

New Hampshire State Board of Education
Due to the COVID-19 State of Emergency, this meeting will be held via Zoom Webinar.

Advance registration is required via this link:

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

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

Thursday, June 10, 2021



AGENDA

- I. **CALL TO ORDER ~ 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to Angela.Adams@doe.nh.gov to be published with the monthly meeting materials.
- IV. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **St. Anselm College ~ Full Professional Education Preparation Program Review** ~ LAURA WASIELEWSKI, Associate Professor, Director, Teacher Education Programs
 - B. **University of New Hampshire (UNH) ~ Substantive Change Request** ~ ELIZABETH ARCIERI, Coordinator of Certification & Accreditation and JUDY SHARKEY, Chair, Education Department
- V. **PUBLIC CHARTER SCHOOL REPORTS/UPDATES** ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
 - A. **Cocheco Academy of The Arts ~ Change of Address**
 - B. **Making Community Connections, Manchester Campus ~ School Closing Report** ~ JODI ADAMS, CEO, School Leader
 - C. **PACE Career Academy ~ School Closing Report**
- VI. **NONPUBLIC SCHOOL APPROVAL** ~ SHIREEN MESKOOB, NHDOE, Bureau of Educational Opportunities
 - A. **Commissioner's Nonpublic School Approval Designation: Expansion of Grade Levels Offered Report**
 - B. **Commissioner's Nonpublic School Approval Designation: Renewals Report**
- VII. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. **Initial Proposal ~ Holocaust and Genocide Studies (Ed 306)**
 - B. **Adopt ~ Chartered Public Schools (Ed 318)**
 - C. **Response: Petition for Adoption of Rules – RSA 541-A:4**
 - D. **Informational ONLY ~ Rules in Process Update**

VIII. COMMISSIONER'S UPDATE

IX. OPEN BOARD DISCUSSIONS

X. TABLE ITEMS

A. Initial Proposal ~ School Librarian (Ed 508.06)

XI. CONSENT AGENDA

A. Meeting Minutes of May 4, 2021 Charter School Retreat ~ Part 2

B. Meeting Minutes of May 13, 2021 State Board Meeting

XII. NONPUBLIC SESSION

XIII. ADJOURNMENT ~ **2:00 PM**

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the June 10, 2021 meeting.

A. ACTION NEEDED

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

Saint Anselm College (SAINT ANSELM) 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 Board formally approve the request of Saint Anselm's thirteen (13) state approved educator preparation programs below.

NH Standard Ed 500 Ed 600		Educator Preparation Program Content Area	Current Approval			Proposed Approval		
507.09	612.01	Visual Arts Teacher	BA	Full	8/30/2021	BA	Full	8/30/2028
507.11	612.04	Elementary Education Teacher (k-6)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.24	612.05	English Language Arts Teacher (5-12)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.17	612.06	English for Speakers of Other Languages (ESOL)	Licensure	Full	8/30/2021	Licensure	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - French	BA	Full	8/30/2021	BA	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - Spanish	BA	Full	8/30/2021	BA	Full	8/30/2028
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.39	612.20	Music Teacher	BA	Full	8/30/2021	BA	Full	8/30/2028
507.32	612.25	Life Sciences Teacher (7-12)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.33	612.26	Chemistry Teacher (7-12)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.54	612.27	Physics Teacher (7-12)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.28	612.28	Social Studies Teacher (5-12)	BA	Full	8/30/2021	BA	Full	8/30/2028
507.54	612.33	Computer Science Educator	BA	Full	8/30/2021	BA	Full	8/30/2028

B. RATIONALE FOR ACTION

The CTE accepted the review team's report and the associated approval recommendations. Additionally, the CTE unanimously recommends to the State Board program approval of the thirteen (13) NH State licensure programs at **Saint Anselm** for full seven-year approval. (602.04(b)(1))

C. EFFECTS OF THIS ACTION

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

D. HISTORICAL BACKGROUND

- 8/24/2017: the Board voted initial approval of programs thru April 30, 2020
- 11/8/2018: the Board extended ALL PEPPS by one year; for Saint Anselm, PEPPs expiry thru August 31, 2021
- 5/2019: Class Lang...Substantive change request submitted and approved
- 5/8/2019: the Board unanimously approved the new program proposal for Ed 612.33/507.32 Computer Science thru the next unit review (to take place in March or April of 2021)
- 7/2020: the Board approved the extension of Ed 612.33 Comp Sci Program approval thru August 30, 2021

E. POSSIBLE MOTION

The State Board of Education moves to grant **Saint Anselm College** full approval of the following listed PEPPs through **8/30/2028**.

NH Standard		Educator Preparation Program Content Area	Degree/ Format	Approval	Expiry
Ed 500	Ed 600				
507.09	612.01	Visual Arts Teacher	BA	Full	8/30/2028
507.11	612.04	Elementary Education Teacher (k-6)	BA	Full	8/30/2028
507.24	612.05	English Language Arts Teacher (5-12)	BA	Full	8/30/2028
507.17	612.06	English for Speakers of Other Languages (ESOL)	Licensure	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - French	BA	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - Spanish	BA	Full	8/30/2028
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA	Full	8/30/2028
507.39	612.20	Music Teacher	BA	Full	8/30/2028
507.32	612.25	Life Sciences Teacher (7-12)	BA	Full	8/30/2028
507.33	612.26	Chemistry Teacher (7-12)	BA	Full	8/30/2028
507.54	612.27	Physics Teacher (7-12)	BA	Full	8/30/2028
507.28	612.28	Social Studies Teacher (5-12)	BA	Full	8/30/2028
507.54	612.33	Computer Science Educator	BA	Full	8/30/2028

(602.04, 602.06, 602.15)

Action by the State Board; Appeal

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

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

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

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

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



**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
& COUNCIL FOR TEACHER EDUCATION
PROGRAM REVIEW REPORT
APRIL 2021**

**Saint Anselm College
100 Saint Anselm Drive
Education Department
Manchester, NH 03102**

PROFESSIONAL EDUCATOR PREPARATION PROGRAM REVIEW

Michael Fournier	Co-Chair	Council for Teacher Education
Steve Bigaj	Co-Chair	Council for Teacher Education
Laura Stoneking	Administrator	NH Department of Education

Saint Anselm College Professional Educator Preparation Programs Reviewed in this Report

NH Standard		Educator Preparation Program Content Area	Degree/ Format	Reviewer
Ed 500	Ed 600			
507.09	612.01	Visual Arts Teacher	BA	Ashley Fournier
507.11	612.04	Elementary Education Teacher (k-6)	BA	Katelyn Belanger
507.24	612.05	English Language Arts Teacher (5-12)	BA	Jill Pinard
507.17	612.06	English for Speakers of Other Languages (ESOL)	Licensure	Nicole Ponti
507.38	612.14	Modern Languages Teacher - French	BA	Edith Takantjas
507.38	612.14	Modern Languages Teacher - Spanish	BA	Rae Tardiff
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA	Katelyn Taft
507.39	612.20	Music Teacher	BA	Thomas Souza
507.32	612.25	Life Sciences Teacher (7-12)	BA	Tracey Lesser
507.33	612.26	Chemistry Teacher (7-12)	BA	Tracey Lesser
507.54	612.27	Physics Teacher (7-12)	BA	Joe Derrick
507.28	612.28	Social Studies Teacher (5-12)	BA	Linda Kalloger
507.54	612.33	Computer Science Educator	BA	Norm Messa

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Section I: Executive Summary

A. Context:

College & Department

Saint Anselm College is a residential, undergraduate, liberal arts college in the Catholic Benedictine tradition. It was founded by the Benedictine monks of St. Mary's Abbey of Newark, New Jersey, in response to the invitation by Bishop Denis M. Bradley, the first bishop of Manchester, N.H. In 1895, the General Court of the State of New Hampshire empowered Saint Anselm College to grant standard academic degrees. Saint Anselm College is located in Goffstown, New Hampshire on approximately 400 acres.

The mission of the college is to provide “all its students a distinctive liberal arts education that incorporates opportunities for professional and career preparation. It does so in a learning community that encourages the lifelong pursuit of the truth and fosters intellectual, moral and spiritual growth to sustain and enrich its graduates' personal lives, work, and engagement within local, national, and global communities” [College Catalog](#). The College offers 44 majors and 51 minors in its undergraduate degree program.

The College is accredited by the New England Commission of Higher Education - (NECHE). The most recent self-study and on-site visit were completed in 2019. Additional accrediting bodies include the Commission on Collegiate Nursing Education, American Chemical Society, and the New Hampshire Department of Education.

There have been several college-wide initiatives since the last full program review. A few are highlighted here:

- A new core curriculum went into effect in the fall 2014 which necessitated revisions to individual majors. Revisions included implementation of college-wide learning outcomes, the change from a course-count system to a credit count system, and a change from five courses per semester to four per semester.
- The College completed one strategic plan, *Looking Within, Reaching Beyond (Vision 2015)* and launched a second, *Faith in the Future* in 2017. The current president has begun the process of drafting a subsequent strategic plan under his leadership.
- Both previous strategic plans prioritized diversity and inclusion efforts. In the summer of 2017 the college welcomed its inaugural Chief Diversity Officer (CDO). The function of the CDO is to help coordinate, communicate, and keep track of progress of college-wide inclusion, equity, and diversity efforts. In the summer of 2020 the [Anselmian Network for Racial Justice](#) was established and coordinated through the office of the CDO.
- A Master of Arts in Criminology and Criminal Justice has received approval from both the State of New Hampshire and NECHE. The College is able to admit students to the program beginning 2020-2021 academic year. This is the first 4+1 graduate program at Saint Anselm College.

Teacher Education Programs

In living out its mission, Saint Anselm College seeks to prepare students to serve the world through a uniquely Catholic, Benedictine approach grounded in the liberal arts. The Education Department contributes to the College mission by using the college's Catholic, Benedictine, and liberal arts mission as the foundation for the teacher preparation program and by incorporating these aspects in the teacher preparation program and emphasizing the development of the whole student.

The Teacher Education Program (TEP) offered at Saint Anselm College is designed to integrate liberal arts general education, specialized major content, and teacher preparation requirements. The TEP emphasizes a strong theoretical base and practical experience. Its strengths lie in the integration of reflective practice, multiple opportunities for teaching in diverse classrooms, and deep content knowledge.

There are thirteen Teacher Education Programs (TEP) offered by the Department of Education at Saint Anselm College; nine of which are in areas of critical shortage. There are approximately 150 students enrolled in one of the TEP (view

Enrollment Data and TEP Completer Data). The table below lists each program and when it was initially approved by the New Hampshire Department of Education (NHDOE).

Rule Number	EIS Code	Teacher Education Program (TEP)	Year Added
Ed612.01	0200	Visual Arts	2017
Ed612.04	1810	Elementary Education grades k-6	2010
Ed612.05	0500	English Language Arts grades 5-12	1972
Ed612.06	1607	English Speakers of Other Languages (ESOL) grades k-12	2009
Ed612.14	0608	Modern Languages (French) grades k-12	1972
Ed612.14	0619	Modern Languages (Spanish) grades k-12	1984
Ed612.18	1100	Secondary Mathematics grades 7-12	1972
Ed612.20	1200	Music grades k-12	2017
Ed612.25	1302	Life Sciences grades 7-12	1972-2006, 2014
Ed612.26	1308	Chemistry grades 7-12	1972
Ed612.27	1309	Physics grades 7-12	2008
Ed612.28	1500	Social Studies grades 7-12	1972
Ed612.33	1315	Computer Science grades k-12	2019

Professional Educator Preparation Programs Review

The last full program approval visit by the New Hampshire Department of Education (NHDOE) and the Council for Teacher Education (CTE) was held on March 20 - 23, 2011. The ESOL program was granted 2 year provisional approval and the following programs received full 5-year approval:

- English Language Arts (Ed612.05)
- Modern Language French (Ed612.14)
- Modern Language Spanish (Ed612.14)
- Classical Languages Education (Ed612.15)
- Chemistry (Ed612.26)
- Physics (Ed612.22)
- Mathematics Education (Ed612.18)
- Social Studies (Ed612.28)

The New Hampshire Department of Education (NHDOE) and the Council for Teacher Education (CTE) reviewed the following new programs. The table indicates the date of review and the status of program approval:

New Program	Reviewed	Approval Status
Elementary Education (Ed612.04)	February 2, 2010	Provisional approval through 2013, with a progress report
Life Sciences (Ed612.25)	April 3, 2014	Provisional approval through 2017
Visual Arts (Ed612.01) and Music (Ed612.20)	June, 2017	Full approval through 2020
Computer Science (Ed612.33)	April 18, 2019	Full approval through 2021

Prior to 2017, the CTE and NHDOE granted provisional approval to new programs until the next scheduled college full review. The intention was to differentiate new programs. The NHDOE 600 rules were revised and this designation is no longer used. The NHDOE has changed the designation of Provisional to Full approval for those programs with that distinction. The Saint Anselm College program approval for all programs has been extended several times due to the NHDOE Ed.600 revisions and personnel changes at the NHDOE. All program approvals expire August 31, 2021 (view NHDOE Program Approval Reports).

The current staffing of the Department of Education is comprised of a Department Chair, Dr. Dianna Gahlsdorf Terrell; Director of Teacher Education, Dr. Laura M. Wasielewski; Data Manager and Coordinator, Kristen de Matteis; Coordinator of Clinical Practice, Melissa Lear; and six full-time faculty. Four faculty are tenured: Dr. Kelly E. Demers,

Dr. Dianna Gahlsdorf Terrell, Dr. Aubrey Scheopner Torres, and Dr. Laura M. Wasielewski. Two faculty are tenure track: Dr. Christian Gregory and Dr. Diana Sherman.

According to the Fall Enrollment Analysis Report for the 2019-2020 academic year, 2033 men and women matriculated in the college. These students represented 32 states and 12 countries. The majority of matriculated students reside in campus housing. The Saint Anselm College Teacher Education Program (TEP) teacher candidates are predominantly white male and female students with the majority of elementary graduates white female. The TEP continues their dedication towards increasing the number of faculty and teacher candidates which better reflect the growing diversity in public schools.

The following chart represents the number of students who completed the programs undergoing review since 2011.

Table 1

Program completers by major, 2011-2020

YOG	Elementary Education	Secondary Ed: Total	Sec. Ed: English	Sec. Ed: French	Sec. Ed: Math	Sec. Ed: Soc. Stud.	Sec. Ed: Spanish	Sec. Ed: Chemistry	ESOL Minor
2011	0	17	7	0	1	5	4	0	0
2012	3	10	4	1	1	3	1	0	1
2013	6	6	2	0	1	3	0	0	0
2014	14	10	2	0	0	8	0	0	0
2015	26	20	5	0	3	11	1	0	0
2016	27	10	7	1	1	1	0	0	0
2017	22	7	3	0	2	1	0	1	0
2018	19	9	4	0	1	2	0	1	1
2019	14	12	4	0	3	4	0	0	4
2020	32	10	5	0	1	3	1	0	15
Total:	163	111	43	2	14	41	7	2	21

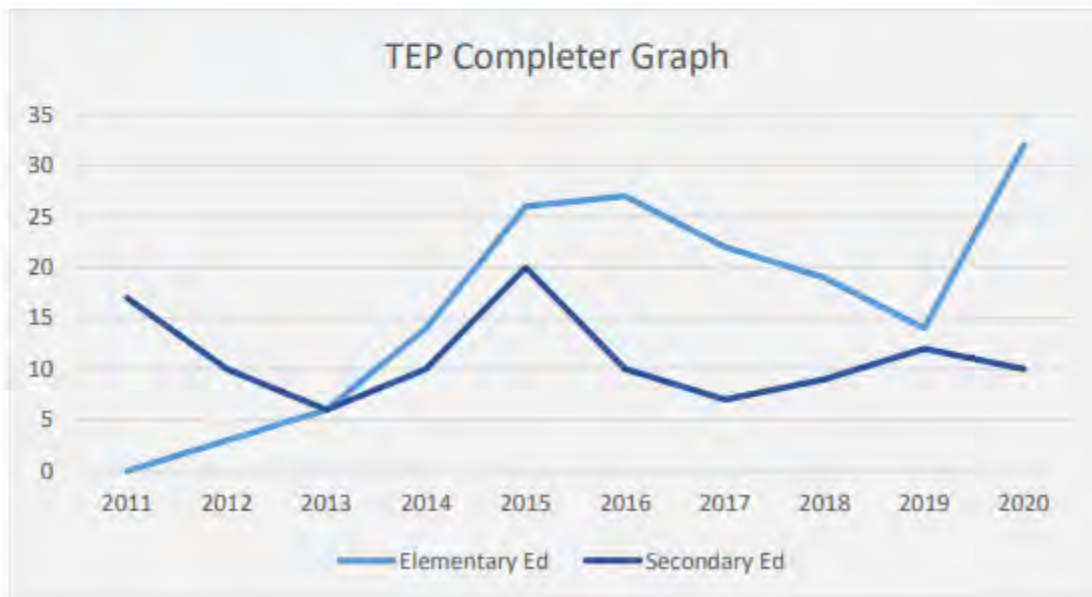
Table 2

Program completers by major, 2011-2020

YOG	Sec. Ed Physics	Sec Ed Latin	Sec. Ed: Visual Art	Sec. Ed: Music	Sec. Ed: Comp. Sci	Sec Ed: Nat Sci
2011	0	0	X	X	X	X
2012	0	0	X	X	X	X
2013	0	0	X	X	X	X
2014	0	0	X	X	X	0
2015	0	0	X	X	X	0
2016	0	0	X	X	X	0
2017	0	0	0	0	X	0
2018	1	0	0	0	X	0
2019	0	0	0	0	0	1
2020	0	X	0	0	0	0
Total	1	0	0	0	0	1

TEP COMPLETER GRAPH 2011 - 2020

Year	Elementary Ed	Secondary Ed
2011	0	17
2012	3	10
2013	6	6
2014	14	10
2015	26	20
2016	27	10
2017	22	7
2018	19	9
2019	14	12
2020	32	10



B. Introduction and Overview of Visit:

An original Memorandum of Understanding (MOU) was completed May 6th, 2020 (see Appendix) by the institution, the NHDOE, and the Council for Teacher Education Review Co-Chairs with the intent to complete the program reviews on-site. A Memorandum of Understanding: Addendum (see Appendix) was completed February 23rd, 2021, which specified expectations due to circumstances around COVID19 that resulted in distance learning and limited campus access. It was stipulated in the MOU that thirteen (13) educator preparation programs would be virtually/remotely reviewed. The review was conducted under the guidelines of Ed 602.06 (Option 1).

The reviewer training was held remotely by the NH Department of Education, the CTE Co-Chairs and the Saint Anselm College representatives on January 19, 2021 from 3:30 pm - 5:30 pm via 'ZOOM' video-conference. The Co-Chairs gave an overview of the review and reporting expectations. Saint Anselm reviewed the self-assessment information. The institution utilized the standards and matrices in place at the time of the development of the MOU. The reviewers were instructed to review the materials electronically and arrive (virtually) with questions, items to verify, and a beginning draft report during the April review dates.

Each educator preparation program is evaluated by a reviewer who has substantial expertise and experience in that credential area. Each reviewer analyzed the program's systems for candidate assessment, program assessment, and the PEPPs preparedness of education candidates for licensure (under 505.01), while also making recommendations for approval.

The virtual/remote visit for program review occurred on April 19-22, 2021. During the visit, the review team met with key stakeholders including administrators, staff, faculty (full time and adjunct), students, graduates, college supervisors, and cooperating teachers. In addition, on Tuesday, April 20th, NHDOE Representative, Laura Stoneking visited the campus (following all CDC and Saint Anselm College health protocols) and was provided a tour of the facilities by a current junior education student. The review team met collectively each day to review findings. The review concluded with an exit interview with Saint Anselm administration and faculty on Thursday, April 22, 2021 detailing preliminary findings of the review.

C. Key Findings:

1. Commendations:

- The NHTCAP is integrated throughout all programs and the data is used as a final outcome measure of candidate performance. Overall data from the NHTCAP is also used for continuous improvement of the program.
- Strong commitment on preparing students to work with diverse learners with an emphasis on culturally responsive pedagogy.
- The early field experience model provides highly effective and authentic teaching experiences and feedback to candidates in their sophomore year. This finding was consistently supported by the evidence and interviews.
- Candidates progress through a well-developed series of developmental coursework and clinical experiences.
- The core teacher education program is designed to support low enrolled secondary options through the development of specialized methods courses, content area courses provided by the discipline, and clinical experiences.
- Strong fiscal support for the EPP program including desire to examine facilities needs in the future.

2. Recommendations that Require Responsive Action (Ed 603, 605, other):

- a. The Secondary Mathematics program, although robust in its options, could greatly benefit from altering the course requirements to ensure fulfillment of the standards and prioritizing those courses which would best prepare the candidates for the wide range of content taught in the 7-12 grade levels. Although having choice in courses within the program allows students the possibility to direct their interested coursework, this pathway does not guarantee that all candidates leave with all the required content (507.25) to teach in the 7-12 grade levels (see below excerpt).

Due to course scheduling, a teacher candidate might not take all the courses to ensure/guarantee standards are met. Specifically, 507.25(5)(c)a-c, l-m, as well as part of 10: "measurement and measurement systems, geometry, including non-Euclidean geometry."

It is recommended that Saint Anselm address this directly though their Annual Report to the Council for Teacher Education.

Section II: Clinical Partnerships & Practice

According to Ed 604.04, a “PEPP shall design varied field experiences that require candidates to interact with diverse learners in diverse settings, and that are designed to help candidates integrate the requirements of Ed 609 and Ed 610 as well as the skills, knowledge and dispositions related to their area of endorsement.”

1. Summary of Findings:

It is apparent throughout St. Anselm College’s Clinical Partnerships and Practice model how State Standards (Ed 604), national standards, and professional literature have guided the development and implementation of their model. St. Anselm College has committed to a developmental progression of clinical experiences that are formalized and consistently implemented, beginning as early as a student’s sophomore year. All early field experiences are embedded within EPP courses as formal components with corresponding articulation agreements with schools. Cooperating Practitioners follow a clear selection process which meets rules outlined in Ed 604.03. The culminating field experiences are sustained and cohesive experiences and clear evidence shows candidate demonstration of knowledge, skills, and dispositions (Ed 604.06).

The professional qualifications of clinical educators include holding a Beginning Educator credential, in addition, they must show a strength in instruction and have a minimum of three years of successful teaching experience, as well as a recommendation from administration in their school district. They are sensitive to, and appreciative of, the cultural, ethnic, racial, linguistic, and familial funds of knowledge students bring with them to school. They are also sensitive to the needs of a teacher candidate, providing them with opportunities to experiment with a variety of teaching techniques. Personal dispositions, which support a friendly yet professional working relationship between the Clinical Educators and Candidates, are also a major consideration.

There is an established site selection process and Cooperating Practitioners are provided orientation training as well as access to materials in the Clinical Experience Handbook (available on Canvas). The Clinical Experience Coordinator provides components of this training as well as faculty. Roles and responsibilities for all stakeholders in the field experiences are outlined and policies and procedures are reviewed with all involved.

St Anselm College provides structured clinical experiences early, often, and in diverse placements. The early clinical experiences have been strategically embedded in Education courses with correlating assigned projects and experiences intended to connect theoretical foundation with practical application. A clinical placement database in Taskstream™ tracks teacher candidate placements throughout the program. Excel spreadsheets are used to document multiple and diverse clinical placements across settings and grade levels.

Candidates pursuing elementary certification complete a clinical experience in one of each of the following grade groupings: K-2, 3-4, and 5-6. Candidates pursuing secondary certification complete clinical experiences in both middle schools and high schools. Candidates pursuing Visual Arts, Music, or ESOL certification complete experiences in elementary, middle, and high school placements. All students experience a variety of school settings (e.g., urban, suburban, and, in some cases, Catholic schools). Most teacher candidates are white, monolingual, and come from a middle-class suburban background. Because of this, St. Anselm has set goals to provide support for these candidates so that they do not make deficit assumptions about urban children and their families.

Beginning in their sophomore year, Elementary and Secondary candidates progress through a series of early field experiences (100 hours) culminating in a Clinical Capstone Student Teaching Experience. As students’ progress through each clinical experience, their skill development is tracked in meaningful and useful ways. A professional growth plan was developed to help candidates reflect on the experience they bring to the teaching profession and what they can learn and practice in the classroom. The overarching goal is that candidates see teaching as a profession that can be developed through learning practical skills and dispositions. There is a focus on building candidate strengths while at the same time putting deliberate focus on areas of growth.

A Fulltime Coordinator of Clinical Practice coordinates all school partnerships and clinical sites and in collaboration with the Director of EPP works with administrators of area schools to form, nurture and sustain partnerships. For each

clinical placement, St Anselm College is working on developing mutually beneficial relationships with schools through the established relationships between Clinical Educators and College faculty. The EPP acknowledges that more effort will be needed to sustain and develop relationships that benefit both partners. A Clinical Advisory Board composed of school partners was implemented to focus on addressing the mutual beneficial nature of EPP partnerships with schools.

2. Commendations

- Provide solid evidence of screening Clinical Educator background and experiences and provide materials, training, and support to help guide them to support students in the field.
- The early field experience model provides highly effective and authentic teaching experiences and feedback to candidates in their sophomore year. School partners identified that candidates are very well prepared for the Clinical Capstone.
- Clear articulation (partnership) agreements with school districts show a shared responsibility for field experiences.
- Clinical placement database tracking system established in Taskstream™.
- Students engage in a range of experiences including urban, suburban, and public/private (Catholic schools)
- Established the Clinical Advisory Board in 2018 as a mechanism for feedback about St. Anselm's EPPs and to develop mutually beneficial partnerships.
- Easy access for students to all clinical experience materials, handbooks, and policies/procedures
- Students actively engage with faculty in the development of a Professional Growth Plan.
- Strong emphasis on diversity, equity, and inclusive practices in the various clinical placements throughout the program.
- School partners identified that they hire many SAC candidates who have practiced in their schools.

3. Recommendations that Require Responsive Action: (Ed 604)

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

4. Evidence Examined

- a. Clinical Educator Profile form (used to assess background of clinical educators)
- b. Report of Clinical Educator Profiles (data)
- c. Clinical Experience Guidelines- Early Field Experiences (includes roles/responsibilities)
- d. Clinical Experience Contract
- e. Partner School Contact List
- f. 2018-22 Clinical Educator Placement list
- g. Preservice Educators Evaluation Form
- h. Course Syllabi for the Clinical Experience: ED240WA, ED322A, ED375A, and ED432B
- i. Professional Growth Plan
- j. Professional Growth Plan Notes from 2021 including samples
- k. NH Code of Ethics for Professional Educators (Candidate resource)
- l. 2018-2020 Clinical Supervisor Meeting Minutes (11 in total)
- m. 2020-21 Clinical Advisory Board
- n. Sample Minutes from Clinical Advisory Board (March 2019)
- o. Criminal Background Check Timeline
- p. Criminal Background Check Policy
- q. Canvas Teacher Education Program (Student and Teacher Education Program Resources)
 - i. Applications for field experiences
 - ii. 240, 322, 375 Placement Information
 - iii. SEFE Placement Information
 - iv. Professional Resources for Senior Students
 - v. Gates 1, 2, 3
 - vi. Clinical Capstone: Student Teaching Resources (ED 432)
 - vii. Clinical Capstone Handbook (Policies, Roles and Responsibilities all stakeholders, Teaching Duties for Clinical Educators, College Supervisor, Procedures for Visits, Evaluation Forms, Substitution for Student Teaching forms, safety policy)
- r. Interviews

- i. Interview: Student/Candidate Interviews
 - ii. Interview: Education Department Faculty/Staff Interview
 - iii. Interview: Alumni/Completer Interview
 - iv. Interview: Clinical Supervisors
 - v. Interview: School Partners
- s. Various meetings with Program Director, EPP Data Manager, and Coordinator of Clinical Experiences

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

A. The Institution's Candidate Assessment System-

The requirements for a PEPP's Candidate Assessment System are enumerated in the NH Ed 606, Assessment System Standards. The Candidate Assessment System requirements are delineated in Ed 606.01, and include the following:

The PEPP's Candidate Assessment System shall ensure that:

- Prior to full admission into the program, a candidate shall demonstrate proficiency in numeracy and literacy by passing a nationally approved test of academic proficiency;
- The program identifies key assessment points and defines acceptable levels of performance that are based on beginning educator program standards;
- Assessment of candidate performance consists of multiple measures, including but not limited to observations and candidate work samples, using various methodologies with clearly articulated written performance criteria; and
- The assessment of candidate performance informs on-going program improvement

The Institution's Candidate Assessment

1. Summary of Findings

The St. Anselm College (SAC) candidate assessment is well developed and uniformly and consistently applied across all EPPs' licensure areas (Ed 606) and identifies key assessment points and levels of performance. The assessment system is supported by the Data Manager and Director and utilizes both Taskstream™ (data collection and reporting) and Canvas (informational materials about candidate assessment for candidates, faculty and clinical educators). This system has been strongly supported by college administration through the investment in staff positions (i.e., Data Manager, Director of EPP) and support for the site license and training of staff in the Taskstream™ data management system.

The candidate system provides three key junctures referred to as "gates" for candidates to progress through the program and candidate data is reported to programs at each gate including protocols provided to guide decision making about candidates at each gate (see below). The data is centralized and managed in the Taskstream™ Learning Achievement Tasks (LAT) system and involves various reports that are generated as students move through the system. Not all assessments are entered in the Taskstream™ system for Gate 3 and the plan is to include these in the near future. This allows for overall examination of candidate progression throughout the program. Faculty work with candidates to develop a *Professional Growth Plan* as they move through the program to effectively address their knowledge, skills and dispositions. When a candidate experiences difficulty they are noted in the plan and activities and identified to support candidate teacher development. The program also provides a collaborative process for counseling students out of the program when performance standards are not met.

The Candidate Assessment system is aligned to both learning outcomes for the EPP as well as Ed 610s. An *Alignment of Assessment Measures* matrix clearly shows systematic alignment to standards. Candidate assessment data include both qualitative (e.g., observations, NHTCAP) and quantitative data (e.g., GPA, Praxis scores) which is reviewed at each candidate gate in the program and regularly analyzed by the EPP. Determination of recommendation for teaching license involves a holistic evaluation of all relevant assessment data at Gate 3 ensuring candidates meet established performance levels. The EPP Director conducts a final evaluation audit to confirm that candidate has achieved all established performance standards and collaborates with Clinical Supervisors about candidate performance in the Capstone Clinical Experience.

The alignment matrix, candidate progression system, and other evidence reveal a well-developed and efficient process for monitoring and evaluating candidate progress throughout the program. Additionally, The St. Anselm College

Teacher Education Program Handbook provides various resources and information for students as they navigate through the program through Gates 1-3. Additionally, the program also produced a video for students describing the student assessment system which provides an engaging way for students to learn about the system.

