

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

To listen to the meeting, please follow these steps:

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2. Conference pin: 125563#
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Thursday, August 13, 2020



REVISED AGENDA

- I. **CALL TO ORDER** – 9:00 AM
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to Angela.Adams@doe.nh.gov to be published with the monthly meeting materials.
- IV. **NONPUBLIC SCHOOL APPROVAL** ~ SHIREEN MESKOOB, NHDOE, Division of Education Analytics & Resources
 - A. Cardinal Lacroix Academy – move from conditional approval to approval
 - B. Our Lady of Mercy Academy – new high school, an addition to St. Joseph Regional School in Keene
- V. **PUBLIC HEARINGS** ~ Please contact Amanda Phelps at Amanda.Phelps@doe.nh.gov or by calling (603) 931-9133 for testimony options.
 - A. **10:30-11:00 AM** ~ Draft Final Proposal ~ Vocational Rehabilitation Programs (Ed 1000)
- VI. **LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator
 - A. Initial Proposal ~ Home Education Program (Ed 315)
 - B. Initial Proposal ~ Chartered Public Schools (Ed 318)
 - C. Conditional Approval Response ~ How to Obtain a New Hampshire Educator License (Ed 505)
 - D. Conditional Approval Response ~ Requirements for Specific Educator Endorsements (Ed 506 & Ed 508)
 - E. Conditional Approval Response ~ Renewal and Denial of Credentials (Ed 509 & Ed 512-Ed 513)
 - F. Conditional Approval Response ~ Special Education Teachers (Ed 507.40 & Ed 507.41)
 - G. Adopt ~ Learn Everywhere Program (Ed 1400)
 - H. Initial Proposal ~ Amend Demonstrated Knowledge and Skills (Ed 306.27(d))
 - I. Conditional Approval Response ~ Credential Standards for Educational Personnel (Ed 501-504)

VII. COMMISSIONER'S UPDATE

VIII. OPEN BOARD DISCUSSIONS

IX. OLD BUSINESS

X. TABLED ITEMS

A. Capital City Public Charter School Status Change Request and Progress Report

XI. CONSENT AGENDA

A. Meeting Minutes of July 9, 2020

XII. NONPUBLIC SESSION

XIII. ADJOURNMENT – 2:00 PM



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

August 2020
State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). **One new school seeks an initial attendance approval status to operate. A second school seeks a continued attendance approval status to operate.**

B. Rationale for Action

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

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

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

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

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

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

C. Effects of this Action

Approval of this Report allows one new school and one existing school to operate as nonpublic schools with an attendance approval status for a period of 3 years each.

D. Possible Motion

I move that the State Board accept and approve the following school for continued attendance approval status for the period of **September 1, 2020 through June 30, 2023: Cardinal Lacroix Academy**. The school was granted a

conditional approval status from the State Board in June 2020 for the period of July 1, 2020 through August 31, 2020 because it had yet to complete a health inspection that was postponed due to delays created during the onset of the COVID pandemic. The school has since passed its health inspection.

I move that the State Board accept and approve the following school for initial attendance approval status the period of [August 25, 2020 through June 30, 2023: Our Lady of Mercy Academy](#).

Nonpublic School Approvals
Designation Report List

Town	School Name	Approval Type	Current Expiration	New Expiration
Manchester	Cardinal Lacroix Academy	AA	8/31/2020	6/30/2023
Keene	Our Lady of Mercy Academy	AA	N/A	6/30/2023

NONPUBLIC SCHOOL CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

PLEASE NOTE

Cardinal Lacroix Academy was granted a conditional approval status from the State Board in June 2020 for the period of July 1, 2020 through August 31, 2020 because it had yet to complete a health inspection that was postponed due to delays created during the onset of the COVID pandemic. As seen below, highlighted in orange, the school has since completed this outstanding requirement and now seeks approval from the State Board for an attendance approval status.

School Name: Cardinal Lacroix Academy	Phone Number: 603-622-1414	Application Type: AA
About the School: Cardinal Lacroix Academy was established in 2018 through the unification of St. Anthony of Padua and St. Casimir schools. Once serving the French Canadian and Polish immigrant populations of their time, both St. Casimir and St. Anthony schools have enjoyed a diverse student body. The school occupies the building that once housed St. Anthony of Padua School. The school offers an academic program focused on differentiated instruction and research-based teaching methods that engage students in the learning process to foster enduring understandings. In addition to a comprehensive language arts, math, science and social studies, there is daily prayer and religion class. To stimulate social interaction, school spirit, and fun, they offer several after school enrichment programs such as basketball, robotics, math club, band, running club and drama club.		
Principal Address: 148 Belmont Street, Manchester, NH 03103		
Head of School: Sister Mary Joseph, Director	Email: smjoseph@clanh.org	
Authorized to Represent School: AJ Lemarier, Business Admin	Email: alemarier@clanh.org	
Date Application Received: 4/24/2020	Expiration Date: 6/30/2020	
Grade Levels: PreK-6	Co-Educational: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Boarding School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	
Enrollment Total: 129 for Academic Year 2019-2020	*DOE Approved Provider of SPED Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Accrediting Agency	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	School Calendar	4/24/2020	Submitted and indicates last day of school, holidays and vacations, teacher conferences. Calendar is created based on 180 days of attendance.
<input checked="" type="checkbox"/>	School Hours Survey	4/24/2020	The school provides 1080 total instructional hours for GrK-6, and is therefore in compliance with Ed 401.03.
<input checked="" type="checkbox"/>	Grade Level	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Enrollment Cap	4/24/2020	25 students for each class.
<input checked="" type="checkbox"/>	Curriculum/Objectives	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	US-NH History Taught, RSA 189:11	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	United States and NH Flag Displayed	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Program of Studies	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Program Opportunities	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Supporting Services	4/24/2020	No change since last filing.



TO BE COMPLETED BY DOE UPON RECEIPT OF APPLICATION

<input checked="" type="checkbox"/>	Student Handbook	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Grievance Policy	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Location of Student Records Upon Closing	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Graduation Requirements	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Summer School/Programs	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Criminal Records Check	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Administrative Organization	5/26/2020	Sister Mary Joseph, Director of School AJ Lemarier, Business Administrator Nicole de Barros , Administrative Assistant
<input checked="" type="checkbox"/>	Governing Board	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Staff List	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Budget & Operating Statement	5/26/2020	Anticipated Expense: \$1,064,000; Anticipated Revenue: \$1,020,000. The projected shortfall in the school's budget will be covered by one of two things, or both: Additional students being enrolled in the following academic year and/or a cash infusion from the school's savings account.
<input checked="" type="checkbox"/>	Federal Tax Exempt Status	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Receipt of Public Funds	4/24/2020	No change since last filing.
<input checked="" type="checkbox"/>	Authority to Sign Financial Documents Bonded	4/24/2020	Alex Lemarier, Business Administrator
<input checked="" type="checkbox"/>	Fire and Life Safety Report	6/4/2020	John Reese of the Manchester Fire Department inspected the school on June 4, 2020 and found no corrections to be made.
<input checked="" type="checkbox"/>	Health Inspection Report	6/30/2020	Connor Lefevra of the Manchester Health Department inspected all buildings used by students on June 12, 2020. It was noted at the time that a corrective action needed to be made: hand sinks must reach 85-110 °F. Upon re-inspection on 6/30/2020, violations for hand sink temperatures were corrected.
<input checked="" type="checkbox"/>	Secretary of State, Certificate of Good Standing	4/24/2020	Submitted and active as a tradename under the purview of the Roman Catholic Bishop of Manchester, which is in good standing.
<input checked="" type="checkbox"/>	Emergency Operations Plans Uploaded – due Sept 1 each year	9/5/2019	Submitted 4 days late.
<input checked="" type="checkbox"/>	A3N General Statistics for Nonpublic Schools – due June 29 each year	6/17/2019	Submitted on time.
<input checked="" type="checkbox"/>	A12C General Fall Report of Nonpublic Schools – due Oct 15 each year	1/7/2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion Report – due June 30 each year	6/17/2019	Submitted on time.
<input checked="" type="checkbox"/>	Facilities	4/24/2020	No change since last filing.
N/A	Date of Visit by the Department of Education	N/A	N/A



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<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE	7/31/2020	The Office of Nonpublic Schools determines that Cardinal Lacroix Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes (AA Status). With the approval of the State Board of Education, our office will provide a letter to the school indicating said approval good through June 30, 2023.
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*Clarification: There are two types of approvals that are granted by the Bureau of Education Analytics and Resources, Office of Nonpublic Schools (ONPS). And there is one type of approval granted by the Bureau of Student Support (BSS). Specifically they are:

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

Our website further publishes the nonpublic approval status and expiration date of each nonpublic school.

NONPUBLIC SCHOOLS CHECKLIST FOR INITIAL APPLICATIONS

Reviewed By: Shireen Meskoob

Submission Date: 7/31/2020

School Name: Our Lady of Mercy Academy	Phone Number: 603-352-2720	Application Type: AA
About the School: Our Lady of Mercy Academy offers a co-educational college preparatory program in a Christian atmosphere. The school is a Catholic school “welcoming families of all faiths from the Monadnock area”. Their faith-based school program promotes “high academic standards and positive self-esteem, encourages personal responsibility and public service, and instills a sense of community.” Our Lady of Mercy Academy is rooted in the education provided by St. Joseph Regional Catholic School, a K-8 nonpublic schools that currently enrolls 177 students. These students would be able to continue their high school education with their same community. This is why the school may be referred to as <i>Our Lady of Mercy Academy at Saint Joseph Regional School</i> .		
Principal Address: 161 Main Street, Keene, NH 03431		
Mailing Address: Same		
Head of School: Christopher Smith, Principal	Email: csmith@stjosephkeene.org	
Authorized to Represent School: Anthony Toscano, Operations Manager	Email: atoscano@josephkeene.org	
Date Application Received: 6/10/2020		
Grade Levels: 9-12, Ages 14-18	Website: https://stjosepheagles.org/	
Multi-Grade Classrooms: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Co-Educational: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Boarding School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	
Anticipated Enrollment Total:	*DOE Approved Provider of SPED Program: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Accrediting Agency	6/10/2020	Not applicable.
<input checked="" type="checkbox"/>	School Calendar	6/10/2020	Submitted. Anticipated partial days scheduled are Teacher’s Conference, Grandparents’ Day, Holy Thursday, Last Day of School. Anticipated vacation and holidays include Labor Day, Columbus Day, Veteran’s Day, Thanksgiving, Winter Break, February Break, MLK Day, Good Friday, Spring Break, Memorial Day. Anticipated first scheduled day of classes is 8/31/2020 and last day is 6/16/2020.
<input checked="" type="checkbox"/>	School Hours Survey	6/17/2020	School commences at 8:45am and concludes at 2:40pm. Students will receive a total of 6 instructional hours each day, for 171 full days of school, (4 partial days are not included in this calculation – seen as a buffer for calculation purposes) for a minimum of 1,026 hours per calendar year. Figure meets the requirements set forth in Ed 401.03, and includes 30 hours of overage in the event of snow days or unexpected circumstances.
<input checked="" type="checkbox"/>	School Purpose/Philosophy	6/10/2020	The school will “foster the spiritual, intellectual, and academic development of every student in order to prepare them for college, their community, and the world at large.” They seek to create positive social change through every student, to mold future community leaders.
<input checked="" type="checkbox"/>	Curriculum/Objectives	6/10/2020	Liberal Arts curriculum consisting of Humanities (Psychology, Sociology, Composition, Film), Mathematics (Algebra, Geometry, Calculus, Statistics), Science (Biology, Chemistry, Environmental Science, Physics),



			<p>Theology/Religion (Catholicism, Scriptures, Ethics).</p> <p>Objectives are outlined in program of studies. The following are excerpts:</p> <ul style="list-style-type: none"> To study ancient cultures from the earliest written records through the end of the middle ages, with particular attention to the interaction between humans and their environment and the relationship of philosophy to the development of territories and states; To increase students' awareness of personality and behavior, group dynamics, learning styles, multiple intelligences, and the impact and treatment of disorders; To develop deductive and inductive reasoning skills through the writing of proofs and problem solving; To develop students as practicing laboratory scientists who can ask and answer questions of their own about what the world is made of and how and why chemical reactions occur; To learn the psychology and sociology behind leadership, management, and organization, while continuing to develop their personal interest in local, national, and global current events and service opportunities; and To promote both an intellectual understanding and a spiritual appreciation for the Catholic faith.
<input checked="" type="checkbox"/>	Assessment Criteria	6/10/2020	Grading scale for letter grades, number range, GPA, and AP Courses are provided.
<input checked="" type="checkbox"/>	School/Community Relationship	6/10/2020	Part of the students' curriculum is a year-long class that will be part of their participation in the Mercy Project. The Mercy Project is an interpretation of a Community Service based course in which students will "play active roles in both immediate and extended neighborhoods while embodying the Spirit and values of Jesus Christ, includes Service, Leadership, Business."
<input checked="" type="checkbox"/>	Programs Offered: e.g. Art, Music, Computer, PE, World Languages	6/10/2020	<p>Fine Arts and Music (Art, Painting, Graphic Design, Pottery, Bank, Instrumentation), Health, Physical Education, Foreign Languages (French, Spanish, Latin), and Extended Learning Opportunities (ELO's).</p> <p>ELO's provide ways for students to learn outside of the classroom and achieve credit towards High School Graduation. ELO's may take many forms, including independent study, private instruction, performing groups, and internships. ELO's are generated by student interest or need. ELO's include four components: research, reflection, product and presentation. Assessment is based on achievement and demonstration of High School Competencies.</p>
<input checked="" type="checkbox"/>	Services Offered: e.g. Health, Transportation, Food, Library	6/10/2020	<p>First Aid, triage and transport services are available by the nurse and medical support group of the school.</p> <p>Transportation services including to and from school, field trips, and extracurricular activities are included only with written permission. There are no food services at the school. Keene State College provides access to a library to students.</p>

