Department of Education
25 Hall Street | Concord, NH 03301

Granite State College Building | Events Center

For the public wishing to listen to the meeting, please register in advance via this link:
Register here for the NH State Board of Education Meeting
After registering, you will receive a confirmation email containing information about joining the webinar.

Thursday, August 10, 2023

AGENDA

I. CALL TO ORDER ~ 10:00 AM

II. PLEDGE OF ALLEGIANCE.

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

IV. SCHOOL ADMINISTRATIVE UNIT(s) SPOTLIGHT

V. PRESENTATIONS/REPORTS/UPDATES

A. New Hampshire Bar Association's Civics Education Program

VI. PUBLIC HEARINGS

11:00 AM

A. Regional Career & Technical Education Agreements (Ed 1301.03 & Ed 1304.02)

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

11:30 AM

A. Student/Souhegan Cooperative School Board – SB-FY-23-01-009 ~ Manifest Educational Hardship *(Nonpublic Session)*

VIII. PROFESSIONAL STANDARDS BOARD (PSB) *~ STEPHEN APPLEBY, NHED, Director, Division of Educator Support and Higher Education*

A. Christina White, Project Director, Young Inventors' Program of Northern New England, Academy of Applied Science ~ *renewal application (2023-2026)* *~ Qualified Lay Persons*

IX. COUNCIL FOR TEACHER EDUCATION (CTE) *~ LAURA STONEKING, NHED, Administrator, Bureau of Educator Support and Higher Education*

A. University of New Hampshire (UNH) ~ updated review timeline *~ Informational Only*

X. BUREAU OF EDUCATIONAL OPPORTUNITIES

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

1. Kreiva Academy Public Charter School ~ renewal

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

1. PragerU Kids ~ new application

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

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

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

A. Adopt Interim Rules ~ Regional Career and Technical Education Center Agreements (Ed 1301.01 & 1304.02)

B. Adopt ~ ESOL Teacher (Ed 507.17)

C. Adopt ~ Manifest Educational Hardship (Ed 307)

D. Adopt ~ Charter School Lease Aid (Ed 323)

E. Proposed Interim Rule ~ Emergency Authorization (Ed 504.04) *

F. Initial Proposal ~ Emergency Authorization (Ed 504.04) * (*Starting the regular rulemaking process in tandem with the proposed interim rule above.*)

G. Final Proposal ~ School Facility Approvals (Ed 320)

XII. COMMISSIONER'S UPDATE

XIII. OPEN BOARD DISCUSSIONS

XIV. CONSENT AGENDA

A. Meeting Minutes of July 20, 2023

XV. TABLE ITEMS

A. Initial Proposal ~ Minimum Standards (Ed 306)

XVI. ADJOURNMENT ~ 3:00 PM

Readopt with amendment Ed 1301.01, eff 7-14-18 (Document #12573) to read as follows:

Ed 1301.01 Definitions. Terms defined in RSA 188-E:2 shall be used as reference in this rule, in addition to the following:

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

(b) "Qualified project" means a qualified project as defined in RSA 188-E:10, I(f);

(c) "Receiving board" means the board of education in the receiving district where a high school or public academy has been designated under RSA 188-E as a regional career and technical education center to serve the region~~. The receiving district can be a single district or a cooperative district in accordance with the organization of that particular region~~;

(d) "Receiving district" means a receiving district as defined in RSA 188-E-2, V;

(c~~d~~) "Region" means a collection of sending and receiving districts and at least one regional career and technical education center that are all parties to an agreement that defines the relationship, duties, ~~s~~ and responsibilities between the sending and receiving districts; ~~among them;~~

(f) "Regional career and technical education agreements (RCTEA)" means RCTEA as defined by RSA 188-E:2, V-a;

(g~~e~~) "Regional career and technical education center" means a high school or public academy offering career and technical education programs(s) ~~receiving board for secondary education~~ which has been designated by the commissioner ~~under RSA 188-E:1~~ as part of a high school regional career and technical education program under RSA 188-E:1;~~,~~

(h) "Sending board" means the school board of a sending district of a high school or a public academy without a school board that has been designated under RSA 188-E as a regional career and technical education center to serve the region;

(i) "Sending district" means a sending district as defined by RSA 188-E:2, VIII;

(j~~f~~) "Transportation cost" means the reimbursable amount of the total transportation cost for any sending district student who attends a regional career and technical education center or who attends an alternative education program related to RSA 188-E:8, and as provided in Ed 1305.03; and

(g) "Tuition cost" means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed 1305.02.

Adopt Ed 1304.02, cited and to read as follows:

PART Ed 1304 REGIONAL CTE MANAGEMENT

Ed 1304.02 Regional Career and Technical Education Agreements (RCTEA).

(a) The receiving boards and sending boards within a career and technical education (CTE) region shall submit to the department an agreement signed by the chairs of each of the sending and receiving boards every 4 years, no later than the last day of December of the year preceding the first school calendar year of implementation.

(b) The agreement shall include:

(1) Identification of each sending district and each receiving district comprising the CTE center and identification of each district as either a sending or receiving district, or whether the district is both a sending and receiving district;

(2) The method by which CTE seats are apportioned to each sending and receiving district including provisions for the apportionment of seats for chartered public school, non-public school, and home-schooled students residing in the sending district consistent with RSA-E:2, VIII(b);

(3) A statement of calendar alignment among the sending and receiving districts, including no more than 10 instructional days, following Labor Day of each calendar year, out of alignment among all signatories or provisions for waiver by the commissioner of dissimilar days for extenuating or emergency purposes;

(4) A statement of agreement to minimize schedule conflicts through the alignment of district level and program schedules, with the goal to better support CTE students with as many hours as possible to fulfill their program requirements;

(5) A statement of how sending and receiving districts shall coordinate granting full or partial credit for academic and graduating credits by a sending district when a student demonstrates competency in academic or elective subject areas as determined by evidence provided to a sending district by a receiving district;

(6) Provisions for:

a. Any prerequisites for participation in CTE programs;

b. Assurances that any prerequisites are incorporated into the program of studies of each sending and receiving district; and

c. Ensuring that students are appropriately advised of any prerequisites for any CTE program participation;

(7) A plan for sending and regional schools to provide tuition and transportation for any student from a sending district who wishes to attend a CTE program consistent with RSA 188-E:6, RSA 188-E:7, and RSA 188-E:8; and

(8) A requirement that, no more than once during the term of the RCTEA, the CTE director(s) determine whether a report addressing any constraints in funding for tuition and transportation that need to be addressed to continue the CTE program(s) should be submitted to the commissioner pursuant to RSA 188-E:1-a, V.

(c) In the case of any local education agency (LEA) that is not a school district, including, but not limited to Pinkerton Academy, the consortium of sending districts formed for the purpose of receiving Federal Perkins funds for CTE shall act as the sending district(s) for the region in which the LEA is located.

(d) A region may request an annual calendar alignment waiver in the case of a region with more than 10 instructional days out of alignment where there are emergency or extenuating circumstances preventing calendar alignment. A waiver request shall:

(1) Provide an outline of the process needed to plan and reach no more than 10 days out of calendar alignment, including:

a. Proposed action;

b. Person(s) responsible; and

c. Anticipated completion date;

(2) Be outlined in an appendix to the agreement and labeled as "Appendix A"; and

(3) No waiver shall be extended beyond July 1, 2026.

(e) The commissioner shall grant an annual waiver request if the commissioner determines that the region has presented credible evidence of an emergency or extenuating circumstances preventing a calendar alignment.

(f) Students enrolled in districts not entering into regional agreements may attend designated career and technical education centers or designated career and technical education programs in the region of normal attendance if space allows after annual enrollment is finalized.

(g) Students enrolled in or residing in a district that has not entered into a regional agreement shall be reimbursed by the department for tuition and transportation.

(h) Home-schooled students residing in a region of normal attendance may attend designated career and technical education centers or designated career and technical education programs in the region of normal attendance.

Appendix

Rule	Specific State Statute the Rule Implements
Ed 1301.01	RSA 188-E:2
Ed 1304.02	RSA 188-E:1-a; RSA 188-E:5

University of New Hampshire

College of Liberal Arts
Department of Education

Morrill Hall
62 College Road
Durham, NH 03824-2601

V: 603.862.2310
F: 603.862.2174
TTY: 7.7.7 (Relay NH)

cola.unh.edu/education

July 27, 2023

Dear Chairman Cline and Board of Education Members:

Thank you for meeting with us on July 20, 2023 to discuss our proposed timeline of anticipated steps for submitting review applications(s) and tentative timeline of review dates for the five approved UNH PEPP programs through Pathway A (BA and DMES) and Pathway B (BA Ed Studies: EDI).

Based on our conversation, we have revised the timeline for an earlier review during September, 2024. We understand that this implies the following timeline for the process:

*NHED: w/ *****September 15-21, 2024*** *Review Window...*

By December 2023: UNH will provide the department with the review date request form and application fee. A pre-site visit will be scheduled. The department will provide UNH with guidance for development of a PEPP self-assessment report.

NHED: earlier is preferred; however, ***12/2023*** *is amenable*

By January 2024: Review team chairs will meet with UNH to establish a memorandum of understanding related to the elements, design, and access procedures of the PEPP's assessment system.

The MOU would need to be established no later than ***November 15, 2023***

By January 2024: The DoE will identify individuals to serve on the review team and notify UNH; UNH will have 2 weeks to concur or suggest additional or alternate team members.

NHED: needs to be completed by ***November 15, 2023***

January 2024 – July 2024: UNH will assemble required materials for review (access to self-assessment reports, PEPP matrices).

NHED: NHED: w/ window, materials would need to be accessible ***July 19, 2024***

By August 2024: UNH will provide the review team with review materials and review team schedule.

NHED: w/ review window, materials would need to be accessible ***July 19, 2024***

September 2024: Tentative review

*NHED: w/ *****September 15-21, 2024*** *Review Window.*

October/November 2024: UNH will review the report for accuracy of content and return to the review team.

NHED: w/ above review window, accuracy of content returned by ***November 8, 2024***

December 2024: The complete report will be submitted to the NHCTE to be considered at their December 2024 or January 2025 meeting.

NHED: NHCTE mtg: ***December 2024;*** *SBE mtg:* ***January 2025***

We hope that this revised timeline of anticipated steps is acceptable.

Sincerely,

Suzanne E. Graham

Suzanne E. Graham, Ed.D.
Chair and Associate Professor
Department of Education
University of New Hampshire, Durham

University of New Hampshire

College of Liberal Arts
Department of Education

Morrill Hall
62 College Road
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December 2024: The complete report will be submitted to the NHCTE to be considered at their December 2024 or January 2025 meeting.

We hope that this revised timeline of anticipated steps is acceptable.

Sincerely,

Suzanne E. Graham

Suzanne E. Graham, Ed.D.
Chair and Associate Professor
Department of Education
University of New Hampshire, Durham

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP
(Please type or print)

NAME: Christina White

WORK ADDRESS: Young Inventors' Program, Project Director, University of New Hampshire, 23 Academic Way, N117 Parsons Hall, Durham, NH 03824
(please include position/title)

LENGTH OF SERVICE: 2020-present

WORK TELEPHONE: (603) 862-3401

WORK EMAIL: Tina.White@unh.edu

HOME ADDRESS: [redacted], Hopkinton, NH 03229

HOME TELEPHONE: [redacted]

PERSONAL EMAIL: [redacted]@gmail.com

Please attach:

1. **A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references**

2. **A statement describing why you wish to serve on the professional standards board**

SIGNATURE: Christina G White **DATE:** 07/10/2023

Please submit the completed application form POSTMARKED to:

Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH 03301 or email it to credentialing.docs@doe.nh.gov.

Christina G. White
[redacted], Hopkinton NH 03229
(603) [redacted]
[redacted]@gmail.com

July 10, 2023

To Whom It May Concern:

I am pleased to submit my re-application for a second term on the New Hampshire State Department of Education Division of Program Support Professional Standards Board as a layperson member. As the Project Director of the Robert H. Rines Young Inventors' Program at the University of New Hampshire's Leitzel Center for Mathematics, Science, and Engineering Education, I collaborate with educators, locally and nationally, to develop meaningful initiatives to enhance STEM experiences for students in grades K-12. I develop and implement invention curriculum and facilitate workshops to implement the program in classrooms and virtual learning platforms, while also leading activities for young inventors.

I am truly committed to supporting professional growth and best practices for educators. Having served on the Professional Standards Board for three years, I have had the opportunity to take a deeper dive into the requirements and credentialing of our state educators and the various perspectives necessary to ensure that the best interests of all affected constituents are considered when establishing rules. The work has challenged me to see the bigger picture of education and standards and has allowed me to take a more active role in the development of educational practices. Membership on the PSB has provided invaluable professional development, and gives me pride in knowing that I am supporting the educational development of our state.

Over twenty years of administering educational programs has honed my skills in working collaboratively with organizational leaders, K-undergraduate academic personnel, students and families. I have developed K-12 curriculum in variety of subject areas; overseen strategic planning and execution of programs and competitions; and designed and led professional development workshops; and built partnerships with local and national organizations to align goals and support missions. In addition, I have a long history of working with and supporting underserved populations to advocate for educational equity and opportunities.

I am confident that my professional background, combined with my sincere appreciation for education, will allow me to contribute with integrity and purpose. I would be honored to continue to serve as a member of the Professional Standards Board.

Should you wish to contact me, please email me at cggwhite@gmail.com or call me at (603) 630-4126.

Sincerely,

Christina G. White

Christina G. White
[redacted], Hopkinton, NH 03229
(603) [redacted]
[redacted]@gmail.com

EDUCATION:

BROWN UNIVERSITY, Providence, RI
Bachelor of Arts in Human Biology, May 1999 GPA: 3.5

EXPERIENCE HIGHLIGHTS:

- Strong communication, organization, and training skills
- Over seventeen years in program administration to support students and educators
- Computer Skills: Access, Blackbaud, Cvent, Outlook, Publisher, Salesforce, Social Solutions

PROFESSIONAL EXPERIENCE:

PROJECT DIRECTOR, ROBERT H. RINES YOUNG INVENTORS' PROGRAM Nov. 2020-Present
The University of New Hampshire, Durham NH
DIRECTOR, NORTHERN NEW ENGLAND YOUNG INVENTORS' PROGRAM Feb. 2019-Oct. 2020
The Academy of Applied Science, Concord NH

- Lead K-12 project-based STEM learning experience for educators, students and families across New Hampshire, Massachusetts and Vermont through outreach and direct management of program
- Develop and implement curriculum to meet national and state education standards focused on direct student engagement in STEM activities to foster 21st century skill sets
- Guide educators through workshops and professional development to integrate invention education in classrooms and through virtual learning platforms
- Plan and execute Northern New England Invention Convention which brings together 300 K-12 inventors and over 700 participants for regional STEM competition; coordinate all aspects of event including venue and vendor selection, competition agenda and scheduling, recruitment and direction of judges and volunteers, and implementation of rules and guidelines to ensure fair and transparent practices and distribution of awards
- Manage data to assess program at all levels; maintain database of constituents, create and maintain online registration and evaluation
- Contribute to marketing and communications efforts; write content, design materials, and provide data to support marketing materials, website development, and social media tools
- Responsible for program sustainability and participate in advancement and fundraising activities
- Collaborate with national network of invention education affiliates and serve leadership roles within the Invention Convention Worldwide consortium
- Create and operate within an annual budget
- Seek new opportunities to build relationships with mission aligned organizations and leaders to expand program to students and schools throughout the region

PROJECT MANAGER, JUNIOR SCIENCE & HUMANITIES SYMPOSIUM PROGRAM Nov. 2018-Feb. 2019
National Science Teachers Association, Arlington, VA
ASSISTANT DIRECTOR, JUNIOR SCIENCE & HUMANITIES SYMPOSIUM PROGRAM Nov. 2015-Oct. 2018
The Academy of Applied Science, Concord NH

- Administered JSHS program, a STEM competition, sponsored by the U.S. Army, Navy and Air Force through strategic planning and execution of regional and national symposia to align with sponsoring organization goals
- Adhered to requirements of government contract through monthly meetings, reports of program activities and outcomes, data, and budget

- Serve as primary contact and liaison between participants, regional directors, Tri-Service contacts and sponsoring organization
- Supported 47 regional JSHS programs; provide innovative resources, shared best practices, webinars and published tutorials, and outreach to increase number of participants
- Researched like-minded organizations for potential partnerships and establish sustainable relations with these organizations to meet program objectives
- Acted as Scholarship Administrator to oversee authorization and distribution of funds, eligibility, and timely delivery of payment; advise over 2000 scholarship recipients
- Worked collaboratively with sponsoring organization and Tri-Services to plan and execute the National JSHS competition for 500 participants: students, teachers, DoD and other STEM professionals, and guests; secure program venue and vendors, schedule symposium sessions, solicit and train volunteers, engage alumni and coordinate travel and transportation
- Oversaw National JSHS competition and collaborated with sponsoring organization, Tri-Services, and regional directors to establish program rules and guidelines to ensure fair and efficient practices, evaluation and awards
- Managed Cvent Event Management Software for JSHS regional and national competition registration and to collect and maintain program data
- Facilitated evaluation and assessment process in cooperation with sponsoring organization evaluation manager to measure outcomes to meet objectives
- Assisted development of marketing and outreach materials and collaborated on redesign of program website with staff and sponsoring organization marketing manager
- Managed supply orders for regional and national events and coordinate shipping and mailings

DIRECTOR OF ADULT SERVICES Sept. 2014-Mar. 2015
Parker Education, Concord NH

- Directed start-up program to assist young adults in transition; mentored clients in college and career planning and life coaching
- Hired and supervised administrative assistant to facilitate program and company duties
- Served on leadership team to advise CEO on program and business strategies, marketing, personnel, and budget
- Fostered new relationships with academic institutions and organizations to increase services and build client base
- Served as college and transition counselor for Parker Academy (grade 6-12 school); produced and delivered project-based curriculum focused on college and career planning and financial aid

COLLEGEBOUND COORDINATOR June 2004- Aug. 2014
Breakthrough Manchester at The Derryfield School, Manchester, NH

- Administered year-long program for underserved students and pre-professional teachers; collaborated to direct 8-week intensive summer school including scheduling, facilities use, communication and outreach, supply inventory and event planning
- Advised underserved middle and high school students and families through direct advocacy and communication with school district personnel to support academic and leadership development for students in preparation for high school and college
- Developed college access curriculum for national Breakthrough Collaborative in collaboration with national and affiliate staff
- Sought new and sustained existing community relations; created and maintained national and local partnerships for enrichment opportunities for students and alumni
- Supervised and trained corps of pre-professional teaching fellows and all program volunteers in topics of educational equity, instructional design, and safety
- Managed personnel files and database of over 1500 constituents; tracked, assessed, and evaluated academic performance data to improve outcomes; produced reports
- Taught high school environmental science elective courses in alignment with core standards; created and graded assessments, monitored progress, and implemented differentiated instruction

ADMISSIONS RECRUITER Sept. 2003-Apr. 2004
New Hampshire Community Technical College-Manchester, Manchester, NH

- Counseled prospective students in enrollment and program selection to support career goals
- Designed and led outreach program for underserved students focused on value of attending college

AMERICORPS*VISTA, COMMUNITY SERVICE COORDINATOR July 2002- July 2003
New Hampshire Community Technical College-Manchester, Manchester, NH
Campus Compact for New Hampshire, Concord, NH

- Directed Office of Community Service to oversee all aspects of service and volunteerism
- Consulted Dean of Academic Affairs on implementation of service-learning programs across college

PROFESSIONAL DEVELOPMENT AND LEADERSHIP EXPERIENCE:

New Hampshire Department of Education Professional Standards Planning Board, Member, 2020-present
Panelist for documentary film, *In Search of* Greatness, directed by Dave Polsky, Spring 2020
Discussion Topic: The roles of creativity, invention and resilience on learning
Massachusetts Educational Opportunity Association Fall Conference 2017
Presenter: JSHS-STEM Competition Opportunity for Precollege Students, Fall 2017
New Hampshire School Counselors Association, Member, 2014-2015
New Hampshire College and University Council, Participant, 2009-2014
National Honors Society New Hampshire Chapter Spring Conference
Presenter: Breakthrough the Achievement Barrier, Spring 2013
National Education Opportunity Association, Member, 2004-2012
College Board New England Regional Forum, Participant, Spring 2010
Presenter: Project CIAO (College is an Option), Spring 2003
Campus Compact AmeriCorps*VISTA Training, Participant, July 2002-July 2003
Brown University Alumni Interviewer, 2008-Present
Professional Ski Instructor of America, Level III Ski Instructor, 1992-Present
High School Varsity Coach: Women's Lacrosse, Men's & Women's Cross Country Running 2004-2012

REFERENCES:

Julie Bryce
Professor of Earth Sciences, University of New Hampshire
Director, University of New Hampshire Leitzel Center
Email: Julie.Bryce@unh.edu
Phone: 603-630-862-3139

Lara Gengarelly
University of New Hampshire Extension State Specialist/Professor, Science Education & Outreach
Affiliate Faculty, University of New Hampshire Leitzel Center
Email: Lara.Gengarelly@unh.edu
Phone: 603-862-2995

Kate Erskine
Spanish Teacher, Mountain View Middle School
Former Director, Breakthrough Manchester
Email: kate.erskine@gmail.com
Phone: 603-867-1451

Chartered Public School 5-Year Renewal Summary Report

School Name: *Kreiva Academy Chartered Public School*
Evaluation Team: *Tal Bayer, Liz Thibeault*
Board Meeting Date: *8/10/2023*

Part 1: Renewal Application Review

A review of the renewal application package prepared in accordance with the requirements of Ed 318.13 and Ed 318.14 was performed by the evaluation team. The findings of this review are summarized in this report. The application package is attached to this summary report.

Evaluation Team Rating:	**Meeting Expectations**

Areas of strength in application:

- Community served- Kreiva serves a disproportionate amount of students from economically disadvantaged back grounds (70% for Middle School and 63% High School) compared to surrounding school District (51% Middle School and 41% High School).
- Community served- Kreiva serves twice the amount of High School students with IEP's (38%) compared to surrounding Districts (18%)
- Student pathways- Kreiva supports highly individualized learning plans for all students that can include accelerated learning pathways to graduation, 5 year graduation plans, HSET support and ELO's. No matter the pathway, Kreiva meets students where they are at to support their growth and goals.
- Academic Growth- Student academic growth as assessed by NWEA in comparison to NHSAS. NWEA provides a better picture of student progress over time(3 tests per year) as opposed to one time a year NHSAS. It allows for tracking a students progress specific to their time at Kreiva.
- Partnerships- Kreiva's substantial leveraging of partnerships to provide additional resources and support
- Community Engagement and Fieldwork- Teachers have annual budgets to extend classroom learning into community resources and spaces.
- School support and partnerships for students struggling with mental health, trauma and life circumstances etc (National Alliance on Mental Illness-NH, YMCA, YWCA, Megg Thompson Consultancy)
- Low staff to student ratio with a high staff retention(92%) for SY 2023
- Professional Development- Kreiva has a robust professional development program for both instructional as well as leadership staff

- Best practices- Kreiva has participated in the sharing of best practices through their school leader serving working with NH Ed on Charter approvals and renewals, sitting on the Initial Licensure Advisory Board at SNHU, and acting as a Site Visit Peer Observer for Springpoint.
- Reserve Fund $200,000 and growing
- Founding of the Kreiva Community Organization(KCO) in SY 2022-2023

Areas for school improvement:
• NHSAS Assessment participation rates- negative impact on proficiency scores • Out of school suspension rates
Areas of concern:
Facilities expense as a portion of budget- school has been actively seeking out other facilities but none secured to date.

Part 2: On-Site Visit

An on-site visit was conducted per Ed 318.14(a)(1), which is summarized below. The on-site visit includes a review of facilities, discussion of compliance items, review of application evidence, and discussion of iReport data.

Evaluation Team Rating:	**Meeting Expectations**
Visit Highlights: Our site visit provided a great opportunity to meet with stakeholders and tour the school facility. Kreiva is working with a diverse student population that typically has struggled in traditional public schools. Having watched the evolution of the school over the last 5 years, evidence of growth abounds. There is a strong sense of student ownership and commitment to Kreiva's inclusive and positive school culture with students engaged and focused. Students and staff work collaboratively and support each other in the educational process. Instructional staff are committed and dedicated to supporting their students. Some of Kreiva's most challenging students have become the biggest proponents of the school and helped lead the tour. School Administration and leadership is very thorough and knowledgeable with both the school operational aspects as well as the various members of its community. Parents are big supporters of the Kreiva mission and its impact on their children. Board members are engaged, active, informed and understand and believe in the Kreiva mission.	
Areas for school improvement:	
None noted	
Areas of concern:	
None noted	

Part 3: Compliance and Reporting

This section provides an overview of the school's level of compliance with NHEd reporting, statutory, and regulatory requirements. Areas reviewed include policies, procedures, website/marketing materials, submission records for budgets, annual reports, DOE-25, fiscal audits, etc.

Level of Compliance:	**Meeting Expectations**
Consistency/Timeliness of Reporting:	**Meeting Expectations**
Compliance and Reporting Overview:	
School is consistently on time and in compliance with reporting. Communication with NHED has been strong in the event of any issues.	
Areas for school improvement:	
None noted	
Areas of concern:	

None noted

Part 4: Evaluation Team Impressions

The evaluation team has provided this overall summary of their findings for the Commissioner and State Board of Education's review and consideration.

Kreiva Academy Public Charter School is considered to be **"meeting expectations"** with regard to this evaluation. Kreiva demonstrates a strong commitment to serving communities and students who are often at the fringes both economically and educationally as evidenced by their substantially higher numbers of students who qualify for Free and Reduced Lunch and students who have IEP's. The school's focus on individual students educational pathways creates a culture where educational growth and well-being take precedence over standard promotion/graduation timelines. This focus on working with and supporting such a challenging student population is recognized and to be commended. It should also be understood that the "traditional" measures of academic success such as NHSAS scores and 4 year graduation rates don't adequately summarize the work and growth of "non-traditional" students. These students come to Kreiva with an immense amount of academic and social emotional challenges that Kreiva works with great dedication to affect change in educational and life outcomes. While this commitment can come at great cost both in time and resources, Kreiva understands this and invests appropriately in developing a quality school community that is dedicated and committed to seeing their students find success regardless of the pathway.

Evaluation Team Ratings Explained:	
Meeting Expectations	*All sections and requirements were completed and addressed. Evidence provided supports compliance and positive trends in growth and development of school and students. School has plans developed for continued development and is cooperative and timely in submissions.*
Partially Meeting Expectations	*All sections and requirements were completed and addressed. Evidence provided suggests some negative trends in growth and/or development of school and students. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.*
Not Meeting Expectations	*Evidence provided suggests a number of consistent, negative trends in growth and/or development of school and students. Other areas of concern may exist with school environment, budget, etc. School has been directed to develop plans for improvement. School may not be completely cooperative or timely in submissions.*

New Hampshire
Department of Education

Chartered Public School 5 Year Renewal Report

A chartered public school may be renewed for a 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.

Name of Chartered Public School: Kreiva Academy Public Charter School

Name of School Director: Dr. Jennifer Siegfried.

Street Address: 470 Pine Street

Town: Manchester

Email: jsiegfried@kreiva.org.

Phone Number: 603-232-7974

This Renewal Report is hereby filed with the New Hampshire Department of Education, Bureau of Educational Opportunities, Office of Chartered Public Schools. This report is a representation of the chartered public schools current academic and programmatic progress, fiscal stability, and future growth projections in fulfillment of the requirements of Ed 318.13. In addition to the information submitted within this template, the state board shall receive a copy of the school's current iReport state report card which is publicly available on the iPlatform system[1] as well as a copy of the chartered public schools most recent Annual Report filed with the Department.

As a component of the renewal process, the chartered public school must post an invitation for written comment. Please submit a copy of the invitation as well as any written comments received by the school during the invitation period.

By signing below, I certify that the information contained within this template is true and accurate to the best of my knowledge, and request that the State Board of Education renew the chartered public school's charter for a period of 5 years.

Jessica Baker — **Print Name:**

April 24, 2023 — **Date:**

Signature of the Chairman of the Board of Trustees

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Chartered Public School Renewal Template

The boxes below will expand with content. Please keep responses between 1-3 paragraphs and attach additional documentation in the form of graphs, charts, letters, etc. as appendices if necessary.

1. What is the primary mission and vision of your chartered public school?

Kreiva Academy's Vision: Kreiva Academy Public Charter School inspires students with a personalized education that fosters self-awareness, adaptability, and the courage to reach beyond their perceived limits. The knowledge, abilities, and global understanding students acquire prepares them to be successful in their ever changing future.

Kreiva Academy's Mission: Kreiva Academy Public Charter School uses an ***experiential, topic-based curriculum*** and a ***community culture shaped by the Growth Mindset*** to ***engage*** middle and high school students who are seeking a ***rigorous education in a non-traditional setting***, which allows them to ***customize their paths toward mastery.*** The Kreiva Pillars of Success and Foundational Values foster our school environments to be rich with creativity, self-expression, and acceptance for students of all abilities and backgrounds.

Committing to Kreiva's Pillars of Success as a community supports a learning and working environment where people feel safe, challenged, and valued. They include: being courageous; honoring accomplishment; showing integrity; taking responsibility; focusing on growth; and embracing diversity.

2. In the following box, please describe the progress your school has made towards its academic goals:

Kreiva Academy takes great pride and care in supporting each individual student in their trajectory towards mastery. Kreiva's students represent an amazing tapestry of individuals with diverse interests, needs, and backgrounds. An overview of Kreiva students:

- Represent 15 different Southern New Hampshire communities
- 80% of Kreiva students are from Manchester
- 70% of Kreiva middle school students come from economically disadvantaged backgrounds
    - The average of the four Manchester District middle schools is 51%
- 63% of Kreiva high school students come from economically disadvantaged backgrounds
    - The average of Manchester West, Central, and Memorial High Schools is 41%
- 23% of Kreiva's middle school students receive special education services
    - Manchester District middle schools average 22% of students receiving special education services
- 38% of Kreiva high school students receive special education services
    - The average of high school students receiving services in Manchester is 18%
    - Kreiva academy provides special education services to *more than double the amount* of high school students as compared to Manchester District high schools

The NWEA MAP Growth System was adopted by Kreiva Academy in 2019 as our in-house assessment tool to monitor student progress over time. "For more than 40 years, NWEA has focused on improving learning outcomes for all students. We pioneer educational research, assessment methodology, rigorous content, and psychometric precision to support teachers across the globe in the critical work they do every day. MAP Growth, part of the Growth Activation Solution from NWEA, is the most trusted and

innovative assessment for measuring achievement and growth in K–12 math, reading, language usage, and science. It provides teachers with accurate, actionable evidence to help inform instructional strategies regardless of how far students are above or below grade level" (www.nwea.org, 2023). NWEA has been adopted by **more than 9,500** schools, districts, and education agencies in 145 countries. NWEA provides family reports and resources for understanding geared specifically for families in the Family Toolkit. At Kreiva, NWEA is administered 3 times each year and the data is used to guide and differentiate instruction and understand progress. NWEA data was not ascertained with fidelity during the 2019-2020 or 2020-2021 school years due to the Covid-19 pandemic.

Kreiva offers a robust and supportive academic program and community experience catering to the needs of the whole student and does a phenomenal job doing so with substantially less funding than the Manchester Public Schools with students with a significantly high demonstrated need. Kreiva serves an important role that is critically needed by the students and families we serve.

Academic success or goals cannot be prescribed or limited to standardized testing scores. Success and meeting goals is highly unique to each individual student. Over the last 5 years, Kreiva has designed an academic program to comply with accepted educational standards and support students to demonstrate proficiency, but also captures that Kreiva deeply values success that goes far beyond typical academic learning targets or competencies. While other schools may choose not to recommend all options available to support students access to a diploma, Kreiva offers a rigorous academic program while also embracing all options that are available to support students to receive a diploma including Hi-Set preparation and support, VLACS coursework as a hybrid option, credit awarded for job and ELO experiences, and even referrals to programs other than our own when they are able to provide more support or additional approaches that would be beneficial for students such as the program at Job Corps and My Turn. Referral to programs such as My Turn/HiSet and Job Corps currently have a negative impact on Kreiva's graduation rate however as part of our commitment to individualized pathways to success, if it is in the best interest of a student we make these recommendations and continue to support these students on their educational pathway. Kreiva prioritizes not only *what* a student needs to learn but the pathway for how information is most effectively understood as it is *meaningful to each individual student*.

Analysis of Student Achievement Growth 2020-2023

Overview

More Kreiva students participate in NWEA assessments that are administered three times a year than the once a year SAS testing leading to a smaller sample size for NH SAS results. In the 2020-2021 school year, 53% of students in grades 6 through 8 participated in the NH SAS Math testing whereas 63% participated in NWEA testing in grades 6-12. During the 2021-2022 school year, 75% of students in grades 6 through 8 participated in NH SAS whereas at times we had 100% participation in NWEA. During the last year, we have been having more conversations and education as a community about standardized assessment, how it is used and why it matters both with families and students.

