact with learners. In an effort to be proactive and allow families to plan for the summer, the District announced the last day of school as June 20, 2023.

Due to the complications of the March 15th storm and the announcement of the last day being June 20th, this request for a waiver of one day is being made.

Respectfully submitted,

A handwritten signature in black ink that reads "Drew Taylor". The signature is fluid and cursive, with a long horizontal flourish extending to the right.

Drew Taylor
Chair, Gilmanton School Board
Gilmanton, NH

**New Hampshire Department of Education
Draft Not for Distribution**

Current Administrative Rule	Proposed Administrative Rule	Commentary
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:	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:	No Change
(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;	(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;	No Change
(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	(b) As determined by vote of the 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	Removed the word local in this instance (and others) as the word local is already used in the definition of school board in Ed 306.04
(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.	(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.	No Change
Ed 306.02 <u>Definitions</u> . Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:	Ed 306.02 <u>Definitions</u> . Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:	No Change
(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of district competencies and or graduation competencies consistent with RSA 193-C:3;	(a) “Acknowledgement of achievement” means when a student has demonstrated achievement of competencies <i>at a proficient level associated with a program or course of study;</i>	Revised language
(b) “Career and technical education” means organized educational activities that:	(b) “Career and technical education” means organized educational activities that <i>offer a sequence of learning opportunities that:</i>	Revised language
(1) Offer a sequence of courses that: a. Provides individuals with coherent and rigorous content aligned with challenging academic	(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	Revised language

**New Hampshire Department of Education
Draft Not for Distribution**

<p>standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions;</p> <p>b. Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associates degree; and</p> <p>c. Might include prerequisite courses, other than a remedial course; and</p>	<p>careers in current or emerging <i>vocational fields</i>; and</p> <p>(2) Provides technical skill proficiency, an industry-recognized credential, a certificate, or an associates degree;</p>	<p>Removed paragraph (c) and renumbered</p>
<p>(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;</p>		<p>Removed paragraph (2)</p>
<p>(c) “College and career readiness” means alignment with the knowledge, skills, and work-study practices students will need to enter and succeed in postsecondary opportunities – whether college or career;</p>		<p>Removed paragraph (c)</p>
<p>(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;</p>	<p>(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;</p>	<p>Renumbered</p> <p>Revised language</p>
	<p>(d) “Competency based assessment” means an assessment of student proficiency with regard to one or more competencies;</p>	<p>New definition added</p>
<p>(e) “Credit” means the record keeping structure that is awarded to a student who demonstrated achievement of graduation competencies organized around the specific credit;</p>	<p>(e) “Credit” means the official record that a student has demonstrated the competencies associated with a program or course of study;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

(f) “Department” means the New Hampshire department of education;	(f) “Department” means the New Hampshire department of education;	No change
(g) “District competencies” mean specific types of competencies that are common across the district and organized in developmental progressions that lead to achievement of graduation competencies;		Removed paragraph (g)
(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;	(g) “Educator” means <i>administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/translators, school nurses, and any other individuals credentialed by the state board of education;</i>	Revised language to ensure consistency with educator credential definitions in other state regulations Renumbered
(i) “Extended learning” means the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: <ul style="list-style-type: none"> (1) Independent study; (2) Private instruction; (3) Performing groups; (4) Internships; (5) Community service; (6) Apprenticeships; and (7) Online courses; 	(h) “Extended learning” means <i>the personalized learning process that allows for demonstration of competencies through means</i> outside of the traditional classroom;	Revised language Renumbered
(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;		Removed paragraph (j)

**New Hampshire Department of Education
Draft Not for Distribution**

(k) “Instructional time” means the period of time during which pupils are actively working toward achieving educational objectives under the supervision of an educator or other staff member;	(i) “Instructional time” means the period of time <i>in the school day during which a school is offering instruction</i> ;	Revised language Renumbered
(l) “Mastery” means a high level of demonstrated proficiency with regard to a competency;		Moved to paragraph (o) below
(m) “Nutrient dense foods” means those foods that provide substantial amounts of vitamins and minerals and relatively fewer calories as identified and defined by 7 CFR Part 210.10;	(j) “Nutrient dense foods” means those foods defined by 7 CFR Part 210.10;	Streamlined language for consistency with federal statute Renumbered
(n) “Nutrient density of foods” means the amount of a specific nutrient in a food per 100 calories of that food as defined in 7 CFR Part 210.11;	(k) “Nutrient density of foods” means the amount of a specific nutrient in a food as defined in 7 CFR Part 210.11;	Streamlined language for consistency with federal statute Renumbered
(o) “Nutrient targets” means the specific number and types of food that a student selects. The targets are the scientific bases 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;	(l) “ <i>Nutrition</i> targets” means the specific number and types of food that a student selects. The targets are the scientific <i>basis</i> 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;	Corrected inaccurate language Renumbered
(p) “Personalized learning” means a process which connects learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;	(m) “Personalized learning” means a process which <i>encourages student curiosity by connecting</i> learning with learner’s interests, talents, passions, and aspirations including actively participating in the design and implementation of their learning;	Revised language Renumbered
	(n) “ <i>Proficiency</i> ” 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;	New definition added
(q) “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; and	(o) “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;	Renumbered

**New Hampshire Department of Education
Draft Not for Distribution**

	<i>(p) “School board” means the local school board of a district established in RSA 189:1-a;</i>	New definition added
	<i>(q) “State board” means the state board of education established in RSA 21-N:10; and</i>	New definition added
(r) “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.	<i>(r) “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.</i>	renumbered
Ed 306.03 <u>Statutory and Policy Requirements.</u> (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.	Ed 306.03 <u>Statutory and Policy Requirements.</u>	Removed paragraph (a)
(b) In order for a school to be an approved school under these rules, the school board shall comply with all applicable laws and rules set forth in the publications enumerated in (a) above.	In order for a school to be an approved school under these rules, the school board shall comply with all applicable <i>state</i> laws and rules;	Revised language
Ed 306.04 <u>Policy Development.</u>	Ed 306.04 <u>Policy Development.</u> <i>(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.</i>	Moved up from Ed 306.04 (g)
(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:	<i>(b)</i> In accordance with Ed 303.01, the school board shall adopt and implement written policies and procedures relative to:	Renumbered

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Absenteeism and attendance;</p>	<p>(1) Absenteeism and attendance, which shall:</p> <p><i>a. Include procedures for the accountability and supervision of students;</i></p> <p><i>b. Not penalize students who miss class or a required school event because of a school scheduling conflict;</i></p> <p><i>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;</i></p>	<p>Paragraph a. – c. was moved from Ed 306.04(c)</p>
<p>(2) Promoting school safety;</p>	<p>(2) Promoting school safety, <i>to include procedures relative to:</i></p> <p><i>a. On school buses and on the school grounds, including playgrounds;</i></p> <p><i>b. During authorized school activities, such as field trips;</i></p> <p><i>c. Within the school building, including classrooms and laboratories;</i></p> <p><i>d. Off school grounds during school sanctioned activities, including but not limited to extended learning opportunities, work-based learning opportunities, and other learning activities that involve engagement with businesses and the community at large;</i></p> <p><i>e. In online and hybrid learning;</i></p> <p><i>f. In managing the behavior of children including describing how and under what circumstances restraint shall be used pursuant to RSA 126-U; and</i></p> <p><i>g. Providing for the immediate and adequate emergency care for students and school personnel</i></p>	<p>Paragraphs a. – f. were moved to this section from Ed 306.04 (g).</p> <p>Paragraph g. was moved to this section from Ed 306.04 (a)(21)</p> <p>Paragraph h. was moved to this section from Ed 306.04 (e)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>who sustain injury or illness during school hours or during scheduled school activities;</i></p> <p><i>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;</i></p>	
(3) Discipline;	<p>(3) Discipline, <i>including behavior management and intervention for students. Such policy shall:</i></p> <p><i>a. Include provisions regarding student rights and responsibilities, rules of conduct, and penalties for misbehavior;</i></p> <p><i>b. Be written in age-appropriate language;</i></p> <p><i>c. Be disseminated to parents and guardians; and</i></p> <p><i>d. Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever necessary;</i></p>	<p>Paragraphs a. – d. were moved to this section from Ed 306.04(f).</p>
(4) Records retention, including electronic files;	<p>(4) Records retention, including electronic files, <i>which shall require that:</i></p> <p><i>a. Complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe;</i></p> <p><i>b. A schedule for the retention and disposition of original records and information be established in accordance with RSA 189:29-a;</i></p> <p><i>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.</i></p>	<p>Paragraphs a. – d. were moved from Ed 306.04(g)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

	<i>1232g and RSA 91-A, Access to Public Records; and d. Adequate school staff are provided to maintain all school records in accordance with local policy, state laws and rules, and federal laws and regulations;</i>	
(5) Character and citizenship;	<i>(5) Character and citizenship, developed in consultation with school staff, administration, parents, and other representatives of the community, which shall incorporate in courses of study or instill in a caring educational environment, the following elements: 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. The rights and responsibilities of citizenship, pursuant to RSA 186:13, which shall be developed in consultation with school staff, administration, parents, and other representatives of the community;</i>	Paragraphs a. – g. were moved from Ed 306.04 (i)(1) and (2)
(6) Meeting the instructional needs of each individual student;		Removed
(7) Student hazing;	<i>(6) Student hazing;</i>	Renumbered
(8) Student harassment, including bullying, as required by RSA 193-F	<i>(7) Student harassment, including bullying, as required by RSA 193-F</i>	Renumbered
(9) Sexual harassment, as detailed in Ed 303.01(j) and (k);	<i>(8) Sexual harassment, as detailed in Ed 303.01(j) and (k);</i>	Renumbered
(10) Reporting of suspected abuse or neglect;	<i>(9) Reporting of suspected abuse or neglect;</i>	Renumbered

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;</p>	<p>(10) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships. <i>Such policy shall include:</i></p> <ul style="list-style-type: none"><i>a. Engagement opportunities for parents and family members of students of all ages and learning levels;</i><i>b. Parent educational activities throughout the school year to help parents support their children’s learning;</i><i>c. Curricular and learning materials made available to parents, consistent with copyright licensure of such materials;</i><i>d. Frequent communication of school performance, student progress, and personalized learning plans, using both print and online formats;</i><i>e. Working with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;</i><i>f. Promote collaboration among parents, schools, and community on school improvement and student achievement projects;</i><i>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</i>	<p>Paragraphs a. – f. were moved from Ed 306.04(k) with some revisions to the original language.</p> <p>Renumbered</p>
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p>student in achieving necessary skills and knowledge; and</p> <p>h. Encouragement of business partnerships to assist students in the successful transition to employment or further education;</p>	
(12) Distance education, if the district chooses to offer distance education as provided in Ed 306.22;	(11) Distance education, if the district chooses to offer distance education as provided in Ed 306.22;	Renumbered
(13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;		Removed paragraph (13) as it is outdated
(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);	(12) Providing alternative means of demonstrating achievement of competencies toward the awarding of a credit for a high school diploma or equivalent;	Renumbered and revised language and removed outdated language.
(15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;		Removed paragraph (15) as it is outdated
(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);		Revised language and added to the new Ed 306.04 (18)
(17) Recommending developmentally appropriate daily physical activity and exercise;		Removed paragraph (17)
(18) Behavior management and intervention for students;		Moved to Ed 306.04(3)
(19) Homeless students;	(13) Homeless students;	Renumbered
(20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;		Removed as this is already required by federal statute and does not need to be restated in state regulation

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;</p>		<p>Moved paragraph (21) to Ed 306.04(a)(2)</p>
<p>(22) Meeting the special physical health needs of students;</p>	<p>(14) Meeting the special physical <i>and emotional</i> health needs of students;</p>	<p>Renumbered Added emotional health</p>
<p>(23) 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;</p>	<p>(15) Supporting <i>healthy foods and beverages in all schools, which shall include:</i></p> <p><i>a. Standards for nutrient dense foods and beverages for learning level needs of elementary, middle and high school;</i></p> <p><i>b. Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;</i></p> <p><i>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;</i></p> <p><i>d. Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards</i></p> <p><i>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;</i></p>	<p>Revised language Paragraphs a. – e. were moved from Ed 306.11(g)(1-5) Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

(24) Air quality in school buildings as required by RSA 200:48;	(16) Air quality in school buildings as required by RSA 200:48;	Renumbered
<p>(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas as follows;</p> <ul style="list-style-type: none"> 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 		Removed and replaced with graduation competencies in the new Ed 306.27
<p>(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.</p>		Removed and replaced with graduation competencies in the new Ed 306.27

**New Hampshire Department of Education
Draft Not for Distribution**

	<p>(17) How students will demonstrate, through multiple measures, academic and social readiness to advance to subsequent learning levels;</p>	<p>New paragraph</p>
	<p>(18) How credit is granted to students based upon demonstrated acknowledgement of competencies, including:</p> <p>a. 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;</p> <p>b. How a student demonstrates acknowledgment of competencies, including what would constitute defensible evidence collected towards acknowledgment of competencies;</p> <p>c. A statement that learn everywhere credits will be awarded to students who have earned them as outlined in Ed 1407.02;</p>	<p>Moved from Ed 306.04 (16) and revised.</p> <p>Paragraph a. was moved from Ed 306.26 (f)</p> <p>Paragraph b. – c. is new</p>
	<p>(19) How students can graduate early, which shall outline:</p> <p>a. The requirement of parental involvement for students under the age of 18.</p> <p>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</p>	<p>Paragraph (20) was moved from Ed 306.27 (ae) and revised</p>

**New Hampshire Department of Education
Draft Not for Distribution**

	<p>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</p>	
	<p>(20) Basic Learning Standards policy to include:</p> <p>a. A policy on homework, including its relationship to formative assessment;</p> <p>b. A policy for promoting students from one learning level to another based on achievement of competencies;</p> <p>c. A policy that outlines how digital literacy will be integrated in a developmentally appropriate manner across all learning levels;</p> <p>d. A policy for informing students of how to pursue advanced learning opportunities, including advanced placement courses in high school, career related credentials and certifications, and dual enrollment in college courses;</p> <p>e. A policy for informing students and families about ways to pursue extended learning opportunities, and career readiness activities. The policy shall address:</p> <ol style="list-style-type: none"> 1. The administration and supervision of the program 2. How certified school personnel oversee an individual student’s program; 	<p>Paragraph a. was moved from Ed 306.14(a)(1)</p> <p>Paragraph b. was moved from Ed 306.14(a)(3)</p> <p>Paragraph c. was moved from Ed 306.14(a)(5)</p> <p>Paragraph d. was moved from Ed 306.14(a)(7)</p> <p>Paragraph e. was moved from Ed 306.26(g)</p> <p>Paragraph f. is new</p>

**New Hampshire Department of Education
Draft Not for Distribution**

	<p>3. Requires that each extended learning proposal meets rigorous measurable standards and be approved by the school; and</p> <p>4. Access to the program by middle school students;</p> <p>f. A policy for informing students of how to include summer activities in their personalized learning plan;</p>	
	<p>(21) A policy on 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.</p>	<p>New paragraph</p>
<p>(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.</p>		<p>Removed this section</p>
<p>(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.</p>		<p>Moved this section to Ed 306.04(a)(1)</p>
<p>(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:</p> <p>(1) On school buses and on the school grounds, including playgrounds;</p>		<p>Moved this section to Ed 306.04(a)(2)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) During authorized school activities, such as field trips;</p> <p>(3) Within the school building, including classrooms and laboratories;</p> <p>(4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;</p> <p>(5) In the use of online resources; and</p> <p>(6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.</p>		
<p>(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.</p>		<p>Moved to Ed 306.04(b)(2)h.</p>
<p>(f) The policy relative to student discipline shall:</p> <p>(1) Include provisions regarding:</p> <ul style="list-style-type: none"> a. Student rights and responsibilities; b. Rules of conduct; and c. Penalties for misbehavior; <p>(2) Be written in age-appropriate language;</p> <p>(3) Be disseminated to parents and guardians; and</p>		<p>Moved to Ed 306.04(a)(3)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.</p>		
<p>(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.</p>		<p>Removed. Already required by statute, so does not need to be re-stated in regulation.</p>
<p>(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.</p>		<p>Moved to Ed 306.04(a)(4)</p>
<p>(i) The policy relative to character and citizenship development shall:</p> <p>(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:</p>		<p>Moved to Ed 306.04(a)(5)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>a. Self-discipline, self-respect, and self-control;</p> <p>b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;</p> <p>c. Fairness, integrity, and justice;</p> <p>d. Respect, courtesy, and human worth;</p> <p>e. Responsibility to oneself and others;</p> <p>f. Community service; and</p> <p>g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and</p> <p>(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.</p>		
<p>(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.</p>		Removed
<p>(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:</p> <p>(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;</p>		Moved to Ed 306.04(a)(10)

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) Schools shall provide parent educational activities throughout the school year to help parents support their children’s learning;</p> <p>(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;</p> <p>(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;</p> <p>(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;</p> <p>(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</p> <p>(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.</p>		
<p>(1) 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,</p>		<p>Removed, redundant based upon Ed 310</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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.</p>		
<p>Ed 306.05 <u>School Philosophy, Goals, and Objectives.</u> The local school board shall direct each school in its district to adopt a written philosophy and a statement of goals and objectives consistent with the rules of the state board of education. Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.</p>	<p>Ed 306.05 <u>School Philosophy, Goals, and Objectives.</u> The 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. <i>The aforementioned shall be visible to students, staff, and parents.</i> Provisions shall be made for the review of the philosophy, goals, and objectives at least every 5 years.</p>	<p>Revised language</p>
<p>Ed 306.06 Culture and Climate.</p> <p>(a) The school policies adopted by the local school board shall reflect:</p> <p>(1) The acknowledgement of diversity and respect for differences;</p> <p>(2) Shared ownership and responsibility for the success of the school among students, their families, and the community;</p> <p>(3) Student leadership through involvement in decision-making; and</p> <p>(4) Respectful use of language and behavior by all school members that is void of ethnic, racial, and sexual stereotypes and biases.</p>	<p>Ed 306.06 Culture and Climate.</p> <p>(a) The school policies adopted by the school board shall reflect:</p> <p>(1) The acknowledgement of diversity and respect for differences, <i>affording all students equitable opportunities;</i></p> <p>(2) Shared ownership and responsibility for the success of the school among students, their families, and the community;</p> <p>(3) Student leadership through involvement in decision-making; and</p> <p>(4) Respectful use of language and behavior by all school members that is void of <i>any and all</i> stereotypes and biases.</p>	<p>Revised language</p>
<p>(b) The school administration and staff shall:</p>	<p>(b) The school administration and staff shall <i>develop a plan to address academic under-</i></p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Review ways in which equity gaps in achievement can be reduced and barriers to learning can be eliminated; and</p> <p>(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.</p>	<p><i>performance of individual students and the elimination of barriers to learning</i></p>	
<p>(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.</p>		<p>Removed</p>
<p>Ed 306.07 <u>School Facilities</u>. The local school board shall:</p> <p>(a) Require that the facilities for each school provide the following:</p>	<p>Ed 306.07 <u>School Facilities</u>. <i>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.</i></p>	<p>Revised language; facilities requirements, and custodial and maintenance requirements from Ed 306.09 were moved to a new section of rules, Ed 320 Facility Approval Requirements</p>
<p>(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;</p>		
<p>(2) Lighting in compliance with the state building code as provided in RSA 155-A;</p> <p>(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</p>		
<p>(b) With regard to school facilities:</p> <p>(1) Customize classrooms and other school-related environments to the needs of different content areas. Any lack of specialized spaces for arts, science,</p>		