It is clear in the description of the St. Anselm's EPP Candidate Assessment System how the EPP uses candidate data to inform candidate progress and also EPP continuous improvement. The EPP provides regular, consistent opportunities to review data as a department to create ongoing, continuous opportunities to discuss program strengths and areas of improvement. The Department meets as a group a minimum of monthly during the academic year to discuss the assessment of candidates and the overall performance of programs. Program improvements based on data are documented on a matrix which shows the connection between data findings and decisions for program change or improvement. Discussions and program improvements are documented in Education Department meetings, EPP matrices, and verified in the interviews.

2. **Commendations**

- Candidate progression decision point “gates” are uniformly and consistently applied across all programs with action-oriented protocols provided for each gate in the program.
- Well-developed collaborative candidate review process provided at each gate with final audit and decision by the EPP Director for recommendation for licensure.
- Well-established early field experience evaluation process (Gates 1 and 2) to assess candidate skills and knowledge early in the program. This allows candidates to assess whether education is the major/career they want to pursue as well as begins the developmental process of building skills.
- Use of multiple measures including performance assessments, ratings, and various institutional data including overall GPA.
- Candidate assessment system is integrated into the overall program assessment system and data is reported and reviewed by the EPP for continuous improvement.
- The EPP addresses candidate performance issues through the development of a comprehensive *Professional Growth Plan*.
- The candidate assessment system is clearly described in a handbook accessible on a Canvas site. The EPP has produced a professionally developed video to educate and guide candidates through the system.
- The EPP has implemented the NH-TCAP across all programs, which has established validity and reliability data.
- Strong institutional commitment to providing a full-time EPP Data Manager to monitor and track candidate progress, produce reports, and manage the Taskstream™ data system.

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

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

4. **Evidence Examined**

- a. Candidate Assessment System Overview
- b. Canvas Teacher Education Program Resources
 - i. Timeline (four years at-a-glance)
 - ii. Plans of Study
 - iii. Testing requirements for certification
 - iv. Mission, Vision, Learning Outcomes
 - v. Gate 1: Sophomore Year
 - vi. Gate 2: Junior Year
 - vii. Gate 3: Senior Year
- c. Title II reports
- d. Data informed decision table
- e. Alignment of Assessment Measures (aligned to learning outcomes and standards)
- f. Data library (includes type, source, reports, and links)
- g. Education Department minutes (2017-2018, 2018-2019, 2019-2020)

- h. Video of Candidate Assessment (provides a tour of the system in user-friendly approach)
- i. NHTCAP screencast guides for candidates and faculty
- j. Gate 1: TEP Protocols
- k. Gate 1: SEFE Evaluation Form and Results
 - i. SEFE Evaluation results 2018
 - iii. SEFE Evaluation results 2020
- l. Gate 1: GPA data graph
 - i. Candidate Cumulative GPA Elementary and Secondary by year of graduation (2018-22)
 - ii. Candidate GPA Range Gate 1 (2018 -22)
- m. Gate 1: Praxis Core Academic Skills Tests
 - i. Five Year Testing Results Core Praxis
 - ii. Testing Record Worksheet YOG 2021-2023 as of December 2020
- n. Gate 1: Dispositions Assessment form
- o. Gate 1: Summary Evaluations
 - i. Year of Graduation 2020-2022 Elementary Education Summary Evaluations/Decision
 - ii. Year of Graduation 2020-2022 Secondary Education Summary Evaluations/Decisions
- p. Gate 2: Student Teaching Gate Protocols
- q. Gate 2: Disposition Assessment Form
- r. Gate 2: GPA Data Graph
 - i. Candidate Cumulative GPA Elementary and Secondary, by year of graduation (2019-21)
 - ii. Candidate GPA Range Gate 1 (2019 -21)
- s. Gate 2: Clinical Evaluation Forms and Results
 - i. ED 322 FA 2018 Pre-Service Educator Evaluator Results
 - ii. ED 322 SP 2019 Pre-Service Educator Evaluator Results
 - iii. Pre Service Educator Evaluation Form
- t. Gate 2: Evaluation Summaries
 - i. Year of Graduation 2020-2021 Elementary Education Summary Evaluations/Decisions
 - ii. Year of Graduation 2020-2021 Secondary Education Summary Evaluations/Decisions
- u. Gate 3: Student Teaching Gate Protocols
- v. Gate 3: Teacher Intern Observation Form
- w. Gate 3: Evaluation Form
- x. Gate 3: Disposition Tool
- y. Gate 3: TCAP Scoring Rubrics
- z. Gate 3: Certification Form
- aa. Candidate Withdraw data
- bb. Formal Interviews
 - i. Interview: Student/Candidate Interviews
 - ii. Interview: Education Department Chair
 - iii. Interview: Education Department Faculty/Staff
 - iv. Interview: Students/Candidates
 - v. Interview: Alumni/Completers
 - vi. Interview: Clinical Supervisors
 - vii. Interview: School Partners
 - viii. Interview: St. Anselm College Administration
 - ix. Interview: Director of Educator Preparation

Additional meetings with Educator Preparation Program Director, EPP Data Manager, and Coordinator of Clinical Experiences

B. The Institution's Program Assessment System-

The requirements for a PEPP's Program Assessment System are enumerated in the NH Ed 606, Assessment System at the Post-Baccalaureate and Baccalaureate level. The Program Assessment System requirements are delineated in Ed 606.02, and include the following:

- (a) A PEPP at the baccalaureate or post-baccalaureate level shall provide an assessment system necessary to ensure that an individual who completes the PEPP can demonstrate the competencies in the certification standards for the certification(s) sought by the candidate.
- (b) The assessment system shall:
 - (1) Continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, the assessment of candidates and the overall performance of programs;
 - (2) Demonstrate a process to make judgments based on the data collected;
 - (3) Use the process for continuous program improvement to ensure the quality of individual candidate preparation;
 - (4) Include data from reports that indicate the number and percentage of program graduates still working in the profession;
 - (5) Include information and data gathered for federal and state reporting requirements as well as reports required for regional and national accreditation; and
 - (6) Include an analysis of state and national data relative to oversupply and critical shortage areas to ensure that programs are aligned with supply and demand.
- (c) The assessment system shall be designed to ensure that a PEPP provides evidence of assessing the competencies in the following standards that apply to the certification area(s) for which the PEPP is designed as set forth in Table 606-1 below:

Table 606-1 Assessment System

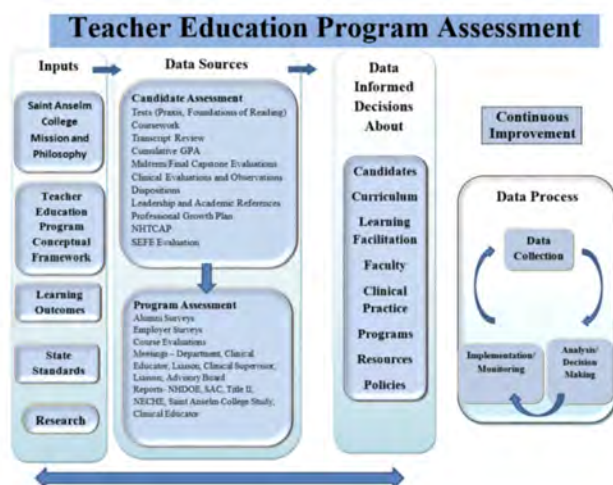
Ed 603.01	Curriculum at the post-baccalaureate and baccalaureate levels
Ed 603.02	Requirements for program of study
Ed 603.04	Development of curriculum
Ed 604.01	Learning facilitation at the baccalaureate and post baccalaureate level
Ed 604.02	Quality and evaluation of learning facilitation
Ed 604.03-08	Standards pertaining to field experiences
Ed 605.01	Resources at the post-baccalaureate and baccalaureate level
Ed 605.02	Funding and financial accountability
Ed 605.03	Facilities

- (d) Certification programs at the post-baccalaureate level may lead to a post-baccalaureate degree, provided that a candidate in a post-baccalaureate program shall already have a bachelor's degree.
- (e) The assessment system shall be designed to ensure that a PEPP assesses how candidates are advised and counseled throughout the program.
- (f) The assessment system shall include an advisory process that ensures each candidate:
 - (1) Understands the criteria for successfully meeting the requirements of his or her certification program;
 - (2) Receives support in meeting the required criteria; and
 - (3) When necessary, is counseled out of teacher education and advised into exploration of other career options and programs of study.
- (g) The assessment system shall be designed to utilize data regarding learning indicators of pk-12 students served by the PEPP's program completers, including but not limited to data provided to the institution by the department, for purposes of program assessment and continuous program improvement.

1. Summary of Findings:

The program assessment for the Saint Anselm College Teacher Education Program (TEP) is designed to collect data, analyze findings, and make judgments about teacher candidates, programmatic decisions (curriculum, learning facilitation, assessment, and resources), and departmental operations. Data collection, both quantitative and qualitative, assists in continued efforts to deliver a high-quality program.

Assessment focuses on the systematic internal collection of information and data derived from candidate and program-wide assessments. These assessments are useful in reporting outcomes to stakeholders and identifying goals/accompanying resources for future steps of action. Decisions informed by data are captured on the Data-Informed Decisions Table (see below).



The program assessment data collection and methodologies include:

- **Surveys:**

- **Alumni & Employer Survey**

- In recognition of the importance of continuing our relationship with our alumni and receiving feedback on their teacher preparation experiences, we send out a survey to all alumni. The alumni survey was revised, employer survey developed, and both were implemented in 2019. In a second cycle of data collection, the alumni and employers were surveyed in 2020. Once received, the Data Manager generated reports of these survey results and together with the Director of Teacher Education distributed them to the entire Department. Findings and action steps were discussed at a department meeting.

- **Clinical Evaluation**

- Surveys are completed by the clinical educators at the end of each semester of a clinical experience. Surveys are distributed via Taskstream™. These survey results provide the TEP with valuable information at both the individual teacher candidate level, as well as the programmatic level. The Coordinator of Clinical Practice generates reports of the results and looks for patterns in areas of praise and concern. The Director of Teacher Education reviews the surveys for individual student evaluation purposes.

- **Course Evaluation**

- At the end of each semester, course evaluations are completed by the students electronically through Taskstream™. Feedback is given by students anonymously regarding the instructor, content, course format, and course procedures. Faculty receive the course evaluations relevant to their courses after grades are submitted. Annually the Chair meets with each faculty member to collaboratively complete the annual report faculty evaluation form. The purpose of the meeting is to reflect on teaching, scholarship, service, and review tenure and rank status if appropriate. The completed form is a part of the department's annual report.

- **Reports:** Programs are reviewed annually through the annual reporting process. The annual reporting process allows the institution to collectively identify and address candidate and programmatic challenges and successes.
 - The Chair writes the annual report for the College reporting on an overview of assessment, departmental successes, goals, and faculty evaluation. Priorities for programmatic and departmental changes are listed as annual department goals for the next academic year. Yearly departmental goals are based on data collected and formulated by the department Chair and faculty.
 - The Director of the TEP and the Coordinator of Clinical Practice write the NH Department of Education annual report reflecting on programmatic goals; improvements and revisions to programming; innovative practices and successes; as well as goals and priorities for the upcoming year.
 - Title II federal reports are submitted in the spring of each year. The Data Manager and Director of Teacher Education write the annual report reflecting on application and clinical requirements; enrollment goals in critical shortage areas; total enrollment in each program; use of technology; and standardized assessment (Praxis and Foundations of Reading) pass rates for the institution and for each of the licensure areas offered by the TEP.
 - Every seven years each academic department at Saint Anselm College completes a self-study including a review from external sources (e.g. colleagues from outside the department and outside the college). The department collectively reflects on the department connection to the College mission, curriculum, service, resources, and goals for the department. The last self-study was completed in the 2016-2017 academic year.

2. Commendations:

- a. The Teacher Education Program at St. Anselm College utilizes a highly effective program assessment system that is congruent across its PEPP's. This consistency provides data-driven decision making that is understood across each of its programs.
- b. The utilization of a Data Manager has been critical to 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.

3. Recommendations that Address Unmet Standards: (Ed 606.02)

This program meets all NH Department of Education Standards and does not require responsive actions.

4. Evidence examined includes:

Annual Report
 Surveys
 NHDOE Annual Reports
 Title II Reports
 Self-Studies
 Course Evaluation Form
 Alumni Graph of Teaching Demographics
 Data Informed Decisions Table
 Withdrawal Data

PEPP's Included in 2021 Review:

NH Standard Ed 500	NH Standard Ed 600	Educator Preparation Program Content Area	DEGREE / FORMAT	EXPIRY	APPROVAL
507.09	612.01	Visual Arts Teacher	BA	8/30/2021	Full
507.11	612.04	Elementary Education Teacher (k-6)	BA	8/30/2021	Full
507.24	612.05	English Language Arts Teacher (5-12)	BA	8/30/2021	Full
507.17	612.06	English for Speakers of Other Languages (ESOL)	Licensure	8/30/2021	Full
507.38	612.14	Modern Languages Teacher - French	BA	8/30/2021	Full
507.38	612.14	Modern Languages Teacher - Spanish	BA	8/30/2021	Full
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA	8/30/2021	Full
507.39	612.20	Music Teacher	BA	8/30/2021	Full
507.32	612.25	Life Sciences Teacher (7-12)	BA	8/30/2021	Full
507.33	612.26	Chemistry Teacher (7-12)	BA	8/30/2021	Full
507.54	612.27	Physics Teacher (7-12)	BA	8/30/2021	Full
507.28	612.28	Social Studies Teacher (5-12)	BA	8/30/2021	Full
507.54	612.33	Computer Science Educator (k-12)	BA	8/30/2021	Full

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

PEPP: Visual Arts Program~ BA
(Double Major- Fine Arts/Secondary Education)
Program Number: ED 612.01 (507.09)
Recommendation for Program Approval: Full Approval for 7 years
Reviewer Name: Ashley Fournier, MAT, M.Ed.

***Summary of Findings:**

Saint Anselm's College is preparing pre-service teachers for a successful future as arts educators. It is important to note that observations and discoveries were made upon the formation of the program, and not from student data as there are no current/former students in this education path. Conversations with the Chair of Fine Arts solidified the verbiage in the course matrices that students 'whole growth' is important in that there is equal time dedicated to education courses, and the fine arts components of this degree path. Student interviews noted that they were able to practice teaching their lessons to their peers before going live in classrooms, which puts students at a considerable advantage in that they can refine and revamp their lessons to ensure a higher level of success.

Saint Anselm's has demonstrated value in their assessment process with formal modalities including:

- Gating: Which works to ensure that students meet assessment systems standards.
- Taskstream™ Learning Achievement Tasks (LAT): To record and analyze candidate data and program assessment.
- Self-Assessment: Utilized throughout the process and in both FAS, FAH, PY, and ED Courses
- Clinical Experiences
- PRAXIS Core Academic Skills
- PRAXIS I
- TCAP
- Built into FAS courses such as:

Websites, portfolios, exhibitions, oral critique, professionally presented exhibition, senior thesis, course requirements at exploratory and masterly level in one area (FAS 220, FAS 230, FAS240, FAS250, or FAS 272), Papers and essay assignments utilizing core art components such as the elements and principles, collaboration of art exhibitions, class participation, and Clinical Capstone Student Teaching (ED 432).

Saint Anselm's college has a refined program matrix wherein students are held to high expectations in the core content area as outlined in ED 612.01; Drawing (FAS 110), Painting (FAS220), Printmaking (FAS 230), Three-dimensional techniques (FAS 260), new and emerging digital and electronic technologies (FAS 272), and one more additional media (FAS240/Advanced Elective/FAS Elective). These courses ensure that students are mastering the ED 612.01 standards a through d.

1. Commendations:

Saint Anselm's program, double major Fine Arts/Secondary Education, shows a strong and equitable dedication to the arts and education theory necessary to be a well rounded program. This double major is in compliance with ED 610.02 (Professional Education Requirements), 612.01(Visual Arts) and 611.01 (General Standards Relating to Areas of Concentration: Areas of Concentration) Standards. This program has shown to be in compliance with multiple methods including:

- Matrix Review
- Course Syllabi

- Professional discussion with the Fine Arts Liaison at Saint Anselm's college.
- Interviews with current students
- Formal Gated Assessments

The Fine Arts Chair is committed to ensuring candidates are enveloped in their content area specialty throughout all of their courses. This was noted in that students are capitalizing on both learning the content area, and the methods of instruction from their educator to add to their instructional toolbox.

The Fine Arts Chair is committed to developing collaboration between the fine arts and education department to build communication in regards to student instruction when enrolled in a focused visual arts teacher education path.

This commendation is based on facts provided, and not in practice in that there are no current, or former students enrolled in this double major.

Current student interviews provided insight that they are leading our future educators on a solid path in that they stated powerful statements understanding the importance of student-led education, with choice based influence.

ED standards are labeled and examples are provided in most course syllabi as to how the student is mastering the content standard.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Highly Effective- 4

4. Evidence Supporting the Rating Includes:

- Saint Anselm's College double major program for Secondary Education/Fine Arts has developed a program that aligns with the ED 612.01, and ED 610 standards. These standards are addressed in the fine arts courses (FAH 101, FAS 110, FAS220, FAS230, FAS260, FAS272, FAS240, FAH490, and FAS491 for the ED 612.01 standards), and in the Education courses (PY100, ED240, ED 322, ED340 ED350 ED432, and ED490 for the 610 Standards). This was reviewed and confirmed by reviewing the syllabi of each course.
- There is consistent evidence of assessment of student learning throughout the student's process including ED432 Student teaching (clinical capstone) and ED 350 Methods of Teaching visual arts in which students are assessed on class participation, assignments, teaching demonstrations, in-class demonstrations, and clinical capstone student teaching Self-assessment crosses over into the Fine arts courses in which students take part in regular critique in which they "2. Skillfully participate in and understand the fundamentals of studio critique and the evaluation process, which accompanies the critique, FAS 491, pg. 2)
- Interviews with Sean Parr revealed the dedication of the school to focus on equity, diversity, and inclusion within all of their education practices. This is a newer initiative but it is important to note the direct impact it will have on the student enrolled in this program as it will cross all subjects including diversity in art history and multicultural studies directly correlating with ED 612.01 c. 1, ED 612.01 c.2, ED 612.01 c.3, ED 612.01 c.4.
- ED610.02, d.1 and d. 2 Professional Education Requirements. Students will take professional responsibility to reflect upon their continuous growth and to formally evaluate their practice through their adaptation of practice and learning theory. This is evidenced by the interview with Sean Parr in that students acquire much of their methods teaching directly in their studio courses and how it parallels with their education courses and teaching method practice.

PEPP: Elementary Education K-6~ BA
Program Number: ED 612.04 (507.09)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Katelyn Belanger, M.Ed., CAGS

***Summary of Findings:**

Overall, the Elementary Education (k-6) program provides a strong foundation as students begin their career in the field of education. Throughout each gateway, students are assessed for both academic and dispositional strengths and challenges. There appear to be high quality clinical experiences which allow students to thoroughly experience life in the classroom, with students, and mentor teachers. This program clearly provides preservice teachers with the skills, experiences, relationships, and resources to be successful and impactful educators.

The St. Anselm Professional Educator Candidate Assessment System evenly spreads out the various assessments for undergraduate students over the course of 4 years. In order to obtain a Bachelor’s Degree in Elementary Education as well as a certification through the NH DOE, the following assessments are required.

Assessments at a Glance

<p>Freshman Year -Review Testing/ SATs -Schedule PRAXIS</p>	<p>Junior Year (GATE 2) -Background Check for ED322 -Schedule PRAXIS Multiple Subject test</p>
<p>Sophomore Year (GATE 1) -Background Check for ED240 -PRAXIS Core Academic Skills</p>	<p>Senior Year (GATE 3) -Potential PBI Criminal Background (ED482, ESOL) -PRAXIS Multi-Subject Test -TCAP Capstone Project *If Certifying in MA- MTEL, Sheltered English Immersion (SEI)</p>

Currently, the staff shared they do a great job of problem solving, coming around as issues, etc. I could not find evidence of a systematic process; i.e. working on a timeline to always review certain criteria at a particular time of year in order to measure progress, note patterns/trends, and to make adjustments more proactively. There are some practices currently in place. Students do complete course evaluations as well as self-evaluations during their 4 year journey, many teachers asking for more feedback throughout the term than required. Staff share that they do feel heard and supported and know that if an issue were to arise they would have a team to support their work. They currently meet 1-2 times per month. Faculty all take turns teaching all courses so that they can give feedback, make adjustments, and also have a strong understanding of the elementary education program. They currently split advisories by school year, but will be working next year with a new model where freshman to seniors will be spread out among advisors- yet the advisor will stay with the students for their 4 year journey.

Clinical partnerships and practice work truly seems to be a great strength of the program. Students shared how prepared they feel because they get to be in classrooms quite often throughout their 4 years. Elementary students have 4 different field experiences and work within a variety of schools (Manchester, Bedford, Goffstown, Londonderry, etc.) over the course of the 4 years in the education program. In meeting with the school partners, it was clear that Saint Anselm’s has developed longstanding positive relationships with surrounding school districts and has partnered with them for years to provide their students with rich and diverse learning opportunities. The representatives from the partnering schools felt students came prepared, were professional, and in fact have hired many of them over the years. They all share they feel they can connect with Saint Anselm’s whenever they have a question and always get a timely response yet there is no

formal pipeline or process to give or receive feedback. The relationship between the schools and the college are truly symbiotic and ultimately that will support all students along the way.

1. Commendations:

In meeting with the students it was clear they felt confident, ready, excited, and built a strong understanding of best practices around educational pedagogy. They were able to articulate the importance of placing students at the center, building relationships, implementing strength based approaches, providing high quality feedback, and being culturally responsive. They were clearly passionate and bright eyed about their futures- and they should be, this is amazing work! Their interviews were a testament to the passions shared by their instructors and professors.

In meeting with instructors, it was clear that research around best practices is ongoing and current. Each was incredibly passionate about their field, worked tirelessly to engage students, provide them with clear instruction, feedback, and opportunities for relevant application.

Relationships are strong between partnering schools, and with students and teachers. The schools speak highly as well as students regarding all St. A's staff and they truly feel experiences are valuable and meaningful along the way.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

- current and previous students
- faculty
- partnering schools interviews
- syllabi
- TaskStream™
- Canvas™
- thorough examination
- follow up emails with staff

PEPP: English Language Arts 5-12 Program~ BA
Program Number: ED 612.05 (507.24)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Gilberte S. Pinard, M.Ed., CAGS

***Summary of Findings:**

The Saint Anselm English Language Arts teacher preparation program for grades 5-12 meets all New Hampshire Department of Education standards. In addition to being part of a robust general education program, candidates complete ten courses as English majors that include the study of classic British and American literature, public speaking, and writing intensive classes. Candidates participate in three fieldwork experiences that provide them the opportunity to apply their content knowledge. To be eligible for the Clinical Capstone student teaching experience, candidates must have a cumulative GPA of 2.50. They must also have passed the Praxis Core and Praxis II (or equivalent) exam in English Language Arts. The English major culminates with the completion of the Senior Seminar course (EN 475) which requires students to research and analyze a major text of their choosing and to teach about that text to their classmates.

Throughout the program, candidates are required to reflect on their practice and articulate the rationale behind the instructional choices they make. English and Education faculty model being reflective practitioners: The English department conducts an annual retreat to reflect on and revise their program, and the Education department meets regularly for ongoing reflection and revision.

Checks and balances are in place throughout the program. Candidates have advisors from both the English and Education departments; this ensures that candidates stay on track but also that they are making the right decisions for themselves. Current students and alumni credit the faculty with leading by example especially in terms of modeling best practices in all of their courses. School partners describe graduates of the Saint Anselm program as some of the best prepared new teachers they have seen.

1. Commendations:

The Sophomore Early Field Experience (SEFE) is a hallmark of the program. It enables potential candidates to gain 30 hours of classroom experience early on to determine if teaching is right for them; it also gives the education faculty an opportunity to provide important counsel. As part of ED 240 Principles of Teaching and Learning and the SEFE experience, candidates conduct observations and analyze teachers' instructional practices and feedback to students much like a researcher. Candidates analyze and calibrate student work as well. SEFE is followed by a second fieldwork experience as part of ED 322 Inclusion, Equity, and Diversity in Education prior to their Capstone Clinical experience.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

- Based on a review of syllabi from the required English and Education courses, candidates demonstrate content knowledge through the completion of ten courses as an English major that examine classic British and American literature, public speaking, and writing intensive classes. A review of Praxis II scores from the past five years also reflects content knowledge.

- Based on a review of syllabi from the required Education courses, students have multiple opportunities to observe, design, and implement instruction, especially in ED 240 Principles of Teaching and Learning that includes the Sophomore Early Field Experience as a component, ED 322 Inclusion, Equity, and Diversity in Education, ED 447 Methods of Teaching Secondary Humanities, and ED 432 Clinical Capstone.
 - o Further evidence was found among Taskstream™ artifacts including:
 - § the SEFE portfolio
 - § SEFE Evaluation Results
 - § The common Lesson Planning Template that is used throughout the program
 - § The common Teacher Candidate Observation form used throughout the program
 - § The Clinical Capstone Handbook
 - § NH TCAP Strands Performance Results (2016-2018)
 - § NH TCAP reflections
 - § Interview with English Department Liaison, Dr. Jennifer Thorn (4/20/21)
 - o Additional evidence was provided through an interview with Dr. Christian Gregory (4/21/21) including an updated syllabus for the Methods of Teaching Humanities course renumbered as ED 447. A highlight from this course, requires candidates to conduct eight topical interviews with their Clinical Evaluator followed by a written reflection of how the candidate would apply or adjust what they had learned.
- Interviews with students and alumni who are teaching (4/19/21) showed that candidates felt well prepared by the Saint Anselm program.
- An interview with the English and Education Department liaison, Dr. Jennifer Thorn (4/20/21) revealed that application of knowledge of pedagogy in the areas of language usage, reading, writing, literature, speaking and listening, and media literacy are embedded throughout the program informally. Dr. Christian Gregory (4/21/21) elaborated on how those practices are built into the Methods of Teaching Secondary Humanities course.

PEPP: English Speakers of Other Languages (ESOL)~ Licensure
Program Number: ED 612.06 (507.17)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Nicole M. Ponti, M.Ed., Ed.S.

***Summary of Findings:**

Saint Anselm offers an ESOL minor that is designed for students who are interested in pursuing ESOL K-12 certification. The ESOL minor is paired with the Education Studies: Elementary Education major and the program is piloting a pathway for Secondary Majors with one student currently enrolled in the secondary pilot. ESOL candidates will have coursework (five ESOL courses), service learning (40 hours), and clinical experiences (110 hours) which emphasize ESOL practices. Each ESOL placement is in a school with an experienced ESOL certified teacher after their NHTCAP.

The five ESOL courses are:

- ED 255- Multicultural Perspectives on Public Schooling in the United States (20 hrs. service learning requirement)
- ED 360 - Meeting the Needs of English Language Learners in the K-12 Classroom (20 hrs. service learning requirement)
- EN 355 - Introduction to General Linguistics
- ED 446 - Methods of Teaching ESOL (English Speakers of Other Languages)
- ED 482 - Advanced ESOL Internship (110 hours internship)

1. Commendations:

St. Anselm's has a positive rapport with local school districts through the Meelia Center as Dr. Demers shared how student teachers gain multiple field work experience working with a wide range of ELs, K-12, public, private, and adult education settings. St. Anselm's commitment is evident in the work they do in their coursework as well as in the programs they offer to support English Learners.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

- reviewed all the course syllabi for Elementary and ESOL
- reviewed the 612.06 English for Speakers of Other Languages (ESOL) Standards matrix worksheet and compared the identified evidence with the course syllabi. Updates from current syllabi have not been updated on the matrix. This reviewer found the course syllabi objectives loosely align with the 612.06 Standards with the updated readings and content
- Completed a self-assessment documenting course objectives, readings, assignments with the 612.06 standards

PEPP: Modern Languages Program* French~ BA
Program Number: ED 612.14 (507.38)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Edith Takantjas, MAT

***Summary of Findings:**

The pathway to licensure as a French teacher that has been created at Saint Anselm College is rigorous and admirable. In order to meet the NHDOE standards, students at the college complete a double major in both French and Secondary Education. In addition to the required Education and Psychology courses for the major in Secondary Education, students take ED441A Methods of Teaching Modern Languages. This course is an overview of current best practices in language teaching that gives students the opportunity to discover which methods best fit their teaching style. Students in the French teacher program finish their degree with a Clinical Capstone where they complete Student Teaching. As they work towards their degree, they move through a series of three gates throughout their years at the college. This ensures that they are completing the necessary courses and that they are prepared for each stage of the certification process.

To major in French at Saint Anselm College, students must complete 32 credits at or above the 300 level, including FR300. They must take courses in French literature as well as Francophone literature and cultures. They are also required to complete a 10-12 page thesis and a comprehensive examination in their senior year. Course offerings in the French department begin with FR100 French I, FR150 French II, and FR200 French III. Following French III, FR300 Writing is the first of the 300 level courses. These advanced courses range from culture, civilization, and history, to a number of literature courses, Business French, and other special topics. Saint Anselm College courses for the French major meet or exceed the NHDOE 612.14 standards for French teachers. The Education department requires one methodology course specifically for language teachers.

Studying abroad for a semester or a summer is required for French majors at Saint Anselm College. At all levels of French, students are required to attend weekly sessions with native speakers in the area. These speakers are hired by the college to give students the opportunity to practice conversational French in small groups. This program, in addition to the study abroad requirement, provides students with real-world language experiences that they will someday be able to pass along to their own students.

1. Commendations:

The required native speaker sessions for students who are taking a modern language class is an exceptional aspect of the language programs at St. Anselm College. The French department works hard to find native speakers in the community, to schedule them to meet with students, and to properly support the program by paying the native speakers for their work. This provides students with the opportunity to use French outside of the classroom in a meaningful way.

Requiring at least a summer of study abroad ensures that students of French will go into teaching with firsthand cultural knowledge and a high level of proficiency in the language. The French Department requirements exceed the standard in speaking by requiring that students meet the level of Advanced Low (ACTFL).

The ED441A Methods of Teaching Modern Languages course is very thorough and reflects the current trends in language teaching. There have been many new methods and changes to the understanding of how students learn a second language and this course is updated with all of this new information.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Highly Effective- 4

4. Evidence Supporting the Rating Includes:

The following evidence was gathered from a review of the syllabi for eighteen French courses, six Education courses, and one Psychology course. Additional evidence came from an interview with the French department representative and the self-assessment matrix that was completed by the French Department.

The evidence for meeting the NHDOE 612.14 standards for teaching a World Language are as follows:

1) In the area of speaking and listening, students who are double majoring in French and Secondary Education, must meet the level of Advanced Low (ACTFL) for speaking at St Anselm, which goes beyond the NHDOE standard requirement of Intermediate High (ACTFL). This standard is met in all French courses at and above FR 300, as well as in the native speaker sessions. Students who major in French are required to study abroad for at least a summer. The French conversation course FR 303 provides students with the opportunity to learn and to practice speaking and listening for a wide variety of topics necessary for routine tasks and social situations. Students are assessed through a variety of formal and informal activities such as participation, exams, debates, and skits. Co-curricular opportunities include the French club (La Société Française) and a weekly Café Français conversation group.