Many students at Kreiva join our community with prior academic challenges and a history of lower assessment scores so we build from where students are at when they come to Kreiva in 6th grade, differentiate instruction, and implement interventions as appropriate. During the 2022-2023 school year, Kreiva was identified as a Title I Targeted assistance school and WIN (What I Need) math intervention services were implemented for Title I students. The NWEA MAP Growth system was implemented during the 2019-2020 school year as a comprehensive assessment system to be used to guide instruction

throughout the school year. Additionally, teachers use formative and summative assessments across the school year to understand student needs and growth over time.

Kreiva Academy NWEA district summary data from 2019-2023 can be found HERE. NWEA normative data can be found HERE.

For each section below, a narrative analysis of growth for the specified domain is provided followed by:

- a figure that summarizes Kreiva SAS scores from 2020-2022
- a figure that shows Kreiva NWEA scores by grade
    - Note that this figure also tracks cohort growth from one grade to the next denoted with common color coding

Mathematics

Analysis of Growth

During Kreiva's first few years, math was fully integrated into transdisciplinary courses without a clearly defined trajectory of skills. As of 2020-2021, math was shifted into courses that were aligned with the trajectory of math typically taught in other area schools in order to effectively support students as they came into Kreiva or circumstances where students transferred from Kreiva. These shifts have also provided more alignment with the NH SAS and more effectively support students' preparedness as a result.

During the 2021-2022 school year, our high school math teacher resigned late Fall and another teacher was unable to be secured. In response, within a month of the teacher resigning we partnered with EdGenuity and launched their online platform in tandem with their live teacher support in order to sustain math courses for the duration of the year. Edgenuity provided access to live support from certified math teachers, 7 days a week. While the EdGenuity program offered a high quality online solution and we were able to close the gap within a month, it was not well received by Kreiva students. Another online program on the heels of remote instruction during the pandemic was not appealing to many Kreiva students and caused significant challenges. Even with Kreiva staff providing as much support as possible during the class periods, many students struggled. We were very excited to hire amazing math teachers for the 2022-2023 school year. In every grade between Fall 2022 and Winter 2023, students on average exhibited at least 2 points and as much as 8 points of NWEA RIT growth (see figure 2) providing evidence of the positive impact these phenomenal teachers have had on Kreiva students. Kreiva currently offers math courses through Algebra II and students who are interested in more advanced math are provided with the option of VLACS at this point in time. We had an opportunity to offer an advanced math course during the 2021-2022 school year when we had an interested teacher approach us about the possibility, but when families and students were surveyed no students or families communicated interest.

From NWEA assessment scores, we are able to share a picture of growth in Kreiva students over the last several years. From the SAS data, we are able to understand how many Kreiva students enter scoring far below students in other area schools, making their growth story from an academic and social emotional perspective even more poignant. Students in grade 6 have entered Kreiva for the past 2 years scoring on average 79 points below the SAS proficiency cut score of 518. To further illustrate, Manchester district students average SAS score for 6th graders for 2021 was 450 while Kreiva students scored 439. Kreiva

students scored on average as level 1 on the NH SAS and most recently reported an Average Growth Percentile of 34%. Kreiva is providing the supportive, individualized care and community that these students need to make progress. 2022-2023 SAS testing has started but some students are still finishing testing. To date, Math SAS scores show that students in grades 6 (+6 points) and 8 (+41 points) demonstrated further growth than students in the year prior while students in grade 7 (-40 points) scored below those the year prior. Further analysis will take place after testing is complete.

The NWEA testing provides additional perspective and represents growth than the NH SAS testing is able to demonstrate. NWEA math results for Fall-Winter 2022 show that in all grades showed growth and except 6th grade on average students met or exceeded the NWEA mean growth goals. 6th grade students on average made 2 points of growth. Students in grades 8 and 10 almost doubled the NWEA mean growth projections as of the winter test administration.

The picture outlined by NWEA results is one of growth and progress. As NWEA allows us to see progress across all grades, data is being used to assess areas of strength and needed growth and teachers are differentiating effectively to guide instruction and meet student needs.

Figure 1: NH SAS Math Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students

NH SAS Math Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students						
Year	Grade	Average Score	NH SAS Proficiency Benchmark Score	Level of Average Score	Percent proficient	# of students with test data
2020-2021 math	6	439	518	1	0%	13
2021-2022 math	6	445	518	1	8%	13
2022-2023 math	6	451	518	1	0%	9
2020-2021 math	7	482	552	1	17%	12
2021-2022 math	7	482	552	1	0%	14
2022-2023 math	7	442	552	1	0%	5
2020-2021 math	8	488	591	1	6%	16
2021-2022 math	8	472	591	1	14%	14
2022-2023 math	8	513	591	1	9%	22

Figure 2: NWEA Grade and Cohort Growth in Math

Grade	2020 Fall	2021 Fall	2022 Spring	2022 Fall	2023 Winter	Fall/Spring NWEA Achievement Norm by grade	NWEA Fall to Winter, Fall to Spring Growth Norm	Fall to Winter Growth 2022-2023
6	205	207	209	196	198	214, 223	5,8	2
7	212	206	212	212	216	220, 227	4,7	4
8	208	207	211	207	216	225, 230	3,5	9
9	227	209	216	214	216	226, 230	2,4	2
10	224	220	225	209	217	232, 232	2,3	8
11	236	220	225	223	226	232, 234	2,3	3
12		226	229	214	216	233, 234	.3, 1	2

Science

Analysis of Growth

NH SAS science scores between the start of the pandemic in the 2020-2021 school year through 2021-2022 more often have been below proficient. On NWEA testing, students in all grades aside from grade 7 averaged at least 1 point of growth and as much as an average of 6 points of growth. On SAS testing, while the average score was still below proficiency, in 11th grade 44% of students tested demonstrated proficiency in 2022-2023 and the average score in 8th grade remained flat between 2021-2022 and 2022-2023.

Figure 3: NH SAS Science Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students

NH SAS Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students						
Year	Grade	Average Score	Proficiency Benchmark Score	Level of Average Score	Percent proficient	# of students with test data
2020-2021 Science	8	837	854	1	14%	14
2021-2022 Science	8	834	854	1	15%	13
2022-2023 Science	8	834	854	1	5%	9
2020-2021 Science	11	1150	1153	1	60%	5
2021-2022 Science	11	1142	1153	1	0%	7
2022-2023 Science	11	1143	1153	1	44%	9

Figure 4: NWEA Cohort Growth from One Grade to the Next in Science

Grade	2020 Fall	2021 Fall	2022 Spring	2022 Fall	2023 Winter	NWEA Fall/Spring Achievement Norm by grade	NWEA Fall to Winter, Fall to Spring Growth Norm	Fall to Winter Growth 2022-2023
6	201	203	203	193	197	204, 208	3,5	+4
7	204	201	203	209	207	207, 211	3,4	-2
8	200	203	206	199	205	210, 213	3,4	+6
9	215	203	208	204	210	211, 214	2,3	+6
10	214	210	208	212	213	213, 214	2,2	+1
11	212	209	208	211	215	n/a	n/a	+4
12		216		202	207	n/a	n/a	+5

Reading

Analysis of Growth

Many students entering Kreiva in 6th grade have typically had below grade level reading skills. Figure 6 tracks students year to year (look at like colors) and shows that while student scores have on average been lower, students are demonstrating growth over time using NWEA data. Students in grades 6, 8, 10, 11 all showed positive growth in NWEA testing during Fall to Winter 2022-2023 with students in grades 8, 10, 11 all exceeding their growth projections. During the 2021-2022 school year the Achieve 300 Literacy program was launched as a reading intervention for special education students. During 2022-2023.

Humanities teachers have piloted the program for all students and we are evaluating further practices around and implementation of the program for 2023-2024.

NH SAS data shows that Kreiva students in grade 7 (+2)and 8 (+16) made additional growth than the students in the respective grade during the prior year but students in grades 6 (-42) did not. Students are reporting on average at a level 1 yet the data suggests that as students receive support and intervention at Kreiva they are making forward progress towards proficiency.

Figure 5: NH SAS ELA Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students

Year	Grade	Average Score	Proficiency Benchmark Score	Level of Average Score	Percent proficient	# of students with test data
2020-2021 ELA	6	612	642	2	21%	14
2021-2022 ELA	6	606	642	2	23%	13
2022-2023 ELA	6	564	642	1	14%	7
2020-2021 ELA	7	598	644	1	27%	11
2021-2022 ELA	7	588	644	1	8%	13
2022-2023 ELA	7	590	644	1	0%	7
2020-2021 ELA	8	596	661	1	13%	16
2021-2022 ELA	8	586	661	1	9%	11
2022-2023 ELA	8	602	661	1	7%	15

Figure 6: NWEA Cohort Growth from One Grade to the Next in Reading

Grade	2020 Fall	2021 Fall	2022 Spring	2022 Fall	2023 Winter	NWEA Fall/Spring Achievement Norm by grade	NWEA Fall to Winter, Fall to Spring Growth Norm	Fall to Winter Growth 2022-2023
6	202	208	207	193	194	210, 214	4,5	+1
7	208	204	200	212	210	214, 218	3,4	-2
8	202	203	203	201	205	218, 222	3,4	+4
9	218	203	214	213	209	219, 221	2,3	-4
10	217	216	210	212	215	221, 224	1,2	+3
11	223	209	214	210	218	224, 225	1,1	+8
12		218	229	192	193	224, 224	.05, .05	+1

Language

Analysis of Growth

Between 2020 and 2022, the NH SAS scores of 6th graders entering Kreiva were on average 33 points below the proficiency cut score. The average score of 6th grade students in the surrounding middle schools in Manchester District Schools (MPS) Hillside, Parkside, and Southside between the 2021-2022 school years was 600 suggesting that language intervention and support needs to be a priority in the Manchester community for students attending or leaving MPS. As Kreiva has over 80% of their students coming from the Manchester School District, the fact that Kreiva students at the end of the 6th grade year in 2021-2022 scored 10 points above students from Hillside, Parkside, and Southside is encouraging and indicates growth is occurring at Kreiva. There was a decline in the 6th grade scores at Kreiva for 2022-2023 with scores that have been reported this far but testing is still in progress. Further, through analyzing cohorts growth over time with NWEA data shown in Figure 8 below, Kreiva students are making progress towards proficiency. There is a slight dip shown in scores that occurred during the pandemic particularly in Kreiva high school students, but scores are now trending upward. For the 2022-2023 year, the average of students in 7th grade have already met the Fall NWEA Achievement mean for 7th graders. On average, students in grade 8 have already met their annual NWEA growth projection as of the Winter 2022-2023 testing session.

NH SAS data shows that Kreiva students in grade 7 (+2)and 8 (+16) made additional growth than the students in the respective grade during the prior year but students in grades 6 (-42) did not. Students are reporting on average at a level 1 yet the data suggests that as students receive support and intervention at Kreiva they are making forward progress towards proficiency.

Figure 7: NH SAS ELA Average Scores and Proficiency Percentages 2020-2023 of Kreiva Academy Students

Year	Grade	Average Score	Proficiency Benchmark Score	Level of Average Score	Percent proficient	# of students with test data
2020-2021 ELA	6	612	642	2	21%	14
2021-2022 ELA	6	606	642	2	23%	13
2022-2023 ELA	6	564	642	1	14%	7
2020-2021 ELA	7	598	644	1	27%	11
2021-2022 ELA	7	588	644	1	8%	13
2022-2023 ELA	7	590	644	1	0%	7
2020-2021 ELA	8	596	661	1	13%	16
2021-2022 ELA	8	586	661	1	9%	11
2022-2023 ELA	8	602	661	1	7%	15

Figure 8: NWEA Cohort bar graph of progress by grade and year in Language

Grade	2020 Fall	2021 Fall	2022 Spring	2022 Fall	2023 Winter	NWEA Achievement Norm by grade	NWEA Fall to Winter, Fall to Spring Growth Norm	Fall to Winter Growth 2022-2023
6	201	207	206	198	199	209, 214	3,5	+1
7	207	205	206	214	214	213, 216	3,4	+0
8	199	208	206	205	210	216, 219	2,3	+5
9	222	202	209	209	210	217, 219	2,3	+1
10	215	217	214	213	214	219, 221	1,2	+1
11	221	214	209	220	219	221, 222	1,2	-1
12		218	237	195	201	n/a	n/a	+6

3. In the following box, please describe the progress your school has made towards its programmatic goals:

Kreiva Academy has implemented an intentional and comprehensive plan over the last 5 years committed to the program vision outlined in the Kreiva Academy charter. When the Barr Foundation has provided program development feedback to Kreiva over the last several years, it has been consistently reported that Kreiva provides a safe, welcoming environment focused on building a strong foundation through relationships. Some have questioned why we have spent so much time on building our school climate as compared to what other schools do. It is this strong foundation of relationship-based culture and climate that fosters trust, safety, and support so that teaching and learning can effectively take place. Since so many students come to Kreiva having experienced either personal or educational trauma, building a school climate where students feel welcome, safe, and heard has been critical. A framework that supports/establishes/and is able to sustain a foundation for learning based on relationships, trust, voice, and spaces and strategies for safe and productive communication has been critical to support the needs of Kreiva students. This foundation is one of the key elements of what makes Kreiva so special and different from other school options in the Manchester area and iattracts students that in many cases have not experienced success elsewhere. Success as Kreiva is truly holistic and “progress” and “success” are valued and from both a social-emotional and academic perspective understanding that progress in one’s social-emotional development is a predictor or growth in academics.

It has taken 5 years to effectively design. build, resource, and staff a school for the students we serve. Like most schools, the pandemic significantly impacted our ability to effectively connect with all students especially during the 2021-2022 school year. During the 2022-2023 school year, participation in school events has significantly increased, school clubs and affinity groups have gained momentum, additional student support from life coaching sessions from a behavioral specialist, to weekly social groups focused on anger management and executive functioning, to implementation of a student justice panel are supporting students capacity to communicate and experience success each day at Kreiva. At Kreiva,

success is learning through the journey- celebrating as students progress towards mastery and highlighting the wins along the way, not just focusing on the final product, understanding, or achievement.

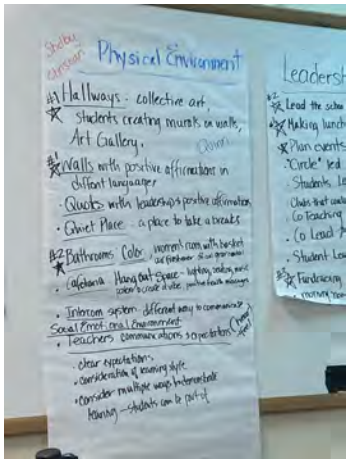
The Kreiva Academy charter identifies 5 core principles that create a framework outlining the programmatic goals of the school. Below you will find each of the 5 core principles with action steps that have taken place over the last five years to bring these programmatic goals to life.

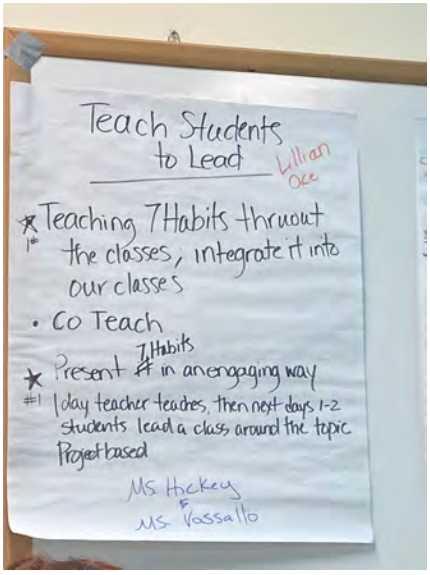
1) **Kreiva's charter commits to a community that embraces and encourages a diversity of perspectives and worldviews.**

   The name Kreiva means creativity and comes from the Esperanto language. Esperanto was a language intended to be accepted by everyone and a common language for the world. Kreiva is a community that prioritizes understanding of and respect for the individual voices and experiences within. Enacting common language is no easy feat and takes nurturing and support. Kreiva embraces a diversity of perspectives through the following:

   a) Participation in the Rigor, Relevance, and Purpose Community of Practice sponsored by the Barr Foundation (Fall 2022-present)
      i) This work engages a group of 3 staff members to implement and train additional Kreiva stuff to implement the Ready for Rigor Framework for culturally responsive teaching
   b) Implementation of Crew Advisory program
      i) Hyde School curriculum pilot for Kreiva Crew advisory (Fall 2020-Spring 2022)
      ii) 2022-2023 Implementation of Leader in Me by Franklin Covey in Crew advisory program to build a leadership culture in our school that will have positive outcomes on the academics and culture of our school valuing and lifting the voices of all within.
         (1) 4 year initial implementation with coaching and ongoing support from Franklin Covey for students and staff
         (2) August 2022 training of staff on Seven Habits of Highly Successful People
         (3) Fall/Winter 2022-2023 Leader in Me Curriculum training and implementation into Crew advisory periods
         (4) Lighthouse Team kickoff whereby a team of students has identified key areas of focus for the school and have broken into action teams each with an advisor

Lighthouse team students meet monthly to collaborate around student goals and ideas. Student action teams are creating plans on how to take ideas to action.





c) Student Council
   i) Initially launched in Spring of 2021 with election of officers but then hiatus during 2021-2022
   ii) Students council is a representative structure for student, though which they can become involved in the affairs of the schools, working in partnership with school management, administration, staff, the board, families, and the community for the benefit of the school and the students
      (1) Student Council Contract
   iii) 2022-2023 student council meets once a week on Tuesdays with 12 student members and 2 staff advisors
d) Kreiva Community Organization
   i) The KCO launched in Fall 2022-2023 as an organization for parents, students, and staff to collaborate in support of the Kreiva Academy community
e) Goal setting and student-led conferences implemented in 2020-2021 school year as a strategy for students to drive and own their learning journey
   i) Student-led conferences family guide

f) Affinity groups and clubs as a means to celebrate and promote student voice and choice including: Pride club, Anime Club, Video game club
g) Partnership with YWCA- see 5iii

2) **Celebrates knowledge and experience, within and beyond the classroom**:

Kreiva uses project based learning and competency based assessment as structures that value the journey of understanding, make connections to the world we live in, and are sensitive to each student's individual needs and learning pathway.

a) Project-based learning and fieldwork
   i) Ongoing offering of staff development and support in Gold-Standard Project-based Learning professional development by PBL Works and coaching from curriculum consultant
   ii) Development of culturally sensitive practices through the Rigor, Relevance, and Purpose Community of Practice in partnership with The Learning Agenda allowing Kreiva teachers to more effectively differentiate instruction
      (1) See Ready for Rigor Framework to understand more about how this community of practices supports teachers to differentiate instruction for students.
   iii) Ongoing support for development of high quality, project based instruction through participation by 4 teaching staff in Transformative Learning Experiences Community of Practice in Partnership with Barr Foundation/Springpoint
   iv) School leader development for rigorous instruction in alignment with school mission and vision through participation in Deeper Learning Community of Practice in partnership with The Learning Agenda/Barr Foundation
   v) Springpoint/Barr Foundation partnership for continuous school improvement guided by the Indicators of School Quality with site visit and rubric assessment every 2 years through our Barr Foundation partnership
b) Competency-based approach
   i) Kreiva established competencies and learning targets aligned with Common Core and the NextGen Science standards for middle school and high school
   ii) Competency-based reporting using TeacherEase SIS 2019-2021
      (1) Switched to Alma due to TeacherEase inability to run a competency-based transcript
   iii) Competency-based grade reporting and transcripts using ALMA SIS 2021-2022
      (1) Sample transcript
c) Senior Capstone Experience
   i) Kicked off during the 2020-2021 school year.
   ii) Students take at least one trimester of Capstone coursework to support their project development and develop an initial proposal. Students can opt to participate in Capstone course more than one trimester.
d) ELO program (students who currently worked with SEE Science Center, Cooperative Extension, Title Boxing, Sleep in Heavenly Peace)
e) UNH partnership with UNH Cooperative Extension STEM lab
   i) Seaperch program, 12 week long program integrated as part of science 5 (biology) course since 2021-2022 whereby the UNH StemLab co-teaches with Kreiva teachers to bring the program to life

(1) Seaperch is an innovative underwater robotics program that equips youth and adult teachers and mentors with the resources they need to build a functional underwater Remotely Operated Vehicle (ROV). Youth build a Seaperch from low-cost, common materials and learn basic engineering and science concepts in a marine engineering environment. Seacoast Seaperch provides youth with opportunities to learn STEM skills while building an underwater ROV and can be part of a classroom, after school or youth development program such as 4-H. Throughout the project, students learn engineering concepts, problem solving, teamwork, and technical skills. Seaperch is run nationally by **Robonation** and locally by UNH Center for Coastal and Ocean Mapping, Portsmouth Naval Shipyard and UNH Extension.

Kreiva students hard at work engineering their SeaPerch underwater vehicles.

Kreiva students compete at the Seacoast Seaperch competition at UNH Durham

ii) Stream Safari launches for grades 6-7 in 2022-2023

(1) Stream Safari is an environmental science program focused on stream ecology. The Stream Safari program was designed to introduce youth in grades 3-8 to the concepts of stream and river ecology through minds-on, hands-on educational activities. Included in the program are indoor and outdoor activities, field work experiences, data collection and analysis involving stream ecology. In the program, youth learn ecology concepts through a variety of experiences and activities. Examples of activities include building models of ecosystems and watersheds, learning, practicing field work such as water quality testing, collecting macroinvertebrates from a local stream, and identifying human impacts on a stream or river.



Steam Safari science with UNH STEM Lab at Kreiva

f) Thrive Outdoors
   i) Local Manchester business partner that has provided space and resources for conflict resolution within small groups of students in an alternative setting focused on adventure and outdoor education

3) Strives to be a meaningful part of the greater community, contributing in a variety of ways

a) Fieldwork and Community Connections
   i) Teachers each have an annual budget to extend classroom learning into community resources and spaces.

Staff and students in grades 6 and 7 were invited to visit a live construction site to see how construction works and how they can apply it to their T3 exhibition project. Students also met with an architect to learn about how accuracy, geometry and re-planning builds go into creating a building. Then students met with a safety advisor who explained why gear, communication and following procedures are critical for everyone's safety. Students will be able to use the knowledge given to help finalize their bird homes.

WMUR Meteorologist Kevin Skarupa met with Kreiva students to talk about all things weather!

b) Implementation of the Naviance Career and College Readiness Program (2022)
   i) Appx, 12-15% of Kreiva graduates attend either a 2 or 4 year college program with the remainder going into the workforce. The Naviance platform has been adopted to support students to understand, plan, and implement a personally meaningful plan for after graduation.

c) Food pantry
   i) Kreiva provides free breakfast and lunch to any student every day. Students order their lunch through an electronic form each morning and at lunchtime can pick up their made to order lunch.
      (1) Made possible with grant support from Feed NH, Walmart, and the NH Food Bank

d) Sleep in Heavenly Peace events
   i) 2 build events have occurred so far at Kreiva- 1 as a result of a student project and 1 as a general Kreiva sponsored Kreiva event

Kreiva student organizes and facilitates a Sleep in Heavenly Peace event as part of their Eagle Scout and Capstone project.

e) Learning Exhibitions- These celebrations of learning have taken place since the first year Kreiva opened.
   i) Kreiva has 3 Exhibitions each year and a minimum of 3 family meals a year. See photos from Trimester 2 coursework and exhibition HERE. Exhibitions are a time that students share their work and work is celebrated with the community. Students lead conversations around the work and families are able to interactively participate in exhibits throughout these evenings.

f) Extended Learning Opportunity (ELO)/Capstone
   i) Kreiva students earn credit through community internships, independent study, and/or employment
      (1) Each Kreiva student must complete a Senior Capstone project as part of their graduation requirements. See more about the project HERE.
      (2) Students can submit a proposal for ELO experience to earn credit for passion projects and workplace experience.
      (3) Current community businesses where students have taken part in ELO or Capstone work include ELO program SEE Science Center, Cooperative Extension, Title Boxing, Sleep in Heavenly Peace

4) Honors the importance of mutual respect in creating a safe, social, and engaging learning environment

a) Multi Tiered Systems of Support (MTSS) approaches/Polly Bath professional development series to design responsive interventions rooted in understanding causes for students behavior and/or academic challenge
   i) Polly Bath was engaged during the 2022-2023 school year to support implementation of MTSS

b) Leader in Me framework implementation

c) Megg Thompson consulting engaged during 2022-2023 to provide life coaching services to a cohort of at-risk students as well as to provide support from through behavioral specialist consulting to staff

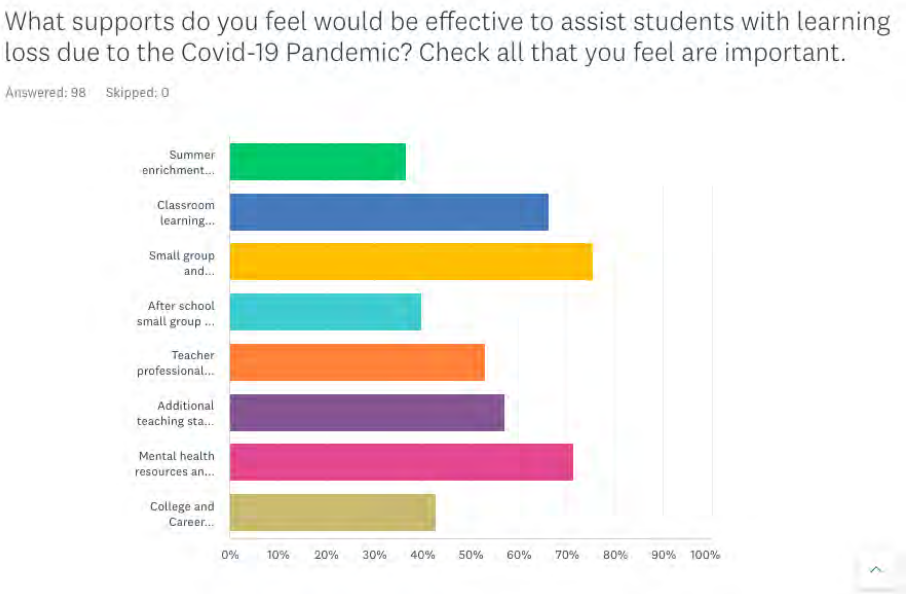
d) Restorative Practices as a means to support positive, safe, and engaging classroom environments

5) Encourages courage and compassion among community members, towards a common goal of ongoing growth and improvement.

As many Kreiva Academy students have experienced trauma outside of school, programming efforts that support student mental health have been a priority. In a survey of the Kreiva community, 71% of those surveyed (98 responses) indicated that mental health supports and programming were a priority to support learning post-pandemic.

Figure 9: Stakeholder Survey Results

a)



See full explanation of chart categories and percentages below

ANSWER CHOICES	RESPONSES	
Summer enrichment programming	36.73%	36
Classroom learning activities using resources that support specific areas of learning loss	66.33%	65
Small group and individualized tutoring during the school day	75.51%	74
After school small group or individualized tutoring	39.80%	39
Teacher professional to development that provides further understanding on using tools associated with addressing learning loss and/or teacher professional development that supports understanding of individual differences of students.	53.06%	52
Additional teaching staff to reduce class sizes	57.14%	56
Mental health resources and programming	71.43%	70
College and Career resources	42.86%	42
Total Respondents: 98		

Restorative approaches

(1) Kreiva embraces restorative approaches as means to support effective and equitable communication within the community. Courageous conversations occur when individuals feel safe and experience trust. Kreiva uses a framework of restorative approaches provided through the Circle Forward (by Carolyn Boyes-Watson and Kay Prantis) resources to support implementation of norms, circle practices, and protocols to guide interactions and build a school community that supports students to feel

safe, supported, and heard. 6 of Kreiva staff were trained at an intensive restorative approaches institute offered through the Vermont Restorative Justice Center during August of 2022. Through a train the trainer-model additional staff have been being trained to implement these practices throughout the 2022-2023 school year. A student justice panel launched late Fall 2022 after the students on the panel trained on restorative practices throughout the fall and continue to have ongoing coaching weekly on Fridays.

ii) A partnership with NAMI NH began during the 2021-2022 school year to implement the CONNECT program as a means to support staff and student mental health. The Connect program is recognized as a comprehensive model for planning and implementing suicide prevention and postvention practices. Both staff and team of student leaders were trained during the 2021-2022 school year. During the 2023-2024 school year the CONNECT student leaders will be facilitating suicide awareness and prevention training for Kreiva staff and will be providing awareness sessions to Kreiva students in small groups of Kreiva Crews.

iii) YMCA NH became a Kreiva partner during the 2022-2023 school year. This partnership has focused on 1) supporting students and staff to have courageous conversations that respect and acknowledge each person's lived experiences and 2) Access to high quality afterschool programming.

(1) When school returned to full-time, in-person status during the Covid-19 Pandemic, both students and staff were struggling to interact as effectively as pre-pandemic. Many students seemed angry, overstimulated, and overwhelmed. Staff struggled to understand how to best engage with students with so many different needs emerging as students come back into classrooms. A staff professional development series facilitated by the YWCA provided Kreiva personnel with strategies to have meaningful conversations with students that featured more space for student voices and strategies to effectively differentiate instruction to meet the needs of individual students. Mini-sessions were also facilitated for students by the YWCA to provide students with strategies for relating with one another and a lens for leadership and conflict resolution.

(2) Through our YWCA partnership, Kreiva Academy students have access to after school programming at the YWCA free of charge. YWCA after school programming focuses on providing social-emotional and academic support to students. Kreiva also offers after school programming on 2 additional days.

4. In the following box, please describe the progress your school has made towards its organizational goals:

Staffing

Kreiva has developed a staffing model in response to student:teacher ratios outlined in our charter, student support needs, and through ongoing data received from the community, both qualitative and quantitative, over the last 5 years. Our current staff framework of 24 individuals is as follows:

Administrative Staff (5): Head of School, Director of Development and Operations, Dean of Students, Director of Special Education, and a Director of Student Support, Academic Director (2023-2024)

Teaching Staff (12): 3 Math teachers, 3 Humanities teachers, 2 STEM teachers, 2 Performing Art teachers, 1 Fine Art teacher, 1 PE/Health teacher

Support Staff (7) : 2 Special Education Teachers, 4 Paraprofessionals, 1 Family Engagement Specialist

During the 2021-2022 school year, Kreiva had an 81% staff retention rate. We had a humanities and math teacher resign during the Fall of 2021, a special education teacher resign at the end of the 2021-2022 school year, and 1 contract that was not renewed.

For the 2022-2023 school year, we anticipate a 92% staff retention rate based on surveys of staff and signed returned contracts thus far.

Kreiva has employed a number of different strategies to support staff retention including several mid-year monetary bonuses during the height of the Covid-19 pandemic, dedicated teacher preparatory periods every day, competitive salaries within the context of the charter network, team building and employee appreciation events throughout the school year, and ongoing free professional development.

Building

Kreiva Academy currently leases 38,300 square feet of space at 470 Pine Street in downtown Manchester. We are one of three tenants in the building. The building is conveniently located to many cultural and educational attractions including the Manchester City Library, Palace Theatres, Currier Museum, and the Merrimack River.

We do have a size constraint within the building footprint, but we have been expanding within our space as we are able. We have creatively added three classrooms in our cafetorium: one on stage partitioned by curtains for Theater classes, one with portable partition walls for Culinary classes and general use, and one using tables and large upright stage steps for a Piano Lab. We have reimagined a former conference room and student lounge into an Art classroom, as well.

Our Pine Street location is in a 100-year-old building with antiquated systems. We have worked with both the landlord and outside contractors to update electrical, technology, and other classroom needs. During the pandemic, we installed additional electrical power to run portable air filtration units and hands-free water bottle fillers. Due to the lack of cooling in half of the building, we added electrical for portable air conditioners in four classroom spaces. For the Kreiva Kitchen Food Pantry, we added electrical to handle

a commercial refrigerator, a chest freezer, and a multiple-microwave station. Over the past couple of years, we have looked for alternative space knowing our lease was expiring. Unfortunately, the commercial real estate market within the City of Manchester is not conducive to our current and expanding needs.

Enrollment

Kreiva Academy currently has 160 students enrolled. With the addition of Physical Education, Performing Arts (theater and music), and Art classes, we have been able to include more elective classes for students to choose from. This also gives us more leeway with class scheduling and aligns with our 20 student maximum class size. Due to the building size constraints, we do not expect to grow our enrollment past 180 students over the next three years. Once we know we are able to expand, whether in the existing building should additional space become available or another building once our lease expires, we will look into adding a 5th grade and additional elective offerings.

Board Size

The Kreiva Academy Board of Trustees currently has five members. See board member bios HERE. Over the course of the past five years, our board has gone through changes. Membership changed when trustees who had students who transferred or graduated, trustees who didn't realize the time commitments, and others who moved out of the area. Our current board consists of two parents, one former parent, and two community members. The board is active in their efforts to recruit new members with varied backgrounds to help Kreiva Academy grow into the future.