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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;</p> <p>(2) Provide for accessibility for students with disabilities;</p> <p>(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;</p> <p>(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</p> <p>(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.</p>		
<p>Ed 306.08 <u>Instructional Resources</u>.</p> <p>(a) The local school board shall require that each school:</p>	<p>Ed 306.08 <i>Learning</i> Resources</p> <p>(a) The school board shall require that each school:</p>	<p>Changed the title of the section</p>
<p>(1) Provides a developmentally appropriate collection of instructional resources, including online and print materials, equipment, and instructional technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the instructional needs of the total school population;</p>	<p>(1) Provides a developmentally appropriate collection of <i>learning</i> resources, including online and print materials, equipment, and <i>learning</i> technologies, that shall be current, comprehensive, and necessary to support the curriculum as well as the <i>learning</i> needs of <i>all students</i>;</p>	<p>Revised the language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) Provides that instructional resources are, as appropriate:</p>	<p>(2) Provides that the <i>learning</i> resources are, as appropriate:</p>	<p>Revised the language</p>
<p>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;</p> <p>b. Organized to make them accessible to students and staff;</p> <p>c. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and</p> <p>d. Utilize community resources;</p>	<p><i>a. Organized and accessible to students, staff, and parents;</i></p> <p>b. Managed through circulation policies and procedures that are designed to maximize the use of the resources; and</p> <p>c. Utilize community resources;</p>	<p>Removed paragraph a.</p> <p>Revised the language</p>
<p>(3) Provides instructional resources to all students and staff from designated space(s) in each school, including:</p> <p>a. Ready access to instructional resources, including those available online or through interlibrary loan;</p>	<p>(3) Provides <i>opportunities for instruction in:</i></p>	<p>Revised the language</p>
<p>1. Accessing information efficiently and effectively;</p> <p>2. Evaluating information and sources critically and competently;</p> <p>3. Citing sources and not plagiarizing;</p> <p>4. Using information accurately and creatively;</p> <p>5. Pursuing information related to personal interests;</p> <p>6. Appreciating literature and other creative expressions of information;</p>	<p>a. Accessing information efficiently and effectively;</p> <p>b. Evaluating information and sources critically and competently;</p> <p>c. Citing sources and not plagiarizing;</p> <p>d. Using information accurately and creatively;</p> <p>e. Pursuing information related to personal interests;</p> <p>f. Appreciating literature and other creative expressions of information;</p>	<p>Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>7. Striving for excellence in information-seeking and knowledge generation;</p> <p>8. Recognizing the importance of information to a democratic society;</p> <p>9. Practicing ethical behavior in regard to information and information technology; and</p> <p>10. Participating effectively in groups to pursue and generate information; and</p> <p>c. Activities to promote the development of reading, viewing, and listening skills; and</p>	<p>g. Striving for excellence in information-seeking and knowledge generation;</p> <p>h. Recognizing the importance of information to a democratic society;</p> <p>i. Practicing ethical behavior in regard to information and information technology;</p> <p>j. Participating effectively in groups to pursue and generate information; and</p> <p>k. Activities to promote the development of reading, viewing, and listening skills</p>	
<p>(4) Implements a written plan for the ongoing development, organization, acquisition, maintenance, replacement, and updating of instructional resources necessary to support the needs of the user population and the curriculum.</p>	<p>(4) Implements a <i>district specific</i> plan for ongoing development, organization, acquisition, maintenance, replacement, and updating of <i>curriculum and learning</i> resources necessary to support the needs of <i>students</i>.</p>	<p>Revised the language</p>
<p>(b) At a minimum, the plan implemented under (a)(4) above shall:</p> <p>(1) Provide an analysis and assessment of the present instructional resources based on:</p> <p>a. The needs of the user population and the curriculum;</p> <p>b. Accessibility of instructional resources to all students and staff;</p> <p>c. Strengths and weaknesses of the present instructional resources; and</p> <p>d. Resources available within the district, the local community, and beyond;</p>		<p>Removed</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) Reflect developing instructional technologies; and</p> <p>(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:</p> <ul style="list-style-type: none"> a. Online materials; b. Print materials; c. Equipment; and d. Instructional technologies. 		
<p>Ed 306.09 <u>Custodial and Maintenance Services.</u></p> <p>(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.</p> <p>(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</p> <p>(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.</p>		<p>Moved to Ed 320, Facility Approval Requirements</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>Ed 306.10 <u>Administrative Support Services</u>. 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.</p>	<p>Ed 306.10 <u>Administrative Support Services</u>. The 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.</p>	<p>Removed local to align with definition</p>
<p>Ed 306.11 <u>Food and Nutrition Services</u>.</p> <p>(a) The local school board shall:</p> <p>(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;</p> <p>(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</p> <p>(3) Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).</p>	<p>Ed 306.11 <u>Food and Nutrition Services</u>.</p> <p>(a) The school board shall:</p> <p>(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;</p> <p>(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</p> <p>(3) Require that each newly-constructed school or renovated kitchen or cafeteria provide space for the preparation and consumption of meals in compliance with Ed 321.12(d).</p>	<p>Removed local to align with definition</p>
<p>(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.</p> <p>(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.</p> <p>(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and</p>	<p>(b) All food service employees shall, within their first year of employment, obtain a certificate of completion for an approved sanitation course.</p> <p>(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.</p> <p>(d) Students shall be provided with an adequate time to consume meals in each elementary school in accordance with the federal Child Nutrition and</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(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).</p> <p>(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).</p>	<p>WIC Reauthorization Act of 2004 (Public Law 108-265).</p> <p>(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).</p> <p>(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).</p>	
<p>(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:</p> <p>(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;</p> <p>(2) Portion size for nutrient dense foods and beverages in schools which support the framework for healthier food choices in all school environments;</p> <p>(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;</p>		<p>Moved to Ed 306.04</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(4) Developmentally appropriate opportunities to learn food preparation skills that support nationally recognized research-based nutrition standards; and</p> <p>(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.</p>		
<p>(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. The 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.</p>	<p>(g) Any school 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. The 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.</p>	<p>Revised and renumbered</p>
<p>Ed 306.12 <u>School Health Services.</u></p> <p>(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.</p> <p>(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B and a current school nurse certificate under Ed 504.07, Ed 504.08 or Ed 504.09. Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at</p>	<p>Ed 306.12 <u>School Health Services.</u></p> <p>(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 school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.</p> <p>(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 <i>license</i> under Ed 504.08, Ed 504.09 or Ed 504.10. 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</p>	<p>Revised to reflect current statutory references and practice</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>least one other person who has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.</p>	<p>has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.</p>	
<p>Ed 306.14 <u>Basic Instructional Standards</u>.</p> <p>(a) The local school board shall require that each school has an instructional program which includes the following:</p>	<p>Ed 306.14 <u>Basic <i>Learning</i> Standards</u>.</p> <p>(a) The school board shall require that each school has a <i>learning</i> program which includes <i>curriculum and learning materials and resources matched to the appropriate skill levels of students and an organized plan for recording student progress in meeting competencies</i>;</p>	<p>Revised language</p>
<p>(1) A policy on homework, including its relationship to the grading system;</p> <p>(2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;</p> <p>(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;</p> <p>(4) Instructional materials and resources matched to the appropriate skill levels of students;</p> <p>(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;</p> <p>(6) A policy outlining how students will demonstrate achievement of district and graduation</p>		<p>Moved to Ed 306.04</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>competencies including the awarding of credit for required subjects and open electives;</p> <p>(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</p> <p>(8) A policy encouraging students to have a plan for summer activities that support student learning.</p>		
<p>(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.</p>		Removed
<p><u>Ed 306.15 Provision of Staff and Staff Qualifications.</u></p> <p>(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:</p>	<p><u>Ed 306.15 Provision of Staff and Staff Qualifications.</u></p> <p>(a) To carry out the educational program established by these rules and school board policy, the school board shall require that each school provides:</p>	Removed the word local to conform with definition
<p>(1) The services of a certified principal, a certified library media specialist, and a certified guidance counselor(s);</p> <p>(2) For the hiring and training of educators certified under Ed 500 to teach classes and or courses in their certified content area;</p> <p>(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 306.37(a);</p> <p>(4) In each middle and high school, a library media specialist to support the instructional resources program and facility requirements of Ed 306.08; and</p>	<p>(1) The services of a certified principal, a certified library media specialist, and a certified <i>school</i> counselor(s);</p> <p>(2) For the hiring and training of educators certified under Ed 500 to <i>facilitate learning</i> in their certified content area;</p> <p>(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 306.37(a);</p> <p>(4) In each middle and high school, a library media specialist to support the <i>learning</i> resources program and facility requirements of Ed 306.08; and</p>	Revised the language

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(5) Educators, including art, music, health, and physical education teachers, in accordance with class size requirements in Ed 306.17.</p>	<p>(5) Educators in accordance with class size requirements in Ed 306.17.</p>	
<p>(b) The local school board shall require that in carrying out the school counseling program established by Ed 306.39:</p> <p>(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;</p> <p>(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;</p> <p>(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</p> <p>(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.</p>	<p>(b) The school board shall require that in carrying out the school counseling program established by Ed 306.39:</p> <p>(1) The counseling load in each elementary school shall not exceed the equivalent of one full-time certified school counselor per 500 students enrolled;</p> <p>(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;</p> <p>(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</p> <p>(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.</p>	<p>Removed the word local to conform with definition</p>
<p>(c) The local school board shall require that each school with an enrollment of 500 or more students provides the services of an 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.</p>	<p>(c) The school board shall require that each school with an enrollment of 500 or more students provides the services of an 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 school board policy.</p>	<p>Removed the word local to conform with definition</p>
<p>(d) The local school board may provide for each school the services of additional staff to facilitate the</p>	<p>(d) The school board may provide for each school the services of additional staff to facilitate the use of</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>use of the instructional resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program described in Ed 306.42.</p>	<p>the <i>learning</i> resources described in Ed 306.08 and the technological resources needed to facilitate the digital literacy program described in Ed 306.42.</p>	
<p>(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.</p> <p>(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.</p> <p>(g) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual’s weekly work time and be reviewed on an annual basis to insure that the individual has the appropriate level of content knowledge.</p>	<p>(e) Pursuant to RSA 189:24, and in accordance with Ed 500 and Ed 600, the school board shall require that each professional staff member is certified for assignment by the department.</p> <p>(f) An educator with sufficient content knowledge as determined by the school principal may be given a minor assignment to teach in a program area in which he or she is not certified. A minor assignment shall be less than fifty percent of the individual’s weekly work time and be reviewed on an annual basis to ensure that the individual has the appropriate level of content knowledge.</p>	<p>Removed paragraph (f) as it is already required under the Ed 500 rules and in Ed 306.16.</p>
<p>Ed 306.16 <u>Professional Development</u>. In accordance with Ed 512:</p> <p>(a) The local school board shall require:</p> <p>(1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;</p> <p>(2) That the goals in the professional development master plan align with the district/school improvement goals;</p>	<p>Ed 306.16 <u>Professional Development</u>. In accordance with Ed 513:</p> <p>(a) The school board shall require:</p> <p>(1) That each professional and paraeducator staff member improves the content knowledge and teaching skills through participation in professional development activities as described in the district professional development master plan;</p> <p>(2) That the goals in the professional development master plan align with the district/school improvement goals;</p>	<p>Fixed incorrect regulatory reference</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(3) That the professional development master plan guides each professional staff member’s individual professional development plan in its design, implementation, and evaluation; and</p> <p>(4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and</p>	<p>(3) That the professional development master plan guides each professional staff member’s individual professional development plan in its design, implementation, and evaluation; and</p> <p>(4) The regular assessment and evaluation of the needs, design, implementation, and impact on student learning of professional development activities and programs; and</p>	
<p>(b) The school administration shall require that:</p> <p>(1) Each certified educator’s individual professional development plan required under Ed 512.03 is aligned with the professional development master plan;</p> <p>(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</p> <p>(3) The professional development activities included in the local professional development master plan under Ed 512.02(c)(7):</p>	<p>(b) The school administration shall require that:</p> <p>(1) Each certified educator’s individual professional development plan required under Ed 513.03 is aligned with the professional development master plan;</p> <p>(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</p> <p>(3) The professional development activities included in the local professional development master plan under Ed 513.02(c)(7):</p>	<p>Fixed incorrect regulatory reference</p>
<p>a. Are:</p> <ol style="list-style-type: none"> 1. Student focused; 2. Data driven; 3. Research based; 4. Intensive; and 5. Sustained; and <p>b. Include:</p>	<p>a. Are:</p> <ol style="list-style-type: none"> 1. Student focused; 2. Data driven; 3. Research based; 4. Intensive; and 5. Sustained; and <p>b. Include:</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>1. Job-embedded activities; 2. Research; 3. Collaboration; 4. Practice; and 5. Reflection.</p>	<p>1. Job-embedded activities; 2. Research; 3. Collaboration; 4. Practice; and 5. Reflection.</p>	
<p>Ed 306.17 <u>Class Size</u>.</p> <p>(a) Class size for instructional purposes, in each school shall be:</p> <p>(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;</p> <p>(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</p> <p>(3) Middle and senior high school, 30 students or fewer per educator.</p>	<p>Ed 306.17 <u>Class Size</u>.</p> <p>(a) Class size for instructional purposes, in each school shall be:</p> <p>(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;</p> <p>(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</p> <p>(3) Middle and senior high school, 30 students or fewer per educator.</p>	<p>No change</p>
<p>(b) These class size requirements may be exceeded for study halls, band and chorus, and other types of large group instruction, including but not limited to, lectures, combined group instruction, and showing of educational television and films.</p>	<p>(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 <i>videos</i>.</p>	<p>Revised language</p>
<p>(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</p>	<p>(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</p>	<p>No change</p>
<p>Ed 306.18 <u>School Year</u>.</p>	<p>Ed 306.18 <u>School Year</u>.</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:</p>	<p>(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below, <i>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 306.27(h):</i></p>	
<p>(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;</p> <p>(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. 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;</p> <p>(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;</p>	<p>(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;</p> <p>(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. 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;</p> <p>(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;</p>	<p>No change</p>
<p>(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;</p>	<p>(4) Schools shall use 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;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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:</p> <p>a. On that day, the school would normally have had at least 5.25 hours of instructional time; and</p> <p>b. The school remained open for at least 3.5 hours of instructional time;</p>		Removed paragraphs
<p>(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</p>	<p>(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</p>	No change
<p>(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.</p> <p>(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).</p>		Removed
<p>Ed 306.19 <u>School Calendar</u>. Each school shall maintain a school calendar.</p>	<p>Ed 306.19 <u>School Calendar</u>. Each school shall maintain a school calendar, <i>which provides for 180 days of instruction or the required number of instructional hours in Ed 306.18, which may result in fewer than 180 days.</i></p>	Revised language

**New Hampshire Department of Education
Draft Not for Distribution**

<p>Ed 306.20 <u>Career and Technical Education Programs.</u></p> <p>(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:</p> <p>(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and</p> <p>(2) Every public high school shall make students aware of programs available at the regional CTE center.</p>	<p>Ed 306.20 <u>Career and Technical Education Programs.</u></p> <p>(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:</p> <p>(1) Every public high school shall be identified within a CTE region as established in accordance with RSA 188-E and Ed 1402, and shall be included in the regional agreement established pursuant to Ed 1402.01; and</p> <p>(2) Every public high school shall make <i>all</i> students aware of programs available at the regional CTE center.</p>	<p>Added the word “all” to paragraph 2</p>
<p>(b) Receiving districts shall strive to make 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.</p>	<p>(b) Receiving districts shall make <i>every effort to offer opportunities</i> 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.</p>	<p>Revised language</p>
	<p><i>(c) CTE cooperative agreements shall require sending and receiving school districts to coordinate calendars and schedules to maximize student access to CTE programming;</i></p>	<p>New paragraph</p>
<p>(c) 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.</p> <p>(d) Prerequisites shall include requirements to ensure:</p>	<p><i>(d)</i> 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.</p> <p><i>(e)</i> Prerequisites shall include requirements to ensure:</p>	<p>Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;</p> <p>(2) Seamless transition into postsecondary institutions; and</p> <p>(3) Employment preparedness;</p> <p>(e) Prerequisites shall have a direct and necessary relationship to the CTE program.</p>	<p>(1) Successful completion of the program of core technical competencies vetted by business and industry and postsecondary institutions;</p> <p>(2) Seamless transition into postsecondary institutions; and</p> <p>(3) Employment preparedness;</p> <p>(f) Prerequisites shall have a direct and necessary relationship to the CTE program.</p>	
<p>Ed 306.21 <u>Alternative Programs</u>.</p> <p>(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.</p> <p>(b) An alternative program may be housed in the same facility as a standard school or at a different location.</p> <p>(c) An alternative program shall be:</p>	<p>Ed 306.21 <u>Alternative Programs</u>.</p> <p>(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.</p> <p>(b) An alternative program may be housed in the same facility as a standard school or at a different location.</p> <p>(c) An alternative program shall be:</p>	<p>No change</p>
<p>(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention; and</p>	<p>(1) Designed to address the personalized needs of students, including, but not limited to, dropout prevention, <i>soft skills, and career pathways</i>; and</p>	<p>Added language</p>
<p>(2) Approved by the local school board in a plan that:</p> <p>a. States the goals of the program and curriculum to be provided;</p> <p>b. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;</p>	<p>(2) Approved by the school board in a plan that:</p> <p>a. States the goals of the program and curriculum to be provided;</p> <p><i>b. Enables students to opt into the program at the request of the family;</i></p>	<p>Added paragraph b</p> <p>Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>c. Specifies when the program would be offered, which may be at a time other than during the regular school day;</p> <p>d. 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</p> <p>e. Explicitly detail how extended learning opportunities will be incorporated as a learning option for all students.</p>	<p>c. Specifies the procedures for assessing and implementing its program plan consistent with RSA 193-C:3, III;</p> <p>d. Specifies when the program would be offered, which may be at a time other than during the regular school day;</p> <p>e. 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</p> <p>f. Details how extended learning opportunities will be incorporated as a learning option for all students.</p>	
<p>(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.</p> <p>(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:</p> <p>(1) A copy of the local school board’s approval, including the plan submitted;</p> <p>(2) The location of the alternative program; and</p> <p>(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.</p>	<p>(d) Alternative programs for students with disabilities shall meet the requirements of Ed 1119.</p> <p>(e) Prior to implementing an alternative program, a school administrative unit shall submit to the department the following:</p> <p>(1) A copy of the school board’s approval, including the plan submitted;</p> <p>(2) The location of the alternative program; and</p> <p>(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.</p>	No change
<p>(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.</p> <p>(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.</p>	<p>(f) Each student participating in an alternative program shall participate in the state assessment exam, when applicable.</p> <p>(g) Assignment of students to alternative programs shall be voluntary and shall require written approval from the parent or guardian.</p>	No change