2) In the area of written communication, French majors must align with the level of Advanced Low (ACTFL) for writing. Beginning in FR 200 (French III), students must work to improve their written communication by writing compositions. It is clearly stated in the syllabus for the course, that this work must be completed without the help of any machine translation software. Students continue to work on their written communication skills in French 300 (Writing), and then in all French courses above FR 300 where they must read and write a variety of styles and genres. French majors must write a 10-12 page thesis.

3) In the area of cultures, all courses in culture and civilization align with the ACTFL guidelines for cultural competency as well as the 5C's of Language Education (communication, cultures, connections, comparisons and communities). Students will improve their knowledge and understanding of cultures in every language course, but more specifically in the courses above FR 300. Native speaker sessions and study abroad are also very important for meeting the standards in culture.

In the area of knowledge of customs and ranges of cultural expression, students take courses such as FR 320 Culture and Civilization, FR 321 Contemporary France, FR 325 French and Francophone Films, and in FR 348 and FR 360, which are courses in varying special topics. Past topics include Francophone Identities, Business French, and an Introduction to the Francophone World.

In the area of knowledge of representative types of literature, students at St Anselm College have a wide variety of courses to choose from. There are thirteen literature courses that meet this standard, including FR 346, FR 347, FR 350, FR 351, FR 353, FR 354, FR 360, FR 363, FR 365, FR 367, and FR 371.

In the areas of knowledge of history, geography, contemporary events, social structures, roles and attitudes, and political systems and institutions, most of the FR300 and above courses meet these standards.

4) In the area of connections, the knowledge of the range of career opportunities for speakers of more than one language is supported in FR 300 Writing, FR 303 Conversation, FR 348 Selected Special Topics (notably

Business French). To meet this standard, there are also the native speaker sessions and the study abroad requirement.

In the area of making connections to sports, leisure activities, currency and principal products, and systems of exchange, these standards are met through study abroad, native speaker sessions, and courses in civilization and culture such as FR 320 Culture and Civilization and FR 321 Contemporary France.

In the area of knowledge of and ability to use the target language to explain its structure, knowledge that differences exist in language use among different social and regional groups, and ability to compare and contrast cultural practices and interpersonal relationships, courses in French are conducted entirely in the target language even for the study of grammar. Other key courses for meeting these standards are FR 200, FR300, FR 303, FR320, FR 321, and the special topics courses FR348 and FR360.

ED 441A Methods of Teaching Modern Languages is a thorough review of current educational practices for language teaching. This course provides the resources and methods necessary to explain the target language structures, uses, and cultural practices to students. The course is only offered in the spring semester and students take it at the same time as student teaching. Alumni felt that this course should be taken before student teaching and that the information should be spread between two courses.

PEPP: Modern Languages Program* Spanish~ BA

Program Number: ED 612.14 (507.38)

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name: Rae Tardif, M.Ed.

***Summary of Findings:**

The St. Anselm College Spanish and Secondary Education bachelor degree program is thorough. Teacher candidates double major in Spanish and Secondary Education with a requirement to attend a semester or summer immersion program in a country of their choice. The Spanish major course requirements include demonstration of an “Intermediate High” level in oral skills and an “Advanced Low” level in written skills based on the American Council on the Teaching of Foreign Languages (ACTFL) standards. Extensive knowledge of the major influences of Latino, Spanish, and Spanish-American literature as well as the comprehension of the effects of Spain and Latin American history and culture are included.

The comprehensive program involves a minimum of eight Spanish courses (4 credits each) beyond Spanish III (SP 200) and must consist of Spanish IV (SP 300); Spanish Writing Workshop (SP 350), Spanish Translation Workshop (SP 351) or Advanced Spanish Conversation (SP 353 or equivalent); as well as at least two literature courses, two culture courses, and two additional 300-400 level courses in Spanish. A maximum of three courses taken during that study abroad experience will be counted toward the major and they are limited to two culture courses and two additional 300 level Spanish courses. SP 300, SP 350 or SP 353 and a minimum of two literature courses must be taken at Saint Anselm College.

Each Secondary Education major has 3 different clinical experiences embedded in coursework. The 5 education courses consist of the following topics: adolescent psychology as a prerequisite; learning principles; inclusion, equity and diversity; methods; and curriculum and assessment. In addition, the semester of the Supervised Student Teaching Clinical Capstone (12 credits) and the NHTCAP Capstone (2 credits) are completed. Students take ED441A Methods of Teaching Modern Languages which provides an overview of best practices. Commendable also is the consistent monitoring of progress with The Gateway benchmarks completed at each stage of the education program.

Requirements and Objectives are provided in the Taskstream™ course description and a detailed description of the course goals of the 5 Cs are outlined in each Spanish course syllabus.

Twenty-six different course syllabi were presented to provide assessment evidence and *all* were verified to accurately include the standards they represented. The World Languages Ed 612.14 Self-Assessment Worksheet matrix provided a list of the 4 standards with a list of assessments used to evaluate the exhaustive list of the learning outcomes for each of the Spanish courses (between two and six). “In addition to meeting major requirements, some courses also meet Saint Anselm College core requirements including Social Scientific or Writing Intensive requirements.”

1. Commendations:

This rigorous program provides extensive, in-depth knowledge and practice for mastery of skills necessary to communicate in Spanish, including living immersed in the culture or study abroad. An option also is to participate in the summer working internship program, led by Dr. Fouts in Costa Rica. All Spanish courses require students to meet and converse with a designated native Spanish speaker outside of class for 50 minutes a week and incorporate the ACTFL “5 Cs of Communication” into their course competencies: Communication, Cultures, Connections, Comparisons, and Communities. The extensive education course load is supported by the educational tools in The Gateway Benchmarks which consistently monitor the teaching candidates’ progress at each stage of the education program.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Highly Effective- 4

4. Evidence Supporting the Rating Includes:

Evidence was gathered from the syllabi of the Spanish (19), Education (6), and Psychology (1) courses provided, the praxis results from 2013 through 2019, the Taskstream™ website descriptions, World Languages (Ed 612.14) self-assessment worksheet, and interviews during the virtual site visit with Spanish department members, Education department, Clinical Supervisors, School Partners, current students and alumni.

The following four NHDOE World Language 612.14 standards are met within the courses in the double major Spanish and Secondary Education program at St. Anselm College.

1. Speaking and listening, the ability to interact with ease and confidence when dealing with the most routine tasks and social situations of the intermediate level in Spanish-these 2 standards are met in all core Spanish courses in various activities including weekly participation outside of class with a designated native Spanish speaker in the department, and assessments in the following: weekly conversational participation, oral presentations, skits, debates, oral quizzes and exams, conversational pair activities, audio and video recordings. All SP 300 courses, SP 350, SP 353 meet this standard.
2. Written communication of Spanish, the ability to understand and create written materials in Spanish for a variety of purposes and audiences is evaluated in the 3 beginner courses Spanish 4 (SP 300), Spanish Writing Workshop (SP 350) and Spanish Translation Workshop (SP 351) by compositions and essays, reaction and research papers used to persuade, argue, review literary works, editorials, opinion, and written translations in a variety of genres, such as legal, medical, commercial, and literary. Components of all SP 300 courses and SP 353 meet this standard.
3. In the area of cultures, the following knowledge and abilities as related to Spanish speaking societies-these 5 standards are met in 9 courses under the categories of the ACTFL 5 Cs; communications, cultures, connections, comparisons and communities in every Spanish course and also specifically the life and values, customs, gastronomy, traditions, etc. of Spanish and Latino countries in 4 culture and civilization courses through assessments in multimedia PowerPoint presentations, art mediums, cultural journals, research papers, reinterpretations of literary texts, and cooking Spanish meal. Components of all SP 300 courses and SP 356, 368, 371 meet this standard. In the knowledge of representative types of literature standard including various literary themes and perspectives across authors, genres, and regions are met in courses SP 357, 358, 361, 362, 363, 364, 365, 366, 367.
4. In the area of connections, the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines-these 6 standards are met in 8 classes listed where students participate in interpreting language structure, translating, observing and analyzing the opportunities of the Spanish language through literary works, cultural journals, Spanish newspapers and news media outlets, film, sports programs, and podcasts about customs, culture, geography, currency and dialects. Students demonstrate competency of the standard through quizzes, exams, presentations, debates, audio and video recordings, skits, writing assignments and journals, mapping, historical timelines, research papers. The standards are met in the following courses: SP 300, 353, 355, 356, 368, 371, and 374.

PEPP: Mathematics Upper Level (Pre-Alg to AP Math) Program~ BA

Program Number: ED 612.18 (507.27)

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name: Kaitlyn Taft, M.S.T. Mathematics

***Summary of Findings:**

The Secondary Mathematics program at St. Anselm's College requires a double major in both Mathematics and Education. This involves an extensive list of courses that teacher candidates must complete. In addition to the core curriculum, teacher candidates must complete eight required mathematics courses, three elective mathematics courses, and a senior project. Candidates must also enroll in ED 444: Methods of Teaching Mathematics, which exposes them to various ways of teaching and learning mathematics.

While candidates are exposed to a great deal of mathematics, they have the potential to miss some standard requirements in the field of geometry, which can be detrimental to their transition to teaching at the 7-12 grade levels.

1. Commendations:

- It is clear that teacher candidates in the Secondary Mathematics Education program carry out extensive reflection and analysis of their experience with teaching and learning. Reflection is one of the most important aspects of teaching, and the Ed Prep Program is setting future mathematics educators up for success with this practice.
- Every teacher candidate needs a recommendation letter before being able to enter student teaching. This process ensures that candidates are not entering student teaching lightly and are approved by a faculty member in their content area before doing so.
- The Mathematics Department offers an extensive list of course offerings and the small class sizes allow for individual attention as well as independent study options. The independent study offering allows students to take courses that would not fit into their schedule or pursue a topic and is of interest to them.

2. Recommendations that Require Responsive Action:

Annual Report to Address the Following the Recommendation/s:

The Secondary Mathematics program, although robust in its options, could greatly benefit from altering the course requirements to ensure fulfillment of the standards and prioritizing those courses which would best prepare the candidates for the wide range of content taught in the 7-12 grade levels. Although having choice in courses within the program allows students the possibility to direct their interested coursework, this pathway does not guarantee that all candidates leave with all the required content (507.25) to teach in the 7-12 grade levels (see below excerpt).

Due to course scheduling, a teacher candidate might not take all the courses to ensure/guarantee standards are met. Specifically, 507.25(5)(c)a-c, l-m, as well as part of 10: "measurement and measurement systems, geometry, including non-Euclidean geometry."

Consider removing MA 220: Vector Analysis and Differential Equations from the required courses and replacing it with MA 360: Modern Geometry to fulfill the 507.25 administrative rule. It is recommended to address this standard through the Annual Report.

Ed 507.25 Mathematics Teacher; General Requirements.

- (5) In the area of geometry and measurement, the candidate shall have the ability to:

- a. Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;
 - b. Analyze properties of and relationships among geometric shapes and structures;
 - c. Apply transformations with connections to congruence and similarity;
 - l. Use constructions, models, and dynamic geometric software to explore geometric relationships;
 - m. Derive and explain formulas found in Euclidean geometry; and
- (10) In the area of history of mathematics, demonstrate a knowledge of the historical development of numbers and number systems, measurement and measurement systems, geometry, including non-Euclidean geometry, algebra, probability and statistics, calculus, and discrete mathematics.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

NHTCAP

- All teacher candidates in the Ed Prep program complete extensive reflections and analyses of their student teaching experience. They encompass the five strands: contextualizing the learner, planning and preparation, instruction, assessment, and reflection.
- There were reports from three teacher candidates that illustrated the general requirements (Ed 507.25c) in sections one, two, and three of the standards. Detailed quotes included in the matrix.
- It was clear the candidates reflected upon their teaching and worked on making connections between and across content areas. They were reflective in their lessons and responsive to their students' needs.
- They were aware of the role that language plays in mathematics and allowed their students to use a variety of ways of learning and expressing their solutions.
- Teacher candidates were scored on twelve criteria on a scale from 1 – 4. All seven candidates over the last four years achieved the necessary scores.

Math Course Requirements

- All Math Ed students take an extensive list of mathematics courses. Through course syllabi, exploring textbooks, and viewing several assignments and assessments, it is clear that the mathematics courses at St. Anselm's cover the appropriate standards assigned to them.
- See standards matrices for detailed courses and referenced items.

The science course requirement in the core curriculum allows teacher candidates to meet standards involving measurement (507.25c standard 5 parts i and j).

Interviews

- The program is small, which allows for close attention to be paid during the advising process. Teacher candidates are guided through course selection and almost all students take MA 450: History of Mathematics.
- There are several standards that students will reach through certain electives, and through the advising process students will hopefully take either MA 450: History of Mathematics and/or MA 360: Modern Algebra.
- Students can also complete an independent study if needed to meet their necessary requirements. This allows them to have further opportunity to meet the standards, as well as gives them the ability to explore topics in mathematics education that interest them.

All mathematics students must complete a comprehensive exam at the end of their four years. This ensures that they are reflecting on their years in the Mathematics program and making connections between the various courses.

PEPP: Music Education Program~ BA
Program Number: ED 612.20 (507.39)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Thomas A. Souza, M.M.

***Summary of Findings:**

The music education program at St. Anselm College is derived from a Fine Arts Major with a music emphasis. Music classes that make up the core curriculum are three semesters of Music Theory, two semesters of Music History, one semester of Conducting, eight semesters of a Music Performance course with voice or wind/percussion tracks or a combination with ensembles. Also required is a music elective at or above the 200 level. In the music education track, in addition to required courses for the education department, ED 351 - Theory, Practice and Methods of Teaching Music is required.

Due to the small number of students enrolled in the program, many K-12 music standards are covered within this core music curriculum and professors provide additional guidance and instruction to cover them. The syllabus for ED 351 is still under construction and is adapted to reflect current trends and situations when needed.

The candidate assessment program provides a valuable student centered approach to evaluate students' potential success as a teacher. Clinical experience is required at Elementary, Middle and High School levels for music education students. Supervising onsite teachers play a VERY important role in the nurturing of young teachers in the field with actual life experiences in the classroom.

1. Commendations:

Saint Anselm's music history and music theory courses offer a thorough database of knowledge needed by music teachers to draw from during their teaching careers. Music history and theory draw from the very beginning of music practice and examines a vast array of theory development and historical perspective. Though a K-12 teacher would not necessarily be teaching many of these in-depth period-relevant concepts of musical style and theory, what these courses teach them will be made evident in their understanding as they prepare future students with stylistically accurate theoretical and historical knowledge.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

- Reviewed all the course syllabi for the music education program
- Met with Sean Parr, Associate Professor & Department Chair, Fine Arts
- completed a review of the self-assessment documenting course objectives, readings, assignments with the 612.06 standards

PEPP: Life Science (7-12) Program~ BA
Program Number: ED 612.25 (507.32)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Tracey Lesser, M.S. Natural Resources Management,
B.Phil - Interdisciplinary Studies

***Summary of Findings:**

The St. Anselm Natural Sciences Education program meets the standards set forth by the State of NH for Life Sciences Education. Students in the St. Anselm program for Natural Sciences Education must complete a rigorous course schedule as a double major in both Education and Natural Sciences. Students are required to complete with a grade of C or higher the following core courses: General Biology I and II, Chemistry 131 and 132, Physics 121 and 122. Students then pick one course in each of the 6 areas listed: 1. Genetics or Cell Biology, 2. Ecology or Tropical Ecology and Tropical Field Studies, 3. Evolution, 4. Biostatistics, 5. Human Anatomy and Physiology or Animal Physiology, and 6. Elective choice from Biology, Chemistry, Computer Science, Mathematics, Physics or Psychology along with their general education requirements and Education major courses. Students must also take the Educational Testing Service Major Field Test in Biology.

One student has completed the coursework and is working in a NH public school teaching biology. One of the reasons for such low numbers in the program is the structured format of the program in order to meet the needs of the 612.25 standards. The program is designed to make sure that students hit each of the 612 standards in two courses to ensure students gain a broad understanding of the standards are seen at least twice and in different contexts. This means that unless a student chooses the Life Sciences education pathway as a freshman it would be hard to transfer into the program from another St. Anselm major or even from the Biology major, if they choose different Biology courses, as there is only room for two elective choices in the 4 year program.

Each of these courses represents a laboratory course with lecture exams, laboratory reports, or laboratory exams. In order to ensure that students are prepared to take the coursework that this major requires, students are given a math placement test to ensure adequate preparation for math required for many of these courses. Students who did not meet the math basics are advised on options. In the past 5 years 1 student has taken the PRAXIS exam with a score of 159.

Upper level courses in this program are capped at 16 students in order to facilitate discussion, exploration and allow for active learning examples. The science courses are scientific method, theory and technique focused, utilizing math and statistics.

Students in the program take a Science methods course in their last semester that is taught by a science department chair of a large NH high school. The Education Department Chair explained the specific topics in this course change and adapt based on the certification areas of the students enrolled in the course.

1. Commendations:

A commendation is acknowledged for the close working relationship between the Biology Department and the Education Department. The pathway that was created to meet both the DOE standards as well as the student learning outcomes for the Biology major is very well designed.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

Syllabus:

Each of the topics from the specific content areas in 612.25 were accounted for as topics taught throughout the Natural Sciences curriculum. There are multiple courses listed for each content area; in each content area, students take 2 of those courses so they are getting each standard in two different courses, one gateway and one upper level course.

The Department of Education Chair explained that the specific content of the science methodology course is adapted each year to meet the 612 standards of the students enrolled in the course.

Homework:

General Biology I and II uses a digital homework package from the publisher that allows instructors to see if students are meeting specific course learning outcomes by determining a score by Chapter or topic area. This assessment accounted for 10% of course grade.

Tropical Biology utilizes 2 research papers, Ecology uses exercises, Evolutionary Biology assesses with journals and writing assignments.

Genetics, Cell Biology, Animal Physiology, Anatomy and Physiology and Biostatistics rely only on examinations and lab reports for assessment.

Examinations:

Biology course exams given within the semester covered the breadth and depth of topics listed in the specific content areas of 612.25. Each of the standards are tested in two (2) different courses, one gateway and one upper level course.

General Biology and General Biology: All multiple choice exams on gen bio I, gen bio II have a combination of multiple choice, short answer and essay.

Tropical Biology- Questions were multiple choice, short answer, and essay.

Genetics – matching, short answer, essay, drawing, synthesis

Evolutionary Biology- multiple choice, short answer, essay

Ecology- definitions, short answer, long answer, essay

Cell Bio- multiple choice, short answer, essay

AP – multiple choice

Biostatistics- short answer and critical thinking questions

Animal Physiology – multiple choice

Laboratory Work and Write ups:

Each of the Biology courses had a number of laboratory exercises that accounted for 15% - 20.5% of the final course grade. Each course has a different format for how laboratory work is assessed, some focus on determining sources of error, while others focus on theory and data collection.

Student Teaching and TCAP:

The TCAP review document showed that a St. Anselm student through student teaching in a public HS understood that it can take a variety of experiences, including; lecture, activity, presentation, writing, group work, individual time for a student to be able to fully incorporate the material. She was able to see how some of these need more time and some less and the need for backup material to address specific student needs. Her evaluation of the student's assessment after learning showed flexibility and willingness to adapt methodologies within a topic area.

3 students have completed the TCAP with an average score of 3.56.

Praxis II Exam:

In the past five (5) years, one (1) student has completed the PRAXIS exam. A passing score of 153 was required and this student earned with a passing score of 159.

PEPP: Chemistry (7-12) Program~ BA
Program Number: ED 612.26 (507.33)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Tracey Lesser, M.S. Natural Resources Management,
B.Phil - Interdisciplinary Studies

***Summary of Findings**

The Saint Anselm Chemistry Education program meets the standards set forth by the State of NH for Chemistry Education. Students in the St. Anselm program for Chemistry Education must complete a rigorous course schedule as a double major in both Education and Chemistry. Students are required to complete with a grade of C or higher 9 separate chemistry courses, 2 physics courses and 2 math courses along with their general education requirements and Education major courses.

Students at Saint Anselm are given a rigorous chemistry education beginning with General Chemistry I, moving through Structures and Reactivity, Reactions and Mechanisms, Quantitative Analysis, Physical Chemistry I, Inorganic Chemistry I, Research Seminar I and 2 electives totaling 32 credit hours of undergraduate chemistry courses.

Each of these courses represents a laboratory course with lecture exams, laboratory reports, and laboratory exams as well as a research component in CH 470. In the past 5 years 2 students have taken the PRAXIS exam with an average score of 158.

Students in the program take a Science methods course in their last semester that is taught by a science department chair of a large NH high school. The Department of Education Chair detailed the specific topics in this course change and adapt based on the licensure areas of the students enrolled in the course. For example, when a chemistry candidate is taking the course, topics such as chemical management and hazardous waste are covered to ensure candidate and student safety. Students are observed both teaching and preparing and running laboratory experiments.

1. Commendations:

N/A

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

Syllabus:

Each of the topics from the specific content areas in 612.26 were accounted for as topics taught by the end of the Chemistry curriculum and science methodology courses.

Dianna Terrell explained that the specific content of the science methodology course is adapted each year to meet the 612 standards of the students enrolled in the course.

Homework:

Most chemistry courses used a digital homework package from the publisher that allows instructors to see if students are meeting learning outcomes by determining a score by Chapter or topic area. This assessment accounted for 10%-30% of course grade. Britney Privett explained that these questions are selected to challenge the student to ensure knowledge of the learning outcomes.

Examinations:

Exams given within the semester covered the breadth and depth of topics listed in the specific content areas of 612.26. Questions were multiple choice, short answer, mathematical problem solving, chemical drawing and essay.

Laboratory Work and Write ups:

Each course had a number of laboratory exercises that accounted for 20%-40% of the final course grade. In all courses the laboratory portion of the course must be passed in order to earn credit for the course. Laboratory write ups ranged from synthesis to problem sets to formal lab reports. Lab work included replications, safety, and proper technique and in some examples of work, points were taken off based on the quality of the final chemical product.

Britney Privett explained that in General Chemistry, there is an assignment in the lab portion that there is an information literacy paper on a controversial topic, and students work with the librarian to learn how to use valid sources, primary sources and to use data to back up and support documents.

Due to small class sizes, the students have been able to be in person throughout the pandemic for lab exercises.

Student Teaching:

Examples of student work showed that the St. Anselm student through student teaching in a public HS was beginning to discover the common misconceptions that students have when learning chemistry.

Praxis II Exam:

In the past 5 years, 2 students have taken the PRAXIS exam, and an average score of 158 was earned with a passing score of 153. One student had to take the exam twice.

PEPP: Physics (7-12) Program~ BA
Program Number: ED 612.27 (507.54)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Joe Derrick, M.Ed. Secondary Ed., BS Mechanical Engineering

***Summary of Findings:**

The St. Anselm Physics Education program meets the standards set forth by the State of NH for Physics Education. The Saint Anselm's Physics (Teacher Licensure in Physics) Teacher Education program consists of a double-major in Physics and Secondary Education. The Saint Anselm's program to provide licensure in Physics teaching licensure (7-12) assess compliance with ED 612.27 through the courses and experiences related to the courses and programs. These methods include

- Transcript review
- Praxis II Scores
- Evaluation of the Teacher candidate through the NHTCAP experience.

The core content taken by Physics and Physics Teaching double majors aligns strongly with the 612.27 standards. The courses begin with Calculus Based Physics I and II, which focus on Mechanics and Electromagnetism respectively. Subsequently the curriculum moves onto Modern physics, Computational Mechanics and Quantum Physics. Through these courses students have passed the Praxis II in the Physics subject area.

The Physics major additionally requires extensive Mathematics training including three courses in Calculus as well as Differential Equations and Vectors. These courses complement well the required course computational mechanics which is necessary for preparing teachers for Problem solving skills in Physics. In addition to the core courses the technical electives offered are diverse and allow students to make connections to business, industry, environmental and health fields.

The double major program includes The Sophomore Early Field Experience (SEFI) which provides a critical immersive introduction to teaching experience, this assures that individuals are able to be introduced to real life teaching experiences. In addition ED 442, Methods of teaching Secondary Content: Science introduces students to NGSS as well as current best practices in science teaching.

The current Saint Anselm's Education Liaison Nicole Gugliucci is committed to ensuring that all candidates master all of the ED 612.27 Standards as well as passionate about recruitment in this program with limited enrollment. 3 Meetings during the course of 2019 demonstrate commitment to this effort. To that end, data is limited about program outcomes with a small sample size to determine base level performance by graduates.

1. Commendations:

This reviewer commends Saint Anselm for the close working relationship between the Physics Department and the Education Department. A program called Access Academy was implemented which brought local high school students and connected them with current students in the physics program.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Effective- 3

4. Evidence Supporting the Rating Includes:

- Students enrolled in the Saint Anselm's PEPP in Physics for grades 7-12 complete a double major in Physics

and Secondary Education. The Physics Major meets the ED 612.26 Standard for Physics for Grades 7-12 through the core classes as noted in the accompanying Matrix.

- The Dual Major program structure assures that candidates fulfill requirements of the bulk of the Standards (1a.1-9,1.c and 1.d) through core classes, as well as through technical electives (1a.10 and 1.b).
- Saint Anselm assesses the candidates' compliance with the ED 612.26 Standards for Physics for Grades 7-12 through several processes, including Labs, Problems and Exams. The course syllabi and exams were reviewed and found to be appropriate. Review of Lab Experiments for the core courses demonstrated both depth and breadth
- Candidates must also pass the PRAXIS II subject test in physics
 - 1 Candidate have completed the program in 2018
 - Evidence of candidate scores were acceptable (Mean Reported Score 148, Passing 147)
- Students complete the NHTCAP process.
 - Student examples of successful completion of the requirements of the NHTCAP process were reviewed. The reported mean score of the 12 different criteria was 3.67 on a 1-4 scale.
- 1 student completed the program since 2014 with one current student enrolled. The Education Liaison indicates that recruitment is both a priority and also an area to improve.
 - In 2018-19 the “Access Academy” for high school students typically underrepresented in higher education was held at the Meelia center for community engagement. Physics students of Saint Anselm worked with the high school students on Radio astronomy and Remote Sensing/GIS.

PEPP: Social Studies (5-12) Program~ BA
Program Number: ED 612.28 (507.28)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Linda Kallogher, M.Ed.

***Summary of Findings:**

The Saint Anselm College Social Studies Teacher Preparation Bachelor Degree Program offers a curriculum that is rich in content, rigor and relevance. At Saint Anselm, candidates major in Social Studies and Secondary Education. Within this comprehensive program, in addition to Social Studies courses, each Secondary Education major must complete six education courses. Those courses are: Principles of Teaching and Learning; Inclusion, Equity, & Diversity in Education; Curriculum & Assessment in Teaching; Methods of Teaching Humanities; NHTCAP Seminar; and Adolescent Psychology.

This field of study includes a clinical experience component. Additionally, students must complete a semester of Supervised Student Teaching and the NHTCAP Capstone. The Gateway Program, which guides and monitors the prospective teacher candidates, is embedded into the teacher prep program. It is introduced to teacher candidates in their sophomore year. The three Gateways have embedded benchmarks that ensure the continuum of learning. Students must pass these Gateways to be eligible for NH State Certification.

There are twenty- six syllabi for courses listed in the Social Studies curriculum. All of these courses meet the Standards for ED612.28. Some of the courses do not have the Standards listed specifically, but the Standards are embedded in the course, as well as in the St. Anselm Core Requirements. These include, but are not restricted to Historical Awareness, Citizenship, and Global Engagement.

The Social Studies courses offer a wide range of content knowledge and diverse learning experiences. All of the courses include proper assessment strategies that will ensure mastery in each of the Professional Education Requirements (610.02).

The Social Studies (ED612.28) Self-Assessment Worksheet lists the courses offered, as well as the assessments for those courses. Students are also required to take a course in one of the behavioral sciences as part of their degree program. The ED610.02 Education Matrix provides courses and assessments that address the Standard.

1. Commendations:

- Student progress is monitored on a consistent basis within the Secondary Education Program. (Gateway Program, Praxis I & II, TCAP).
- The Advisory Board meets annually to provide feedback towards the continual improvement of the Teacher Education Program. The members of this Board include teachers, administrators, and college personnel.
- The College Writing Program encourages writing across all curriculum areas and is part of the Core Curriculum.
- The Education Professional Disposition Assessment supports professionalism in student teacher candidates.
- Each course applies to Social Studies certification /Secondary Education.
- The minutes from the Education Department meetings indicate that this Department engages in a continual review in assessing curriculum and clinical experiences.
- Faculty advisors work closely with students to model Best Practices.
- Support was provided for successful transition to remote learning practices.
- Core Professors partner with the Education Department
- The SEFE Program
- Consistent monitoring, partnering and mentoring student teacher interns

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Highly Effective- 4

4. Evidence Supporting the Rating Includes:

- In the Pre-service Educator Evaluation Report generated in the spring of 2020, ratings were completed by cooperating teachers of student teacher interns from the Saint Anselm teacher education program. The following numbers represent the fifteen student teacher interns placed at the Intermediate and High School levels.
- In the domain of Character, 77% of student teachers earned the highest possible rating across multiple categories. In the domain of Academic Skills, 83% scored the highest possible rating. In the domain of Leadership, 53% were rated at the highest level. At this time, open response ratings are not available.
- The ratings for Leadership were the lowest of the three, but this domain also had the fewest categories to rate. It should also be noted that the quality of Leadership cannot be separated from experience, so we should expect that area to improve over time. However, the higher ratings in Character and Academic Skills speaks highly of the robust nature of the Saint Anselm teacher education program. Overall, 93% of the fifteen candidates were recommended to continue in this education program.
- In reviewing the Social Studies Standards for Grades 5-12 (Ed 612.28/507.28c) the robust courses offered promote a culture of knowledge, diversity and growth. These courses also provide multiple means of assessments.
- These four Standards are being addressed through the courses listed by the category in which they meet the Standard.
 - *Content-Explain the importance of knowledge*
- This Standard is met through 14 courses in the Degree program.
 - *Content-Ability to Exhibit knowledge of basic concepts*
- This Standard is met through 19 courses in the Degree Program.
 - *Content-Related subject content- the ability to explain at least one of the behavioral sciences including ways in which it provides insights into contemporary society*
- This Standard is met through 3 courses in the degree program
- Each course in Standards 1-3 are addressed in multiple courses and the assessments range from Exams, quizzes, book reviews, primary document analysis, blog writing, group work, and debates
- *Pedagogy, the ability to: develop comprehensive lesson plans, Design Learning Activities and demonstrate the capacity to use a variety of Social Studies learning activities and techniques.*
- This Standard is addressed in ED 432 Clinical Capstone: Student Teaching. ED350, ED 432 courses are assessed using unit plans, lesson plans, supervisor evaluations, interviews, reflections, Clinical Capstone Evaluations and presentations.