TO BE COMPLETED BY DOE UPON RECEIPT OF APPLICATION

<input checked="" type="checkbox"/>	Automated External Defibrillation (AED)	6/10/2020	The school does have one and it is registered as required by RSA 189:17.
<input checked="" type="checkbox"/>	Graduation Requirements	6/10/2020	<p>The minimum graduation requirements are:</p> <ul style="list-style-type: none"> • 8 required Humanities Credits: Humanities I, II, III, IV • 4 required Math Credits that must include Algebra I, Geometry, and Algebra II • 4 required Science Credits that must include Biology, Chemistry, and Environmental Science • 4 required Theology Credits • 4 required Mercy Project Credits • 1 required Physical Education Credit: PE I, PE II • 1/2 required Health Credit • 2 required Foreign Language Credits • 2 required Fine Arts Credits • 2.5 elective credits chosen by the student <p>Total number of required credits: 32</p> <p>Promotion to the next grade is based on the total cumulative number (units) of credits earned by a student at the end of the school year. They are:</p> <ul style="list-style-type: none"> • From Grade 9-10: 8 credits • From Grade 10-1: 16 credits • From Grade 11-12: 24 credits
<input checked="" type="checkbox"/>	Student Handbook	6/10/2020	Submitted and includes: mission, purpose of program of studies, graduation requirements, grading scale, report cards, test records, honor graduates, general information (school policies), parent portal, registration, AP courses, extended learning opportunities, and course description.
<input checked="" type="checkbox"/>	Grievance Policy i.e. Bullying, Restraint, Teacher Misconduct, Tuition Refund	7/20/2020	<p>Complaints are encouraged to be resolved by the people directly involved at the school. The principal or pastor receives the complaint, reviews the facts, facilitates discussion, and makes a determination. An appeals process may be requested. Additional review may be requested with the Department of Catholic Schools; the assistant superintendent makes a final binding determination.</p> <p>Students are required to treat others with respect. Harassment, bullying, or demeaning others will not be tolerated. This prohibition against acts of harassment applies to all students, regular and temporary, part-time or full-time employees, volunteers, itinerant instructors, and consultants. It also applies equally to clergy, religious and laypersons.</p> <p>If a student withdraws from the school, financial payments need to be up-to-date and refunds of advanced payments will be given accordingly.</p> <p>The school outlines its restraint policy and it includes when restraint and seclusion should and should not be used. It should not be used unless immediately required to protect student safety. The type of restraint permitted and not permitted follows, as well as actions to take by school staff members after restraint has been used, i.e. notifications, contacting staff and parents, reporting requirements, supports</p>



TO BE COMPLETED BY DOE UPON RECEIPT OF APPLICATION

			for the student, and other post-incident plans to prevent and de-escalate situations that warranted the use of restraints.
<input checked="" type="checkbox"/>	Student Records Location Prior and Upon School Closing	6/10/2020	Student records will be stored with the local SAU as well as in electronic format in cloud storage.
<input checked="" type="checkbox"/>	Summer School/Programs	6/10/2020	Will not be offered.
<input checked="" type="checkbox"/>	US-NH History, RSA 189:11	6/22/2020	Will comply. US History is part of the senior year curriculum.
<input checked="" type="checkbox"/>	English as Primary Language, RSA 189:19	6/10/2020	Will comply.
<input checked="" type="checkbox"/>	Organization Chart	6/23/2020	Submitted. In addition to administrators listed below, it includes: Burnadette Kuhn, Math, Staff Development; Liberty Ebright, School Counselor, Rebecca Bezio, Humanities, Andrew Cardine, Math; Aby Hoye, Science; Chelsea Shuster, Religion, Campus Minister; Molly Fletcher, Art.
<input checked="" type="checkbox"/>	Professional Development	6/10/2020	The school has a professional development coordinator on staff. In addition, the Diocese provides 30 hours per year of development to all teachers and staff.
<input checked="" type="checkbox"/>	Criminal Records Check	6/10/2020	Yes, they will require checks for teachers and staff.
<input checked="" type="checkbox"/>	Administration	6/10/2020	Christopher Smith, Principal; Kate Pratt, Office Manager; Anthony Toscano, Business Administrator; Amy LaGread, Administrator; Jen Marshall, Development (resumes submitted).
<input checked="" type="checkbox"/>	Board Members List/Responsibilities	6/10/2020	The Consultative Board is approved by the Catholic Diocese of Manchester and is made up of Monadnock Regional parishioners and citizens with expertise to help guide the administration in financial and policy-making issues.
<input checked="" type="checkbox"/>	Fire and Life Safety Inspection Report	Anticipated after the school opens and before 12/15/2020 per state regulations	A fire report can only be done after the building is occupied by the students, per state regulation. Lt. Jon Bates of the Keene Fire Department is actively working with Mr. Toscano. It is understood that the report will be completed after school begins but prior to 12/15/2020. An email exchange between Lt. Bates and I confirms this fact, and has been included in this packet. Please note that there are two types of reports completed by Keene Fire. The one required by the DOE will happen after the school opens and before 12/15/2020.
<input checked="" type="checkbox"/>	Health Inspection Report	Anticipated 8/7/2020	After a conversation on 7/31/2020 with Michael Hagan of the Keene Planning Board, it is clear that Mr. Toscano is actively working with Mr. Hagan to complete the safety requirements of the facility. The health inspection, zoning approval, and occupancy permit will be made available to the DOE on or around 8/7/2020, prior to the 8/13/2020 State Board Meeting.
<input checked="" type="checkbox"/>	Zoning Approval		
<input checked="" type="checkbox"/>	Occupancy Permit		
<input checked="" type="checkbox"/>	Secretary of State Certificate of Good Standing	7/2/2020	Registered as a trade name under the Roman Catholic Bishop of Manchester.
<input checked="" type="checkbox"/>	Federal Tax Exempt Status	6/10/2020	Yes: Group Exemption No. 0928

TO BE COMPLETED BY DOE UPON RECEIPT OF APPLICATION

<input checked="" type="checkbox"/>	Tentative First Year Budget	7/23/2020	Anticipated first year budget (2020-2021) includes income from: tuition and fees, development, fundraising, business and athletics, other. Expenditures include administrative, support, and teacher salaries and benefits, facilities, ministry, athletics, transportation, student activities, cafeteria, tuition reduction, capital expenditure, loan payments, reserve accounts. In sum, total school income is \$158,500, total cost of operations is \$305,225, and total loss is \$146,725. There is \$160K in capital reserve, with another \$150K committed in donations. The school plans to cover any and all losses with this reserve. The capital expenditure plan is attached.
<input checked="" type="checkbox"/>	Liability Insurance	7/23/2020	Liability insurance is provided by the Diocesan Program through Porter & Curtis, LLC, a consultative commercial property insurance broker.
<input checked="" type="checkbox"/>	Authority to Sign Financial Documents	6/22/2020	Christopher Smith, Principal; Father Alan Tremblay, Pastor; Bishop Peter Libaschi, Bishop.
<input checked="" type="checkbox"/>	Intent to conduct an Independent Audit of School Finances	6/17/2020	Yes, this will be conducted each year by the Diocese.
<input checked="" type="checkbox"/>	Receive Funds from Local District	6/22/2020	Yes, the school will receive Title Program funding in accordance with the disbursement schedule.
<input checked="" type="checkbox"/>	United States and NH State Flag Displayed, RSA 189:17	6/10/2020	Yes.
<input checked="" type="checkbox"/>	Physicals, Immunization, RSA 141-C:20a	6/10/2020	A completed physician's report of school health examination, including up-to-date immunization records are required at the time of student registration.
<input checked="" type="checkbox"/>	Physical Exam of Pupils, RSA 200:32	6/10/2020	Not applicable.
<input checked="" type="checkbox"/>	Intent to Upload Emergency Operations, RSA 189:64	6/19/2020	Yes, and the school was provided with the contact information of the region's School Emergency Program Trainer from Homeland Security and Emergency Management, Dean Jore. Correspondence with Mr. Jore has begun as of 6/23/202. In addition, Christopher Smith, Principal, is actively working on the emergency preparedness plan.
<input checked="" type="checkbox"/>	Visit by the Department of Education	Scheduled for 8/3/2020	A visit is scheduled with Marj Schoonmaker of the DOE School Safety and Facility Management Bureau on 8/3/2020. The outcome of the visit will be provided to the State Board on 8/13/2020 for consideration in designating the school's approval status.
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE	7/31/2020	As of 7/31/2020, the school has fulfilled all obligations with the exception of submitting a(n): Health Inspection, Zoning Approval, Occupancy Permit, and a DOE visit. As noted above, the four items are anticipated to be completed on or around 8/7/2020. Pending the outcome of these items, the Office of Nonpublic Schools may determine that Our Lady of Mercy Academy complies with the minimum requirements set forth in Ed 403.01 relative to obtaining an initial approval for attendance purposes only. Upon approval by the State Board of Education, the office will provide a letter to the school indicating said approval for attendance purposes only, good through June 30, 2023.

TO BE COMPLETED BY DOE UPON RECEIPT OF APPLICATION

			<p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not the school’s educational program. The school understands that it may neither claim or imply that their educational program has received the approval of the State Board of Education.</p>
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1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program and attendance purposes; and
3. The approval by the BSS to become a special education private provider.

Our website further publishes the nonpublic approval status and expiration date of each nonpublic school.



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

NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL
(Please Print)

Today's Date: 6/3/2020

1. Name of School: Our Lady of Mary Academy at Saint Joseph Regional School
2. Street Address: 161 Main St. Keene, NH 03431
3. Mailing Address: 161 Main St. Keene, NH 03431
4. Name/title of the director or the person authorized to represent the school: Christopher Smith / Principal Anthony Toscano / Dir. of Finance
5. Telephone Number: 603 352-2720 Fax Number : 603 358-5465
Email: atoscano@stjosephkeene.org -Website: www.stjosephkeene.org
6. Approval is requested for Grade 9 to Grade 12 and Age 14 to Age 18
Please provide the school's current number of students in the table below.
Include the number of infants and toddlers in the 1-T column.

NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.

GRADES	1-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students		21	13	17	13	25	18	12	25	21	12					
International Students																
Special Education Students																
Home Education Students																
Total Number of Students																

7. Will the school combine different grades in one classroom? YES ___ NO ✓
8. Will this school be co-educational? YES ✓ NO ___ If not, which gender will be admitted?

9. Will this school provide room and board for students? YES _____ NO ✓

10. Will this school year offer summer school or summer programs? YES _____ NO ✓
If yes, please attach a full description.

CALENDAR

11. Please complete and submit the attached School Schedule Survey.

FACILITIES

12. Acceptable fire safety and health inspection reports for all school facilities used by students must be submitted before a school can receive an approved designation. (Please read the attached forms.) Please attach a list of all school buildings including the name (if any) and location (if offsite) of all school buildings. Please include modular buildings. In Process

13. If the school facilities are not connected to the municipal water system, a letter of approval or exemption from the NH Division of Environmental Services (DES) must be submitted. N/A

14. If the school facilities are not connected to the municipal wastewater system, submit proof that septic tank is pumped regularly. N/A

15. The attached Zoning Verification form must be completed and submitted with this application. In Process

PERSONNEL

16. Does the school presently have a governing board? If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete. No

17. Please attach a list of all staff and teachers and a brief resume or curriculum vitae for each to include: formal education, professional experience and special life experiences qualifying that staff member to carry out assigned responsibilities. If teachers and staff have not yet been hired, please submit this information before the start of classes. ✓

18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors. ✓

19. Will you require criminal record checks for teachers and staff? (Highly Recommended) Yes

20. Please attach your plan to provide professional development opportunities to staff and teachers.

We have a professional Development Coordinator and the Diocese provides 30 hours/year in Development to all.

FINANCES

21. Please submit a tentative first year budget indicating anticipated expenses, income and sources of income. Anticipated expenses shall include, but not be limited to: facility acquisition, maintenance and operations, insurance, salaries and benefits, equipment and supplies. ✓

22. Will this school be incorporated in New Hampshire? If yes, what is or what will be the name of the corporation?

Is this school incorporated in another state? If yes, which state?

Please provide the school's current Certificate of Good Standing or other documentation showing that the school is currently registered with the NH Secretary of State's Office. (Information at <http://www.sos.nh.gov/corporate/index.html> or 603-271-3244.)

23. Will this school apply for federal tax exempt status? If yes, submit proof of status when available. ✓

24. Who will have the authority to sign payment checks and other financial documents for the school? Christopher Smith (Principal)
Will these people be bonded? NO

25. Will an independent audit of school finances be conducted each year?
Yes / Diocese

EDUCATIONAL PROGRAM

26. Please submit the following information:

Course of Studies & Handbook

- a) The specific educational purpose(s) and objectives to be served by this school;
- b) The philosophic or religious traditions influencing this school's programs, if any;
- c) The procedure to evaluate the achievement of school's stated educational purpose(s) and objectives;
- d) A description of the school's planned procedure to evaluate and report students' overall progress;
- e) A description of the expected relationship between this school and the local community; and
- f) The school's curriculum or list of objectives for each grade or list of course descriptions for each grade.

27. If this school will include Grade 12, provide a list of the courses and credits needed to receive a high school diploma from this school.

28. In which grade(s) will this school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government? Yes
(Per RSA 189:11, such instruction shall begin no later than the opening of the 8th grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.)

29. Will English be the primary language used in this school? (RSA 189:19) Yes

30. Which of the programs will be offered at this school?

PROGRAMS OFFERED	YES	NO
Art	X	
Computer Technology	X	
Music	X	
Physical Education Classes	X	
Vocational or Career Technical Education	X	
World Languages	X	

31. Please submit a copy of the school's student handbook or similar guidelines to be provided to students and parents. ✓

32. Please submit a copy of the school's grievance policy or procedures to address complaints concerning bullying, teacher misconduct and payment of tuition when a student leaves the school. ✓

33. Will this school submit to the NH Department of Education on or before October 15th each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers in accordance with RSA 189:28?

yes

34. Please indicate:

- 1) How the school will keep student records secure and safe; and
- 2) Where student records will be stored if the school closes.

(We recommend records be sent to the local school administrative unit or the Department of Education.)

LOCAL SAU as well as electronic via cloud storage.

35. Will your school require students to be immunized prior to enrollment and maintain the results in the students' records as required by RSA 141-C:20a?

NO

36. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 200:32, Physical Exam of Pupils, requiring a complete physical examination by a licensed physician, physician's assistant or advanced practice registered nurse of each child upon entry into school for the first time.

N/A

37. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, Health Studies, requiring health and physical education be taught especially as they relate to the effects of alcohol and other drugs, child abuse, HIV/AIDS and STDs on the human system.