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.</p> <p>(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.</p> <p>(j) The school year for alternative programs shall meet the requirements of Ed 306.18.</p> <p>(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).</p> <p>(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 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p> <p>(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 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p>	<p>(h) Staff assigned to alternative programs shall meet the same certification requirements as staff assigned to standard schools in accordance with Ed 306.15.</p> <p>(i) Students in alternative programs shall be provided student services equivalent to those provided in standard schools including, but not limited to, food and nutrition services under Ed 306.11, health services under Ed 306.12, and guidance and counseling services under Ed 306.39.</p> <p>(j) The school year for alternative programs shall meet the requirements of Ed 306.18.</p> <p>(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.27(q).</p> <p>(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 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p> <p>(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 306.23, for assessment under Ed 306.24, and for school approval under Ed 306.28.</p>	
<p>Ed 306.22 <u>Distance Education.</u></p> <p>(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 306.22(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.22(c).</p>	<p>Ed 306.22 <u>Distance Education.</u></p> <p>(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 306.22(b), shall not satisfy the requirement for in-person instruction except as conducted in accordance with 306.22(c).</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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.</p> <p>(c) Distance education may be offered only:</p> <p>(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or</p> <p>(2) As an option for a parent or guardian making a request for distance education.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If</p>	<p>(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.</p> <p>(c) Distance education may be offered only:</p> <p>(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or</p> <p>(2) As an option for a parent or guardian making a request for distance education.</p> <p>(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.</p> <p>(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.</p> <p>(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.</p> <p>(g) A student shall remain in distance education until the conclusion of the appeal in (f) above. If</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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.</p> <p>(h) School districts may cooperate to share delivery of distance education.</p>	<p>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.</p> <p>(h) School districts may cooperate to share delivery of distance education.</p>	
<p>Ed 306.23 <u>Statistical Reports; Accountability.</u></p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	<p>Ed 306.23 <u>Statistical Reports; Accountability.</u></p> <p>(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.</p> <p>(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.</p> <p>(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.</p>	No change
<p>Ed 306.24 <u>Assessment.</u></p>	<p>Ed 306.24 <u>Assessment.</u></p> <p>(a) The school board shall require that each school:</p>	No change

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(a) The local school board shall require that each school:</p> <p>(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;</p> <p>(2) Participates in the state-wide education improvement and assessment program as provided in (c) below;</p> <p>(3) Participates in the New Hampshire performance assessments;</p> <p>(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</p> <p>(5) Supports student development of individual student digital portfolios.</p>	<p>(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;</p> <p>(2) Participates in the state-wide education improvement and assessment program as provided in (c) below;</p> <p>(3) Participates in the New Hampshire performance assessments;</p> <p>(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</p> <p>(5) Supports student development of individual student digital portfolios.</p>	
<p>(b) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:</p> <p>(1) The school has a process for the selection, use, and interpretation of local assessment instruments;</p> <p>(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:</p> <p>a. Educator observation of project-based learning, including off-site learning projects;</p>	<p><i>(b) Competency-based assessments shall be used as a component of the assessment program, and shall include the following characteristics:</i></p> <p><i>(1) Competencies are clearly stated and measurable;</i></p> <p><i>(2) Students advance upon mastery;</i></p> <p><i>(3) Include varied, authentic, meaningful, and transferable assessment practices;</i></p> <p><i>(4) Timely intervention strategies; and</i></p>	<p>Added new section (b), renumbered sections following</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>b. Competency-based or performance based assessments;</p> <p>c. Educator observations of student performance; and</p> <p>d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;</p> <p>(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</p> <p>(4) The school has a systematic process for collecting and analyzing assessment data to:</p> <p>a. Identify needs for improvement; and</p> <p>b. Determine the effectiveness of educational programs in meeting student performance goals.</p>	<p><i>(5) Emphasis on important learning skills and dispositions.</i></p> <p>(c) The following elements shall be used as evidence by the department in determining whether a school complies with the requirements of (a) above:</p> <p>(1) The school has a process for the selection, use, and interpretation of local assessment instruments;</p> <p>(2) The school supports the authentic assessment of student learning outcomes through multiple formative and summative assessment instruments, including, but not limited to:</p> <p>a. Educator observation of project-based learning, including off-site learning projects;</p> <p>b. Competency-based or performance based assessments;</p> <p>c. Educator observations of student performance; and</p> <p>d. Project evaluation rubrics used to evaluate program proficiencies applied to integrated curriculum assignments, extended learning opportunities, career and technical education opportunities, and out of school learning environments;</p> <p>(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</p> <p>(4) The school has a systematic process for collecting and analyzing assessment data to:</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<ul style="list-style-type: none"> a. Identify needs for improvement; and b. Determine the effectiveness of educational programs in meeting student performance goals. 	
<p>(c) Each school shall maintain the following as evidence of participation in the state-wide education improvement and assessment program established under RSA 193-C:</p> <p>(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:</p> <ul style="list-style-type: none"> a. Students in major racial and ethnic groups; b. Students with disabilities; c. Economically disadvantaged students; and d. Students with limited English proficiency; <p>(2) Procedures for test security and the accurate inclusion of student data; and</p> <p>(3) Procedures by which assessment results are communicated to:</p> <ul style="list-style-type: none"> a. Parents; b. Faculty; and c. The community. 	<p>(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:</p> <p>(1) Written guidelines for the inclusion of and accommodations for student participation, including, but not limited to, inclusion of and accommodations for:</p> <ul style="list-style-type: none"> a. Students in major racial and ethnic groups; b. Students with disabilities; c. Economically disadvantaged students; and d. Students with limited English proficiency; <p>(2) Procedures for test security and the accurate inclusion of student data; and</p> <p>(3) Procedures by which assessment results are communicated <i>in a timely manner</i> to:</p> <ul style="list-style-type: none"> a. Parents; b. Faculty; and c. The community. 	Added "in a timely manner"
<p>(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:</p>	<p>(d) For programs at all K-12 levels, schools shall report the academic performance of all students on a regular basis by providing the following:</p>	No change

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) A summary of individual student performance to parents at least 3 times each year; and</p> <p>(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.</p>	<p>(1) A summary of individual student performance to parents at least 3 times each year; and</p> <p>(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.</p>	
<p>(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e) below shall apply. Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.</p>	<p>(a) If a district employs a school psychologist as an optional service pursuant to RSA 189:49, IV, the standards in (b)-(e), <i>in addition to the requirements</i> below, shall apply.</p> <p>(1) Nothing in this section shall prevent a school district from contracting services with a qualified school psychologist.</p>	Revised language
	<p><i>(2) All such psychological services must comply with federal Every Student Succeeds Act requirements, including informed written consent; and</i></p> <p><i>(3) All such services must comply with state and federal student privacy laws and rules.</i></p>	Added new paragraphs
<p>(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.</p> <p>(c) The school psychologist shall provide comprehensive psychological services throughout</p>	<p>(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.</p> <p>(c) The school psychologist shall provide comprehensive psychological services throughout</p>	No change

**New Hampshire Department of Education
Draft Not for Distribution**

<p>various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:</p>	<p>various learning environments to help children and youth develop academic, social, behavioral, and emotional competence through:</p>	
<p>(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;</p> <p>(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;</p> <p>(3) Interventions and instructional supports to develop academic skills, incorporating available research and assessment data to develop and implement evidence based instructional strategies designed to support students’ cognitive and academic skills;</p> <p>(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;</p> <p>(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;</p>	<p>(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;</p> <p>(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;</p> <p>(3) Interventions and <i>learning</i> 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;</p> <p>(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;</p> <p>(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;</p> <p>(6) Preventative and responsive services employing theories and research related to resilience, risk</p>	<p>Replaced instructional with learning</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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;</p> <p>(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;</p> <p>(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;</p> <p>(9) Research and program evaluation to support educational decision-making and evaluate programs; and</p> <p>(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.</p>	<p>factors, and multi-tiered prevention, to support evidence based strategies for effective counseling, crisis response, and behavioral intervention;</p> <p>(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;</p> <p>(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;</p> <p>(9) Research and program evaluation to support educational decision-making and evaluate programs; and</p> <p>(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.</p>	
<p>(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.</p> <p>(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</p>	<p>(d) School psychologists shall utilize assessment findings to diagnose educational and behavioral disorders and to facilitate educational treatment planning.</p> <p>(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</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>overall development, implementation and professional supervision of school psychological service programs.</p> <p>(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.</p> <p>(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.</p>	<p>overall development, implementation and professional supervision of school psychological service programs.</p> <p>(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.</p> <p>(g) Employing school districts shall insure that parental consent and student information are protected as required under applicable state and federal law.</p>	
<p>Ed 306.26 <u>Kindergarten Through Grade 8 School Curriculum.</u></p> <p>(a) The local school board shall require that in each school there is:</p> <p>(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</p> <p>(2) An instructional program that includes:</p> <p>a. Procedures for diagnosing learner needs, learning styles, and interests;</p> <p>b. Methods and strategies for teaching students;</p> <p>c. Research-based learning opportunities;</p>	<p>Ed 306.26 <u>Kindergarten Through Grade 8 School Curriculum.</u></p> <p>(a) The school board shall require that in each school there is:</p> <p>(1) A broad and well-balanced elementary school curriculum that outlines competencies for the learning level 1-8 program in compliance with RSA 193-C:3, III; and</p> <p>(2) A learning program that includes:</p> <p>a. Procedures for identifying learner needs, learning styles, and interests;</p> <p>b. Methods and strategies for facilitating learning;</p> <p>c. Research-based learning opportunities;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and</p> <p>e. Provision of differentiated instruction for students based on learning styles, needs, and interests.</p>	<p>d. Techniques for the evaluation of student outcomes, including performance assessment of competencies; and</p> <p>e. Provision of differentiated instruction for students based on learning styles, needs, and interests.</p>	
<p>(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:</p> <p>(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;</p> <p>(2) Child development and learning in all domains, including, but not limited to:</p> <p>a. Physical;</p> <p>b. Social;</p> <p>c. Cognitive; and</p> <p>d. Language;</p> <p>(3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:</p> <p>a. Movement;</p> <p>b. Creative expression;</p> <p>c. Exploration;</p>	<p>(b) The school board shall adopt <i>where applicable</i>, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:</p> <p>(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;</p> <p>(2) Child development and learning in all domains, including, but not limited to:</p> <p>a. Physical;</p> <p>b. Social;</p> <p>c. Cognitive; and</p> <p>d. Language;</p> <p>(3) Child-directed experiences based upon the district's identified early childhood best <i>learning</i> practices and play-based learning that comprise:</p> <p>a. Movement;</p> <p>b. Creative expression;</p> <p>c. Exploration;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>d. Socialization; and e. Music; and (4) A guided-reading literacy program.</p>	<p>d. Socialization; and e. Music; and (4) A guided-reading literacy program.</p>	
<p>(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:</p>	<p>(c) The 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:</p>	Revised language
<p>(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:</p> <p>a. Ed 306.31, relative to an arts education;</p> <p>b. Ed 306.37, relative to an English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a health education program;</p> <p>d. Ed 306.41, relative to a physical education program;</p> <p>e. Ed 306.42, relative to digital literacy program;</p> <p>f. Ed 306.43, relative to a mathematics program;</p> <p>g. Ed 306.45, relative to a science education; and</p> <p>h. Ed 306.46, relative to a social studies program; and</p>	<p>(1) For the elementary grades 1-8, where no middle school has been established by vote of the school board:</p> <p>a. Ed 306.31, relative to a competency based arts education program;</p> <p>b. Ed 306.37, relative to a competency-based English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a competency-based health education program;</p> <p>d. Ed 306.41, relative to a competency-based physical education program;</p> <p>e. Ed 306.42, relative to a competency-based digital literacy program;</p> <p>f. Ed 306.43, relative to a competency-based mathematics program;</p> <p>g. Ed 306.45, relative to a competency-based science education; and</p> <p>h. Ed 306.46, relative to a competency-based social studies program; and</p>	Revised language
<p>(2) For middle school:</p>	<p>(2) For middle school:</p>	Revised language

**New Hampshire Department of Education
Draft Not for Distribution**

<p>a. Ed 306.31, relative to an arts education;</p> <p>b. Ed 306.37, relative to an English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a health education program;</p> <p>d. Ed 306.41, relative to a physical education program;</p> <p>e. Ed 306.38, relative to a family and consumer science education;</p> <p>f. Ed 306.42, relative to digital literacy program;</p> <p>g. Ed 306.43, relative to a mathematics program;</p> <p>h. Ed 306.45, relative to a science education;</p> <p>i. Ed 306.46, relative to a social studies program; and</p> <p>j. Ed 306.47, relative to a technology and engineering education.</p>	<p>a. Ed 306.31, relative to a <i>competency-based</i> arts education <i>program</i>;</p> <p>b. Ed 306.37, relative to a <i>competency-based</i> English/language arts and reading program;</p> <p>c. Ed 306.40, relative to a <i>competency-based</i> health education program;</p> <p>d. Ed 306.41, relative to a <i>competency-based</i> physical education program;</p> <p>e. Ed 306.38, relative to a <i>competency-based</i> family and consumer science education;</p> <p>f. Ed 306.42, relative to a <i>competency-based</i> digital literacy program;</p> <p>g. Ed 306.43, relative to a <i>competency-based</i> mathematics program;</p> <p>h. Ed 306.45, relative to a <i>competency-based</i> science education;</p> <p>i. Ed 306.46, relative to a <i>competency-based</i> social studies program; and</p> <p>j. Ed 306.47, relative to a <i>competency-based</i> technology and engineering education.</p>	
<p>(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.</p>	<p>(d) If the school board determines that one or more world languages might be offered at a middle school in the district, the 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.</p>	<p>Removed local to conform with definition</p>
<p>(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction,</p>	<p>(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction,</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.</p>	<p>provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.</p>	
<p>(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.</p>		<p>Removed</p>
<p>(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:</p> <p>(1) Consist of activities designed to:</p> <p>a. Provide credit or supplement regular academic courses; and</p> <p>b. Promote the schools and individual students' educational goals and objectives;</p> <p>(2) Be governed by a policy adopted by the local school board that:</p> <p>a. Provides for the administration and supervision of the program;</p> <p>b. Outlines how certified school personnel oversee an individual student's program;</p> <p>c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;</p> <p>d. Specifies whether or not credit can be granted for extended learning activities, including, but not</p>	<p><i>(f) If a middle school student requests an ELO, the school shall make every reasonable effort to accommodate them. The extended learning opportunities shall:</i></p> <p>(1) Consist of activities designed to:</p> <p>a. Provide <i>the opportunity to develop and demonstrate achievement of competencies</i>; and</p> <p>b. Promote the schools and individual students' educational goals and objectives;</p> <p>(3) Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;</p> <p>(4) Incorporate student participation in selecting, organizing, and carrying out extended learning <i>opportunities</i>;</p> <p>(5) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and</p>	<p>Paragraph (2)(a-d) moved to Ed 306.04 section</p> <p>Renumbered</p> <p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and</p> <p>e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;</p> <p>(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;</p> <p>(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</p> <p>(5) Be available to all students.</p>	<p>(5) Be available to all students.</p>	
<p>(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>(g) The school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>Renumbered</p>
<p>Ed 306.27 <u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.</u></p> <p>(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.</p> <p>(b) The required curriculum content shall comply with the following:</p>	<p>Ed 306.27 <u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.</u></p> <p>(a) The 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.</p> <p>(b) The required curriculum content shall comply with the following:</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;</p> <p>(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;</p> <p>(3) The instructional program shall include:</p> <ul style="list-style-type: none"> 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. 	<p>(1) The program of studies shall include those courses in which students demonstrate achievement <i>of competencies</i> as well as other educational experiences and instructional activities required by Ed 306;</p> <p>(2) Courses shall be planned for the attainment of specific competencies leading to the high school diploma;</p> <p>(3) <i>Learning opportunities</i> shall include:</p> <ul style="list-style-type: none"> a. Procedures for diagnosing learner needs; b. Methods and strategies that incorporate learner needs; c. Resource-based learning opportunities; d. Techniques for the evaluation of student outcomes, including performance assessment of competencies; and e. The provision of remedial instruction as needed. 	<p>Revised language</p>
<p>(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;</p>		<p>Removed, redundant based on (4) below</p>
<p>(5) The extended learning opportunities in (4) above shall:</p> <ul style="list-style-type: none"> a. Consist of activities designed to: <ul style="list-style-type: none"> 1. Provide acknowledgement of achievement or supplement regular academic courses; and 	<p>(4) Extended learning opportunities shall:</p> <ul style="list-style-type: none"> a. Consist of activities designed to: <ul style="list-style-type: none"> 1. Provide acknowledgement of achievement or supplement <i>traditional</i> academic <i>experiences</i>; and 	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>2. Promote the school's and individual students' educational goals and objectives;</p> <p>b. Be governed by a policy adopted by the local school board that:</p> <ol style="list-style-type: none"> 1. Provides for the administration and supervision of the program; 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program; 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning; 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and 5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator; 	<p>2. Promote the school's and individual students' educational goals and objectives;</p> <p>b. Be governed by a policy adopted by the school board that:</p> <ol style="list-style-type: none"> 1. Provides for the administration and supervision of the program; 2. Outlines how certified school personnel will oversee, facilitate, or coordinate, an individual student's program; 3. Requires that each extended learning <i>opportunity</i> proposal be aligned with competencies and be approved by the school; 4. Specifies that students will be able to attain acknowledgement of achievement through <i>proficiency</i> of competencies for extended learning <i>opportunities</i>; and 5. Requires that <i>credit</i> shall be <i>granted for any subject when a student is able to demonstrate proficiency in the required</i> competencies, <i>that were</i> approved by <i>the school or</i> a certified educator; 	
<p>c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and</p> <p>d. Be available to all students; and</p>	<p>c. Incorporate student participation in selecting, organizing, and carrying out extended learning <i>opportunities</i>; and</p> <p>d. Be available to all students; and</p>	No change
<p>(6) A co-curricular program shall be offered that provides opportunities for all students to participate</p>	<p>(5) A co-curricular program shall be offered that provides opportunities for all students to participate</p>	Renumbered