PEPP: Computer Science (k-12) Program~ BA
Program Number: ED 612.33 (507.54)
Recommendation for Program Approval: Full Approval for 7 Years
Reviewer Name: Norman Messa, MSEE

***Summary of Findings:**

This program consists of a double major in Secondary Education and Computer Science. Computer Science Ed students are required to take 10 Computer Science courses. These consist of 7 required courses and 3 electives. These 10 courses covered all requirements of Ed 612.33/507.54c self-assessment matrix.

Additionally, the program requires seven secondary education courses including Theory, Practice and Methods of Teaching Computer Science and Supervised Student Teaching.

Four clinical experiences as well as PRAXIS I and PRAXIS II (Content Area) are also required.

1. Commendations:

Saint Anselm College is commended for the following.

- CS228 – Computing Forensics is a really excellent elective to offer and compliments CS230 Computer Networks and Security
- CS255 – Computer Graphics is a really excellent elective. It uses the Processing programming language which in the K-12 environment can be really valuable in the transition between block-based and text-based programming languages.
- CS111, CS112, and CS113 form a rigorous foundation for the study of Computer Science. These courses introduce students to a variety of programming languages as applied to the study of Computer Science.
- In reviewing all syllabi, I found a strong emphasis on project based learning.
- In reviewing all syllabi, I found a very diverse range of learning activities (Projects, Problem Solving, Videos, Directed Readings, etc.)
- In the beginning Computer Science courses that introduce the concepts of computer programming, a scaffolding technique is used to ease students into an activity that most have never experienced thus increasing the likelihood of student success.

2. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive actions.

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

Highly Effective- 4

4. Evidence Supporting the Rating Includes:

- Computer Science Education (Ed 612.33/507.54c) Self-Assessment Matrix
- Computer Science Education (Ed 612.33/507.54c) Reviewer Assessment
- Program requirements list
- Course Syllabi
- Interview with Computer Science Department Chair
- Ed 306.44

Recommendation for Program Approval

A. The review team recommends the following programs for full approval through 08/30/2028:

NH Standard Ed 500 Ed 600		Educator Preparation Program Content Area	Degree/ Format	Approval	Expiry
507.09	612.01	Visual Arts Teacher	BA	Full	8/30/2028
507.11	612.04	Elementary Education Teacher (k-6)	BA	Full	8/30/2028
507.24	612.05	English Language Arts Teacher (5-12)	BA	Full	8/30/2028
507.17	612.06	English for Speakers of Other Languages (ESOL)	Licensure	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - French	BA	Full	8/30/2028
507.38	612.14	Modern Languages Teacher - Spanish	BA	Full	8/30/2028
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA	Full	8/30/2028
507.39	612.20	Music Teacher	BA	Full	8/30/2028
507.32	612.25	Life Sciences Teacher (7-12)	BA	Full	8/30/2028
507.33	612.26	Chemistry Teacher (7-12)	BA	Full	8/30/2028
507.54	612.27	Physics Teacher (7-12)	BA	Full	8/30/2028
507.28	612.28	Social Studies Teacher (5-12)	BA	Full	8/30/2028
507.54	612.33	Computer Science Educator	BA	Full	8/30/2028

B. Council for Teacher Education Reactors: (602.10)

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

- Dr. Diana Monico, Rivier University
- Brian Walker, Plymouth State College

Appendix A: Program Performance Levels

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

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

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

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

*SAINT Anselm College, the NH Council for Teacher Education &
The New Hampshire Department of Education*

Memorandum of Understanding

I. **PURPOSE OF THE MEMORANDUM:**

This memorandum will specify expectations for the institutional program review process for the Saint Anselm College's (SAINT ANSELM) professional educator preparation programs. In 2011, an on-site review was conducted for almost all of the educator preparations programs and were granted program approval through August 30, 2021. Computer Science was added as an additional program in 2019. Effective 2020, the Latin EPP was discontinued.

This review will be conducted under the guidelines of Ed 602.06, Option I:

Option 1 – The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

II. **IMPORTANT DATES:**

- a. **Tuesday, January 19, 2021 (tentative 3:30-5:30pm):** Reviewer training will occur:
 - i. SAINT ANSELM to provide the review team (Co-chairs, NH Department of Education (DOE), and reviewers, etc.) with a tentative outline of the April 19-21, 2021 on-site visit schedule
 - ii. Reviewer trainings will be comprised of:
 - Orientation by the DOE on the program review process;
 - Orientation by SAINT ANSELM on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
- b. **By the date of the training:** Availability of electronic materials
- c. **April 18, 19, 20, and 21, 2021:** On-Site Program Review Visit
- d. **The final report will be set for the State Board of Education for the July 8th, 2021 meeting.**

III. **PROGRAMS TO BE REVIEWED:**

- a. SAINT ANSELM will utilize the existing ED 600 standards for the thirteen (13) programs: SAINT ANSELM will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:
 - **Option 1: Full Site Review**
 - Ed 612.33 Computer Science (BA)
 - Ed 612.01 Visual Arts (BA)
 - Ed 612.04 Elementary Education (K-6) (BA)
 - Ed 612.05 English Language Arts for Grades 5-12 (BA)
 - Ed 612.06 English for Speakers' of Other Languages (ESOL) (Licensure)
 - Ed 612.14 Modern Languages (French) Education (BA)
 - Ed 612.14 Modern Languages (Spanish) Education (BA)
 - Ed 612.18 Secondary Mathematics for Grades 7-12 (BA)
 - Ed 612.20 Music (BA)
 - Ed 612.25 Life Sciences for Grades 7-12 (BA)
 - Ed 612.26 Chemistry for Grades 7-12 (BA)
 - Ed 612.27 Physics for Grades 7-12 (BA)
 - Ed 612.28 Social Studies for Grades 5-12 (BA)

The review will examine the preparedness of the institution to continue to offer the above referenced programs and program alignment to state standards, which would extend SAINT ANSELM's existing approvals by no more than seven years.

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

Memorandum of Understanding
SAINT Anselm College, the NH Council for Teacher Education
& The New Hampshire Department of Education

IV. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a DOE representative, and reviewers for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The DOE is responsible for identifying appropriate reviewers (Ed. 602.06) and shall be responsible for final decisions regarding the review team membership. **Note: Unforeseen circumstances may warrant substitutions for a review team member.*
- b. The **NHDOE** will provide to SAINT ANSELM a copy of:
 - Program Approval Report Format
 - DOE Reviewer Training Material
- c. **SAINT ANSELM** will provide electronically, in advance of the visit:
 - Most recent on-site review report, with description of how the institution addressed recommendations and areas for growth
 - Syllabi for all content and all education courses
 - Curriculum Vitae of education faculty members involved in programs; unless otherwise requested
 - Plans of Study
 - Link to College Catalogue (or pdf version)
 - Educator Preparation Handbook and Guidelines
 - Admissions criteria and processes for all programs
 - Candidate Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Program Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Clinical Partnerships and clinical experience frameworks
 - Completed Self-Assessment Worksheets by the institution for programs with curriculum alignment and sources of evidence
 - One hard copy will be available if requested
- d. Additional evidence to be scheduled and collected for day of visit:
 - Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
 - Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution
 - Reviewers will be notified of the option of observations of course(s). Course/class observations shall be requested at least one week in advance if possible (as a courtesy to notify the class Professor)
- e. Details of the review visit
 - A representative of SAINT ANSELM will orient the team to the building and to the overall institution's approach and philosophy
 - The Review Team will have allotted meeting time to organize work plans and schedules
 - To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
 - The team will have working lunches to discuss information gathered; develop questions for SAINT ANSELM for ongoing discussion, etc.
 - The exit meeting will be held before departure. The chairs and NHDOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed
 - Accommodations will be arranged for a group of (13 reviewers, 2 co-chairs, and 1 DOE representative)
 - A laptop and a printer will be available to the team

Memorandum of Understanding
SAINT Anselm College, the NH Council for Teacher Education
& The New Hampshire Department of Education

V. Points of Contact

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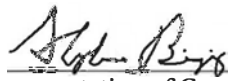
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Representative of SAINT ANSELM
Professional Educator Preparation Program

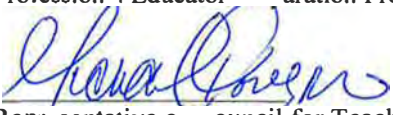
5/05/2020
Date


Representative of SAINT ANSELM
Professional Educator Preparation Program


05/05/2020
Date


Representative of Council for Teacher Education
Professional Educator Preparation Program

5/05/2020
Date


Representative of Council for Teacher Education
Professional Educator Preparation Program

5-6-20
Date


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

05/05/2020
Date

Memorandum of Understanding: Addendum

*Saint Anselm College, the NH Council for Teacher Education
& The New Hampshire Department of Education*

I. PURPOSE OF THE MOU- ADDENDUM:

This addendum to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for Saint Anselm College (SAINT ANSELM) professional educator preparation programs. Due to current circumstances around the COVID-19 pandemic that resulted in restricting visitors to campus and varied instructional formats. After careful consideration from SAINT ANSELM constituents, CTE Membership and the NHDOE, the Review Team has opted to move forward with the upcoming review in a Virtual/Remote fashion. Pursuant to the original signed MOU (05/2020), the parties agree to the modifications of the MOU contained herein.

This review will be conducted under the guidelines of Ed 602.06, Option 1:

Option 1 – The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

II. IMPORTANT DATES:

- a. **Tuesday, January 19, 2021(3:30-5:30pm): reviewer training occurred**
- b. SAINT ANSELM to provide the review team (Co-chairs, NH Department of Education (DOE), and Reviewers, etc.) with a tentative outline of the April 19-21, 2021 **virtual/remote review** visit schedule
- c. **April 19, 20, and 21, 2021: virtual/remote program review** visit
- d. **The final report will be set for the State Board of Education for the July 8th, 2021 meeting.**

III. PROGRAMS TO BE REVIEWED:

- a. SAINT ANSELM will utilize the existing ED 600 standards for the thirteen (13) programs: SAINT ANSELM will provide a description of the assessment system used to provide evidence and data to inform continuous improvement for the following content areas:
 - **Option 1: Virtual/Remote Review**
 - Ed 612.33 Computer Science (BA)
 - Ed 612.01 Visual Arts (BA)
 - Ed 612.04 Elementary Education (K-6) (BA)
 - Ed 612.05 English Language Arts for Grades 5-12 (BA)
 - Ed 612.06 English for Speakers' of Other Languages (ESOL) (Licensure)
 - Ed 612.14 Modern Languages (French) Education (BA)
 - Ed 612.14 Modern Languages (Spanish) Education (BA)
 - Ed 612.18 Secondary Mathematics for Grades 7-12 (BA)
 - Ed 612.20 Music (BA)
 - Ed 612.25 Life Sciences for Grades 7-12 (BA)
 - Ed 612.26 Chemistry for Grades 7-12 (BA)
 - Ed 612.27 Physics for Grades 7-12 (BA)
 - Ed 612.28 Social Studies for Grades 5-12 (BA)

The review will examine the preparedness of the institution to continue to offer the above referenced programs and program alignment to state standards, which would extend SAINT ANSELM's existing approvals by no more than seven years.

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

Memorandum of Understanding: Addendum
Saint Anselm College, the NH Council for Teacher Education
& The New Hampshire Department of Education

IV. SPECIFICATIONS:

- a. The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a DOE representative, and reviewers for each of the proposed programs. Where appropriate, one reviewer may review more than one program. The DOE is responsible for identifying appropriate reviewers (Ed. 602.06) and shall be responsible for final decisions regarding the review team membership. **Note: Unforeseen circumstances may warrant substitutions for a review team member.*
- b. The **NHDOE** will provide to SAINT ANSELM a copy of:
 - Program Approval Report Format
 - DOE Reviewer Training Material
- c. **SAINT ANSELM** will provide electronically, in advance of the **virtual/remote review**:
 - Most recent on-site review report, with description of how the institution addressed recommendations and areas for growth
 - Syllabi for all content and all education courses
 - Curriculum Vitae of education faculty members involved in programs; unless otherwise requested
 - Plans of Study
 - Link to College Catalogue (or pdf version)
 - Educator Preparation Handbook and Guidelines
 - Admissions criteria and processes for all programs
 - Candidate Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Program Assessment Description(s), plans, evidence of implementation and data: program and overall
 - Clinical Partnerships and clinical experience frameworks
 - Completed Self-Assessment Worksheets by the institution for programs with curriculum alignment and sources of evidence
- d. Additional evidence to be scheduled and collected for day of **virtual/remote review**:
 - Interviews with faculty, candidates, alumni, clinical educators and administrators, clinical supervisors and administrators
 - Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution
- e. Details of the **virtual/remote review**:
 - A representative of SAINT ANSELM will **virtually** orient the team to the overall institution's approach and philosophy.
 - **Lead representative(s) (co-chair(s), DOE Representative) may physically visit the institutional facilities should additional information warrant and/or for the exit meeting. Furthermore, all CDC guidelines will be adhered to should this occur.**
 - The Review Team will have allotted meeting time to organize work plans and schedules
 - To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with faculty, candidates, cooperating practitioners, clinical supervisors, administrators and program graduates
 - The team will have working lunches/breaks to discuss information gathered; develop questions for SAINT ANSELM for ongoing discussion, etc.
 - The exit meeting will be held before departure. The chairs and NHDOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once completed
 - **Accommodations may be arranged for two members of the lead team; SAINT ANSELM will consider providing basic sustenance for the Review Team**

Memorandum of Understanding: Addendum
Saint Anselm College, the NH Council for Teacher Education
& The New Hampshire Department of Education

V. POINTS OF CONTACT:

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Dr. Laura M. Wasielewski

Feb 22, 2021

[Dr. Laura M. Wasielewski \(Feb 22, 2021 12:32 EST\)](#)

Representative of SAINT ANSELM
Director, Teacher Education Program

Date

Kristen de Matteis

Feb 22, 2021

[Kristen de Matteis \(Feb 22, 2021 13:58 EST\)](#)

Representative of SAINT ANSELM
Data Manager, Educational Department

Date

Michael Fournier

Feb 22, 2021

[Michael Fournier \(Feb 22, 2021 14:08 EST\)](#)

Representative of Council for Teacher Education
Superintendent of Schools, Bedford

Date

Steve Bigaj

Feb 22, 2021

Representative of Council for Teacher Education
Director, SW Center for Educational Support, Keene State College

Date

Laura A. Stoneking

Feb 23, 2021

[Laura A. Stoneking \(Feb 23, 2021 07:40 EST\)](#)

Representative of NH Department of Education
Administrator, Bureau of Educator Preparation & Higher Education

Date

The Co-Chairs, NHDOE Representative and the Teacher Education Program Administrative Team will meet on April 13th. Otherwise the virtual on-site review for Saint Anselm College will take place April 19th through April 21st. Each day the review team will finalize their review participating in interviews, reviewing material, and writing reports. Meetings and interviews are scheduled 8:00-4:00pm on Monday, April 19th, Tuesday, April 20th and 8:00-12pm on Wednesday. If your name or role does not appear on the schedule, that block of time is scheduled for reviewing materials, writing reports, or meeting with the Co-Chair and NHDOE Representative.

Zoom link for All Reviewer and Co-Chair Team meetings (this link will remain **OPEN** each day after team meetings and co-chairs or NH DOE will be available for consultation if not in other meetings): [https://\[redacted\]](https://[redacted])

Meeting ID: [redacted] Passcode: [redacted] *NOTE: See zoom link schedule for group interview and liaison meeting links*

Tuesday April 13, 2021

Time	Meeting	Review Team Members	SAC Representative(s)
10:00-11:00	TEP Meeting	Co-Chairs, Mike Fournier, Steve Bigaj, & NHDOE, Laura Stoneking	Laura Wasielewski, Director of TEP; Kristen de Matteis, Data Manager; & Melissa Lear, Coordinator of Clinical Practice

Monday, April 19, 2021 8:00-4:00

Time	Meeting	Review Team Members	SAC Representative(s)
8:00-8:50	Team Meeting (see zoom link above)	Co-Chair, NHDOE, & All Reviewers	None
9:00-9:50	Reviewer & Liaison Meetings (see zoom links)	Linda Kalloger Joe Derrick Tracey Lesser Norm Messa Ashley Fournier Katelyn Belanger Nicole Ponti	Andy Moore, History Nicole Gugliucci, Physics Brian Penney, Biology Rajesh Prasad, Computer Science Sean Parr, Fine Arts-Visual Arts Aubrey Scheopner Torres, Elementary Kelly Demers, ESOL
10:00-10:50	Department Chair Meeting	Co-Chair & NHDOE	Dianna Terrell
11:00-11:50	Reviewer & Liaison Meeting	Kaitlyn Taft	Steve Shea, Mathematics
12:00-12:50	Lunch Team Meeting-optional	Co-Chair, NHDOE, & All Reviewers	None
1:00-1:50	Reviewer & Liaison Meeting	Tracey Lesser	Britney Privett, Chemistry
2:00-2:50	Education Department	Interested Reviewers & NHDOE, Laura Stoneking & Co-Chair, Steve Bigaj	Education Department Faculty/Staff - Kristen de Matteis, Christian Gregory, Aubrey Scheopner Torres, Melissa Lear, Diana Sherman, Kelly Demers, Laura Wasielewski, & Dianna Terrell
3:00-3:50	Current Student Meeting	Co-Chair, NHDOE and Interested Reviewers	Current Students
4:00-4:50	Alumni Meeting	Co-Chair, NHDOE, & Interested Reviewers	Alumni

Tuesday, April 20, 2021 8:00-4:00

Time	Meeting	Review Team Members	SAC Representative(s)
8:00-8:50	Team Meeting	Co-Chairs, Mike Fournier, Steve Bigaj, & NHDOE, Laura Stoneking	
9:00-9:50	Reviewer & Liaison Meetings	Rae Tardiff Jill Pinard Edie Takantjas	Beth Fouts, Spanish Jennifer Thorn, English Rebecca Crisafulli, French
10:00-10:50	Review Team Meeting- Individual Check-ins	Co-Chair, NHDOE, & Reviewers	None
11:00-11:50	Review Team Meeting Individual Check-ins	Co-Chair, NHDOE, & Reviewers	None
12:00-12:50	Lunch		
1:00-1:50	Reviewer & Liaison Meeting	Tom Souza	Sean Parr, Fine Arts – Music
1:30-2:30	Meeting with SAC Administration	Steve Bigaj, & NHDOE, Laura Stoneking	Br. Isaac Murphy, VPAA Dr. Mark Cronin, Dean of the College
3:00-3:50	Clinical Supervisor Meeting	Co-Chair, NHDOE and Interested Reviewers	Melissa Lear, Ed Joyce, Frank Hoell, Deb Woelflein
4:00-4:50	School Partner Meeting	Co-Chair, NHDOE, & Interested Reviewers	School Partners (clinical educators and administrators)

Wednesday, April 21, 2021 8:00-12:00

Time	Meeting	Review Team Members	SAC Representative(s)
8:00-8:50	Team Meeting	Co-Chairs, Mike Fournier, Steve Bigaj, & NHDOE, Laura Stoneking	
9:00-11:00	Review Team Meeting-Optional	Co-Chair, NHDOE, & Reviewers	None
11:00-12:00	SUBMIT REPORTS AND REVIEWER MATRIX		

Thursday, April 22, 2021

12:00-1:00	Exit Interview/Lunch President's Dining Room, Davison Hall	Co-Chairs, Mike Fournier, Steve Bigaj, & NHDOE, Laura Stoneking	Laura Wasielewski, Director of TEP; Kristen de Matteis, Data Manager; Melissa Lear, Coordinator of Clinical; & Dianna Terrell, Department Chair
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Appendix E: Suggestions

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

Program Name: Visual Arts Teacher Program (610.01)

- ❖ Verbiage included in ED 322 Inclusion, Equity, and Diversity in Education in the class schedule that encourages students to create reflections in the content of their studies. Including for example: Week 5 2/11 research-based educational practices for students with autism spectrum disorders. There are many great art education based strategies that can be studied in this opportunity such as ‘first and then’ language, PowerPoints visualizing next steps and actions, classroom setup, classroom management, and modification of tools directly related to art content.
- ❖ Consideration to the placement of ED 350 in the program matrix. Students currently have Methods of Teaching- Visual Arts in their senior term during the spring, coinciding with their student teaching. It should be considered that the students may gain more long term benefit if this methods class is placed earlier in their academic plan so they can relate their understanding to all of their in-class settings.
- ❖ The evaluation of the weight of standard 9 and 4 in ED 350 (9). Includes introducing students to a variety of career options and assists students in instigating career options, when appropriate; (4). Included opportunities and resources available beyond the visual art classroom; for example museums, galleries artists’ studios, community artists and recognition programs). Due to the fact that students explore this standard deeply in their senior seminar and professional practice where they work with the career department (interview with Sean Parr), develop a resume, a curriculum vitae, cover letters, and a portfolio (ED 491A) . This is suggested in that this Methods of Teaching Visual arts course is the students only content area specialty course and should be fully dedicated to the methods of instruction, curriculum development, scope and sequence conversations, special needs adaptation, classroom management for the art room, the different modalities in which they may be expected to teach (in example: on a cart versus a classroom).
- ❖ Formalizing a process to identify visual arts candidates throughout their courses at Saint Anselm's College. This aligns with Fine Art Director Sean Parr’s statement, in that he wants to cross list faculty members to bridge the academic and professional relationship between the departments. This will ensure that the teacher education candidates are targeted throughout all of their courses to not only understand technique, but to understand teaching methods that can be referenced and transferred to ED350(Methods of Teaching Visual Arts), ED 490A (Secondary Education TCAP), and ED432A (Supervised Student Teaching).
- ❖ Recruiting and reaching out to potential art education students.
 - Update the website with Art Education terminology to attract candidates searching under those terms.
 - Clarify on the program information page that students will double major in education/fine art and that they will be well prepared across the K-12 spectrum with both documentation and certification.
 - Reach out to high school guidance counselors with updated degree programs available at the school.
 - Reach out to local art museums and art centers. Currier Museum of Art has many programs that would attract the eye of young artists looking to find a career pathway into the arts through college.
 - Design ads for the art education program and send them to graphics/art high school teachers. These are displayed in many high school arts and graphic classrooms, especially when they are attractive to the eye.
 - High school art educators (in addition to guidance counselors) are a major influence as far as career readiness and support.
- ❖ The importance of hiring an educator for the Methods course (Methods of Teaching Visual Arts) that has a strong background in arts education in both theory and practice. The educator should be in touch with the realities of public education and well versed in the variety of expectations that come with teaching in both a public and private forum.

- ❖ Research is showing more and more that there are many ways to approach art education including Teaching for Artistic Behavior (TAB), Choice-Based art, Guided practice, Project Based Learning (PBL) Arts Integration, Discipline-Based Art Education (DBAE) Visual Thinking Strategies (VTS), 8 Studio Habits of Mind, Design Thinking, and STEAM. It is suggested that these methodologies be integrated into ED 350 so that students can explore and respond to the various approaches that art education can have in the art classroom. Specifically look into the 8 studio habits of mind, also called Studio Thinking, as a way to integrate arts advocacy into the curriculum.
- ❖ It is strongly encouraged that an experienced art education professor review the curriculum of ED 350: Methods of Teaching Visual Arts, to expand upon the course syllabi to include above mentioned suggestions. Areas to note include: multiple modalities of art instruction, the prevalence of special needs modification required in arts classrooms, the variety of art instruction (art/classroom), supply purchasing and management, and the importance of developing a scope and sequence, and where to locate important state standards required for curriculum development.

Program Name: Elementary Education Teacher K-6 Program (612.04)

- ❖ A suggestion would be to conduct quality control audits on a biennial basis and also to consider which program data to review at that time, or in some cases more regularly.
- ❖ Currently DEI work is not a part of the Final Capstone, consider integrating an opportunity for students to demonstrate their understanding into this final product.
- ❖ The Literacy Methods course for example, covers a lot of content without enough time to honor the complexities of literacy instruction. Consider focusing that course to an intro to literacy, various instructional models, assessments, frameworks, etc. Perhaps then creating a separate class on overall best practices in instructional design would be helpful (ex: small group instruction, competencies vs. standards, student centered learning and assessment, data collection, classroom culture, DEI, etc.) From there, these practices would naturally be infused throughout all other courses- yet creating a separate class would allow for some time and space to build a solid foundation around pedagogy. This second suggested course could be a more in depth part two to your introductory education course.

Program Name: English Language Arts Teacher 5-12 Program (612.05)

- ❖ Look for ways to ensure that candidates demonstrate that they have applied their knowledge of pedagogy in the areas of language usage, reading, writing, literature, speaking and listening, and media literacy during their practical experiences. For example, perhaps the SEFE portfolio for English candidates could require lesson plans that address two different areas.
- ❖ Consider expanding opportunities for candidates to study a more diverse range of authors, which might necessitate the reduction in the required British Literature courses.
- ❖ Consider requiring or at least recommending the Adolescent Literature course as a way to prepare candidates to engage and meet the needs of the wide range of readers they will encounter in 5-12 classrooms.
- ❖ Consider providing opportunities to apply what is addressed in the General Linguistics class. Alumni recognized that this is an English and not an Education class, but having the opportunity to design lessons that apply those linguistics skills would help them be better prepared for the range of readers they encounter in the classroom.

Program Name: English Speakers of Other Languages (ESOL) Teacher Program (612.06)

- ❖ It is suggested that flipping the current model for the ESOL placement be the focus for the TCAP in order to gain practical experience and understanding working with English Learners. Teachers who have a complete understanding and the ability to implement best practices in action with English Learners, can then apply these strategies for all learners, but it is essential they know how to implement specific ESOL strategies appropriately with ELs. Adding a portfolio element for ESOL minors would help to evaluate candidates too.
- ❖ Continue to collaborate with various school districts to seek to understand diverse needs and programming across the state and neighboring states to revise current course offerings.
- ❖ Consider making ED 360 or ED 255 required courses for teacher preparation programs to reflect the growing EL population that teachers will need a basic understanding of all their students in the classes they teach.
- ❖ Consider including the SIOP model, EL WIDA 2020 standards in all teacher preparation coursework to practice lesson development in all courses, again integrating this in ED 360 or ED 255 as a required course would help prepare all teacher candidates to meet the needs for all learners.
- ❖ Consider developing a course dedicated for ESOL curriculum and assessment, separate from these five courses would deepen teacher candidates' competency as related to ELs specific needs
- ❖ Consider revising current education courses with specific language and literacy practices for ELs across the contents
- ❖ Courses 255 and 360A primarily focus on citizenship which is separate from the major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation. OCR and DOJ have strict guidelines for schools to not gather information about citizenship. Although having an understanding about immigration and citizenship is helpful, it is not necessary for two courses to cover half of each class with this content as it limits the content that is needed for the course objectives such as culturally sustaining pedagogy.
- ❖ Consider revising 255A, 360A, 446 to include more specific opportunities to include major principles, theories, and research related to the nature and role of culture on language learning, school achievement, and acculturation for application in developing units and lesson plans. To be specific, in 446 utilizing the US DOE Toolkit as a major textbook requirement, is a resource, not a textbook to develop theories such as an alternative text to use would be The SIOP Model.
- ❖ Whilst the content standards (604.06) are minimally met, it is recommended that Saint Anselm create a system to align the dual licensure program provide more ESOL evaluation opportunities to encompass the ESOL K-12 in the TCAP.

Program Name: Modern Languages French Teacher Program (612.14)

- ❖ It would be great to offer a major in French Education, or at least to incorporate language teaching methodology in certain courses which would be required for students who are becoming certified in French Education. Students who would like to become language teachers may be interested in French courses about science, government, political science, linguistics, SLATE, or tourism.
- ❖ The ED441A course should be broken up into two semesters. Students should have at least one of these courses before they do the clinical capstone to prepare them for this experience. Teaching a language course is very different from most other courses and there are so many methodologies that students should be exposed to in order to be successful in teaching and assessment in world language.
- ❖ With the rise in the interest for French immersion and French elementary education, promoting a major in Elementary Education with a minor in French would be beneficial. The Manchester School district has just approved a new French immersion elementary school, and it will be difficult to find teachers for this program.

- ❖ There should be more communication between the Education Department and the French Department. There has been no collaboration and the French Department has not been involved at all in the teacher prep program. The professors in the French department would be a great resource for the students and the clinical supervisors. A recent discussion about creating a +1 Master's program for education revealed that professors would have to take on extra courses if they wanted to be involved in teaching in this program. This is not possible in language departments where many professors are already teaching an overload.
- ❖ In general, colleges and universities need to find a way to promote secondary education as a viable major, especially for languages, math, and science. It is suggested the Education Department and the NHDOE could do some advertising for these programs on campus as well as in high schools.
- ❖ The New Hampshire standards for world language teacher education should be updated. They do not reflect the actual skills necessary to be a successful language teacher.

Program Name: Modern Languages Spanish Teacher Program (612.14)

- ❖ It is suggested that a curriculum mapping guide be included in each course syllabus to outline the manner in which each standard is met. The praxis Spanish content area scores could be improved with support for preparation. After discussions with Dr. Orlando, Dr. Fouts, and alumni of the Spanish program, it was agreed that methodology courses would benefit from being offered earlier and more in depth. This is something the Spanish department is looking forward to investigating since their newly hired sociolinguist specializes in second language acquisition and methodology. Since current enrollment in the program is limited, recruitment for secondary education Spanish is encouraged.

Program Name: Mathematics Teacher - Upper Level (Pre-Alg to AP Math) Program (612.18)

- ❖ While the Ed Prep Program and the Mathematics Department have informal conversations and discussions regarding their teacher candidates, there is no formal communication process between the two programs. It would be beneficial for the Mathematics Department to receive reports on their students regarding their performance in student teaching and their PRAXIS scores.
- ❖ It is the hope of the Mathematics Department to incorporate a research course into the degree requirements. This would be highly recommended to give students the opportunity to engage in research techniques and analysis and be given the opportunity to research related topics of their own interest.
- ❖ It would be beneficial to incorporate a portfolio into the concluding experience. It is extremely powerful to not only reflect on teaching, but on one's own learning of mathematics. This can also help students make connections between higher level mathematics and what is taught at the middle and high school levels.
- ❖ There is a push in secondary education for more critical thinking and less regurgitated mathematics. It is suggested that the Mathematics Department incorporate more of those types of questions and experiences into their curriculum.
- ❖ Saint Anselm's has created new majors to satisfy the needs of their students, which has led to students being drawn away from secondary mathematics. It can be difficult to spark interest and excitement over a subject that draws a great deal of discontent. Stories of past graduates who are currently in the field can have a deep impact. Hearing them express what they learned and how they are putting that into practice can inspire others to do so as well.
 - It is likely that there are teacher candidates in the Elementary Education program who have an interest in mathematics yet feel that they cannot be successful in higher level mathematics courses. Consider reaching out to those majors and gauging their interest in secondary mathematics.