5. What is the anticipated enrollment for the school over the next 3 school years:

Year 1	Year 2	Year 3
160	170	180

Are there any changes to the curriculum and/or instruction of the school as a result of anticipated growth?

No

6. Describe the current state of the school's curricular program:

In summer of 2022, Kreiva launched the Program of Studies, a comprehensive document explaining Kreiva's project and competency based approaches, grading practices, individualized learning pathways, diploma requirements, course offerings, ELO options, the senior Capstone project, and competency recovery. While many of these items had been discussed at a high level in the initial charter document, the Program of Studies provides explanations for staff, students, and families of how these ideas come to life on a daily basis at Kreiva.

Kreiva Academy has developed original, innovative, and authentic course offerings that meet a comprehensive set of learning targets in support of the intellectual domain aligned to the Common Core and Next Generation Science Standards as well as the NH Work Study practices. While meeting nationally recognized standards, Kreiva courses also feature real world application and relevance. Additional elective courses are added each year based on student survey data in support of student voice and choice.

Kreiva Academy has adopted nationally recognized programs to support student learning and growth including the AgileMind math program, IXL Math, Acheive3000 Literacy. Agilemind is used in Kreiva math courses and IXL is used as an intervention support tool in WIN (What I Need) math intervention courses. Achieve 3000 is used in humanities courses as an integrated tool to complement topics being taught and learned in classes and allows teachers to understand reading growth and progress over time and associated needed interventions and supports. Additionally, Kreiva adopted the Naviance program by Powerschool to offer a college and career readiness framework through the platform resources. During 2022-2023, Kreiva 11th and 12th graders explored Naviance resources through a trimester course offering called College and Career Readiness. During 2023-2024 Naviance college and career curriculum will be further implemented throughout Kreiva grades within our Crew advisory program.

Many students come to Kreiva having experienced minimal success at previous schools. Students share that in schools they have attended prior to Kreiva they feel they have had limited choices for courses that met specific interests and/or didn't seem relevant and have not been able to leverage their strengths. Families and students choose Kreiva because of our commitment to creating an individualized pathway towards success for each student. Students who have not engaged academically at other schools more often than not experience greater success from both an academic and attendance perspective at Kreiva Academy. Kreiva teachers are designers. As designers, they tailor courses to make meaningful connections to content for students through both engaging course topics as well as personal project decisions that teachers and students co-create. Through these practices, students are able to make more meaningful connections to what is being learned and build relationships with teachers and peers through the work. Kreiva teachers have access to ongoing coaching for project-based approaches as well as high quality professional development including PBL Gold Star training through PBL works.

At Kreiva, teachers design project-based units that use competency-based assessment to document student progress. Kreiva Academy teachers take part in bi-weekly team/Professional Learning Group (PLG) meetings to discuss student progress and reflect on current data in order to intentionally guide instruction. Kreiva teachers have been trained to effectively use data protocols through a year long professional development partnership with Great Schools Partnership. Kreiva Academy staff also each have a professional development budget in order to attend training sessions that support their individual professional growth plans. The Frameworks for Teaching (Davidson, 1996) guide teacher development, growth, and reflection.

Kreiva adopted the ALMA SIS in 2021. Kreiva staff have taken part in implementation and ongoing training on the ALMA SIS system. Student progress is articulated on report cards at the end of each trimester using the ALMA student information system adopted at the beginning of the 2021-2022 school year. ALMA is one of the few SIS systems that will generate a competency-based transcript.

7. Describe the current state of the school's technology and digital infrastructure:

Kreiva Academy requires students and staff to have computers or laptops that run, at a minimum, Google Cloud applications. To this end, each full-time staff member has a school supplied Windows, Mac or Chrome laptop and/or Windows desktop and we have approximately 200 school-owned Chromebooks for student use. We have a chromebook lending program for students who can sign out a laptop for the school year. Kreiva was able to procure 40 chromebooks through Title IA funding and 75 chromebooks through Emergency Connectivity Funding.

Our school invested in an upgrade to our wireless network by installing fiber to the building with assistance from the E-Rate program. We now have a 300GB/300GB system.

We changed from the Teacherease student information system to Alma over the summer of 2021. This change was due to our competency-based grading system to which Alma was better suited. With the upcoming changes from i4see to Alma at NHED, we have been able to beta test a number of reports.

Kreiva Academy uses many different software solutions for our student body. We have adopted Achieve3000 for improved writing skills, AgileMind for improved math skills, Wilson for our Special Education reading needs, and Naviance for career and college readiness.

The safety and security of our students and staff, especially being an inner city school, is always at the forefront of our minds. We have a 38-camera security system which allows us to monitor entryways, hallways, classrooms, and other open access areas around the school building. The main entry for the building is also fully secured with a buzzer/speaker system for safe screening of entrants. We adopted Securly, a cloud-based filter for our student browsing safety.

8. Describe the efforts the school has made to disseminate best practices, including working with other local schools and districts:

Kreiva Academy has continual commitment to understanding, reflecting on, and collaborating with others in the educational community to discuss best practices and community successes and challenges. We are active members of the NH Charter Alliance.

Our professional partnerships have played a significant role in supporting Kreiva staff to continually grow as practitioners in a community of practice. Through our partnership with the Barr Foundation, Kreiva staff members participate in multiple communities of practice engaging with other practitioners from other Manchester, NH schools, and across New Hampshire, New England, and beyond. Current communities of practice involving both administrators and teaching staff including a Culturally Sensitive Pedagogy Community of Practice focused on access to equitable, rigorous learning experiences, a School leader Community of Practices focused on Deeper Learning, and an Instructional Vision Community of Practice focused on pedagogical calibration, rigor, and best practice.

Additionally, Kreiva Head of School, Dr. Jennifer Siegfried serves as a consultant to NH Ed on Charter approvals and renewals, sits on the Initial Licensure Advisory Board at SNHU, and is a Site Visit Peer Observer for Springpoint. This work supports Dr. Siegfried, and as a result Kreiva Academy, to stay abreast of best practice and associated expectations of charter schools in New Hampshire while collaborating with school leaders across New Hampshire, New England, and the United States.

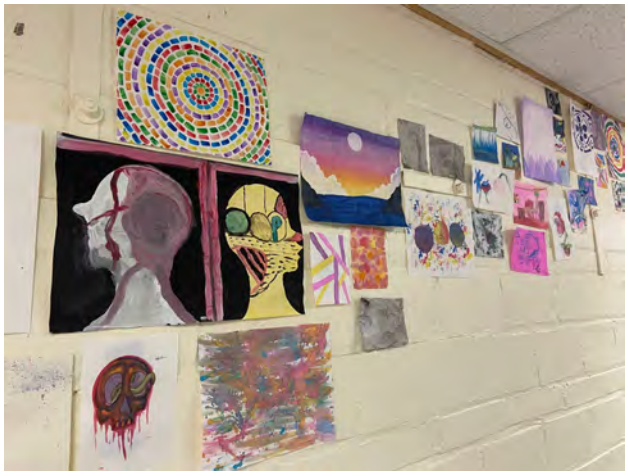
9. Describe current parent involvement efforts and future plans for increased parent involvement:

The Kreiva Academy Board of Trustees maintains membership of current and past parents. It has proved to be highly effective in order to have board members that are actively involved in the daily context of Kreiva as it provides a voice to the realities in the community from those other than staff in order to guide policy and budgetary decisions.

Kreiva hosts Exhibition Nights at the end of each Trimester where families are invited to join in a community celebration of learning. Our student and family attendance at Exhibition Night during Trimester 1 in December of 2022 was triple that of during 2020-2021 and 2021-2022. Exhibition nights include a community dinner prepared by a Kreiva Culinary Class, student displays of work, interactive

presentations facilitated by students, as well as choral and theatrical performances. Exhibitions are truly joyous occasions for the Kreiva community.

Photos: Kreiva exhibition community dinners with student chefs serving, community conversation at Exhibition in a grades 6/7 classroom. Exhibition fine art course displays and a science room ready for community interactive involvement at Exhibition night



Student Goal-Setting Conferences are held each October whereby students outline academic and social-emotional goals for the year with their Crew teacher and Family. See the Goal Setting Template that has been developed HERE and guidance for teachers HERE.

Student-Led Conferences are held each March whereby students articulate progress towards their goals with their Crew teacher and family. Students prepare documentation including work samples that document progress towards goals previously set in the Fall. See more on planning and implementation of Student-Led Conferences at Kreiva HERE.

The ALMA SIS system adopted in Fall of 2021 enables Kreiva to more effectively translate competency-based progress to our families. During the first few years at Kreiva this was an arduous, fairly manual process. Initially the school adopted the TeacherEase SIS but it was incompatible with CBE and would not effectively report our students' progress. Currently, Kreiva is able to publish competency-based report cards once each trimester through the ALMA SIS system. Students can access the report cards on the ALMA platform and they are emailed through the platform to families. Additionally, Alma is able to send a weekly report of progress to families that they can opt to receive each week.

The Kreiva Community Organization, a stakeholder group composed of staff, students, and families had their inaugural meeting on January 5, 2023. The purpose of creating the Kreiva Community Organization is to support the education of children at Kreiva Academy by building relationships between the school, families, and teachers. An initial questionnaire was provided to attendees to gain understanding of how individuals would like to participate. The groups will meet once a month during the school year.

10. Describe past fundraising efforts since the last renewal and results of fundraising to date:

Over the past five years, Kreiva Academy has used a number of different platforms to fundraise for operational, staff, and student needs. We participate annually in statewide nonprofit programs including NHGives in the spring and Giving Tuesday in the fall. Our staff have used DonorsChoose and GoFundMe for classroom needs. We use social media, email, and our website, as well as local media channels, to promote our events. We have applied for many local grants programs and in 2023 were able to hire a part-time remote grant writer.

- Barr Foundation: $900,000 for general operating expenses (two 24-month grants)
- FEEDNH: $10,000 for Kreiva Kitchen Weekend Backpack Program
- Smyth Trust: $9,330.52 for Piano Lab and extracurricular music lessons
- GiveGab: $7,356.32 for general operating expenses
- Mihaylo Trust: $3,000 for a new telecommunications system
- Andrea Feingold: $3,000 for new gym wall mats and installation
- Chobani: $2,500 for daytime food programming
- Berlin City Motors: $2,000 for student field work experience
- Walmart Community Grant: $1,250 for daytime food programming
- People's United Bank: $1,000 for student field work experience
- Women Who Care $1000.00

We have also received funds from other fundraising ventures including the now-defunct AmazonSmile program, RaiseRight (formerly Shop with Scrip) gift card program, and Network for Good. We have received small donations from BJs Wholesale Club, Shaws Supermarkets, Hannaford Helps, and others.

As an agency partner of the New Hampshire Food Bank, we have received over 29,000 pounds of food products at a cost of less than $850, a savings of nearly $50,000 (based on $1.70 per pound). This allows us to stock our school-based food pantry, the Kreiva Kitchen, for our students and families in need.

Additionally, the Barr Foundation has generously support Kreiva with the following in-kind donations listed with estimated values below:

- 10 sessions of Leadership Coaching $1200.00
- 3 site visits for learning and observation at exemplar schools for a total of 6 staff $4800.00
- Instructional Vision School Leader Institute $1000.00
- Catalyze New Models Summit for 4 staff $9500.00
- 2 Springpoint onsite coaching visits at Kreiva $22,000.00

Estimated Total of In-Kind Donation of Services from the Barr Foundation: $38, 500.00

11. What are the school's plans for future fundraising efforts and goals?

This year, we were able to hire a part-time grant writer to assist with the larger ticket items and for specific programming. We will continue to participate in annual fundraising drives such as NHGives and Giving Tuesday, work with our community partners for additional support, and expand our giving network by attending more community-sponsored events.

Kreiva Academy’s goal is to raise funds to pay for:

- additional staffing needs to expand our curriculum offerings

- professional development and infrastructure for implementation of a staff peer coaching model and instructional rounds
- additional social-emotional learning initiatives
- a new and/or updated STEM Lab
- continue Kreiva Kitchen food programming operations

12. What specific plans does the school have in place to ensure continued sustainability?

Our Board of Trustees prepares an annual budget based on enrollment numbers, known grant and fundraising revenue, and historical spending. Although our enrollment numbers cannot rise above 180 pupils in our current location, we budget soundly.

With a diverse number of revenue sources, Kreiva Academy will be able to ensure continued sustainability.

- State funding including per pupil aid, differential aid, and lease aid
- Federal funding including Title IA, IIA, and IVA
- Grant funding through foundations and community partnerships
- Annual fundraising efforts

As always, we continue to monitor expenses and utilize the programs available to educational institutions and nonprofit organizations including E-Rate and TechSoup.

We have built up a reserve fund of $200,000.00 for a future building purchase and have a line of credit available of $200,000.00 to us on an as needed basis.

Each year, Kreiva Academy increases stakeholder engagement with students and their families, board and staff, and community members, to build support for the school.

Charter Schools are required to submit to the Department of Education a completed budget for the upcoming fiscal year.

- Kreiva Academy Budget 2023-2024

New Hampshire
Department of Education

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Kreiva Academy Public Charter School (Dis

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470 Pine St. Manchester, NH 03104 | 603-232-7974

Report Card Year: **2022**

Entity ID
708

Grades Served
6-12

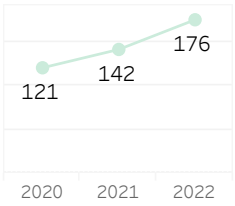
Head of School
Jennifer Siegfried

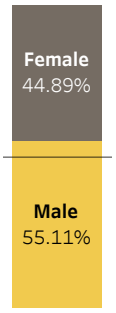
District Name

Federal Accountability Indicators (1 - Low | 4 - High)

Total Student Enrollment

176





Student Population Breakdown

Economically Disadvantaged	65.34%
English Language Learners	*N
Homeless	*N
Migrant	N/A
Military Connected	N/A
Students in Foster Care	*N
Students with Disabilities	32.39%

Population by Race / Ethnicity

American Indian or Alaskan	N/A
Asian or Pacific Islander	*N
Black or African American	*N
Hispanic or Latino	18.18%
Multiple Races	*N
White	73.30%

Performance Indicators by Subgroupings

*Achievement Metrics Compared vs. Targets

			2020	2021	2022
DLM Participation - ELA		All Students	*COVID	0.00%	0.00%
DLM Participation - Math		All Students	*COVID	0.00%	0.00%
ELA Participation Rate		All Students	*COVID	58%	45%
	Race/Ethnicity	American Indian or Alaskan	*COVID		N/A
		Asian or Pacific Islander	*COVID	*N	*N
		Black or African American	*COVID	*N	*N
		Hispanic or Latino	*COVID	58%	38%
		Multiple Races	*COVID	*N	*N
		White	*COVID	57%	44%
	Sex	Female	*COVID	58%	50%
		Male	*COVID	57%	41%
	Student Group	Economically Disadvantaged	*COVID	63%	38%
		English Language Learners	*COVID	*N	N/A
		Homeless	*COVID		N/A
		Migrant	*COVID		N/A
		Military Connected	*COVID		N/A
		Students in Foster Care	*COVID		N/A
		Students with Disabilities	*COVID	55%	28%
ELA Proficiency		All Students	*COVID	24% (vs 60)	24% (vs 63)
	Achievement Level	Level 1 (lowest)	*COVID	57%	61%
		Level 2	*COVID	20%	15%
		Level 3	*COVID	22%	15%
		Level 4 (highest)	*COVID	<10%	<10%
	Grade	Grade 3	*COVID	N/A	N/A
		Grade 4	*COVID	N/A	N/A
		Grade 5	*COVID	N/A	N/A
		Grade 6	*COVID	21%	*N

			Grade 7	*COVID	*N	<10%
			Grade 8	*COVID	<10%	*N
			Grade 11	*COVID	45%	*N
		Race/Ethnicity	American Indian or Alaskan	*COVID	N/A (vs 53)	N/A (vs 57)
			Asian or Pacific Islander	*COVID	*N (vs 72)	*N (vs 72)
			Black or African American	*COVID	*N (vs 37)	*N (vs 41)
			Hispanic or Latino	*COVID	18% (vs 42)	*N (vs 46)
			Multiple Races	*COVID	*N (vs 63)	*N (vs 67)
			White	*COVID	23% (vs 64)	26% (vs 68)
		Sex	Female	*COVID	29%	27%
			Male	*COVID	20%	22%
		Student Group	Economically Disadvantaged	*COVID	17% (vs 40)	21% (vs 44)
			English Language Learners	*COVID	*N	N/A (vs 36)
			Homeless	*COVID	N/A	N/A
			Migrant	*COVID	N/A	N/A
			Military Connected	*COVID	N/A	N/A
			Students in Foster Care	*COVID	N/A	N/A
			Students with Disabilities	*COVID	<10% (vs 22)	*N (vs 25)
	English Language Proficiency (ACCESS test)		All Students	*N (vs 43)	N/A (vs 43)	*N (vs 47)
	First Year Exemption - ELA		All Students	*COVID	N/A	N/A
	First Year Exemption - Math		All Students	*COVID	N/A	N/A
	Math Participation Rate		All Students	*COVID	56%	49%
		Race/Ethnicity	American Indian or Alaskan	*COVID		N/A
			Asian or Pacific Islander	*COVID	*N	*N
			Black or African American	*COVID	*N	*N
			Hispanic or Latino	*COVID	53%	54%
			Multiple Races	*COVID	*N	*N
			White	*COVID	57%	46%
		Sex	Female	*COVID	64%	50%
			Male	*COVID	50%	48%
		Student Group	Economically Disadvantaged	*COVID	59%	40%
			English Language Learners	*COVID	*N	N/A
			Homeless	*COVID		N/A
			Migrant	*COVID		N/A
			Military Connected	*COVID		N/A
			Students in Foster Care	*COVID		N/A
			Students with Disabilities	*COVID	55%	39%
Achievement	Math Proficiency		All Students	*COVID	<10% (vs 49)	14% (vs 50)
		Achievement Level	Level 1 (lowest)	*COVID	71%	58%
			Level 2	*COVID	20%	28%
			Level 3	*COVID	<10%	14%
			Level 4 (highest)	*COVID	<10%	<10%
		Grade	Grade 3	*COVID	N/A	N/A
			Grade 4	*COVID	N/A	N/A
			Grade 5	*COVID	N/A	N/A
			Grade 6	*COVID	<10%	*N
			Grade 7	*COVID	*N	<10%
			Grade 8	*COVID	<10%	*N
			Grade 11	*COVID	27%	*N
		Race/Ethnicity	American Indian or Alaskan	*COVID	N/A (vs 37)	N/A (vs 39)
			Asian or Pacific Islander	*COVID	*N (vs 67)	*N (vs 67)
			Black or African American	*COVID	*N (vs 25)	*N (vs 27)
			Hispanic or Latino	*COVID	*N (vs 31)	*N (vs 33)
			Multiple Races	*COVID	*N (vs 48)	*N (vs 50)
			White	*COVID	10% (vs 51)	13% (vs 53)
		Sex	Female	*COVID	<10%	<10%
			Male	*COVID	14%	19%
		Student Group	Economically Disadvantaged	*COVID	<10% (vs 29)	20% (vs 31)
			English Language Learners	*COVID	*N	N/A (vs 24)
			Homeless	*COVID	N/A	N/A
			Migrant	*COVID	N/A	N/A
			Military Connected	*COVID	N/A	N/A
			Students in Foster Care	*COVID	N/A	N/A
			Students with Disabilities	*COVID	<10% (vs 16)	*N (vs 18)
	Science Participation Rate		All Students	*COVID	26%	37%
		Race/Ethnicity	American Indian or Alaskan	*COVID		N/A
			Asian or Pacific Islander	*COVID	*N	N/A
			Black or African American	*COVID	*N	*N
			Hispanic or Latino	*COVID	*N	*N
			Multiple Races	*COVID	*N	N/A

			White	*COVID	28%	33%
		Sex	Female	*COVID	30%	41%
			Male	*COVID	23%	35%
		Student Group	Economically Disadvantaged	*COVID	29%	31%
			English Language Learners	*COVID	*N	N/A
			Homeless	*COVID		N/A
			Migrant	*COVID		N/A
			Military Connected	*COVID		N/A
			Students in Foster Care	*COVID		N/A
			Students with Disabilities	*COVID	23%	23%
	Science Proficiency		All Students	*COVID	18%	<10%
		Achievement Level	Level 1 (lowest)	*COVID	82%	75%
			Level 2	*COVID	<10%	19%
			Level 3	*COVID	18%	<10%
			Level 4 (highest)	*COVID	<10%	<10%
		Grade	Grade 3	*COVID	N/A	N/A
			Grade 4	*COVID	N/A	N/A
			Grade 5	*COVID	N/A	N/A
			Grade 6	*COVID	N/A	N/A
			Grade 7	*COVID	N/A	N/A
			Grade 8	*COVID	*N	*N
			Grade 11	*COVID	*N	*N
		Race/Ethnicity	American Indian or Alaskan	*COVID	N/A	N/A
			Asian or Pacific Islander	*COVID	*N	N/A
			Black or African American	*COVID	N/A	*N
			Hispanic or Latino	*COVID	*N	*N
			Multiple Races	*COVID	N/A	N/A
			White	*COVID	*N	<10%
		Sex	Female	*COVID	*N	*N
			Male	*COVID	*N	*N
		Student Group	Economically Disadvantaged	*COVID	*N	*N
			English Language Learners	*COVID	N/A	N/A
			Homeless	*COVID	N/A	N/A
			Migrant	*COVID	N/A	N/A
			Military Connected	*COVID	N/A	N/A
			Students in Foster Care	*COVID	N/A	N/A
			Students with Disabilities	*COVID	*N	*N
Academic Growth	ELA Growth		All Students	*COVID	*COVID	27
		Grade	Grade 4	*COVID	N/A	N/A
			Grade 5	*COVID	N/A	N/A
			Grade 6	*COVID	*COVID	*N
			Grade 7	*COVID	*COVID	*N
			Grade 8	*COVID	*COVID	*N
		Race/Ethnicity	American Indian or Alaskan	*COVID	*COVID	N/A
			Asian or Pacific Islander	*COVID	*COVID	*N
			Black or African American	*COVID	*COVID	*N
			Hispanic or Latino	*COVID	*COVID	*N
			Multiple Races	*COVID	*COVID	*N
			White	*COVID	*COVID	*N
		Sex	Female	*COVID	*COVID	*N
			Male	*COVID	*COVID	*N
		Student Group	Economically Disadvantaged	*COVID	*COVID	*N
			English Language Learners	*COVID	*COVID	N/A
			Homeless	*COVID	*COVID	N/A
			Migrant	*COVID	*COVID	N/A
			Military Connected	*COVID	*COVID	N/A
			Students in Foster Care	*COVID	*COVID	N/A
			Students with Disabilities	*COVID	*COVID	*N
	Math Growth		All Students	*COVID	*COVID	34
		Grade	Grade 4	*COVID	N/A	N/A
			Grade 5	*COVID	N/A	N/A
			Grade 6	*COVID	*COVID	*N
			Grade 7	*COVID	*COVID	*N
			Grade 8	*COVID	*COVID	*N
		Race/Ethnicity	American Indian or Alaskan	*COVID	*COVID	N/A
			Asian or Pacific Islander	*COVID	*COVID	*N
			Black or African American	*COVID	*COVID	*N
			Hispanic or Latino	*COVID	*COVID	*N
			Multiple Races	*COVID	*COVID	*N
			White	*COVID	*COVID	*N

			White	*COVID	*COVID	*N
		Sex	Female	*COVID	*COVID	*N
			Male	*COVID	*COVID	*N
		Student Group	Economically Disadvantaged	*COVID	*COVID	*N
			English Language Learners	*COVID	*COVID	N/A
			Homeless	*COVID	*COVID	N/A
			Migrant	*COVID	*COVID	N/A
			Military Connected	*COVID	*COVID	N/A
			Students in Foster Care	*COVID	*COVID	N/A
			Students with Disabilities	*COVID	*COVID	*N
Student Environment	Average Class Size		All Students	19.3	23.3	N/A
	Expulsion Rate		All Students	0.00%	0.00%	0.00%
		Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	N/A	*N	*N
			Hispanic or Latino	0.00%	0.00%	0.00%
			Multiple Races	*N	*N	*N
			White	0.00%	0.00%	0.00%
		Student Group	Economically Disadvantaged	0.00%	0.00%	0.00%
			English Language Learners	*N	*N	*N
			Homeless	N/A	N/A	*N
			Migrant	N/A	N/A	N/A
			Military Connected	N/A	N/A	N/A
			Students in Foster Care	*N	N/A	*N
			Students with Disabilities	0.00%	0.00%	0.00%
	In School Suspension Rate		All Students	5.32%	0.00%	2.84%
		By Day	1-5 Days	100.00%	0.00%	75.00%
			6 -10 Days	0.00%	0.00%	25.00%
			11+ days	0.00%	0.00%	0.00%
		Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	N/A	*N	*N
			Hispanic or Latino	14.29%	0.00%	3.23%
			Multiple Races	*N	*N	*N
			White	3.95%	0.00%	3.06%
		Student Group	Economically Disadvantaged	5.13%	0.00%	2.11%
			English Language Learners	*N	*N	*N
			Homeless	N/A	N/A	*N
			Migrant	N/A	N/A	N/A
			Military Connected	N/A	N/A	N/A
			Students in Foster Care	*N	N/A	*N
			Students with Disabilities	4.17%	0.00%	2.50%
	Incidents of Violence		All Students	26	6	10
	Out of School Suspension Rate		All Students	21.28%	5.43%	19.86%
		By Day	1-5 Days	65.00%	85.71%	82.14%
			6 -10 Days	25.00%	14.29%	14.29%
			11+ days	10.00%	0.00%	3.57%
		Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	N/A	*N	*N
			Hispanic or Latino	35.71%	3.45%	12.90%
			Multiple Races	*N	*N	*N
			White	19.74%	5.75%	20.41%
		Student Group	Economically Disadvantaged	33.33%	6.94%	23.16%
			English Language Learners	*N	*N	*N
			Homeless	N/A	N/A	*N
			Migrant	N/A	N/A	N/A
			Military Connected	N/A	N/A	N/A
			Students in Foster Care	*N	N/A	*N
			Students with Disabilities	41.67%	13.16%	12.50%
Educator Profiles	Average Teacher Salary		All Students	$40000.00	$42000.00	$41760.00
	Classes by Educators Certified in the Subject		All Students	N/A	N/A	50.00%
	Classes by Educators on an Intern Path		All Students	N/A	N/A	0.00%
	Classes by Experienced Educators		All Students	N/A	N/A	5.88%
	Cost Per Pupil		All Students	$11006	$10712	$11823
		School Type	Elementary School	N/A	N/A	N/A
			High School	$9697	$10497	$11405
			Middle School	$11869	$10936	$12576
	Total Expenditures		All Students	$1407581	$1602115	$1920841
		Non-recurring	Bond and Note Payment	$0	$0	$0

Finance		Expenditures	Facility Construction	$0	$0	$0
		Recurring Expenditures	Bond & Note Interest	0	0	0
			Business Services	0	4	0
			Charter Schools / Other Age..	0	0	0
			Community Programs	0	0	0
			Food Service	0	0	0
			General Administration	10	10	9
			Instructional Staff Support	4	3	5
			Non-Public Programs	0	0	0
			Other Instructional Progra..	0	1	0
			Plant Operations	36	29	31
			Pupil Transportation	0	0	0
			Regular Instruction	24	30	29
			School Administration	10	6	2
			Special Programs	6	7	13
			Student Support Services	6	7	8
			Vocational Programs	0	0	0
Profile	Population By Gender	Sex	Female	47.11%	45.77%	44.89%
			Male	52.89%	54.23%	55.11%
	Population By Race/Ethnicity	Race/Ethnicity	American Indian or Alaskan	N/A	N/A	N/A
			Asian or Pacific Islander	*N	*N	*N
			Black or African American	*N	*N	*N
			Hispanic or Latino	12.40%	20.42%	18.18%
			Multiple Races	*N	*N	*N
			White	82.64%	69.72%	73.30%
	Population By Subgroup	Student Group	Economically Disadvantaged	42.15%	56.34%	65.34%
			English Language Learners	*N	*N	*N
			Homeless	N/A	*N	*N
			Migrant	N/A	N/A	N/A
			Military Connected	N/A	N/A	N/A
			Students in Foster Care	*N	N/A	*N
			Students with Disabilities	25.62%	28.17%	32.39%
	Total Student Enrollment		All Students	121	142	176

***COVID**	Data is not available due to COVID restrictions.	**>90%**	Value is above 90% and is blurred to protect student privacy.
***N**	Data is suppressed due to student population being less than 11.	**N/A**	Data is not applicable
<10%	Value is below 10% and is blurred to protect student privacy.	**NA**	Data is not available

Printed on: **7/31/2023**

8/10/2023

EXECUTIVE SUMMARY

Office of Chartered Public Schools

Kreiva Academy Chartered Public School

Charter Renewal Request

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the charter renewal for Kreiva Academy Chartered Public School (CPS).

B. RATIONALE FOR ACTION

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

C. EFFECTS OF THIS ACTION

A renewal of the charter will allow Kreiva Academy CPS to continue to operate as a chartered public school in the state of New Hampshire until their next five year renewal in 2028.

D. POSSIBLE MOTION

I move that the State Board of Education approve the renewal of Kreiva Academy Chartered Public School's charter OR:

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

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

August 2023
State Board of Education Meeting
Learn Everywhere Program Initial Application
PragerU Kids
Executive Summary

A. Action Needed

A vote is needed by the State Board of Education to approve the initial application for PragerU Kids Learn Everywhere program.

B. Learn Everywhere Program

Application submitted by:

Brandon Ewing, Head of Education and Curriculum
PragerU Kids
15021 Ventura Boulevard#552
Sherman Oaks, CA 91403
833.772.4378

C. Rationale for Action

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

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

D. Effects of this Action

Approval of this initial application will allow the applicant to award students that complete the Learn Everywhere programs certificates for credit toward high school graduation for a period of one year.

E. Possible Motion

I move that the State Board of Education approve the PragerU Kids Learn Everywhere initial application.

OR:

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

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

July 24, 2023

Frank Edelblut, Commissioner
New Hampshire Department of Education
25 Hall Street
Concord, NH 03301

Re: PragerU Kids
Learn Everywhere Program Evaluation Report

Commissioner,

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

Background

PragerU Kids is an educational nonprofit that provides free educational programs to children in PK-12th grade to teach them traditional American values and critical life skills that parents trust and children love. PragerU Kids is the leading platform with educational, entertaining, pro-American kids' shows for every grade. As a nonprofit organization, they offer free and accessible content and tools to meet students, educators, and parents' needs to pursue an excellent education in history, government, civics, economics, character development, cultural literacy, life skills, and financial literacy.

PragerU Kids has submitted this Learn Everywhere program application, in accordance with Ed 1403.01, requesting an initial one-year approval to issue certificates for 0.5 credit in Financial Literacy to be applied toward meeting high school graduation requirements. Certificates may also be issued for this course as an Open Elective if the student has fulfilled their Financial Literacy requirement.

PragerU Kids Learn Everywhere Program Application Review Process

- PragerU Kids submitted its initial application to NHED on June 28, 2023.

- As required by Ed 1403.02, NHED reviewed the application and notified PragerU Kids that the application was considered complete on July 3, 2023.

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

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

  Dr. Nathaniel Greene – Dr. Greene is the acting Administrator of the Bureau of Educational Opportunities within NHED and has extensive experience with public K-12 education. He holds a Doctorate in Educational Leadership and a Master's degree in Curriculum and Instruction. He was a public high school science teacher for 11 years and served as a building principal and a district federal grant director before joining NHED. Dr. Greene's participation on the committee fulfills the intent of Ed 1403.02(a)(1)b. by providing broad expertise in the area of curriculum competency.

- The AEP contacted multiple New Hampshire teachers certified in social studies in an attempt to fulfill the intent of Ed 1403.02(a)(2)b. The AEP also reached out to members of the Extended Learning Opportunities Network (ELON) in an attempt to fulfill the intent of Ed 1403.02(a)(2)a. by providing expertise in the area of extended learning programming. However, neither the teachers nor the ELON members responded to the offer to review the application. In accordance with Ed 1403.02(a)(2), the lack of reasonable availability of these members of the committee to participate in the review of the application did not preclude the completion of the review process.

- Each Committee member was provided with a copy of the PragerU Kids initial application along with a guidance document outlining the review items as specified in Ed 1403.02(d).

- The individual Committee member reviews were submitted back to the AEP on or before July 10, 2023. The review committee comments were consolidated and relayed to PragerU Kids for their consideration as discussed below.