38. Please provide a brief description below for those services which will be provided.

Services
Nurse or other medical support: Yes / First Aid, Triage & transport if necessary
Transportation services including to and from school, field trips and extracurricular activities: Yes only with written permission, only on field trips

Food Services:	No
Library:	Yes via Keene State College

39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)? Yes

40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32. Yes

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? Yes

42. Is your school approved by any of these recognized agencies?

- a) New England Association of Schools and Colleges (NEASC) No
- b) Association of Christian Schools International (ACSI) No
- c) American Association of Christian Schools (AACCS) No
- d) NH Department of Education Bureau of Special Education No

"I verify the information submitted on this form and in other submitted documents is true and accurate."

Name of Principal or Authorized Representative (Print) C. B. [Signature]

Name of Director or Authorized Representative (Signature) Anna M. [Signature]

Today's Date: 6/3/2020

Please send the completed nonpublic school application and related documents to the:

Division of Educator and Analytic Resources
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860

New Hampshire laws and administrative rules, as well as contact information for various state departments, can be found at <https://www.nh.gov/glance/laws-rules.htm>.

**NH Department of Education
Bureau of Educational Opportunities
101 Pleasant Street
Concord, NH 03301**

Initial Nonpublic School Schedule Survey

School Year: 20 20 to 20 21
(Please Print)

Name of School: Our Lady of Mercy Academy at Saint Joseph Regional School

School Address: 161 Main St. Keene, NH 03431 / 92 Wilson St. Keene, NH 03431

Which grades are offered at this school? Pre-K through 12

Number of full days (6 hours or more) this school will be in session: 175

Number of partial days (less than 6 hours) this school will be in session: 4

List the partial days to be scheduled, if any:

11/10 Teacher Conferences 4/1 Holy Thursday
2/5 Grandparents Day 6/16 Last Day of School

List the vacation weeks and other holidays when school will not be in session:

9/7 Labor Day 11/11 Veteran's Day 12/21-1/1 Holidays 1/18 MLK 4/2 Good Friday
10/12 Columbus Day 11/25-11/27 Thanksgiving 2/22-2/26 Feb break 3/12 workshops 4/24-4/30 Spring Break

First scheduled day of classes: 8/31/20 Last scheduled day of classes: 6/16/21

5/31 Memorial Day

Last day of grade 12 classes, if applicable: N/A

On full days, what time will school start and end? How many minutes will students attend?

Grade(s)	Start	End	Total Day Minutes
Kindergarten	8:45 AM	2:50 PM	275 Educational
Elementary (1-6)	8:45 AM	2:50 PM	335 Educational
Middle/Jr High School (7-8)	8:30 AM	2:50 PM	350 Educational
High School (9-12)	8:10 AM	2:40 PM	360 Educational

On full days, how many minutes will be allowed for lunch?

Elementary Grades: 30 Middle/Junior HS Grades: 30 High School Grades: 30

Will the school hold regular classes or meetings on weekends or during the evenings?
If yes, please explain.

No

**NH Department of Education
Bureau of Educational Opportunities
101 Pleasant Street
Concord, NH 03301**

**NONPUBLIC SCHOOL ZONING VERIFICATION FORM
(Please Print)**

Name of School: _____

School Address: _____

Applicant's Name: _____ Tel Number: _____

Instructions: If zoning action is not required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

Section 1:

The Nonpublic School named above DOES CONFORM to the zoning requirements of (City/Town) _____

Comments: _____

Name of Official: (please print) _____

Signature: _____

Date: _____ Telephone: _____ Email: _____

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of (City/Town) _____

Check one.

☐ No restrictions were specified by the zoning authority.

☐ Restriction specified by the zoning authority are noted below or attached.

Comments: _____

Name of Official: (please print) _____

Signature: _____

Date: _____ Telephone: _____ Email: _____

Please include this list with your Nonpublic School Application for Initial Approval and indicate if the following attachments have been submitted with the application.

QUESTION	ATTACHMENT	YES	NO	N/A	COMMENTS
#10	Summer School Description			X	
#11	Calendar/Schedule Form	X			
#12	Fire Safety Inspection Report				in Process
#12	Health Inspection Form				in Process
#12	List and Location of all School Buildings			X	
#13	NH DES Approval for water system			X	
#14	Proof of Septic Tank Pumping .			X	
#15	Zoning Verification Form		X		
#16	Governing Board List			X	
#17	List of All Staff and Teachers	X			
#18	Organizational Chart	X			
#20	Professional Development Plan		X		
#21	Tentative First Year Budget	X			
#22	Certificate of Good Standing				Requested from NHS
#23	Proof of Federal Tax Exempt Status	X			
#26	a. Educational Purpose b. Any philosophic or religious traditions c. Procedure to evaluate school progress d. Procedure to evaluate student progress e. Expected relationship with community f. curriculum or list of objectives	X			Hand Book
#27	Graduation Requirements	X			Hand Book
#31	Student Handbooks or Guidelines	X			Hand Book
#32	School Grievance Policy	X			Hand Book
#39	Emergency Response Plan	X			Hand Book

RSA 189:64 Emergency Response Plans

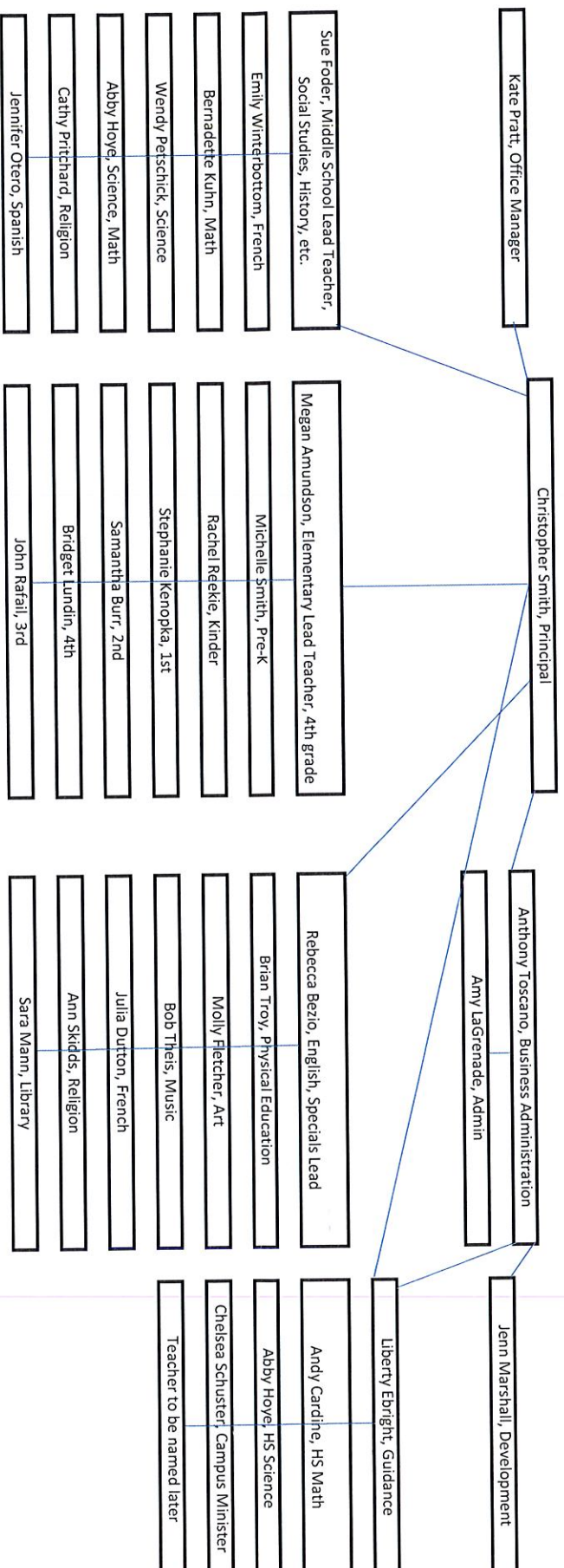
I. Within 2 years of the effective date of this section, every public and nonpublic school shall develop a site-specific school emergency response plan which is based on and conforms to the Incident Command System and the National Incident Management System. The plan shall provide that at least 2 of the currently required number of fire evacuation drills shall be emergency response drills. The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies, and any other hazard deemed necessary by school officials and local emergency authorities. The first emergency response drill shall be conducted within one year of the completion of the plan.

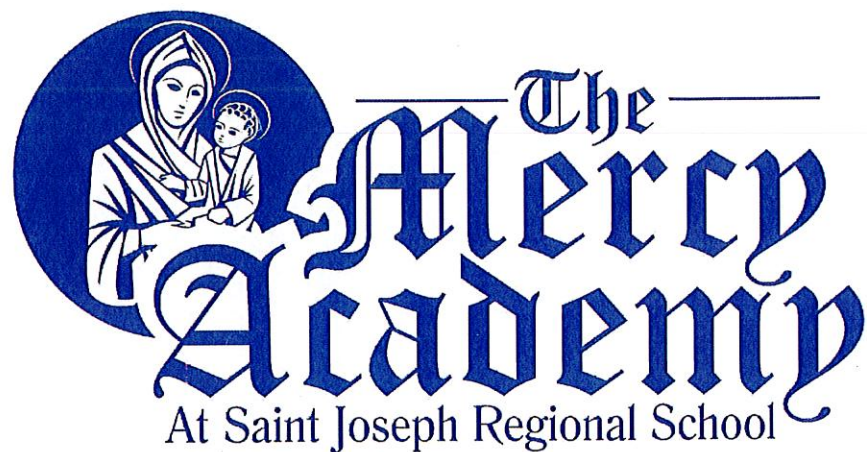
II. The plan shall be coordinated with local emergency authorities and with the emergency operations plan in the municipality in which the school is located. A school shall review its plan at least annually, and shall update the plan, as necessary. The director of homeland security and emergency management, department of safety shall assist school districts in conducting training for and providing support to school districts in the development, implementation, and review of an emergency response plan, as may be needed.

Source. 2007, 92:1, eff. July 1, 2007

189:17 Flags; Penalty. -The school board shall supply a United States and a New Hampshire state flag; the flags shall be made not less than 5 feet in length, with a flagstaff and appliances for displaying the same, for every schoolhouse in the district in which a public school is taught, at the expense of the district. They shall prescribe rules and regulations for the proper custody, care and display of these flags; the regulations shall require that wherever possible, the United States flag and the New Hampshire state flag shall be displayed on separate staffs of equal height. When the flags are displayed on the same staff, the United States flag shall be displayed above the New Hampshire flag. The regulations shall further require that such flags shall be displayed prominently outside of the schoolhouse. When they are otherwise displayed, the flags shall be placed conspicuously in the principal room of assembly of the schoolhouse. The governing board of every private school shall supply a United States flag, such flag to be made not less than 5 feet in length, with a flagstaff and appliances for displaying same. They shall make provisions similar to those required in the public schools for the display of said flag. Any members of a school board or the governing board who shall refuse or neglect to comply with the provisions of this section shall be guilty of a violation.

Saint Joseph Regional School
Organization Chart FY 2020-21





Our Lady of Mercy Academy Family Handbook 2020-2021

Fostering Kind, Thoughtful, Joyful Souls

This is where we will insert the table of contents

INTRODUCTION

The Family Handbook is provided to acquaint students and parents/guardians with information and expectations about Our Lady of Mercy Academy. Students, parents and guardians are expected to be knowledgeable about the contents of this document.

Enrollment at Our Lady of Mercy Academy signifies an acceptance of, and willingness to abide by, all the policies set forth in this handbook. Students and parents/guardians agree to conduct themselves according to these guidelines and to treat others with dignity and respect. The school reserves the right to ask students to withdraw for conduct that is undesirable or is detrimental to the individual student or to other members of the school community. Enrollment implies a partnership between the school and the family. Parents are held to the same standard as students with regard to respect for members of the school community. If this partnership breaks down, parents can be required to withdraw the student from school.

The school reserves the right to alter policies at any time without prior notice and will endeavor to announce such changes in a timely manner.

VISION and MISSION

Our Lady of Mercy Academy will foster the spiritual, intellectual and academic development of every student in order to prepare them for college, their community, and the world at large. The vision of Our Lady of Mercy Academy is to create positive social change through every student in order to prepare them for college, their community, and the world at large. molding of future community leaders.

HISTORY

Our Lady of Mercy Academy takes root from over 130 years of education provided by Saint Joseph Regional School in Keene, NH. SJRS has been welcoming families of all faiths from the greater Monadnock Region for over a century. Founded in 1886 by Saint Bernard Parish as a parochial school, the first students were welcomed by the Sisters of Mercy who served as staff.

SJRS alumni have been among the valedictorians and salutatorians at local high schools for the last six years consecutively. Our graduates have been accepted at Deerfield Academy, St. Paul's School, Andover, Exeter, Northfield Mount Hermon, Vermont Academy, Holderness, Eaglebrook, Dublin, Tabor, Winchendon, and many other private high schools.

Our Lady of Mercy Academy offers a co-educational college preparatory program in a supportive Christian atmosphere. The school program promotes high academic standards and positive self-esteem, encourages personal responsibility and public service, and instills a sense of community.

Admissions:

Our Lady of Mercy Academy welcomes all students of varying races, religions, national origins, and social-economic backgrounds. Admission is not limited to members of the Roman Catholic faith and OLMA believes that the perspectives of its non-Catholic students enriches the diversity of the Academy and enlivens inter-faith dialogue.

Students entering OLMA for the first time, are required to meet with the Principal before enrolling and to schedule a school visit.

Registration The following materials are required at the time of registration:

1. Completed Registration Form, including student essay.
2. Completed Enrollment Agreement
3. Check to Our Lady of Mercy Academy for a Registration Fee of \$175.00
4. Copy of Birth Certificate
5. Copy of Baptismal Certificate (Catholics)
6. Completed Physician's Report of School Health Examination, including up-to date immunization records.
7. Completed Consent for Release of Educational Records
8. Completed Fundraising Agreement Form
9. Complete copy of transcript grades 6-8.

TUITION PAYMENT POLICY

The following payment plans are available:

1. Full payment due by July 15th, with a 3% discount given.
2. 11 monthly payments beginning in August through the F.A.C.T.S. Tuition Management Program.

The F.A.C.T.S. Tuition Management Program is an automated payment plan. Payments begin in July and will be deducted from your account on the 5th or 20th of each month. It is an 11-month payment plan.

Unpaid accounts will result in non-registration for the following school year. Students will not be permitted to begin classes until all outstanding tuition payments have been made. If necessary, the school will employ a collection agency to recoup our committed funds to educate your child/ren.