Program Name: Music Teacher Program (612.20)

- ❖ General music classes at the elementary and middle school levels are some of the most common classes that music teachers will be required to teach. Methodologies play an important role in the development of the toolbox student teachers need to utilize. These methodologies come with leveled approaches to developing knowledge and skill with those whom we teach. Knowledge of these methodologies help in creating an attractive candidate for hiring and many colleges and universities not only offer exposure but opportunities for certification (ex. Orff, Feierabend, Kodaly, Dalcroze). These can be covered in ED351.
- ❖ Just taking a page from this reviewer's own experience, personally, one of the most effective music education courses was elementary methods taught by an adjunct professor whose full time job was teaching K-5 elementary music. Not only would this professor speak directly to current methods of teaching but would also record themselves and share with the class live demonstrations of how the techniques work (or sometimes didn't work). We were also able to develop lessons and practice teaching them to the class and the professor's elementary students as well.
- ❖ It would be beneficial not only for resources but also for state and national networking to have an active NAFME, ACDA or other music education based collegiate chapter. Ideally, the methods teacher would serve as the advisor and develop a state presence, attend and participate in conferences with students.
- ❖ The impression this reviewer had of how a number of the K-12 pedagogy and performance standards are presented is a strand within a program. For example, to gain exposure to beginning woodwinds, brass, percussion and strings, students in the education program are paired up with specialists to work with them. Also, when a student identifies as taking the music education path, accommodations are made within the existing music theory, history, computer, and conducting and performance studies courses to cover standards. Without an interview, this reviewer wouldn't have known how this works. The concern is that these opportunities would go unseen by prospective students who are comparing programs. Even though Saint Anselm's music program is small, the possibility of a tailored program that meets the needs of the student could be a good selling point compared to other colleges or universities that are large and expect a student to fit into a mold. Clarifying this strand, this reviewer believes, would help with understanding that even though the college doesn't offer a formal Introduction to Woodwinds, Brass, Percussion or Strings course, the standards are being taught, just in a more individualized way. To this reviewer's knowledge, it is unknown of any college or university that offers this kind of tailoring. This could be a selling point.

Program Name: Life Science Teacher (7-12) Program (612.25)

- ❖ It is clear that students have such a prescribed selection of courses to take, the website links from the Education page to the Natural Sciences one, and does not lay out the limited selection choice for dual majors. It just mentions that interested students should contact the Biology department chair. Having the course selection laid out on the website could help with internal and external transfers and getting more students into the program.
- ❖ Saint Anselm is uniquely placed to integrate their strong Liberal Arts core program into this major as a powerful tool to teach the interconnectedness of science in society and for preservice teachers to learn to bring with them into the classroom. *For example, 2 year programs in Biology, such as NHTI, might be a good place to look for qualified students who can transfer in and have the core courses as well as some of the electives.

Program Name: Chemistry Teacher (7-12) Program (612.26)

- ❖ Saint Anselm is uniquely placed to integrate their strong Liberal Arts core program into this major as a powerful tool to teach the interconnectedness of science in society and for preservice teachers to learn to bring with them into the classroom.
- ❖ 2-year programs in STEM fields, such as NHTI, might be a good place to look for qualified students who can transfer in and have the core courses as well as some of the electives.
- ❖ Certain SLO's are tied to the DOE standards and the data collected from assignments for those students in the program.

Program Name: Physics Teacher (7-12) Program (612.27)

- ❖ It is suggested that stronger connections are made between Physics core content and applications of Physics for Design, Engineering, and Technology in society, business, industry, and health fields.
- ❖ The Science and Engineering (SEPS) dimension of NGSS would be further emphasized in all physics courses.
- ❖ The study of physics as a solely academic and research based subject neglects the dependence of our society on the application of physics to business, industry and health fields. Teachers of Secondary Physics need to be able to make connections between Physics and career paths and continued education in subjects beyond just Physics.

Program Name: Social Studies Teacher (5-12) Program (612.28)

Whilst the content standards (612.27) are thoroughly met, consider the following:

- ❖ Inclusion of a STEM Methods Class into the Social Studies curriculum
- ❖ Mapping guides or implementation of a uniform Syllabus format.
- ❖ The lesson plan template is comprehensive and is modeled for TCAP assessment. Saint Anselm may want to consider adding ‘Use of Technology’ as part of Planning, as well as Academic Language
- ❖ Consider adding additional faculty/staff, courses in special education and graduate programs.

Program Name: Computer Science Educator (5-12) Program (612.33)

- ❖ CS290 is now titled System Analysis and Design in lieu of the title listed in the self-assessment (System and Software Development)
- ❖ Item C.3.e Use Libraries and APIs should include CS112 in the “How standard addressed” column as it is listed in the “how assessed” column.
- ❖ Item C.3.f Use and evaluate multiple development and execution environments should be more specific that just Windows and Linux
- ❖ CS325- Operating Systems is listed as a Group 3 Highly Recommended course and requires CS 220 – Computer Architecture. Should CS- be added as a Group Three course?
- ❖ Consider a program called “Computer Science Unplugged”. This could be very useful in your Teaching Computer Science methods course especially for teachers going into the K-7 range of students.
- ❖ As a new program without any current students, this reviewer recommends expending a significant effort on recruitment. In the advent of Ed 306.44, there is and will be an increased need for Computer Science educators. This is a real challenge in that a Computer Science degree opens the door for a wonderful and rewarding career with significant financial reward. There are two choices for recruiting students. The first choice is to recruit the traditional incoming high school students. The second choice is to recruit students that are looking for a second career.
 - With regard to the first choice, consider sending students out on job shadows with working Computer Science teachers. Also, consider having working Computer Science teachers come in as guest speakers.
 - With regard to the second choice, consider recruiting students that have already had a career in Computer Science or Engineering. These students could already have the content background and just need to pick up the education part of the equation. In actuality, it is highly likely people coming from a technical field already have a significant amount of “teaching experience”.
- ❖ As a new program without any current students, a methods course is difficult to assess. As this reviewer sees it, the methods course is the precursor to student teaching. To make the student teaching experience as valuable as possible, the course should get input from a working Computer Science teacher. The method course should focus on teaching students to develop good problem solving skills.

(end of report)

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the June 10, 2021 meeting.

A. ACTION NEEDED

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

University of New Hampshire (UNH) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. Through a substantive change request (602.14(2)), **UNH** requests the following PEPPs, currently offered at the graduate level, also be available to undergraduates completing the Bachelor of Arts (BA) Educational Studies: Equity, Diversity and Inclusion (EDI) degree as formally approved within the UNH at the Department, College and Provost levels.

Upon completion of the Bachelor of Arts PEPP, the candidate would qualify for two separate educational licenses.

Elementary Education (k-6 or k-8) and ESOL, or Elementary Education (k-6 or k-8) and Special Education (age 5-21).

Professional Educator Preparation Programs- Content Area(s)		Current Approval	Level	Proposed Change(s)		
612.04	Elementary Education Teacher (k-6, k-8)	M.Ed	Full	BA, M.Ed	8/30/2027	Full
612.06	English for Speakers of Other Languages (ESOL)	M.Ed, MAT, Licensure	Full	BA, M.Ed, MAT, Licensure	8/30/2027	Full
612.07	Special Education Teacher Program (ages 5-21)	M.Ed	Conditional	BA, M.Ed	8/30/2022	Conditional

B. RATIONALE FOR ACTIONS

The BA in Educational Studies: EDI creates an undergraduate pathway to teaching that is more affordable and accessible to students with fewer financial resources. Additionally, data from UNH admissions shows that during the 2019-2020 academic year, 440 students enrolled at UNH indicated an interest in an Education undergraduate program.

During the March 2021 Council for Teacher (CTE) meeting, a request was made for additional information regarding a ‘cross-walk’ to see what demonstrates the same requirements for the Master’s level program that is currently offered, versus the proposed Bachelor’s level leading to two educational licensures

At the May 2021 Council for Teacher Education (CTE), nine (9) members voted yes in favor of the substantive change request, with three (3) members abstaining.

C. EFFECTS OF THIS ACTION

University of New Hampshire states these “changes will not adversely affect the capacity for UNH to ensure candidates meet standards. In addition to coursework, early field experiences and the culminating experience currently required, students enrolled in the BA Educational Studies: EDI take additional courses that include content directed at cultivating cross-cultural communication and culturally responsive practices, an awareness of the intersection of language and educational policies, and opportunities to design inclusive educational communities that are reflective of our diverse and global society, both physically and culturally. This curriculum is committed to intentionally elevating the presence, contributions, voices, and perspectives of historically marginalized populations. Along with the enhanced curriculum, the College of Liberal Arts Dean approved additional resources:

- New Assistant Professor to start in January 2022
- Additional targeted undergraduate advising training for faculty and staff

All program requirements will remain unchanged for current students and the appropriate courses will continue to be offered with no adverse impacts. Students will be given the same experience and level of support as they’ve had since the beginning of the program. All new students for fall 2021 and beyond will be enrolled under the new program title, but will still earn the same license.”

Upon completion of each Bachelor of Arts program, candidates would be recommended for two separate educational licenses:

- Elementary Education Teacher grades k-6 and Special Education Teacher ages 5-21, or**
- Elementary Education Teacher grades k-8 and Special Education Teacher ages 5-21, or**
- Elementary Education Teacher grades k-6 and ESOL Teacher grades k-12, or**
- Elementary Education Teacher grades k-8 and ESOL Teacher grades k-12**

D. HISTORICAL BACKGROUND

- o August 2010: A site visit was conducted in October 2010. 27 programs received full approval and two programs received conditional approval.
- o March 2011: the Board granted full approval for (30) PEPPs through 8/31/2016; the Board conditionally approved Art Ed, and Program for Intellectual or Developmental Disabilities thru 8/31/2013 with a progress report for unmet standards
- o December 2013: the Board granted full approval to align Art Education and Intellectual or Developmental Disabilities through 8/31/2017; noted 27 programs received CTE recommendation for full approval and 2 conditional (see August 2014 SBE)
- o August 2014: a moratorium placed on program approval site visits during 2013-2014 academic year due to revision of Ed 600s; UNH extension granted thru August 31, 2017
- o May 2016: the Board approved fully Elementary Math Specialist as a new program thru 8/31/2017
- o January 2017: the Board approved all 14 institutions an extension [rationale is consistent with the rule detailed in 602.02(g)(3)]; UNH thru 05/30/2021
- o February 2020: the Board approved fully (ECE, Health, Math 5-8, Math 7-12, Super, Int Health/PE, EIEM Math Spec) thru 8/30/2027; **the board conditionally approved (Music, Gen SpEd, ECE SpEd, SpEd Admin, Princ) thru 8/30/2022**
- o April 2020: the Board approved a one-year extension for (23) programs due to State of Emergency (COVID-19) thru 5/30/2022
- o July 2020: The Board granted approval of the substantive change of Theatre (M.ED, MAT, & BA) and Dance Education (M.ED, MAT & BA), to offer the Bachelor’s in addition to the Master’s level through May 30, 2022.
- o October 2020: **the Board accepted the priority progress report for (5) conditionally approved programs;** granted full approval of ECSE (M.Ed); Music (BM) through 8/30/27;
 - **CONDITIONAL Approval thru 8/30/2022- Gen SpEd (M.Ed),** Principal (Ed.S. and Lic), and SpEd Admin (Lic)
 - *UNH to develop a secondary progress report due to SBE within 12 months (no later than 10/21)
- o November 2020: the Board approved the elimination of Ed 612.31 Comp Agricultural Education PEPP to expire 5/30/2021
- o February 2021: the review of UNH was conducted virtually; PEPPs reviewed were master’s level or higher; 20 PEPPs rec by CTE for full app. and aligns w/ remain PEPPs w/ full approval thru 08/2027; Two PEPPs had unmet standards and they were rec for cond. approval w/ priority progress report request for 6 months; the Board granted UNH’s PEPPs conditional approval for Music MEd, MAT and Sci 5-8 MEd, MAT thru 8/30/2022; the Board granted full approval for twenty UNH educator preparation programs as a slate:
 - **FULL Approval through 8/30/2027- (MEd, MAT): ESOL;** Vis Arts; ELA 5-12; French; German; Russian; Spanish; Latin; Math 5-8; Health Ed; PE; Math 7-12; Earth Space Sci 7-12; Life Sci 7-12; Chem 7-12; Physics 7-12; SS 5-12
 - **FULL Approval through 8/30/2027- (MEd): EI Ed (k-6, k-8)**
 - FULL Approval through 8/30/2027- (BA, MAT, MAT): Theatre; Dance
 - **CONDITIONAL Approval thru 8/30/2022- (M.Ed, MAT):** Music; Mid Sci 5-8
 - i. *UNH to develop a secondary progress report due to SBE within 12 months (no later than 10/21)

E. POSSIBLE MOTION

The State Board of Education moves to grant the addition of the Bachelor of Arts level to the following currently approved (full and conditional) PEPPs:

Professional Educator Preparation Programs- Content Area(s)				
612.04	Elementary Education Teacher (k-6, k-8)	BA, M.Ed	8/30/2027	Full
612.06	English for Speakers of Other Languages (ESOL)	BA, M.Ed, MAT, Licensure	8/30/2027	Full
612.07	Special Education Teacher Program (ages 5-21)	BA, M.Ed	8/30/2022	Conditional

(Ed 602.01; 602.12; 602.14)

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
Substantive Change Report

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

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

- Changes in the PEPP’s delivery system to primarily on-line delivery;**
 - o Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- Changes beyond those indicated by the assessment system for continuous improvement;**
 - o Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- Elimination of a PEPP**
 - o Examples including but not limited to teach out, phase out, elimination, on hold, etc.

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

CONTACT INFORMATION:

Institution: University of New Hampshire

**Street Address:
62 College Rd.**

Name of Contact: Liz Arcieri

**City/State:
Durham, NH**

Zip: 03824

Coordinator/Title: Cert. Coordinator

603-862-2674

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

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

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full
612.04	Elementary Education (K-6 and K-8)	M.Ed.	2/2021	8/30/2027	Full
612.06	English for Speakers of Other Languages	M.Ed.	2/2021	8/30/2027	Full
612.07	Special Education Program	M.Ed.	2/2020	8/30/2022	Conditional
*	*				*
*	*				*
*	*				*
*	*				*
*	*				*
*	*				*

**Approved Levels: BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

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

1. Please describe the substantive change request:

UNH is requesting the following educator preparation programs, currently offered at the graduate level, be available to undergraduates completing the BA Educational Studies: Equity, Diversity and Inclusion (EDI) degree as formally approved within UNH at the Department, College and Provost levels;
Elementary Education (K-6), (K-8)
English for Speakers of Other Languages (ESOL)
Special Education
Students completing the BA Educational Studies: (EDI) would be eligible for dual certification only:
Elementary Education and ESOL **OR** Elementary Education and Special Education.

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

There are no aspects of the substantive change that will negatively affect the capacity of the unit and/or programs to ensure the candidates successfully meet standards for certification. The substantive change request will increase the capacity of UNH to prepare candidates in Elementary Education and the critical shortage areas of ESOL and Special Education. With the BA in Education Studies: EDI degree and hiring of education faculty and administrative staff, more students will seek certification through an undergraduate pathway, saving students time and money.

3. Explain the rationale for the change.

The demographics of our public schools have changed dramatically in the 21st century. The BA in Educational Studies: EDI and dual certification in Elementary and Special Education or Elementary and ESOL reflects our commitment to preparing educators who are committed to academic excellence and opportunities for all students and who are ready to teach in wide variety of contexts locally, regionally, nationally, and internationally. Preparing educators for the world promises to attract a wider demographic of students to UNH and to Education.

Evidence of student demand for an undergraduate Education program can not be ignored. Data from UNH admissions shows that during the 2019-2020 academic year, 440 students enrolled at UNH indicated an interest in an Education undergraduate program.

UNH must be responsive to the cost of higher education. The BA in Educational Studies: EDI creates an undergraduate pathway to teaching that is more affordable and accessible to students with fewer financial resources.

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

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

These changes will not adversely affect the capacity for UNH to ensure candidates meet standards. In addition to coursework, early field experiences and the culminating experience currently required, students enrolled in the BA Educational Studies: EDI take additional courses that include content directed at cultivating cross-cultural communication and culturally responsive practices, an awareness of the intersection of language and educational policies, and opportunities to design inclusive educational communities that are reflective of our diverse and global society, both physically and culturally. This curriculum is committed to intentionally elevating the presence, contributions, voices, and perspectives of historically marginalized populations.

Along with the enhanced curriculum, the College of Liberal Arts Dean approved additional resources:

- New Assistant Professor to start in January 2022
- Additional targeted undergraduate advising training for faculty and staff

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

X additional documentation included to support substantive change(s)
Please see plan of study

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

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

Ed 602.14 Substantive Program Changes during the Approval Period.

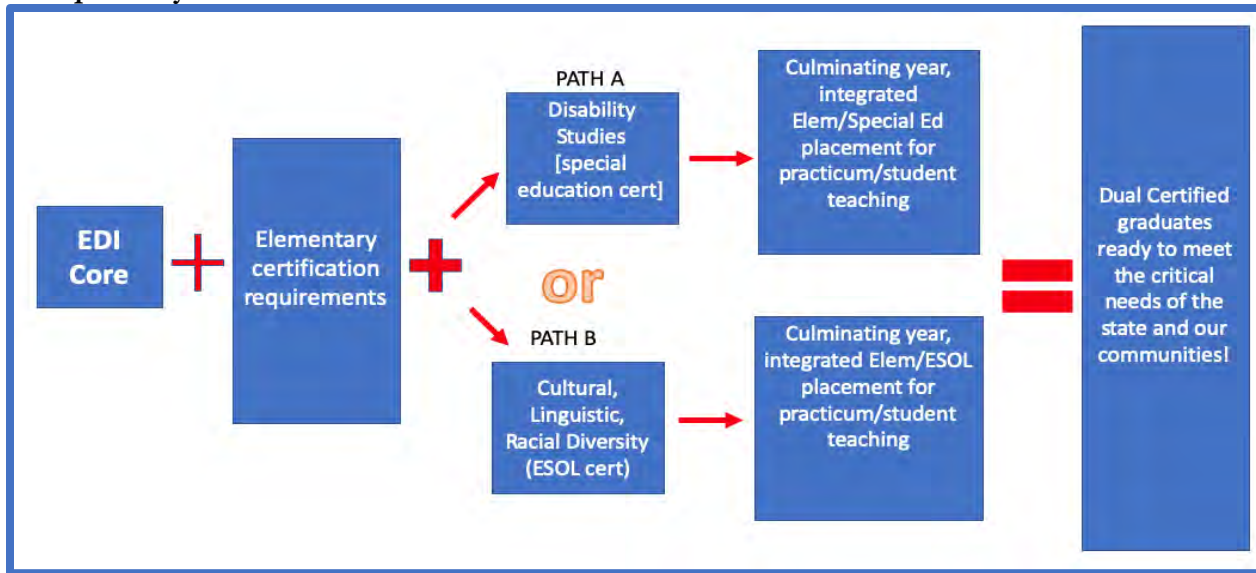
- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP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

Date Received by NHDOE:

Plan of Study

B.A. in Educational Studies: Equity, Diversity and Inclusion (EDI)

EDI pathways



Example Curriculum Map for EDI Pathway A: Elementary + Disability Studies [Special Ed Cert]
 DISC=Discovery Course [There is flexibility. We provide these charts for illustrative purposes]

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401: Composition	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Development (DISC: Social Sci) or EDUC 525: Teaching Race	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education (1 credit)	1	DISC: Bio/Phys science #1	4
Decision point: <i>Transcript check, students commit to Path A or B</i>			
Credits: 35			

SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 650: Introduction to Disability in Inclusive Schools and Communities	4	PSYC 581: Child Development [or wait for EDUC 701]	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4

MATH 601: Exploring Math for Teachers	4	EDUC: ELECTIVE	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of 100 hours of working with youth in educational settings, Praxis CORE, background check]</i>			
Credits: 36			

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem science methods	4
EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4	EDUC 733: Teaching Writing	4
DISC: Bio/Phys science #2	4	EDUC 703C: Culturally Responsive classroom management	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Apply for student teaching/internship placement [transcript check, documentation of 200 hours] of working with youth in educational settings.</i>			
Credits 36			

FOURTH YEAR			
Fall	Cr #	Spring	Cr #
EDUC 70X: students teaching (2.5 days a week)	4	EDUC 70X student teaching (5 days a week)	8
EDUC 739: Equitable Assessment and Individualized Educational Planning: Building Access and Agency, part I (preK-6)	4	EDUC 740: Advanced Methods for Inclusive Curricular Design and Teaching: Building Access and Agency, part II (preK-6)	4
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 784: Educators as Community-Engaged Researchers	4
Credits 28			
Total Credits: 135			
Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.			

Example Curriculum Map for EDI Path B: Elementary + Cultural, Linguistic, & Racial Diversity

FIRST YEAR			
Fall	Cr #	Spring	Cr #
ENGL 401	4	EDUC 402: Intro to Ed Studies: EDI in Local and Global Contexts	4
EDUC 444b: Public Issues, Democratic Schooling & Active Citizenship in a Global Context	4	EDUC 501 (20-25 hours in a school/community setting). Taken during the semester students enroll in EDUC 402	2
DISC: Quantitative Reasoning	4	EDUC 520: Ed, Poverty & Schooling (DISC: Social Sci) or EDUC 525: Teaching Race	4
DISC: World Language [COLA majors need full year]	4	DISC: World Language [COLA majors need full year]	4
EDUC 400 Careers in Education	1	DISC: Bio/Phys science #1	4
Decision point: <i>Transcript check, Students commit to Path A or B</i>			
Total Credits: 35			
SECOND YEAR			
Fall	Cr #	Spring	Cr #
EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships	4	EDUC 605: Ed Perspectives in Critical Times	4
EDUC 550: Language and Linguistic Diversity in Schools	4	PSYC 581: Child Development <i>[or wait for EDUC 701]</i>	4
DISC: Fine/Performing Arts	4	DISC: Historical Perspectives	4
MATH 601: Exploring Math for Teachers	4	ENGL 405: Intro to Linguistics	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2
Decision point: <i>Students apply to the program—applying for certification [transcript check, 3.0 GPA + letters of rec + documentation of 100 hours of working with youth in educational settings, Praxis CORE, background check]</i>			
Total Credits: 36			

THIRD YEAR			
Fall	Cr #	Spring	Cr #
EDUC 703M: Elem social studies methods	4	MATH 703: Teaching Math in K-5	4
EDUC 706: Intro to Reading	4	EDUC 703F: Elem science methods	4
ENGL 715: TESOL theory & methods	4	ENGL 716: ESOL curriculum & assessment	4
DISC: Bio/Phys science #2	4	EDUC 751: Inclusive Elementary Education: Literacies and Learning for Diverse Learners	4
EDUC 506, 507, 556 or 610	2	EDUC 506, 507, 556 or 610	2

Decision point: *Apply for student teaching/internship placement [transcript check, documentation of 200 hours] of working with youth in educational settings*

Total Credits 36

FOURTH YEAR

Fall	Cr #	Spring	Cr #
EDUC 70X: students teaching (2.5 days a week)	4	EDUC 70X student teaching (5 days a week)	8
EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children (birth-8)	4	EDUC 703C: Culturally Responsive classroom management	4
EDUC 733: Teaching Writing	4	EDUC 784: Educators as Community-Engaged Researchers	4
Credits 28			

Total Credits: 135

Verification of Completion: Degree completed, certification coursework and culminating experiences completed, state testing requirements completed.

UNH Crosswalk Elementary, ESOL and Special Education

All students complete the B.A. in Educational Studies and the Elementary Education certification plan of study. Students choose to also complete the ESOL plan of study OR the Special Education plan of study. Students completing the BA Educational Studies: (EDI) would be eligible for dual certification only: Elementary Education and ESOL **OR** Elementary Education and Special Education.

Crosswalk Key: √=same in both pathways; **EDUC**=course renumbered for undergraduate level;
EDUC=course change

Certification in Elementary Education	
Through the M.Ed (approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
EDUC 500/935: Exploring Teaching	EDUC 501: Exploring Teaching and Learning in Diverse Settings
EDUC 605: Ed. Perspectives in Critical Times or 959: Issues in Education	√
EDUC 7/801: Human Develop.& Learning	√ or PSYCH 581: Child Development
MATH 6/801: Exploring Math for Teachers	√
MATH 703: Teaching of Mathematics	√
EDUC 7/803f: Teaching Elem. Science	√
EDUC 7/803m: Teaching Elem. Social St.	√
EDUC 7/806: Intro. to Reading Instruction	√
EDUC 7/851a: Educating Exceptional Learners (Inclusive Elementary Education: Literacies and Learning for Diverse Learners)	√
EDUC: Literacy Courses (EDUC 808 and 809 or 812 and ENGL 816)	EDUC 733: Teaching Writing
Additional course work for the degree	
	EDUC 402: Introduction to Educational Studies: Social Change and Education in Local and Global Contexts
	EDUC 656: Advocating for Diverse and Inclusive Family-School-Community Partnerships
	EDUC 520: Education, Poverty, & Development or EDUC 525: Teaching Race
	EDUC 703c: Culturally responsive classroom management
	EDUC 761: Designing Curriculum for Inclusive, Equitable Settings for Young Children
	EDUC 784: Educators as Community-Engaged Researchers

UNH Crosswalk Elementary, ESOL and Special Education

Additional field experiences (above the current required) prior to culminating experience	
	EDUC 506: Literacy Tutoring at the Elementary School Level
	EDUC 610: Field Experience in Ed. Studies
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900a Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901a Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis II Subject Content	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

UNH Crosswalk Elementary, ESOL and Special Education

Certification in ESOL	
Through the M.Ed (approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
EDUC 500/935: Exploring Teaching	√ or EDUC 501: Exploring Teaching and Learning in Diverse Settings
EDUC 605: Ed. Perspectives in Critical Times or 959: Issues in Education	√
EDUC 7/801: Human Develop.& Learning	√ or PSYCH 581: Child Development
EDUC 7/806: Intro. to Reading Instruction	√
EDUC 7/851a: Educating Exceptional Learners	√
EDUC 7/812 or ENGL 7/815:Teaching Multilingual Learners	√
ENGL 7/816: Curriculum, Materials and Assessment in ESOL	√
ENGL 7/819: Sociolinguistics Survey	√ or EDUC 550: Language & Linguistic Diversity in Schools & Communities
ENGL 7/891: English Grammar	√ or ENGL 405: Intro. to Linguistics
Two Semesters of Second Language	√
Additional course work for the degree	
	See Elementary Sheet
Additional field experiences (above the current required) prior to culminating experience	
	See Elementary Sheet
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900a Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901a Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
GPA minimum 3.0	√
Education Coursework B- or better	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

UNH Crosswalk Elementary, ESOL and Special Education

Certification in Special Education	
Through the M.Ed (conditionally approved)	Through the B.A. in Ed Studies
Admission Requirements	
Bachelor's Degree	
GPA minimum 3.0	√
Education Coursework B- or better	√
Praxis Core	√
Early Field Experience Recommendation	√
Criminal Background Check	√
Required Courses	
MATH 6/801: Exploring Math for Teachers	√
EDUC 7/806: Intro. to Reading	√
EDUC 7/850: Intro. to Exceptionality	EDUC 650 : Introduction to Disability in Inclusive Schools and Communities
EDUC 7/851a: Educating Exceptional Learners	√
EDUC 856: Supporting Families of Students with Exceptionalities	EDUC 656 : Advocating for Diverse and Inclusive Family-School-Community Partnerships
EDUC 939: Assessment of Students with Learning Difficulties	EDUC 739 : Equitable Assessment and Individualized Educational Planning
EDUC 940: Teaching Students with Learning Difficulties	EDUC 740 : Advanced Methods for Inclusive Curricular Design and Teaching
Additional course work for the degree	
	See Elementary Sheet
Additional field experiences (above the current required) prior to culminating experience	
	See Elementary Sheet PLUS
	EDUC 556: Mentoring Adolescents with Disabilities in the Transition to Work
	100 hours by year 2, 200 hours by year 3
Culminating Experience	
EDUC 900c Internship (5 days a week)	EDUC 7xx (2.5-3 days a week in school)
EDUC 901c Internship (5 days a week)	√ EDUC 7xx (5 days a week in school)
Candidate Assessment	
Cumulative GPA 3.0	√
Education Coursework B- or better	√
Course Based Assessments	√
NHTCAP	√
Inquiry Research Project	√
Recommendation of CT & Supervisor	√

May 27, 2021

EXECUTIVE SUMMARY

Status Change for Cocheco Academy of the Arts Charter School

A. ACTION NEEDED

A vote is needed from the State Board of Education to change the location of *Cocheco Academy of the Arts Charter School*, from 40 Hampshire Circle, Dover, NH to 73 Pickering St., Suite 202, Gonic, NH.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI

The Department of Education received a request for a change of location from *Cocheco Academy of the Arts Charter School*. The request is due to the current facility being shared with a community center, and the school's desire to have its own space where it will be able to better maintain safe protocols and truly thrive as a school of the arts.

EFFECTS OF THIS ACTION

Cocheco Academy of the Arts Charter School will change its location to 73 Pickering St., Suite 202, Gonic, NH.

C. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Cocheco Academy of the Arts Charter School* to change its location to 73 Pickering St., Suite 202, Gonic, NH.

.

OR:

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



April 27, 2021

Re: Closure of Making Community Connections Charter School Manchester Campus

Last night, April 26, 2021, the MC2 Board of Trustees made the difficult decision to consolidate our two campuses into one, and close the Manchester campus at the end of this school year in June 2021. The Monadnock Campus will remain operational to carry forward the mission of the MC2 charter.

All MC2 leadership is committed to a transition process that prioritizes the emotional health and wellbeing of both learners and educators. A Transition Team has begun laying the groundwork for this process.

Questions may be directed to Jodi Adams, Interim Chief Executive Officer, at jodicadams@mc2school.org.

We are immensely proud of the MC2 students, graduates, families, and educators who, during the last 10 years of the campus's operation in Manchester, proved the power of learner-centered education to change lives. We are grateful to our community partners who provided internship learning opportunities to our students. It has been a privilege to serve the greater Manchester community through the MC2 educational model.

Sincerely,

Jodi Adams
Interim Chief Executive Officer

Adam Johnston
Treasurer

Amanda MacLellan
Board Member

Jerry Appel
Board Member

Cindy Gallagher
Board Member



April 27, 2021

To the Making Community Connections Charter School Community:

Last night, April 26, 2021, the MC2 Board of Trustees made the difficult decision to consolidate our two campuses into one, and close the Manchester campus at the end of this school year in June 2021. After extensive analysis, the Board determined that the current level of enrollment cannot financially support continued operations in Manchester. The Monadnock Campus remains open to carry forward the mission of the MC2 charter.

All MC2 leadership is committed to a transition process that prioritizes the emotional health and wellbeing of both learners and educators. A Transition Team has begun laying the groundwork for this process. Learners and their families can expect to receive student records and support to identify the right school placement for the 2021-22 school year.

Jodi Adams, Chair of the Board of Trustees, has been established as Interim Chief Executive Officer and School Leaders of the Manchester campus in order to oversee this process. Questions may be directed to Jodi Adams, Interim Chief Executive Officer, at jodicadams@mc2school.org.