Summary of the Committee Review

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

Comments in Accordance with the Ed 1400 Rule Requirements

There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies. [Ed 1403.02(d)(4)]

There are no competencies associated with the course, however there are learning goals associated with each video. There is only a single assessment at the end of the course and the assessment itself is not competency-based. A concern I would raise is whether students would just go directly to the assessment at the end and Google the answers to each question, thereby earning a 0.5 credit without demonstrating that they understand the financial literacy concepts. Given that financial literacy is such an important subject area for students at this time, it is imperative that programs ensure students have mastered financial literacy competencies.

General Comments

The video courses have a lot of material and appear to cover several different state's standards. My only concern is that the course does not include a set of competencies that are tied to the assessment and that a single assessment administered online in this manner does not ensure that students have mastered the content.

PragerU Kids provided the following in response to the reviewers' comments –

We have addressed the comments to the best of our ability given our current tech. stack and believe we have good solutions. We have structured the videos to be under four competencies. While we cannot do assessments at4 the end of each module currently, we have changed the assessment to be aligned with the competencies and upped the amount needed right to prevent someone from failing a competency and still getting credit. We've also addressed the parent attestation and student evaluation. These changes are all reflected in section 6.0 of the application that is attached.

A copy of the revised PragerU Kids Learn Everywhere initial application is attached.

Closing

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

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

Respectfully submitted,

Timothy C. Carney
Administrator of Educational Pathways

Attachment – PragerU Kids Learn Everywhere Initial Application

PragerU Kids Learn Everywhere
Initial Application

New Hampshire
Department of Education

Learn Everywhere Program Initial Application

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

Organization Name: PragerU Kids

Name of Primary Contact: Brandon Ewing, Head of Education and Curriculum

Mailing Address: 15021 Ventura Blvd. #552, Sherman Oaks, CA 91403

Email Address: brandone@prageru.com

Phone Number: (833) 772-4378

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

PragerU Kids is an educational nonprofit that provides free educational programs to children in PK-12th grade to teach them traditional American values and critical life skills that parents trust and children love. PragerU Kids is the leading platform with educational, entertaining, pro-American kids' shows for every grade. As a nonprofit organization, we offer free and accessible content and tools to meet students, educators, and parents' needs to pursue an excellent education in history, government, civics, economics, character development, cultural literacy, life skills, and financial literacy.

For this application, we seek approval for a financial literacy certificate course entitled “Cash Course.”

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

PragerU Kids’ curriculum development team comprises credentialed educators with decades of PK-12 classroom and administrative experience in public, private, charter, and homeschool settings and subject matter experts in each specific content area. All educational materials are developed to align with widely accepted educational standards.

4.0 A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11 [1403.01(a)(4)].

Not applicable. PragerU Kids' content, materials, and courses are completely online. The Cash Course Certificate program is completed entirely online as well. Our curriculum designers and the students taking the course have no physical contact.

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

It is intended that the proposed Cash Course Certificate program would provide high school credit for financial literacy. If the student has met the minimum financial literacy requirements, the credit may also be awarded as an open elective.

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

PragerU Kids proposes a 0.5 credit Financial Literacy Certificate via the Cash Course Certificate program for consideration in the Learn Everywhere suite of offerings. Recently signed into law, New Hampshire schools are now required to provide financial literacy instruction in their classrooms, and this Certificate course would be a great option for students and teachers to work toward satisfaction of that requirement. In addition, the credit may also apply to business education, economics, or open electives.

This program was developed in alignment with the national JumpStart Coalition Standards for Personal Financial Literacy and National Entrepreneurship Education Standards. It also aligns with Tennessee State Standards in Personal Financial Literacy, New Jersey Standards for 21st Century Life and Careers, Florida State Standards for Personal Financial Literacy, and Texas State Standards for Career Preparation.

The high school Cash Course Certificate consists of 15 videos (approximately 5 minutes in length each) with an associated worksheet that functions as check-for-understanding questions to ensure comprehension. The worksheets are not graded nor factored into certificate eligibility. The videos are grouped into 4 learning modules that align with the course competencies listed below.

This self-directed course is available for free from the prageru.com website. A digital assessment is taken at the end of the course and comprises 40 competency-based assessment questions that align with the course competencies (10 from each competency). The student must answer 36 questions correctly to demonstrate mastery of the course. A certificate will be downloadable after the successful completion of the assessment. The student may take the assessment as often as they want or need to earn the certificate. Parents must agree to monitor their student's progress and proctor the course assessment via a parent attestation checkbox. In addition, a student course evaluation will be available to provide feedback on the course.

Course Competencies

Employment and Income
Students will demonstrate an understanding of the significance and components of pay stubs in financial planning and income management, along with a comprehensive exploration of taxes, including their types, roles, strategies for burden reduction, and preparation for tax-related obligations.

Money Management
Students will demonstrate an understanding of the importance and structure of budgeting, the various types of currency and their uses, and the roles, benefits, and management strategies of checking and savings accounts in personal finance.

Credit, Debit, and Debt Management
Students will demonstrate an understanding of the nature of credit and its classifications, the facets of financial debt and its strategic usage, the dynamics of loans, including their risks and rewards, the particulars and management of student loans, and the significance, mechanics, and responsible usage of debit and credit cards in the financial ecosystem.

Planning, Saving, and Investing
Students will demonstrate an understanding of the importance of savings accounts and strategies for money-saving, the significance of investing and its various types, the operations and effective utilization of financial institutions, the concept and management of interest in different financial scenarios, and the origins, principles, and effective management of insurance in mitigating financial risks.

Module, Length, & Learning Outcomes

Employment and Income

Pay Stubs (4:56 min)
Students delve into the importance of pay stubs, their components, and their role in income tracking, deductions comprehension, and financial planning, including taxes, retirement savings, and employer-sponsored insurance plans.

- Explain the importance of pay stubs in tracking income and understanding deductions.
- Identify and explain the key components of a pay stub, including pay period, gross pay, and net pay.
- Understand and categorize deductions into taxes, retirement savings, and insurance premiums.
- Understand the different types of taxes deducted from pay, including federal, state, and local taxes, as well as Social Security and Medicare contributions.
- Understand the concept of retirement savings, including the benefits of contributing to retirement accounts and the role of employer matching.
- Recognize the types of insurance that may be offered by employers and understand how premiums are deducted from pay.
- Review pay stubs for accuracy, understand how deductions impact take-home pay, and use pay stubs for financial planning and budgeting.

Taxes (5:33 min)
Students learn about the inescapable world of taxes, exploring their types and roles, complexities, ways to reduce tax burden, and preparing for tax-related responsibilities and surprises.

- Recognize taxes as a mandatory contribution to state and federal revenues to fund public goods and services.

- Understand the various types of taxes, including income, payroll, sales, and property taxes, and how each is applied.
- Learn the difference between deductions and credits and how they can reduce taxable income or the amount of taxes owed.
- Gain knowledge about tax responsibilities, including filing an annual tax return with the Internal Revenue Service (IRS), avoiding tax evasion, and meeting payment deadlines.
- Understand the importance of civic engagement in overseeing the use of tax dollars and advocating for responsible fiscal policy.
- Understand the importance of taxes in societal functioning and recognize that staying informed can help minimize tax-related surprises.

Money Management

Budgeting (4:40 min)

Students learn about why budgeting is important, what a budget is, and the four steps to making a budget for themselves.

- Understand why budgeting is important.
- Identify what a budget is.
- Define key terms associated with budgeting, including budget, savings, income, needs, and wants.
- Explore the different components of making a budget.
- Differentiate between needs and wants for budgeting purposes.

Currency (5:08 min)

Students learn about currency, the different types, and why we use it.

- Understand what currency is and how it is useful.
- Describe what people used to acquire goods before currency.
- Define key terms associated with currency, including bartering, mint, counterfeit currency, and exchange rate.
- Explain where currency comes from today.
- Differentiate between the different types of currency.

Checking and Savings Accounts (4:53 min)

Students learn about the roles and uses of checking and savings accounts, their differences, and their importance in managing personal finances. They are also introduced to the benefits of these accounts, potential pitfalls, and how to open and manage them effectively.

- Understand the roles and uses of checking and savings accounts in U.S. households.
- Differentiate between checking accounts for daily transactions and savings accounts for future use, and recognize the ability to transfer money between these accounts.
- Identify the benefits of using checking and savings accounts, such as direct deposit, debit card issuance, check provision, and mobile deposit capabilities.
- Be aware of potential pitfalls associated with these accounts, including insufficient funds, overdraft fees, and monthly maintenance fees.
- Learn how to open and manage these accounts, including comparing account terms and fees, understanding account features, providing necessary information and deposits, and monitoring account activity.
- Recognize the value of checking and savings accounts in managing personal finances effectively.

Credit, Debit, and Debt Management

Credit (4:23 min)
Students learn about what credit is, what makes it “good” or “bad,” and how to build great credit for themselves in the future.

- Understand why credit is important.
- Recognize credit score ranges.
- Define key terms associated with credit, including credit card, credit score, lender, and loan.
- Differentiate between good credit scores And bad credit scores.
- Identify things that hurt credit and things that help credit.

Debt (5:38 min)
Students learn the aspects of financial debt, from loan terms and interest rates to credit limits, and how to properly use it to their advantage.

- Understand the concept of financial debt, why it is important, and how to use it responsibly.
- Identify types of debt and differentiate between good debt and bad debt.
- Define key terms associated with debt, including appreciate, depreciate, credit limit, financial debt, and investment.
- Explore the concepts of appreciation and depreciation.
- Differentiate between good debt and bad debt.

Borrowing (4:51 min)
Students learn how loans work and the risks and rewards of borrowing money.

- Describe what a loan is.
- Define key terms associated with borrowing, including loan, principal, interest, collateral, secured loan, and down payment.
- Explain the loan interest rate and how banks use interest to make money.
- Explain that loans can be secured with collateral and that collateral is a piece of property that the lender can sell to recover all or part of a loan if the borrower fails to repay.
- Examine that failure to repay a loan has significant consequences for borrowers, such as negative entries on their credit report, repossession of property (collateral), etc.
- Describe ways they can borrow money responsibly.

Student Loans (5:06 min)
Students understand the significance of student loans, their types, key terminologies, alternatives, and the essentials of responsible borrowing and effective loan management.

- Understand the role of student loans in funding education and appreciate the potential financial implications and associated responsibilities.
- Identify various types of student loans, including federal and private loans, Direct Subsidized Loans, Direct Unsubsidized Loans, and Direct PLUS Loans.
- Define key terms related to student loans, such as subsidized, unsubsidized, interest, debt-to-income ratio, and default.
- Understand various alternatives to student loans, like scholarships, grants, and work-study programs, and their role in reducing reliance on loans and minimizing future debt.
- Learn about key factors for responsible borrowing, including assessing the necessity of loans, understanding loan terms and conditions, and implementing effective loan repayment strategies.

Credit and Debit Cards (4:32 min)
Students learn about the significance of debit and credit cards in the financial ecosystem, their history, and their distinct functionalities. They explore the repercussions of overspending with cards, the mechanics of credit card billing, associated fees, and responsible card usage.

- Understand the significance of debit and credit cards in the financial ecosystem and their historical inception.
- Differentiate between the functional mechanisms of debit and credit cards and their ties to financial accounts.
- Recognize the repercussions of overspending with debit cards, including overdraft and non-network ATM fees, and understand the importance of safeguarding the PIN.
- Understand the credit card billing cycle, the consequences of carrying over a balance, and associated charges.
- Identify various fees associated with credit card use and understand the factors determining credit limits.
- Learn how to obtain a debit or credit card and the precautions to consider when managing multiple credit cards.
- Understand the importance of responsible card usage, including regular account balance monitoring and budget management.

Planning, Saving, and Investing

Investing (5:25 min)

Students learn about the importance of investing, different types of investments, and key considerations for making profitable investments.

- Understand the importance of investing and the potential benefits.
- Identify different types of investments, such as stocks, bonds, CDs, real estate, and cryptocurrency.
- Define key terms associated with investing, including risk, certificate of deposit, bonds, and stocks.
- Explore the concept of diversification and its role in minimizing risk.
- Learn key factors for profitable investments, including timing, risk, and price.

Savings (5:08 min)

Students learn about savings accounts, why they are important, and the steps they can take to start saving money.

- Understand what a savings account is and how it works.
- List reasons why someone would want to get a savings account.
- Define key terms associated with saving, including savings account, emergency fund, nest egg, deposit, and withdraw.
- Explore different ways to save money.
- Set goals for how much money to save and create an action plan to reach those goals.

Financial Institutions (4:58 min)

Students learn about the operations and services of financial institutions, particularly banks and credit unions, along with their regulatory aspects and effective utilization strategies.

- Define financial institutions, including banks and credit unions, and explain their societal role.
- Differentiate between banks and credit unions based on their structure, profit approach, services, fees, and membership requirements.
- Understand the importance of governmental regulation, specifically the roles of the FDIC and NCUA in maintaining financial integrity and protecting consumer deposits.
- Evaluate the significance of secure cash storage in financial institutions and understand the function and fees associated with different accounts, such as checking and savings accounts.
- Identify key financial services financial institutions provide, including the benefits of direct deposit, ATMs, and debit cards.
- Develop strategies for assessing personal financial needs, selecting an appropriate financial institution, and effectively monitoring and managing accounts.

- Comprehend potential fees, benefits, and responsibilities associated with using a chosen financial institution's services.

Interest (5:17 min)

Students learn about the concept of interest as it applies to borrowing, saving, and investing. They distinguish between simple and compound interest, understand the effects of each, recognize preferred types in different scenarios, and develop strategies to manage it effectively in their financial journey.

- Understand interest as the percentage lenders charge for borrowing or earning when saving and investing.
- Distinguish between simple and compound interest and recognize the effects of each on the principal amount.
- Appreciate the impact of compound interest over time using the Rule of 72 and differentiate between simple and compound interest accounts.
- Recognize preferred types of interest when borrowing (simple interest) and investing (compound interest) and understand the reasons for these preferences.
- Grasp the implications of accrued interest in real-life scenarios, such as credit card purchases or car loans.
- Develop the ability to utilize online calculators to assess potential costs or earnings when interest is applied to principal amounts.
- Understand the importance of shopping for the best interest rates, paying off loans quickly, and the benefits of longer-term investments.
- Value the role of interest in one's financial journey and develop strategies to manage it effectively.

Insurance (5:43 min)

Students learn about the origins and principles of insurance, its importance in daily life, and the concepts of deductibles and premiums. They also learn the potential consequences of frequent claims, the steps to acquire insurance, and its value in managing financial risks and providing security.

- Understand the origins and basic principles of insurance, including the pooling of risk and the use of premiums to cover potential losses.
- Recognize the necessity of insurance coverage in daily life, even for individuals who consider themselves careful or safe.
- Understand the concepts of deductibles and premiums, how they vary, and how they can be adjusted based on personal risk and budget considerations.
- Know the potential consequences of frequent claims, including increased premiums and difficulty securing new policies, except for health insurance.
- Identify the steps to acquire insurance, including determining what needs to be insured, comparing rates and coverage from various companies, selecting appropriate deductibles and premiums, and preparing to file a claim.
- Understand the value of insurance in managing financial risk and providing security in the face of accidents or emergencies.

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

Student progress will primarily be recorded through self-assessment as they check their understanding using the worksheets. Students can also revisit any video at any point to review information. Once students have completed all the videos, they will take a summative assessment to assess their learning on the expected student outcomes.

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

After viewing all instructional materials, the learning outcomes are assessed using a competency-based summative assessment. Students cannot access the summative assessment until all videos are completed. This summative assessment comprises 32 questions. The summative assessment includes multiple-choice, multi-select, and matching questions. If students answer 26 questions correctly or higher, students will receive a certificate. The assessment can be taken as many times as necessary, and the student will be provided with further resources for study.

See sample questions below:

1. Match the definition in Column A with the budgeting term in Column B.

Column A	Column B
_____ Things that are absolutely necessary	a. Budget
_____ Things that are enjoyed but not essential	b. Income
_____ Amount of money set aside for future expenses	c. Needs
_____ Total of all money earned in a given period of time	d. Savings
_____ Tool that helps a person use every dollar wisely	e. Wants

2. What is the most important reason to have a budget?

a. To have enough money to spend on wants
b. To never need to save money for the future
c. To be prepared to achieve financial goals
d. To have enough money to retire early

3. What is the name of a rule that a person can use to help determine what should be planned for needs, wants, and savings?

a. 10% Rule
b. 50-30-20 Rule
c. Rule of 72
d. 30-day Rule

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

The Cash Course Certificate program fulfills 0.5 credits toward a financial literacy requirement. It could also be a fit for an open elective.

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

The competency-based grading system for the course is based on the summative assessment. The summative assessment consists of 32 questions. The summative assessment is computer-based, so the system automatically grades the assessment. If students answer 26 questions or more correctly, students will receive a certificate marking that they've passed the course. If students answer under 26 correctly, they can take the assessment as often as they need/want to pass.

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

PragerU Kids content and materials are free. As such, the Cash Course Certificate program is free online and accessible by anyone with an internet connection and a computer or mobile device. A student may begin the program immediately. PragerU Kids does not collect any demographic information and therefore does not and cannot discriminate based on race, gender, or socioeconomic status.

12.0 A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act [Ed 1403.01(b)(2)(b)].

Not applicable. The Cash Course Certificate program is free, so there is no barrier to accessibility based on economic factors. The assessment is available online in an ADA-compliant format for screen reader access. The course is not timed, and students may take the assessment as often as needed to work toward a passing grade.

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

Not applicable. The Cash Course Certificate program is free, so there is no barrier to accessibility based on economic factors. The assessment is available online in an ADA-compliant format for screen reader access. The course is not timed, and students may take the assessment as often as needed to work toward a passing grade.

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

Not applicable. PragerU Kids understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives federal funds or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the Learn Everywhere program, including by providing the student with reasonable accommodations.

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

Not applicable. The Cash Course Certificate program is an online-only digital course. There are no facilities that students can access.

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

Not applicable. The Cash Course Certificate program is an online-only digital course. There are no facilities that students can access.

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

Not applicable. The Cash Course Certificate program is an online-only digital course. There are no facilities that students can access.

Additional Information

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
25 Hall Street
Concord, NH 03301
TEL. (603) 271-2634

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

New Grade Level Offered Approval

A. Action Needed

A vote is needed to accept and approve the recommended designation for a New Hampshire non-public school. Second Start seeks approval to add grades 6 – 8 to its approved grade 9 – 12 offerings.

B. Rationale for Action

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

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

C. Effects of this Action

Approval of this Report allows Second Start to expand grade levels to include grades 6 - 8.

D. Possible Motion

I move that the State Board accept and approve Second Start's request to add grades 6 – 8 for the remaining term of their existing approval.

OR:

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

NONPUBLIC SCHOOLS– REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Prepared by: Timothy Carney

School Name: Second Start **Current Approval Type**: AA

About the School: Since 1979 Second Start has offered an Alternative High School Program for adolescents who have previously been unable to succeed in a traditional high school setting. The Alternative Program at Second Start enrolls approximately 35 adolescent students from the Greater Concord area. Many of these students have been identified as having learning and/or emotional handicaps that have interfered with their functioning effectively in a traditional educational setting. The primary objective of the Alternative Program is for students to earn credits toward graduation with a high school diploma from their sending school district.

Principal Address: 17 Knight Street, Concord, NH 03301

Head of School: Liz Graziano, Program Director Email: lgraziano@ssahs.org

Authorized to Represent School: Bill Mealey Email: bmealey@ssahs.org

Date Application Received: 2.16.23

Requested Effective Dates: 8.10.23

Current Grade Levels Offered: 9 - 12 Requested New Grades: 6 - 8

Anticipated Total Enrollment Cap: 10 Anticipated Enrollment in New Grade(s): 6

Approved	Required Documents	Date Received	Comments
☒	Academic content	4.28.23	See Appendix A for a description of the Second Start Middle School Alternative Program partnership with the Concord School District. <u>English Language Arts</u> In the area of English Language Arts, students will receive Tier 1 instruction based on grade level standards, as deemed appropriate by the classroom teacher. Instructional materials will be modified as necessary provide skills and content in a manner that is appropriate for the student's ability to attend, regulate and demonstrate 'readiness to learn'. Content will align with classroom instruction. Classroom teachers are responsible for all assessments. <u>Math</u> The Concord School District uses Open Up Resources to teach math and pre-algebra. The scope and sequence of lessons are uniform by grade level. Classroom math teachers will provide materials for instruction from Tier 1, and instruction will be modified based on the student's ability to attend, regulate and demonstrate 'readiness to learn'. Classroom teachers are responsible for all assessments. See Appendix B for a more detailed explanation of the program curriculum for each grade.
☒	Assessment processes	4.28.23	See Appendix B for a detailed explanation of the assessment methodologies used in each class.
☒	Application reviewed and deemed complete by NHED	7.25.23	The Office of Nonpublic Schools determines that Second Start complies with the minimum requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 9 - 12 to 6 - 12. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.

APPENDIX A

Second Start Middle School Alternative Program Description

Middle School Alternative Program; a Second Start Partnership

Middle School Alternative Program (MAP)

Population Served:
Students in 6th, 7th or 8th grade at Rundlett Middle School who are exhibiting social, emotional, or behavioral challenges.

School Profile:

Grade range	Middle School (6-7-8)
# days in Program	School Calendar (180 days)
Program:	Day- 30, 60 or 90 days. This will depend on student need and progress
Capacity:	Up to 10 students
Program Hours:	9:00am to 1:00pm (this allows for transition back to RMS in the afternoons)

Staffing:
Academic instructor
Therapist/social worker
Program assistant

Transportation:
Provided by Concord School District

Location and Facilities:
Second Start
17 Knight St
Concord, NH 03301
Executive Director: William Mealey
Director of Alternative High School: Liz Graziano

Program Partnerships:
Rundlett Middle School
Second Start
Seacoast Youth Services

Program Overview:
Middle School Alterative Program (MAP) for Rundlett Middle School will be an alternative program to include 6th, 7th and 8th grade students who are exhibiting emotional dysregulation and at-risk behaviors in the public school. Students will be referred, accepted, then placed in alternative setting for a minimum of 30 days, to work on Social Emotional and Academic skills. The program will utilize individual and group therapies, social emotional instruction, and competency based academic instruction in connection with their current Rundlett Middle School Cluster.

Referral Process:
All students admitted to the MAP program will go through a referral process at Rundlett Middle School using existing systems and structures outlined below.

- Referral from classroom/team teacher or school counselor for consultation with RMS Leadership team
- Review of data points regarding students current level of skill/functioning:
- Suspensions, # of discipline infractions, attendance, nurse visits, academic data, evaluations, SEL screener, teacher recommendations/observations.

- Referred students will be discussed at the District BIT team and Tier 2 teams for program acceptance

Admission Process:
After referral process provides information that shows a student is a fit for MAP, there will be a 2-week rolling admittance process where admission paperwork and enrollment occurs. Additional screenings will be done to ensure programming can meet the targeted needs of each student.

- Safety evaluations, if necessary or appropriate
- ACEs screener
- Family Experience Questionnaire/Family History conversation with caregivers
- Anxiety Survey
- Assessment of Lagging Skills & Unsolved Problems (ALSUP)

Programs and Services:
- Students participate in small group instruction for academics and social emotional learning
- Individualized instruction- skill based, competency based, and project-based learning – experience-based learning
- Daily Counseling and group therapy sessions
- Home visits with therapist/social worker
- Family meetings
- School Team Consultation and Academic support
- Transition programing for returning to Rundlett Middle School
- Wrap around services
- Community connections for ongoing support services

Program Partnership:
Second Start currently operates as an alternative high school program for Concord High School and the surrounding area. Concord School District currently contracts 38 slots for that the program. The students are able to attend Second Start and stay connected to CHS; either through academic programs or through Career and Technical Education. Additionally, Second Start is the supervising body for our Student Assistance Counselors at both Concord High School and Rundlett Middle School.

Seacoast Youth Services is a non-profit agency in NH specializing in adolescent mental health and therapeutic programming. Seacoast Youth Services expertise is in serving "at-risk" adolescents. Their approach is strengths based and collaboratively focused on academic achievement, family functioning, and youth success. Additionally, Seacoast Youth Services specializes in co-occurring disorders, most specifically youth substance misuse and substance misuse prevention.

Philosophy of the MAP program:
With the expertise of both existing agencies (Second Start and SYS), the philosophy of educating the whole student in the Middle School Alternative Program (MAP) can be to utilized as the overarching approach. Such an approach would promote programming to address the personal, social, emotional, intellectual, work skills, safety, and security needs of all students in addition to academic achievement. The hope for this program is to support the needs of the whole child, this wrap around approach provides resources for the family that would be difficult in a larger setting and environment. Connection with support service agencies, relevant community organizations, and a focus on caregiver engagement provides the student the level of support they need to be

successful. The administration and staff at MAP will work with the Rundlett Middle School Staff, caregivers and local resources to build relationships and supports to ensure a smooth transition back to our public school.

APPENDIX B

Grades 6 – 8 Curriculum and Assessment

Concord School District
6th Grade ELA
Year-at-a-Glance

The RMS 6th grade English Language Arts curriculum is written using the Common Core State Standards adopted by the state of New Hampshire in July 2010. The Common Core specifies learning standards in Reading (literature and informational text), Writing, Speaking and Listening, and Language.

By the end of the year, 6th grade students should be able to:

- Comprehend, critique and analyze a variety of literary texts at grade level.
- Comprehend, critique and analyze a variety of informational texts at grade level.
- Write effectively for a variety of purposes and audiences.
- Listen and view critically and speak purposefully and effectively.
- Apply conventions of English language to communicate clearly and effectively

Throughout the year, our units of study may include:

- Growing Up - Freak the Mighty by Rodman Philbrick
- Mythology and The Hero's Journey - Percy Jackson and the Olympians The Lightning Thief
- Various short stories like "To Build a Fire" by Jack London
- Informational Reading
- Narrative Writing, Argument, and Informational Writing - Units of Study by Lucy Calkins and Colleagues from the Reading and Writing Project

Sources for Assessment:

- Grading will be based on rubrics that students will have at the beginning of each unit or project. The purpose and goals of each unit will be shared with the students.
- Progress on unit learning outcomes, notebooks, projects, quality of writing and revision, homework/classwork
- Observation and Conference

Curriculum Approach used:

- When teaching writing, teachers will be using the Units of Study by Lucy Calkins and Colleagues from the Reading and Writing Project. The types of writing that students produce will vary, including: informative (research paper, essay, brief constructed response) argument (essay, brief constructed response) and narrative.
- Comprehension/Thinking Strategies
- Book Groups and Collaborative Discussions
- Differentiated reading materials and response options matched to student needs as indicated by assessment data

SAU 08
Concord School District
6th Grade
Year at a Glance
Math

Module 1 (Sept. 1 - Oct. 25)

In this module, students are introduced to the concepts of ratio and rate. Their previous experience solving problems involving multiplicative comparisons, such as Max has three times as many toy cars as Jack, serves as the conceptual foundation for understanding ratios as a multiplicative comparison of two or more numbers used in quantities or measurements. Students develop fluidity in using multiple forms of ratio language and ratio notation. They construct viable arguments and communicate reasoning about ratio equivalence as they solve ratio problems in real-world contexts. As the first topic comes to a close, students develop a precise definition of the value of a ratio aa: bb, where $bb \neq 0$ as the value aa bb , applying previous understanding of fraction as division. They can then formalize their understanding of equivalent ratios as ratios having the same value. With the concept of ratio equivalence formally defined, students explore collections of equivalent ratios in real-world contexts in Topic B. They build ratio tables and study their additive and multiplicative structure. Students continue to apply reasoning to solve ratio problems while they explore representations of collections of equivalent ratios and relate those representations to the ratio table. Building on their experience with number lines, students represent collections of equivalent ratios with a double number line model. They relate ratio tables to equations using the value of a ratio defined in Topic A. Finally, students expand their experience with the coordinate plane as they represent collections of equivalent ratios by plotting the pairs of values on the coordinate plane. The Mid-Module Assessment follows Topic B. In Topic C, students build further on their understanding of ratios and the value of a ratio as they come to understand that a ratio of 5 miles to 2 hours corresponds to a rate of 2.5 miles per hour, where the unit rate is the numerical part of the rate, 2.5, and miles per hour is the newly formed unit of measurement of the rate. Students solve unit rate problems involving unit pricing, constant speed, and constant rates of work. They apply their understanding of rates to situations in the real world. Students determine unit prices, use measurement conversions to comparison shop, and decontextualize constant speed and work situations to determine outcomes. Students combine their new understanding of rate to connect and revisit concepts of converting among different-sized standard measurement units . They then expand upon this background as they learn to manipulate and transform units when multiplying and dividing quantities. Topic C culminates as students interpret and model real-world scenarios through the use of unit rates and conversions. In the final topic of the module, students are introduced to percent and find percent of a quantity as a rate per 100. Students understand that NN percent of a quantity has the same value as NN 100 of that quantity. Students express a fraction as a percent and find a percent of a quantity in real-world contexts. Students learn to express a ratio using the language of percent and to solve percent problems by selecting from familiar representations, such as tape diagrams and double number lines or a combination of both.

(Oct. 26 - Dec. 6) Module 2

In Module 1, students used their existing understanding of multiplication and division as they began their study of ratios and rates. In Module 2, students complete their understanding of the four operations as they study division of whole numbers, division by a fraction, and operations on multi-digit decimals. This expanded understanding serves to complete their study of the four operations with positive rational numbers, thereby preparing students for understanding, locating, and ordering negative rational numbers (Module 3) and algebraic expressions (Module 4). In Topic A, students extend their previous understanding of multiplication and division to divide fractions by fractions. They construct division stories and solve word problems involving division of fractions. Through the context of word problems, students understand and use partitive division of fractions to determine how much is in each group. They explore real-life situations that require them to ask, "How much is one share?" and "What part of the unit is that share?" Students use measurement to determine quotients of fractions. They are presented conceptual problems where they determine that the quotient represents how many of the divisor is in the dividend. For example, students understand that 6 cm 2 cm derives a quotient of 3 because 2 divides into 6 three times. They apply this method to quotients of fractions, understanding 6 7 ÷ 2 7 = 6 sevenths 2 sevenths = 3 because, again, 2 divides into 6 three times. Students look for and uncover patterns while modeling quotients of fractions to ultimately discover the relationship between multiplication and division. Using this relationship, students create equations and formulas to represent and solve problems. Later in the module, students learn the direct correlation of division of fractions to division of decimals along with the application of this concept. Prior to division of decimals, students revisit all decimal operations in Topic B. Students have had extensive experience with decimal operations to the hundredths and thousandths, which prepares them to easily compute with more decimal places. Students begin by relating the first lesson in this topic to the last lesson in Topic A, which focused on mixed numbers. They find that sums and differences of large mixed numbers can sometimes be more efficiently determined by first converting the number to a decimal and then applying the standard algorithms. They use estimation to justify their answers. Within decimal multiplication, students begin to practice the distributive property. Students use arrays and partial products to understand and apply the distributive property as they solve multiplication problems involving decimals. By gaining fluency in the distributive property throughout this module and the next, students become proficient in applying the distributive property in Module 4. Estimation and place value enable students to determine the placement of the decimal point in products and recognize that the size of a product is relative to each factor. Students learn to use connections between fraction multiplication and decimal multiplication. In Grades 4 and 5, students used concrete models, pictorial representations, and properties to divide whole numbers. They became efficient in applying the standard algorithm for long division. Students broke dividends apart into like base ten units, applying the distributive property to find quotients place by place. In Topic C, students connect estimation to place value and determine that the standard algorithm is simply a tally system arranged in place value columns. Students understand that when they "bring down" the next digit in the algorithm, they are essentially distributing, recording, and shifting to the next place value. They understand that the steps in the algorithm continually provide better approximations to the answer. Students further their understanding of

division as they develop fluency in the use of the standard algorithm to divide multi-digit decimals. They make connections to division of fractions and rely on mental math strategies to implement the division algorithm when finding the quotients of decimals. In the final topic, students think logically about multiplicative arithmetic. In Topic D, students apply odd and even number properties and divisibility rules to find factors and multiples. They extend this application to consider common factors and multiples and find greatest common factors and least common multiples. Students explore and discover that Euclid's algorithm is a more efficient way to find the greatest common factor of larger numbers and see that Euclid's algorithm is based on long division. The module comprises 19 lessons; six days are reserved for administering the Mid- and End-of-Module Assessments, returning the assessments, and remediating or providing further applications of the concepts.