**New Hampshire Department of Education
Draft Not for Distribution**

<p>in activities designed to meet their needs and interests, including, but not limited to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	<p>in activities designed to meet their needs and interests, including, but not limited to:</p> <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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. 	
<p>(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:</p> <ul style="list-style-type: none"> (1) Ed 306.31, relative to an arts education; (2) Ed 306.33, relative to a business education; (3) Ed 306.34, relative to a career and technical education; (4) Ed 306.35, relative to a career education; 	<p>(c) The 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 <i>learning</i> activities as follows:</p> <ul style="list-style-type: none"> (1) Ed 306.31, relative to a <i>competency-based</i> arts education; (2) Ed 306.33, relative to a <i>competency-based</i> business education; (3) Ed 306.34, relative to a <i>competency-based</i> career and technical education; 	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(5) Ed 306.37, relative to an English/language arts and reading program;</p> <p>(6) Ed 306.38, relative to a family and consumer science education;</p> <p>(7) Ed 306.39, relative to a school counseling program;</p> <p>(8) Ed 306.40, relative to a health education program;</p> <p>(9) Ed 306.41, relative to a physical education program;</p> <p>(10) Ed 306.42, relative to digital literacy program;</p> <p>(11) Ed 306.43, relative to a mathematics program;</p> <p>(12) Ed 306.44, relative to a computer science education;</p> <p>(13) Ed 306.45, relative to a science education;</p> <p>(14) Ed 306.46, relative to a social studies program;</p> <p>(15) Ed 306.47, relative to a technology and engineering education;</p> <p>(16) Ed 306.48, relative to a world languages program; and</p> <p>(17) Ed 306.27(b)(4), relative to extended learning opportunities.</p>	<p>(4) Ed 306.37, relative to a <i>competency-based</i> English/language arts and reading program;</p> <p>(5) Ed 306.38, relative to a <i>competency-based</i> family and consumer science education;</p> <p>(6) Ed 306.39, relative to a <i>competency-based</i> school counseling program;</p> <p>(7) Ed 306.40, relative to a <i>competency-based</i> health education program;</p> <p>(8) Ed 306.41, relative to a <i>competency-based</i> physical education program;</p> <p>(9) Ed 306.42, relative to a <i>competency-based</i> digital literacy program;</p> <p>(10) Ed 306.43, relative to a <i>competency-based</i> mathematics program;</p> <p>(11) Ed 306.44, relative to a <i>competency-based</i> computer science education;</p> <p>(12) Ed 306.45, relative to a <i>competency-based</i> science education;</p> <p>(13) Ed 306.46, relative to a <i>competency-based</i> social studies program;</p> <p>(14) Ed 306.47, relative to a <i>competency-based</i> technology and engineering education;</p> <p>(15) Ed 306.48, relative to a <i>competency-based</i> world languages program; and</p> <p>(16) Ed 306.27(b)(4), relative to <i>competency-based</i> extended learning opportunities.</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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.</p> <p>(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:</p>	<p>(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.</p> <p>(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:</p>	<p>No change</p>
<p>(1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or</p> <p>(2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.</p>	<p>(1) The student demonstrates knowledge and skills on an assessment approved by the school district for a particular course; or</p> <p>(2) The student demonstrates knowledge and skills on an assessment approved by the department if the school district has not developed an assessment.</p>	<p>Removed local to conform with definition</p>
<p>(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.</p>	<p>(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.</p>	<p>No change</p>
<p>(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.</p>	<p>(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.</p>	<p>Revised language</p>
<p>(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</p>	<p>(h) Credits shall be based on the demonstration of competencies and not on time spent achieving these competencies.</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.		
(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.	(i) Students may receive acknowledgement of achievement for competencies through student demonstration of a <i>defensible</i> collection of work or other assessment evidence <i>at a proficient level</i> gained through learning activities.	Revised language
(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.	(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.	No change
(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.	(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.	
(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.	(l) Students shall engage with and apply English/ <i>language arts</i> and mathematics competencies during every year they are enrolled in high school. Such engagement may occur through integration of competencies in courses focused on content areas other than English/ <i>language arts</i> or mathematics. 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.	Revised language
(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.	(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the 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 school board shall require that each high school offers courses or learning opportunities as specified in (c) above.	Revised language

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(n) The following shall apply relative to the required program of studies:</p> <p>(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;</p> <p>(2) Each high school may use any relevant title to identify a particular course;</p> <p>(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;</p> <p>(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;</p> <p>(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:</p>	<p>(n) The following shall apply relative to the required program of studies:</p> <p>(1) Consistent with Ed 306, the school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;</p> <p>(2) Each high school may use any relevant title to identify a particular course;</p> <p>(3) School boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.25;</p> <p>(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. <i>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;</i></p> <p>(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:</p>	<p>Revised language</p>
<p>(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:</p>	<p>(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;</p> <p>b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;</p> <p>c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);</p> <p>d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and</p> <p>e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;</p>	<p>a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of competencies <i>in courses required for graduation</i>. Students shall not be required to take these courses in order to demonstrate achievement of competencies <i>leading to graduation</i>. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;</p> <p>b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall be identified in the school's program of studies;</p> <p>c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance <i>or alternative</i> education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);</p> <p>d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and</p> <p>e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;</p>	
<p>(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43</p>	<p>(7) 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</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);</p>	<p>306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);</p>	
<p>(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and</p>	<p>(8) Nothing in this section shall prevent a high school from offering <i>learning opportunities</i>, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and</p>	<p>Revised language</p>
<p>(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.</p>	<p>(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.</p>	<p>Revised language</p>
<p>(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.</p>	<p>(o) The school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all competencies as encompassed in at least 20 credits, <i>as demonstrated in Table 306-2.</i></p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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>		<p>Removed</p>
	<p><i>(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.</i></p>	<p>New language/section per new statute</p>
<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</p>	<p>(q) The 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 competencies</p>	<p>Revised language</p>
<p>(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:</p> <p>(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</p> <p>(2) Students have attended a school other than the public academy;</p>	<p>(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:</p> <p>(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</p> <p>(2) Students have attended a school other than the public academy;</p>	<p>No change</p>
<p>(s) The awarding of different types of diplomas shall be governed by the following:</p> <p>(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;</p> <p>(2) A school may award a special diploma that recognizes academic achievement;</p> <p>(3) Graduation competencies achieved and demonstrated in adult education, including but not</p>	<p>(s) The awarding of different types of diplomas shall be governed by the following:</p> <p>(1) A school shall award a regular diploma for achievement and demonstration of the competencies <i>that lead toward graduation;</i></p> <p>(2) A school may award a special diploma that recognizes academic achievement;</p> <p>(3) Competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>limited to night school, may be used to earn a regular diploma; and</p> <p>(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.</p>	<p>(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.</p>	
<p>(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.</p>	<p><i>(t) 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 outlined in (u) below.</i></p> <p><i>(u) 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;</i></p>	<p>Replaced language</p>
	<p><i>(1) In Arts, the ability to demonstrate competency in:</i></p> <p><i>a. Creating, presenting, and performing artistic works;</i></p> <p><i>b. Responding and connecting to artistic works;</i></p> <p><i>(2) In Digital Literacy, the ability to use diverse technology tools and media to demonstrate competency in:</i></p> <p><i>a. Building new knowledge by inquiring, thinking critically, identifying and solving problems;</i></p> <p><i>b. Communicating clearly and creatively;</i></p>	<p>New Paragraphs</p>

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>c. Working effectively with others in ways that are safe, legal, and ethical;</i></p> <p><i>d. Locating and critically assessing digital content to construct knowledge, produce creative artifacts, and make meaningful learning experiences for themselves and others;</i></p> <p><i>(3) In English, the ability to demonstrate competency in:</i></p> <p><i>a. listening and speaking thoughtfully and purposefully to understand others and convey meaning;</i></p> <p><i>b. comprehending, analyzing, and critiquing a variety of literary and informational texts;</i></p> <p><i>c. creating written explanations, narratives and logical arguments that effectively convey ideas, analyses and critiques encompassing broad topics suitable for a variety of audiences;</i></p> <p><i>d. correctly using the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</i></p> <p><i>(4) In Mathematics, the ability to demonstrate competency in:</i></p> <p><i>a. understanding number systems and number sense, including computation concepts, strategies, procedures;</i></p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>b. understanding numerical and graphical representations of data and the underlying logical and relational statements represented by those data;</i></p> <p><i>c. understanding geometric relationships and representations and underlying mathematical principles;</i></p> <p><i>d. reasoning mathematically in the development of argument and logic;</i></p> <p><i>(5) In Science, the ability to demonstrate competency in:</i></p> <p><i>a. understanding foundational principles of physical and life sciences;</i></p> <p><i>b. designing and carrying out investigations to explore biological, chemical, and physical phenomena;</i></p> <p><i>c. analyzing and interpreting data to engage in argument from evidence;</i></p> <p><i>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;</i></p> <p><i>(6) In social studies (US and NH History, Government and Civics, Economics and World History), the ability to demonstrate competency in:</i></p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>a. understanding the history of the United States through multiple perspectives, including founding principles and the on-going struggle to realize those principles;</i></p> <p><i>b. understand the governance and functioning of local, state and federal government in a constitutional republic through multiple perspectives;</i></p> <p><i>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;</i></p> <p><i>d. understanding important events marking world history and how those events have shaped cultural, political and other aspects of civilization through multiple perspectives;</i></p> <p><i>e. recognizing local, state, national and global geography and understand how geography has influenced humanity through multiple perspectives;</i></p> <p><i>f. understanding economic systems and their effect on society;</i></p> <p><i>g. effective planning and management of personal financial resources;</i></p> <p><i>h. researching, inquiring, analyzing, and explaining historical, civic, government, geographic and economic developments,</i></p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>including interaction and interdependence, through multiple perspectives;</i></p> <p><i>(7) In Health and Physical Education, the ability to demonstrate competency in:</i></p> <p><i>a. researching and comprehending concepts related to health promotion and disease prevention;</i></p> <p><i>b. setting goals, advocating for and pursuing positive health outcomes for self and others;</i></p> <p><i>(8) In open electives, an opportunity to demonstrate competency in:</i></p> <p><i>a. pursuing areas of personal interest that instill a passion for lifelong learning;</i></p> <p><i>b. making connections between education and career paths;</i></p> <p><i>(9) In all programs and courses, the ability to demonstrate competency in:</i></p> <p><i>a. Communicating effectively using multiple modalities, interpreting information using multiple senses, and demonstrating ownership of the work;</i></p> <p><i>b. Thinking originally and independently, taking risks, considering alternate perspectives, and incorporating diverse resources;</i></p> <p><i>c. Contributing respectfully, listening and sharing resources and ideas, accepting and fulfilling roles,</i></p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p><i>and exercising flexibility and a willingness to compromise in both an academic and a career setting;</i></p> <p><i>d. Persevering in completing complex, challenging tasks, using self-reflection to influence work and goals, and engaging stakeholders to gain support;</i></p>	
	<p><i>(v) 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.</i></p>	New paragraph
<p>(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.</p>		Removed
<p>(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate</p>		Removed

**New Hampshire Department of Education
Draft Not for Distribution**

<p>proficiency as determined by the local school district:</p>		
<p>(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.</p>	<p>(w) The rigor and number of competencies shall align with the equivalent of the credits as outlined in Table 306-3.</p>	<p>Revised Renumbered</p>
<p>(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.</p>		<p>Removed</p>
<p>(z) The graduation competencies in digital literacy education shall be met by either:</p> <p>(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</p> <p>(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate</p> <p>(aa) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.</p>		<p>Removed</p>
<p>(ab) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:</p>	<p>(x) Any competency in a subject area may be earned through interdisciplinary learning;</p>	<p>Revised language Removed paragraphs (1) – (2)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and</p> <p>(2) The high school principal may approve a particular interdisciplinary course if the high school principal determines that:</p> <p>a. The course has been adopted by a faculty team; and</p> <p>b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.</p>		
<p>(ac) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:</p> <p>(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and</p> <p>(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.</p>		Removed
<p>(ad) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:</p>	<p>(y) 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:</p>	Renumbered

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;</p> <p>(2) Students for whom early graduation has been approved as provided in (ad) below; or</p> <p>(3) Those individuals in special or unusual circumstances as provided by local school board policy.</p>	<p>(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;</p> <p>(2) Students for whom early graduation has been approved as provided in (ad) below; or</p> <p>(3) Those individuals in special or unusual circumstances as provided by school board policy.</p>	
<p>(ae) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if the high school principal determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.</p>		Removed
<p>(af) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.</p>	<p>(z) 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 competencies.</p>	Revised Renumbered
<p>(ag) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:</p>		Removed

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Such action is in the best interests of the student; and</p> <p>(2) At least one of the following circumstances exists:</p> <p>a. The student has a debilitating illness which limits school attendance;</p> <p>b. The student has a physical disability which precludes participation in physical education;</p> <p>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</p> <p>d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.</p>		
<p>(ah) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.</p> <p>(ai) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p><i>(aa)</i> 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.</p> <p><i>(ab)</i> The school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this paragraph shall be construed to prevent developmentally appropriate instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.</p>	<p>Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>Ed 306.28 <u>Approval Process.</u></p> <p>(a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306.</p> <p>(b) The following school approval categories shall apply to the administration of Ed 306:</p> <p>(1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;</p> <p>(2) Conditionally approved; and</p> <p>(3) Unapproved.</p> <p>(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:</p> <p>(1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and</p> <p>(2) The department shall work with the school officials and the local school board toward correcting all deficiencies.</p> <p>(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 306.30.</p> <p>(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:</p>	<p>Ed 306.28 <u>Approval Process.</u></p> <p>(a) Pursuant to RSA 186:8, I, and RSA 21-N:6, V, the department shall administer Ed 306.</p> <p>(b) The following school approval categories shall apply to the administration of Ed 306:</p> <p>(1) Approved for a 5 year period provided that a school meets and continues to meet all requirements of Ed 306;</p> <p>(2) Conditionally approved; and</p> <p>(3) Unapproved.</p> <p>(c) A school which does not meet all of the applicable requirements of Ed 306 shall be designated as conditionally approved, provided that:</p> <p>(1) All identified deficiencies and a timetable for their correction shall be incorporated into the approval designation; and</p> <p>(2) The department shall work with the school officials and the school board toward correcting all deficiencies.</p> <p>(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 306.30.</p> <p>(e) One year prior to the expiration of a school's approval, the chairperson of the school board and the superintendent of the respective district shall provide documentation of compliance with all applicable standards as follows:</p>	<p>Removed the word local to conform with definition</p>
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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</p> <p>(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.</p> <p>(f) A school not meeting the requirements of (f)(2) above shall be designated as unapproved.</p> <p>(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 306.29. If approved, the alternative approval proposal shall be made publicly available by the school district.</p> <p>(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.</p> <p>(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.</p>	<p>(1f) 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</p> <p>(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.</p> <p>(g) Per Ed 306.07, all facilities operated by the school district for K-12 educational purposes are approved to operate or conditionally approved to operate in accordance with Ed 320.</p> <p>(h) A school not meeting the requirements of (g)(2) above shall be designated as unapproved.</p> <p>(i) 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 306.29. If approved, the alternative approval proposal shall be made publicly available by the school district.</p> <p>(j) The commissioner of education shall designate qualified professionals to visit schools to conduct school audits to verify the information and documentation submitted in (e) and (f) above, in conjunction with visits pursuant to RSA 193-E:3.</p>	<p>Revised language citing back to Ed 320 for facilities regulations for school approvals, renumbered section</p>
--	---	---