The campus will be open for students to learn in-person starting Monday, May 3. We are eager to see our learners in person and engage in a transparent, collaborative transition. We are immensely proud of the MC2 students, graduates, families, and educators who, during the last 10 years of the campus's operation in Manchester, proved the power of learner-centered education to change lives. We are grateful to our community partners who provided internship learning opportunities to our students. It has been a privilege to serve the greater Manchester community through the MC2 educational model.

Sincerely,

Jodi Adams
Interim Chief Executive Officer

Adam Johnston
Treasurer

Amanda MacLellan
Board Member

Jerry Appel
Board Member

Cindy Gallagher
Board Member

Due Date	Status	Report	Recipient	Person collecting data in Manchester	Person collecting data in Keene	Notes	Link
4/19/21	complete	Update School Board members	ESS	Jodi	n/a	krisit.M.chew@doe.nh.gov gave us EOY deadlines	https://www.education.nh.gov/sites/g/files/ehbem326/files/inline-documents/ess-guidelines.pdf
4/27/21	complete	establish transition team		Jodi	n/a		
4/27/21	complete	Notice sent to all stakeholders informing them of closing		Jodi	n/a		
4/27/21	complete	Press release sent out		Amanda	Amanda		
4/27/21	in progress	Develop plan for school closure		Jodi/transition team	n/a		
4/27/21	complete	Update NHDOE website	DOE/charter school office	Jodi	n/a	Jane.waterhouse@doe.nh.gov	
4/27/21	complete	Submit contact list to stakeholders		Jodi	Jodi		
5/15/21		SIS data collection	ESS	Jodi	Christie	To collect current SIS system data and version used by schools krisit.M.chew@doe.nh.gov gave us EOY deadlines	Kristi said this is coming out later this year and she will be emailing out the new dates soon. It is located in the ESS System.
5/28/21	NOT NEEDED THIS YEAR	School Facilities Data Collection	ESS	Jodi	Chris	Marjorie Schoonmaker 271-3620 marjorie.schoonmaker@doe.nh.gov	https://www.education.nh.gov/sites/g/files/ehbem326/files/inline-documents/ess-guidelines.pdf
5/28/21	complete	Send this timeline to Jane for 6/4 DOE meeting	Jane	Jodi	n/a	Jane.waterhouse@doe.nh.gov	
6/1/21	complete	ESSER III Data request template				(603) 271-3838 Susan.K.Murphy@doe.nh.gov Kim	https://drive.google.com/file/d/1xQXe7sH6Hk4Hj0ske92odVZnS5SGjw/view?usp=sharing
6/1/21	complete	EOY Enrollment goes live	I4see/Christie enters		Christie		
6/2/21	complete	Info for DOE Meeting	Jane Waterhouse	Jodi			
6/3/21		Food Service claims deadline		Sherry			
6/5/21		Dynamic Learning Maps (DLM) closes	I4see/Christie enters				
6/10/21	in progress	College and Career Readiness and Civics - 12th grade students	I4see/Christie enters	Vicki	Christie		
6/10/21	in progress	Credits and GPA- all HS students	I4see/Christie enters	Vicki	Christie		
6/10/21	in progress	ELO Student- all students	I4see/Christie enters	Vicki	Christie		
6/10/21	in progress	EOY Academic performance- only Manchester campuses	I4see/Christie enters	Vicki	Christie		
6/10/21	complete	F&R EOY Collection- all students	I4see/Christie enters	Vicki	Christie		
6/10/21	in progress	Home School Academic- all grade levels	I4see/Christie enters	Vicki	Christie		
6/10/21	in progress	Remote Learning/ Virtual Instruction- all students	I4see/Christie enters	Vicki	Christie		
6/11/21	Complete in Keene / In progress for Manchester	SAS must be given by this date		Jodi	Chris		
6/11/21		Title IA Survey	Kim	Sherry/Jodi	n/a	See Kim's email sent 5/26 at 10:34am	
6/11/21		Title IV_A program monitoring	Kim	Sherry/Jodi	Chris	See Kim's email sent 5/21 at 11:01am	
6/11/21	Complete in Keene / In progress for Manchester	NWEA Testing		Jodi	Chris		
6/18/21	in progress	Meet with parents regarding closing and next steps		Advisers			
6/18/21	in progress	Summary of each students transition plan	DOE/charter school office	Advisers		Jane.waterhouse@doe.nh.gov	
6/18/21	in progress	Summary of support provided to students and families	DOE/charter school office	Jodi		Jane.waterhouse@doe.nh.gov	
6/18/21	complete	Inform DOE bureaus: ESS and I4see of school closure	DOE/charter school office	Jodi		Jane.waterhouse@doe.nh.gov	
6/18/21		update NHDOE website	DOE/charter school office	Jodi		Jane.waterhouse@doe.nh.gov	
6/23/21		Reopening plan	ESSER III	n/a	Chris		https://drive.google.com/drive/folders/1qy2na5ch_RQU7_QvUj1toTPN9VfYd1CC?usp=sharing
6/30/21	Need to do?	Facilities Survey	ESS		Chris	Is this the same as School Facilities Data Collection that is not needed this year? Ask Marjorie Schoonmaker	
6/30/21	Does Manchester Need to do this?	Indoor Air quality Data Collection	ESS	Jodi (gave to Tom)	Chris	Marjorie Schoonmaker 271-3620 marjorie.schoonmaker@doe.nh.gov or Amy clark 271-2037 Amy.c.clark@doe.nh.gov	https://drive.google.com/file/d/1KOR8ALOGIX_K7WKbPx6YKb4s9L6b98Ke/view?usp=sharing
6/30/21		Principal Survey	I4see/Christie enters	Jodi	Chris		
6/30/21		Program Director Survey	I4see/Christie enters	Jodi	Chris		
6/30/21		Site Director Survey	I4see/Christie enters	Jodi	Chris		
6/30/21		School Safety Data Collection	ESS	Jodi	Chris	krisit.M.chew@doe.nh.gov gave us EOY deadlines	
6/30/21	complete	General Assurances		Jodi/Kim			
7/2/21		Notification to Charter School Office when we have transferred all out records to Keene	DOE/charter school office	Jodi	n/a	Jane.waterhouse@doe.nh.gov	
7/2/21		List of liabilities and payment plan	n/a	Dawna/Kim	n/a		
7/2/21		Update website	n/a	Jodi	n/a		
7/2/21		Graduation records sent to resident school district	Keene	Vicki	n/a		
7/2/21		closing audit contract	DOE/charter school office	Dawna	n/a	Please see MC2 audit due 3/15/2022. Jane.waterhouse@doe.nh.gov	
7/2/21		Summary of student transfer data	DOE/charter school office	Jodi	n/a	Jane.waterhouse@doe.nh.gov	
8/18/21		Transfer employee records to Keene	Keene	Jodi	n/a		
8/18/21	Not Needed	asset inventory/asset tracking	DOE/charter school office	Jodi	Chris and Elizabeth	No need to send to state. Just need for our records.	
8/18/21	Not Needed	Donations	DOE/charter school office	Jodi		Don't need to report to the state. Notify the person donating if we get rid of.	
8/18/21	Not Needed	Final Expenditure report/DOE 25	DOE/charter school office	Dawna	n/a	Will be in our audit	
8/18/21	Not Needed	Accountability report (updated)	DOE/charter school office	Dawna? Kim?		per Jane	
8/31/21		Charter School Progress Report	DOE	Jodi	Chris	Jane.waterhouse@doe.nh.gov Jane is sending template	https://drive.google.com/file/d/1MwjhtuyHaD5M6LIMfCYBYDzVORy9Qh/view?usp=sharing

Due Date	Status	Report	Recipient	Person collecting data in Manchester	Person collecting data in Keene	Notes	Link
08/31/21		Annual Progress Report	Jane Waterhouse				https://drive.google.com/file/d/1MwjhtuyHaD5M6LlMfRCyBYDyZWObY9Qh/view?usp=sharing
9/18/21		Submit completed Charter School closure checklist	DOE/charter school office	Jodi	n/a	Jane.waterhouse@doe.nh.gov	
10/15/21		Critical shortage survey	ESS				
12/18/21		closing audit contract	DOE/charter school office	External Accounting Firm	n/a	Please see audit which will be submitted in 2022	
	ongoing	Letters of recommendations and professional dev. hours for manchester staff	n/a	varies	Chris		
TBD		Notify State Board of Education that checklist is complete		Jodi	n/a		
		Closure statement for Press					https://docs.google.com/document/d/1ZwoSGb7jiTKyaRI0PZ4ELpa4sxCILSeq4jL0GLJOKdE/edit?usp=sharing
		Closure statement to families					https://docs.google.com/document/d/123i2nBTF8gAPDF32kjYBeDCp74_7dr0OCMFozAvUxko/edit?usp=sharing
Meetings conducted:							
Board Meeting	4/26/21	Decision to close was made					
Transition Team	4/27/21						
Board Meeting	5/6/21						
Transition Team	5/6/21						
Transition Team	5/13/21						
Board Meeting	5/17/21						
Transition Team	5/20/21						
Board Meeting	6/1/21						
Transition Team	6/3/21						
Contact Information once Manchester is Closed							
Chris O'Reilly							
Keene School Leader and soon to be Executive Director							
chris.oreilly@mc2school.org							
603-283-0844							
OR							
Jodi Adams							
Board Chair (will resume as board chair once Manchester is closed)							
jodicadams@mc2school.org							
603-620-7708							

PACE Career Academy Charter School to Close

Pace Career Academy, a public charter school with a campus in Pembroke, will close at the end of the academic year, the school announced Tuesday. Board Chairman Clint Hanson said the three-member Executive Committee, in consultation with board member representatives from SAU53 Administration and Pembroke Academy, made the decision. The five members constitute a majority of the full board. The decision will be discussed and ratified at a meeting of the full Board of Trustees on Monday, June 7th. PACE was founded in 2011 and is the sole district supported charter school in New Hampshire.

The Board chose to shutter the Pembroke campus due to increasing requirements in staffing necessary to deliver the proper level of services to students and families. It was also difficult to meet the challenges of fundraising to meet anticipated operating shortfalls. These factors made it clear that the school was not financially viable going forward.

PACE began as a Pembroke School District sponsored Charter High School in 2011 and was originally located in Allenstown. The school was established to offer an alternative high school program for students from SAU 53. The school moved to its current Pembroke location in 2018. The PACE board began considering closure at its May 17 meeting. After reviewing alternative staffing models and corresponding operating budget scenarios, it became apparent that the financial challenges could not be overcome. According to Hanson, the choice to close became unavoidable and was a painful one.

“The decision to close is not a reflection of the resilience, dedication or commitment of the students, families and staff at PACE, but rather a reflection of the financial realities for charter schools in New Hampshire as a whole”; he said. The state provides charter schools with \$7,188 per student, with the individual schools responsible for raising the remainder of their funds. Hanson said the state funding, even with the additional funding received from SAU53 towns, is not sufficient to serve the needs of the

students who attend PACE. The school sought to provide an educational environment that meets the needs of each individual student.

"At this time, in the current environment with funding as it is, we're unable to continue operation"; he said.

PACE will be working with students and families along with their home school districts on a case-by-case basis to help them transition as the school prepares to close.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
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June 2021

State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary **1 of 2**
New Grade Levels Offered Approval

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). **One school seeks approval to expand the grade levels offered. The Trinity School of Bedford seeks to add grades 4-6.**

B. Rationale for Action

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

Ed 403.01 (a), (1) An applicant... [shall] be recommended approved status... if the applicant complies with the following requirements: (2) [Submitting] the letter of intent [to] include [the] Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable.

Ed 403.02 [An] approved nonpublic school seeking continuation of its approval status... shall submit written documentation of the following information: (1) Any substantive change(s) in the school's educational purposes and objectives that has occurred since the date of initial operation or the submittal of the last report;

C. Effects of this Action

Approval of this Report allows **The Trinity School of Bedford to expand grade levels offered.**

D. Possible Motion

I move that the State Board accept and approve the following school to expand grade levels offered for the term of their existing approval.

The Trinity School of Bedford, to expand the grade levels offered to include 4-6. Approval good through June 30, 2022, which is the remainder of its current term of approval.

Nonpublic School Request: Expansion of Grade Levels Offered

Materials for State Board Meeting, June 2021

Meskoob, Shireen

NONPUBLIC SCHOOL REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Requested Effective Date: Now, to enroll students/charge tuition; 9.7.2021 to deliver programs

Town	Name of School	Approval Status	Current Grade Levels Offered	New Grade Levels Requested
Bedford	The Trinity School of Bedford	AA	K-3	4-6

NONPUBLIC SCHOOLS CHECKLIST - REQUEST TO CHANGE GRADE LEVELS OFFERED

Reviewed By: *Shireen Meskoob*

School Name: **The Trinity School of Bedford** Current Approval Type: **AA**

About the School: The Trinity School of Bedford is a ministry of Trinity Life Community- Bedford Foursquare Church which serves Bedford and its surrounding communities. The school seeks to prepare students to “live a productive life and enjoy healthy, constructive participation in society grounded by a solid foundation of learning and a biblical worldview.” A holistic, integrated, interactive, stimulating learning environment that includes the foundations of education and STEAM-focused curriculum is valued. Using the ABeka curriculum as a guide, units are developed that integrate traditional disciplines. Studies in history, geography, science and Bible have a common unit theme, reinforcing and expanding one another. Each school year certain concepts are covered such as Family, Cultures, Great Civilizations, and Nationhood. These concepts provide a superstructure for the curriculum for the year. “They provide the thread that weaves our entire curriculum together, thus minimizing fragmentation of subject matter.” TSB is a member of the Association of Christian Schools International, which offers teacher development opportunities, curriculum and teacher education materials.

Principal Address: 12 Station Road, Bedford, NH 03110

Head of School: Linda A. Brady, Head of School

Email: pastorlinda14@gmail.com | 603.622.6330

Authorized to Represent School: Same.

Date Application Received: 5.5.2021

Website: www.tsbnh.org

Requested Effective Date: 9.7.2021

Current Grade Levels Offered: K-3

Requested New Grade(s): 4-6

Anticipated Total Enrollment: 25

Anticipated Enrollment in New Grade(s): 2 (Gr4)

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Academic content	5.5.2021	ABeka curriculum, biblically based, academic curriculum which includes all core subjects, Bible, math, English, language arts, social studies, science, US/NH/world history, and geography. Includes physical education, health, music, and computer technology too.
<input checked="" type="checkbox"/>	Assessment processes and promotion requirements	5.5.2021	Iowa assessments (standardized test), oral and written quizzes and tests, book reports, research reports, writing assignments, and presentations. Students must earn an average of 65 minimum to be promoted to the next grade level. Grading policy is outlined in Student Handbook.
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE	5.5.2021	The Office of Nonpublic Schools (ONPS) determines that The Trinity School of Bedford complies with the minimum requirements set forth in Ed 400 relative to obtaining approval to expand grade levels offered from K-3 to K-6. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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June 2021
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary **2 of 2**
Renewals

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). **One school seeks to renew their attendance approval status (AA Status).**

B. Rationale for Action

The Code of Administrative Rules Ed 401.02 provide for the following school approval categories, one of which shall be recommended for each school in the Designation Report to the State Board:

Approved (3 years or 5 years) – a school seeking continued approval meets all of the applicable requirements of Ed 403 or 404.

Preliminary Approved (1 year) – a school does not meet some of the standards of Ed 403 or 404 prior to opening but can adequately meet the needs of its students.

Conditionally Approved (1 year) – a school seeking continued approval does not meet some of the standards of Ed 403 or 404 and has identified deficiencies and a timetable for corrections.

Delay in Full Compliance – a school recommended for denied approval shall have 10 days to make a request for a grievance hearing before the Nonpublic School Advisory Council Committee in accordance with Ed 406.

Denied Approval – a school has failed to meet the requirements of Ed 403 or Ed 404 and has failed to be approved after 3 years of being conditionally approved.

C. Effects of this Action

Approval of this Report allows existing school to operate for a period of 1 year, 3 years, or 5 years, as applicable.

D. Possible Motion

I move that the State Board accept and approve the following school for a Conditional Attendance Approval Status for the period of July 1, 2021 through June 30, 2022: St. Christopher Academy

Nonpublic School Approvals

Materials for State Board Meeting, June 2021

Meskoob, Shireen

NONPUBLIC SCHOOL APPROVALS REPORT

Approvals expiring on **June 30, 2021**

Town	Name of School	Approval Status
Nashua	St. Christopher Academy*	AA

New expiration dates pending approval of State Board of Education for schools approved for

- ❖ Attendance purposes only: **June 30, 2024**.
- ❖ Attendance and Program purposes: **June 30, 2026**.

*New expiration date pending approval of State Board of Education for schools awarded a

- ❖ Conditional approval: **June 30, 2022**.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: St Christopher Academy	Phone Number: (603) 882-7442	Application Type*: AA
<p>About the School: St. Christopher Academy is a PreK through Grade 8 Catholic school. Its dual campus model consists of a lower campus that serves PreK through grade 6, and an upper campus that houses grades 7 and 8. Older students are paired with younger students, learning how to mentor and take on leadership roles while younger students learn to form new relationships and understand they are cared for by the community. The education at SCA reflects both academic excellence and a Catholic identity. The school is committed to “the whole child, including academic preparation, self-discipline, moral values and spiritual growth.” Special emphasis lies on project-based learning, works of service, and innovative technologies. The school’s mission is “a dedication to excellence in education, complimented by a strong moral and spiritual foundation within the tradition of the Catholic Church. [SCA strives] to develop students who are strong, independent, lifelong learners, who lead by example, and who live their lives with integrity and concern for others.”</p>		
Principal Address: 20 Cushing Avenue, Nashua, NH 03064		
Mailing Address: Same.		
Upper Campus: 6 Bartlett Ave, Nashua, NH 03064		
Lower Campus: 20 Cushing Avenue, Nashua, NH 03064		
Head of School: Cynthia Clarke, Principal	Email: cclarke@saintchrisacademy.org (603) 882-7442	
Authorized to Represent School: David Thibault, Superintendent of Catholic Schools	Email: dthibault@rcbm.org (603) 669-3100	
Date Application Received: 4.22.2021	Expiration Date: 6.30.2021	
Grade Levels: K-8	Current Enrollment Total: 482	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by a recognized program approval agency.	NA	Upper schools approved by NEASC; can apply for initial AP for entire school in 3 years at next renewal.
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.22.2021	Operating under the purview Roman Catholic Bishop of Manchester, which is in good standing.
<input checked="" type="checkbox"/>	Administrative organization	4.22.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	4.22.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	4.22.2021	1014 instructional hours provided to GrK, 1050 instructional hours provided to Gr1-8. Compliant with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.22.2021	Signed compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.22.2021	Signed compliance statement.
<input checked="" type="checkbox"/>	Program of studies	4.22.2021	Curriculum submitted, includes religion, language arts, English, music, art, Spanish, social studies, science, math, physical education. p.17: assessments include tests,

			papers, participation, experiments, research; student failing three+ subjects will not be promoted.
<input checked="" type="checkbox"/>	Graduation requirements	4.22.2021	NA
<input checked="" type="checkbox"/>	Student handbook	4.22.2021	Submitted and includes admissions, tuition, attendance, communications, student life, academics, health and safety
<input checked="" type="checkbox"/>	Grievance policy	4.22.2021	p.18 of handbook
	<input checked="" type="checkbox"/> Bullying	4.22.2021	p.19 of handbook, includes admin response and consequences, reporting, investigation, discipline, notification.
	<input checked="" type="checkbox"/> Teacher misconduct	5.18.2021	p.24 of employee handbook, Code of Ministerial Conduct, and actual document provided. Topics, definitions, ethics, working with minors, violations.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.22.2021	p.8 of handbook, none for students expelled for disciplinary reasons, prorated otherwise.
	<input checked="" type="checkbox"/> Restraint and seclusion	5.18.2021	p.26 of handbook, school does not use r/s.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	5.18.2021	Mark Rapaglia inspected the lower campus in 12.7.2020 identifying deficiencies. A re-inspection on 3.8.2021 indicated that the school passed. The upper campus was inspected on 11.23.2021, deficiencies noted. School corrected items on 2.19.2021.
<input checked="" type="checkbox"/>	Health inspection report	5.18.2021	Mike McGuinness of Nashua Environmental Health Dept. conducted the inspection for both campuses on 4.30.2021. Deficiencies to be corrected by late May.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.12.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.31.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	5.23.2021	The Office of Nonpublic Schools determines that St. Christopher’s Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only . Specifically, with the approval of the State Board of Education, our office will provide a letter to the school

		<p>indicating a conditional approval good for one year, through June 30, 2022. Upon addressing corrective actions as prescribed in the April 2021 health inspection, the office will move to recommend a standard approval for the remainder of the school’s approval term, good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>
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*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their the approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, *Chairman*
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

Celina Griffin
Gilford

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EXECUTIVE SUMMARY
Initial Proposal: Ed 306.04, Ed 306.26, Ed 306.27, Ed 306.37, Ed 306.46,
and Ed 306.49 Holocaust and Genocide Education
Expires: N/A, New Rule

Previously submitted to the State Board of Education, April 8, 2021,
resubmitted June 10, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal Ed 306.04, Ed 306.26, Ed 306.27, Ed 306.37, Ed 306.46, and Ed 306.49 regarding Holocaust and Genocide Education.

B. RATIONALE FOR ACTION

Ed 306.04 on local school board policy development is being proposed for readoption with amendment to add "Holocaust and genocide education" to Ed 306.04(a)(25) as required graduation competencies per Committee recommendation.

Ed 306.26 on kindergarten through grade 8 school curriculum is being proposed for readoption with amendment to add "Holocaust and genocide education", as applicable, to the required instructional time listed in (c)(1)-(2) as well as adding (h) to explain that it shall be implemented no later than 6th grade as a component of social studies or English language arts.

Ed 306.27 on high school curriculum, credits, graduation requirements, and cocurricular program is being proposed for readoption with amendment to add "Holocaust and genocide education" to (c) as well as adding (aj) explaining that it shall be implemented no later than 6th grade as a component of social studies or English language arts and continue through 12th grade.

Ed 306.37 on English/language arts and reading program is being proposed for readoption with amendment to add (d) regarding "Holocaust and genocide

education” as a requirement of an English/language arts and reading program beginning no later than grade 6, if not provided in the social studies program.

Ed 306.46 on social studies program is being proposed for readoption with amendment to add references to “Holocaust and genocide education” in (a)(1), (b)(1), and (c)(1).

Ed 306.49 on Holocaust and genocide education is being proposed for adoption to include the recommended minimum standards for a Holocaust and genocide education program.

C. EFFECTS OF THIS ACTION

If the board votes to approve this initial proposal it will be submitted the Office of Legislative Services (OLS) to begin the regular rulemaking process and a public hearing will be held on June 10, 2021.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for approve the initial proposal Ed 306.04, Ed 306.26, Ed 306.27, Ed 306.37, Ed 306.46, and Ed 306.49 regarding Holocaust and Genocide Education.

Readopt with amendment Ed 306.04, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.04 Policy Development.

(a) In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:

- (1) Absenteeism and attendance;
- (2) Promoting school safety;
- (3) Discipline;
- (4) Records retention, including electronic files;
- (5) Character and citizenship;
- (6) Meeting the instructional needs of each individual student;
- (7) Student hazing;
- (8) Student harassment, including bullying, as required by RSA 193-F;
- (9) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (10) Reporting of suspected abuse or neglect;
- (11) Promotion of a school environment that is conducive to learning and supports strong family and community partnerships;
- (12) Distance education, ~~if the district chooses to offer distance education as provided as~~ ***outlined*** in Ed 306.22;
- (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;
- (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;

- (19) Homeless students;
- (20) Wellness as required by Section 204 of the federal Child Nutrition and WIC 42 USC 1751;
- (21) Providing immediate and adequate emergency care for students and school personnel who sustain injury or illness during school hours or during scheduled school activities;
- (22) Meeting the special physical health needs of students;
- (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;
- (24) Air quality in school buildings as required by RSA 200:48;
- (25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas no later than July 1, 2015 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. Holocaust and genocide education;***
 - i. Economics, including personal finance;
 - j. World history, global studies, or geography;
 - k. Health education; and
 - l. Physical education; and
- (26) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation no later than July 1, 2015, that encompass multiple content areas outlining the knowledge, skills and work-study practices necessary for success in colleges and careers.

(b) The policies and procedures required by (a) above shall apply to each school except that (13)-(16), (25) and (26) shall not apply to elementary or middle schools.

(c) The policy relative to absenteeism and attendance shall specify procedures for the accountability and supervision of students. The policy relative to absenteeism shall not penalize students who miss class or a required school event because of a school scheduling conflict. Districts shall implement a cooperative approach which places responsibility for notification when a student is tardy, absent, or dismissed on both the parents/guardians and the school.

(d) The policy relative to promoting school safety shall require school administrators to implement procedures which relate to safe practices:

- (1) On school buses and on the school grounds, including playgrounds;
- (2) During authorized school activities, such as field trips;
- (3) Within the school building, including classrooms and laboratories;
- (4) Off school grounds during school-sanctioned activities, including, but not limited to, work-based learning and internships;
- (5) In the use of online resources; and
- (6) In managing the behavior of children including, describing how and under what circumstances restraint shall be used pursuant to RSA 126-U.

(e) Educators shall be required to know and implement the appropriate safety practices and procedures applicable to their assigned areas of responsibility and to include safety instruction in all applicable programs offered by the school.

(f) The policy relative to student discipline shall:

- (1) Include provisions regarding:
 - a. Student rights and responsibilities;
 - b. Rules of conduct; and
 - c. Penalties for misbehavior;
- (2) Be written in age-appropriate language;
- (3) Be disseminated to parents and guardians; and
- (4) Be available in written or oral form for students, parents, and guardians for whom English is a second language, whenever practical.

(g) The local school board shall review with the superintendent or chief administering officer the conditions and methods for suspension and expulsion of students developed and implemented by the superintendent or chief administering officer and the local school board in accordance with RSA 193:13.

The superintendent, chief administering officer, or designee shall keep students, parents, educators, and all other school personnel informed about school rules. Such information shall be readily available.

(h) The policy relative to records retention, including electronic files, disposition, and access shall require that complete and accurate records of students' attendance and scholarship be permanently kept and safely stored in a fire-resistant file, vault, or safe. A schedule for the retention and disposition of original records and information shall be established in accordance with RSA 189:29-a. Access to all student records and information shall be controlled by written procedures designed to protect individual rights and to preserve the confidential nature of the various types of records in compliance with the federal "Family Educational Rights and Privacy Act," 20 U.S.C. §1232g, and RSA 91-A, Access to Public Records.

(i) The policy relative to character and citizenship development shall:

(1) Include those elements of character and citizenship to be incorporated in courses of study or instilled, by example, in a caring educational environment, including but not limited to:

- a. Self-discipline, self-respect, and self-control;
- b. Pursuant to Part 2, Article 83 of the New Hampshire Constitution, humanity, benevolence, and truth and honesty with self and others;
- c. Fairness, integrity, and justice;
- d. Respect, courtesy, and human worth;
- e. Responsibility to oneself and others;
- f. Community service; and
- g. Pursuant to RSA 186:13, the rights and responsibilities of citizenship; and

(2) Be developed in consultation with school staff, administration, parents, and other representatives of the community.

(j) The policy relative to meeting the instructional needs of each student shall require administrators and educators to consider students' differing talents, interests, and development when planning the educational programs specified in Ed 306.

(k) The policy relative to partnerships among schools, families, and communities shall comply with the following standards:

(1) Schools shall strive to involve parents and family members of students of all ages and learning levels;

(2) Schools shall provide parent educational activities throughout the school year to help parents support their children's learning;

(3) Schools shall frequently communicate school performance, student progress, personalized learning strategies as adopted by the local school board and in accordance with district and graduation competencies, and academic opportunities, using both print and online formats;

(4) Schools shall work with agencies and businesses to support community-based developmental activities that prepare young children for school and promote ongoing achievement;

(5) Schools shall promote collaboration among parents, schools, and community on school improvement and student achievement projects;

(6) Schools shall strive to harness all available community resources, including but not limited to organizations, businesses, talented individuals, natural resources, and technology, to engage each student in achieving necessary skills and knowledge; and

(7) Schools shall encourage business partnerships to assist students in the successful transition to employment or further education.

(l) The policy relative to developmentally appropriate daily physical activity pursuant to Ed 310 shall recommend that all pupils participate in developmentally appropriate daily physical activity, exercise, or physical education as a way to minimize the health risks created by chronic inactivity, childhood obesity, and other related health problems. The developmentally appropriate daily physical activity policy shall be in addition to and shall not replace the physical education program requirement in Ed 306.41.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 ~~Kindergarten-~~ ***Through*** Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

(1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and

(2) An instructional program that includes:

- a. Procedures for diagnosing learner needs, learning styles, and interests;
- b. Methods and strategies for teaching students;
- 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, 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 teaching practices and play-based learning that comprise:

- a. Movement;
- b. Creative expression;
- c. Exploration;
- d. Socialization; and
- e. Music; and

(4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; ~~and~~
- h. Ed 306.46, relative to a social studies program; and
- i. Ed 306.49, relative to Holocaust and genocide education, as applicable; and*

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;

- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; ~~and~~
- j. Ed 306.47, relative to a technology and engineering education; *and*

k. Ed 306.49 relative to Holocaust and genocide education, as applicable.

(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.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

(1) Consist of activities designed to:

- a. Provide credit or supplement regular academic courses; and
- 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
- e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;

(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;

- (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
- (5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide comprehensive instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not later than 6th grade and continuing through grade 8 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require ~~that no later than July 1, 2016,~~ 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 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 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.
- (5) The extended learning opportunities in (4) above shall:
 - a. Consist of activities designed to:

1. Provide acknowledgement of achievement or supplement regular academic 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 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;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and
- (6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:
- a. Intramural and interscholastic athletics;
 - b. Performing groups;
 - c. Academic clubs and societies;
 - d. Student government;
 - e. Activities and services that afford students with disabilities an equal opportunity to participate; and
 - f. Any other activities that:
 1. Supplement and enrich regular academic courses;
 2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and
4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

- (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;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; ~~and~~
- (17) Ed 306.49 relative to Holocaust and genocide education; and**
- ~~(178)~~ Ed 306.27(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 mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.
- (h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.
- (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.
- (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 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.
- (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 306.28;
 - (2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(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;

(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

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- 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;
- 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;
- 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);
- 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

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 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 306.27(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);

(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

(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.

(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) 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;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation 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 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.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(aa) The graduation competencies in digital literacy education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(ab) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ac) 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.

(ae) 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 (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.

(ag) 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.

(ai) 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.

(aj) 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 12 as a component of a course in social studies, English language arts, or both, and across the curriculum as applicable.

Readopt with amendment Ed 306.37, effective 1-8-16 (Document #11020), to read as follows:

Ed 306.37 English/Language Arts and Reading Program.

(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:

- (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 require that an English/language arts and reading program in each middle school 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 require that an English/language arts program in each high school 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.