(Dec. 7 - Jan 21) Module 3

Students are familiar with the number line and determining the location of positive fractions, decimals, and whole numbers from previous grades. Students extend the number line (both horizontally and vertically) in Module 3 to include the opposites of whole numbers. The number line serves as a model to relate integers and other rational numbers to statements of order in real-world contexts. In this module's final topic, the number line model is extended to two-dimensions as students use the coordinate plane to model and solve real-world problems involving rational numbers. Topic A focuses on the development of the number line in the opposite direction (to the left or below zero). Students use positive integers to locate negative integers, understanding that a number and its opposite are on opposite sides of zero and that both lie the same distance from zero. Students represent the opposite of a positive number as a negative number and vice versa. Students realize that zero is its own opposite and that the opposite of the opposite of a number is actually the number itself. They use positive and negative numbers to represent real-world quantities, such as −50 to represent a $50 debt or 50 to represent a $50 deposit into a savings account. Topic A concludes with students furthering their understanding of signed numbers to include the rational numbers. Students recognize that finding the opposite of any rational number is the same as finding an integer's opposite and that two rational numbers that lie on the same side of zero have the same sign, while those that lie on opposites sides of zero have opposite signs. In Topic B, students apply their understanding of a rational number's position on the number line to order rational numbers. Students understand that when using a conventional horizontal number line, the numbers increase as they move along the line to the right and decrease as they move to the left. They recognize that if aa and bb are rational numbers and $aa < bb$, then it must be true that $-aa > -bb$. Students compare rational numbers using inequality symbols and words to state the relationship between two or more rational numbers. They describe the relationship between rational numbers in real-world situations and with respect to numbers' positions on the number line. For instance, students explain that −10°F is warmer than −11°F because −10 is to the right (or above) −11 on a number line and write −10°F > −11°F. Students use the concept of absolute value and its notation to show a number's distance from zero on the number line and recognize that opposite numbers have the same absolute value. In a real-world scenario, students interpret absolute value as magnitude for a positive or negative quantity. They apply their understanding of order and absolute value to determine that, for instance, a checking account balance that is less than

−25 dollars represents a debt of more than $25. In Topic C, students extend their understanding of the ordering of rational numbers in one dimension (on a number line) to the two-dimensional space of the coordinate plane. They construct the plane's vertical and horizontal axes, discovering the relationship between the four quadrants and the signs of the coordinates of points that lie in each quadrant. Students build upon their foundational understanding of plotting points in the first quadrant and transition to locating points in all four quadrants. Students apply the concept of absolute value to find the distance between points located on vertical or horizontal lines and solve real-world problems related to distance, segments, and shapes.

Module 4 (Jan 24 - April 4)

In Module 4, students extend their arithmetic work to include using letters to represent numbers. Students understand that letters are simply "stand-ins" for numbers and that arithmetic is carried out exactly as it is with numbers. Students explore operations in terms of verbal expressions and determine that arithmetic properties hold true with expressions because nothing has changed—they are still doing arithmetic with numbers. Students determine that letters are used to represent specific but unknown numbers and are used to make statements or identities that are true for all numbers or a range of numbers. Students understand the importance of specifying units when defining letters. Students say "Let KKrepresent Karolyn's weight in pounds" instead of "Let KKrepresent Karolyn's weight" because weight cannot be a specific number until it is associated with a unit, such as pounds, ounces, or grams. They also determine that it is inaccurate to define KK as Karolyn because Karolyn is not a number. Students conclude that in word problems, each letter (or variable) represents a number, and its meaning is clearly stated. To begin this module, students are introduced to important identities that are useful in solving equations and developing proficiency with solving problems algebraically. In Topic A, students understand the relationships of operations and use them to generate equivalent expressions. By this time, students have had ample experience with the four operations since they have worked with them from kindergarten through Grade 5 .The topic opens with the opportunity to clarify those relationships, providing students with the knowledge to build and evaluate identities that are important for solving equations. In this topic, students discover and work with the following identities: $ww - xx + xx = ww$, $ww + xx - xx = ww$, $aa \div bb \cdot bb = aa$, $aa \cdot bb \div bb = aa$ (when $bb \neq 0$), and $3xx = xx + xx + xx$. Students also discover that if $12 \div xx = 4$, then $12 - xx - xx - xx - xx = 0$. In Topic B, students experience special notations of operations. They determine that $3xx = xx + xx + xx$ is not the same as $xx3$, which is $xx \cdot xx \cdot xx$. Applying their prior knowledge from Grade 5, where whole number exponents were used to express powers of ten, students examine exponents and carry out the order of operations, including exponents. Students demonstrate the meaning of exponents to write and evaluate numerical expressions with whole number exponents. Students represent letters with numbers and numbers with letters in Topic C. In past grades, students discovered properties of operations through example. Now, they use letters to represent numbers in order to write the properties precisely. Students realize that nothing has changed because the properties still remain statements about numbers. They are not properties of letters; nor are they new rules introduced for the first time. Now, students can extend arithmetic properties from manipulating numbers to manipulating expressions. In particular, they develop the following identities: $aa \cdot bb$

$= bb \cdot aa$, $aa + bb = bb + aa$, $gg \cdot 1 = gg$, $gg + 0 = gg$, $gg \div 1 = gg$, $gg \div gg = 1$, and $1 \div gg = 1$ gg. Students understand that a letter in an expression represents a number. When that number replaces that letter, the expression can be evaluated to one number. Similarly, they understand that a letter in an expression can represent a number. When that number is replaced by a letter, an expression is stated. In Topic D, students become comfortable with new notations of multiplication and division and recognize their equivalence to the familiar notations of the prior grades. The expression $2 \times bb$ is exactly the same as $2 \cdot bb$, and both are exactly the same as $2bb$. Similarly, $6 \div 2$ is exactly the same as $6\ 2$. These new conventions are practiced to automaticity, both with and without variables. Students extend their knowledge of GCF and the distributive property from Module 2 to expand, factor, and distribute expressions using new notation. In particular, students are introduced to factoring and distributing as algebraic identities. These include $aa + aa = 2 \cdot aa = 2aa$, $(aa + bb) + (aa + bb) = 2 \cdot (aa + bb) = 2(aa + bb) = 2aa + 2bb$, and $aa \div bb = aa\ bb$. In Topic E, students express operations in algebraic form. They read and write expressions in which letters stand for and represent numbers. They also learn to use the correct terminology for operation symbols when reading expressions. For example, the expression $3\ 2xx{-}4$ is read as "the quotient of three and the difference of twice a number and four." Similarly, students write algebraic expressions that record operations with numbers and letters that stand for numbers. Students determine that $3aa + bb$ can represent the story: "Martina tripled her money and added it to her sister's money" . Students write and evaluate expressions and formulas in Topic F. They use variables to write expressions and evaluate those expressions when given the value of the variable. From there, students create formulas by setting expressions equal to another variable. For example, if there are 4 bags containing cc colored cubes in each bag with 3 additional cubes, students use this information to express the total number of cubes as $4cc + 3$. From this expression, students develop the formula $tt = 4cc + 3$, where tt is the total number of cubes. Once provided with a value for the amount of cubes in each bag ($cc = 12$ cubes), students can evaluate the formula for tt: $tt = 4(12) + 3$, $tt = 48 + 3$, $tt = 51$. Students continue to evaluate given formulas such as the volume of a cube, $VV = ss3$, given the side length, or the volume of a rectangular prism, $VV = ll \cdot ww \cdot h$, given those dimensions. In Topic G, students are introduced to the fact that equations have a structure similar to some grammatical sentences. Some sentences are true: "George Washington was the first president of the United States," or "2 + 3 = 5." Some are clearly false: "Benjamin Franklin was a president of the United States," or "7 + 3 = 5." Sentences that are always true or always false are called closed sentences. Some sentences need additional information to determine whether they are true or false. The sentence "She is 42 years old" can be true or false, depending on who "she" is. Similarly, the sentence "$xx + 3 = 5$" can be true or false, depending on the value of xx. Such sentences are called open sentences. An equation with one or more variables is an open sentence. The beauty of an open sentence with one variable is that if the variable is replaced with a number, then the new sentence is no longer open: It is either clearly true or clearly false. For example, for the open sentence $xx + 3 = 5$: If xx is replaced by 7, the new closed sentence, $7 + 3 = 5$, is false because $10 \neq 5$. If xx is replaced by 2, the new closed sentence, $2 + 3 = 5$, is true because $5 = 5$. From here, students conclude that solving an equation is the process of determining the number or numbers that, when substituted for the variable, result in a true sentence. In the previous example, the solution for $xx + 3 = 5$ is obviously 2. The extensive use of bar diagrams in Grades K–5 makes solving

equations in Topic G a fun and exciting adventure for students. Students solve many equations twice, once with a bar diagram and once using algebra. They use identities and properties of equality that were introduced earlier in the module to solve one-step, two-step, and multi-step equations. Students solve problems finding the measurements of missing angles represented by letters using what they learned in Grade 4 about the four operations and what they now know about equations. In Topic H, students use their prior knowledge from Module 1 to construct tables of independent and dependent values in order to analyze equations with two variables from real-life contexts. They represent equations by plotting the values from the table on a coordinate grid. The module concludes with students referring to true and false number sentences in order to move from solving equations to writing inequalities that represent a constraint or condition in real-life or mathematical problems. Students understand that inequalities have infinitely many solutions and represent those solutions on number line diagrams.

Module 5 (April 5 - May 16)

Starting in Grade 1, students compose and decompose plane and solid figures. They move to spatial structuring of rectangular arrays in Grade 2 and continually build upon their understanding of arrays to ultimately apply their knowledge to two- and three-dimensional figures in Grade 4 and Grade 5. Students move from building arrays to using arrays to find area and eventually move to decomposing three-dimensional shapes into layers that are arrays of cubes. In this module, students utilize their previous experiences in shape composition and decomposition in order to understand and develop formulas for area, volume, and surface area. In Topic A, students use composition and decomposition to determine the area of triangles, quadrilaterals, and other polygons. They determine that area is additive. Students learn through exploration that the area of a triangle is exactly half of the area of its corresponding rectangle. In Lesson 1, students discover through composition that the area of a parallelogram is the same as a rectangle. In Lesson 2, students compose rectangles using two copies of a right triangle. They extend their previous knowledge about the area formula for rectangles to evaluate the area of the rectangle using $AA = bbh$ and discover through manipulation that the area of a right triangle is exactly half that of its corresponding rectangle. In Lesson 3, students discover that any triangle may be decomposed into right triangles, and in Lesson 4, students further explore all triangles and discover through manipulation that the area of all triangles is exactly half the area of its corresponding rectangle. During this discovery process, students become aware that triangles have a notion of height, which is the length of a chosen altitude. The altitude is the perpendicular segment from a vertex of a triangle to the line containing the opposite side. The opposite side is called the base. Students understand that any side of the triangle can be a base, but the altitude always determines the base. They move from recognizing right triangles as categories to determining that right triangles are constructed when altitudes are perpendicular and meet the base at one endpoint. Acute triangles are constructed when the altitude is perpendicular and meets within the length of the base, and obtuse triangles are constructed when the altitude is perpendicular and lies outside the length of the base. Students use this information to cut triangular pieces and rearrange them to fit exactly within one half of the corresponding rectangle to determine that the area formula for any triangle can be determined using $AA = 1\ 2\ bbh$. In Lesson 5, students apply their knowledge of the area of a

triangular region, where they deconstruct parallelograms, trapezoids, and other quadrilaterals and polygons into triangles or rectangles in order to determine area. They intuitively decompose rectangles to determine the area of polygons. Topic A closes with Lesson 6, where students apply their learning from the topic to find areas of composite figures in real-life contexts, as well as to determine the area of missing regions. In Module 3, students used coordinates and absolute value to find distances between points on a coordinate plane). In Topic B, students extend this learning to Lessons 7 and 8, where they find edge lengths of polygons (the distance between two vertices using absolute value) and draw polygons given coordinates. From these drawings, students determine the area of polygons on the coordinate plane by composing and decomposing into polygons with known area formulas. In Lesson 9, students further investigate and calculate the area of polygons on the coordinate plane and also calculate the perimeter. They note that finding perimeter is simply finding the sum of the polygon's edge lengths (or finding the sum of the distances between vertices). Topic B concludes with students determining distance, perimeter, and area on the coordinate plane in real-world contexts. In Grade 5, students recognized volume as an attribute of solid figures. They measured volume by packing right rectangular prisms with unit cubes and found that determining volume was the same as multiplying the edge lengths of the prism. Students extend this knowledge to Topic C, where they continue packing right rectangular prisms with unit cubes; however, this time the right rectangular prism has fractional lengths. In Lesson 11, students decompose a one cubic unit prism in order to conceptualize finding the volume of a right rectangular prism with fractional edge lengths using unit cubes. They connect those findings to apply the formula $VV = lllh$ and multiply fractional edge lengths). In Lessons 12 and 13, students extend and apply the volume formula to VV = the area of the base × height or simply $VV = bbh$, where bb represents the area of the base. In Lesson 12, students explore the bases of right rectangular prisms and find the area of the base first and then multiply by the height. They determine that two formulas can be used to find the volume of a right rectangular prism. In Lesson 13, students apply both formulas to application problems. Topic C concludes with real-life application of the volume formula, where students extend the notion that volume is additive and find the volume of composite solid figures. They apply volume formulas and use their previous experience with solving equations to find missing volumes and missing dimensions. Module 5 concludes with deconstructing the faces of solid figures to determine surface area. Students note the difference between finding the volume of right rectangular prisms and finding the surface area of such prisms. In Lesson 15, students build solid figures using nets. They note which nets compose specific solid figures and also understand when nets cannot compose a solid figure. From this knowledge, students deconstruct solid figures into nets to identify the measurement of the solids' face edges. With this knowledge from Lesson 16, students are prepared to use nets to determine the surface area of solid figures in Lesson 17. They find that adding the areas of each face of the solid results in a combined surface area. In Lesson 18, students find that each right rectangular prism has a front, a back, a top, a bottom, and two sides. They determine that surface area is obtained by adding the areas of all the faces. They understand that the front and back of the prism have the same surface area, the top and bottom have the same surface area, and the sides have the same surface area. Thus, students develop the formula $SSSS = 2llll + 2llh + 2wwh$. To wrap up the module, students apply the surface area formula to real-life contexts and distinguish between the need to find surface area or volume within contextual situations.

Module 6 (May 17 - June 17)

In Grade 5, students used bar graphs and line plots to represent data and then solved problems using the information presented in the plots. In this module, students move from simply representing data into analyzing data. In Topic A, students begin to think and reason statistically by first recognizing a statistical question as one that can be answered by collecting data. Students learn that the data collected to answer a statistical question have a distribution that is often summarized in terms of center, variability, and shape. Beginning in Topic A, and throughout the module, students see and represent data distributions using dot plots and histograms. In Topics B and C, students study quantitative ways to summarize numerical data sets in relation to their context and to the shape of the distribution. The mean and mean absolute deviation (MAD) are used for data distributions that are approximately symmetric, and the median and interquartile range (IQR) are used for distributions that are skewed. Students apply their experience in writing, reading, and evaluating expressions in which letters stand for numbers as they learn to compute and interpret these statistical measures for center and spread. In Topic B, students study mean as a measure of center and mean absolute deviation as a measure of variability. Students learn that these measures are preferred when the shape of the distribution is roughly symmetric. Then, in Topic C, students study median as a measure of center and interquartile range as a measure of variability. Students learn that these measures are preferred when the shape of the distribution is skewed. Students develop in Topic B, and reinforce in Topic C, the idea that a measure of center provides a summary of all values in a data distribution in a single number, while a measure of variation describes how values in a data distribution vary, also with a single number. Measures of center and variability for distributions that are approximately symmetric (mean and MAD) are covered before measures for skewed data distributions (median and IQR). This choice was made because it is easier for students to understand measuring center and variability in the context of symmetric distributions. For students, box plots are the most difficult of the graphical displays covered in this module. This is because they differ from dot plots and histograms in that they are not really a display of the data but rather a graph of five summary measures (minimum, lower quartile, median, upper quartile, and maximum). This graph conveys information on center and variability but is more difficult for students to interpret because, unlike histograms, where large area corresponds to many observations, in a box plot, large area indicates spread, and small area indicates a large number of observations in a small interval. Box plots also require the calculation of quartiles and are best covered after quartiles have been introduced and used to calculate the IQR. For these reasons, box plots are introduced late in the module after the IQR and after students have already developed some fundamental understanding of data distributions, which is easier to do in the context of dot plots and histograms. In Topic D, students synthesize what they have learned as they connect the graphical, verbal, and numerical summaries to each other within situational contexts, culminating with a major project. Students implement the four-step investigative process with their projects by stating their statistical questions, explaining the plan they used to collect data, analyzing data numerically and with graphs, and interpreting their results to answer their statistical questions.

Concord School District
7th GRADE ELA
Year-at-a-Glance

When they leave my classroom at the end of the year, they will be active thinkers, strong close readers, and well developed writers!

Curriculum

In addition to reading short stories, poems, and nonfiction pieces, students will be reading ***The Outsiders*** by S.E. Hinton and either ***Scar Island*** by Dan Gemeinhart or ***Lord of the Flies*** by William Golding. We will also focus on identifying and developing the lifelong skill of close reading.

This year, the writing program used will be an extension of the work students did last year in 6th grade. We will continue with Lucy Calkins ***Units of Study***, focusing on narrative writing, informational writing, and argument writing. Students will produce an immense amount of writing this year and will be writing daily.

By the end of the year, 7th grade students should be able to:

- Comprehend, critique and analyze a variety of literary texts at grade level.
- Comprehend, critique and analyze a variety of informational texts at grade level.
- Write effectively for a variety of purposes and audiences.
- Listen and view critically and speak purposefully and effectively.
- Apply conventions of English language to communicate clearly and effectively

Grading

RMS will continue implementing the concept of competencies for summative and formative assessments. Students and parents will receive feedback based on a 1, 2, 3, 4 scale. The concept behind the competencies is that learning is a process and evaluation is far more significant and valuable than a letter grade.

0=didn't do it
1= limited progress towards grade level competency
2=progressing towards grade level competency
3=meeting grade level competency
4=exceeds grade level competency

Concord School District
8th Grade ELA
Year-at-a-Glance

Purpose

In Eighth Grade English Language Arts, students continue to develop skills in reading, writing, thinking, and communicating. This course is designed to help students make the transition between the middle and high schools more successfully.

Units of Study

Among the units that we strive to complete this year are the following:

To Kill a Mockingbird - Students will learn how history is reflected in a fictional text and how an author develops theme within that text. In addition to reading the book, students will also do extensive vocabulary work and analysis of the plot and characters. Pre-reading assignments will include research on Jim Crow Laws and the Great Depression.

Inside Out and Back Again – The novel, poignantly told in free verse, will challenge students to consider the impact of specific word choice on tone and meaning. Students will build their ability to infer and analyze text, both in discussion and through writing. They will read informational texts that build background knowledge on the time period in which the story is set.

Lucy Caulkins Writing Units of Study – Students will develop writing skills in the areas of argument, information, and narrative writing. The focus within each type of writing is "The Literary Essay: Analyzing Craft and Theme," "Position Papers: Research and Argument," and "Investigative Journalism," respectively.

Independent Reading

Your child has set a goal to read a certain number of books for first quarter. In order to accomplish this goal, students are being asked to read a minimum of 2 hours a week outside of school. I will have conferences with students to discuss their reading and to help them find books that interest them.

Notebook

Students should maintain a Language Arts notebook for all work that is handed out or worked on in class. The notebook will remain in the language arts classroom.

Homework

Homework will be assigned as needed, but you can always count on the fact that they should be reading!

Classroom Expectations

Maintaining a safe learning environment and PRIDE (Perseverance, Respect, Integrity, Discipline, Empathy) behaviors are always the expectation in class.

Grading

Assignments will be graded on a 1-4 scale, indicating the level of competency a student has achieved: 4 - Exceeds Grade Level Competency, 3 - Meeting Grade Level Competency, 2 - Progressing Toward Grade Level Competency, and 1 - Limited Progress Toward Grade Level Competency

Assignments that are not turned in will receive a grade of Insufficient Evidence. Missing work will be accepted late and marked as such.

Dear Parent(s) or Guardian(s),

Think back to the last time you were trying to find a book to read; which book did you choose to read? Why did you want to read that particular book? All of us have different reading lives, and all of us enjoy reading different genres, titles, or authors. I find that to be true with my students as well, which is why I have an extensive classroom library with hundreds

of books available for them to check out. Since loving reading and books is one of the major goals of our year together in language arts, our classroom library plays a major role in the pursuit of that.

One of the things I love about teaching eighth graders is just how unique they are. The differences in student interests, maturity levels, as well as learning goals are vast and varied. These kids are not only different ages; they arrive at school with different reading abilities, different backgrounds, and different experiences that have shaped their lives in both positive and negative ways. They therefore have different needs when it comes to reading. As a teacher, I have a responsibility to serve all of the kids who come to me, and a responsibility to offer literature choices that speak to all of them.

Kids, in general, do a fantastic job of self-selecting books, and when they find they've picked up something they're not ready for, they're usually quick to put it down and ask for help choosing something else. (In fact, I encourage my students to abandon books that are not right for them at that time.) As a teacher, I'll offer recommendations and steer kids toward books that are age and individually-appropriate, however self-selecting a book is a pillar of our reading community.

As a teacher, I respect your right to help your own child choose reading material. If you feel a particular book is not a good fit for your child, let me know, send it back, and I'll help your child find another selection. I'll put the first book back on the shelf because even though you don't feel it's the right book for your child right now, it may be the perfect book for someone else's child. I would also encourage you to speak to your child about what types of books they feel comfortable reading so that this becomes a part of their selection process as well. If I can ever be of help to you in recommending titles for your family, please don't hesitate to ask.

Our library will have a wide range of choices for kids – to meet all of their varied needs and help them all develop an appreciation of reading. Please feel free to reach out if you have any questions or would like to visit our classroom library. And, if you should happen to have any books at home that have already been enjoyed by your reader, please consider donating them to the ever growing and evolving class library. Finally, thank you for your involvement in your child's education and helping to encourage reading growth and engagement.

Linda O'Rourke

Student's name: _____ Parent signature: _____

SAU 08
Concord School District
7th Grade
Year at a Glance
Math

Module 1 (Sept. 1 - Oct. 18)

In Module 1, students build upon their Grade 6 reasoning about ratios, rates, and unit rates to formally define proportional relationships and the constant of proportionality). In Topic A, students examine situations carefully to determine if they are describing a proportional relationship. Their analysis is applied to relationships given in tables, graphs, and verbal descriptions (7.RP.A.2a). In Topic B, students learn that the unit rate of a collection of equivalent ratios is called the constant of proportionality and can be used to represent proportional relationships with equations of the form ◆ = ◆◆, where ◆ is the constant of proportionality. Students relate the equation of a proportional relationship to ratio tables and to graphs and interpret the points on the graph within the context of the situation. In Topic C, students extend their reasoning about ratios and proportional relationships to compute unit rates for ratios and rates specified by rational numbers, such as a speed of 1/2 mile per 1/4 hour . Students apply their experience in the first two topics and their new understanding of unit rates for ratios and rates involving fractions to solve multi-step ratio word problems. In the final topic of this module, students bring the sum of their experience with proportional relationships to the context of scale drawings. Given a scale drawing, students rely on their background in working with side lengths and areas of polygons as they identify the scale factor as the constant of proportionality, calculate the actual lengths and areas of objects in the drawing, and create their own scale drawings of a two-dimensional view of a room or building. The topic culminates with a two-day experience of students creating a new scale drawing by changing the scale of an existing drawing. Later in the year, in Module 4, students extend the concepts of this module to percent problems.

(Oct. 19 - Dec. 6) Module 2

In Grade 6, students formed a conceptual understanding of integers through the use of the number line, absolute value, and opposites and extended their understanding to include the ordering and comparing of rational numbers. This module uses the Integer Game: a card game that creates a conceptual understanding of integer operations and serves as a powerful mental model students can rely on during the module. Students build on their understanding of rational numbers to add, subtract, multiply, and divide signed numbers. Previous work in computing the sums, differences, products, and quotients of fractions and decimals serves as a significant foundation as well. In Topic A, students return to the number line to model the addition and subtraction of integers. They use the number line and the Integer Game to demonstrate that an integer added to its opposite equals zero, representing the additive inverse. Their findings are formalized as students develop rules for adding and subtracting integers, and they recognize that subtracting a number is the same as adding its opposite. Real-life situations are represented by the sums and differences of signed numbers. Students extend integer rules to

include the rational numbers and use properties of operations to perform rational number calculations without the use of a calculator. Students develop the rules for multiplying and dividing signed numbers in Topic B. They use the properties of operations and their previous understanding of multiplication as repeated addition to represent the multiplication of a negative number as repeated subtraction. Students make analogies to the Integer Game to understand that the product of two negative numbers is a positive number. From earlier grades, they recognize division as the inverse process of multiplication. Thus, signed number rules for division are consistent with those for multiplication, provided a divisor is not zero. Students represent the division of two integers as a fraction, extending product and quotient rules to all rational numbers. They realize that any rational number in fractional form can be represented as a decimal that either terminates in 0s or repeats. Students recognize that the context of a situation often determines the most appropriate form of a rational number, and they use long division, place value, and equivalent fractions to fluently convert between these fractions and decimal forms. Topic B concludes with students multiplying and dividing rational numbers using the properties of operations. In Topic C, students problem-solve with rational numbers and draw upon their work from Grade 6 with expressions and equations. They perform operations with rational numbers, incorporating them into algebraic expressions and equations. They represent and evaluate expressions in multiple forms, demonstrating how quantities are related. The Integer Game is revisited as students discover if-then statements, relating changes in player's hands (who have the same card-value totals) to changes in both sides of a number sentence. Students translate word problems into algebraic equations and become proficient at solving equations of the form $pppp + qq = rr$ and $pp(xx + qq) = rr$, where pp, qq, and rr, are specific rational numbers. As they become fluent in generating algebraic solutions, students identify the operations, inverse operations, and order of steps, comparing these to an arithmetic solution. Use of algebra to represent contextual problems continues in Module 3.

(Dec. 7 - Feb. 4) Module 3

In Grade 6, students interpreted expressions and equations as they reasoned about one-variable equations. This module consolidates and expands upon students' understanding of equivalent expressions as they apply the properties of operations (associative, commutative, and distributive) to write expressions in both standard form (by expanding products into sums) and in factored form (by expanding sums into products). They use linear equations to solve unknown angle problems and other problems presented within context to understand that solving algebraic equations is all about the numbers. It is assumed that a number already exists to satisfy the equation and context; we just need to discover it. A number sentence is an equation that is said to be true if both numerical expressions evaluate to the same number; it is said to be false otherwise. Students use the number line to understand the properties of inequality and recognize when to preserve the inequality and when to reverse the inequality when solving problems leading to inequalities. They interpret solutions within the context of problems. Students extend their sixth-grade study of geometric figures and the relationships between them as they apply their work with expressions and equations to solve problems involving area of a circle and composite area in the plane, as well as volume and surface area of right prisms. In this module, students discover the most famous ratio of all, $\pi\pi$, and begin to appreciate why it has been chosen as the symbol to represent the Grades 6–8 mathematics

curriculum, A Story of Ratios. To begin this module, students will generate equivalent expressions using the fact that addition and multiplication can be done in any order with any grouping and will extend this understanding to subtraction (adding the inverse) and division (multiplying by the multiplicative inverse, also known as the reciprocal). They extend the properties of operations with numbers (learned in earlier grades) and recognize how the same properties hold true for letters that represent numbers. Knowledge of rational number operations from Module 2 is demonstrated as students collect like terms containing both positive and negative integers. An area model is used as a tool for students to rewrite products as sums and sums as products and to provide a visual representation leading students to recognize the repeated use of the distributive property in factoring and expanding linear expressions. Students examine situations where more than one form of an expression may be used to represent the same context, and they see how looking at each form can bring a new perspective (and thus deeper understanding) to the problem. Students recognize and use the identity properties and the existence of additive inverses to efficiently write equivalent expressions in standard form, for example, $2xx + (-2xx) + 3 = 0 + 3 = 3$. By the end of the topic, students have the opportunity to practice knowledge of operations with rational numbers gained in Module 2 as they collect like terms with rational number coefficients. In Topic B, students use linear equations and inequalities to solve problems. They continue to use tape diagrams from earlier grades where they see fit, but will quickly discover that some problems would more reasonably be solved algebraically (as in the case of large numbers). Guiding students to arrive at this realization on their own develops the need for algebra. This algebraic approach builds upon work in Grade 6 with equations to now include multi-step equations and inequalities containing rational numbers. Students solve problems involving consecutive numbers; total cost; age comparisons; distance, rate, and time; area and perimeter; and missing angle measures. Solving equations with a variable is all about numbers, and students are challenged with the goal of finding the number that makes the equation true. When given in context, students recognize that a value exists, and it is simply their job to discover what that value is. Even the angles in each diagram have a precise value, which can be checked with a protractor to ensure students that the value they find does indeed create a true number sentence. In Topic C, students continue work with geometry as they use equations and expressions to study area, perimeter, surface area, and volume. This final topic begins by modeling a circle with a bicycle tire and comparing its perimeter (one rotation of the tire) to the length across (measured with a string) to allow students to discover the most famous ratio of all, pi. Activities in comparing circumference to diameter are staged precisely for students to recognize that this symbol has a distinct value and can be approximated by 22/7 , or 3.14, to give students an intuitive sense of the relationship that exists. In addition to representing this value with the $\pi\pi$ symbol, the fraction and decimal approximations allow for students to continue to practice their work with rational number operations. All problems are crafted in such a way as to allow students to practice skills in reducing within a problem, such as using 22/7 for finding circumference with a given diameter length of 14 cm, and recognize what value would be best to approximate a solution. This understanding allows students to accurately assess work for reasonableness of answers. After discovering and understanding the value of this special ratio, students will continue to use pi as they solve problems of area and circumference. In this topic, students derive the formula for area of a circle by dividing a circle of radius rr into pieces of pi and rearranging the pieces so

that they are lined up, alternating direction, and form a shape that resembles a rectangle. This "rectangle" has a length that is 1/2 the circumference and a width of rr. Students determine that the area of this rectangle (reconfigured from a circle of the same area) is the product of its length and its width: 1 2 $CC \cdot rr$ = 1 2 $2\pi\pi\pi\pi \cdot rr$ = $\pi\pi rr2$. The precise definitions for diameter, circumference, pi, and circular region or disk will be developed during this topic with significant time being devoted to students' understanding of each term. Students build upon their work in Grade 6 with surface area and nets to understand that surface area is simply the sum of the area of the lateral faces and the base(s). In Grade 7, they continue to solve real-life and mathematical problems involving area of two-dimensional shapes and surface area and volume of prisms (e.g., rectangular, triangular), focusing on problems that involve fractional values for length. Additional work (examples) with surface area will occur in Module 6 after a formal definition of rectangular pyramid is established.

Module 4 (Feb. 7 - March 21)

In Module 4, students deepen their understanding of ratios and proportional relationships from Module 1 by solving a variety of percent problems. They convert between fractions, decimals, and percents to further develop a conceptual understanding of percent (introduced in Grade 6 Module 1) and use algebraic expressions and equations to represent and solve multistep percent scenarios. An initial focus on relating 100% to the whole serves as a foundation for students. Students begin the module by solving problems without the use of a calculator to develop a greater fluency and deeper reasoning behind calculations with percent. Material in early lessons is designed to reinforce students' understanding by having them use mental math and basic computational skills. To develop a conceptual understanding, students use visual models and equations, building on earlier work with these strategies. As the lessons and topics progress and more complex calculations are required to solve multi-step percent problems, teachers may let students use calculators so that their computational fluency does not interfere with the primary concept(s) being addressed. This is also noted in the teacher's lesson materials. Topic A builds on students' conceptual understanding of percent from Grade 6 and relates 100% to the whole. Students represent percents as decimals and fractions and extend their understanding from Grade 6 to include percents greater than 100%, such as 225%, and percents less than 1%, such as 1 2 % or 0.5%. They understand that, for instance, 225% means 225/100, which ultimately simplifies to the equivalent decimal value of 2.25. Students use complex fractions to represent non-whole number percents (e.g., 12 1/2 % = 121/2*100 = 1/8 = 0.125). Module 3's focus on algebra prepares students to move from the visual models used for percents in Grade 6 to algebraic equations in Grade 7. They write equations to solve multi-step percent problems and relate their conceptual understanding to the representation: Quantity = Percent × Whole. Students solve percent increase and decrease problems with and without equations. For instance, given a multi-step word problem where there is an increase of 20% and the whole equals $200, students recognize that $200 can be multiplied by 120%, or 1.2, to get an answer of $240. They use visual models such as a double number line diagram to justify their answers. In this case, 100% aligns to $200 in the diagram, and intervals of fifths are used (since 20% = 1/5) to partition both number line segments to create a scale indicating that 120% aligns to $240. Topic A concludes with students representing 1% of a quantity using a ratio and

then using that ratio to find the amounts of other percents. While representing 1% of a quantity and using it to find the amount of other percents is a strategy that always works when solving a problem, students recognize that when the percent is a factor of 100, they can use mental math and proportional reasoning to find the amount of other percents in a more efficient way. In Topic B, students create algebraic representations and apply their understanding of percent from Topic A to interpret and solve multi-step word problems related to markups or markdowns, simple interest, sales tax, commissions, fees, and percent error. They apply their understanding of proportional relationships from Module 1, creating an equation, graph, or table to model a tax or commission rate that is represented as a percent. Students solve problems related to changing percents and use their understanding of percent and proportional relationships to solve scenarios such as the following: A soccer league has 300 players, 60% of whom are boys. If some of the boys switch to baseball, leaving only 52% of the soccer players as boys, how many players remain in the soccer league? Students first determine that 100% − 60% = 40% of the players are girls, and 40% of 300 equals 120. Then, after some boys switched to baseball, 100% − 52% = 48% of the soccer players are girls; so, $0.48pp = 120$, or $pp = 120/0.48$. Therefore, there are now 250 players in the soccer league. In Topic B, students also apply their understanding of absolute value from Module 2 when solving percent error problems. To determine the percent error for an estimated concert attendance of 5,000 people, when actually 6,372 people attended, students calculate the percent error as |5000−6372| |6372| × 100%, which is about 21.5%. Students revisit scale drawings in Topic C to solve problems in which the scale factor is represented by a percent. They understand from their work in Module 1, for example, that if they have two drawings, and if Drawing 2 is a scale model of Drawing 1 under a scale factor of 80%, then Drawing 1 is also a scale model of Drawing 2, and that scale factor is determined using inverse operations. Since 80% = 4/5 , the scale factor is found by taking the complex fraction 1 4/5 , or 5/4 , and multiplying it by 100%, resulting in a scale factor of 125%. As in Module 1, students construct scale drawings, finding scale lengths and areas given the actual quantities and the scale factor (and vice versa); however, in this module, the scale factor is represented as a percent. Students are encouraged to develop multiple methods for making scale drawings. Students may find the multiplicative relationship between figures; they may also find a multiplicative relationship among lengths within the same figure. The problem-solving materials in Topic D provide students with further applications of percent and exposure to problems involving population, mixtures, and counting in preparation for later topics in middle school and high school mathematics and science. Students apply their understanding of percent to solve complex word problems by identifying a set that meets a certain percentage criterion. Additionally, students explore problems involving mixtures of ingredients and determine the percentage of a mixture that already exists, or on the contrary, the amount of ingredient needed in order to meet a certain percentage criterion.