TRANSFERS AND WITHDRAWALS

Notice of a student's withdrawal from Our Lady of Mercy Academy should be made by the parent to the Principal no later than one week in advance of the withdrawal. This will enable teachers to secure grades and the office to settle accounts. Before school records will be released, a signed Consent for Release of Educational Records from the receiving school must be obtained. Financial payments need to be up-to-date and refunds of advanced payments will be given accordingly.

CONSULTATIVE BOARD Purpose The Consultative Board is approved by the Catholic Diocese of Manchester and is made up of Monadnock Regional parishioners and citizens with expertise to help guide the administration in financial and policy-making issues.

Arrival and Dismissal

Bell Schedule M-Th 80 min blocks	
8:10	First Bell
8:15 - 9:35	Block 1
9:40 - 11:00	Block 2
11:00 - 12:00	Lunch & Flex Time
12:00 - 1:20	Block 3
1:25 - 2:45	Block 4

Bell Schedule Friday 80 min blocks	
8:10	First Bell
8:15 - 8:40	Flex Time
8:45 - 9:20	Block 1
9:30 - 10:15	Mass
10:25 - 11:10	Block 1
11:10 - 12:00	Lunch & House Mtg
12:00 - 1:20	Block 2
1:25 - 2:45	Block 3

Bell Schedule 2 Hour Delay M-Th 50 min blocks	
10:10	First Bell
10:15 - 11:05	Block 1
11:10 - 12:00	Block 2
12:00 - 1:00	Lunch & Flex Time
1:00 - 1:50	Block 3
1:55 - 2:45	Block 4

Bell Schedule 2 Hour Delay Fridays 70 min blocks	
10:10	First Bell
10:15 - 11:05	Block 1
11:10 - 12:00	Block 2
12:00 - 1:00	Lunch & Flex Time
1:00 - 1:50	Block 3
1:55 - 2:45	Block 4

Graduate Goals

We expect our graduates are well rounded young people who:

- are aware of their own gifts, talents, and limitations
- continually develop their own spiritual, emotional, mental and physical health.
- commit to compassion, justice, and service in both their personal and professional lives
- demonstrate a willingness to become active members in their local communities
- are prepared to meet the academic demands of college
- strive to reach their intellectual potential
- use their intellectual, physical and emotional gifts to serve others more effectively and generously

Notification of Student Absence or Dismissal

A parent/guardian must call or email the front office as early as possible to state the specific reason for the absence. Phone messages can be left 24 hours a day at the following extensions: ??? If no telephone contact has been made, then students must present a note explaining the reason for the absence(s) on the day the student returns to school. Only the school administration may excuse a student from school attendance. A telephone call or a note from a parent does not, in itself, excuse an absence. Failure to call or present a note within 24 hours will automatically result in the absence being unexcused and will be deemed a truancy. Once the reason is made known to the administrator, a determination will be made as to whether it is excused or unexcused. Students must report to the front office to obtain a dismissal slip. Students are not to leave the building unless they have coordinated their dismissal properly with their house office.

Make-up Work: Students who miss class time often find themselves at a disadvantage since no amount of make-up work can be substituted for actual classroom experience and teacher instruction.

Excused absence or tardy: Students are required to make up any work missed due to excused absences or tardiness. Students are generally allowed the same number of days to make up the work as the number of days missed. Students must make appropriate arrangements with their teachers and should not assume that they know their new due dates without asking.

Unexcused absence or tardy: Students will not be permitted to get credit for work missed due to unexcused absences or tardiness. The assignments will earn grades of zero. This includes class work, quizzes, and tests, as well as homework due on the day of the absence. Students are expected to complete make-up work, but credit will not be granted.

Homework Requests for Absences: It is the responsibility of the student to make arrangements directly with the teacher for making up any work missed for an excused absence. Generally, one day will be allotted for each day absent to make up work missed due to an excused absence. For students who have an excused absence, missed work may be made up for credit. Students should meet with teachers on the first day back to school to ensure that all missed assignments/projects are understood. If a student has an excused, extended absence of three or more days, parents should request homework/schoolwork by calling ???

Student Conduct

At all times students must conduct themselves appropriately and in a manner befitting an Our Lady of Mercy Academy student. The following is exemplary but not exclusive of such behavior: being sensitive to the needs of others, being cooperative with those in authority, and displaying honesty and integrity. If a student repeatedly fails to conduct themselves in a manner consistent with this policy, they subject themselves to corrective actions, which may include probation, suspension, and/or dismissal.

Above all, students are required to treat others with respect. Harassment, bullying, or demeaning others will not be tolerated.

This prohibition against acts of harassment applies to all students, regular and temporary, part-time or full-time employees, volunteers, itinerant instructors, and consultants. It also applies equally to clergy, religious and laypersons.

Electronic Equipment: Except for cellular telephones and the student's school-issued laptop, students may not have radios, tape players/recorders, gaming devices, smart watches, video cameras or other electronic communication equipment of any type on campus. All such equipment is the property of Our Lady of Mercy Academy and may be used only for school purposes, as specified in the Student Technology Policy.

The school recognizes the convenience, entertainment, educational, logistical and safety advantages of cellular phones and/or iPods and mp3 players. A student may have these electronic devices at school, but use will be limited to passing periods and during lunch. Use of such devices during class time is prohibited unless directed by a teacher for legitimate educational purposes. Teachers will practice a turn in/turn off policy at the beginning of class. Devices will be returned at the end of every class. Violation of this rule may result in confiscation of the device and/or other corrective action. The school reserves the right to examine any such confiscated device, and when appropriate, a student may be held accountable for violations of this behavior policy if there is evidence of such violation on the confiscated device.. If a student's cell phone is confiscated, a parent must pick the phone up from the office. Students are responsible for notifying their parents if their cell phone has been taken.

Medication: Use or possession of any medication while a student is on campus without the prior knowledge of the office is strictly prohibited. All student medications must be kept in the office and will be administered by trained Mercy Academy staff. Frequently used devices such as inhalers must be cleared by the school administration but then may be carried by the student.

Tobacco/Vaping: Smoking, vaping or the use of smokeless tobacco by a student is strictly prohibited at all times on school property and the area immediately adjacent to the school. Also, use and/or possession of any tobacco or vaping product is prohibited for students at all school related functions.

Dress and Grooming: Since the educational process is a formal endeavor, OLMA has a student dress code. This dress code supports the attitude of respect we have for one another. Cleanliness, neatness, sensibility, reasonable modesty, and safety (in the case of shoes) guide the choice of the dress code.

Students may wear dress or casual slacks. Blouses and casual/dress shirts with a collar are acceptable. Skirts, dresses and shorts must reach the top of the knee. Ripped, torn or frayed pants are not allowed, however, denim jeans will be permitted.. Hair must be clean and worn out of a student's face. Shoes must have a back; no flip flops or slides.

Care and Use of Facilities: Students are expected to use the buildings, furnishings and equipment only for the purposes intended. A student who by his or her action causes damage to school property is obliged to replace that property. Committing or attempting to commit any act of vandalism against school property, the property of another school, the property of any member of the faculty, staff or student body, either on or off campus, or any act that affects a person's life, health or property, is considered a very serious offense. Consequences for such an act may include suspension or dismissal.

Campus Cleanliness: Students should take pride in their school and assume responsibility for the cleanliness of its buildings and grounds.

Parking Policy: Students who hold a valid New Hampshire driver's license may apply for a parking permit. Students who are granted parking privileges will be charged a \$25 annual fee to help defer the cost of parking lot maintenance.

Off Campus Lunch: Off-campus lunch privileges may be granted to Sophomores, Juniors and Seniors. The following criteria must be met:

- Students must maintain a 3.0 GPA.
- Parents/guardians must approve off-campus lunch for their child. The Off-Campus Lunch permission form must be signed and on file with the OLMA office.
- Students leaving campus must have a cell phone turned on and with them while off campus.
- Students must sign-out in the OLMA office when leaving and sign-in when returning in the Student Sign-in/out log.
- Students are expected to return and be in their next class on time.

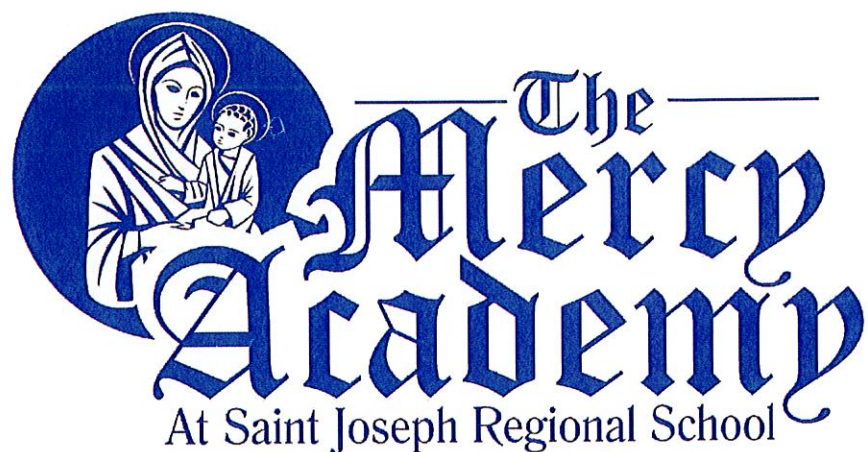
This is a privilege that can be revoked if:

- A student engages in conduct unbecoming of an OLMA student.

- A student's GPA drops below 3.0
- A student fails to sign-out/sign in with the OLMA front office.
- A student is late returning to class more than once.

Contact Information

Need the address and to better define who will be the primary operation contact (Amy, I would guess) and who the top executive contact should be (Chris, for sure) and what emails we're using (separate from SJRS emails or use the same?)



Our Lady of Mercy Academy
of
Saint Joseph Regional School
Program of Studies
2020-2021

Fostering Kind, Thoughtful,

Joyful Souls

Our Lady of Mercy Academy is a Catholic school welcoming families of all faiths from the Monadnock area. Our faith-based school program promotes high academic standards and positive self-esteem, encourages personal responsibility and public service, and instills a sense of community.

GENERAL INFORMATION

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Purpose of the Program of Studies

The information in this guide is designed to help students and parents with the selection of courses for ninth through twelfth grades. Students should study this publication and consult with their parents, school counselor, and teachers in planning their individual program of study. The school counselor can help with planning by analyzing test scores and records of past achievements and by discussing current interests and long-term goals. The school counselor also has up-to-date information available about various training programs, pre-college summer programs, colleges, universities, and employment possibilities.

Graduation Requirements

The *minimum* graduation requirements are:

- 8 required Humanities Credits: Humanities I, II, III, IV
- 4 required Math Credits that must include Algebra I, Geometry, and Algebra II
- 4 required Science Credits that must include Biology, Chemistry, and Environmental Science
- 4 required Theology Credits
- 4 required Mercy Project Credits
- 1 required Physical Education Credit: PE I, PE II
- ½ required Health Credit
- 2 required Foreign Language Credits
- 2 required Fine Arts Credits
- 2.5 elective credits chosen by the student

Total number of required credits: 32

Promotion Policies

Promotion to the next grade is based on the total cumulative number (units) of credits earned by a student at the end of the school year. They are:

From Grade 9 – 10	8 credits
From Grade 10 – 11	16 credits
From Grade 11 – 12	24 credits

Grading Scale

LETTER GRADE	NUMBER RANGE	GPA	AP COURSES
A +	100-98	4.0	5.0
A	97-95	4.0	5.0
A-	94-92	3.7	4.7
B+	91-89	3.3	4.3
B	88-86	3.0	4.0
B-	85-83	2.7	3.7
C+	82-80	2.3	3.3
C	79-77	2.0	3.0
C-	76-74	1.7	2.7
D+	73-71	1.3	2.3
D	70-68	1.0	2.0
D-	67-65	.7	1.7
F	64-0	0	0

Report Cards

All interim progress reports and report cards will be sent to parents by e-mail through Renweb.

Test Records

Parents have the right to have their child's test score omitted from his/her transcript for the high school credit course. Should parents choose to omit the test record from the transcript the parents should submit a written request to the principal of the high school where the student attends. Questions concerning this option should be directed to your child's counselor.

Honor Graduates

Graduates with a numerical average of 93.5 and above will be recognized as Honor Graduates. The top ten percent of students in the graduating class will be recognized separately at graduation in alphabetical order. The top graduates will be further recognized through the following cum laude system:

- 93.5 – 95.9 cum laude
- 96 – 97.9 magna cum laude
- 98 – 100 summa cum laude

HIGH SCHOOL CURRICULUM

General Information

Renweb Parent Web

Renweb is a web-based student information system used by Saint Joseph Regional School to maintain student data including attendance, grades, and course information. In order to gain access to Renweb, a parent or guardian must present a picture ID to an authorized school official. At that time a login and password will be assigned. The website to connect to Parent Portal is

Registration

During registration, students will be given information concerning course selection for the coming year. The information in this guide should be used in planning a program of studies. The courses listed will be offered for the school year only if there is sufficient enrollment and available staff. Grade levels listed for courses indicate the grade(s) in which the course is normally taken. All students will be expected to maintain a full-day schedule of classes in order to meet at least the minimum standards necessary for graduation as mandated by the state of New Hampshire Board of Education.

Advanced Placement Courses

An Advanced Placement Course is a college level course taught in the high school context using a standardized course syllabus aligned with the College Board Advanced Placement test for that course. The advanced placement courses are for those students willing to accept the challenge of a rigorous academic curriculum. The degree of difficulty, workload, and time required are equivalent to an introductory college course. Students and parents should work closely with counselors to ensure that

the four-year plans include the prerequisites and subsequent advanced courses.

Teachers who teach Advanced Placement courses receive specialized training from College Board to ensure preparation to deliver the curriculum. Course syllabi, including content, instructional materials, and activities are suggested by the College Board and are designed to prepare students for the optional AP exams at the end of each course. Earning qualifying scores on such exams *may* result in college credits being granted in those subject areas. However, this decision is made by the individual college.

EXTENDED LEARNING OPPORTUNITIES

Extended Learning Opportunities provide multiple ways for students to learn outside of the classroom and achieve credit towards High School Graduation. These personalized learning opportunities are founded on student interest and include rigorous content. They offer authentic opportunities for students to collaborate with a Certified Teacher and/or a community partner to demonstrate competencies outside of a traditional classroom.