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(j) The commissioner shall notify in writing the chairperson of the local school board and the superintendent of each school's final approval designation.</p> <p>(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.</p> <p>(l) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.</p> <p>(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).</p> <p>(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).</p> <p>(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> <p>(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</p>	<p>(k) 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.</p> <p>(l) The commissioner shall notify in writing the chairperson of the school board and the superintendent of each school's final approval designation.</p> <p>(m) 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.</p> <p>(n) Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.</p> <p>(o) The commissioner shall review all requests for modification and notify, in writing, the chairperson of the school board and the superintendent of his/her final approval designation as identified in (b).</p> <p>(p) 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).</p> <p>(q) 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>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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.</p> <p>(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.</p> <p>(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</p>	<p>(r) If the commissioner has designated a school as unapproved, the chairperson of the 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.</p> <p>(s) 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.</p> <p>(t) 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.</p>	
<p>Ed 306.29 <u>Alternative Approval.</u></p> <p>(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.</p> <p>(b) To apply for alternative approval, the local school board shall submit a written request to the commissioner of education that includes:</p>	<p>Ed 306.29 <u>Alternative Approval.</u></p> <p>(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.</p> <p>(b) To apply for alternative approval, the school board shall submit a written request to the commissioner of education that includes:</p>	<p>Removed "local" to conform to definition</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) The name(s) of school(s)/district;</p> <p>(2) The SAU number;</p> <p>(3) The contact person and telephone number;</p> <p>(4) The grades covered by the request;</p> <p>(5) The number of students affected;</p> <p>(6) Identification of the rule(s) for which the alternative plan is being submitted;</p> <p>(7) The local school board chairperson's signature;</p> <p>(8) A clear and concise written justification of the request; and</p> <p>(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.</p> <p>(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 306.26, if the request meets the following criteria:</p> <p>(1) The information provided is thorough and complete;</p>	<p>(1) The name(s) of school(s)/district;</p> <p>(2) The SAU number;</p> <p>(3) The contact person and telephone number;</p> <p>(4) The grades covered by the request;</p> <p>(5) The number of students affected;</p> <p>(6) Identification of the rule(s) for which the alternative plan is being submitted;</p> <p>(7) The school board chairperson's signature;</p> <p>(8) A clear and concise written justification of the request; and</p> <p>(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.</p> <p>(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 306.26, if the request meets the following criteria:</p> <p>(1) The information provided is thorough and complete;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) The school district has demonstrated that it is able to implement the alternative; and</p> <p>(3) The alternative is educationally sound and is consistent with the intent of the rule(s).</p> <p>(d) The commissioner shall notify the local school board chairperson and the superintendent in writing of the decision.</p> <p>(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.</p> <p>(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.</p>	<p>(2) The school district has demonstrated that it is able to implement the alternative; and</p> <p>(3) The alternative is educationally sound and is consistent with the intent of the rule(s).</p> <p>(d) The commissioner shall notify the school board chairperson and the superintendent in writing of the decision.</p> <p>(e) If the commissioner denies the request, the chairperson of the 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.</p> <p>(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.</p>	
<p>Ed 306.30 <u>Delay in Full Compliance.</u></p> <p>(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</p>	<p>Ed 306.30 <u>Delay in Full Compliance.</u></p> <p>(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</p>	<p>Removed "local"</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>school, as established in these rules, if any of the conditions listed in (c)(1)-(5) below justify delay in full compliance.</p> <p>(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.</p> <p>(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:</p> <ol style="list-style-type: none">(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. <p>(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.</p> <p>(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</p>	<p>school, as established in these rules, if any of the conditions listed in (c)(1)-(5) below justify delay in full compliance.</p> <p>(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.</p> <p>(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:</p> <ol style="list-style-type: none">(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. <p>(d) The commissioner shall notify the local school board chairperson and the superintendent of the state board's decision.</p> <p>(e) If the state board denies the request, the chairperson of the school board or designee may request a reconsideration of the state board's</p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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.</p>	<p>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.</p>	
<p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades 1-12 provides:</p> <p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <p>a. Create, perform, and respond with understanding;</p> <p>b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;</p> <p>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;</p> <p>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;</p> <p>e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;</p> <p>f. Use technology as ways to create, perform, or respond in various arts disciplines; and</p> <p>g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;</p>	<p><i>(a) The school board shall provide an arts education program in each elementary, middle and high school consistent with course competencies determined pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <p>(1) Systematic and sequential instruction in the arts disciplines of music and visual art, while developing opportunities for dance and theatre, where students will:</p> <p>a. Create, perform, and respond with understanding;</p> <p>b. Participate actively in at least one of the art forms of dance, music, theatre or visual art;</p> <p>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;</p> <p>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;</p> <p>e. Relate various types of arts knowledge and skills within and across the arts and other disciplines;</p> <p>f. Use technology as ways to create, perform, or respond in various arts disciplines; and</p>	<p>Revised Language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:</p> <p>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;</p> <p>b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;</p> <p>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;</p> <p>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;</p> <p>e. Developing artistry and artistic skill sequentially over time;</p> <p>f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;</p> <p>g. Addressing opportunities available beyond the regular classroom; and</p>	<p>g. Become familiar with career opportunities in the arts or with the impact of the arts on everyday life;</p> <p>(2) Planned curriculum that is consistent with RSA 193-C:3, III; that will provide for:</p> <p>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;</p> <p>b. The best interests of students regarding safety and health issues associated with materials, tools, equipment, supplies and procedures;</p> <p>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;</p> <p>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;</p> <p>e. Developing artistry and artistic skill sequentially over time;</p> <p>f. Critical thinking skills and artistic choices in the creation and evaluation of artworks;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>h. Embedding in the students global arts-related history and culture; and</p> <p>(3) Sound assessment practices as stated in Ed 306.24.</p>	<p>g. Addressing opportunities available beyond the regular classroom; and</p> <p>h. Embedding in the students global arts-related history and culture; and</p> <p>(3) Sound assessment practices <i>consistent with</i> Ed 306.24.</p>	
<p>Ed 306.33 <u>Business Education Program</u>.</p> <p>(a) Pursuant to Ed 306.27, the local school board shall require that a business education program provides:</p> <p>(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;</p> <p>(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;</p> <p>(3) Opportunities for students to acquire fundamental business knowledge and skills in:</p> <p>a. Business essentials;</p> <p>b. Business technology applications; and</p> <p>c. Personal finance; and</p> <p>(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:</p> <p>a. One credit in business essentials that will encompass career exploration in:</p>	<p>Ed 306.33 <u>Business Education Program</u>.</p> <p><i>(a) The school board shall provide a business education program at each high school consistent with course competencies determined pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with business principles, practices, attitudes and procedures basic to successful participation in the business world;</p> <p>(2) Planned activities designed to increase students' knowledge and skills and enable students to function as economically literate citizens in domestic and international venues;</p> <p>(3) Opportunities for students to acquire fundamental business knowledge and skills in:</p> <p>a. Business essentials;</p> <p>b. Business technology applications; and</p> <p>c. Personal finance; and</p> <p>(4) Courses totaling at least 3 credits in business education which shall be distributed as follows:</p> <p>a. One credit in business essentials that will encompass career exploration in:</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<ol style="list-style-type: none"> 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; <p>b. One credit in business technology applications that shall encompass business technologies in:</p> <ol style="list-style-type: none"> 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; 	<ol style="list-style-type: none"> 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; <p>b. One credit in business technology applications that shall encompass business technologies in:</p> <ol style="list-style-type: none"> 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; 	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>9. Ethical issues; and</p> <p>10. Careers in business using technology applications; and</p> <p>c. One credit in personal finance that will encompass financial literacy in:</p> <ol style="list-style-type: none"> 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. <p>(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.</p> <p>(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.</p> <p>(d) Examples of such assessment shall include, but not be limited to:</p>	<p>9. Ethical issues; and</p> <p>10. Careers in business using technology applications; and</p> <p>c. One credit in personal finance that will encompass financial literacy in:</p> <ol style="list-style-type: none"> 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. <p>(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.</p> <p>(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.</p> <p>(d) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Teacher observations of student performance;</p> <p>(2) Competency-based or performance based assessments;</p> <p>(3) Common assessments developed locally; and</p> <p>(4) Project evaluation rubrics used to evaluate business education proficiencies applied to integrated curriculum assignments, extended learning opportunities, and out of school learning environments.</p> <p>(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.</p>	<p>(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.</p>	
<p><u>Ed 306.34 Career and Technical Education Program.</u></p> <p>(a) Pursuant to Ed 306.27, 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.</p> <p>(b) An approved CTE program shall be one that:</p> <p>(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:</p> <p>(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;</p>	<p><u>Ed 306.34 Career and Technical Education Program.</u></p> <p>(a) Pursuant to Ed 306.27, 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.</p> <p>(b) An approved CTE program shall be one that:</p> <p>(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:</p> <p>(2) Utilizes competencies aligned with national industry standards that have been vetted through both business and industry and postsecondary education;</p>	<p>Removed paragraph (f)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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;</p> <p>(4) Implements third-party assessments as recognized and designated by the department;</p> <p>(5) Is in one of the following nationally recognized career cluster areas:</p> <ul style="list-style-type: none"> 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; 	<p>(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;</p> <p>(4) Implements third-party assessments as recognized and designated by the department;</p> <p>(5) Is in one of the following nationally recognized career cluster areas:</p> <ul style="list-style-type: none"> 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; 	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>l. Law, public safety, and security;</p> <p>m. Manufacturing;</p> <p>n. Marketing, sales, and services;</p> <p>o. Science, technology, engineering, and mathematics including technology education; and</p> <p>p. Transportation, distribution, and logistics;</p> <p>(6) Provides instruction that embeds:</p> <p>a. Program-related, competency-based academic knowledge;</p> <p>b. High employability skills and performance skills, including:</p> <ol style="list-style-type: none"> 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; 	<p>l. Law, public safety, and security;</p> <p>m. Manufacturing;</p> <p>n. Marketing, sales, and services;</p> <p>o. Science, technology, engineering, and mathematics including technology education; and</p> <p>p. Transportation, distribution, and logistics;</p> <p>(6) Provides instruction that embeds:</p> <p>a. Program-related, competency-based academic knowledge;</p> <p>b. High employability skills and performance skills, including:</p> <ol style="list-style-type: none"> 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; 	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>9. Modeling integrity, ethical leadership and effective management;</p> <p>10. Planning education and career path aligned to personal goals;</p> <p>11. Using technology to enhance productivity; and</p> <p>12. Working productively in teams while using cultural/global competence;</p> <p>c. Math, English language arts, and science consistent with RSA 193-C:3, III;</p> <p>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</p> <p>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;</p> <p>(7) Offers approved CTE programs in a safe environment for students that:</p> <p>a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;</p> <p>b. Do not exceed 24 students in each laboratory class; and</p> <p>c. Comply with all state and federal child labor laws;</p>	<p>9. Modeling integrity, ethical leadership and effective management;</p> <p>10. Planning education and career path aligned to personal goals;</p> <p>11. Using technology to enhance productivity; and</p> <p>12. Working productively in teams while using cultural/global competence;</p> <p>c. Math, English language arts, and science consistent with RSA 193-C:3, III;</p> <p>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</p> <p>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;</p> <p>(7) Offers approved CTE programs in a safe environment for students that:</p> <p>a. Meets safety standards established by national associations and adopted as administrative rules by New Hampshire licensing boards for the particular career;</p> <p>b. Do not exceed 24 students in each laboratory class; and</p> <p>c. Comply with all state and federal child labor laws;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(8) Coordinates with postsecondary or apprenticeship programs, or both; and</p> <p>(9) Coordinates with business and industry based programs.</p> <p>(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:</p> <p>(1) Business and industry, including, but not limited to:</p> <ul style="list-style-type: none"> 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; <p>(2) Postsecondary institutions;</p> <p>(3) Specific program area state governing boards, including, but not limited to, the:</p> <ul style="list-style-type: none"> 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; 	<p>(8) Coordinates with postsecondary or apprenticeship programs, or both; and</p> <p>(9) Coordinates with business and industry based programs.</p> <p>(c) Receiving districts shall collaborate with various CTE stakeholders, including, but not limited to:</p> <p>(1) Business and industry, including, but not limited to:</p> <ul style="list-style-type: none"> 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; <p>(2) Postsecondary institutions;</p> <p>(3) Specific program area state governing boards, including, but not limited to, the:</p> <ul style="list-style-type: none"> 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; 	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>f. National automotive technicians education foundation;</p> <p>g. Bureau of emergency medical services; and</p> <p>h. NH fire standards and training commission;</p> <p>(4) State department of labor;</p> <p>(5) U.S. office of vocational and adult education;</p> <p>(6) U.S. office for civil rights; and</p> <p>(7) Other such governing bodies as are identified by the department.</p> <p>(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.</p> <p>(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) using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(f) Examples of such assessment shall include, but not be limited to:</p> <p>(1) Teacher observations of student performance;</p> <p>(2) Competency-based or performance based assessments;</p> <p>(3) Common assessments developed locally;</p>	<p>f. National automotive technicians education foundation;</p> <p>g. Bureau of emergency medical services; and</p> <p>h. NH fire standards and training commission;</p> <p>(4) State department of labor;</p> <p>(5) U.S. office of vocational and adult education;</p> <p>(6) U.S. office for civil rights; and</p> <p>(7) Other such governing bodies as are identified by the department.</p> <p>(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.</p> <p>(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) using multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.</p> <p>(f) Each CTE center shall report the academic performance of each student on a regular basis as follows:</p> <p>(1) Distribute a summary of individual student performance to parents at least 3 times each year;</p> <p>(2) Provide an opportunity for parents to meet individually with their student’s teachers about their</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(4) Project evaluation rubrics applied to integrated curriculum assignments, extended learning opportunities, and out-of-school learning environments; and</p> <p>(5) Third-party technical assessments that are aligned with industry standards, as recognized and designated by the department.</p> <p>(g) Each CTE center shall report the academic performance of each student on a regular basis as follows:</p> <p>(1) Distribute a summary of individual student performance to parents at least 3 times each year;</p> <p>(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</p> <p>(3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.</p> <p>(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.</p>	<p>student’s performance at least once during the school year; and</p> <p>(3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.</p> <p>(g) 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.</p>	
<p>Ed 306.35 <u>Career Education Program.</u></p> <p>(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.</p>		<p>Removed 306.35 and replaced with policy language in Ed 306.04(a)(20)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(b) At all grade levels, this comprehensive career education program shall include opportunities for students to:</p> <p>(1) Develop self-knowledge, self-confidence, and self-awareness in defining and refining life and work roles; and</p> <p>(2) Become familiar with the skills and knowledge essential for making individual career and educational decisions.</p> <p>(c) At the middle and high school level, this program shall include systematic instruction and activities designed to enable students to:</p> <p>(1) Develop basic knowledge, attitudes, and competencies that promote success on the job;</p> <p>(2) Collect and evaluate data related to current and emerging employment opportunities;</p> <p>(3) Use available resources in planning and decision making regarding educational and career objectives;</p> <p>(4) Understand the wide variety and interrelatedness of occupations; and</p> <p>(5) Develop career interests and an awareness of the training and skills required for success.</p>		
<p>Ed 306.37 <u>English/Language Arts and Reading Program.</u></p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each elementary school provides:</p>	<p>Ed 306.37 <u>English/Language Arts and Reading Program.</u></p> <p>(a) <i>The</i> school board shall <i>provide</i> an English/language arts and reading program in each elementary school <i>consistent with competencies determined pursuant to Ed 306.26, which may include:</i></p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;</p> <p>(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;</p> <p>(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;</p> <p>(4) An environment which promotes the importance of reading;</p> <p>(5) Opportunities for each child to become literate;</p> <p>(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;</p> <p>(7) Support for teachers on interpreting test results;</p> <p>(8) Continuous monitoring of each student's progress from grade to grade;</p> <p>(9) Early intervention or remediation;</p> <p>(10) Instruction for teachers in reading in the content areas; and</p> <p>(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.</p>	<p>(1) Systematic and continuous instruction which develops students' knowledge of language arts, including listening, speaking, reading, writing, and viewing;</p> <p>(2) Instruction which emphasizes how to clarify, order, interpret, and communicate experiences through the skillful use of language;</p> <p>(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;</p> <p>(4) An environment which promotes the importance of reading;</p> <p>(5) Opportunities for each child to become literate;</p> <p>(6) Methods for assessing students for appropriate placement in the reading/language arts program, including diagnostic assessment for remediation;</p> <p>(7) Support for teachers on interpreting test results;</p> <p>(8) Continuous monitoring of each student's progress from grade to grade;</p> <p>(9) Early intervention or remediation;</p> <p>(10) Instruction for teachers in reading in the content areas; and</p> <p>(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.</p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(b) Pursuant to Ed 306.26, the local school board shall require that an English/language arts and reading program in each middle school provides:</p> <p>(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;</p> <p>(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</p> <p>(3) Systematic instruction and activities designed to enable student to:</p> <p>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;</p> <p>b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;</p> <p>c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;</p> <p>d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;</p> <p>e. Apply previously learned reading skills to content materials;</p>	<p>(b) <i>The</i> school board <i>shall provide</i> an English/language arts and reading program in each middle school, <i>consistent with competencies determined pursuant to Ed 306.26, which may include:</i></p> <p>(1) Instruction which emphasizes the use of language to clarify, order, interpret, and communicate experiences including instruction in listening, speaking, reading, writing, and viewing;</p> <p>(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</p> <p>(3) Systematic instruction and activities designed to enable student to:</p> <p>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;</p> <p>b. Recognize and create literary elements, such as plot, character, setting and point of view in a variety of genres;</p> <p>c. Apply the writing process, including choosing a topic, generating ideas and locating information, drafting, revising, and editing;</p> <p>d. Increase vocabulary through semantics, use of the dictionary, structural analysis, including prefixes and suffixes, and other strategies;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;</p> <p>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;</p> <p>h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and</p> <p>i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that an English/language arts program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;</p> <p>(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;</p> <p>(3) Courses totaling at least 6 credits in English which shall be distributed as follows:</p> <p>a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:</p>	<p>e. Apply previously learned reading skills to content materials;</p> <p>f. Acquire new reading skills and fluency through remedial, developmental, and enrichment programs;</p> <p>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;</p> <p>h. Read to satisfy personal interests and recognize that fiction and informational materials can offer insight into life; and</p> <p>i. Employ appropriate study skills, including the ability to locate materials, take notes, organize information, and use a variety of sources.</p> <p>(c) <i>The</i> school board shall <i>provide</i> an English/language arts and reading program at each high school, <i>consistent with competencies developed pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with the history, structure, and use of English as the basic medium of communication in our society;</p> <p>(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;</p> <p>(3) Courses totaling at least 6 credits in English which shall be distributed as follows:</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;</p> <p>2. The acquisition of knowledge; and</p> <p>3. The understanding of literature and our literary heritage; and</p> <p>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</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;</p> <p>b. Write and present speeches for a variety of purposes and audiences;</p> <p>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;</p> <p>d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</p> <p>e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;</p>	<p>a. At least 4 credits required of all students and planned as a purposeful sequence of study which promotes:</p> <p>1. The development of the basic language skills of listening, speaking, reading, writing, and viewing;</p> <p>2. The acquisition of knowledge; and</p> <p>3. The understanding of literature and our literary heritage; and</p> <p>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</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Develop effective listening and discussion techniques, distinguish fact from opinion, and identify the principle idea;</p> <p>b. Write and present speeches for a variety of purposes and audiences;</p> <p>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;</p> <p>d. Correctly use the conventions of standard English, such as grammar, punctuation, spelling, capitalization, and word usage, in all written work;</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;</p> <p>g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;</p> <p>h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;</p> <p>i. Understand literary analysis through discussion and writing activities;</p> <p>j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and</p> <p>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.</p>	<p>e. Increase reading speed and comprehension and develop thinking skills, such as inference, applying knowledge, and making judgments;</p> <p>f. Develop word recognition skills, such as context clues, prefixes, suffixes, and phonetic analysis, in order to develop an increased vocabulary;</p> <p>g. Understand ideas presented in a variety of visual formats such as television advertisements and political cartoons;</p> <p>h. Know and appreciate both traditional and contemporary literature, including English, American, and works in translation;</p> <p>i. Understand literary analysis through discussion and writing activities;</p> <p>j. Recognize how our literary heritage relates to the customs, ideas, and values of today's life and culture; and</p> <p>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.</p>	
<p>Ed 306.38 <u>Family and Consumer Science Education Program.</u></p> <p>(a) Pursuant to Ed.306.26 and Ed. 306.27, the local school board shall require that a family and consumer science education program be provided in each middle school.</p>	<p>Ed 306.38 <u>Family and Consumer Science Education Program.</u></p> <p>(a) The school board shall <i>provide</i> a family and consumer science education program in each middle school, <i>consistent with competencies developed pursuant to Ed 306.26, which may include:</i></p>	<p>Revised language</p> <p>Removed paragraphs (2) and (3)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:</p> <p>(1) Students with teaching and instructional practice that:</p> <p>a. Prepare students for college, career, and citizenship;</p> <p>b. Promote optimal nutrition education that supports district wellness policies;</p> <p>c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments;</p> <p>d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;</p> <p>e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;</p> <p>f. Supports literacy in math, language arts, and science; and</p> <p>g. Manage the challenges of living and working in a diverse global society;</p> <p>(2) Experiences that support students’ 21st century learning, including, but not limited to:</p> <p>a. Collecting, analyzing, organizing, and presenting information;</p> <p>b. Decision making and problem solving;</p>	<p>(b) The middle school program shall provide planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:</p> <p>(1) Students with teaching and instructional practice that:</p> <p>a. Prepare students for college, career, and citizenship;</p> <p>b. Promote optimal nutrition education that supports district wellness policies;</p> <p>c. Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments;</p> <p>d. Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;</p> <p>e. Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;</p> <p>f. Supports literacy in math, language arts, and science; and</p> <p>g. Manage the challenges of living and working in a diverse global society;</p> <p>(c) The local school board shall <i>provide</i> a family and consumer education program in each high school, <i>consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(d) Planned learning strategies and opportunities that:</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>c. Self-management;</p> <p>d. Communication and conflict resolution; and</p> <p>e. Technological literacy; and</p> <p>(3) Experiences which develop students' knowledge and skills in:</p> <p>a. Managing foods and nutrition;</p> <p>b. Consumer financial literacy; and</p> <p>c. Human growth and development;</p> <p>(c) The local school board shall require that a family and consumer science education program be provided in each high school.</p> <p>(d) The program in each high school shall provide planned learning strategies and opportunities that:</p> <p>(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;</p> <p>(2) Provide students with knowledge and experience in the following areas of:</p> <p>a. Foods and nutrition;</p> <p>b. Human growth and development;</p> <p>c. Consumer and resource management; and</p> <p>d. Textiles and design.</p> <p>(e) 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</p>	<p>(1) Enable students to develop an awareness of career opportunities and to function as leaders in family, community, and work settings;</p> <p>(2) Provide students with knowledge and experience in the following areas of:</p> <p>a. Foods and nutrition;</p> <p>b. Human growth and development;</p> <p>c. Consumer and resource management; and</p> <p>d. Textiles and design.</p> <p>(e) 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.</p> <p>(f) 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.</p> <p>(g) <i>Sound assessment practices consistent with Ed 306.24;</i></p> <p>(h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:</p> <p>(1) A summary of individual student performance to parents at least 4 times per course; and</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(f) 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.</p> <p>(g) Examples of such assessment shall include, but not be limited to:</p> <ul style="list-style-type: none">(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. <p>(h) Family and consumer science programs shall report the academic performance of all students on a regular basis by providing the following:</p> <ul style="list-style-type: none">(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.	<p>(2) The opportunity for parents to meet individually with their students' teachers about their students' performance at least once during each school year.</p> <p>(i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(i) For the family and consumer science programs at each grade level, schools shall demonstrate how school and student assessment data are used to evaluate, develop, and improve curriculum, instruction, and assessment.</p>		
<p>Ed 306.39 <u>School Counseling Program.</u></p> <p>(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 School counseling program policy and implementation plan consistent with the components in this section and kept current biennially.</p> <p>(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/social development by means of the following components:</p> <p>(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</p>	<p>Ed 306.39 <u>School Counseling Program.</u></p> <p>(a) The 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 School counseling program policy and implementation plan consistent with the components in this section and kept current biennially.</p> <p>(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/social development by means of the following components:</p> <p>(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</p>	<p>No change</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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;</p> <p>(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;</p> <p>(3) Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;</p> <p>(4) School counseling program management including data-driven decision-making reflective of the school's needs; and</p> <p>(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.</p> <p>(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.</p> <p>(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</p>	<p>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;</p> <p>(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;</p> <p>(3) Responsive services to meet students' immediate needs and concerns and counselor teaming in crisis response;</p> <p>(4) School counseling program management including data-driven decision-making reflective of the school's needs; and</p> <p>(5) Consultation and collaboration with parents, teachers, other educators, and community organizations, and referral of students for additional assistance.</p> <p>(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.</p> <p>(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</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>achievement, attendance, and behavior to the local school board at least once a year.</p> <p>(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).</p>	<p>achievement, attendance, and behavior to the local school board at least once a year.</p> <p>(e) The staff requirements for provision of the comprehensive developmental guidance and counseling program shall be as set forth in Ed 306.15(b).</p>	
<p>Ed 306.40 <u>Health Education Program.</u></p> <p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades 1-12 provides:</p> <ol style="list-style-type: none"> (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. <p>(b) The local school board shall require that each school health education program provides:</p> <ol style="list-style-type: none"> (1) Systematic instruction in grades K-12, designed to enable students to: <ol style="list-style-type: none"> 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; 	<p>Ed 306.40 <u>Health Education Program.</u></p> <p>(a) The school board shall <i>provide</i> a health education program <i>at all schools consistent with competencies pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <ol style="list-style-type: none"> (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. <p>(b) The local school board shall require that each school health education program provides:</p> <ol style="list-style-type: none"> (1) Systematic instruction in grades K-12, designed to enable students to: <ol style="list-style-type: none"> 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; 	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>c. Demonstrate the ability to access valid health information and health-promoting products and services;</p> <p>d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;</p> <p>e. Analyze the effect of culture, media, technology, and other influences on health;</p> <p>f. Demonstrate the ability to use interpersonal communications skills to enhance health;</p> <p>g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and</p> <p>h. Demonstrate the ability to advocate for personal, family, and community health;</p> <p>(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:</p> <p>a. Alcohol and other drug use prevention, in accordance with RSA 189:10;</p> <p>b. Injury prevention;</p> <p>c. Nutrition;</p> <p>d. Physical activity;</p> <p>e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;</p> <p>f. Tobacco use prevention;</p>	<p>c. Demonstrate the ability to access valid health information and health-promoting products and services;</p> <p>d. Demonstrate the ability to practice health enhancing behaviors and reduce health risks;</p> <p>e. Analyze the effect of culture, media, technology, and other influences on health;</p> <p>f. Demonstrate the ability to use interpersonal communications skills to enhance health;</p> <p>g. Demonstrate the ability to use goal-setting and decision making skills to enhance health; and</p> <p>h. Demonstrate the ability to advocate for personal, family, and community health;</p> <p>(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:</p> <p>a. Alcohol and other drug use prevention, in accordance with RSA 189:10;</p> <p>b. Injury prevention;</p> <p>c. Nutrition;</p> <p>d. Physical activity;</p> <p>e. Family life and comprehensive sexuality education, including instruction relative to abstinence and sexually transmitted infections in accordance with RSA 189:10;</p> <p>f. Tobacco use prevention;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>g. Mental health;</p> <p>h. Personal and consumer health; and</p> <p>i. Community and environmental health; and</p> <p>(3) Sound assessment practices in health education that:</p> <p>a. Match goals and objectives;</p> <p>b. Require evaluation and synthesis of knowledge and skills;</p> <p>c. Emphasize higher order thinking skills;</p> <p>d. Clearly indicate what the student is asked to do but not how to do it;</p> <p>e. Are at the appropriate reading level;</p> <p>f. Have criteria that are clear to students and teachers;</p> <p>g. Are engaging and relevant to students;</p> <p>h. Link to ongoing instruction;</p> <p>i. Provide feedback to students;</p> <p>j. Provide cost-effective benefits to students;</p> <p>k. Reflect real world situations; and</p> <p>l. Emphasize use of available knowledge and skills in relevant problem contexts.</p>	<p>g. Mental health;</p> <p>h. Personal and consumer health; and</p> <p>i. Community and environmental health; and</p> <p>(3) Sound assessment practices <i>consistent with Ed 306.24;</i></p>	
<p>Ed 306.41 <u>Physical Education Program.</u></p> <p>(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades 1-12 provides:</p>	<p>Ed 306.41 <u>Physical Education Program.</u></p> <p>(a) <i>The school board shall provide a physical education program at each school consistent with</i></p>	<p>Revised language</p> <p>Renumbered</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(1) Physical education as provided in (b) below; and</p> <p>(2) Family and community partnerships.</p> <p>(b) In the area of physical education, the local school board shall require that each school physical education program provides:</p> <p>(1) Systematic instruction in grades 1-12, designed to enable students to:</p> <p>a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;</p> <p>b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;</p> <p>c. Participate regularly in physical activity;</p> <p>d. Achieve and maintain a health enhancing level of physical fitness;</p> <p>e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and</p> <p>f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;</p> <p>(2) A planned 1-12 curriculum in physical education that will provide for:</p> <p>a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;</p>	<p><i>competencies pursuant to Ed 306.26 and Ed 306.27, which may include:</i></p> <p>(1) Physical education as provided in (b) below; and</p> <p>(2) Family and community partnerships.</p> <p><i>(b)</i> Systematic instruction in grades 1-12, designed to enable students to:</p> <p>(1) Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;</p> <p>(2) Demonstrate understanding of movement concepts, principles, and performance of physical activities;</p> <p>(3) Participate regularly in physical activity;</p> <p>(4) Achieve and maintain a health enhancing level of physical fitness;</p> <p>(5) Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and</p> <p>(6) Value physical activity for health, enjoyment, challenge, self expression, and social interaction;</p> <p>(7) A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;</p> <p>(8) Fitness education and assessment to help children understand and improve or maintain their physical well-being;</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;</p> <p>c. Development of cognitive concepts about motor skills and fitness;</p> <p>d. Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective;</p> <p>e. Promotion of regular amounts of appropriate physical activity now and throughout life; and</p> <p>f. Utilization of technology in attaining instruction, curricular, and assessment goals; and</p> <p>(3) Sound assessment practices in physical education that:</p> <p>a. Match goals and objectives;</p> <p>b. Require evaluation and synthesis of knowledge and skills;</p> <p>c. Emphasize higher-order thinking skills;</p> <p>d. Clearly indicate what the student is asked to do;</p> <p>e. Are at an appropriate skill level according to:</p> <ol style="list-style-type: none"> 1. State standards; and 2. The needs of the individual; <p>f. Have criteria that are clear to students and teacher;</p> <p>g. Are engaging and relevant to students;</p> <p>h. Link to ongoing instruction;</p>	<p>(9) Development of cognitive concepts about motor skills and fitness;</p> <p>(10) Opportunities to improve children’s emerging social and cooperative skills and to gain a multicultural perspective;</p> <p>(11) Promotion of regular amounts of appropriate physical activity now and throughout life; and</p> <p>(13) Utilization of technology in attaining instruction, curricular, and assessment goals; and</p> <p><i>(c) Sound assessment practices consistent with Ed 306.24;</i></p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>i. Provide feedback to students;</p> <p>j. Provide cost-effective benefits to students;</p> <p>k. Reflect real-world situations; and</p> <p>l. Emphasize use of available knowledge and skills in relevant problem contexts.</p>		
<p>Ed 306.42 <u>Digital Literacy Program</u>.</p> <p>(a) The local school board shall require an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades 1 - 12 that provides opportunities at developmentally appropriate levels for students to:</p> <p>(1) Develop knowledge of ethical, responsible use of technology tools in a society that relies heavily on knowledge of information in its decision-making;</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the context of the core subjects of:</p> <p>a. Reading;</p> <p>b. Mathematics;</p> <p>c. English and language arts;</p> <p>d. Science;</p> <p>e. Social studies, including civics, government, economics, history, and geography;</p>	<p>Ed 306.42 <u>Digital Literacy Program</u>.</p> <p>(a) The local school board shall provide an integrated approach to the use of 21st century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of a digital literacy program in learning levels 1 - 12 that provides opportunities at developmentally appropriate levels for students to:</p> <p>(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;</p> <p>(2) Become proficient in the use of 21st century tools to access, manage, integrate, evaluate, and create information within the required subject areas identified in Table 306-1;</p> <p>(3) Use digital tools to develop cognitive proficiency in literacy, numeracy, problem solving, decision making, and spatial/visual literacy;</p> <p>(4) Use digital tools to develop technical proficiency at a foundation knowledge level in:</p> <p>a. Hardware;</p> <p>b. Software applications;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>f. Arts; and</p> <p>g. World languages;</p> <p>(3) Use 21st century tools to develop cognitive proficiency in:</p> <p>a. Literacy;</p> <p>b. Numeracy;</p> <p>c. Problem solving;</p> <p>d. Decision making; and</p> <p>e. Spatial / visual literacy;</p> <p>(4) Use 21st century tools to develop technical proficiency at a foundation knowledge level in:</p> <p>a. Hardware;</p> <p>b. Software applications;</p> <p>c. Networks; and</p> <p>d. Elements of digital technology; and</p> <p>(5) Create digital portfolios which:</p> <p>a. Address the following components:</p> <p>1. Basic operations and concepts;</p> <p>2. Social, ethical, and human issues;</p> <p>3. Technology productivity tools;</p> <p>4. Technology communications tools;</p> <p>5. Technology research tools; and</p>	<p>c. Networks; and</p> <p>d. Elements of digital technology; and</p> <p>(5) Create digital portfolios which:</p> <p>a. Address the following components:</p> <p>1. Basic operations and concepts;</p> <p>2. Social, ethical, and human issues;</p> <p>3. Technology productivity tools;</p> <p>4. Technology communications tools;</p> <p>5. Technology research tools; and</p> <p>6. Technology problem solving and decision-making tools;</p> <p>(b) The school board shall provide opportunities for students to demonstrate 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.</p> <p>(c) The school board shall provide opportunities for students to complete a ½ credit digital literacy course prior to high school graduation;</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>6. Technology problem solving and decision-making tools;</p> <p>b. Represent proficient, ethical, responsible use of 21st century tools within the context of the core subjects; and</p> <p>c. Include, at a minimum, such digital artifacts as:</p> <ol style="list-style-type: none">1. Standardized tests;2. Observation;3. Student work; and4. Comments describing a student's reflection on his/her work. <p>(b) The local school board shall provide opportunities for students to demonstrate ICT competency by the end of 8th grade using assessment rubrics applied to the contents of digital portfolios as required in (a)(5) above. Students who successfully demonstrate knowledge, skill, and understanding of these competencies shall have the opportunity, as high school students, to take a higher level computer course to meet the ½ credit requirement.</p> <p>(c) The local school board shall provide opportunities for students to complete a ½ credit ICT course prior to high school graduation, including, but not limited to:</p> <ol style="list-style-type: none">(1) Use of common productivity and web based software;(2) Use of a variety of multimedia software and equipment;		
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(3) Configuring computers and basic network configurations; and</p> <p>(4) Applying programming concepts used in software development.</p>		
<p>Ed 306.43 <u>Mathematics Program</u>.</p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade, excluding kindergarten, provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Communicating mathematical ideas through speaking and writing; and</p> <p>c. Making logical connections between different mathematical concepts;</p> <p>(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;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning;</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;</p>	<p>Ed 306.43 <u>Mathematics Program</u>.</p> <p>(a) <i>The school board shall provide a mathematics program at each elementary school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Communicating mathematical ideas through speaking and writing; and</p> <p>c. Making logical connections between different mathematical concepts;</p> <p>(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;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning;</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;</p> <p>(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</p> <p>(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.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each middle school grade provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> 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; <p>(2) Opportunities for all students to build and construct knowledge and understanding of</p>	<p>(4) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(5) Opportunities for all students to develop positive attitudes such as inquisitiveness and appreciation of the multiple ways to approach and solve mathematical situations;</p> <p>(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</p> <p>(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.</p> <p>(b) <i>The school board shall provide a mathematics program at each middle school, consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <ul style="list-style-type: none"> 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; 	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>mathematical concepts through developmentally appropriate activities that include concrete experiences and interactions with manipulative, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Explore mathematically-related careers; and</p> <p>b. Have direct interaction with the mathematics involved in various careers;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(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;</p> <p>(8) Sustained projects and labs that are designed to:</p>	<p>(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;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>b. Encourage students to develop unique problem solving strategies while allowing students to defend their strategies and results through inductive and deductive reasoning;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Explore mathematically-related careers; and</p> <p>b. Have direct interaction with the mathematics involved in various careers;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(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;</p> <p>(8) Sustained projects and labs that are designed to:</p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and</p> <p>b. Encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(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</p> <p>(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.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that a mathematics program in each high school provides:</p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Reading and interpreting mathematics;</p> <p>c. Communicating mathematical ideas through speaking and writing; and</p> <p>d. Making connections within and among mathematical ideas and across disciplines;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally appropriate activities that include concrete</p>	<p>a. Incorporate multiple mathematical ideas, research, technology, mathematical communication, and interdisciplinary interaction; and</p> <p>b. Encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(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</p> <p>(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.</p> <p>(c) <i>The school board shall provide a mathematics program at each high school consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for all students to solve problems by:</p> <p>a. Using multiple strategies;</p> <p>b. Reading and interpreting mathematics;</p> <p>c. Communicating mathematical ideas through speaking and writing; and</p> <p>d. Making connections within and among mathematical ideas and across disciplines;</p> <p>(2) Opportunities for all students to build and construct knowledge and understanding of mathematical concepts through developmentally</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>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;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Research mathematically-related careers;</p> <p>b. Have direct interaction with the mathematics involved in various careers; and</p> <p>c. Research the mathematical requirements of various college majors;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(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;</p> <p>(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research, technology, mathematical communication, and</p>	<p>appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment;</p> <p>(3) Opportunities for authentic tasks that:</p> <p>a. Promote student decision making and questioning; and</p> <p>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;</p> <p>(4) Opportunities for all students to explore the historical and cultural development of mathematics;</p> <p>(5) Opportunities for all students to:</p> <p>a. Research mathematically-related careers;</p> <p>b. Have direct interaction with the mathematics involved in various careers; and</p> <p>c. Research the mathematical requirements of various college majors;</p> <p>(6) Planned activities that promote developing mathematical concepts from the concrete to the representational and finally to the abstract level;</p> <p>(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;</p> <p>(8) Sustained projects and labs designed to incorporate multiple mathematical ideas, research,</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px; transform: rotate(-45deg);">DRAFT NOT FOR DISTRIBUTION</p>
---	--	---