Module 5 (March 22 - May 2)

In this module, students begin their study of probability, learning how to interpret probabilities and how to compute probabilities in simple settings. They also learn how to estimate probabilities empirically. The concept of probability provides a foundation for the thinking required to make inferential reasoning that is developed in the second half of this module.

Additionally, students build on their knowledge of data distributions that they studied in Grade 6, compare data distributions of two or more populations, and are introduced to the idea of drawing informal inferences based on data collected from random samples. In Topics A and B, students learn to interpret the probability of an event as the proportion of the time that the event will occur when a chance experiment is repeated many times. They learn to compute or estimate probabilities using a variety of methods, including collecting data, using tree diagrams, and using simulations. In Topic B, students move to comparing probabilities from simulations to computed probabilities that are based on theoretical models. They calculate probabilities of compound events using lists, tables, tree diagrams, and simulations. They learn to use probabilities to make decisions and to determine whether or not a given probability model is plausible. The Mid-Module Assessment follows Topic B. In Topics C and D, students focus on using random sampling to draw informal inferences about a population. In Topic C, they investigate sampling from a population. They learn to estimate a population mean using numerical data from a random sample. They also learn how to estimate a population proportion using categorical data from a random sample. In Topic D, students learn to compare two populations with similar variability. They learn to consider sampling variability when deciding if there is evidence that the means or the proportions of two populations are actually different.

Module 6 (May 3 - June 17)

In Module 6, students delve further into several geometry topics they have been developing over the years. Grade 7 presents some of these topics (e.g., angles, area, surface area, and volume) in the most challenging form students have experienced yet. Module 6 assumes students understand the basics; the goal is to build fluency in these difficult problems. The remaining topics (i.e., working on constructing triangles and taking slices, or cross sections, of three-dimensional figures) are new to students. In Topic A, students solve for unknown angles. The supporting work for unknown angles began in Grade 4 Module 4, where all of the key terms in this topic were first defined, including the following: adjacent, vertical, complementary, and supplementary angles; angles on a line; and angles at a point. In Grade 4, students used those definitions as a basis to solve for unknown angles by using a combination of reasoning (through simple number sentences and equations) and measurement (using a protractor). For example, students learned to solve for an unknown angle in a pair of supplementary angles where one angle measurement is known. In Grade 7 Module 3, students studied how expressions and equations are an efficient way to solve problems. Two lessons were dedicated to applying the properties of equality to isolate the variable in the context of unknown angle problems. The diagrams in those lessons were drawn to scale to help students more easily make the connection between the variable and what it actually represents. Now in Module 6, the most challenging examples of unknown angle problems (both diagram-based and verbal) require students to use a synthesis of angle relationships and algebra. The problems are multi-step, requiring students to identify several layers of angle relationships and to fit them with an appropriate equation to solve. Unknown angle problems show students how to look for, and make use of, structure. In this case, they use angle relationships to find the measurement of an angle. Next, in Topic B, students work extensively with a ruler, compass, and protractor to construct geometric shapes, mainly triangles. The use of a compass is new (e.g., how to hold it and how to create equal segment lengths). Students use the tools to build triangles with given

conditions such as side length and the measurement of the included angle. Students also explore how changes in arrangement and measurement affect a triangle, culminating in a list of conditions that determine a unique triangle. Students understand two new concepts about unique triangles. They learn that under a condition that determines a unique triangle: (1) a triangle can be drawn, and (2) any two triangles drawn under the condition are identical. It is important to note that there is no mention of congruence in the CCSS until Grade 8, after a study of rigid motions. Rather, the focus of Topic B is developing students' intuitive understanding of the structure of a triangle. This includes students noticing the conditions that determine a unique triangle, more than one triangle, or no triangle. Understanding what makes triangles unique requires understanding what makes them identical. Topic C introduces the idea of a slice, or cross section, of a three-dimensional figure. Students explore the two-dimensional figures that result from taking slices of right rectangular prisms and right rectangular pyramids parallel to the base and parallel to a lateral face; they also explore two-dimensional figures that result from taking skewed slices that are not parallel to either the base or a lateral face. The goal of the first three lessons is to get students to consider three-dimensional figures from a new perspective. One way students do this is by experimenting with an interactive website that requires students to choose how to position a three-dimensional figure so that a slice yields a particular result (e.g., how a cube should be sliced to get a pentagonal cross section). Similar to Topic A, the subjects of area, surface area, and volume in Topics D and E are not new to students but provide opportunities for students to expand their knowledge by working with challenging applications. In Grade 6, students verified that the volume of a right rectangular prism is the same whether it is found by packing it with unit cubes or by multiplying the edge lengths of the prism. In Grade 7, the volume formula $VV = BBh$, where BB represents the area of the base, is tested on a set of three-dimensional figures that extends beyond right rectangular prisms to right prisms in general. In Grade 6, students practiced composing and decomposing two-dimensional shapes into shapes they could work with to determine area. Now, they learn to apply this skill to volume as well. The most challenging problems in these topics are not pure area or pure volume questions but problems that incorporate a broader mathematical knowledge such as rates, ratios, and unit conversion. It is this use of multiple skills and contexts that distinguishes real-world problems from purely mathematical ones.

Concord School District
8th Grade ELA
Year-at-a-Glance

Purpose

In Eighth Grade English Language Arts, students continue to develop skills in reading, writing, thinking, and communicating. This course is designed to help students make the transition between the middle and high schools more successfully.

Units of Study

Among the units that we strive to complete this year are the following:

To Kill a Mockingbird - Students will learn how history is reflected in a fictional text and how an author develops theme within that text. In addition to reading the book, students will also do extensive vocabulary work and analysis of the plot and characters. Pre-reading assignments will include research on Jim Crow Laws and the Great Depression.

Inside Out and Back Again – The novel, poignantly told in free verse, will challenge students to consider the impact of specific word choice on tone and meaning. Students will build their ability to infer and analyze text, both in discussion and through writing. They will read informational texts that build background knowledge on the time period in which the story is set.

Lucy Caulkins Writing Units of Study – Students will develop writing skills in the areas of argument, information, and narrative writing. The focus within each type of writing is "The Literary Essay: Analyzing Craft and Theme," "Position Papers: Research and Argument," and "Investigative Journalism," respectively.

Independent Reading

Your child has set a goal to read a certain number of books for first quarter. In order to accomplish this goal, students are being asked to read a minimum of 2 hours a week outside of school. I will have conferences with students to discuss their reading and to help them find books that interest them.

Notebook

Students should maintain a Language Arts notebook for all work that is handed out or worked on in class. The notebook will remain in the language arts classroom.

Homework

Homework will be assigned as needed, but you can always count on the fact that they should be reading!

Classroom Expectations

Maintaining a safe learning environment and PRIDE (Perseverance, Respect, Integrity, Discipline, Empathy) behaviors are always the expectation in class.

Grading

Assignments will be graded on a 1-4 scale, indicating the level of competency a student has achieved: 4 - Exceeds Grade Level Competency, 3 - Meeting Grade Level Competency, 2 - Progressing Toward Grade Level Competency, and 1 - Limited Progress Toward Grade Level Competency

Assignments that are not turned in will receive a grade of Insufficient Evidence. Missing work will be accepted late and marked as such.

Dear Parent(s) or Guardian(s),

Think back to the last time you were trying to find a book to read; which book did you choose to read? Why did you want to read that particular book? All of us have different reading lives, and all of us enjoy reading different genres, titles, or authors. I find that to be true with my students as well, which is why I have an extensive classroom library with hundreds

of books available for them to check out. Since loving reading and books is one of the major goals of our year together in language arts, our classroom library plays a major role in the pursuit of that.

One of the things I love about teaching eighth graders is just how unique they are. The differences in student interests, maturity levels, as well as learning goals are vast and varied. These kids are not only different ages; they arrive at school with different reading abilities, different backgrounds, and different experiences that have shaped their lives in both positive and negative ways. They therefore have different needs when it comes to reading. As a teacher, I have a responsibility to serve all of the kids who come to me, and a responsibility to offer literature choices that speak to all of them.

Kids, in general, do a fantastic job of self-selecting books, and when they find they've picked up something they're not ready for, they're usually quick to put it down and ask for help choosing something else. (In fact, I encourage my students to abandon books that are not right for them at that time.) As a teacher, I'll offer recommendations and steer kids toward books that are age and individually-appropriate, however self-selecting a book is a pillar of our reading community.

As a teacher, I respect your right to help your own child choose reading material. If you feel a particular book is not a good fit for your child, let me know, send it back, and I'll help your child find another selection. I'll put the first book back on the shelf because even though you don't feel it's the right book for your child right now, it may be the perfect book for someone else's child. I would also encourage you to speak to your child about what types of books they feel comfortable reading so that this becomes a part of their selection process as well. If I can ever be of help to you in recommending titles for your family, please don't hesitate to ask.

Our library will have a wide range of choices for kids – to meet all of their varied needs and help them all develop an appreciation of reading. Please feel free to reach out if you have any questions or would like to visit our classroom library. And, if you should happen to have any books at home that have already been enjoyed by your reader, please consider donating them to the ever growing and evolving class library. Finally, thank you for your involvement in your child's education and helping to encourage reading growth and engagement.

Linda O'Rourke

Student's name: _____ Parent signature: _____

Concord School District

K-12 English Language Arts Competencies

Reading

Students demonstrate the ability to comprehend, analyze, and critique a variety of increasingly complex print and non-print literary and informational texts.

Writing

Students demonstrate the ability to write different texts for different purposes, including reasoned arguments back by evidence, informative texts conveying complex ideas, and narratives.

Research

Students demonstrate the ability to locate, compile, organize, analyze, integrate and present topical information.

Listening, Speaking, and Viewing

Students demonstrate the ability to listen and view critically and to speak purposefully and effectively, both for a variety of purposes.

Use of Technology

Students demonstrate the ability to use multiple forms of technology, including digital media and the Internet, to access, evaluate, organize, and communicate information.

SAU 08
Concord School District
8th Grade
Year at a Glance
Math

Module 1 (Sept. 1 - Sept. 30)

In Module 1, students' knowledge of operations on numbers is expanded to include operations on numbers in integer exponents. Module 1 also builds on students' understanding from previous grades with regard to transforming expressions. Students were introduced to exponential notation in Grade 5 as they used whole number exponents to denote powers of ten. In Grade 6, students expanded the use of exponents to include bases other than ten as they wrote and evaluated exponential expressions limited to whole number exponents. Students made use of exponents again in Grade 7 as they learned formulas for the area of a circle and volume. In this module, students build upon their foundation with exponents as they make conjectures about how zero and negative exponents of a number should be defined and prove the properties of integer exponents. These properties are codified into three laws of exponents. They make sense out of very large and very small numbers, using the number line model to guide their understanding of the relationship of those numbers to each other. Having established the properties of integer exponents, students learn to express the magnitude of a positive number through the use of scientific notation and to compare the relative size of two numbers written in scientific notation. Students explore the use of scientific notation and choose appropriately sized units as they represent, compare, and make calculations with very large quantities (e.g., the U.S. national debt, the number of stars in the universe, and the mass of planets) and very small quantities, such as the mass of subatomic particles.

(Oct. 1 - Nov. 9) Module 2

In this module, students learn about translations, reflections, and rotations in the plane and, more importantly, how to use them to precisely define the concept of congruence. Up to this point, congruence has been taken to mean, intuitively, same size and same shape. Because this module begins with a serious study of geometry, this intuitive definition must be replaced by a precise definition. This module is a first step; its goal is to provide the needed intuitive background for the precise definitions that are introduced in this module for the first time. Translations, reflections, and rotations are examples of rigid motions, which are, intuitively, rules of moving points in the plane in such a way that preserves distance. For the sake of brevity, these three rigid motions are referred to exclusively as the basic rigid motions. Initially, the exploration of these basic rigid motions is done via hands-on activities using an overhead projector transparency, but with the availability of geometry software, the use of technology in this learning environment is inevitable, and some general guidelines for this usage are laid out at the end of Lesson 2. What needs to be emphasized is that the importance of these basic rigid motions lies not in the fun activities they bring but in the mathematical purpose they serve in clarifying the meaning of congruence. Throughout Topic A, on the definitions and properties of the basic rigid motions, students verify experimentally their basic properties and, when feasible,

deepen their understanding of these properties using reasoning. In particular, what students learned in Grade 4 about angles and angle measurement is put to good use here. They learn that the basic rigid motions preserve angle measurements as well as segment lengths. Topic B is a critical foundation to the understanding of congruence. All the lessons of Topic B demonstrate to students the ability to sequence various combinations of rigid motions while maintaining the basic properties of individual rigid motions. Lesson 7 begins this work with a sequence of translations. Students verify experimentally that a sequence of translations has the same properties as a single translation. Lessons 8 and 9 demonstrate sequences of reflections and translations and sequences of rotations. The concept of sequencing a combination of all three rigid motions is introduced in Lesson 10; this paves the way for the study of congruence in the next topic. In Topic C, which introduces the definition and properties of congruence, students learn that congruence is just a sequence of basic rigid motions. The fundamental properties shared by all the basic rigid motions are then inherited by congruence: Congruence moves lines to lines and angles to angles, and it is both distance and angle-preserving (Lesson 11). In Grade 7, students used facts about supplementary, complementary, vertical, and adjacent angles to find the measures of unknown angles. This module extends that knowledge to angle relationships that are formed when two parallel lines are cut by a transversal. In Topic C, on angle relationships related to parallel lines, students learn that pairs of angles are congruent because they are angles that have been translated along a transversal, rotated around a point, or reflected across a line. Students use this knowledge of angle relationships in Lessons 13 and 14 to show why a triangle has a sum of interior angles equal to 180° and why the measure of each exterior angle of a triangle is the sum of the measures of the two remote interior angles of the triangle. Optional Topic D introduces the Pythagorean theorem. Students are shown the "square within a square" proof of the Pythagorean theorem. The proof uses concepts learned in previous topics of the module, that is, the concept of congruence and concepts related to degrees of angles. Students begin the work of finding the length of a leg or hypotenuse of a right triangle using $\square^2 + \square^2 = \square^2$. Note that this topic is not assessed until Module 7.

(Nov. 10 - Dec. 20) Module 3

In Module 3, students learn about dilation and similarity and apply that knowledge to a proof of the Pythagorean theorem based on the angle-angle criterion for similar triangles. The module begins with the definition of dilation, properties of dilations, and compositions of dilations. The instruction regarding dilation in Module 3 is structured similarly to the instruction regarding concepts of basic rigid motions in Module 2. One overarching goal of this module is to replace the common idea of "same shape, different sizes" with a definition of similarity that can be applied to geometric shapes that are not polygons, such as ellipses and circles. In this module, students describe the effect of dilations on two-dimensional figures in general and using coordinates. Building on prior knowledge of scale drawings, Module 3 demonstrates the effect dilation has on a figure when the scale factor is greater than zero but less than one (shrinking of figure), equal to one (congruence), and greater than one (magnification of figure). Once students understand how dilation transforms figures in the plane, they examine the effect that dilation has on points and figures in the coordinate plane. Beginning with points, students learn the multiplicative effect that dilation has on the coordinates of an ordered pair. Then, students

apply the knowledge about points to describe the effect dilation has on figures in the coordinate plane in terms of their coordinates. Additionally, Module 3 demonstrates that a two-dimensional figure is similar to another if the second can be obtained from a dilation followed by congruence. Knowledge of basic rigid motions is reinforced throughout the module, specifically when students describe the sequence that exhibits a similarity between two given figures. In Module 2, students used vectors to describe the translation of the plane. Module 3 begins in the same way, but once figures are bound to the coordinate plane, students describe translations in terms of units left or right and units up or down. When figures on the coordinate plane are rotated, the center of rotation is the origin of the graph. In most cases, students describe the rotation as having center $\square$ and degree $\square$ unless the rotation can be easily identified (e.g., a rotation of 90° or 180°). Reflections remain reflections across a line, but when possible, students should identify the line of reflection as the $\square$-axis or $\square$-axis. It should be noted that congruence, together with similarity, is the fundamental concept in planar geometry. It is a concept defined without coordinates. In fact, it is most transparently understood when introduced without the extra conceptual baggage of a coordinate system. This is partly because a coordinate system picks out a preferred point (the origin), which then centers most discussions of rotations, reflections, and translations at or in reference to that point. These discussions are further restricted to only the "nice" rotations, reflections, or translations that are easy to do in a coordinate plane. Restricting to "nice" transformations is a huge mistake mathematically because it is antithetical to the main points that must be made about congruence: that rotations, translations, and reflections are abundant in the plane; that for every point in the plane, there are an infinite number of rotations up to 360°; that for every line in the plane there is a reflection; and that for every directed line segment there is a translation. It is this abundance that helps students realize that every congruence transformation (i.e., the act of "picking up a figure" and moving it to another location) can be accomplished through a sequence of translations, rotations, and reflections, and further, that similarity is a dilation followed by a congruence transformation. In Grades 6 and 7, students learned about unit rate and rates in general and how to represent and use proportional relationships between quantities. In Module 3, students apply this knowledge of proportional relationships and rates to determine if two figures are similar, and if so, by what scale factor one can be obtained from the other. By looking at the effect of a scale factor on the length of a segment of a given figure, students write proportions to find missing lengths of similar figures. Module 3 provides another opportunity for students to learn about the Pythagorean theorem and its applications in these extension lessons. With the concept of similarity firmly in place, students are shown a proof of the Pythagorean theorem that uses similar triangles.

Module 4 (Dec. 21 - Feb. 25)

In Module 4, students extend what they already know about unit rates and proportional relationships to linear equations and their graphs. Students understand the connections between proportional relationships, lines, and linear equations in this module. Also, students learn to apply the skills they acquired in Grades 6 and 7 with respect to symbolic notation and properties of equality to transcribe and solve equations in one variable and then in two variables. In Topic A, students begin by transcribing written statements using symbolic notation.

Then, students write linear and nonlinear expressions leading to linear equations, which are solved using properties of equality. Students learn that not every linear equation has a solution. In doing so, students learn how to transform given equations into simpler forms until an equivalent equation results in a unique solution, no solution, or infinitely many solutions. Throughout Topic A, students must write and solve linear equations in real-world and mathematical situations. In Topic B, students work with constant speed, a concept learned in Grade 6, but this time with proportional relationships related to average speed and constant speed. These relationships are expressed as linear equations in two variables. Students find solutions to linear equations in two variables, organize them in a table, and plot the solutions on a coordinate plane. It is in Topic B that students begin to investigate the shape of a graph of a linear equation. Students predict that the graph of a linear equation is a line and select points on and off the line to verify their claim. Also in this topic is the standard form of a linear equation, $aaaa + bbbb = cc$, and when $aa \neq 0$ and $bb \neq 0$, a non-vertical line is produced. Further, when $aa = 0$ or $bb = 0$, then a vertical or horizontal line is produced. In Topic C, students know that the slope of a line describes the rate of change of a line. Students first encounter slope by interpreting the unit rate of a graph. In general, students learn that slope can be determined using any two distinct points on a line by relying on their understanding of properties of similar triangles from Module 3. Students verify this fact by checking the slope using several pairs of points and comparing their answers. In this topic, students derive $yy = mmmm$ and $yy = mmmm + bb$ for linear equations by examining similar triangles. Students generate graphs of linear equations in two variables first by completing a table of solutions and then by using information about slope and yy-intercept. Once students are sure that every linear equation graphs as a line and that every line is the graph of a linear equation, students graph equations using information about xx- and yy-intercepts. Next, students learn some basic facts about lines and equations, such as why two lines with the same slope and a common point are the same line, how to write equations of lines given slope and a point, and how to write an equation given two points. With the concepts of slope and lines firmly in place, students compare two different proportional relationships represented by graphs, tables, equations, or descriptions. Finally, students learn that multiple forms of an equation can define the same line. Simultaneous equations and their solutions are the focus of Topic D. Students begin by comparing the constant speed of two individuals to determine which has greater speed. Students graph simultaneous linear equations to find the point of intersection and then verify that the point of intersection is in fact a solution to each equation in the system. To motivate the need to solve systems algebraically, students graph systems of linear equations whose solutions do not have integer coordinates. Students learn to solve systems of linear equations by substitution and elimination. Students understand that a system can have a unique solution, no solution, or infinitely many solutions, as they did with linear equations in one variable. Finally, students apply their knowledge of systems to solve problems in real-world contexts, including converting temperatures from Celsius to Fahrenheit. Optional Topic E is an application of systems of linear equations. Specifically, this system generates Pythagorean triples. First, students learn that a Pythagorean triple can be obtained by multiplying any known triple by a positive integer. Then, students are shown the Babylonian method for finding a triple that requires the understanding and use of a system of linear equations.

Module 5 (March 7 - March 28)

In Module 5, Topic A, students learn the concept of a function and why functions are necessary for describing geometric concepts and occurrences in everyday life. The module begins by explaining the important role functions play in making predictions. For example, if an object is dropped, a function allows us to determine its height at a specific time. To this point, student work has relied on assumptions of constant rates; here, students are given data that show that objects do not always travel at a constant speed. Once the concept of a function is explained, a formal definition of function is provided. A function is defined as an assignment to each input, exactly one output. Students learn that the assignment of some functions can be described by a mathematical rule or formula. With the concept and definition firmly in place, students begin to work with functions in real-world contexts. For example, students relate constant speed and other proportional relationships to linear functions. Next, students consider functions of discrete and continuous rates and understand the difference between the two. For example, students are asked to explain why they can write a cost function for a book, but they cannot input 2.6 into the function and get an accurate cost as the output. Students apply their knowledge of linear equations and their graphs from Module 4 to graphs of linear functions. Students know that the definition of a graph of a function is the set of ordered pairs consisting of an input and the corresponding output. Students relate a function to an input/output machine: a number or piece of data, known as the input, goes into the machine, and a number or piece of data, known as the output, comes out of the machine. In Module 4, students learned that a linear equation graphs as a line and that all lines are graphs of linear equations. In Module 5, students inspect the rate of change of linear functions and conclude that the rate of change is the slope of the graph of a line. They learn to interpret the equation $yy = mmmm + bb$ as defining a linear function whose graph is a line. Students also gain some experience with nonlinear functions, specifically by compiling and graphing a set of ordered pairs and then by identifying the graph as something other than a straight line. Once students understand the graph of a function, they begin comparing two functions represented in different ways, similar to comparing proportional relationships in Module 4. For example, students are presented with the graph of a function and a table of values that represent a function and are asked to determine which function has the greater rate of change. Students are also presented with functions in the form of an algebraic equation or written description. In each case, students examine the average rate of change and know that the one with the greater rate of change must overtake the other at some point. In Topic B, students use their knowledge of volume from previous grade levels to learn the volume formulas for cones, cylinders, and spheres. First, students are reminded of what they already know about volume, that volume is always a positive number that describes the hollowed-out portion of a solid figure that can be filled with water. Next, students use what they learned about the area of circles to determine the volume formulas for cones and cylinders. In each case, physical models are used to explain the formulas, beginning with a cylinder seen as a stack of circular disks that provide the height of the cylinder. Students consider the total area of the disks in three dimensions, understanding it as volume of a cylinder. Next, students make predictions about the volume of a cone that has the same dimensions as a cylinder. A demonstration shows students that the volume of a cone is one-third the volume of a cylinder with the same dimensions, a fact that will be proved in Module 7. Next, students compare the volume of a

sphere to its circumscribing cylinder (i.e., the cylinder of dimensions that touches the sphere at points but does not cut off any part of it). Students learn that the formula for the volume of a sphere is two-thirds the volume of the cylinder that fits tightly around it. Students extend what they learned in Grade 7 about how to solve real-world and mathematical problems related to volume from simple solids to include problems that require the formulas for cones, cylinders, and spheres.

Module 6 (March 29 - May 2)

In Grades 6 and 7, students worked with data involving a single variable. This module introduces students to bivariate data. Students are introduced to a function as a rule that assigns exactly one value to each input. In this module, students use their understanding of functions to model the relationships of bivariate data. This module is important in setting a foundation for students' work in Algebra I. Topic A examines the relationship between two variables using linear functions. Linear functions are connected to a context using the initial value and slope as a rate of change to interpret the context. Students represent linear functions by using tables and graphs and by specifying rate of change and initial value. Slope is also interpreted as an indication of whether the function is increasing or decreasing and as an indication of the steepness of the graph of the linear function. Nonlinear functions are explored by examining nonlinear graphs and verbal descriptions of nonlinear behavior. In Topic B, students use linear functions to model the relationship between two quantitative variables as students move to the domain of statistics and probability. Students make scatter plots based on data. They also examine the patterns of their scatter plots or given scatter plots. Students assess the fit of a linear model by judging the closeness of the data points to the line. In Topic C, students use linear and nonlinear models to answer questions in context. They interpret the rate of change and the initial value in context. They use the equation of a linear function and its graph to make predictions. Students also examine graphs of nonlinear functions and use nonlinear functions to model relationships that are nonlinear. Students gain experience with the mathematical practice of "modeling with mathematics". In Topic D, students examine bivariate categorical data by using two-way tables to determine relative frequencies. They use the relative frequencies calculated from tables to informally assess possible associations between two categorical variables.

Module 7 (May 3 - June 17)

The module begins with work related to the Pythagorean theorem and right triangles. Before the lessons of this module are presented to students, it is important that the lessons in Modules 2 and 3 related to the Pythagorean theorem are taught (i.e., Module 2 Lessons 15 and 16 and Module 3 Lessons 13 and 14). In Modules 2 and 3, students used the Pythagorean theorem to determine the unknown side length of a right triangle. In cases where the side length was an integer, students computed the length. When the side length was not an integer, students left the answer in the form of $xx2 = cc$, where cc was not a perfect square number. Those solutions are revisited and are the motivation for learning about square roots and irrational numbers in general. In Topic A, students learn the notation related to roots. The definition for irrational numbers relies on students' understanding of rational numbers; that is, students know that

rational numbers are points on a number line and that every quotient of integers (with a non-zero divisor) is a rational number. Then, irrational numbers are numbers that can be placed in their approximate positions on a number line and not expressed as a quotient of integers. Though the term irrational is not introduced until Topic B, students learn that irrational numbers exist and are different from rational numbers. Students learn to find positive square roots and cube roots of expressions and know that there is only one such number. Topic A includes some extension work on simplifying perfect square factors of radicals in preparation for Algebra I. In Topic B, students learn that to get the decimal expansion of a number, they must develop a deeper understanding of the long division algorithm learned in Grades 6 and 7. Students show that the decimal expansion for rational numbers repeats eventually, in some cases with zeros, and they can convert the decimal form of a number into a fraction. Students learn a procedure to get the approximate decimal expansion of numbers like $\sqrt{2}$ and $\sqrt{5}$ and compare the size of these irrational numbers using their rational approximations. At this point, students learn that the definition of an irrational number is a number that is not equal to a rational number. In the past, irrational numbers may have been described as numbers that are infinite decimals that cannot be expressed as a fraction, like the number $\pi\pi$. This may have led to confusion about irrational numbers because until now, students did not know how to write repeating decimals as fractions; additionally, students frequently approximated $\pi\pi$ using 22/7 , which led to more confusion about the definition of irrational numbers. Defining irrational numbers as those that are not equal to rational numbers provides an important guidepost for students' knowledge of numbers. Students learn that an irrational number is something quite different from other numbers they have studied before. They are infinite decimals that can only be expressed by a decimal approximation. Now that students know that irrational numbers can be approximated, they extend their knowledge of the number line gained in Grade 6 to include being able to position irrational numbers on a line diagram in their approximate locations. Topic C revisits the Pythagorean theorem and its applications in a context that now includes the use of square roots and irrational numbers. Students learn another proof of the Pythagorean theorem involving areas of squares off of each side of a right triangle. Another proof of the converse of the Pythagorean theorem is presented, which requires an understanding of congruent triangles. With the concept of square roots firmly in place, students apply the Pythagorean theorem to solve real-world and mathematical problems to determine an unknown side length of a right triangle and the distance between two points on the coordinate plane. In Topic D, students learn that radical expressions naturally arise in geometry, such as the height of an isosceles triangle or the lateral length of a cone. The Pythagorean theorem is applied to three-dimensional figures in Topic D as students learn some geometric applications of radicals and roots. In order for students to determine the volume of a cone or sphere, they must first apply the Pythagorean theorem to determine the height of the cone or the radius of the sphere. Students learn that truncated cones are solids obtained by removing the top portion above a plane parallel to the base. Students know that to find the volume of a truncated cone they must access and apply their knowledge of similar figures learned in Module 3. Their work with truncated cones is an exploration of solids that is not formally assessed. In general, students solve real-world and mathematical problems in three dimensions in Topic D. For example, now that students can compute with cube roots and understand the concept of rate of change, students compute the average rate of change in the height of the water level when water is poured into a conical

container at a constant rate. Students also use what they learned about the volume of cylinders, cones, and spheres to compare volumes of composite solids.

Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Adopt Interim Rule: Regional Career and Technical Education Agreements (RCTEA)
Expire Date: N/A

Submitted to the State Board of Education, August 10, 2023:

A. ACTION NEEDED

A vote is needed by the board of education to adopt the interim rule Ed 1301.03 and Ed 1304.02, relative to Regional CTE Agreements (RCTEA).

B. RATIONALE FOR ACTION

Once the conditional approval response is received and accepted by JLCAR, the board can adopt the interim rules and begin the regular rulemaking process for Ed 1301.03 and Ed 1304.02 to ensure continuity with the new rules.

C. EFFECTS OF THIS ACTION

If the board adopts these interim rules, they will go into effect at midnight the next day and be effective for 180 days.

D. POSSIBLE MOTION

I move that the state board of education adopt the interim rules Ed 1301.01 and Ed 1304.02 regarding Regional CTE Agreements.

Readopt with amendment Ed 1301.01, eff 7-14-18 (Document #12573) to read as follows:

Ed 1301.01 Definitions. Terms defined in RSA 188-E:2 shall be used as reference in this rule, in addition to the following:

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

(b) "Qualified project" means a qualified project as defined in RSA 188-E:10, I(f);

(c) "Receiving board" means the school board in the receiving district where a high school or public academy has been designated under RSA 188-E as a regional career and technical education center to serve the region;

(d) "Receiving district" means a receiving district as defined in RSA 188-E:2, V;

(e) "Region" means a collection of sending and receiving districts and at least one regional career and technical education center that are all parties to an agreement that defines the relationship, duties, and responsibilities between the sending and receiving districts;

(f) "Regional career and technical education agreements (RCTEA)" means RCTEA as defined by RSA 188-E:2, V-a;

(g) "Regional career and technical education center (CTE)" means a high school or public academy offering career and technical education program(s) which has been designated by the commissioner as part of a regional career and technical education program under RSA 188-E:1.;

(h) "Sending board" means the school board of a sending district of a high school or a public academy without a school board that has been designated under RSA 188-E as a regional career and technical education center to serve the region;

(i) "Sending district" means a sending district as defined by RSA 188-E:2, VIII;

(j) "Transportation cost" means the reimbursable amount of the total transportation cost for any sending district student who attends a regional career and technical education center or who attends an alternative education program related to RSA 188-E:8, and as provided in Ed 1305.03; and

(k) "Tuition cost" means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed 1305.02.