(d) Pursuant to Ed 306.26(h) and Ed 306.27(aj) the local school board shall require that, if not provided in the social studies program, an English/language arts and reading program in each grade, beginning not later than grade 6, provides comprehensive instruction in Holocaust and genocide education as described in Ed 306.49

Readopt with amendment Ed 306.46, effective 1-6-16 (Document #11020), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, and history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h)***, in a program consistent with ***the requirements under*** RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, **and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h)**, in a program consistent with RSA 193-C:3, III;
 - (2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;
 - (3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and
 - (4) Systematic instruction and activities designed to enable students to:
 - a. Acquire and use information to clarify issues and seek solutions to societal problems;
 - b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
 - c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
 - d. Become familiar with careers in history, the humanities, and the social sciences.
- (c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:
- (1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, ~~and~~ United States and New Hampshire history, **and Holocaust and genocide education pursuant to Ed 306.27(aj)**, 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.

Adopt Ed 306.49 as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin not later than grade 6, provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as defined by 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. Historical facts about the causes and events of the Holocaust and other genocides; and

c. How and why intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have evolved into the past into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of 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 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 hate and bias.

(b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, English language arts, or both, course(s) required as a condition of high school graduation for all students.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Adopt: Ed 318 Chartered Public Schools

Submitted to the State Board of Education, June 10, 2021:

- A. ACTION NEEDED**
A vote is needed by the State Board to adopt Ed 318, Chartered Public Schools.
- B. RATIONALE FOR ACTION**
These rules were conditionally approved by JLCAR in March. Conditions were met in April and voted on by the Board at the May 13, 2021 meeting.
- C. EFFECTS OF THIS ACTION**
If the board votes to adopt these rules the rules will be submitted to the Office of Legislative Services (OLS) and will become effective on June 11, 2021.
- D. POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 318, Chartered Public Schools.

Readopt with amendment Ed 318, effective 7-1-15 (Document #10873), to read as follows:

PART Ed 318 CHARTERED PUBLIC SCHOOLS

Ed 318.01 Purpose and Scope.

(a) The purpose of these rules is to ensure uniform application of RSA 194-B in the establishment and administration of chartered public schools.

(b) The charter school provisions of these rules shall apply to:

(1) Those persons and entities listed in RSA 194-B:3,V, as eligible to establish a charter school;

(2) An existing public school which is eligible to become a charter conversion school in accordance with RSA 194-B:3,VI;

(3) Local school boards authorized to approve charter schools under RSA 194-B:3, II; and

(4) Charter schools authorized under RSA 194-B:3-a.

Ed 318.02 Definitions. In addition to the terms defined in RSA 194-B:1, unless context makes another meaning manifest, the following terms shall have the meaning stated:

(a) “Local school board process” means the approval process set forth in RSA 194-B:3, II; and

(b) “State board process” means the approval process set forth in RSA 194-B:3-a.

Ed 318.03 Eligibility. Persons or entities eligible to apply to establish a charter school shall be organized as a nonprofit corporation in accordance with the provisions of RSA 292. Such corporation shall first establish a prospective board of trustees and prescribe the board's duties in a set of proposed bylaws which shall be consistent with the prospective board duties under RSA 194-B:5.

Ed 318.04 Application Methods. There shall be 2 methods of application for a charter school, as follows:

(a) The local school board process in accordance with RSA 194-B:3, III; and

(b) The state board process in accordance with RSA 194-B:3-a.

Ed 318.05 Waiver Provision.

(a) For good cause shown, meaning a hardship which is outside of the control of the applicant, a local school board and the state board shall waive any deadlines applying in RSA 194-B:3 to their respective actions for specific periods of time, provided that a request for a waiver shall:

(1) Be in writing and be signed by the waiver applicant;

(2) Specify the provisions of RSA 194-B:3 to be waived, the duration of the waiver, and the hardship which is outside of the control of the applicant which caused the applicant to ask for a waiver; and

(3) Include a certification that the waiver applicant has made a good faith effort to comply with said provisions.

(b) For the purposes of (a) above, a hardship which is outside of the control of the applicant shall include, but not be limited to:

- (1) Serious illness of the applicant or a member of the applicant team;
- (2) Records or documentation required for application are destroyed or damaged by fire or other accidental cause; or
- (3) A local, state, or federal emergency declaration which causes a process delay.

Ed 318.06 Applications to the Local School Board.

(a) A prospective board of trustees seeking approval for a charter school shall apply to the local school board by July 1 of the year preceding intended opening and in accordance with all of the provisions of RSA 194-B:3.

(b) In accordance with the review procedures described in RSA 194-B:3, III(c), by September 15 of the year in which the application is received, the local school board shall complete its review of the application and either approve or deny the charter application.

(c) In accordance with RSA 194-B:3, IV, the board of trustees may appeal a denial by the local school board to the state board by September 30 of the application year.

Ed 318.07 Local School Board Decision.

(a) In accordance with RSA 194-B:3, III(c), by September 15 of the year in which an application is received, the local school board shall:

- (1) Either approve or deny the charter application; and
- (2) Forward the proposed application, contract, and a written statement of its decision, as outlined in (b) and (c) below, to the state board and to the applicant's prospective board of trustees.

(b) If the application, including a proposed contract as described in RSA 194-B:3, is approved, the local school board shall file the application with the state board with a cover letter indicating the date of the local school board meeting at which the application was approved.

(c) If the application is denied, the local school board shall forward the application to the state board with a cover letter indicating:

- (1) Suggested amendments or additions to the application or contract to correct any areas deemed deficient, numbered to correspond to the list of criteria in RSA 194-B:3, II;
- (2) Any legal questions the local school board wishes the state board to address, including those issues which might require an opinion to the state board by the department of justice; and

(3) Any other matters which might be pertinent concerning the operation of the proposed charter school in the local school board's district.

Ed 318.08 State Board Review of Local Board Process and Application.

(a) In accordance with RSA 194-B:3, III(d), by December 31 of the application year, the state board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met, and shall grant or deny its approval.

(b) The state board shall notify the applicant in writing of its decision as follows:

(1) If the state board approves an application, the state board shall include in the notification:

a. A written notification of any suggested additions or amendments to the proposed application to the local school board and the board of trustees to assure compliance with any component of RSA 194-B:3; and

b. Two copies of the approved contract to the clerk of the local school district for inspection by the voters of the school district as required under RSA 194-B:3, III(e); or

(2) If the state board denies an application, the state board shall include in the notification:

a. A written explanation of the reasons for the denial;

b. The areas deemed deficient by the state board; and

c. An explanation that the applicant may reapply under RSA 194-B:3 or RSA 194-B:3-a.

(e) The board of trustees may appeal a denial by the state board in accordance with Ed 213.

Ed 318.09 Applications to the State Board.

(a) An applicant seeking state board authorization for a charter school shall submit a letter of intent to submit a charter school application to the department's office of charter schools which includes:

(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.

(b) 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 containing all of the elements in RSA 194-B:3, II(a)-(bb) and (dd).

Ed 318.10 Department, Legal, and Peer Review.

(a) An application to the state board shall not be considered complete until it has undergone a thorough and collaborative review by the office of charter schools, a legal consultant designated by the office of charter schools, and a committee of peers to ensure compliance and completeness in accordance with RSA 193-B:3.

(b) Within 10 days of initial filing, the office of charter schools shall notify the applicant of receipt of the application materials as well any missing materials required by RSA 193-B:3(a)-(bb) and (dd).

(c) Within 30 days of receipt of notification from the office of charter schools as described in (b) above, the applicant, with assistance and collaboration from and by the office of charter schools, shall submit all requested missing information, or the application shall be closed. The prospective board of trustees may submit the application materials again, which shall reset the timeline for review.

(d) A legal consultant designated by the charter school office shall complete a review and appraisal of the application within 30 days of initial filing.

(e) Within 30 days of completion of the legal consultant's review, the application and legal consultant's appraisal shall be reviewed by a committee of peers which shall consist of 3 persons with experience in charter schools, one of whom has administrative experience and one of whom is licensed by the state board as a New Hampshire educator. Conditional upon the availability of funds, the department shall provide a small stipend and travel costs to the committee of peers.

(f) Within 10 days of completion of the peer review, the department shall provide the applicant with written comments, including suggested amendments or modifications from the legal and peer review, if the department determines that amendments or modifications are needed in order for the application to be deemed complete and to ensure compliance with RSA 194-B:3, II(a)-(bb) and (dd).

(g) The applicant shall submit an amended or modified application within 30 days of receipt of notification in (f) above or the application will be closed. The prospective board of trustees may submit the application materials again, as described in Ed 318.09.

(h) The office of charter schools shall notify the applicant of a complete application within 10 days of receipt of all requested amendments and modifications, if required, or within 10 days of completion of the peer review if no amendments or modifications are requested. The notification shall include the date of the next scheduled state board meeting where the charter application will be reviewed, and the deadline for the state board's decision which shall not exceed 60 days from the date of receipt of the complete application pursuant to RSA 541-A:29, II.

Ed 318.11 State Board Approval.

(a) The state board shall notify the applicant in writing of its approval or denial of a chartered public school application within 60 days of the department's notification to the applicant of a complete application pursuant to RSA 541-A:29, II.

(b) The state board shall request in writing the applicant's presence at the state board meeting for which an approval or denial of the application is scheduled, to ask clarifying questions of the applicant.

(c) The board shall approve the application, after reviewing the application and the department's evaluation under Ed 318.10, if it determines the application is in compliance with RSA 194-B:3, II(a)-(bb) and (dd).

(d) If the board determines that more information is necessary to make a decision regarding the approval or denial of the application, upon written agreement by the applicant, pursuant to RSA 541-A:29, IV, the board shall extend the decision deadline to the next scheduled board meeting or a time agreed to by the applicant, not to exceed 90 days.

(e) The state board shall deny an application if it determines the application is not in compliance with the requirements of RSA 194-B:3, II(a)-(bb) and (dd).

(f) If the state board denies an application, the state board shall include in the notification:

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply under RSA 194-B:3, RSA 194-B:3-a in a subsequent year.

(g) The board of trustees may appeal a denial by the state board in accordance with Ed 213.

Ed 318.12 Issuance and Amendment of Charter.

(a) If the state board, under the local school board process or the state board process approves an application for a charter school, the state board shall issue a charter for the school.

(b) Once the state board issues a charter to an applicant under the local school board process who has met all the requirements of RSA 194-B:3, III,(b), (c), and (d), the board of trustees shall inform the state board in writing of the results of the vote required by RSA 194-B:3, III(e) within 10 days of the vote.

(c) For the state board process, the state board shall issue a charter to an applicant only under the conditions established by RSA 194-B:3-a and Ed 318.08.

(d) A charter approved under the local school board process shall be amended in accordance with RSA 194-B:3, XI. An appeal by the applicant to the state board of the local school board decision pertaining to a proposed amendment shall be filed within 30 days of the denial, and shall be decided by the state board in accordance with Ed 200.

(e) A charter approved under the state board process shall be amended in accordance with the following process:

- (1) A charter grantee may apply to the commissioner for amendment to its application;
- (2) After the commissioner's review the proposed amendment shall be placed on the agenda of the next regularly-scheduled state board meeting;
- (3) The state board shall notify the board of trustees in writing of its decision to grant or deny the proposed amendment, based on the charter requirements established in RSA 193-B:3, II, within 10 days of its decision, providing reasons for the decision; and
- (4) An appeal from a denial of the proposed amendment by the state board shall be in accordance with Ed 213.

Ed 318.13 Charter Renewal.

(a) A charter may be renewed for a renewal period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no later than one year before the original charter is set to expire.

(b) For the first renewal, the application shall consist of the school's fourth year annual report with a cover letter requesting renewal, except that subsequent renewals shall be based on the annual report of the year preceding expiration of the charter. The criteria listed in Ed 318.07 and RSA 194-B:16, VI, shall be used by the board to approve or deny all renewals and shall be referenced in all decisions.

(c) The renewal application process shall include:

- (1) The documents in (b) with a cover sheet to include name, complete mailing address, and contact information, signed and dated by the head of the school and the chairman of the board;
- (2) A document review including pertinent yearly accountability materials submitted to the charter school office;
- (3) Invitation for written comments; and
- (4) Recommendation of the commissioner.

(d) Tables graphs, and other data shall be clearly presented, clearly explained, and directly relevant to the text.

(e) The cover letter in (b) shall contain the following:

- (1) A concise abstract, of approximately one page, restating mission and goals and addressing what progress the school has made:
 - a. Towards its academic goals defined; and
 - b. In programmatic and organizational goals;
- (2) Current enrollment numbers and anticipated enrollment for the next 3 school years;

(3) A statement describing any changes in curriculum or instruction as a result of anticipated growth; and

(4) A report on school features, curriculum and technology programs, successes and failures in academic attainment including:

- a. A discussion of the efforts to disseminate best practices or in other ways coordinating with local or other school districts;
- b. A discussion of parent involvement to date and future plans for parent involvement;
- c. A report on past fundraising efforts and results, future fund raising goals, and plans for achieving sustainability; and
- d. A proposed budget for the following school year including:
 1. A statement on how the school will use public funds; and
 2. A detailed description of the specific board's reasoning for allocation of funds.

Ed 318.14 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; and
- (5) Whether the school is sustainable.

(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.

Ed 318.15 Revocation and Withdrawal.

(a) A charter shall be revoked for any of the reasons listed in RSA 194-B:16, II, or if the board of trustees fails to cooperate in the development of a remedial plan under RSA 194-B:16, III. If the commissioner makes a recommendation to revoke a charter, it shall give the trustees at least 90 days

notice of its intent. Revocation shall occur only after notice and opportunity for a hearing as provided under RSA 541-A:31. The hearing shall be conducted in accordance with Ed 200.

(b) A charter shall be withdrawn if the board of trustees fails to submit a progress report under RSA 194-B:3, IX.

(c) The charter shall be withdrawn if a progress report is filed but fails to:

- (1) Specify which provisions of RSA 194-B are delaying the opening of the charter school; or
- (2) Provide a remedial plan for the school to overcome any obstacles.

Ed 318.16 Policy Development. The school shall develop policies in accordance with the following:

(a) Records retention in accordance with RSA 189:29-a;

(b) Promoting school safety including:

- (1) Reporting of suspected abuse or neglect pursuant to RSA 169-C:29;
- (2) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (3) RSA 193-F, pupil safety and violence prevention; and
- (4) RSA 126-U, limiting the use of child restraint practices; and

(c) Developmentally appropriate daily physical activity pursuant to Ed 310 and RSA 189:11-a, V-VI.

Ed 318.17 Charter School Annual Report Requirements.

(a) In addition to the requirement of RSA 194-B:10, each charter school annual report shall include at a minimum the following elements:

- (1) A statement explaining how the school is meeting the goals of its mission statement;
- (2) Any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws;
- (3) Any recusals made by a member of the board of trustees under RSA 194-B:5, VII;
- (4) How the school is implementing all the requirements and any options allowed by RSA 194-B:8;
- (5) The attendance rate of pupils enrolled at the school as reflected in the school's average daily membership;
- (6) The number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement;

- (7) The number of incident reports prepared under RSA 126-U:7, child restraints notice and record-keeping requirements;
- (8) The number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6;
- (9) The percentage of pupils who either were promoted to the next grade level or graduated from high school;
- (10) A description of the community services available at the school site;
- (11) The school calendar, including hours of operation;
- (12) The total number of pupils enrolled at the school during the previous school year;
- (13) The transportation services available if any;
- (14) A financial statement setting forth the revenue and expenditures for the year just ended;
- (15) A balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities; and
- (16) Projections of income and expenses for the upcoming school year.

(b) If the information required for the annual report has been previously submitted, the document in which it was submitted shall be attached or the manner in which it was submitted shall be referenced, in the annual report.

Ed 318.18 Review of Annual Reports. The commissioner shall review the collected data from each authorized charter school in accordance with the requirements of RSA 194-B and Ed 318.16, for the purpose of providing, to the state board, an ongoing status report of each charter school. The data specifically required shall not exceed the reporting requirements of New Hampshire public schools.

Ed 318.19 Deadlines for Pupil Enrollment.

- (a) A charter school approved under the local school board process shall accept applications for students only after the date when the charter school contract was ratified by the school district legislative body under RSA 194-B:3, III(e).
- (b) A charter school approved under the state board process shall accept applications for students only after the charter has received approval from the state board.
- (c) If a pupil accepts admission to a charter school, receipt of student records from the student's previous school shall constitute proper notification of enrollment by the charter school.

Ed 318.20 Assurances Against Discrimination.

(a) If any of the persons or entities listed under RSA 194-B:15 and RSA 194-B:16, I, believes a charter school has violated any of the anti-discrimination provisions of the school's own charter, the matter shall, for a charter school approved under the:

- (1) Local school board process, be directed to the school board for review and disposition; and
 - (2) State board process, be directed to the state board for review and disposition pursuant to Ed 200.
- (b) A decision of the local school board may be appealed to the state board, in accordance with Ed 200.
- (c) A decision of the state board may be appealed in accordance with Ed 213.

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 318.01	RSA 194-B:3
Ed 318.02	RSA 194-B
Ed 318.03	RSA 194-B:5
Ed 318.04	RSA 194-B:3
Ed 318.05	RSA 194-B
Ed 318.06	RSA 194-B:3
Ed 318.07	RSA 194-B:3
Ed 318.08	RSA 194-B:3
Ed 318.09	RSA 194-B:3-a
Ed 318.10	RSA 194-B:3 and RSA 194-B:3-a
Ed 318.11	RSA 194-B:3
Ed 318.12	RSA 194-B:3
Ed 318.13	RSA 194-B:3
Ed 318.14	RSA 194-B:3
Ed 318.15	RSA 194-B:16
Ed 318.16	RSA 194-B:11
Ed 318.17	RSA 194-B:3
Ed 318.18	RSA 194-B:3
Ed 318.19	RSA 194-B:3
Ed 318.20	RSA 194-B:15 and RSA 194-B:16,I

April 19, 2021

Mr. Andrew Cline
361 N. Amherst Road
Bedford, NH 03110

Petition for a change of NH Administrative Rules related to Special Education

Dear Mr. Cline & State Board of Education Members,

My name is Shannon Ulery, and I am a resident of Windham, NH. Please accept this correspondence as a petition a change to all NH Administrative Rules relative to Special Education that refer to a “Certificate of Attendance” or “Certificate of Completion”.

Please amend all rules relative to a “Certificate of Attendance” or “Certificate of Completion” to also include the term: “Alternate Diploma”. (i.e., Ed 306.27, letter Q, #4.)

The term “Alternate Diploma” is set forth in the technical advisory issued by NH Education Commissioner Frank Edulblut dated December 21, 2017. (see attached)

It is important this term be added to the Rules for several reasons. As this diploma option is identified per the technical advisory for school districts and students, it should be reflected as such in the Rules themselves, instead of an outside document that a district/family may or may not be aware of. In addition, the current program used to create IEPs in the state of New Hampshire (NHSEIS) does NOT currently recognize the term Alternate Diploma; and also, does not give this term as an option in drop-down boxes where a selection must be made. The only current options in these drop-down boxes are Regular Diploma or Certificate of Attendance.

In many school districts that recognize the Alternate Diploma this causes an incorrect IEP indication which follows the student through their education.

Districts are given no other option but to mark an incorrect identifier on an official document required by the state. As a parent I'm not sure how the state expects me to be ok with an incorrect designation on my child's IEP, which is supposed to be a legal document for the purpose of education. My son deserves better. He deserves the respect and recognition for the goal in his IEP he is working toward as our district does in fact recognize an Alternate Diploma.

I would like to express my gratitude for the Technical Advisory allowing for the Alternate Diploma, however, this must be carried out to the full extent by:

1. Being updated in any and all rules that indicate the current Certificate of Diploma and Certificate of Completion related to Special Education.
2. Being updated in NHSEIS as soon as possible so IEPs can be completed correctly. Not allowing for the actual terminology to appear on the IEP in multiple places is inaccurate, unfair, inequitable and disrespectful to students.

If you have any questions, I can be reached at 603-818-8008.

Thank you for your consideration –

Shannon Ulery
9 Magnolia Rd.
Windham, NH 03087



New Hampshire

Department of Education

Serving New Hampshire's Education Community

Technical Advisory

Alternate Diploma

Ed 306.27(q)(4)

This Technical Advisory provides information for school districts who are interested in offering an alternate diploma as outlined in the Every Student Succeeds Act (ESSA) for students with Individualized Education Programs (IEPs).

The New Hampshire Department of Education (NHDOE) has received questions from school districts regarding the option of an alternate diploma under ESSA. The “State-defined alternate diploma” is another graduation option that may be appropriate for some students with significant cognitive disabilities. The NHDOE is endorsing the alternate diploma and encourages school boards to review this option.

ESSA allows school boards and boards of trustees for chartered public schools to adopt policies that would provide schools with an option for granting a “State-defined alternate diploma.” This diploma shall only be awarded to students who have the most significant cognitive disabilities and who participate in the State’s alternate assessment. Whereas the determination of a student participating in the alternate assessment is the responsibility of a student’s IEP team, including the parent, the decision to award the alternate diploma would also be the responsibility of the student’s IEP team.

Therefore, students with Section 504 plans or students without IEPs could not be awarded an alternate diploma. Additionally, students with IEPs who are granted an alternate diploma may not be prevented from working towards meeting the requirements for the regular high school diploma. This means that being awarded the alternate diploma does not end a student’s eligibility for special education.

New Hampshire Administrative Rules for Education, Ed 306.27(q)(4) states that:

Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

The State-defined alternate diploma would provide students who may have ordinarily been awarded a certificate of attendance with the option to achieve a diploma. The language for establishing the State-defined alternate diploma and outlining who qualifies for it, under what circumstances is found in ESSA and is as follows:

ESSA, Section 8101(a)(23) provides the ability to grant the alternate diploma in the section that defines the term “extended year adjusted cohort graduation rate” (extended year ACGR). The extended year ACGR “includes the number of students earning a regular diploma before, during or at the conclusion of one or more additional years beyond the fourth year or a summer session immediately following the additional year of high school.”

Issued by:

Frank Edelblut, Commissioner

Date Issued:

December 21, 2017

Supersedes
issue dated:
NEW

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New Hampshire

Department of Education Technical Advisory

Serving New Hampshire's Education Community

Alternate Diploma

Ed 306.27(q)(4)

The intent of this section is to outline the formula by which the State would calculate this graduation rate. This section clarifies that, among other qualifying instances, a student would be calculated at this rate if he/ she is a student:

- with the most significant cognitive disabilities in the graduation cohort, as adjusted under clause (i);
- assessed used the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D); and
- awarded a State-defined alternate diploma that is—
 - (AA) standards-based;
 - (BB) aligned with the State requirements for the regular high school diploma; and
 - (CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and (II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

School districts that currently offer an alternate diploma are encouraged to review their school board policies to ensure compliance with ESSA.

For more information regarding the State-defined alternate diploma please contact:

Elizabeth Carlotto
New Hampshire Department of Education
Tel. 603-271-4982
Email: elizabeth.carlotto@doe.nh.gov

Issued by:

Frank Edelblut, Commissioner

Date Issued:

December 21, 2017

Supersedes
issue dated:

NEW

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Upcoming State Board of Education Rulemaking 2021/2022

Rule #	Rulemaking Title	Rule Expiration	In Committee?	Reason and Timeline for Rulemaking
Ed 306	Minimum Standards for Public Education	Various, earliest is 2024	Yes	Expiration and reorganization/overhaul
Ed 310	Developmentally Appropriate Daily Physical Activity	6/15/2023	No	Expiration
Ed 311	School Health Services	7/26/2024	No	Expiration
Ed 316	Procedure to Mark Drug-Free School Zones	7/26/2024	No	Expiration
Ed 317	Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process	6/15/2023	No	Expiration
Ed 320	Manifest Educational Hardship	N/A	No	Statute Change
Ed 506.01 – Ed 506.11	Administrator Educator Endorsements	12/21/2022 and various	Yes	Expiration/PSB – With a few of these licensing rules nearing expiration, the PSB has condensed these rules by identifying the similar competencies and creating a new rule for Professional Education Requirements for Administrators.
Ed 507	Teacher Educator Endorsements	N/A	No	Reorganization of endorsements as well as cleaning up the intro language for each rule and clarifying the statement of eligibility requirements for each endorsement.
Ed 508	Specialist Educator Endorsements	N/A	No	Reorganization similar to above
Ed 504.12	Master Teacher License	Expired	Yes	Expiration/PSB
Ed 507.04	Comprehensive Agricultural Educator	12/21/2022	Yes	Expiration/PSB
Ed 507.11	Elementary Education Teacher	3/27/2024	Yes	Expiration/PSB
Ed 507.17	ESOL Teacher	2/22/2023	Yes	Expiration/PSB
Ed 507.18	Early Childhood Education Teacher	5/18/2022	Yes	Expiration/PSB – Looking into combining some requirements into a performing arts license
Ed 507.20	Library Media Coordinator			

Rule #	Rulemaking Title	Rule Expiration	In Committee?	Reason and Timeline for Rulemaking
Ed 507.35, 507.39, 507.	Theatre Teacher and Music Teacher	5/18/2022	Yes	Expiration/PSB
Ed 507.36	Ed Interpreter/Transliterator	12/21/2022	Yes	Expiration/PSB
Ed 507.37	Classical Languages Teacher	5/18/2022	Yes	Expiration/PSB
Ed 507.48 and Ed 507.49	Comprehensive Marketing and Comprehensive Business Educator	12/21/2022	Yes	Expiration/PSB – Looking at combining the license requirements
Ed 513	Renewal Criteria	12/21/2022	No	
Ed 602-Ed 611	Approval of Professional Education Programs	3/22/2023	Yes	Expiration/CTE
Ed 612-Ed 614	Educator Preparation Programs	N/A	No	Since reorganizing the Ed 500 rules, the Ed 600 rules that correspond to the educator endorsements need to be readopted with amendment to point to the correct rules.

New Hampshire

State Board of Education

Minutes of the Charter School Retreat - part 2

Meeting held via Zoom webinar due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The NH State Board of Education Charter School Retreat meeting was convened by Drew Cline, Chair. The meeting was held via Zoom Webinar due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Ann Lane, Sally Griffin, Richard Sala, Ryan Terrell and Drew Cline, Chair.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. Review of charter school reporting and accountability requirements

Drew Cline shared that this is a continuation of the October Charter School Retreat. A gap was identified, and a revision was passed. This retreat is for the

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purpose of looking at a gap in the rules for accountability. There is language in the law that allows State Board set rules for charter school reporting. There are rules for the annual reports, but not governing other reporting. The rules protect the charter schools, the Board, and the parents and students.

AGENDA ITEM IV. Gray areas where gaps exist in reporting and accountability

Nate Greene shared the statute 194.b10, which sets reporting requirement. Nate Greene and Jane Waterhouse have worked to get the annual report to match what was in the rules. They provide a template to ensure charter schools are reporting the correct information. Charter schools are required to submit an annual audit. The statute, under ii, includes a financial audit and report, but that information is included in the annual report, so a second report is not being requested. Drew Cline shared that this has been discussed as a proposed change in the legislature. The purpose of the review is to find any confusion in the law to be cleaned up.

Under iii, the statute mentions a first-year program audit. It is a valuable process for the first year. The statute also mentions an audit every three years and that has not historically been done. Charter schools already undergo an extensive renewal process, which could be redundant in information. Drew Cline commented that the rules can be created to get accountability information that would be valuable and not redundancy. Ann Lane asked if legislature could clarify

the intent of this requirement because it is not done for traditional public schools. Drew Cline shared that the requirement is old, and the current legislature may not have insight into the purpose.

Under 194.b3, charter schools are required to outline proposed accountability plan. This allows charter schools to create their own plan and there is a need for consistency to help the charter schools with a template and ensure it includes what the Board and DOE want to see in the plan. Drew Cline shared that there has been feedback that charter schools want some guidance. Ann Lane stated that the Board should look at stand out reporting and accountability plans from charters as a starting point in creating a template.

AGENDA ITEM V. Discussion of how the board wants to fill those gaps in:

A. Reporting

The Board reviewed Ed 318.16, charter school annual report requirements. There are 16 requirements total. The law requires the number of people served by the school and their respective tuition rates, a discussion of progress made towards the achievement of the school's academic and other goals set forth in its charter. These legal requirements must be in the rule. Drew Cline shared that the language of "a statement explaining how the school is meeting the goals of its mission statement" allows for some schools to provide very little information. Jane Waterhouse shared that the reports aren't listing the goals, just any progress that's

been made. The Board suggested wording that would not be too prescriptive or vague. Drew Cline suggested that if an accountability plan spells out metrics and goals, there can be a requirement to report how they are doing on their accountability plan. Focusing on the mission statement could include a summary and progress toward their mission. Separating the mission and goals would help focus schools on both ideas. Nate Greene suggested the wording include academic and programmatic goals and the progress made toward achieving those goals. Number 1 would be mission statement and Number 2 would be academic and program goals.

Jane Waterhouse shared that she also includes organizational goals in her suggestions to schools. Organizational goals are made by the board of trustees on the organization as a whole. Programmatic would be just the educational program. The Board discussed adding organizational goals to the rule language in Number 2. The template would have the 3 types of goals separated with examples.

Ann Lane shared that Ed 318.17 states that the requirements cannot exceed what's required of New Hampshire public schools. Nate Greene shared that similar reporting for traditional public schools are listed in 193c. Drew Cline shared that charter schools have a different structure which requires a different method of reporting. Richard Sala put forward the idea that traditional schools are not required to provide metrics. He also stated that a lack of bureaucratic oversight

is synonymous with lack of oversight. Drew Cline asked for feedback on how the requirements are received at the school level.

Nate Greene shared that many charter schools have a unique mission and traditional metrics do not show their progress. Allowing different metrics allows charter schools to show their unique progress. The mission and goal reporting requirements are meaningful. Richard Sala asked if the schools typically included long and short-term goals or if that needs to be included in the requirements. Drew Cline shared that putting it in the rule would force that differentiation and not everyone thinks that way in the beginning. Jane Waterhouse shared that first-year goals are difficult to create. The progression of having short- and long-term goals is a natural process. Jane Waterhouse shared the need for training on writing and creating goals for administrators. Ann Lane concurred that the expectation is that yearly schools will assess where they are and provide a plan.

Formerly Number 2, now Number 3 requires information on board of trustees and bylaws. Drew Cline shared that may not be valuable in an annual report. Ann Lane commented that reading the bylaws of one school showed biases in their bylaws. Ryan Terrell asked if changing these things indicate issues that should be looked at by the Board. Sally Griffin suggested adding this requirement to Number 2 organizational goals. Richard Sala shared that he thinks this is something that could be taken out. Jane Waterhouse shared that this information is public record. Drew Cline shared that any problematic changes are

typically reported by parents rather than in the annual report. Sally Griffin shared that removing the requirement altogether could result in a school not reporting they are operating with fewer board members until they are up for renewal.