**New Hampshire Department of Education
Draft Not for Distribution**

<p>interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;</p> <p>(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.</p> <p>(11) Such competency may be met by satisfactorily completing:</p> <p>a. A minimum of 4 courses in mathematics; or</p> <p>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.</p> <p>(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and</p> <p>(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.</p>	<p>technology, mathematical communication, and interdisciplinary interaction, and to encourage students to solve problems that are meaningful and unique to their lives;</p> <p>(9) Interactive instruction and sustained activities developed to increase mathematical maturity and allow students to be successful in solving problems outside of the classroom;</p> <p>(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.</p> <p>(11) Such competency may be met by satisfactorily completing:</p> <p>a. A minimum of 4 courses in mathematics; or</p> <p>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.</p> <p>(12) Interactive instruction and sustained activities designed to enable all students to demonstrate proficiency on the state assessment; and</p> <p>(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.</p> <p>(14) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
Ed 306.44 <u>Computer Science Education.</u>	Ed 306.44 <u>Computer Science Education.</u>	

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1-8 provides:</p> <p>(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:</p> <p>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;</p> <p>b. Use collaborative tools and processes to effectively work together to create complex artifacts;</p> <p>c. Recognize and define computational problems;</p> <p>d. Develop and use abstractions to manage complexity;</p> <p>e. Create, test, and refine computational artifacts; and</p> <p>f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and</p> <p>(2) Opportunities for students to build and construct knowledge and understanding of computational</p>	<p><i>(a) The school board shall provide a computer science education at each elementary and middle school consistent with competencies pursuant to Ed 30.26, which may include:</i></p> <p>(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:</p> <p>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;</p> <p>b. Use collaborative tools and processes to effectively work together to create complex artifacts;</p> <p>c. Recognize and define computational problems;</p> <p>d. Develop and use abstractions to manage complexity;</p> <p>e. Create, test, and refine computational artifacts; and</p> <p>f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and</p> <p>(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.</p> <p><i>(c) The school board shall provide a computer science education program at each school</i></p>	<p>Removed paragraph (a)</p>
---	---	------------------------------