Adopt Ed 1304.02, cited and to read as follows:

PART Ed 1304 REGIONAL CTE MANAGEMENT

Ed 1304.02 Regional Career and Technical Education Agreements (RCTEA).

(a) The receiving boards and sending boards within a career and technical education (CTE) region shall submit to the department an agreement signed by the chairs of each of the sending and receiving boards every 4 years, no later than the last day of December of the year preceding the first school calendar year of implementation.

(b) The agreement shall include:

(1) Identification of each sending district and each receiving district comprising the CTE center and identification of each district as either a sending district, receiving district, or whether the district is both a sending and receiving district;

(2) The method by which CTE seats are apportioned to each sending and receiving district including provisions for the apportionment of seats for chartered public school, non-public school, and home-schooled students residing in the sending district consistent with RSA-E:2, VIII(b);

(3) A statement of calendar alignment among the sending and receiving districts, including no more than 10 instructional days, following Labor Day of each calendar year, out of alignment among all signatories or provisions for waiver by the commissioner of dissimilar days for extenuating or emergency purposes;

(4) A statement of agreement to minimize schedule conflicts through the alignment of district level and program schedules, with the goal to better support CTE students with as many hours as possible to fulfill their program requirements;

(5) A statement of how sending and receiving districts shall coordinate granting full or partial credit for academic and graduating credits by a sending district when a student demonstrates competency in academic or elective subject areas as determined by evidence provided to a sending district by a receiving district; and

(6) Provisions for:

a. Any prerequisites for participation in CTE programs;

b. Assurances that any prerequisites are incorporated into the program of studies of each sending and receiving district; and

c. Ensuring that students are appropriately advised of any prerequisites for any CTE program participation;

(7) A plan for sending and regional schools to provide tuition and transportation for any student from a sending district who wishes to attend a CTE program consistent with RSA 188-E:6, RSA 188-E:7, and RSA 188-E:8; and

(8) A requirement that, no more than once during the term of the RCTEA, the CTE Director(s) determine whether a report addressing any constraints in funding for tuition and transportation that need to be addressed to continue the CTE program(s) should be submitted to the commissioner pursuant to RSA 188-E:1-a, V.

(d) In the case of any local education agency (LEA) that is not a school district, including, but not limited to Pinkerton Academy, the consortium of sending districts formed for the purpose of receiving Federal Perkins funds for CTE shall act as the sending district(s) for the region in which the LEA is located.

(e) A region may request an annual calendar alignment waiver in the case of a region with more than 10 instructional days out of alignment where there are emergency or extenuating circumstances preventing calendar alignment. A waiver request shall:

(1) Provide an outline of the process needed to plan and reach no more than 10 days out of calendar alignment, including:

a. Proposed action;

b. Person(s) responsible; and

c. Anticipated completion date;

(2) Be outlined in an appendix to the agreement and labeled as "Appendix A"; and

(3) No waiver shall be extended beyond July 1, 2026.

(f) The commissioner shall grant an annual waiver request if the commissioner determines that the region has presented credible evidence of an emergency or extenuating circumstances preventing a calendar alignment.

(g) Students enrolled in districts not entering into regional agreements may attend designated career and technical education centers or designated career and technical education programs in the region of normal attendance if space allows after annual enrollment is finalized.

(h) Students enrolled in or residing in a district that has not entered into a regional agreement shall be reimbursed by the department for tuition and transportation.

(i) Non-public, public chartered school, or home-schooled students residing in a region of normal attendance may attend designated career and technical education centers or designated career and technical programs in the region in a manner not more restrictive than the policy governing school district resident students, pursuant to RSA 193:1-c.

 Appendix

Rule	**Specific State Statute the Rule Implements**
Ed 1301.01	RSA 188-E:2
Ed 1304.02	RSA 188-E:1-a, RSA 188-E:5

Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Adopt: Ed 507.17 ESOL Teacher

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 517.07, relative to ESOL teacher certification.

B. **RATIONALE FOR ACTION**
The proposal was on the consent agenda and approved at the JLCAR meeting held on July 20th.

C. **EFFECTS OF THIS ACTION**
If the Board votes to adopt, the rules will be submitted to OLS and will become effective at midnight on August 11th.

D. **POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 507.17.

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

Ed 507.17 ESOL Teacher.

(a) In this section, the following definitions shall be used:

(1) "English for Speakers of Other Languages" (ESOL) means a program that teaches students from different home language backgrounds to become proficient in academic and social English;

(2) "English language development" (ELD) means a specifically designed instruction to advance English learners' knowledge and use of English;

(3) "English learner (EL)," means an individual who uses language(s) in addition to English. The term includes "English language learner" (ELL), or "Multilingual learner" (ML); and

(4) "Language domains" means listening, speaking, reading, and writing skills.

(b) To be eligible for licensure as an ESOL teacher in grades K-12, the candidate shall:

(1) Have at least a bachelor's degree;

(2) Qualify for licensure through an approved program or under one of the alternatives in Ed 505.01 – Ed 505.06;

(3) Demonstrate language proficiency in oral and written English in social and academic settings for ELs; and

(4) Have had the experience of studying a second language, which may include American Sign Language, by one of the following:

a. Successfully completing at least 2 semesters of a second language at the college level; or

b. Demonstrating equivalent competence in another language through residency abroad of at least 6 months or evidence of being a native or heritage speaker.

(c) The candidate for licensure as an ESOL teacher shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences in the following areas:

(1) In the area of language as a system, the candidate shall:

a. Recognize language as a dynamic system for communication, including language development as an interactive social process;

b. Demonstrate knowledge of phonology, morphology, syntax, semantics, sociolinguistics, and pragmatics and uses that knowledge to support ELD;

c. Explain the key language features that are used across multiple disciplines and emphasize the way language is used for functional purposes;

d. Actively engage with student study teams to provide information about the different aspects of the language systems of multilingual learners to help differentiate between a language difference and a potential language disability; and

e. Define language development as a non-linear process, dependent on factors including students' background knowledge, former educational experiences, and home literacy practices;

(2) In the area of language development, the candidate shall:

a. Analyze and critically evaluate current and historical theories and evolving research around multilingual teaching, language development, and learning to inform instructional methodology to improve student outcomes;

b. Apply knowledge of educational theory and policy factors to support program planning, instruction, and advocacy in the education of ELs;

c. Recognize that ELs develop content knowledge and language simultaneously; and

d. Cultivate a classroom environment in which each EL student is comfortable taking risks and using language;

(3) In the area of culture in student learning, the candidate shall recognize variables that affect language, as evidenced by the following:

a. Encouraging students to reflect on the role of language in their lives, within their communities, and between minority and dominant groups in the U.S.;

b. Identifying cultural and sociolinguistic variables that affect students' English language development, including common myths and misconceptions held about ELs;

c. Using culturally responsive curriculum and materials to promote an inclusive environment;

d. Understanding personal experiences can impact an individual's teaching and learning philosophy, leading to a more inclusive classroom environment through cross-cultural awareness; and

e. Understanding the impact of culture on language learning, school achievement, and acculturation theories, research, and principles;

(4) Using methods informed by current research in curriculum and instruction, the candidate shall:

a. Use both ELD and content standards to plan and implement instruction;

b. Provide ELs with opportunities to engage in content-specific tasks that simultaneously build grade-level knowledge, skills, and language competence;

c. Differentiate instruction to include activities that integrate multiple modalities of communication across all language domains, including translanguaging;

d. Develop instruction based on ongoing assessment and observation of students' linguistic needs, and purposefully select materials to expose students to increasingly complex language;

e. Implement activities and materials that develop authentic uses of language as students learn academic vocabulary and content area material using a variety of resources including but not limited to technology, print, and realia;

f. Deliver explicit instruction about the characteristics of oral language to help ELs express themselves accurately in social and academic settings;

g. Deliver explicit instruction about the characteristics of written language structures to help ELs with reading comprehension and written expression; and

h. Employ flexible and fluid group structures to promote language production through a blend of partner work, small group, large group, and whole class activities that include different group configurations for different language goals;

(5) In the area of assessment, the candidate shall demonstrate an understanding of various assessments, including benefits and limitations as they affect ELs, as follows:

a. For standardized assessments:

1. Meeting local, state, and federal laws, policies, and uniform procedures regarding assessment of English learners including identification, placement, and reclassification requirements;

2. Advocating for valid and reliable assessment of students during the special education determination process, and ensure that the analysis of assessment results reflects their students' status as English learners;

3. Collaborating with colleagues to identify appropriate accommodations when applicable; and

4. Using assessment results to plan instruction, monitor student progress, and report on student growth; and

b. For formative and summative assessments:

1. Demonstrating knowledge of a range of standards-based and performance-based assessment tools that measure ELs' progress;

2. Analyzing and interpreting assessment data, teacher observations, and other information to determine students' level of support within the Language Instruction Educational Program (LIEP);

3. Recognizing key indicators of valid and reliable assessment instruments;

4. Developing and using assessment instruments to measure students' language across all language domains; and

5. Communicating that it is possible to meet the competency of most standards without possessing native-like control of English conventions and vocabulary; and

(6) In the area of professionalism, the candidate shall:

a. Understand the laws and policies affecting linguistic minorities in the U.S., including those which govern the educational rights of ELs;

b. Understand the scope, including the benefits and limitations of, LIEP models such as, but not limited to:

1. ESL;

2. Content classes with integrated ESOL support;

3. Newcomer programs;

4. Bilingual education; and

5. Dual language;

c. Collaborate with classroom teachers and staff to provide comprehensive, appropriate educational opportunities for ELs in school;

d. Actively promote family involvement through regular outreach and communication to strengthen student outcomes;

e. Support EL students and families by sharing information and resources available within the school and community;

f. Maintain up-to-date knowledge of cultural conflicts and world events that might have an impact on students' learning and acculturation; and

g. Advocate on behalf of students with limited or interrupted formal education (SLIFEs) and alternative pathways to completion for SLIFEs at the secondary level.

Appendix I

Rule	**Statute**
Ed 507.17	RSA 186:11, X(a)

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Adopt Ed 307: Manifest Educational Hardship

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**
A vote is needed by the State Board of Education to adopt Ed 307, relative to manifest educational hardship.

B. **RATIONALE FOR ACTION**
There rules were on the consent agenda and approved by JLCAR at the July 20th meeting.

C. **EFFECTS OF THIS ACTION**
If the Board adopts these rules, it will be submitted to the Office of Legislative Services (OLS) and the rules will become effective at midnight on August 11th.

D. **POSSIBLE MOTION**
I move that the State Board of Education adopt Ed 307, Manifest Educational Hardship.

Readopt with amendment Part Ed 320, eff 3-23-18 (Document #12498), and renumber as Ed 307 to read as follows:

PART Ed 307 MANIFEST EDUCATIONAL HARDSHIP

Ed 307.01 Change of School Assignment.

(a) "Approved as a school tuition program" means "approved as a school tuition program," as defined in RSA 193:3, VII. The term also includes "approved private school."

(b) Any person having custody of a child may apply to the school board of residence to change the child's school assignment if the person having custody thinks that the child's attendance at the assigned school will result in a manifest educational hardship to the child.

(c) A person having custody of said child may apply for a change of school assignment to:

(1) Attend another public school, public academy, or an approved private school in the same district; or

(2) Attend a public school, public academy, or an approved private school in another district.

(d) To establish a manifest educational hardship, as set forth in (g)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody may also demonstrate that another public school, public academy, or approved private school, either within the district or in another district, can reasonably meet the child's educational needs.

(e) Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school, public academy, or an approved private school within the district or to request a change of assignment to a public school, public academy, or an approved private school in another district when a manifest educational hardship has been demonstrated.

(f) Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing, pursuant to their local rules, within 30 days.

(g) The local school board shall issue a finding of manifest educational hardship if it determines that there is clear and convincing evidence that:

(1) A compelling amount of a child's academic, physical, personal, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school;

(2) The attendance at the assigned school will impair the educational progress of the child; and

(3) Another public school, public academy, or an approved private school either within the district or in another district, can reasonably meet the child's educational needs.

(h) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a public school, public academy, or an approved private school in the district or in another district, which can reasonably meet the child's educational needs.

(i) If a person having custody is aggrieved by the decision of the school board, he or she may appeal to the state board in accordance with the provisions of Ed 200.

Appendix I

Rule	**Specific Statute Rules Implement**
Ed 307 (formerly Ed 320)	RSA 193:3

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Adopt: Ed 323 Charter School Lease Aid

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**

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

B. **RATIONALE FOR ACTION**

This proposal was on on the consent agenda and approved at the July 20th JLCAR meeting.

C. **EFFECTS OF THIS ACTION**

If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) and will become effective at midnight on August 11th.

D. **POSSIBLE MOTION**

I move that the State Board of Education adopt Ed 323, Charter School Lease Aid.

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

PART Ed 323 CHARTER SCHOOL LEASE AID

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

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

(a) "Chartered public school (charter school)" means "chartered public school" as defined in RSA 194-B:1, IV, and as approved pursuant to RSA 194-B:3-a;

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

(c) "Lease" means an agreement to lease permanent space in a building or buildings;

(d) "Leased facility" means permanent space in a building or buildings as described in the lease; and

(e) "Lease aid" means the annual grant for a lease under RSA 198:15-hh, I.

Ed 323.03 Lease Agreements.

(a) Pursuant to RSA 198:15-hh, a lease shall be:

(1) Approved by the charter school board of trustees; and

(2) Initially for a term of 10 years or less to be eligible to receive lease aid.

(b) A lease shall continue until its term expires, and the sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the charter school.

(c) The lease shall state the parties responsible for the following:

(1) Carrying out maintenance;

(2) The procedures for carrying out such maintenance; and

(3) The cost of and payment for completing:

a. Maintenance of the facility;

b. Custodial services;

c. Refuse removal;

d. Snow removal; and

e. Grounds maintenance.

(d) Costs for utilities, heat, and the items listed in (c) above shall not be eligible for reimbursement. If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the charter school.

(e) Costs for space beyond what is required for the operation of the charter school shall not be eligible for reimbursement. If space is leased beyond what is necessary for the operation of the charter school, the property owner shall separate those costs on the invoice submitted to the charter school.

(f) The lease shall include the necessary provisions to allow for the duties identified in Ed 323.05 to be met.

(g) The lease shall include the following provisions:

(1) Early termination of the lease by the charter school in the event the building is no longer required to meet the needs of the charter school;

(2) Early termination by the charter school in the event the property owner fails to fulfill the terms of the lease; and

(3) The requirement that the property owner gives notice of at least 60 days prior to early termination of the lease by the property owner.

Ed 323.04 Legal Review of Lease.

(a) The lease shall be reviewed, at the charter school's expense, by the charter school's attorney licensed in New Hampshire who shall be knowledgeable in contract law pertaining to such lease agreements.

(b) The review shall ensure alignment with the requirements outlined in Ed 323.03.

(c) The review shall be for the purpose of compliance with factual law and shall contain no factual errors.

(d) The review shall confirm compliance with contract law including no omissions, and that the lease has been amended as necessary.

Ed 323.05 Duties of Applicant.

(a) In order for the charter school to be eligible for lease aid, the charter school t shall comply with the provisions outlined in (b) below.

(b) The charter school shall:

(1) Complete all local, state, and federal required water testing, including taking measures to limit exposure to lead in drinking water as outlined in RSA 485:17-a;

(2) Ensure the property owner allows testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the charter school;

(3) Ensure any deficiencies identified by such testing will be promptly corrected, and testing shall be allowed prior to occupancy of the property and at any time during such occupancy;

(4) Pursuant to 40 CFR §763.93 and Env-A 1810.17, develop an asbestos management plan for the leased property and shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA) regulations 15 USC §2641-2656; and

(5) Ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.

Ed 323.06 Lease Aid Application. In order for the charter school to be eligible for lease aid, the charter school shall comply with the provisions of this section, as follows:

(a) By January 1, charter schools shall submit to the department the following:

(1) A copy of the proposed lease agreement that meets the requirements in Ed 323.03;

(2) The amount of the lease eligible for lease aid;

(3) An explanation of why the lease is necessary;

(4) A site plan of the building and surrounding property;

(5) A description of the surrounding area that includes the specific types of residential, commercial, and industrial activities that take place on the property and on all abutting properties;

(6) Indication if the leased facility is on municipal or well water and, if applicable, the public water system identification number issued by the department of environmental services;

(7) Anticipated k-12 enrollment as of September 1 of school year aid request;

(8) An assurance statement that the charter school shall comply with duties identified in Ed 323.05;

(9) An assurance statement that the lease aid request only includes costs for space that is required for the operation of the charter school;

(10) A statement that the charter school is aware that per Ed 321.13, all public school construction or reconstruction projects are required to have a review completed by the state fire marshal's office; and

(11) A statement that the charter school is aware of the additional submittal requirements and deadline in (b) below;

(b) By September 1, or prior to occupancy, whichever comes first, the charter school shall submit the following:

(1) A statement that indicates that the leased facility meets the state building code under RSA 155-A signed by:

a. The local code enforcement official;

b. A licensed engineer;

c. A licensed architect; or

d. Another qualified professional;

(2) A statement that indicates that the leased facility meets the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5 signed by:

a. The local code enforcement official;

b. The fire chief;

c. A licensed engineer; or

d. Another qualified professional;

(3) A statement that indicates that the leased facility meets the New Hampshire code for barrier-free design under Abfd 300, signed by:

a. The local code enforcement official;

b. A licensed engineer;

c. A licensed architect; or

d. Another qualified professional;

(4) If food service operations are to take place in the leased facility, proof of approval from the bureau of food protection at department of health and human services, as provided in He-P 2304;

(5) A certification by the charter school's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed; and

(6) A copy of the property and liability insurance that meets Ed 323.05(b)(6); and

(c) If the items in (b) above are not submitted in the time frame required, the charter school shall forfeit lease aid for the fiscal year which they applied for.

Ed 323.07 Review and Approval Process.

(a) For initial approval, the charter school shall apply for lease aid by submitting an application as outlined in Ed 323.06.

(b) By September 1 of each year, the charter school may request to renew lease aid if no substantive changes have been made to the lease previously approved by the department through (a) above, and the following items have been submitted to the department:

(1) Assurance statement that the charter school is still operating under the same lease approved by the department through (a) above, or submit an updated lease agreement certified by the charter school's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;

(2) Updated amount of the lease eligible for lease aid, if applicable; and

(3) An updated copy of the property and liability insurance that meets Ed 323.05(b)(6), if applicable.

(c) If substantive changes have been made to the lease, the charter school may reapply for lease aid by submitting an application per Ed 323.06.

(d) Upon review and approval of the items identified in (a) or (b) above, the department shall notify the charter school of their eligibility of lease aid.

Ed 323.08 Payments.

(a) The amount of lease aid shall be in accordance with RSA 198:15-hh. If the lease appropriation is insufficient, the appropriation grant payments shall be prorated equally among all eligible charter schools.

(b) If the items identified in Ed 323.07 (a) or (b) are not submitted in the time frame required, the charter school shall forfeit lease aid for the fiscal year which they applied for.

(c) Lease aid grant payments shall be made annually in November of each fiscal year and shall only be made if the charter school has students enrolled on opening day.

(d) The charter school shall be responsible for all costs incurred through the lease. Lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.

(e) Lease aid shall be terminated if the leased space is no longer being used for the purposes proposed under the approval of lease aid.

Ed 323.09 Eligibility.

(a) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for lease aid if the charter school is required to pay those costs by the terms of the lease.

(b) The following shall not be eligible for lease aid:

(1) Costs for space beyond what is required for the operation of the charter school;

(2) Costs for utilities, heat, and the activities in Ed 323.03 (c);

(3) Costs for repairs for damages to the facility regardless of cause;

(4) Any deposits of funds that the charter school is required to provide to the property owner that are subsequently returned to the charter school;

(5) Costs for the use of portable or modular classroom space; and

(6) Costs to make permanent upgrades or renovations to the leased space.

Appendix I

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

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Proposed Interim Rules, Ed 504.04 Emergency Authorization

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**

A vote is needed by the board of education to approve the proposed interim rules to readopt Ed 504.04, relative to emergency authorization.

B. **RATIONALE FOR ACTION**

HB 654 was passed, allowing for a school board to extend the one-year certificate of eligibility for teaching a second year. The forms for this action must be amended through rulemaking to reflect the changes to RSA 189:89-b.

C. **EFFECTS OF THIS ACTION**

If the board approves this proposed interim rule, it will be submitted to the Rulemaking Register for publication at the earliest date possible to be placed on the September JLCAR meeting agenda.

D. **POSSIBLE MOTION**

I vote to approve the proposed interim rule readopting Ed 504.04, relative to emergency authorization.

Readopt with amendment Ed 504.04, eff 10-5-20 (Document #13100) to read as follows:

Ed 504.04 Emergency Authorization.

(a) The senior educational official shall complete and file the "Emergency Authorization Request" form, September 2023~~January 2020~~, and the emergency authorization shall be granted for up to the duration of the school year for which the request was made, after the applicant provides the information required in (b) below.

(b) The bureau shall issue an emergency authorization requested under (a) above if a staffing emergency situation exists as determined by the senior educational official and the applicant for the educator position has:

(1) Paid the applicable application fee, provided in Ed 505;

(2) Completed and filed with the bureau the "Application for Emergency Authorization" form, September 2023~~January 2020~~, as referenced in Ed 505; and

(3) Submitted documentation of a conferred bachelor's degree.

(c) The senior educational official may complete and file the "Emergency Authorization Request" form, September 2023, for a one-time, consecutive one year extension to an existing emergency authorization.

Appendix I

Rule	**Statute**
Ed 504.04	RSA 21-N:9, II(s); RSA 189:39-b

8 1 5 7 - P T E A

State of New Hampshire, Department of Education
Bureau of Credentialing
101 Pleasant Street
Concord, N.H. 03301
Click here for the Help Desk

For Bureau of Credentialing use only:

Date Received: _____

Fee amount: _____

Check #: _____

APPLICATION FOR EMERGENCY AUTHORIZATION

(To Be Completed By Candidate)

This is not an application for licensure. INSTRUCTIONS: This is a fillable form, Please also submit with this form a transcript with registrar's signature conferring at least a Bachelor's degree. Please type directly into it, print and sign before mailing.
PAYMENT: Enclose non-refundable processing fee of $120.00. Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See Fee Schedule on our website for all fees.

ALL *Fields are Required

***Social Security Number** ☐☐☐ ☐☐ ☐☐☐☐ **EdID # (if known)** ☐

☐ *** First Name** ☐ **MI** ☐ *** Last Name** ☐ **Former Name**

Gender: **Male** ☐ **Female** ☐ ***Date of Birth** ☐

Are you: (check one) ☐ **No, not Hispanic or Latin** ☐ **Yes, Hispanic or Latino**

What is your race? (Indicate one or more) ☐

Number of Years of educator experience: In-State

Public ☐ **Private** ☐

Number of Years of educator experience: Out of State

Public ☐ **Private** ☐

*** Mailing Address:**

☐ **Street / PO Box** ☐ **City** ☐ **State** ☐ **Zip**

☐ *** Primary Telephone Number** ☐ ***Alternate Telephone Number**

☐ ***Primary Email Address** ☐ ***Alternate Email Address**

***College Information**

DEGREE	*COLLEGE*	*STATE*	*MAJOR*	*DATE GRANTED*

***Educational Employment Record**

	DATE(S)	*STATE*	*DISTRICT*	*POSITION*	*ASSIGNMENT/SUBJECT*	*GRADE*	*CERTIFIED (Y/N)*	
A.							☐	☐
B							☐	☐
C.							☐	☐
D.							☐	☐
E.							☐	☐
F.							☐	☐
G.							☐	☐

PLEASE CHECK APPROPRIATE ANSWERS

***Have you ever held a New Hampshire certificate?** ☐ **Yes** ☐ **No**

If yes, what year did it expire _____ **and under what name** _____

***Have you ever been convicted of a felony?** ☐ **Yes** ☐ **No**

***Have you ever had a teaching credential revoked?** ☐ **Yes** ☐ **No**

***Have you ever surrendered your teaching credential in any other state or country?** ☐ **Yes** ☐ **No**

***Are you currently being investigated in any other state?** ☐ **Yes** ☐ **No**

IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

An Emergency Authorization is not a license. Employment by the SAU is authorized for the above individual for one school year, and may be renewed for an additional school year per RSA 189:39-b.

School Year 2023 – 2024

☐	***By checking this box, I certify that I have read the Educator Code of Ethics.** https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf
☐	***By checking this box, I certify that I have read the Educator Code of Conduct. In so certifying, I understand that the Educator Code of Conduct, Ed 510 sets forth 4 Principles: (1) Responsibility to the Education Profession and Educational Professionals; (2) Responsibility to Students; (3) Responsibility to the School Community; and (4) Responsible and Ethical Use of Technology, which as a certified educator, I am obligated to follow. A founded violation of any of the principles of the Educator Code of Conduct may result in a written reprimand, suspension or revocation of my Educator credential. Additionally, in so certifying, I understand that pursuant to Ed 510.05, I have a duty to report any suspected violation of the code of conduct. Failure to report a suspected violation of the Educator code of conduct may result in a written reprimand, suspension or revocation of my Educator credential.** https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_conduct.pdf

I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE _____ *DATE _____

8 1 5 7 - P T E F

State of New Hampshire, Department of Education
Bureau of Credentialing
101 Pleasant Street
Concord, N.H. 03301
Click here for the Help Desk

For Bureau of Credentialing use only:

Date Received:

EMERGENCY AUTHORIZATION (EA)

ALL *Fields are Required

***Social Security Number** **EdID # (if known**

Name:

*** First Name** **MI** *** Last Name** **Former name**

Gender: **Male** **Female** ***Date of Birth**

*** Mailing Address:**

Street / PO Box **City** **State** **Zip**

*** Primary Telephone Number** ***Alternate Telephone Number**

***Primary Email Address** ***Alternate Email Address**

Information from Employer:

* Date of Hire *Major Assignment Endorsement Area

* Is this a Title I School ? YES NO * Is this a Title I Position? YES NO

* SAU # or Agency Name * School Name

An Emergency Authorization is not a license. Employment by the SAU is authorized for the above individual for one school year, and may be renewed for one additional school year per RSA 189:39-b.

Please have the candidate visit https://nhdoepm.atlassian.net/wiki/spaces/CHD/overview to find out more about test center closure status and remote testing options if testing is needed for issuance of a Statement of Eligibility.

School Year 2023– 2024

***Print Name: Senior Educational Official** ***Date** *** Senior Educational Official Signature**

Email for SAU receipt of processed form ***Date** **Authorized NHDOE Credentialing Signature**

TDD ACCESS: RELAY NH 711
EQUAL OPPORTUNITY EMPLOYER – EQUAL EDUCATIONAL OPPORTUNITIES

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Initial Proposal Ed 504.04 Emergency Authorization
Expire Date: N/A

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**

A vote is needed by the board of education to approve the initial proposal to readopt with amendment Ed 504.04, relative to emergency authorization.

B. **RATIONALE FOR ACTION**

Interim rules are in the process of being adopted which are identical to the initial proposal. However, they will expire 180 days after adoption, and therefore the regular rulemaking process must be started immediately to ensure the interim rules do not expire.

C. **EFFECTS OF THIS ACTION**

If the Board approves this initial proposal, it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing for these rules could be held as early as October 12, 2023.

D. **POSSIBLE MOTION**

I vote to approve the initial proposal for Ed 504.04, relative to emergency authorization.

Readopt with amendment Ed 504.04, eff 10-5-20 (Document #13100) to read as follows:

Ed 504.04 Emergency Authorization.

(a) The senior educational official shall complete and file the "Emergency Authorization Request" form, September 2023~~January 2020~~, and the emergency authorization shall be granted for up to the duration of the school year for which the request was made, after the applicant provides the information required in (b) below.

(b) The bureau shall issue an emergency authorization requested under (a) above if a staffing emergency situation exists as determined by the senior educational official and the applicant for the educator position has:

(1) Paid the applicable application fee, provided in Ed 505;

(2) Completed and filed with the bureau the "Application for Emergency Authorization" form, September 2023~~January 2020~~, as referenced in Ed 505; and

(3) Submitted documentation of a conferred bachelor's degree.

(c) The senior educational official may complete and file the "Emergency Authorization Request" form, September 2023, for a one-time, consecutive one year extension to an existing emergency authorization.

Appendix I

Rule	**Statute**
Ed 504.04	RSA 21-N:9, II(s); RSA 189:39-b

8 1 5 7 – P T E A

State of New Hampshire, Department of Education
Bureau of Credentialing
101 Pleasant Street
Concord, N.H. 03301
Click here for the Help Desk

For Bureau of Credentialing use only:

Date Received: _____

Fee amount: _____

Check #: _____

APPLICATION FOR EMERGENCY AUTHORIZATION

(To Be Completed By Candidate)

This is not an application for licensure. INSTRUCTIONS: This is a fillable form, Please also submit with this form a transcript with registrar's signature conferring at least a Bachelor's degree. Please type directly into it, print and sign before mailing.
PAYMENT: Enclose non-refundable processing fee of $120.00. Cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire". See Fee Schedule on our website for all fees.

ALL *Fields are Required

***Social Security Number** ☐☐☐ ☐☐ ☐☐☐☐ **EdID # (if known)** ☐

*** First Name** ☐ **MI** ☐ *** Last Name** ☐ **Former Name** ☐

Gender: **Male** ☐ **Female** ☐ ***Date of Birth** ☐

Are you: (check one) ☐ **No, not Hispanic or Latin** ☐ **Yes, Hispanic or Latino**

What is your race? (Indicate one or more) ☐

Number of Years of educator experience: In-State

Public ☐ **Private** ☐

Number of Years of educator experience: Out of State

Public ☐ **Private** ☐

*** Mailing Address:**

Street / PO Box ☐ **City** ☐ **State** ☐ **Zip** ☐

*** Primary Telephone Number** ☐

***Alternate Telephone Number** ☐

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DEGREE	*COLLEGE*	*STATE*	*MAJOR*	*DATE GRANTED*

***Educational Employment Record**

	DATE(S)	*STATE*	*DISTRICT*	*POSITION*	*ASSIGNMENT/SUBJECT*	*GRADE*	*CERTIFIED (Y/N)*	
A.							☐	☐
B							☐	☐
C.							☐	☐
D.							☐	☐
E.							☐	☐
F.							☐	☐
G.							☐	☐

PLEASE CHECK APPROPRIATE ANSWERS

***Have you ever held a New Hampshire certificate?** ☐ **Yes** ☐ **No**

If yes, what year did it expire _____ **and under what name** _____

***Have you ever been convicted of a felony?** ☐ **Yes** ☐ **No**

***Have you ever had a teaching credential revoked?** ☐ **Yes** ☐ **No**

***Have you ever surrendered your teaching credential in any other state or country?** ☐ **Yes** ☐ **No**

***Are you currently being investigated in any other state?** ☐ **Yes** ☐ **No**

IF YOU ANSWERED YES TO ANY OF THE ABOVE QUESTIONS, ATTACH AN EXPLANATION

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School Year 2023 – 2024

☐	***By checking this box, I certify that I have read the Educator Code of Ethics.** https://www.education.nh.gov/sites/g/files/ehbemt326/files/inline-documents/code_ethics.pdf
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I hereby certify that I am the individual listed in this application, and that all information provided herein, including all accompanying documentation, is true, accurate, and complete to the best of my knowledge.

*SIGNATURE _____ *DATE _____

8 1 5 7 - P T E F

State of New Hampshire, Department of Education
Bureau of Credentialing
101 Pleasant Street
Concord, N.H. 03301
Click here for the Help Desk

For Bureau of Credentialing use only:

Date Received:

EMERGENCY AUTHORIZATION (EA)

ALL *Fields are Required

***Social Security Number** **EdID # (if known**

Name:

*** First Name** **MI** *** Last Name** **Former name**

Gender: **Male** **Female** ***Date of Birth**

*** Mailing Address:**

Street / PO Box **City** **State** **Zip**

*** Primary Telephone Number** ***Alternate Telephone Number**

***Primary Email Address** ***Alternate Email Address**

Information from Employer:

* Date of Hire *Major Assignment Endorsement Area

* Is this a Title I School ? YES NO * Is this a Title I Position? YES NO

* SAU # or Agency Name * School Name

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Please have the candidate visit https://nhdoepm.atlassian.net/wiki/spaces/CHD/overview to find out more about test center closure status and remote testing options if testing is needed for issuance of a Statement of Eligibility.