ELO's may take many forms, including independent study, private instruction, performing groups, and internships. ELO's are generated by student interest or need. Extended Learning Opportunities include four components: research, reflection, product and presentation. Assessment is based on achievement and demonstration of High School Competencies.

COURSE DESCRIPTIONS

The following pages describe Mercy Academy course offerings. Course selection patterns may affect course offerings. Students registered for a class with an enrollment too small or too large are notified by the school counselor and given the opportunity to make another course selection.

LIBERAL ARTS

Humanities is a year-long course that fulfills both the English and History requirement at Mercy Academy. Each Humanities Course is designed to parallel works of literature with historical time periods and philosophies.

Humanities I

2 Credits; Year Long

This course examines the relationship between the individual and society in a selection of literary texts spanning from Ancient World History up to the Renaissance in Europe. Students study texts in

translation. Selected readings may include: Homer's *Odyssey*, the *Epic of Gilgamesh*, the Ancient Indian *Mahabharata*, Saint Augustine's *Confessions*, Confucius' *Analects*, Plato's *Dialogues* among many others.

Humanities I will focus on a study of ancient cultures from the earliest written records through the end of the middle ages, with particular attention to the interaction between humans and their environment and the relationship of philosophy to the development of territories and states.

Humanities II

2 Credits; Year Long

This course continues where Humanities I ended (The Renaissance) and continues chronologically through history with a focus on European History. Students will investigate significant events, individuals, developments, and processes throughout the world up to and including the 20th century. Literary selections will include the works of Shakespeare, Swift, De Bergerac, Milton, Basho, Moliere, Austen, among many others.

Humanities III

2 Credits; Year Long

This course will focus on the political, social, cultural, and philosophical history of America from its foundations in the 16th century through the Civil War. Students will also study the history of Native Americans and their cultures. Authors and philosophers will include Jefferson, Paine, Franklin, Emerson, Poe, Hawthorne, Melville, Stowe among others.

Humanities IV

2 Credits; Year Long

This course will continue where Humanities III ended, focusing on the time period following the Civil War to the Present Day. Authors and philosophers will be pulled from a wide variety of cultures, decades, and genres.

Psychology

.5 Credits; Semester long

Psychology is the scientific study of behavior and mental processes. Focused on the fundamental facts and principles of psychology, it explores the broader context of contemporary personal and social concerns, including the latest research and medical breakthroughs by neuroscientists in understanding the functions, mapping, and healing of the human brain. The topics covered will also enhance the students' awareness of personality and behavior, group dynamics, learning styles, multiple intelligences, and the impact and treatment of such disorders as depression, autism, and attention deficit hyperactive disorder.

Sociology

.5 Credits; Semester long

This course introduces the scientific study of human society, culture, and social interactions. Topics include socialization, research methods, diversity and inequality, cooperation and conflict, social change, social institutions, and organizations. Upon completion, students should be able to demonstrate knowledge of sociological concepts as they apply to the interplay among individuals, groups, and societies.

Introduction to Film

.5 Credits; Semester long

This one-semester course will introduce an appreciation of film, exploring the varieties of film experience, and the ways of viewing. Students will learn about the basic cinematic techniques and structures, including mise-en-scene and montage, use of cinematic time and space, the image, soundtrack, and the script. Consideration will also be given to analyzing the fundamentals of film production, directing, acting, and editing; how the elements of the production process are analyzed separately, then brought together to show how they create the emotional and intellectual impact of the film experience.

College Composition

.5 Credits; Semester long

In this course, students learn to write clearly and effectively for defined audiences through a variety of strategies. Emphasis is on the writing process from prewriting through drafting, revising, and editing. Students become aware of the variety of strategies, behaviors, habits, and attitudes and choose those that help them improve. Writing nonfiction from personal experience and observation as well as from library and electronic sources, students gain confidence and learn basic writing principles.

MATHEMATICS

Algebra I

1 Credit; Semester long

Algebra 1 is a traditional course in elementary algebra with an emphasis on solving problems. The course falls into four basic parts: 1) the four operations on real numbers and their use in the solution of simple equations and related problems; 2) polynomials, factoring, and fractions, leading to the solution of more complicated problems; 3) inequalities, functions and relations, and systems of open sentences; and 4) irrational numbers and quadratic functions and equations. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

Geometry

1 Credit; Semester long

This course is an in-depth exploration of the concepts of Euclidean plane and 3-dimensional geometry. The course emphasizes deductive reasoning and rigorous proof which are the foundations of higher mathematics. Students are required to understand and use the vocabulary and concepts of geometry. Students will develop deductive and inductive reasoning skills through the writing of proofs and problem solving. Students will practice solving problems and work on various cooperative and independent exercises, and projects in their day-to-day work. Students will complete daily assignments and maintain an organized notebook. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

Algebra II

1 Credit; Semester long

This course is offered to entering freshman who have demonstrated mastery of Algebra 1 content. The course includes in depth analysis of higher degree polynomials; analysis, interpretation and graphing of rational functions, including asymptotic behavior; an in-depth consideration of the conic sections, including transformations. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

Precalculus

1 Credit; Semester long

Precalculus is designed to give a thorough preparation for college Calculus. Most of the course is an analysis of families of functions and relations – polynomials; rational function; radical functions; trigonometric functions, including an intense study of right triangle trigonometry, its applications to vectors, circular functions, and trigonometric identities; logarithmic functions; exponential functions – and their graphs both algebraically and through the graphing calculator, including an introduction to the fundamental aspects of Calculus and an introduction to limits, derivatives, and general curve sketching. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

Calculus

1 Credit; Semester long

This course is designed for the student who is interested in pursuing a college major with a strong emphasis in mathematics. In the first part of the course, the elementary properties of functions and their inverses are reviewed, as well as specific types of functions (exponential, logarithmic, trigonometric). Subsequently, the student is introduced to the concepts of limits and continuity; differentiation and its applications to problems of extreme and related rates of change; anti differentiation and its application to the solution of differential equations; definite integrals and their application to finding areas, volumes, and length of curves. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

AP Calculus

1 Credit; Semester long

AP Calculus is meant for the student who is interested in pursuing a college major with a strong emphasis in mathematics. The course will cover three main topics of Calculus: limits, derivatives, and integrals. The course will emphasize a multi-representational approach to calculus with concepts and solutions expressed graphically, numerically, and analytically. The course represents understanding of derivatives, integrals, and limits is a priority, as well as applications of these concepts. In order to develop these concepts, functions and graphs are a fundamental part of this course. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

Statistics

1 Credit; Semester long

This course is designed to give students a foundation for further studies in math while emphasizing preparation for majors in psychology, sociology, and other non-calculus fields. The course is intended for students wishing to complete the equivalent of a one-semester non-calculus based college course in statistics and will introduce them to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. A Texas Instruments TI-83 or TI-84 series graphing calculator is required.

SCIENCE

Biology

1 Credit; Semester long

Biology is a life science. This course covers the study of life from its chemical basis to the structure and function of the organism. Areas of study include Scientific Method, Chemistry of Life, Ecology, Cell Structures and Functions, Photosynthesis and Cellular Respiration, Mitosis/Meiosis, DNA, Genetics, Evolution, and the Human Body Systems. This course also aims to develop in students an appreciation for the natural world and our role in its stewardship.

Chemistry

1 Credit; Semester long

Chemistry is the scientific study of matter. This course aims to develop students as practicing laboratory scientists who can ask and answer questions of their own about what the world is made of and how and why chemical reactions occur. This course also aims to develop students' conceptual and quantitative understanding of chemical principles. Units of study in this course include the nature of the atom, naming of chemicals and compounds, bonding, the periodic table, reactions and equilibrium, stoichiometry, behavior of gases, acids, bases, and safe laboratory practices.

AP Environmental Science

1 Credit; Semester long

Environmental Science is a life science course in which students will be challenged to develop a knowledge base and demonstrate a mastery of significant environmental issues. Students will investigate local and global events and conditions that impact our planet and will be given the opportunity to enhance their appreciation of Earth's resources and assume or strengthen a lifelong commitment to the care for our fragile planet. Environmental Science will study the relationships between humans, human societies, and their natural and created environments. Topics covered will include ecosystem components and the energy flow within ecosystems, evolution and the development of biodiversity, climate effects on terrestrial and aquatic biodiversity, community ecological structure and the effects on sustainability, and the population dynamics within an ecosystem, survey of environmental problems, their causes, effects, and solutions. Further problems examined include living sustainably, organic and local foods, and fossil fuels.

Physics

1 Credit; Semester long

Physics is the scientific study of the most fundamental laws of nature. This course aims to further develop students' appreciation for and competence in the scientific method. This course also aims to develop students' conceptual and quantitative understanding of physical principles. Students perform experiments to develop proficiency in laboratory technique in applying physical principles to the analysis of experimental data. Units of study in this course include motion, Newton's Laws, collisions, energy, thermodynamics, waves, sound, light, fundamental particles of nature, radioactivity, quantum mechanics, and electricity and magnetism.

AP Biology

1 Credit; Semester long

The AP Biology course is equivalent in content, depth, and complexity to an introductory biology course at the college level. This course is designed to prepare the student to excel on the AP exam offered in May, and follows the AP curriculum closely. AP Biology is an in-depth, content-intensive study of biological principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include cell biology, genetics, DNA technology, enzyme catalysis, photosynthesis, ecology, evolution, and physiology. Students are required to take the Advanced Placement exam in May.

AP Chemistry

1 Credit; Semester long

The AP Chemistry course is equivalent in content, depth, and complexity to an introductory chemistry course at the college level. This course is designed to prepare the student to excel on the AP exam offered in May, and follows the AP curriculum closely. AP Chemistry is an in-depth, content-intensive study of chemical principles that allows students the opportunity to engage hands-on in scientific experimentation. Units of study include chemical reactions, modern atomic theory, molecular bonding, hybridization, organic chemistry, stoichiometry, thermodynamics, kinetics, aqueous equilibrium, acids, bases, precipitation, reduction, oxidation, electrochemistry, and nuclear chemistry. Students are required to take the Advanced Placement exam in May.

THE MERCY PROJECT

The Mercy Project

Part of the students' curriculum is a Year Long class that will be part of their participation in the Mercy Project. The Mercy Project is our interpretation of a Community Service based course in which students will play active roles in both our immediate and extended neighborhoods while embodying the Spirit and values of Jesus Christ.

Grade 9 - Service

1 Credit; Year long

First Year Students will take Service, where they will study the sociological culture of community, national and global service. Students will organize and participate in events and activities

that relate to their studies and interests. This course will be team taught by teachers, clergy, professors, and community servants.

Grade 10 - Leadership

1 Credit; Year long

Sophomores will study Leadership. In this course, students will learn the psychology and sociology behind leadership, management, and organization, while continuing to develop their personal interest in local, national, and global current events and service opportunities. This course will be team taught by local managers and business owners, city officials, teachers, professors, clergy, and community servants.

Grade 11 - Business

1 Credit; Year long

Juniors at Our Lady of Mercy Academy will examine Business. In this course, third year students will learn the workings of accounting, fundraising, credit, and law with regards to participation in the formation of their own Non-Profit Organization that is geared toward service. This course will be team taught by business owners, financial advisors, teachers, professors, clergy, and other experts.

Grade 12 – The Mercy Project

1 Credit; Year long

In the first semester of their final year, seniors will put their business into Action, culminating in a local presentation of their progress in the service area of their expertise. This project will include an advisor and will be taught in an independent study.

THEOLOGY & RELIGION

Foundations of Catholicism

1 Credit; Year long

Grade 09

The course is designed to provide a foundation of Catholic Christianity. It allows the students to open themselves to God's gift of faith so that it becomes real and meaningful. The course promotes both an intellectual understanding and a spiritual appreciation for the Catholic faith. The course is divided into three components: Word, an examination of Scripture and the Formation of Catholic doctrine; Worship, an exploration of each of the seven sacraments and the summit of worship, the liturgy; and Witness, a discussion of the advantages of establishing good moral habits in order to enhance positive decision-making skills. Finally, students will discover a positive portrayal of love and life within the context of vocation and lifestyles.

Bible/Scriptures

1 Credit; Year long

Grade 10

This course provides an overview of Sacred Scripture based on Catholic principles for understanding and interpretation of the Bible. The course highlights the theme of covenant as it draws a

path through Salvation History. The different books of the Bible and important events in biblical history are examined to reveal the parts they play in Salvation History and in our world today. Using the narrative approach to reading the Bible, we will focus on the story of salvation history and the theme of God's Covenant relationship with His people beginning with the book of Genesis. Although this semester will focus on the Old Testament, the unity of the Old and New Testaments will be emphasized. Students will see how the mediators of God's covenant with humanity (Adam, Noah, Abraham, Moses and David in particular) were "types" of Christ. Students will also gain an appreciation of how the covenants of the Old Testament were perfected and fulfilled in Jesus Christ. Second Semester Focus: The second semester of this Scriptures course will focus on the New Testament. The heart of this course will be the examination of the Incarnation of the Son of God, His life and ministry; His suffering, death, resurrection and ascension (ie. the Paschal Mystery) through a cohesive study both of the Synoptic Gospels (Matthew, Mark and Luke) and the Gospel of John. Students will also gain an appreciation of the birth of the Catholic Church at Pentecost and its early life through the Acts of the Apostles.

Catholicism

1 Credit; Year long

Grade 11

Based on Sacred Scripture and The Catechism of the Catholic Church, this course covers the principles of faith and what it means to be Catholic. Students will discuss the relationship between reason and faith, the mystery of the Trinity, and the structure of the Church. The seven Sacraments as encounters with God's grace, the prayers of the Church, and more specifically the Eucharistic Liturgy as the most important prayer of the Church will serve to highlight the importance of the Catholic Church community as a people of God.

Ethics

1 Credit; Year long

Grade 12

Ethics is the study that deals with what is right and wrong, goodness and evil in light of action. We will examine questions proper to ethics: What is happiness? What makes a deed right or wrong? What is human fulfillment? Is there a rational basis for human action? What is human freedom? How does ethics relate to the community? We will reflect on these and other key questions by examining the ideas of Plato, Aristotle, Augustine, Thomas Aquinas, Thomas Hobbes, Immanuel Kant, John Stuart Mills and Friederich Nietzsche. Special attention will be paid to the following ethical concerns: cultural and individualistic relativism, subjectivism, determinism, rationality, and freedom. Finally, we will discuss the role which religion—and Catholic Christianity in particular—play in contemporary ethical debates.