**New Hampshire Department of Education
Draft Not for Distribution**

<p>thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.</p> <p>(c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:</p> <p>(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:</p> <ul style="list-style-type: none"> a. Computing systems; b. Networks and the internet; c. Data and analysis; and d. Algorithms and programming; <p>(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</p> <p>(3) Provides opportunities for students to engage in authentic tasks that:</p> <ul style="list-style-type: none"> 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; 	<p><i>consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:</p> <ul style="list-style-type: none"> a. Computing systems; b. Networks and the internet; c. Data and analysis; and d. Algorithms and programming; <p>(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</p> <p>(3) <i>Sound assessment practices consistent with Ed 306.24;</i></p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>e. Create, test, and refine computational artifacts; and</p> <p>f. Provide opportunities for communication about computing.</p>		
<p>Ed 306.45 <u>Science Education Program</u>.</p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each elementary school grades, excluding kindergarten, provides:</p> <p>(1) Planned activities designed to:</p> <p>a. Develop students' critical thinking skills;</p> <p>b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and</p> <p>c. Develop an awareness of and involvement with the natural world;</p> <p>(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</p> <p>(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:</p> <p>a. Explore, collect, handle, sort, and classify natural objects;</p>	<p>Ed 306.45 <u>Science Education Program</u>.</p> <p>(a) <i>The school board shall provide a science education program in each elementary school, excluding Kindergarten, consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Planned activities designed to:</p> <p>a. Develop students' critical thinking skills;</p> <p>b. Promote the acquisition of positive attitudes, including, but not limited to, curiosity, initiative, self-reliance, and persistence; and</p> <p>c. Develop an awareness of and involvement with the natural world;</p> <p>(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</p> <p>(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:</p> <p>a. Explore, collect, handle, sort, and classify natural objects;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>b. Use strategies to organize and identify the questions children ask from natural world observations;</p> <p>c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;</p> <p>d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;</p> <p>e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and</p> <p>f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.</p> <p>(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.</p> <p>(c) Pursuant to Ed 306.26, the local school board shall require that a science program in each middle school provides:</p> <p>(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;</p> <p>(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected</p>	<p>b. Use strategies to organize and identify the questions children ask from natural world observations;</p> <p>c. Use tools, including, but not limited to, nonstandard measures, rulers, and magnifiers, to enhance observations and collect represent and interpret data;</p> <p>d. Organize data in multiple ways using tools of technology, including calculators, computers, and handheld electronic devices;</p> <p>e. Communicate through reading, writing, speaking, listening, creating, and viewing to describe their observations of the natural world; and</p> <p>f. Model and communicate safety and health related issues relating to exploration, activities, and inquiry associated with materials, tools, and procedures.</p> <p>(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.</p> <p>(c) <i>The school board shall provide a science education program in each middle school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(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;</p> <p>(2) Instruction in grades 6 to 8 which provides a semester or yearlong and content connected</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>experiences in biology life science, physical science, and earth space science;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and</p> <p>(4) Systematic instruction, laboratory experiences and activities designed to enable students to:</p> <p>a. Gather scientific data through laboratory and field work;</p> <p>b. Employ safe practices and techniques in the laboratory and on field trips;</p> <p>c. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>d. Understand the impact of science and technology on daily life;</p> <p>e. Be aware of science-related societal issues;</p> <p>f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;</p> <p>g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;</p> <p>h. Become familiar with science and technology related careers;</p> <p>i. Engage in full and partial inquiries;</p>	<p>experiences in biology life science, physical science, and earth space science;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of process skills such as observing, classifying, measuring, graphing, inferring, experimenting, and communicating; and</p> <p>(4) Systematic instruction, laboratory experiences and activities designed to enable students to:</p> <p>a. Gather scientific data through laboratory and field work;</p> <p>b. Employ safe practices and techniques in the laboratory and on field trips;</p> <p>c. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>d. Understand the impact of science and technology on daily life;</p> <p>e. Be aware of science-related societal issues;</p> <p>f. Investigate the natural world and acquire an understanding of scientific explanations of natural phenomena;</p> <p>g. Acquire an understanding of the history of science and its impact on society and the realization that science is a human endeavor;</p> <p>h. Become familiar with science and technology related careers;</p> <p>i. Engage in full and partial inquiries;</p>	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>j. Use their understanding of background content and theories to guide their design of observations and investigations;</p> <p>k. Shape and modify their background knowledge through experiments and observations;</p> <p>l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and</p> <p>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.</p> <p>(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(e) Pursuant to Ed 306.27, the local school board shall require that a science program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;</p> <p>(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;</p> <p>(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;</p>	<p>j. Use their understanding of background content and theories to guide their design of observations and investigations;</p> <p>k. Shape and modify their background knowledge through experiments and observations;</p> <p>l. Develop their abilities in systematic observation, making accurate measurements, and identifying and controlling variables; and</p> <p>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.</p> <p>(d) Each district shall establish a comprehensive curriculum that provides for continued growth in all content areas consistent with RSA 193-C:3, III.</p> <p>(e) <i>The school board shall provide a science education program at each high school consistent with competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to become familiar with the impact, limitations, fundamental principles, and methods of science;</p> <p>(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;</p> <p>(3) Opportunities for students to develop a knowledge and understanding of attitudes and</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:</p> <p>a. Physical science which shall include:</p> <ol style="list-style-type: none"> 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; <p>b. Biology which shall include:</p> <ol style="list-style-type: none"> 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; 	<p>problem-solving techniques essential for life in an increasingly complex technological society;</p> <p>(4) Courses totaling at least 5 credits in science comprised of offerings in each of the following areas:</p> <ol style="list-style-type: none"> a. Physical science b. Biology c. Chemistry d. Physics e. Earth space science <p>(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:</p> <ol style="list-style-type: none"> 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; 	
---	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>6. Organic evolution and patterns and products of evolution, including genetic variation, specialization, adaptation, and natural selection;</p> <p>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</p> <p>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;</p> <p>c. Chemistry which shall include:</p> <ol style="list-style-type: none"> 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; <p>d. Physics which shall include:</p> <ol style="list-style-type: none"> 1. Principles of mechanics; 2. Laws of conservation; 3. Basics of waves; 4. Fundamentals of electricity and magnetism; and 	<p>g. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;</p> <p>i. Appreciate the unifying concepts and principles within the natural sciences;</p> <p>j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;</p> <p>k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and</p> <p>l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.</p> <p>(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.</p> <p>(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.</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>5. Atomic and nuclear physics;</p> <p>e. Earth space science which shall include the concepts that the earth:</p> <ol style="list-style-type: none">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:<ol style="list-style-type: none">(i) Solid earth or lithosphere;(ii) Air or atmosphere;(iii) Water or hydrosphere;(iv) Ice or cryosphere; and(v) Life or biosphere; and3. Contains a variety of renewable and nonrenewable resources; and <p>f. General or advanced science which shall include subject matter appropriate to the disciplines listed in e. above; and</p> <p>(5) Systematic instruction, fieldwork, experimentation and activities designed to enable students to:</p> <ol style="list-style-type: none">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;		
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>c. Understand the scientific method of investigation, including the role of observation and experimentation in the advancement of scientific knowledge;</p> <p>d. Gather scientific data through laboratory and field work;</p> <p>e. Construct tables and graphs from given data and interpret data presented in tables and graphs;</p> <p>f. Draw conclusions and inferences from data;</p> <p>g. Apply scientific concepts and skills in solving real problems and in everyday situations;</p> <p>h. Communicate observations and experimental results both quantitatively, through the use of mathematical relationships, and qualitatively, in clear and concise spoken or written language;</p> <p>i. Appreciate the unifying concepts and principles within the natural sciences;</p> <p>j. Be aware of the philosophical, ethical, legal, political, and economic impacts of science and technology;</p> <p>k. Acquire an understanding of the history of science and the realization that science is a human endeavor; and</p> <p>l. Be aware of concerns about the current and future impacts of science and technology on society and the environment.</p> <p>(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</p>		
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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.</p> <p>(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.</p>		
<p>Ed 306.46 <u>Social Studies Program.</u></p> <p>(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides:</p> <p>(1) Opportunities for students to:</p> <p>a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and</p> <p>b. Become familiar with the skills of decision making, data gathering, and critical thinking;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for</p>	<p>Ed 306.46 <u>Social Studies Program.</u></p> <p>(a) <i>The</i> school board shall <i>provide</i> a social studies program in each elementary school <i>consistent with competencies pursuant to Ed 306.26</i>, excluding kindergarten, and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade, provides, <i>which may include</i>:</p> <p>(1) Opportunities for students to:</p> <p>a. Acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with the requirements under RSA 193-C:3, III; and</p> <p>b. Become familiar with the skills of decision making, data gathering, and critical thinking;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>effective participation in the life of the community, the state, the nation, and the world.</p> <p>(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:</p> <p>(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire and use information to clarify issues and seek solutions to societal problems;</p> <p>b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;</p> <p>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</p> <p>d. Become familiar with careers in history, the humanities, and the social sciences.</p>	<p>(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.</p> <p>(b) <i>The school board shall provide a social studies education program in each middle school consistent with competencies pursuant to Ed 306.26, which may include:</i></p> <p>(1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, history, and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h), in a program consistent with RSA 193-C:3, III;</p> <p>(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire and use information to clarify issues and seek solutions to societal problems;</p> <p>b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;</p> <p>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</p> <p>d. Become familiar with careers in history, the humanities, and the social sciences.</p>	
--	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:</p> <p>(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;</p> <p>(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;</p> <p>(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:</p> <p>a. At least one credit in national and state history pursuant to RSA 189:11;</p> <p>b. At least one credit in world history or global studies;</p> <p>c. At least one credit in geography;</p> <p>d. At least ½ credit in United States and New Hampshire government/civics;</p> <p>e. At least ½ credit in economics; and</p>	<p>(c) <i>The school board shall provide a social studies education program in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, United States and New Hampshire history, and Holocaust and genocide education pursuant to Ed 306.27(ai), in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;</p> <p>(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;</p> <p>(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;</p> <p>(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:</p> <p>a. At least one credit in national and state history pursuant to RSA 189:11;</p> <p>b. At least one credit in world history or global studies;</p> <p>c. At least one credit in geography;</p> <p>d. At least ½ credit in United States and New Hampshire government/civics;</p> <p>e. At least ½ credit in economics; and</p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>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</p> <p>(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.</p>	<p>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</p> <p>(5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.</p> <p><i>(d) Sound assessment practices consistent with Ed 306.24;</i></p>	
<p><u>Ed 306.47 Technology/Engineering Education Program.</u></p> <p>(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.</p> <p>(b) The local school board shall require that a technology/engineering education program in each middle school provides:</p> <p>(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;</p> <p>(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:</p> <p>a. Medical technologies;</p> <p>b. Agricultural;</p>	<p><u>Ed 306.47 Technology/Engineering Education Program.</u></p> <p>(b) The school board shall <i>provide</i> a technology/engineering education program in each middle school <i>consistent with competencies pursuant to Ed 3056.26, which may include:</i></p> <p>(1) Opportunities for students to develop an understanding of the technological world in which they live and will someday work;</p> <p>(2) Opportunities for students to develop positive attitudes and knowledge about present and future technologies in 3 or more of the following content areas:</p> <p>a. Medical technologies;</p> <p>b. Agricultural;</p> <p>c. Biotechnologies;</p> <p>d. Energy and power technologies;</p>	<p>Revised language</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>c. Biotechnologies;</p> <p>d. Energy and power technologies;</p> <p>e. Information and communications technologies;</p> <p>f. Transportation technologies;</p> <p>g. Manufacturing technologies;</p> <p>h. Construction technologies; and</p> <p>i. New and emerging technologies;</p> <p>(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;</p> <p>(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</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>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;</p> <p>b. Be aware of the right to, and the knowledge of what constitutes, safe work environments as well as</p>	<p>e. Information and communications technologies;</p> <p>f. Transportation technologies;</p> <p>g. Manufacturing technologies;</p> <p>h. Construction technologies; and</p> <p>i. New and emerging technologies;</p> <p>(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;</p> <p>(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</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>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;</p> <p>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;</p> <p>c. Understand industry and technology, their systematic structures, and their place in our culture;</p>
--	---

**New Hampshire Department of Education
Draft Not for Distribution**

<p>the safe and appropriate use of tools, small machines, and processes;</p> <p>c. Understand industry and technology, their systematic structures, and their place in our culture;</p> <p>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;</p> <p>e. Learn leadership and group-process skills;</p> <p>f. Recognize and build upon individual talents and interests; and</p> <p>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.</p> <p>(c) The local school board shall require that a technology/engineering education program in each high school provides:</p> <p>(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;</p> <p>(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;</p> <p>(3) Planned activities designed to increase students' knowledge and skills related to technologies like medicine, agriculture, biotechnology, energy and</p>	<p>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;</p> <p>e. Learn leadership and group-process skills;</p> <p>f. Recognize and build upon individual talents and interests; and</p> <p>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.</p> <p>(c) The school board shall <i>provide</i> a technology/engineering education program <i>in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p> <p>(1) Opportunities for students to develop insight, understanding, and application of technological concepts, processes, and systems;</p> <p>(2) Opportunities for students to develop safe and efficient habits in the application of tools, materials, machines, processes, and technical concepts;</p> <p>(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;</p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>power, information and communications, transportation, manufacturing, and construction;</p> <p>(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:</p> <p>a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;</p> <p>b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;</p> <p>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</p> <p>d. Engineering principles and design; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;</p> <p>b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;</p> <p>c. Develop skills in specific machine and tool operations;</p>	<p>(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:</p> <p>a. Energy and power technologies, including electricity, electronics, power mechanics, transportation, alternative energy, and energy conservation;</p> <p>b. Process technologies, including manufacturing, construction, wood, metal, medical, agricultural, and biotechnology;</p> <p>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</p> <p>d. Engineering principles and design; and</p> <p>(5) Systematic instruction and activities designed to enable students to:</p> <p>a. Understand the factors of production, including capital, labor, and management, in relation to industrial organization, systems and structure;</p> <p>b. Utilize the engineering design process to propose, build, test and assess technological problems in a systematic and economically sound manner;</p> <p>c. Develop skills in specific machine and tool operations;</p> <p>d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>d. Plan, design, produce and/or use measuring instruments, jigs, fixtures, and templates to control, test and assess parts of a technological process;</p> <p>e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;</p> <p>f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;</p> <p>g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and</p> <p>h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.</p>	<p>e. Use a variety of problem-solving tools to develop and apply critical thinking skills to technological problems;</p> <p>f. Exhibit an understanding for the importance of using resources in a way that is economical, efficient and respectful of our shared environment;</p> <p>g. Develop those habits of mind necessary to a lifelong learner such as the ability to question, investigate, design, experiment, and evaluate; and</p> <p>h. Develop leadership abilities required in a technological society such as communication, cooperation, and collaboration with individuals and groups.</p> <p><i>(d) Sound assessment practices consistent with Ed 306.24;</i></p>	
<p>Ed 306.48 <u>World Languages Program.</u></p> <p>(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.</p> <p>(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school.</p> <p>(c) If world language instruction is offered, the program shall be designed to provide:</p> <p>(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;</p>	<p>Ed 306.48 <u>World Languages Program.</u></p> <p>(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.</p> <p>(b) Pursuant to Ed 306.26 the local school board may provide supplemental instruction in one or more world languages in a middle school.</p> <p>(c) If world language instruction is offered, the program shall be designed to provide:</p> <p>(1) Opportunities for students to develop a basic proficiency in a second language or to explore 2 or more languages other than English;</p>	<p>Revised language</p> <p>Added paragraph (g)</p>

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;</p> <p>(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Gain basic linguistic knowledge in one or more second language(s);</p> <p>b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;</p> <p>c. Understand the contributions of other cultures and compare elements of those cultures with American culture;</p> <p>d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;</p> <p>e. Be aware of the concept of global interdependence; and</p> <p>f. Become familiar with the relationship between second language skills and future career choices.</p> <p>(d) Pursuant to Ed 306.27, the local school board shall require that a world language program in each high school provides:</p> <p>(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;</p>	<p>(2) Instruction which emphasizes basic competency in the 4 skills of listening comprehension, reading, speaking, and writing;</p> <p>(3) Activities designed to make students aware of the culture of the countries in which the language(s) is/are spoken; and</p> <p>(4) Systematic instruction and activities designed to enable students to:</p> <p>a. Gain basic linguistic knowledge in one or more second language(s);</p> <p>b. Acquire basic communicative competence by applying the skills of listening comprehension, speaking, reading, and writing;</p> <p>c. Understand the contributions of other cultures and compare elements of those cultures with American culture;</p> <p>d. Recognize and respect linguistic and cultural differences and be enriched by other societies' contributions to the human experience;</p> <p>e. Be aware of the concept of global interdependence; and</p> <p>f. Become familiar with the relationship between second language skills and future career choices.</p> <p>(d) <i>The school board shall provide a world language education program in each high school consistent with course competencies pursuant to Ed 306.27, which may include:</i></p>	
---	--	--

**New Hampshire Department of Education
Draft Not for Distribution**

<p>(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</p> <p>(3) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;</p> <p>b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;</p> <p>c. Appreciate one's own cultural heritage;</p> <p>d. Plan education and career development in areas related to world languages; and</p> <p>e. Develop career and technical interests and activities associated with the study and use of world languages.</p> <p>(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.</p> <p>(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.</p>	<p>(1) Opportunities for students to become familiar with the linguistic and cultural elements of classical and/or modern languages;</p> <p>(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</p> <p>(3) Systematic instruction and activities designed to enable students to:</p> <p>a. Acquire progressive proficiency in the skills of listening comprehension, speaking, reading, writing and structural analysis;</p> <p>b. Increase knowledge and understanding of the countries, cultures, and attitudes of the peoples whose languages are being studied;</p> <p>c. Appreciate one's own cultural heritage;</p> <p>d. Plan education and career development in areas related to world languages; and</p> <p>e. Develop career and technical interests and activities associated with the study and use of world languages.</p> <p>(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.</p> <p>(f) American Sign Language (ASL) shall qualify as a world language for purposes of this section and for</p>	
--	---	--

**New Hampshire Department of Education
Draft Not for Distribution**

	<p>the purpose of meeting a high school world language graduation requirement.</p> <p><i>(g) Sound assessment practices consistent with Ed 306.24;</i></p>	
--	--	--

DRAFT NOT FOR DISTRIBUTION

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) “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;

(o) “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;

(p) “School board” means the local school board of a district under RSA 189:1-a;

(q) “State board” means the state board of education established in RSA 21-N:10; and

(r) “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.~~

~~(ba) 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;~~

~~(67) Student hazing;~~

~~(78) Student harassment, including bullying, as required by RSA 193-F:4, II;~~

~~(89) Sexual harassment, as detailed in Ed 303.01 (i) and (j)-and (k);~~

~~(94) Reporting of suspected abuse or neglect;~~

~~(104) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships, including;~~

a. Engagement opportunities for parents and family members of students of all ages and learning levels;

-

b. Parent 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;

-
(~~11~~12) Distance education, if the district chooses to offer distance education as provided in Ed 306.202;

(~~12~~13) 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;~~

(~~13~~19) Homeless students;

(~~14~~20) 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;

(~~15~~21) 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.~~

~~— (1) 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 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 allsexual 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:

~~(a1)~~ 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~~;

~~(b2)~~ Provides that learning instructional resources are, as appropriate:

~~a.~~ ~~Catalogued and classified according to practices accepted by the American Library Association as specified in the Anglo-American Cataloguing Rules, Second Edition (AACR2), 2005 update as referenced in Appendix II;~~

~~(1)b-~~ Organized ~~and to make them~~ accessible to students, ~~and~~ staff, ~~and parents~~;

~~(2)e-~~ Managed through circulation policies and procedures that are designed to maximize the use of the resources and utilize community resources;

~~(c3)~~ 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)e-~~ Activities to promote the development of reading, viewing, and listening skills; and

~~(d4)~~ 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.~~09~~¹⁰ 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.~~10~~¹¹ 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 31921.12(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.~~

(gh) 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.~~1112~~ 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 ~~licensee~~certificate 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.~~1214~~ Basic ~~LearningInstructional~~ Standards.