School Year 2023– 2024

***Print Name: Senior Educational Official** ***Date** *** Senior Educational Official Signature**

Email for SAU receipt of processed form ***Date** **Authorized NHDOE Credentialing Signature**

TDD ACCESS: RELAY NH 711
EQUAL OPPORTUNITY EMPLOYER – EQUAL EDUCATIONAL OPPORTUNITIES

Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Final Proposal: Ed 320
School Facility Approval Process

Deadline to file with JLCAR: October 10, 2023

Submitted to the State Board of Education, August 10, 2023:

A. **ACTION NEEDED**

A vote is needed by the State Board of Education to approve the final proposal to adopt Ed 320, relative to the school facility approval process.

B. **RATIONALE FOR ACTION**

A number of substantive changes were made in response to OLS and department feedback including:

- Removing the sections of Ed 318 from the proposal
- Updating language to reflect the collection of application materials versus filling out an application form throughout proposal
- Added Ed 320.2(h) to clarify process for facilities in operation prior to these rules being effective
- Clarified process for health inspections in Ed 320.03(a)(3)
- Deleted Ed 320.04 and Ed 320.05 relative to appeals and waivers, as these processes do not apply to this approval process

C. **EFFECTS OF THIS ACTION**

If the Board approves this final proposal, it will be submitted to the Office of Legislative Services (OLS) to be added to the agenda for the September JLCAR meeting.

D. **POSSIBLE MOTION**

I move that the State Board of Education approve the final proposal for Ed 320.

Readopt with amendments Ed 318.08 and Ed 318.13, eff 7-1-15 (Document #10873), to read as follows:

Ed 318.08 Requirements for Submitting An Application.

(a) An applicant seeking state board approval for a charter school shall submit a letter of intent to submit a charter school application to:

NH Department of Education, Charter School Office,
101 Pleasant Street, Concord NH 03301

(b) The letter shall include:

(1) Date;

(2) Proposed charter school name;

(3) Proposed grade levels; and

(4) Contact person including:

a. Name;

b. Organization, if applicable;

c. Address;

d. Email address; and

e. Telephone / Fax number.

(c) An applicant for a charter school shall submit an application comprising of an original, 3 paper copies and an electronic copy to the department for its review.

(d) The application shall include:

(1) Completed application cover sheet; and

(2) Table of contents, page numbers on each page, one inch margins and at least 11 point font.

(e) The application shall not exceed 50 pages, not including appendices, which may include letters of support, a 5 year budget, or both.

(f) The application cover sheet shall include:

(1) The name of the proposed charter school;

(2) Name of organization sponsoring the charter school, if any;

(3) Name of contact person;

(4) Mailing address;

(5) Primary telephone;

(6) Alternate telephone;

(7) Email address;

(8) Projected date of school opening;

(9) Proposed school location; and

(10) Total projected student enrollment broken out per year for 5 years listing the following:

a. School year;

b. Grade levels; and

c. Number of kindergarten students.

(g) The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."

(h) An application to the state board to establish a charter school under RSA 194-B:3-a shall be made by the prospective board of trustees in the form of an application containing all of the elements in RSA 194-B:3, II(a) (bb) and (dd).

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher/student ratio for the first 5 years;

(2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

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

(i) In addition to the criteria listed in RSA 194-B:3-a, II(a) (bb) and (dd), each applicant shall provide the following:

(1) An admission policy which takes into consideration the following factors:

a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;

b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

c. How the school will provide for educationally disabled students;

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;

(4) If one or more facilities are to be used for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

(5) A statement that the school shall provide required services under RSA 194-B:8, IV, if applicable;

(6) A statement which meets the requirements of RSA 194-B:2, II; and

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promotion of school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(i) and (j);

3. RSA 193-F, pupil safety and violence prevention;

4. RSA 126-U, limiting the use of child restraint practices; and

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

(k) Within 10 business days of the initial filing, the charter school office shall acknowledge receipt of application and notify the applicant of any missing information, and when the application is complete.

(l) All facilities used by students for K-12 educational purposes shall be approved to operate or conditionally approved to operate in accordance with Ed 320.

Ed 318.13 Review of Renewal Application.

(a) The process for review of the renewal application shall be as follows:

~~(1) The department shall conduct a school review and on-site visit; and~~

~~(2) The department shall complete a review and recommendation to the state board.~~

~~(b) Criteria for review of application materials shall include:~~

~~(1) Whether the school is making progress toward achieving its mission;~~

~~(2) Whether the school is using public funds as required by the statute and the rules;~~

~~(3) Whether the school is meeting goals for student attainment of expected knowledge and skills;~~

~~(4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts;~~

~~(5) Whether the school is sustainable;~~

~~(6) Whether the school has the following updated:~~

~~a. Insurance certificate; and~~

~~b. Financial audit; and~~

~~(7) Whether all the facilities used by students for K-12 educational purposes are approved to operate or are conditionally approved to operate in accordance with Ed 320.~~

~~(c) The board shall renew a charter, if as evidenced by the responses to (a) and (b), the charter school is attaining its performance targets.~~

Adopt Ed 320 to read as follows:

PART ED 320 SCHOOL FACILITY APPROVAL PROCESS

Ed 320.01 Applicability. In order for a public school, public academy, chartered public school, or nonpublic school to operate a facility to be used for K-12 educational purposes, it ~~public schools, public academies, chartered public schools, and nonpublic schools~~ shall request approval to operate prior to student occupancy to ensure a clean, healthy, and safe facility.

Ed 320.02 Initial School Facility Approval Process.

(a) To request initial approval to operate a school facility for K-12 educational purposes, the following information shall be submitted in a clearly legible packet to ~~the department on the application provided by~~ the department no later than 60 days prior to student occupancy:

(1) School contact and ~~L~~location of the facility;

(2) Proof of compliance with state building code as provided in RSA 155-A;

(3) Proof of compliance with state fire code under RSA 153:1,VI-a and Saf-Fmo 300, as amended by state board of fire control and ratified by the general court pursuant to RSA 153:5;

~~(4) Proof of compliance with local zoning regulations;~~

(~~4~~5) If the project includes a well or septic system, documentation of approval from the department of environmental services as required by RSA 485, Env-Dw 406, RSA 485-A, and Env-Wq 1000, respectively.~~Proof of compliance with regulations relating to school building sanitation, sewage disposal, water supply, and other matters affecting public health~~;

(~~5~~6) Proof of meeting the New Hampshire code for barrier-free design under Abdf 300, if applicable;

(~~6~~7) A copy of a completed health inspection conducted by the local health officer to ensure that facility is operating in a suitable and sanitary building, as required by RSA 189:24;

(~~7~~8) Documentation that the building(s) were inspected by a certified asbestos inspector and that all asbestos-containing materials identified are being safely managed pursuant to RSA 141-E:4 and Env-A 1801.07 AHERA regulations, if applicable;

(~~8~~9) A statement signed by the superintendent or designee that the drinking water at all locations where water is available for consumption by students has been tested for lead and remediated in accordance with RSA 485:17-a;

(~~9~~10) Proof that a current site-specific emergency operation plan is file with New Hampshire homeland security and emergency management as required by RSA 189:64; and

(~~10~~11) If food service operations are to take place in the facility, documents providing that:

a. Operations shall be in compliance with New Hampshire department of health and human services administrative rules He-P 2300; or

b. If located in one of the self-inspecting municipalities granted licensing authority by the New Hampshire department of health and human services, complies with local food regulations.~~; and~~

~~(12) For all public schools, excluding public chartered schools, proof the grounds shall operate in accordance with the policy and procedures developed pursuant to RSA 200:48 to minimize or eliminate pollution caused by idling motor vehicles.~~

(b) In addition to the items in (a) above, the following information shall be submitted to the department ~~on the application~~ for all public school facilities:

(1) For all public schools, excluding public chartered schools, proof the grounds shall operate in accordance with the policy and procedures developed pursuant to RSA 200:48 to minimize or eliminate pollution caused by idling motor vehicles;

(2~~1~~) A facility maintenance plan that addresses or identifies, at a minimum, the following:

a. Building characteristics such as building square footage, age of building, types of building components, and systems~~age of major~~ ;

b. Facility safety procedures;

c. ~~e~~Custodial training;

d. Maintenance staffing needed to operate the facility;

e. Custodial services, including a schedule of routine maintenance activities;

f. An integrated pest management plan;

g. A healthy indoor air quality plan;

h. Preventative maintenance program;

i. A work order system, such a computer maintenance management system; and

j. Contracted services needed;

~~Proof that adequate custodial services are being provided to ensure a clean, healthy and safe facility, including:a. Cleaning on a daily basis when school is in session; and~~

~~b. Facility repairs and maintenance are performed as needed and on a regular basis;~~

~~(2) A plan to require all school staff be provided training on their roles in maintaining clean, healthy, safe school facilities and the importance of quality indoor air;~~

(3) Proof that the school has a policy approved by the local school board or board of trustees to minimize the use of toxic chemicals for cleaning and pest control, and shall not permit staff to bring cleaning products or pesticides into the facility without approval from the school administration; ~~and~~

(4) A statement that adequate health services shall be provided that ensures the privacy and health of all students, including~~es the following best management practices are being met~~:

a. ~~A minimum of one custodial sink is operational in each school building;~~

~~b. An exclusive nurse's office is provided with:~~

~~1.~~ A waiting area separate from other spaces;

b.~~2.~~ Space for examining patients that includes a sink with hot and cold water;

c.~~3.~~ A patient isolation area; and

d. ~~4.~~ A restroom, or an adjacent one, which meets current accessibility requirements;

(5) ~~c.~~ A statement that ~~S~~sufficient storage shall be ~~is~~ provided that allows the proper storage of cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;

(6)~~d.~~ A statement that ~~E~~emergency shower and eye wash stations are available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used, and they comply with the American National Standards Institute Z-358.1 Eyewash standards 2014, as referenced in Appendix II;

(7)~~e.~~ A statement that ~~A~~all ~~science~~ laboratories and combination lab-classrooms shall be operated to reduce potential hazards by ~~meet the following joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute including:~~

~~1.~~ providing ~~Each lab has~~ at least 50 net square feet per pupil for each lab and~~;~~

~~2. Each combination lab-classroom has~~ at least 60 net square feet per pupil for each combination lab-classroom;~~.~~

~~3. There are no more than 24 laboratory workstations in each lab or combination lab-classroom; and~~

~~4. At least one of the laboratory workstations is suitable for students with disabilities and in compliance with Abfd 300; and~~

(8)~~f.~~ A chemical hygiene plan that identifies, at a minimum, the ~~All chemicals shall be properly managed, including but not limited to~~ the following ~~practices~~:

a.~~1.~~ That a~~A~~ll chemicals shall be properly stored and labeled;

~~2. All chemicals shall be properly stored;~~

~~3. All Safety Data Sheets, identified by Occupational Safety and Health Administration 29 CFR 1910.1200(g), are on file at the school in accordance with 29 CFR 1910.1200;~~

b.~~4.~~ That a~~A~~ll flammables shall be stored in a flammable materials cabinet and meet NFPA 30: Flammable and Combustible Liquids Code;

c.~~5.~~ That all a~~A~~cids shall be stored in a cabinet constructed from corrosion-resistant materials;

d.~~6.~~ That a~~A~~ll rooms and storage areas with chemicals shall have proper ventilation; ~~and~~

e.~~7.~~ That all c~~C~~hemical hoods used in science experiments shall ~~must~~ be maintained in accordance with manufacturers' recommendations;

f. That all chemicals shall be properly managed and disposed of; and

g. That all safety data sheets, identified by Occupational Safety and Health Administration 29 CFR 1910.1200(g), are on file at the school in accordance with 29 CFR 1910.1200; and

(9) If construction in the building(s) is proposed, a letter from the state fire marshal stating that construction drawings and specifications have been evaluated and approved by the state fire marshal for compliance with the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5;

~~(c) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public school, or nonpublic school under Ed 320.05.~~

(c~~d~~) The department shall:

(1) Complete a review of all the submitted materials~~the application~~;

(2) Conduct an on-site visit~~, subject to the availability of time and funds for making such visits,~~ to verify the information submitted; and

(3) Determine if the facility meets one of the following:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(de) A school facility that meets all of the applicable application requirements of Ed 320.02 shall be approved for operation.

(ef) A school facility which does not meet all of the applicable application requirements of Ed 320.02 shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the conditional approval, as agreed upon by authorities having jurisdiction.

(fg) A school facility that is unable to meet (de) or (ef) above shall not be approved for operation for K-12 educational purposes.

(gh) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 45 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(h) For facilities in operation prior to the effective date of these rules, a school facility shall be considered approved for operation, provided one of the following has been met:

(1) The public school has received a letter from the department approving the facility in accordance with Ed 306.28 and shall be considered approved for operation until June 30, 6 years following the notice of approval;

(2) The chartered public school received a charter school approval or renewal from the State Board of Education and the facility the school operates shall be considered approved for operation until June 30, 6 years following the most recent State Board of Education approval or renewal; or

(3) The nonpublic school received a nonpublic school approval or renewal from the State Board of Education and the facility the nonpublic school operates shall be considered approved for operation until June 30, 6 years following the most recent State Board of Education approval or renewal.

(i) A school facility operating outside the time limits in (g) or (h) above shall be considered an expired school facility and not suitable for students to occupy.

(j) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03~~, no later than December 31 prior to the expiration date of the approval~~.

~~-~~(k) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner prior to ~~of~~ any change in conditions which affects a school's compliance with these rules, including but not limited to changing locations, constructing a new facility, or renovating or adding an addition to an existing facility.

~~(l) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (cd)(3) above.~~

Ed 320.03 School Facility Renewal Process.

(a) T~~In order t~~o request a renewal to operate an approved school facility, the ~~superintendent, charter school director, nonpublic school administrator, or designee shall~~ following information shall be submitted to the department in a clearly legible packet no later than September 1 prior to the expiration date of the facility's approval to operate:

(1) ~~Submit the renewal application to the department by December 31 the year prior to the school facility approval's expiration; and~~

~~(2) Ensure the following information is included on the application:~~

~~a.~~ The items included in Ed 320.02(a)(1) and (a)(7)-(10~~1~~);

~~(2) b. School contact and facility location information;~~

(2) ~~c.~~ A copy of the most recent annual state fire inspection report required by RSA 153:14, II(b);

(3) ~~d.~~ A statement that provides that:

a. The superintendent or designee has contacted the local health officer to schedule a health inspection prior to the end of the calendar year; and

b. Prior to December 31 of the calendar year, the superintendent or designee shall submit a copy of the completed health inspection to the department to ensure the facility is operating in a suitable and sanitary building, as required by RSA 189:24; and

(4) For public schools:~~, excluding charter schools, proof of completion of the annual indoor air quality investigation required by RSA 200:11-a; and~~

a. Proof of completion of the annual indoor air quality investigation required by RSA 200:11-a; and

b. ~~e. For public schools,~~ ~~t~~The items included in Ed 320~~2~~.02(b)~~(1) (4)~~.

~~(b) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public schools, or nonpublic school under Ed 320.05.~~

(b~~e~~) Once the materials have~~application has~~ been received, the department shall:

(1) Complete a review of the submitted renewal materials~~application~~;

(2) Conduct an on-site visit, subject to the availability of funds for making such visits, to verify the information submitted; and

(3) Determine the facility meets one of the following designations:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(d~~c~~) A school facility that meets all of the applicable application requirements of Ed 320.03(a) shall be approved for operation.

(d~~e~~) A school which does not meet all of the applicable application requirements of Ed 320.03(a) shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the approval designation, as agreed upon by authorities having jurisdiction.

(f~~e~~) A school facility that is unable to meet (c) or (d) above shall not be approved for operation for K-12 educational purposes.

(fe) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 45 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(gh) A school facility operating outside the time limits in (f) above shall be considered an expired school facility and not be suitable for students to occupy.

(ih) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03, no later than September 1December 31 prior to the expiration date of the approval.

(ij) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules, including but not limited to changing locations, constructing a new facility, or renovating or adding an addition to an existing facility.

(jj) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (b)(3) above.

Ed 320.04 Appeal Process.

(a) If the commissioner has designated a facility not approved for operation for K-12 purposes,, the chairperson of the local school board or designee may appeal the decision of the school's final approval designation and request a state board hearing.

(b) The appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation, and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.

(c) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(d) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.

Ed 320.05 Waiver Provisions.

(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 320.02 and Ed 320.03.

~~(b) All waiver requests shall:~~
~~(1) Be submitted in writing;~~

~~(2) Be signed by the superintendent, charter school director, or nonpublic school administrator requesting the waiver;~~

~~(3) Include:~~

~~a. Reference to the specific section of Ed 320 for which a waiver is requested;~~

~~b. A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;~~

~~c. A detailed explanation of the conditions that prevent compliance with the standards of Ed 320, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;~~

~~d. An explanation of the school's attempts to achieve compliance with the standard;~~

~~e. An explanation of the impact of a denial of the request for a waiver; and~~

~~f. Other information to support the request that the school would like to have considered.~~

~~(c) The commissioner or the commissioner's designee shall request additional information as necessary for a ruling on the request for a waiver.~~
~~(d) A written ruling shall be provided to the school by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department. A waiver shall be approved if in the determination of the commissioner of the department or the commissioner's designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.~~
~~(e) School districts, chartered public schools, and nonpublic schools may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.~~

Appendix I

Rule	**Statute**
Ed 320.01	RSA 186:6; RSA 189:24
Ed 320.02	RSA 21-N:9, I; RSA 189:24
Ed 320.03	RSA 21-N:9, I; RSA 189:24

Appendix II

Rule	Title	Obtain at
Ed 320.02(b)(6)	American National Standards Institute Z-358.1 Eyewash standards 2014	Available in the ANSI webstore: https://webstore.ansi.org/standards/isea/ansiiseaz3582014 Cost: $65 per pdf download

Readopt with amendments Ed 318.08 and Ed 318.13, eff 7-1-15 (Document #10873), to read as follows:

Ed 318.08 Requirements for Submitting An Application.

(a) An applicant seeking state board approval for a charter school shall submit a letter of intent to submit a charter school application to:

NH Department of Education, Charter School Office,
101 Pleasant Street, Concord NH 03301

(b) The letter shall include:

(1) Date;

(2) Proposed charter school name;

(3) Proposed grade levels; and

(4) Contact person including:

a. Name;

b. Organization, if applicable;

c. Address;

d. Email address; and

e. Telephone / Fax number.

Edit/Unclear: Use "and" or "or" here, as it is unclear whether one or both are required.

(c) An applicant for a charter school shall submit an application comprising of an original, 3 paper copies and an electronic copy to the department for its review.

Unclear: is there an application form applicant's can use? If so, submit a copy of OLS.

Edit: comma

(d) The application shall include:

(1) Completed application cover sheet; and

(2) Table of contents, page numbers on each page, one-inch margins and at least 11-point font.

(e) The application shall not exceed 50 pages, not including appendices, which may include letters of support, a 5-year budget, or both.

(f) The application cover sheet shall include:

(1) The name of the proposed charter school;

(2) Name of organization sponsoring the charter school, if any;

(3) Name of contact person;

(4) Mailing address;

(5) Primary telephone;

(6) Alternate telephone;

(7) Email address;

(8) Projected date of school opening;

(9) Proposed school location; and

(10) Total projected student enrollment broken out per year for 5 years listing the following:

a. School year;

b. Grade levels; and

c. Number of kindergarten students.;

Edit: comma

Unclear: If there is a form, does this match the language on the form? If there is no form, does the applicant have to make sure this is written verbatim on their application? Or is their signature just certifying they understand this requirement?

(g) The application shall be signed and certified by the sponsoring entity, including title, printed name and date stating, "I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application."

(h) An application to the state board to establish a charter school under RSA 194-B:3-a shall be made by the prospective board of trustees in the form of an application containing all of the elements in RSA 194-B:3, II(a)-(bb) and (dd).

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher-/student ratio for the first 5 years;

(2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

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

(ji) In addition to the criteria listed in RSA 194-B:3-a, II(a)-(bb) and (dd), each applicant shall provide the following:

(1) An admission policy which takes into consideration the following factors:

a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;

Edit: comma

b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

c. How the school will provide for educationally disabled students;

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;

(4) ~~A statement that, in accordance with RSA 194-B:8, II, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:~~

~~a. Fire safety;~~

~~b. Heating, ventilating, and air conditioning (HVAC);~~

~~c. Plumbing;~~

~~d. Electrical; and~~

~~e. Requirements of Ed 321.253(u) and (v);~~

If one or more facilities are to be used for educational purposes, a statement that the school shall submit an application to operate the facility in accordance with Ed 320 not later than 90 days prior to the desired opening date of the school facility.

Edit: semicolon

(5) A statement that the school shall provide required services under RSA 194-B:8, IV, if applicable;

(6) A statement which meets the requirements of RSA 194-B:2, II; and

(7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promotion~~ng~~ of school safety including:

1. Reporting of suspected abuse or neglect;

2. Sexual harassment, as detailed in Ed 303.01(i~~j~~) and (j~~k~~);

3. RSA 193-F, pupil safety and violence prevention;

4. RSA 126-U, limiting the use of child restraint practices; and

Edit: Ed 303.01(i) is for adopting rules to ensure no unlawful discrimination. Is there a pending rulemaking proposal that would change this?

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

(k) Within 10 business days of the initial filing, the charter school office shall acknowledge receipt of application and notify the applicant of any missing information, and when the application is complete.

(l) All facilities used by students and operated by the chartered public school for K-12 educational purposes shall be approved to operate or conditionally approved to operate in accordance with Ed 320.

Ed 318.13 Review of Renewal Application.

(a) The process for review of the renewal application shall be as follows:

(1) The department shall conduct a school review and on-site visit; and

(2) The department shall complete a review and recommendation to the state board.

(b) Criteria for review of application materials shall include:

(1) Whether the school is making progress toward achieving its mission;

(2) Whether the school is using public funds as required by the statute and the rules;

(3) Whether the school is meeting goals for student attainment of expected knowledge and skills;

(4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts;

(5) Whether the school is sustainable; ~~and~~

(6) Whether the school has the following updated:

~~a. Certificate for occupancy;~~

~~b. Fire inspection certificate;~~

~~c. Building safety inspection;~~

~~d. Health inspection;~~

a~~e~~. Insurance certificate; and

b~~f~~. Financial audit; and~~.~~

(7) Whether all the facilities used by students and operated by the school for K-12 educational purposes are approved to operate or are conditionally approved to operate in accordance with Ed 320.

Edit: Reword to make it easier to read, " In order for a public school, public academy, chartered public school, or nonpublic school to operate a facility to be used for K-12 education purposes, it shall request approval to operate prior to student occupancy to ensure a clean, healthy, and safe facility."

(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.

Unclear: Ed 320 is already an existing part titled "Manifest Educational Hardship". This part has not expired, as its last effective date was 3-23-18, and OLS has no information to show this rule was repealed. Therefore, it is unclear how the agency is adopting this as a new rule, as it would conflict with the already existing Ed 320 [Manifest Educational Hardship].

Adopt Ed 320 to read as follows:

PART Ed 320 SCHOOL FACILITY APPROVAL PROCESS

Ed 320.01 Applicability. In order for a school to operate a facility to be used for K-12 educational purposes, public schools, public academies, chartered public schools, and nonpublic schools shall request approval to operate prior to student occupancy to ensure a clean, healthy, and safe facility.

Ed 320.02 Initial School Facility Approval Process.

(a) To request initial approval to operate a school facility for K-12 educational purposes, the following information shall be submitted to the department on the application provided by the department:

Submit a copy of this application to OLS

(1) Location of the facility;

(2) Proof of compliance with state building code as provided in RSA 155-A;

(3) Proof of compliance with state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by state board of fire control and ratified by the general court pursuant to RSA 153:5;

(4) Proof of compliance with local zoning regulations;

(5) Proof of compliance with regulations relating to school building sanitation, sewage disposal, water supply, and other matters affecting public health;

(6) Proof of meeting the New Hampshire code for barrier-free design under Abdf 300, if applicable;

(7) A copy of a completed health inspection conducted by the local health officer to ensure that facility is operating in a suitable and sanitary building, as required by RSA 189:24;

(8) Documentation that the building(s) were inspected by a certified asbestos inspector and that all asbestos-containing materials identified are being safely managed;

(9) A statement signed by the superintendent or designee that the drinking water at all locations where water is available for consumption by students has been test for lead and remediated in accordance with RSA 485:17-a;

(10) Proof that a current site-specific emergency operation plan is filed with New Hampshire homeland security and emergency management as required by RSA 189:64;

(11) If food service operations are to take place in the facility, documents providing that:

a. Operations shall be in compliance with New Hampshire department of health and human services administrative rules He-P 2300; or

b. If located in one of the self-inspecting municipalities granted licensing authority by the New Hampshire department of health and human services, complies with local food regulations; and

(12) For all public schools, excluding public chartered schools, proof the grounds shall operate in accordance with the policy and procedures developed pursuant to RSA 200:48 to minimize or eliminate pollution caused by idling motor vehicles.

(b) In addition to the items in (a) above, the following information shall be submitted to the department on the application for all public school facilities:

(1) Proof that adequate custodial services are being provided to ensure a clean, healthy and safe facility, including:

Edit: comma

a. Cleaning on a daily basis when school is in session; and

b. Facility repairs and maintenance are performed as needed and on a regular basis;

(2) A plan to require all school staff be provided training on their roles in maintaining clean, healthy, safe school facilities and the importance of quality indoor air;

(3) Proof that the school has a policy approved by the local school board or board of trustees to minimize the use of toxic chemicals for cleaning and pest control, and shall not permit staff to bring cleaning products or pesticides into the facility without approval from the school administration; and

(4) A statement that the following best management practices are being met:

a. A minimum of one custodial sink is operational in each school building;

b. An exclusive nurse's office is provided with:

1. A waiting area separate from other spaces;

2. Space for examining patients that includes a sink with hot and cold water;

3. A patient isolation area; and

4. A restroom, or an adjacent one, which meets current accessibility requirements;

c. Sufficient storage is provided that allows the proper storage of cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;

d. Emergency shower and eye wash stations are available in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used, and they comply with the American National Standards Institute Z-358.1 Eyewash standards 2014 as referenced in Appendix II;

Please submit an incorporation by reference statement with the FP

e. All science laboratories and combination lab-classrooms meet the following joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute including:

1. Each lab has at least 50 net square feet per pupil;

2. Each combination lab-classroom has at least 60 net square feet per pupil;

3. There are no more than 24 laboratory workstations in each lab or combination lab-classroom; and

4. At least one of the laboratory workstations is suitable for students with disabilities and in compliance with Abfd 300; and

f. All chemicals shall be properly managed including but not limited to following practices:

1. All chemicals shall be properly labeled;

2. All chemicals shall be properly stored;

Edit: lowercase, not capitalized in the CFR

3. All Safety Data Sheets, identified by Occupational Safety and Health Administration 29 CFR 1910.1200(g), are on file at the school in accordance with 29 CFR 1910.1200;

4. All flammables shall be stored in a flammable materials cabinet and meet NFPA 30: Flammable and Combustible Liquids Code;

5. Acids shall be stored in a cabinet constructed from corrosion-resistant materials;

6. All rooms and storage areas with chemicals shall have proper ventilation; and

Edit/Unclear: cannot use may when the rule is about the agency's actions. Should reword to identify when a waiver shall be granted or denied. Should reword to say, "shall be waived by... designee in accordance with Ed 320.05.

7. Chemical hoods used in science experiments must be maintained in accordance with manufacturers' recommendations.

(c) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public school, or nonpublic school under Ed 320.05.

(d) The department shall:

(1) Complete a review of the application;

(2) Conduct an on-site visit, subject to the availability of time and funds for making such visits, to verify the information submitted; and

(3) Determine if the facility meets one of the following:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(e) A school facility that meets all of the applicable application requirements of Ed 320.02 shall be approved for operation.

(f) A school facility which does not meet all of the applicable application requirements of Ed 320.02 shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the conditional approval, as agreed upon by authorities having jurisdiction.

(g) A school facility that is unable to meet (e) or (f) above shall not be approved for operation for K-12 educational purposes.

(h) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 4 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(i) A school facility operating outside the time limits in (h) above shall be considered an expired school facility and not suitable for students to occupy.

(j) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03, no later than December 31 prior to the expiration date of the approval.

(k) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(l) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (d)(3) above.

Ed 320.03 School Facility Renewal Process.

Unclear: Is this a form provided by the department? If so, submit a copy to OLS.

(a) In order to request a renewal to operate an approved school facility, the superintendent, charter school director, nonpublic school administrator, or designee shall:

(1) Submit the renewal application to the department by December 31 the year prior to the school facility approval's expiration; and

(2) Ensure the following information is included on the application:

a. The items included in Ed 320.02(a)(7)-(11);

b. School contact and facility location information;

c. A copy of the most recent annual state fire inspection report required by RSA 153:14, II(b);

d. For public schools, excluding charter schools, proof of completion of the annual indoor air quality investigation required by RSA 200:11-a; and

e. For public schools, the items included in Ed 320.02(b)(1)-(4).

(b) The above may be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district, chartered public schools, or nonpublic school under Ed 320.05.

See Edit/Unclear comment on page 8. Should reword to say, "shall be waived by... designee in accordance with Ed 320.05.

(c) Once the application has been received, the department shall:

(1) Complete a review of the application;

(2) Conduct an on-site visit, subject to the availability of funds for making such visits, to verify the information submitted; and

(3) Determine the facility meets one of the following designations:

a. Approved for operation;

b. Conditionally approved for operation; or

c. Not approved for operation.

(d) A school facility that meets all of the applicable application requirements of Ed 320.03(a) shall be approved for operation.

(e) A school which does not meet all of the applicable application requirements of Ed 320.03(a) shall be conditionally approved for operation, provided that:

(1) All identified deficiencies and a timetable for their correction are incorporated into the conditional approval; and

(2) The department has received documentation of health and safety inspections conducted by the authorities having jurisdiction and either:

a. All health and safety violations have been corrected; or

b. All identified deficiencies and a timetable for their correction are incorporated into the approval designation, as agreed upon by authorities having jurisdiction.

(f) A school facility that is unable to meet (d) or (e) above shall not be approved for operation for K-12 educational purposes.

(g) A school facility shall remain approved for operation or conditionally approved for operation until:

(1) June 30, 4 years following the notice of approval to operate; or

(2) Conditions of the approval to operate have not been met.

(h) A school facility operating outside the time limits in (g) above shall be considered an expired school facility and not suitable for students to occupy.

(i) A school operating an approved school facility shall request a renewal in accordance with Ed 320.03, no later than December 31 prior to the expiration date of the approval.

(j) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(k) In accordance with Ed 320.04, schools have the authority to appeal the department's designation determined in (c)(3) above.

Ed 320.04 Appeal Process.

Unclear: Though Ed 200 lays out the timelines and procedures, it does not establish when and why a decision will be overturned.

(a) If the commissioner has designated a facility not approved for operation for K-12 purposes, the chairperson of the local school board or designee may appeal the decision of the school's final approval designation and request a state board hearing.

(b) The appeal shall be filed in writing with the office of legislation and hearings within 20 days of the receipt of the final approval designation and shall specify the basis for the appeal. The office of legislation and hearings shall schedule a hearing on the appeal in accordance with timelines and procedures established in Ed 200.

(c) It shall be the responsibility of the superintendent, charter school director, nonpublic school administrator, or designee to notify the commissioner of any change in conditions which affects a school's compliance with these rules.

(d) Pursuant to RSA 21-N:11, III, any person directly affected by said decision may request a state board hearing. A request for a hearing shall be filed in writing with the office of legislation and hearings within 20 days of the decision and shall specify the basis for such hearing. The office of legislation and hearings shall schedule the hearing in accordance with timelines and procedures established in Ed 200.

Ed 320.05 Waiver Provisions.

(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 320.02 and Ed 320.03.

See Edit/Unclear comment on page 8. Should rephrase to say, "designee shall grant a waiver for the standards... Ed 320.03 if the requirements of (b)-(d) below are met."

(b) All waiver requests shall:

(1) Be submitted in writing;

(2) Be signed by the superintendent, charter school director, or nonpublic school administrator requesting the waiver;

(3) Include:

a. Reference to the specific section of Ed 320 for which a waiver is requested;

b. A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;

c. A detailed explanation of the conditions that prevent compliance with the standards of Ed 320, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;

d. An explanation of the school's attempts to achieve compliance with the standard;

e. An explanation of the impact of a denial of the request for a waiver; and

f. Other information to support the request that the school would like to have considered.

(c) The commissioner or the commissioner's designee shall request additional information as necessary for a ruling on the request for a waiver.

(d) A written ruling shall be provided to the school by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department. A waiver shall be approved if in the determination of the commissioner of the department or the commissioner's designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 and is the best use of available resources.

(e) School districts, chartered public schools, and nonpublic schools may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.

Appendix I

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

Appendix II

Rule	Title	Obtain at
Ed 320.02(b)(4)d.	American National Standards Institute Z-358.1 Eyewash standards 2014	http://www.eyewashdirect.com/ANSI-Eyewash-Z358-Eyewash-Standard-Guide-s/31.htm Pdf file. No cost.