Art I

.5 Credits; Semester long

This course is a "hands-on" class designed to develop skills in design and composition, a variety of drawing styles, and acrylic painting. Students will receive instruction in a variety of media and will be required to use each of them in the creation of original work. The study of historical examples will be a springboard for the student's creative expression. No previous drawing skills are required to take this class; just come with an open mind!

Art II

.5 Credits; Semester long

This course is geared to the student who wishes to continue with art in a more challenging direction, but it will still maintain the same level of fun and exploration as Foundations of Art, emphasis is placed on a variety of mediums and techniques. Students will explore drawing, watercolor painting, collage, scratchboard, and sculpture (without clay) to just name a few. Also, independent sketchbook work is required outside of class.

Painting

.5 Credits; Semester long

An introduction to the transparent media of watercolor painting, opaque acrylic painting and other paint media. Major emphasis is on experiencing a variety of techniques and creating composition through observation.

Graphic Design

.5 Credits; Semester long

This course is designed to acquaint students with concepts in the art of graphic design from logo development and messaging to introductory exercises and rendering in Photoshop. Students will use Adobe Illustrator and Adobe Photoshop as the mediums in rendering creative solutions to different digital challenges.

Pottery

.5 Credits; Semester long

This course is an introduction to pottery making and clay sculpture. Various decorating techniques and glazing will be taught. Students will learn of the diversity of the Ceramic Arts as they study artists both past and present. They will learn how the pottery of other cultures has influenced the creation of contemporary ceramics.

Chorus

1 Credit; Year long

This full credit course will focus on the development of basic vocal skills in a group setting. Students participate in chorus for a full year. Students will explore various styles of vocal music including traditional, popular, blues, rocks, jazz. etc. Rehearsal techniques will be presented, with an emphasis on the development of the vocal ensemble for the purpose of school and/or public performance. Students will also learn basic music reading skills, harmony and theory as it applies to vocal performance. Other music skills that will be developed include part-singing, pitch control, rhythm dictation, breathing, musical interpretation, phrasing and enunciation. Chorus students should be prepared to participate in all public performances. Chorus also serves as the core of our music ministry singers.

Band***1 Credit; Year long***

This performance-based class will give students the opportunity to experience ensemble playing in concert band style. Emphasis will be placed on both individual proficiency and ensemble sound. Students may take this course more than one year. Students will perform a variety of musical genres including pop, classical and contemporary music. Students will learn the concepts of sound, blend, intonation, reading, phrasing and other performance considerations. Students will be expected to participate in various school and public appearances. Students are required to provide their own instruments.

Instrumentation***1 Credit; Year long***

This year long course is designed for those students who would like to focus their study on a playing specific instrument. Upon completion, students should be able to install, maintain, and tune instrumentation.

HEALTH & PHYSICAL EDUCATION

Physical Education***.5 Credits; Semester long***

Physical literacy is the ability, confidence, and desire to be physically active for life. This class encourages these concepts and emphasizes lifelong fitness practices while also providing opportunity for involvement in game play. Personal fitness principles and concepts are introduced and practiced throughout the semester during activities in the gymnasium as well as the outdoors. In addition, strategies, tactics, and concepts necessary for participation in games will be explored. Extended learning is essential in meeting curriculum goals and may include activities ranging from weekly logs to health and fitness projects.

Health***.5 Credits; Semester long***

This course will help students acquire an understanding of health concepts and skills to apply when making healthy decisions to improve, sustain, and promote personal, family, and community health. The goal is to increase health literacy to recognize, apply knowledge and skills to enhance personal health and the health of others. A skills-based approach is the practice for this course. Topics, including though not limited to, mental health, substance abuse, consumer health and family life will be explored in this comprehensive curriculum.

FOREIGN LANGUAGES

French I

1 Credit; Semester Long

Level I French focuses on students' communicative competence in French and their understanding of the cultures) of French-speaking countries. In level I French classes, students learn to communicate in real-life context about topics that are meaningful to them. French I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on the use of French in the classroom as exclusively as possible and on the use of authentic materials to learn about the language and the culture. An important component of French classes is the use of the French language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology in the classroom.

French II

1 Credit; Semester Long

In French II, students continue to develop their proficiency in the three modes of communicative competence: interacting with other speakers of French, understanding oral and written messages in French, and making oral and written presentations. They are exposed to more complex features of the French language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of French in the classroom as well as on the use of authentic materials to learn about the culture.

French III

1 Credit; Semester Long

In French III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in French on a variety of topics, including some of an abstract nature, such as social rights and responsibilities. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. French is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

French IV

1 Credit; Semester Long

In French IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in French. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written French texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture. Additional emphasis is placed on appropriate verbal and non-verbal behaviors. Students will focus on global understanding of the language, will increase accuracy and appropriateness of oral communication, with emphasis on creativity, will examine authentic materials and explore various literary genres, and will refine their creative expression. Students are strongly encouraged to explore individual interest areas in depth and share these interests

with the class.

Latin I

1 Credit; Semester long

This course introduces the students to the basics of Latin language and contributions of Roman civilization to the Western World. Students will demonstrate a mastery of both Latin and English grammar, recognize English derivatives from Latin words and explore various aspects of Roman history, art, and culture. They will make cue cards to develop vocabulary and will submit projects and translations which illustrate the contributions made to Western civilization by the Greeks and Romans.

Spanish I

1 Credit; Semester Long

Level I Spanish focuses on students' communicative competence in Spanish and their understanding of the cultures of Spain and other Hispanic countries. In level I Spanish classes, students learn to communicate in real-life context about topics that are meaningful to them. Spanish I concentrates on the development of the four language skills: listening, speaking, reading, and writing. Emphasis is placed on use of Spanish in the classroom as exclusively as possible and on use of authentic materials to learn about the language and culture. An important component of Spanish classes is the use of the Spanish language beyond the classroom in order to apply knowledge of the language in the real world. In many cases, this is accomplished through the integration of technology into the classroom.

Spanish II

1 Credit; Semester Long

In Spanish II, students continue to develop their proficiency in the three modes of communicative competence; interacting with other speakers of Spanish, understanding oral and written messages in Spanish, and making oral and written presentations. They are exposed to more complex features of the Spanish language. They continue to focus on communicating about their immediate world and daily life. Emphasis continues to be placed on the use of Spanish in the classroom as well as on the use of authentic materials to learn about the culture.

Spanish III

1 Credit; Semester Long

In Spanish III, students continue to develop their proficiency in the three modes of communicative competence. They communicate using more complex structures in Spanish on a variety of topics, including some of an abstract nature. They comprehend the main ideas of authentic materials that they read and hear and are able to identify significant details when the topics are familiar. Spanish is used almost exclusively in the class as students develop the ability to discuss topics related to historical and contemporary events and issues.

Spanish IV

1 Credit; Semester Long

In Spanish IV, students continue to develop their communicative and cultural competence, understanding oral and written texts, and making oral and written presentations in Spanish. They are able to exchange and support opinions on a variety of topics related to historical and contemporary events. They comprehend spoken and written Spanish texts from a variety of authentic sources as well as produce compositions containing well-developed ideas on various topics. Students compare and contrast everyday situations with those of our own culture.

*This Program of Studies for Our Lady of Mercy Academy of Saint Joseph Regional School was freely adapted from Catholic High Schools' curriculum across the United States.

**This Program of Studies is currently (as of 10/18/18) a work in progress and may be adapted or changed based on educational needs and variables.

Grievance Policy

Complaint Review Process for Parents/Guardians and Students

Conflicts may occur among students, parents/guardians, and school staff, and all parties are encouraged to resolve these conflicts when they occur. However, if the involved parties are unable to resolve their conflicts, families may use the complaint review process for additional assistance. All those participating in the complaint review process are responsible for striving toward reconciliation and acting in good faith in the spirit of the Gospels. Legal representation is not permitted at any meeting or mediation of the complaint review process. Any person filing a complaint is to be free from restraint, coercion, discrimination, or reprisal in any form. The complaint review process must be included in the parent/student handbook.

1 Addressing Complaints at the Local Level: Schools

The person bringing the complaint is encouraged to try to resolve the complaint by discussing it with the people who are directly involved at the school.

If the complaint is not resolved, the person bringing the complaint should discuss it with the principal (or the pastor, if the principal is the subject of the complaint).

For elementary schools, if the principal is unable to resolve the conflict, the principal will bring the pastor into the process as appropriate.

After reviewing the facts and facilitating discussion of the problem, the principal or pastor will respond to the person bringing the complaint. In high schools, if the complainant is dissatisfied with the principal's decision, the complainant may request review of the decision through an appeals process that is determined by the high school.

2 Escalating Complaints to the Central Level: Department of Catholic Schools

If the complaint is not resolved at the local level, the complainant may request additional review in writing to the assistant superintendent at the Department of Catholic Schools.

The superintendent will review the complaint (with such consultation as may be appropriate) in a timely fashion and will endeavor to resolve the matter in keeping with the policies and/or regulations of the archdiocese and school. If an agreed-upon outcome is not possible, the assistant superintendent shall make a final and binding determination, and communicate that determination in writing to all parties.

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>Number of Students for Tuition Calculations</u>				
1. Number of Students - Grade 9	0	0	0	9
2. Number of Students - Grade 10	0	0	0	7
3. Number of Students - Grade 11	0	0	0	0
4. Number of Students - Grade 12	0	0	0	0
Total Students	0	0	0	16
<u>Number of Students for Fee Calculations</u>				
1. # of Students - Registration	0	0	0	16
2. # of Students - Transp. Fees	0	0	0	0
3. # of Students - Insurance Fees	0	0	0	0
4. # of Students - Athletic Fees	0	0	0	0
5. # of Students - Graduation Fees	0	0	0	0
6. # of Students - Application Fees	0	0	0	0
7. # of Students - Testing Fees	0	0	0	0
8. # of Students - Technology Fees	0	0	0	16
9. # of Students - Activity Fees	0	0	0	0
10. # of Students - Other Fees	0	0	0	0
<u>Tuition Rate</u>				
1. 9-12 Tuition Rate	\$0	\$0	\$0	\$8,000
<u>Fee Amounts</u>				
1. Registration Fee	\$0	\$0	\$0	\$50
2. Transportation Fee	\$0	\$0	\$0	\$0
3. Insurance Fee	\$0	\$0	\$0	\$0
4. Athletic Fee	\$0	\$0	\$0	\$0
5. Graduation Fee	\$0	\$0	\$0	\$0
6. Application Fee	\$0	\$0	\$0	\$0
7. Testing Fee	\$0	\$0	\$0	\$0
8. Technology Fee	\$0	\$0	\$0	\$250
9. Activities Fee	\$0	\$0	\$0	\$0
10. Other Fees	\$0	\$0	\$0	\$0
<u>INCOME FROM SCHOOL CHARGES</u>				
Note: Calculations from this page are automatically posted using the information on page 1.				
<u>Tuition Income</u>				
1. 9-12 Tuition	\$0	\$0	\$0	\$128,000
Total Tuition Income	\$0	\$0	\$0	\$128,000
<u>Fee Income</u>				
1. Registration Fee Total	\$0	\$0	\$0	\$800
2. Transportation Fee Total	\$0	\$0	\$0	\$0
3. Insurance Fee Total	\$0	\$0	\$0	\$0
4. Athletic Fee Total	\$0	\$0	\$0	\$0
5. Graduation Fee Total	\$0	\$0	\$0	\$0
6. Application Fee Total	\$0	\$0	\$0	\$0
7. Testing Fee Total	\$0	\$0	\$0	\$0
8. Technology Fee Total	\$0	\$0	\$0	\$4,000
9. Activities Fee Total	\$0	\$0	\$0	\$0
10. Other Fee Total	\$0	\$0	\$0	\$0
Total Fee Income	\$0	\$0	\$0	\$4,800
Total Income From School Charges	\$0	\$0	\$0	\$132,800

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>INCOME - DEVELOPMENT</u>				
Note: "(Net Amount)" is derived by taking the gross income amount minus the gross expense amount. If the income is greater, the balance should be shown on the income side; if the expense is greater, the balance should be shown on the expense side.				
<u>Development</u>				
1. Annual Fund Drive (Net Amount)	\$0	\$0	\$0	\$5,000
2. Foundations/Grants	\$0	\$0	\$0	\$0
3. Donations/Contributions	\$0	\$0	\$0	\$8,000
4. Bequests	\$0	\$0	\$0	\$0
<u>Fundraising (Net Amounts)</u>				
List All Individual Fundraising Events				
5. Golf Tournament	\$0	\$0	\$0	\$0
6. Capital Campaign	\$0	\$0	\$0	\$0
7. Spring Event	\$0	\$0	\$0	\$10,000
8. Restricted Donations	\$0	\$0	\$0	\$0
9. KoC Donations	\$0	\$0	\$0	\$2,000
10. Hall of Fame/Distinguished Alumni	\$0	\$0	\$0	\$0
Total Development	\$0	\$0	\$0	\$25,000
<u>BUSINESS, ATHLETIC, AND OTHER INCOME</u>				
<u>Business Income</u>				
1. Book Store (Net Amount)	\$0	\$0	\$0	\$500
2. Cafeteria	\$0	\$0	\$0	\$0
3. Concessions	\$0	\$0	\$0	\$200
4. Rental Income	\$0	\$0	\$0	\$0
5. Driver Education Income	\$0	\$0	\$0	\$0
6. Other Business	\$0	\$0	\$0	\$0
Total Business Income	\$0	\$0	\$0	\$700
<u>Athletic Income</u>				
1. Admissions	\$0	\$0	\$0	\$0
2. Boosters	\$0	\$0	\$0	\$0
3. Other Athletic	\$0	\$0	\$0	\$0
Total Athletic Income	\$0	\$0	\$0	\$0
<u>Other Income</u>				
1. Campus Ministry	\$0	\$0	\$0	\$0
2. Student Activity	\$0	\$0	\$0	\$0
3. Interest	\$0	\$0	\$0	\$0
4. Shared Services	\$0	\$0	\$0	\$0
5. Miscellaneous 2 (unprotected)	\$0	\$0	\$0	\$0
Note: Miscellaneous 1 & 2 are unprotected - please enter description over the word "Miscellaneous."				
Total Other Income	\$0	\$0	\$0	\$0
Total Busin., Ath., and Other Income	\$0	\$0	\$0	\$700
<u>Other Income, Non-Traditional</u>				
1. Released from Restrictions	\$0	\$0	\$0	\$0
The first three columns of the "Total School Income" need to be manually entered and are unprotected.				
TOTAL SCHOOL INCOME	\$0	\$0	\$0	\$158,500

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

2018-2019
Actual

**2019-2020
Budget**

2019-20 YE
Anticipated

**2020-2021
Budget**

SALARY INFORMATION

SALARY INFORMATION
Note: Please include all individual salaries below. Additionally please indicate subject and grade level next to the salary amount. Cells are unprotected to accommodate this request.