(a) The ~~local~~ school board shall require that each school has a learning and 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 306.1315 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 306.327(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 306.157.

(b) ~~The local school board shall require that i~~In carrying out the school counseling program established by Ed 306.349, 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.~~1416~~ Professional Development. In accordance with Ed 5~~1312~~:

(a) The ~~local~~ school board shall require that:

(1) ~~That e~~Each professional and paraeducator staff member improves ~~thei~~r 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~~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 ~~51312~~51312.03 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 5~~13+2~~.02(~~de~~)(~~67~~):

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.~~1517~~ 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 306.257(h).

~~(b1)~~ 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;

~~(c3)~~ The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;

~~(d4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;~~

~~(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:~~

~~a. On that day, the school would normally have had at least 5.25 hours of instructional time; and~~

~~b. The school remained open for at least 3.5 hours of instructional time;~~

~~(e6)~~ There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; ~~and~~

~~(f7)~~ Distance education conducted in accordance with Ed 306.~~20~~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.~~1719~~ 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.~~1820~~ 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~~, and shall be included in the regional agreement established pursuant to Ed ~~1304.021402.01~~; 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.

~~(d)~~ 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.

~~(e)~~ 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;

~~de.~~ Specifies when the program would be offered, which may be at a time other than during the regular school day;

~~ed.~~ Demonstrates how the alternative program will enable the participating students to achieve the same district and graduation competencies outlined for all students and consistent with RSA 193-C:3; and

~~fe. Explicitly d~~Details 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 306.1345.

(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 306.1044;

(2) ~~H~~Health services under Ed 306.1142; and

(3) ~~G~~Guidance and counseling services under Ed 306.349.

(j) The school year for alternative programs shall meet the requirements of Ed 306.1648.

(k) Alternative programs which result in the award of a high school diploma shall meet the requirements of Ed 306.257(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 306.213, for assessment under Ed 306.224, and for school approval under Ed 306.268.

(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 306.213, for assessment under Ed 306.224, and for school approval under Ed 306.268.

Readopt with amendment and renumber Ed 306.22, eff 2-19-22 (Document #13356) as Ed 306.20 to read as follows:

Ed 306.2022 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.~~21~~²³ Statistical Reports; Accountability.

(a) Each school district shall establish a local education accountability system in order to collect data needed for evaluation of the district's compliance with state and federal laws on school accountability. The department shall integrate its accountability system with local accountability systems so as to allow for comparison and analysis of such data.

(b) Each district shall file statistical reports with the department as required under RSA 189:28. A request from a district to the department for statistical data needed by a district for filing a statistical report shall be submitted to the department at least 60 days before the district's report is due.

(c) Each school district required under RSA 193-H:4 to create a local education improvement plan shall file such a plan with the department within 90 days of being found to be in need of improvement under RSA 193-H:3. The plan shall be aligned to meet state goals and student performance indicators.

Readopt with amendment and renumber Ed 306.24, eff 3-27-14 (Document #10556) as Ed 306.22, to read as follows:

Ed 306.~~22~~²⁴ Assessment.

(a) The ~~local~~ school board shall require that each school:

- (1) Provides for the ongoing assessment of ~~district~~ and graduation competencies through the use of local assessments that are aligned with state and district content and performance standards as provided in (b) below;
- (2) Participates in the state-wide education improvement and assessment program as provided in (c) below;
- (3) Participates in the New Hampshire performance assessments;
- (4) When selected by the United States Department of Education, National Center for Education Statistics, participates in the National Assessment of Education Progress (NAEP); and
- (5) Supports student development of individual student digital portfolios.

(b) 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) 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. ~~I~~Integrated curriculum assignments;⁵

2. ~~e~~Extended learning opportunities;⁵

3. ~~e~~Career and technical education opportunities;⁵ and

4. ~~e~~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.

(~~e~~) 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 learninginstructional 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.~~2426~~ 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 ~~learningn instructional~~ program that includes:

a. Procedures for ~~identifyingdiagnosing~~ 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 ~~learningteaching~~ 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.~~2931~~, relative to a ~~an~~ competency-based arts education program;
- b. Ed 306.~~3237~~, relative to a ~~an~~ competency-based English/language arts and reading program;
- c. Ed 306.~~3540~~, relative to a competency-based health education program;
- d. Ed 306.~~3641~~, relative to a competency-based physical education program;
- e. Ed 306.~~3742~~, relative to a competency-based digital literacy program;
- f. Ed 306.~~3843~~, relative to a competency-based mathematics program;
- g. Ed 306.~~4045~~, relative to a competency-based science education program;
- h. Ed 306.~~4146~~, 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.~~2931~~, relative to a ~~an~~ competency-based arts education program;
- b. Ed 306.~~3237~~, relative to a competency-based ~~an~~ English/language arts and reading program;
- c. Ed 306.~~3540~~, 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. ~~†~~The 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.~~ Requires that acknowledgement of achievement for an extended learning ~~opportunity~~~~activity~~ be approved by a certified educator;

~~(43)~~ Incorporate student participation in selecting, organizing, and carrying out extended ~~learning opportunities~~~~learning activities~~; ~~and~~

~~(54)~~ Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and

~~(65)~~ Be available to all students.

~~(gh)~~ 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.~~2527~~ 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.~~

(45) The 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
- (56) 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.~~2931~~, relative to ~~an~~ competency-based arts education program;
- (2) Ed 306.~~3033~~, relative to a competency-based business education program;
- (3) Ed 306.~~3134~~, relative to a competency-based career and technical education program;
- ~~(4) Ed 306.35, relative to a career education;~~
- ~~(45)~~ Ed 306.~~3237~~, relative to ~~an~~ competency-based English/language arts and reading program;
- ~~(56)~~ Ed 306.~~3338~~, relative to a competency-based family and consumer science education program;
- ~~(67)~~ Ed 306.~~3439~~, relative to a school counseling program;
- ~~(78)~~ Ed 306.~~3540~~, relative to a competency-based health education program;
- ~~(89)~~ Ed 306.~~3641~~, relative to a competency-based physical education program;
- ~~(910)~~ Ed 306.~~3742~~, relative to a competency-based digital literacy program;
- ~~(101)~~ Ed 306.~~3843~~, relative to a competency-based mathematics program;
- ~~(112)~~ Ed 306.~~3944~~, relative to a competency-based computer science education program;
- ~~(123)~~ Ed 306.~~4045~~, relative to a competency-based science education program;

(134) Ed 306.4146, relative to a competency-based social studies program;

(145) Ed 306.4247, relative to a competency-based technology and engineering education program;

(156) Ed 306.4348, relative to a competency-based world languages program;

(167) Ed 306.449, relative to a competency-based Holocaust and genocide education program;
and

(178) Ed 306.257(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 306-23 ~~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.~~2628~~;

(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.~~2729~~;

(4) ~~Local s~~School boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-~~23~~ 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 306.257(n)(5) may be met through school identified and sanctioned distance education programs under Ed 306.202 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 306.257(n)(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 306.257(n)(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 306.257(n)(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 e~~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 306.257(n)(5)

to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. ~~Graduation~~ ~~Competencies~~ acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.257(vt);

(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 306.257(n)(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 306.257(vt) 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.~~

(q) The ~~local~~ school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required ~~graduation~~ competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the ~~graduation~~ competencies that lead toward graduation;

(2) A school may award a special diploma that recognizes academic achievement;

(3) ~~Graduation e~~Competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The 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 (u) below. ~~Graduation competencies shall align with the skills, knowledge, and work study practices required for success in college and careers.~~

(u) 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.

(v) 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

<u>Required Subjects</u>	<u>Credit(s)</u>
<u>Arts education</u>	<u>½ credit</u>
<u>Digital literacy</u>	<u>½ credit</u>
<u>English</u>	<u>4 credits</u>
<u>Mathematics</u>	<u>3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program</u>
<u>Physical sciences</u>	<u>1 credit</u>
<u>Biological sciences</u>	<u>1 credit</u>
<u>US and NH history</u>	<u>1 credit</u>
<u>US and NH government/civics</u>	<u>½ credit</u>
<u>Economics, including personal finance</u>	<u>½ credit</u>
<u>World history, global studies, or geography</u>	<u>½ credit</u>
<u>Health education</u>	<u>½ credit</u>
<u>Physical education</u>	<u>1 credit</u>
<u>Open electives</u>	<u>6 credits</u>
<u>Totals</u>	<u>20 credits</u>

~~— (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 306-23 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
Personal Financial Literacy	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	5 ½ 6 credits
Totals	20 credits

(~~xw~~) The rigor and number of ~~graduation~~ competencies shall align with the equivalent of the credits as outlined in Table 306-~~23~~.

~~(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.~~

(xae) 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.~~

(yae) 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.~~

(~~zag~~) 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.~~

(~~aaai~~) 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.

(~~abaj~~) 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.~~26~~~~28~~ 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)~~ 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.~~

~~(hf)~~ A school not meeting the requirements of ~~(gf)~~(2) above shall be designated as unapproved.

~~(ig)~~ If compliance with any other requirement of Ed 306 is in question, the school board chairperson and superintendent shall provide the commissioner with an alternative approval proposal as provided in Ed 306.~~2729~~. If approved, the alternative approval proposal shall be made publicly available by the school district.

~~(jh)~~ The commissioner of education shall designate qualified professionals to visit schools to conduct school audits to verify the information and documentation submitted in ~~(ea)~~ and (f) above, in conjunction with visits pursuant to RSA 193-E:3.

~~(ki)~~ 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.

~~(lj)~~ The commissioner shall notify in writing the chairperson of the ~~local~~ school board and the superintendent of each school's final approval designation.

~~(mk)~~ 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.

~~(nl)~~ Such evidence shall be submitted to the commissioner or designee within 30 days of receipt of the commissioner's proposed designation.

(~~om~~) 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.

(~~pn~~) 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.

(~~qe~~) 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.

(~~rp~~) If the commissioner has designated a school as unapproved, the chairperson of the ~~local~~ school board or designee may appeal the decision of the school's final approval designation and request a state board hearing. Said appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.

(~~sq~~) It shall be the responsibility of the superintendent to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(~~tr~~) 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.~~2729~~ 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), and 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, t~~The ~~local~~ school board shall ~~provide-require that~~ an arts education program in each elementary, middle and high school for 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.

~~Ed 306.32 RESERVED.~~

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 Business Education Program.

(a) ~~Pursuant to Ed 306.27, 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.~~

(fg) Each CTE center shall report the academic performance of each student on a regular basis as follows:

- (1) Distribute a summary of individual student performance to parents at least 3 times each year;
- (2) Provide an opportunity for parents to meet individually with their student's teachers about their student's performance at least once during the school year; and
- (3) Report aggregate data to all sending schools regarding student performance disaggregated by each career and technical education program.

(gh) For the CTE programs at all regional CTE centers, centers shall demonstrate how school and student assessment data are used to evaluate, develop and improve curriculum, instruction, and assessment.

Repeal Ed 306.35, eff 3-27-14 (Document # 10556):

~~— 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.~~3237~~ English/Language Arts and Reading Program.

(a) Pursuant to Ed 306.26, ~~†~~~~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, 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, ~~†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.~~33~~³⁸ Family and Consumer Science Education Program.

(a) ~~Pursuant to Ed.306.26 and Ed. 306.27, †~~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 include^{provide} planned learning strategies and opportunities to prepare independent, educated consumers that are literate in life skills that provide:

~~(1) S~~ students with teaching and instructional practice that:

~~(1)a.~~ Prepare students for college, career, and citizenship;

~~(2)b.~~ Promote optimal nutrition education that supports district wellness policies;

~~(3)e.~~ Use critical and creative thinking skills to promote problem solving in diverse family, community and work environments;

~~(4)d.~~ Demonstrate creative thinking, constructs knowledge, and develops innovative products and processes using technology;

~~(5)e.~~ Use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions;

~~(6)f.~~ Supports literacy in math, language arts, and science; and

~~(7)g.~~ Manage the challenges of living and working in a diverse global society.;

~~(2) Experiences that support students' 21st-century learning, including, but not limited to:~~

~~a. Collecting, analyzing, organizing, and presenting information;~~

~~b. Decision-making and problem solving;~~

~~c. Self-management;~~

~~d. Communication and conflict resolution; and~~

~~e. Technological literacy; and~~

~~(3) Experiences which develop students' knowledge and skills in:~~

~~a. Managing foods and nutrition;~~

~~b. Consumer financial literacy; and~~

~~c. Human growth and development;~~

(c) The ~~local~~ school board shall ~~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.

(ef) For family and consumer science programs, schools shall provide for the ongoing, authentic assessment of student learning outcomes through multiple formative and summative assessment instruments that are aligned with the state and district content and performance standards.

(fg) ~~Sound~~Examples 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.~~

(g†) 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 ~~S~~school counseling program policy and implementation plan consistent with the components in this section and kept current biennially.

(b) The K-12 school counseling program shall include a comprehensive sequence of learning opportunities designed to promote each student's development of work-study practices in academic development, career development, and personal and social development by means of the following components:

(1) A school counseling core curriculum based on the ASCA student competencies and local goals, designed to help students attain the desired work-study practices and to provide all students with the knowledge, attitudes, and skills appropriate to their developmental level, including prevention and intervention activities. 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) and 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, ~~the local~~ school board shall ~~provide~~ 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, the local school board shall provide and 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) and (b) below; ~~and~~
- (2) Family and community partnerships; and;

~~(b) In the area of physical education, the local school board shall require that each school physical education program provides:~~

(34) 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.

(b2) A planned 1-12 curriculum in physical education ~~that~~ will provide for:

~~(1)a.~~ A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;

~~(2)b.~~ Fitness education and assessment to help children understand and improve or maintain their physical well-being;

~~(3)c.~~ Development of cognitive concepts about motor skills and fitness;

~~(4)d.~~ Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;

~~(5)e.~~ Promotion of regular amounts of appropriate physical activity now and throughout life; ~~and~~

~~(6)f.~~ Utilization of technology in attaining instruction, curricular, and assessment goals; and

~~(7)g.~~ 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 ~~digital21st-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 technologies~~ 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 ~~digital21st-century~~ tools to access, manage, integrate, evaluate, and create information within the ~~required~~~~context of the core~~ subjects 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.e. Problem literacy, numeracy, problem solving;~~

~~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. 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~~

-

~~e. Include, at a minimum, such digital artifacts as:~~

-

~~1. Standardized tests;~~

~~2. Observation;~~

~~3. Student work; and~~

~~4. Comments describing a student's reflection on his/her work.~~

(b) The ~~local~~ school board shall provide opportunities for students to demonstrate ~~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.~~3843~~ Mathematics Program.

(a) ~~Pursuant to Ed 306.26, t~~The ~~local~~ school board shall provide ~~require that~~ a mathematics program ~~at~~ 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, the local~~ school board shall ~~provide~~require that a mathematics program ~~at~~ 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, †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.~~39~~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.~~

(ab) ~~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~~ 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) and 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~~ 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(~~gh~~) 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(~~gh~~), 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.~~42~~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.~~

(ab) 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.

(c) Assessment practices shall be consistent with Ed 306.22.

Ed 306.4~~38~~ 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	State or Federal Statute or Regulation Implemented
Ed 306.01	RSA 189:25; RSA 194:23
Ed 306.02 (a)-(d)	RSA 186:8, I

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Final Proposal, Manifest Educational Hardship Expire Date: N/A

Submitted to the State Board of Education, April 13, 2023:

- A. **ACTION NEEDED**
A vote is needed by the State Board of Education to approve the final proposal to readopt with amendment and renumber Ed 320 to Ed 307, relative to manifest educational hardship.
- B. **RATIONALE FOR ACTION**
OLS comments have been addressed in this draft, mainly amending the definition in (a) to align with the statute along with minor edits.
- C. **EFFECTS OF THIS ACTION**
If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) to to be added to JLCAR's May meeting agenda.
- D. **POSSIBLE MOTION**
I move that the State Board of Education approve the final proposal for Ed 307.01, Change of School Assignment.

Readopt with amendment Part Ed 320, eff 3-23-18 (Document #12498), and renumber as Ed 307 to read as follows:

PART Ed 307 MANIFEST EDUCATIONAL HARDSHIP

Ed 307.01 Change of School Assignment.

(a) ~~An~~ “Approved as a school tuition program private school” means “approved as a school tuition program,” as defined in RSA 193:3, VII. The term also includes “approved private school.”

(b) Any person having custody of a child may apply to the school board of residence to change the child’s school assignment if the person having custody thinks that the child’s attendance at the assigned school will result in a manifest educational hardship to the child.

(c) A person having custody of said child may apply for a change of school assignment to:

- (1) Attend another public school, public academy, or an approved private school in the same district; or
- (2) Attend a public school, public academy, or an approved private school in another district.

(d) To establish a manifest educational hardship, as set forth in (g~~f~~)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child’s education. The person having custody may also demonstrate that another public school, public academy, or approved private school, either within the district or in another district, can reasonably meet the child’s educational needs.

(e) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child’s school assignment to another public school, public academy, or an approved private school within the district or to request a change of assignment to a public school, public academy, or an approved private school in another district when a manifest educational hardship has been demonstrated.

(f) Upon receipt of a request from a person having custody for a change of a child’s school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing, pursuant to their local rules, within 30 days.

(g) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

- (1) A compelling amount of a child’s academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
- (2) The attendance at the assigned school will impair the educational progress of the child; and
- (3) Another public school, public academy, or an approved private school either within the district or in another district, can reasonably meet the child’s educational needs.

(h) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a public school, public academy, or an approved private school in the district or in another district, which can reasonably meet the child’s educational needs.

(i) If a person having custody is aggrieved by the decision of the school board, he or she may appeal to the state board in accordance with the provisions of Ed 200.

Appendix I

Rule	Specific Statute Rules Implement
Ed 307 (formerly Ed 320)	RSA 193:3