The Board discussed requiring a list of board members rather than a report of every change. Parents can see this information on the school's website. Asking for it in the annual report is only for State Board members. Ryan Terrell suggested asking schools to include a link to where the information is publicly accessible. Nate Greene doesn't think that this part of the annual report isn't reviewed extensively. Instead, they assist schools as needed throughout the year. A bigger concern is ensuring that necessary information is made public. The Board discussed ways to raise awareness and provide support to help all meeting information is made public. Drew Cline shared that Number 2 will be removed.

Number 3 is in regard to disclose any recusal involving a trustee who's also an employee, agent or board member of a for profit entity with which the school contracts. Ann Lane asked if that would also be included in their meeting minutes. Drew Cline shared that it should be an asked if there is value in the state receiving this information. Nate Greene shared that this adds little to no value in the review due to the high specificity. The Board agreed to remove this rule.

Number 4 requires the report to include how the school is implementing all the requirements and any options allowed by RSA194.b8. It lists all required

charter legal requirements. Drew Cline shared that the wording allows them to just include a sentence that they are meeting all requirements. Nate Greene shared that it is unreasonable to detail how they meet all state and federal legal requirements. A self-report is unlikely to reveal a problem. The Board agreed to remove this rule.

Number 5 asks for average daily membership. Nate Greene shared that this is used for state payments. This is something traditional public schools report as well. Drew Cline is if this is the most valuable way to look at enrollment. Ann Lane asked if there is anywhere else in the report if they are meeting their goals for enrollment. Nate Greene shared that it shows the number of days a student was enrolled in the school. There are other ways to look at enrollment and attendance. ADM is meant for payment structure. Drew Cline asked what information this number provides and what information might be more valuable. Nate Greene shared that this number could signify the amount of student movement in and out of the school. Information on enrollment may be a better metric. Richard Sala shared that overall enrollment is more useful. The Board discussed ways to get relevant enrollment numbers. Ann Lane asked to include if the charter schools are meeting their projections for enrollment. Drew Cline suggested requiring previous year's enrollment, current year's enrollment, and projected enrollment for the current academic year. The Board agreed on this change.

Number 6 requires the number of incidents that occurred on the school grounds and that required the intervention of local, state, or federal law enforcement. Drew Cline shared he finds this useful. Ann Lane shared that they already receive a yearly report that states all of the schools with incidents and what those incidents were. Drew Cline shared the three audiences for the annual report are the State Board of Education, the Department of Education, and parents. They are required to give a copy of the annual report to parents. Parents would not receive the other report of incidents. The Board agreed to leave this rule.

Number 7 requires the number of incident reports prepared under RSA 126.07 regarding restraints. Ann Lane asked if this could be combined with 6. Drew Cline suggested combining 7 and 8. Number 8 is the number of substantial incidents of bullying or cyber bullying as identified in RSA 193.06. These are reports they have to compile anyway and just have to put that number in the annual report. Nate Greene shared that a digital template may be created with open response areas, but automatically collect the data that is already provided in another place.

Number 9 asks for the percentage of students either promoted or graduated. Drew Cline shared he finds this useful because it is a way to show how well students are doing. Sally Griffin shared she finds this data useful. Ann Lane asked if it would be reasonable to include post-secondary choices. Drew Cline responded that some schools may not know that information. Nate Greene shared

that this would not be information that's easy to gather and would depend on the community. The Board discussed the relevance and usefulness in relation to the amount of time it would take to gather this information. The Board decided to discuss this with schools to find how feasible this requirement would be.

Number 10 requires a description of the community services available at the school's site. Jane Waterhouse shared that schools interpret this in different ways. A lot of schools talk about community services students engage in as required credits. Some schools report on how they open up the school to allow community organizations into their facility. Drew Cline responded that the wording is vague. Nate Greene shared that he hopes the Board can define this more narrowly because it is challenging to help charter schools interpret what is being required. Drew Cline shared that the intent most likely was to find opportunities available to the students. Ann Lane shared that she feels there's little value because it is very much based upon demographics unless it affects curriculum. Richard Sala shared that the three-year review should be a site visit because the annual report is already a paper report. The idea of community involvement would be better served from a site visit over a summary. The inclusion of community service does highlight that charter schools bring value to the community overall. Drew Cline suggested asking for a summary of the community involvement through the year. The Board agreed.

Number 11 asks for the school calendar including hours of operation. Drew Cline shared he finds this useful. The Board shared no concerns.

Number 12 asks for the total number of people enrolled during the previous school year. Drew Cline shared that this was already covered in a previous rule and this can be removed.

Number 13 requires transportation services available, if any. Drew Cline shared that information seems fair to include. There were no concerns.

Number 14 requires a financial statement setting forth revenue and expenditures for the year. Drew Cline stated schools are required separately to have an annual financial audit. The financial statement is different than the audit. He asked how this financial statement is different and what value it adds. Jane Waterhouse shared that the audit is a year behind and the financial statement provides the current year. The Board had no concerns.

Number 15 requires a balance sheet setting forth assets, liabilities and fund balances, equities, and projections on incomes and expenses. Jane Waterhouse shared that the projections are the budget for the following year. Ann Lane suggested changing it to ask for budget to eliminate questions. Drew Cline shared that the rule is very specific where budget is vaguer.

Richard Sala shared that he thinks 15 is unnecessary with 14 and 16. Drew Cline summarized that 14 is a financial statement for the year just ended, 15 is a balance sheet. A balance sheet shows where a school is financially overall. Phil Nazzaro shared that they show different information. Richard Sala asked about the public school equivalent. Nate Greene shared the closest equivalent is the DOE 25s that public schools have to fill out and send in. Charter schools generally also complete the DOE 25, but there is not statute requiring it. Richard Sala brought back the idea of not asking more of charter schools than public schools. Drew Cline shared that since charter schools don't get the same funding as public schools, the balance sheet helps show their financial management ability and if they need assistance. It is information they should have readily available.

The Board will seek additional info in comparison to the DOE 25. Richard Sala asked if it would be reasonable to ask for balance sheet or a DOE 25. Drew Cline suggested looking at both requirements side by side to compare before making a final decision. Nate Greene shared that it's been discussed adding the requirement to the legislature for charters to complete the DOE 25, which would theoretically eliminate some information in the annual report.

Drew Cline reviewed the revisions made. The list was revised from a 16 list to a 12-point list that is more focused on useful information. He asked if anyone felt anything was missing. There were no concerns expressed. The revised

document will be given to Amanda Phelps to review and then it will be turned into an initial proposal.

Kaitlyn shared information on the DOE 25 requirement. The DOE 25 doesn't include any budgeting. The new law needs to be looked at to see if it requires a budget or just the DOE 25. The DOE 25 has some asset information, but it's not detailed. It's a summary of revenue and expenditure used to comply with state and federal finance reports. Charter schools also have to complete nonprofit reporting.

Drew Cline shared that there is no rule making on the financial audit and asked if there are any issues with the annual financial audit. Jane Waterhouse shared that there needs to be clarification on the format of the audit due to a lot of confusion among schools. Drew Cline shared that he would like more information and possibly presentations before deciding on accounting principles. Nate Greene shared that the statute requires charter school audit must be requested in the same manor as public schools. They are requesting a rule because not everyone agrees to provide audits in the requested format. A rule would provide the DOE with backup. Drew Cline asked to discuss making a presentation at a later meeting to clarify issues and what a potential rule might be.

Drew Cline shared a requirement for first year and three-year program audits. He asked about the state of rule making around program audits in terms

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of how it affects the first-year audit. Jane Waterhouse shared that the first-year program audits include a training on what the DOE is looking for: implementation of the charter as it is written. They look at the organization as a whole to ensure the school is aware of all the reporting they need to do, that they stay up to date on reporting, that they have completed all their financial reports, that financial reports are clean, that they are implementing fundraising and student recruitment. There's no metric. The audit looks at if the school is doing what's in their charter. If they're not, a correction plan is made. Drew Cline asked if there are any issues that would require rule making. Jane Waterhouse shared that is always great support. Schools have been grateful that the DOE is helping them through their first year. Drew Cline stated the law requires the audit, but there is no real rulemaking to define the audit. He asked if there is any practical reason to add rules when it seems to be working in the absence of rulemaking. Jane Waterhouse shared that the information in the RSA is justification.

Drew Cline brought back the idea of the three-year audit being an in person visit. The law states it needs to be a program audit. There is currently no rulemaking on the three-year audit. Richard Sala stated a benefit of an in-person audit is it gives the Board an opportunity to see the educators and students in New Hampshire. The law states it has to be a DOE audit, which is a resource issue. Richard Sala responded that the Board would conduct the in person and then meet with the Department to report back. Drew Cline suggested thinking about a rule defining a Department audit as consisting of a site visit and focus on that rather

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than a detailed paper audit. Jane Waterhouse shared that the renewal involves a site visit and the first-year audit site visit is only Jane. The barrier in a site visit would be lack of staffing at the Department.

B. Accountability

Drew Cline shared that under the law and existing rule there are audits, annual report and renewal. Renewal and revocation are where there is the most accountability. It's been identified that there is a gap in this area. There is a wide authority for writing rules on revocation and renewal. Those rules spell out the renewal application process. Ed 318.15 Revocation and Withdrawal states the list of reasons to revoke. There are some rules governing this law. The rules have only been written focusing on the revocation process.

The gray area lies prior to the revocation process. It is unclear what the Board's process and authority is to intervene in a school's management. What kind of rulemaking could or should be done to provide accountability framework and legal process based upon complaints that falls outside of the revocation process? There are no rules to allow the Board to act upon parent complaints outside of the revocation list. Ann Lane clarified that the missing piece is an opportunity for review and potential remediation. Drew Cline shared that the only current remediation is through the hearing officer process, which is a high bar. The

Board needs to discuss rules that would allow for a separate process from revocation.

Nate Greene shared that currently parent complaints come into the Department and the issue is discussed. The DOE tries not to bring it to the Board because it tends to lead to the pathway of revocation. There is a missing level of being able to take action when a charter is violating a statute or policy in their charter. The DOE currently uses the charter school grant to bring schools into compliance.

Drew Cline stated that there is an ability to write rules separate from the revocation process for complaints on violation of a charter. The rules would lay out a process of investigation to deal with these complaints. Sally Griffin stated the revocation process has levels and tying the investigation to revocation encourages compliance. Richard Sala shared that the law references a remedial plan, and a rule would help lay out the steps of that process.

Drew Cline shared that he would like to create a subcommittee to work with Chris Bond to discuss what should be in the rules to deal with complaints. Sally Griffin shared that the Board has already gone through a revocation which would help in creating this path. Drew Cline proposed appointing a charter school subcommittee of the Board to take on redoing some of the charter school rules.

Richard Sala, Ryan Terrell and Kate Cassady were the suggested subcommittee members.

Motion: Drew Cline made a motion, seconded by Sally Griffin to appoint a charter school subcommittee consisting of Ryan Terrell, Richard Sala, and Kate Cassady to focus on addressing rulemaking on charter schools.

Vote: The motion was approved by roll-call vote by State Board of Education Members Phil Nazzaro, Ann Lane, Richard Sala, Sally Griffin, Ryan Terrell, and Chair Cline.

AGENDA ITEM VI. ADJOURNMENT

Motion: Ryan Terrell made the motion, seconded by Richard Sala to adjourn the meeting.

Vote: The motion was approved by roll-call vote by State Board of Education Members Phil Nazzaro, Ann Lane, Richard Sala, Sally Griffin, Ryan Terrell, and Chair Cline.

New Hampshire

State Board of Education

Minutes of the May 13, 2021 Meeting

Meeting held via Zoom webinar due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:04 a.m. The meeting was held via Zoom Webinar due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell and Drew Cline, Chair. Board member Sally Griffin was not able to attend due to prior commitment. Frank Edelblut, Commissioner of Education was also in attendance.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

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There was no live public comment and any written commentary submitted will be posted to the public materials on the Board's [website](#).

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. Motion for Reconsideration~ Student/Pinkerton Academy~SB-FY-21-11-005

It was noted that this case had been held in nonpublic session and any discussion of this motion by the Board would also have to be held in nonpublic session. There was no Board discussion.

MOTION: Richard Sala made the motion, seconded by Ann Lane that the State Board deny the motion for reconsideration.

VOTE: The motion was approved 4-1 by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro and Ryan Terrell with Chair Cline abstaining.

B. Summary of Withdrawn Cases

A list of withdrawn cases was submitted to the Board prior to the meeting. There was no discussion.

C. Federal Civil Rights Laws

Commissioner Edelblut introduced Kimberly Richey, Senior Fellow for Education at the Texas Public Policy Foundation and former Acting Assistant Secretary for Civil Rights at the U.S. Department of Education. Kimberly Richey shared that she would discuss the application of federal civil rights laws to crucial issues. Over the last 3 years there has been a trend in commitment from schools to address the issues of racial equality and equity in the education system.

Federal law is clear that every child has a right to learn in an environment free from discrimination. Title VI of the Civil Rights Act of 1964 is the federal antidiscrimination law that applies to all schools that receive federal financial assistance or funding from the U.S. Department of Education. Title VI states that no person in the United States shall on the ground of race, color or national origin be excluded from participation in, be denied the benefits of, or be subject to discrimination in any program or activity within schools that received funding from the department. Title VI regulations state that schools may not on the basis of race, color or national origin provide different services to students or provide services differently to students.

The Equal Protection Clause of the 14th amendment also protects students and staff from discrimination on the basis of race. The Supreme Court has made clear that any government-imposed race-based classification is subject to the highest legal scrutiny. This includes race-based classifications and race considerations imposed by schools. Under the strict scrutiny standard, racial classifications are constitutional only if they are narrowly tailored and achieve a compelling government interest. Schools must demonstrate that available, workable, race neutral alternatives did not suffice or did not allow them to meet their intended goal. The law presumes that racial classifications exacerbate racial prejudice and are only allowed in extreme situations. The use of race as a proxy is forbidden.

Kimberly Richey shared that this applies to schools when districts develop and identify curriculum, as school boards implement policies and when teachers develop lesson plans that incorporate external materials. They will all be evaluated under this legal standard. Not meeting the standard, schools risk violating Title VI and the 14th amendment. Activities that are conducted and administered exclusively on the basis of race or that draw distinctions on the basis of race would not meet this standard. This would include the use of biased materials or instruction in schools and the assignment of stereotypes or acting on assumptions based on race. There are legally permissible and educationally appropriate to challenge and oppose racism, but all students must be treated equally.

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Ann Lane asked how this message is being disseminated across the country. Kimberly Richey shared that there are many parent-led groups getting involved in the education system. These groups are unifying and developing a strong front to challenge some policies. Phil Nazzaro asked how these laws apply to content and curricula. Kimberly Richey answered that it depends on the state. When the curriculum potentially violates the law and 14th amendment, the entity charged by a state with overseeing curriculum to ensure schools aren't violating civil rights laws has oversight.

AGENDA ITEM V. PUBLIC HEARINGS

A. Criminal History Record Check Credential (Ed 504.12, Ed 505.07, Ed 505.08 and Ed 505.09)

The session remained open from 10:00 a.m. to 10:34 a.m. with no public comment.

AGENDA ITEM VI. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Granite State College (GSC)

1. Substantive Change

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education shared that Granite State College is requesting an extension as they plan to close out two of their programs: special education teacher in the area of blind and vision, and special education teacher in the area of deaf and hearing disabilities. In order to commit to current candidates in the program, to ensure those candidates are provided the coursework to complete their programs, the extension is needed.

Chair Cline asked where this leaves the state with Professional Education Preparation Programs (PEPP) for those two classifications. Laura Stoneking shared that the numbers are significantly lower due to a lack of full-time positions. Granite State holds the only two for blind and vision and deaf and hard of hearing. There are three other pathways in which candidates can become licensed and receive support for some coursework through the institutions. The pathways are: out of state programs, complete a psych-based licensing plan, or meet the requirements through demonstrative competencies. Chair Cline asked how many people currently hold this license. Laura Stoneking shared she does not have that information.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education approve the extension and elimination of both the blind and vision

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disabilities program and the deaf and hearing disabilities program.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

2. Full Professional Education Preparation Program Review

Laura Stoneking shared that Granite State was slated to have its full program review completed last year. The pandemic and school closures impacted the process. The Board granted a one-year extension. Granite State College is a broad-based program utilizing adjunct faculty spread throughout the state. They also have Council for the Accreditation of Educator Preparation (CAEP) accreditation. All programs are being recommended for full approval having met or exceeded the Ed 600 and Ed 500 standards.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro that the State Board of Education to grant Granite State College full approval of the following PEPPs through 8/30/2028: 612.19 Digital Learning Specialist, 612.03 Early Childhood Education Teacher, 612.071 Early

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Childhood Special Education Teacher, 612.04
Elementary Education Teacher, 612.07 General
Special Education Teacher, 612.17 Mathematics
Teacher, 612.18 Mathematics Teacher, 614.02
Reading and Writing Specialist, 612.02 Reading and
Writing Teacher, 612.10 Special Education Teacher in
the Area of Emotional and Behavioral Disabilities,
612.08 Special Education Teacher in the area of
Intellectual Disabilities, 612.11 Special Education
Teacher in the Area of Specific Learning Disabilities.

VOTE: The motion was approved by roll-call vote by State
Board of Education Members Ann Lane, Kate
Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell
with Chair Cline abstaining.

B. New England College (NEC)~Substantive Change Request

Laura Stoneking shared that New England College has several programs
they are eliminating and are requesting an extension to ensure completion of the
program for any candidates that are currently enrolled.

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Chair Cline asked about enrollment in programs that are being eliminated as well as programs being kept. Dr. Patricia Corbett, Dean of Undergraduate Programs, shared that some programs have low enrollment, some have a downward trend in enrollment and other programs are doing well. At the undergraduate level, NEC has a strong special education and elementary education program. With the graduate programs, advanced certifications are being recommended to be taught out due to enrollment. The principal certification and superintendent programs are doing well and are paired with the doctoral program.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education approve the extension elimination of the following PEPPs: Visual Arts Teacher, Life Science Teacher for Grades 7-12, Reading and Writing Specialist, Curriculum Administrator, and Special Education Administrator.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

C. Southern New Hampshire University (SNHU) ~ Substantive Change Request

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Laura Stoneking shared there were three substantive change requests that came from SNHU. Two of the three require board approval. Leah Grimes, Office Coordinator, Office of Educator Preparation, shared that in December 2019, SNHU submitted a substantive change to move secondary certification to the graduate level and it was approved. They are asking to reinstate these programs at the undergraduate level for accessibility while also keeping the graduate program. Bryan Belanger, SNHU Director of State Certification and Licensure, shared that Chair Cline had previously shared that getting certification in these high need areas would require an advanced degree. Taking the advice of the Board, SNHU is keeping the programs at both levels while also offering a career pathway for someone with a career change or advanced degree.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education grant the reinstatement of the previously removed undergraduate approval for the secondary PEPPs listed below: English Language Arts Teachers Grade 5-12, Mathematics Teacher Middle Level, Mathematics Teacher Upper Level, Science Teacher Grade 5-8, and Social Studies Teacher Grade 5-12.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala,

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and Ryan Terrell with Phil Nazzaro and Chair Cline abstaining.

MOTION: Ann Lane made the motion, seconded by Kate Richard Sala that the State Board of Education moves to grant a change in the expiration dates of 12 program approval dates through August 31, 2022. This applies to the 12 SNHU programs offered as a slate.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, and Ryan Terrell with Phil Nazzaro and Chair Cline abstaining.

AGENDA ITEM VII. NONPUBLIC SCHOOL APPROVALS

A. Commissioner's Nonpublic School Approval Designation: Expansion of Grade Levels Offered Report

Shireen Meskoob, NHDOE, Bureau of Educational Opportunities, shared that Windham Woods School and Hawthorne Academy submitted request to add grade levels to their schools. Hawthorne is currently 9-12 and wants to add K-8. Windham Woods is currently 1-10 and wants to make it a complete high school.

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MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education accept and approve the following schools to expand grade levels offered to the term of their existing approval. Windham Woods School to expand the grade levels offered to include 11 and 12 through June 30, 2023. Hawthorne Academy to expand the grade levels offered to include K-8 through June 30, 2024 pending an approval of their current renewal application.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

B. Commissioner's Nonpublic School Approval Designation: Renewals Report

Shireen Meskoob shared that there are two types of approvals. One for attendance purposes only (AA), which means a school has to demonstrate they are meeting the minimum number of instructional hours provided to students. The other is approval for attendance and program purposes (AP). Those schools have an accrediting agency acknowledged or recognized by the Department and they approve the actual program, content and curriculum. The primary difference

between AA and AP is that AA get a renewal for three years, AP is an approval for five years. Shireen Meskoob stated that there are 17 schools seeking approval renewal for their AA status and 8 schools seeking to renew their AP status. A list was provided under possible motion along with how they met requirements.

Richard Sala asked about the process of renewal. Shireen Meskoob answered that new schools have an onsite evaluation and more paperwork to submit. If a school is expanding their facility, it requires a site visit by the Department. Other renewals do not involve on site evaluation.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education accept and approve the following schools for continued attendance approval status for the period of July 1, 2021 through June 30, 2024: Capital Christian School, Christian Bible Church Academy, Clermont Christian Academy, Clearway High School, Crotched Mountain School, Hawthorne Academy, Heritage Christian School, Hillsborough Christian School, Hollis Montessori School, Learning Skills Academy, Meeting House Montessori School, Newport Montessori School, North End Montessori, St. Francis of Assisi School, Tabernacle Christian School, The Beech Hill School, Victory High School. Kate Cassady made

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the motion to accept the approval of the following schools for continued attendance and program approval status for the period of July 1, 2021 through June 30, 2026: Cardigan Mountain School, Holderness School, Kimball Union Academy, Mount Zion Christian Schools, Shortridge Academy, The Community School, The Derryfield School, Trinity High School.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

AGENDA ITEM VIII. PUBLIC CHARTER SCHOOL REPORTS/UPDATES

A. North Country Charter Academy Charter School 5 Year Renewal

Chair Cline stated that the renewal packet provided was very thorough. Jane Waterhouse, NHDOE, Charter School Administrator, shared that North Country Charter Academy is seeking a 5-year renewal to their charter. Lisa Lavoie, Principal/Superintendent, shared that this was their first virtual renewal. Students are fully engaged in STEM activities as they partner with White Mountain Science. Students are excelling in robots, vehicles, and one color blind student

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designed a wristband to help him decipher color. Students are engaged in literacy circles. Students work on class projects in partnership with New Hampshire Fish and Game. The student population consists of students who are at risk for dropping out.

Kate Cassady asked about a recommendation on Page 21, for the next five-year accountability plan which is under development. Jane Waterhouse shared she was looking for the next accountability plan for the next five years. Lisa Lavoie shared that was completed in 2020.

Ann Lane asked about what would happen to the school if Lisa Lavoie leaves. Lisa responded that she has no plan to leave, but she did attend a succession planning seminar. She is putting all information into binders and cross training a center director.

MOTION: Richard Sala made the motion, seconded by Kate Cassady that pursuant to Ed 318.12 and Ed 318.13 the State Board of Education authorizes the charter renewal for North Country Charter Academy.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

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AGENDA ITEM IX. LEGISLATIVE UPDATES

A. Initial Proposal ~Charter School Annual Report Requirements (Ed 318.17)

Chris Bond, NHDOE, attorney, shared that the executive summary was provided prior to the meeting. Chair Cline shared that the changes were sent to Matt Southerton at the Charter School Alliance and he had no concerns.

MOTION: Kate Cassady made the motion, seconded by Phil Nazzaro that the State Board of Education approve the initial proposal for Ed 318.17 Charter School Annual Report Requirements.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

B. Final Proposal~ Vocational Rehabilitation Programs (Ed 1000)

Chris Bond shared there were a number of substantive comments from Office of Legislative Services (OLS) that were addressed in the final draft. Some comments were not addressed by modification, but a letter was sent explaining.

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Approval would go to the Joint Legislative Committee on Administrative Rules (JLCAR) at its meeting in June.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education approve the final proposal for Ed 1000 Vocational Rehabilitation Programs.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

C. Conditional Approval Response ~ Chartered Public Schools (Ed 318)

Chris Bond shared that JLCAR granted a conditional approval. They made the changes required for the conditional approval. This is the revised draft. If approved, it will go back to JLCAR.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education approve the conditional approval request for Ed 318 Chartered Public Schools.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

D. Adopt ~ School Lease Aid (Ed 322) and Charter School Lease Aid (Ed 323)

Chris Bond shared that this is a final adoption that was approved by JLCAR with no conditional approval. Upon Board agreement, these rules would become effective when filed with OLS.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education adopt Ed 322 and Ed 323 School Lease Aid and Charter School Lease Aid.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

E. Informational Only - Rules in Process Update

Chair Cline shared that rules expire in 10 years and have to be readopted. Amanda Phelps was asked to give a yearly report of what rules are coming up for

expiration. Amanda Phelps was not present, and the item will be taken up at the June meeting. The Department is currently piloting software that will allow the rule process to be managed more efficiently. It keeps track of the rules, versions, and schedules.

AGENDA ITEM X. COMMISSIONER'S UPDATE

The level of federal compliance aspects for COVID response money for school systems is significant with short timetables. The first federal COVID response money, ESSER I, for school systems, 34 million, was made available to the districts May 2020. All districts have filed budgets for that funding. To date, 16 or 17 million dollars of that has been expended. The second 156 million, ESSER II, was approved in December and was made available to states in January 2021 and schools in February/March 2021. Of those funds, 20 million has been budgeted so far. The third, American Response Plan-ESSER III, is 350 million dollars. New Hampshire's first allocation was March/April 2021 and were without guidance until April 21. A plan is due on June 7 which requires public input.

Ongoing programs have been released including the reKINDling Curiosity program, every kid goes to camp. Schools are trying to address student behavioral and mental health issues and help kids be excited to go back to school in the fall. The program includes wrap around services contracted with the community behavioral health association and community mental health partners. They will be

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conducting trainings for camp counselors. One for younger counselors, aged 14-16 and a second training for older counselors, 16 and older.

In the fall, there is a learning loss program rolled out to districts called Recovering Bright Futures. It is small, in person groups, multiage, anxiety sensitive environment. It is a tool to help districts support students in this recovery learning loss instructional model. Where families do not have a Recovering Bright Futures learning pod available, we are working to offer community learning pods.

AGENDA ITEM XI. OPEN BOARD DISCUSSIONS

A. Holocaust and Genocide Studies

Chair Cline shared that the Board has been tasked by the legislature with writing rules for incorporating holocaust and genocide studies into curriculum at the local school level. The Board was given a draft rule that they wanted to do more research on. As part of that research, Chair Cline assigned each board member states that already had similar rules to look into and report back.

Richard Sala researched Delaware, Colorado and Connecticut. The questions he was left with were what is the right grade requirement? What is the right method of delivery? What is the right, if any, enforcement mechanism? Is

the Department capable of maintaining an online resource in this area? How do we discuss and implement these rules that doesn't exacerbate divisiveness?

Richard Sala shared that Delaware provides instruction for grades 6-12 at least one time in each grade. They provided three methods of delivery: an existing course, curricula identified by the school district, or curricula developed by the U.S. Holocaust Memorial Museum. They also require school districts to report the method of implementation. Colorado focuses on high school. They incorporate standards developed by the state board into an existing course that is currently a condition of high school graduation. They require the programs or materials to represent the best practices and to be developed using input from experts in the field. Connecticut leaves it to local and regional boards of education to implement. They do specifically say that it has to be part of the social studies curriculum. They have an online resource with links to the U.S. Holocaust Memorial Museum, World Holocaust Remembrance Center, Ann Frank Center, etc. Kate Cassady asked about resources from the Holocaust Museum. Richard Sala answered that they have a portion of their website that links every state with the requirement. They provide a page of resources to use.

Ryan Terrell researched Arizona, Arkansas, and California. Arizona adopted two rules to reinforce and emphasize the importance of instructing students on the history of holocaust and other genocide: R7-2-301 and R7-2-302. It requires students to receive instruction in holocaust and other genocides at least

once in either grade 7 or 8 and at least once in high school in one of their social studies courses. The Arizona Department of Education website has links to the task force, the holocaust education toolkit, and recorded webinars and presentations. In Arkansas, it is not required but has been discussed statewide. Even though it is not required, they did a study that showed students within their school had very low testing knowledge of holocaust. There have been local efforts from parents trying to get legislation to require holocaust education. California it is required and taught in grade 10 world history and culture. There is a model curriculum for human rights and genocide on the California State Board and Department website to teach genocide.

Phil Nazzaro researched Florida, Indiana, and Illinois. Florida statutorily required focused specifically on the holocaust for middle school and high school. The statute focuses on the antisemitism component. They also note that the second week of November is holocaust education week. Illinois, it is also in statute for elementary and high school. It starts with holocaust and mentions other genocides. In Indiana, it is in the standards for world history in high school. It is specific to the holocaust.

Ann Lane researched Oregon, Rhode Island, and New York. New York is governed by the Board of Regents. It requires courses of instruction in patriotism and citizenship to include genocide and holocaust. It is specified for over age 8.

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Rhode Island requires it in secondary schools. Oregon states school districts must provide instruction about the holocaust and genocide.

Kate Cassady volunteered to research the remaining states and report back at the June meeting for further discussion.

AGENDA ITEM XII. TABLE ITEMS

A. Initial Proposal ~ School Librarian (Ed 508.06)

There were no updates.

AGENDA ITEM XIII. CONSENT AGENDA

A. Meeting Minutes of April 8, 2021

MOTION: Ann Lane made the motion, seconded by Kate Cassady to accept the consent agenda, meeting minutes April 8, 2021.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Phil Nazzaro, Ryan Terrell, and Chair Cline with Kate Cassady abstaining.

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AGENDA ITEM XIV. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XV. ADJOURNMENT

Prior to adjourning, Christ Bond stated that the department wanted to bring a concern about SAU 54 in Rochester to the Board's attention. The concern is they may be violating RSA193:1-c, which addresses access to public school programs by nonpublic, public chartered schools or home educated pupils. The local school board may adopt a policy regulating participation in curricular courses and cocurricular programs provided policies shall not be more restrictive for the nonpublic, public chartered schools, or home educated pupils than the policy governing the school district's resident pupils. There were complaints about the application of that provision to the band program. Home educated students were participating remotely, and district students were participating in person. The superintendent acknowledged that the policy had not been updated since the adoption of RSA193:1-c. A formal letter was sent on behalf of the commissioner indicating they were not compliant with the requirements to offer cocurricular programs to home educated students. The school responded by saying band would be outdoors and everyone could participate on an equal basis. The Department has since learned that when band is pushed inside due to inclement

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weather, home educated pupils are still required to participate remotely. Given the continued resistance, the Department is asking the Board to issue a notice for a show cause hearing for SAU 54 to appear to show cause why they are compliant with the statute and the emergency order.

MOTION: Phil Nazzaro made the motion, seconded by Kate Cassady that the State Board of Education issue a Notice to SAU 54 for a Show Cause Hearing to establish the SAU's compliance with RSA 193:1-c and Emergency Order #89.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

MOTION: Ann Lane made the motion, seconded by Kate Cassady to adjourn the meeting at 12:02 p.m.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Phil Nazzaro, Ryan Terrell and Chair Cline.

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