Teacher Full time		Teacher Full Time		Teacher Full Time	
Subject & Grade	Salary	Sub.& Grade	Salary	Subject & Grade	Salary
HS Math/History	\$32,000		\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
			\$0		\$0
Total	\$32,000	Total	\$0	Total	\$0

Teacher Full Time		Teacher Part Time		Teacher Part Time	
Subject & Grade	Salary	Sub & Grd	Salary	Subject & Grade	Salary
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$0	Total	\$0	Total	\$0

Note: The above totals will automatically post to their respective expense accounts found on pages 6.

Total Teacher Salaries

\$32,000

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

2018-2019
Actual

2019-2020
Budget

2019-20 YE
Anticipated

2020-2021
Budget

SALARY INFORMATION-ALL OTHER

Note: Please include all individual full time and part time salaries below. *Additionally please indicate title or position next to the salary amount. Cells are unprotected to accommodate this request.*

Administrative Staff		Guidance Counselors		Support Staff	
Title or Position	Salary	Title or Pos.	Salary	Title or Position	Salary
Nurse/Health	15000	Guidance/ Psychology	\$35,000		\$0
	0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$15,000	Total	\$35,000	Total	\$0

Development Staff		Campus Ministry		Athletic Staff	
Title or Position	Salary	Title or Pos.	Salary	Title or Position	Salary
Development/ Mercy P	\$48,000	Religion/ Youth Minist	\$30,000		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$48,000	Total	\$30,000	Total	\$0

Transportation Staff		Cafeteria Staff		Custodial & Maintenance	
Title or Position	Salary	Title or Pos.	Salary	Title or Position	Salary
	\$0		\$0	Custodial & Maintenance	\$10,000
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$0	Total	\$0	Total	\$10,000

Note: The above totals will automatically post to their respective expense accounts found on pages 6, 7, and 8.

Total All Other Salaries	\$138,000
TOTAL SALARIES	\$170,000

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>EXPENDITURES</u>				
Note: All salaries in the 2020-2021 budget column will automatically post from pages 4 and 5.				
<u>Instructional Services</u>				
1. Salaries Teachers ('21 - Posts)	\$0	\$0	\$0	\$32,000
2. Salaries Guidance ('21- Posts)	\$0	\$0	\$0	\$35,000
3. Substitutes	\$0	\$0	\$0	\$0
4. Staff Development	\$0	\$0	\$0	\$0
5. Guidance	\$0	\$0	\$0	\$0
6. Library	\$0	\$0	\$0	\$0
7. Equipment	\$0	\$0	\$0	\$2,000
8. Books	\$0	\$0	\$0	\$2,000
9. Supplies	\$0	\$0	\$0	\$2,000
10. Technology/Computer	\$0	\$0	\$0	\$1,000
11. Driver Education	\$0	\$0	\$0	\$0
12. Assessment/Testing Supplies	\$0	\$0	\$0	\$0
13. Other Instructional Services	\$0	\$0	\$0	\$0
Total Instructional Services	\$0	\$0	\$0	\$74,000
<u>Administrative Services</u>				
1. Salaries Admin. ('21 - Posts)	\$0	\$0	\$0	\$15,000
2. Salaries Support ('21 - Posts)	\$0	\$0	\$0	\$0
3. Salaries Develop. ('21 - Posts)	\$0	\$0	\$0	\$48,000
4. Staff Development	\$0	\$0	\$0	\$0
5. Development	\$0	\$0	\$0	\$0
6. PR and Admissions	\$0	\$0	\$0	\$2,000
7. Interest	\$0	\$0	\$0	\$0
8. Service Contracts	\$0	\$0	\$0	\$0
9. Supplies	\$0	\$0	\$0	\$500
10. Technology/Computer	\$0	\$0	\$0	\$0
11. Postage	\$0	\$0	\$0	\$0
12. Equipment	\$0	\$0	\$0	\$0
13. Phone	\$0	\$0	\$0	\$2,000
14. Professional Fees	\$0	\$0	\$0	\$0
15. Legal Fees	\$0	\$0	\$0	\$0
16. Graduation	\$0	\$0	\$0	\$0
17. Hospitality	\$0	\$0	\$0	\$0
18. Medical Supplies	\$0	\$0	\$0	\$500
19. Accreditation	\$0	\$0	\$0	\$0
20. Dues/Subscriptions	\$0	\$0	\$0	\$0
21. Finger Printing/Criminal Check	\$0	\$0	\$0	\$300
22. Other Administrative Services	\$0	\$0	\$0	\$0
Total Administrative Services	\$0	\$0	\$0	\$68,300
<u>Benefits/Insurance</u>				
1. Health Ins. (Employer Contrib.)	\$0	\$0	\$0	\$16,500
2. Dental	\$0	\$0	\$0	\$245
3. Life Insurance	\$0	\$0	\$0	\$0
4. Disability/Retirement	\$0	\$0	\$0	\$0
5. Diocesan Insurance	\$0	\$0	\$0	\$0
6. Med. & Soc. Security (Employer)	\$0	\$0	\$0	\$7,910
7. Christmas Bonus	\$0	\$0	\$0	\$0
8. Other Benefits/Insurance	\$0	\$0	\$0	\$0
Total Benefits/Insurance	\$0	\$0	\$0	\$24,655

Diocesan Insurance Includes Workers' Comp., Liability, and Property - Auto Insur. Is Under Transportation

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>Facilities - Main Building</u>				
1. Salaries Main. Staff ('21- Posts)	\$0	\$0	\$0	\$10,000
2. Electricity	\$0	\$0	\$0	\$4,450
3. Heat	\$0	\$0	\$0	\$10,000
4. Water/Sewage	\$0	\$0	\$0	\$3,450
5. Supplies	\$0	\$0	\$0	\$500
6. Building Improvement/Repairs	\$0	\$0	\$0	\$5,000
7. Equipment/Tool Purchase	\$0	\$0	\$0	\$0
8. Contract Services	\$0	\$0	\$0	\$0
9. Snow Removal	\$0	\$0	\$0	\$0
10. Trash Removal	\$0	\$0	\$0	\$0
11. Cleaning Services	\$0	\$0	\$0	\$0
12. Boiler Maintenance	\$0	\$0	\$0	\$0
13. Asbestos Management	\$0	\$0	\$0	\$0
14. Other Facilities - Main Building	\$0	\$0	\$0	\$0
Total Facilities - Main Build.	\$0	\$0	\$0	\$33,400
<u>Facilities - Other Building</u>				
1. Electricity	\$0	\$0	\$0	\$0
2. Heat	\$0	\$0	\$0	\$0
3. Water/Sewage	\$0	\$0	\$0	\$0
4. Supplies	\$0	\$0	\$0	\$0
5. Building Improvement/Repairs	\$0	\$0	\$0	\$0
6. Equipment/Tool Purchase	\$0	\$0	\$0	\$0
7. Contract Services	\$0	\$0	\$0	\$0
8. Snow Removal	\$0	\$0	\$0	\$0
9. Trash Removal	\$0	\$0	\$0	\$0
10. Cleaning Services	\$0	\$0	\$0	\$0
11. Boiler Maintenance	\$0	\$0	\$0	\$0
12. Asbestos Management	\$0	\$0	\$0	\$0
13. Other Facilities - Main Building	\$0	\$0	\$0	\$0
Total Facilities - Other Build.	\$0	\$0	\$0	\$0
<u>Campus Ministry</u>				
1. Salaries Camp. Min. ('21- Posts)	\$0	\$0	\$0	\$30,000
2. Equipment/Supplies	\$0	\$0	\$0	\$0
3. Other	\$0	\$0	\$0	\$0
Total Campus Ministry	\$0	\$0	\$0	\$30,000
<u>Athletics</u>				
1. Salaries Athletic ('21 - Posts)	\$0	\$0	\$0	\$0
2. Equipment/Supplies	\$0	\$0	\$0	\$0
3. Transportation	\$0	\$0	\$0	\$0
4. Officials	\$0	\$0	\$0	\$0
5. Dues/Subscriptions	\$0	\$0	\$0	\$0
6. Facility Rental	\$0	\$0	\$0	\$0
7. Other Athletics	\$0	\$0	\$0	\$0
Total Athletics	\$0	\$0	\$0	\$0

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>Transportation</u>				
1. Salaries Trans. ('21 - Posts)	\$0	\$0	\$0	\$0
2. Auto Insurance (Diocesan)	\$0	\$0	\$0	\$0
3. Registration/Inspection	\$0	\$0	\$0	\$0
4. Gas/Oil	\$0	\$0	\$0	\$500
5. Maintenance/Repair	\$0	\$0	\$0	\$0
6. Contract Services	\$0	\$0	\$0	\$0
7. Other Transportation	\$0	\$0	\$0	\$0
Total Transportation	\$0	\$0	\$0	\$500
<u>Student Activities</u>				
1. Student Activities Stipend	\$0	\$0	\$0	\$0
2. Equipment/Supplies	\$0	\$0	\$0	\$0
3. Other Student Activities	\$0	\$0	\$0	\$0
Total Student Activities	\$0	\$0	\$0	\$0
<u>Cafeteria</u>				
1. Salaries Caf. Staff ('21 - Posts)	\$0	\$0	\$0	\$0
2. Equipment/Supplies	\$0	\$0	\$0	\$0
3. Other Cafeteria	\$0	\$0	\$0	\$0
Total Cafeteria	\$0	\$0	\$0	\$0

Diocesan School & Finance Offices, 2020-2021 Budget, Our Lady of Mercy Academy, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>EXPENDITURES, NON-TRADITIONAL</u>				
<u>Tuition Reductions</u>				
1. Financial Aid (3% Total Income)	\$0	\$0	\$0	\$5,000
2. Employee Discount	\$0	\$0	\$0	\$0
3. Tuition Rebate	\$0	\$0	\$0	\$27,200
4. Other Discounts	\$0	\$0	\$0	\$0
Total Tuition Reductions	\$0	\$0	\$0	\$32,200
<u>Major Capital Expenditures</u>				
1. Vehicles	\$0	\$0	\$0	\$0
2. Equipment	\$0	\$0	\$0	\$19,000
3. Fields/Grounds	\$0	\$0	\$0	\$0
4. Technology	\$0	\$0	\$0	\$20,000
<u>Major Building Specific</u>				
Cells are Unprotected to List Separately				
5.	\$0	\$0	\$0	\$0
6.	\$0	\$0	\$0	\$0
7.	\$0	\$0	\$0	\$0
8.	\$0	\$0	\$0	\$0
9 Other Major Capital Expenditures	\$0	\$0	\$0	\$0
Total Major Capital	\$0	\$0	\$0	\$39,000
<u>Principal on Loan Payments</u>				
1. Capital Debt - Principal Only	\$0	\$0	\$0	\$0
2. Operational Debt - Principal Only	\$0	\$0	\$0	\$0
Total Principal Payments	\$0	\$0	\$0	\$0
<u>Reserve Accounts</u>				
1. Cap. Impr. Escrow (2% Tot. Rev.)	\$0	\$0	\$0	\$3,170
2. Vehicle Reserve	\$0	\$0	\$0	\$0
3. Technology Reserve	\$0	\$0	\$0	\$0
4. Building Reserve	\$0	\$0	\$0	\$0
Total Reserve Accounts	\$0	\$0	\$0	\$3,170
The Capital Improvement Escrow represents 2% of the Total Income. Only 2020-21 budget will post.				
<u>ANNUAL SUMMARY</u>				
Total School Income (Posts Page 3)	\$0	\$0	\$0	\$158,500
Total Cost of Oper. (Posts from Page 9)	\$0	\$0	\$0	\$305,225
Total Gain (Loss)	\$0	\$0	\$0	(\$146,725)
Cost Per Student	#DIV/0!	#DIV/0!	#DIV/0!	\$19,077

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
Number of Students for Tuition Calculations:				
1. Number of Pre-K Half Day	0	0	0	0
2. Number of Pre-K Full Day	0	17	15	18
3. Number of Kindergarten Half Day	0	0	0	0
4. Number of Kindergarten Full Day	0	14	12	10
Supported Families 1-8:				
5. Number of 1-Child Sup. Families	0	46	44	42
6. Number of 2-Child Sup. Families	0	25	26	30
7. Number of 3-Child Sup. Families	0	6	5	6
8. Number of 4-Child Sup. Families	0	1	1	2
9. Number of 5-Child Sup. Families	0	0	0	0
Non-Supported Families 1-8:				
10. Number of 1-Child Non-Sup.	0	10	24	28
11. Number of 2-Child Non-Sup.	0	7	7	5
12. Number of 3-Child Non-Sup.	0	0	0	1
13. Number of 4-Child Non-Sup.	0	0	0	0
14. Number of 5-Child Non-Sup.	0	0	0	0
Number Pre-K Enrollees	0	17	15	18
Number K Enrollees	0	14	12	10
Number of 1 Through 8 Enrollees	0	142	153	169
Total Budgeted Enrollment K-8	0	156	165	179
Total Budgeted Enrollment Pre-K - 8	0	173	180	197

Number of Students for Fee Calculations:

1. # of Individuals - Registration	0	165	165	193
2. # of Families - Registration Fees	0	0	134	142
3. # of Students - Educational Fees	0	0	189	193
4. # of Students - Athletic Fees	0	0	0	0
5. # of Students - Graduation Fees	0	0	0	0
6. # of Students - Buy-Out Fees	0	13	13	13
7. # of Students - Testing Fees	0	0	0	0
8. # of Students - Computer Fees	0	0	0	0
9. # of Students - Activity Fees	0	0	0	0
10. # of Students - Other Fees	0	0	0	0

Number Projected to Pay Penalties:

1. Number of Late Fees	0	0	0	0
2. Number of Check Defaults	0	0	0	0
3. Other Penalty Fees	0	0	0	0

Tuition Rates, Fee Amounts, Penalty Charges

Note: Only the relevant column headings are in use on pages 2 and 3.

Tuition Rates:

1. Pre-Kindergarten Rate Half-Day	\$0	\$4,497	\$0	\$0
2. Pre-Kindergarten Rate Full-Day	\$0	\$5,993	\$5,993	\$6,300
3. Kindergarten Rate Half-Day	\$0	\$0	\$0	\$0
4. Kindergarten Rate Full-Day	\$0	\$5,090	\$5,090	\$6,300

Supported Families 1-8:

5. 1-Child Supported Family Rate	\$0	\$5,090	\$5,090	\$5,250
6. 2-Child Supported Family Rate	\$0	\$7,989	\$7,898	\$8,500
7. 3-Child Supported Family Rate	\$0	\$10,971	\$10,971	\$11,250
8. 4-Child Supported Family Rate	\$0	\$13,800	\$13,800	\$15,000
9. 5-Child Supported Family Rate	\$0	\$0	\$0	\$0

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	<u>2018-2019</u> <u>Actual</u>	<u>2019-2020</u> <u>Budget</u>	<u>2019-20 YE</u> <u>Anticipated</u>	<u>2020-2021</u> <u>Budget</u>
Non-Supported Families 1-8:				
10. 1-Child Non-Supp. Fam. Rate	\$0	\$7,024	\$7,024	\$7,050
11. 2-Child Non-Supp. Fam. Rate	\$0	\$11,687	\$11,687	\$11,700
12. 3-Child Non-Supp. Fam. Rate	\$0	\$15,866	\$15,866	\$15,900
13. 4-Child Non-Supp. Fam. Rate	\$0	\$19,108	\$19,108	\$0
14. 5-Child Non-Supp. Fam. Rate	\$0	\$0	\$0	\$0
Fee Amounts:				
1. Individual Stud. Registration Fee	\$0	\$150	\$150	\$200
2. Family Registration Fee	\$0	\$0	\$0	\$0
3. Educational Material Fee	\$0	\$0	\$0	\$0
4. Athletic Fee	\$0	\$0	\$0	\$0
5. Graduation Fee	\$0	\$0	\$0	\$0
6. Fundraising Buy-Out Fee	\$0	\$1,700	\$1,700	\$1,700
7. Testing Fee	\$0	\$0	\$0	\$0
8. Computer Fee	\$0	\$0	\$0	\$0
9. Activities Fee	\$0	\$0	\$0	\$0
10. Other Fees	\$0	\$0	\$0	\$0
Penalty Charges:				
1. Late Fee	\$0	\$0	\$0	\$0
2. Check Default Fee	\$0	\$0	\$0	\$0
3. Other Penalty Fee	\$0	\$0	\$0	\$0

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>INCOME FROM SCHOOL CHARGES</u>				
Note: Calculations from this page are automatically posted using the information on page1 and page 2.				
Tuition Income:				
1. Pre-Kindergarten Total Half-Day	\$0	\$0	\$0	\$0
2. Pre-Kindergarten Total Full-Day	\$0	\$101,881	\$89,895	\$113,400
3. Kindergarten Total Half-Day	\$0	\$0	\$0	\$0
4. Kindergarten Total Full-Day	\$0	\$71,260	\$61,080	\$63,000
Supported Families 1-8:				
5. 1-Child Supported Family Total	\$0	\$234,140	\$223,960	\$220,500
6. 2-Child Supported Family Total	\$0	\$199,725	\$205,348	\$255,000
7. 3-Child Supported Family Total	\$0	\$65,826	\$54,855	\$67,500
8. 4-Child Supported Family Total	\$0	\$13,800	\$13,800	\$30,000
9. 5-Child Supported Family Total	\$0	\$0	\$0	\$0
Non-Supported Families 1-8:				
10. 1-Child Non-Supported Total	\$0	\$70,240	\$168,576	\$197,400
11. 2-Child Non-Supported Total	\$0	\$81,809	\$81,809	\$58,500
12. 3-Child Non-Supported Total	\$0	\$0	\$0	\$15,900
13. 4-Child Non-Supported Total	\$0	\$0	\$0	\$0
14. 5-Child Non-Supported Total	\$0	\$0	\$0	\$0
Total Tuition Income	\$0	\$838,681	\$899,323	\$1,021,200
Fee Income:				
1. Individual Stud. Registration Total	\$0	\$24,750	\$24,750	\$38,600
2. Family Registration Fee Total	\$0	\$0	\$0	\$0
3. Educational Material Fee Total	\$0	\$0	\$0	\$0
4. Athletic Fee Total	\$0	\$0	\$0	\$0
5. Graduation Fee Total	\$0	\$0	\$0	\$0
6. Fundraising Buy-Out Fee Total	\$0	\$22,100	\$22,100	\$22,100
7. Testing Fee Total	\$0	\$0	\$0	\$0
8. Computer Fee Total	\$0	\$0	\$0	\$0
9. Activity Fee Total	\$0	\$0	\$0	\$0
10. Other Total	\$0	\$0	\$0	\$0
Total Fee Income	\$0	\$46,850	\$46,850	\$60,700
Penalty Charge Income:				
1. Late Fee Total	\$0	\$0	\$0	\$0
2. Check Default Fee Total	\$0	\$0	\$0	\$0
3. Other Fee Total	\$0	\$0	\$0	\$0
Total Penalty Income	\$0	\$0	\$0	\$0
Total Income From School Charges	\$0	\$885,531	\$946,173	\$1,081,900

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
<u>INCOME-ALL OTHER</u>				
<p>Note: The schools will continue to report fundraising and the annual fund as "net" amounts (income minus expense). However, all other programs (pre-k, extended care, cafeteria, transportation, etc..) will be reported as "gross" amounts. The gross income will be reflected below, while the gross expenses will be reflected in the appropriate expenditure account on this report. Therefore, all salaries and positions will posted on page 5 of this report. The miscellaneous income accounts below are unprotected cells. Please use these spaces for other income sources and note what they are.</p>				
Development:				
1. Annual Fund Drive (Net Amount)	\$0	\$0	\$0	\$32,000
2. Foundations/Grants	\$0	\$0	\$0	\$0
3. Donations/Contributions	\$0	\$6,000	\$6,000	\$6,000
4. Bequests	\$0	\$0	\$0	\$0
Fundraising (Net Amounts)				
List All Individual Fundraising Events				
5. Bingo	\$0	\$22,000	\$16,000	\$16,000
6. Auction	\$0	\$30,000	\$15,000	\$30,000
7. Catholic Schools Week	\$0	\$4,000	\$4,000	\$500
8. Adopt a Student	\$0	\$36,000	\$36,000	\$35,000
9. Fundraiser #3	\$0	\$10,000	\$5,000	\$10,000
10.	\$0	\$0	\$0	\$0
11.	\$0	\$0	\$0	\$0
12.	\$0	\$0	\$0	\$0
Total Development	\$0	\$108,000	\$82,000	\$129,500
Other Income:				
1 Diocesan Support Program	\$0	\$119,464	\$119,464	\$102,000
2 Extended Care Program	\$0	\$65,000	\$49,000	\$65,000
3 Facility Rentals	\$0	\$0	\$0	\$0
4 Prior Fiscal Year Collectibles	\$0	\$3,000	\$0	\$0
5 Athletic Income	\$0	\$0	\$0	\$0
6 Cafeteria Program	\$0	\$0	\$0	\$0
7 Transportation Program	\$0	\$0	\$0	\$0
8 Student Activity/Field Trips	\$0	\$0	\$0	\$0
9 Interest	\$0	\$2,000	\$316	\$2,000
10 Exxon Annual Distribution	\$0	\$500	\$0	\$25,000
11 Miscellaneous 2 (unprotected cell)	\$0	\$50,000	\$0	0
12 Miscellaneous 3 (unprotected cell)	\$0	\$0	\$0	\$0
Total Other Income	\$0	\$239,964	\$168,780	\$194,000
Total All Other Income	\$0	\$347,964	\$250,780	\$323,500
Other Income, Non-Traditional				
1. Released from Restrictions	\$0	\$0	\$0	\$0
<i>The first three columns of the "Total School Income" must be entered manually and are unprotected.</i>				
TOTAL SCHOOL INCOME	\$0	\$1,233,495	\$1,278,953	\$1,405,400

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

2018-2019
Actual

2019-2020
Budget

2019-20 YE
Anticipated

2020-2021
Budget

SALARY INFORMATION

Note: All salaries should be recorded on this page including: substitute teachers, aides, extended care, pre-k, transportation, cafeteria, athletic stipends, student activities etc. In addition, there are places in this budget for all other expenses associated with these programs. Be sure to include position or grade level below for each salary. Please record **extended care teachers, athletic stipends, and student activity stipends** under the other instructional category along with the other special programs (music, librarian etc...). **Pre-k salaries** should be recorded under the primary grade Pre-K - 3 box. All salaries listed on this page will automatically post to its respective cost center on pages' 6, 7, 9.

Primary Grade Pre K - 3		Intermediate Grade 4 - 6		Junior High Grade 7 - 8	
Grade Level	Salary	Grade Level	Salary	Grade Level	Salary
Pre-K Teacher	\$27,500	4th Grade	\$31,500	7th Grade/ History	\$38,343
Pre-K Aid	\$19,805	5th Grade Science	\$25,500	8th Grade English	\$33,500
Kinder Teacher	\$27,000	6th Grade/ Math	\$24,000	8th Grade/ Scienc	\$33,000
1st Grade	\$28,500	4th Grade (2)	\$40,000	Middle School Sp	\$13,000
2nd Grade	\$26,000		\$0	Middle School Fre	\$25,500
3rd Grade	\$32,500		\$0	Middle School Re	\$17,500
Elementary Religio	\$12,000		\$0		\$0
Elementary French	\$9,600		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Substitutes	\$0	Substitutes	\$0	Substitutes	\$0
	\$0		\$0		\$0
Total	\$182,905	Total	\$121,000	Total	\$160,843

Administrative		Other Instructional		Custodial & Maintenance Staff	
Title	Salary	Title	Salary	Title	Salary
Principal	\$65,000	Gym Teacher	\$15,060	Custodian	\$32,000
Finance	\$30,000	Music Teacher	\$32,500		\$0
Ex Assist	\$38,460	Library Teacher	\$11,888		\$0
	\$0	Art Teacher	\$19,500		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$133,460		\$0	Total	\$32,000
Cafeteria			\$0	Transportation	
Title	Salary		\$0	Title	Salary
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
	\$0		\$0		\$0
Total	\$0	Total	\$78,948	Total	\$0

Note: The above totals will automatically post to their respective expense accounts found on pages 6, 7, 9.

TOTAL SALARIES:

\$709,156

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
EXPENDITURES INSTRUCTIONAL SERVICES				
Primary Level Grades Pre-K-3				
1. Salaries (2020-21 Auto-Posts)	\$0	\$210,894	\$210,894	\$182,905
2. Professional Development	\$0	\$500	\$500	\$500
3. Supplies	\$0	\$2,000	\$2,500	\$2,500
4. Special Projects	\$0	\$235	\$235	\$235
5. Pre-K Materials & Other Pre-K	\$0	\$2,500	\$2,500	\$2,500
6. K-3 Materials/Text Books	\$0	\$1,000	\$1,000	\$1,000
Primary Subtotal	\$0	\$217,129	\$217,629	\$189,640
Intermediate Level Grades 4-6				
1. Salaries (2020-21 Auto-Posts)	\$0	\$101,843	\$101,843	\$121,000
2. Professional Development	\$0	\$500	\$750	\$750
3. Supplies	\$0	\$1,000	\$1,500	\$1,500
4. Special Projects	\$0	\$0	\$0	\$0
5. Materials/Text Books	\$0	\$2,000	\$2,000	\$2,000
Intermediate Subtotal	\$0	\$105,343	\$106,093	\$125,250
Junior High Level Grades 7-8				
1. Salaries (2020-21 Auto-Posts)	\$0	\$149,500	\$149,500	\$160,843
2. Professional Development	\$0	\$200	\$200	\$200
3. Supplies	\$0	\$2,500	\$2,500	\$2,500
4. Special Projects	\$0	\$2,000	\$200	\$200
5. Materials/Text Books	\$0	\$1,000	\$100	\$100
Junior High Level Subtotal	\$0	\$155,200	\$152,500	\$163,843
Other Instructional				
1. Salaries (2020-21 Auto-Posts)	\$0	\$108,200	\$108,200	\$78,948
2. Professional Development	\$0	\$300	\$500	\$300
3. Supplies	\$0	\$2,000	\$2,200	\$3,000
4. Special Projects	\$0	\$0	\$0	\$0
5. Materials/Text Books	\$0	\$1,000	\$1,000	\$1,000
6. Library Resources	\$0	\$0	\$0	\$0
7. Extended Care Supplies/Other	\$0	\$10,000	\$8,000	\$10,000
8. Student Activity Supplies/Other	\$0	\$200	\$200	\$200
9. Athletic Programming	\$0	\$2,000	\$2,000	\$2,000
10. Computer Equipment/Supplies	\$0	\$0	\$0	\$0
Resource Subtotal	\$0	\$123,700	\$122,100	\$95,448
Total Instructional Expense	\$0	\$601,372	\$598,322	\$574,181

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
EXPENDITURES, ADMINISTRATIVE SERVICES				
Salaries				
1. Administ./Office Staff Salaries	\$0	\$143,000	\$143,000	\$133,460
2. Cafeteria Salaries	\$0	\$0	\$0	\$0
2020-21 Administrative/Cafeteria Salaries Will Post From Page 5.				
Contract Services				
1. Machine/Copier/Computer Serv.	\$0	\$9,000	\$9,000	\$9,000
2. Advertising/PR	\$0	\$6,000	\$6,000	\$7,500
3. Instructional/Testing Service	\$0	\$1,800	\$1,800	\$1,800
4. Bookkeeper/Accounting Service	\$0	\$6,000	\$6,000	\$0
5. Accreditation	\$0	\$0	\$0	\$0
6. Dues/Subscription	\$0	\$3,000	\$3,000	\$3,000
7. Legal Service	\$0	\$4,000	\$4,000	\$0
Total Contract Services	\$0	\$29,800	\$29,800	\$21,300
Equipment Purchase/Repair				
1. Copier	\$0	\$8,000	\$8,000	\$9,000
2. Computer Equipment/Supplies	\$0	\$1,000	\$1,000	\$1,100
3. Office Machines	\$0	\$0	\$0	\$0
4. New Equipment/Furniture	\$0	\$0	\$0	\$0
Total Equip. Purchase/Repair	\$0	\$9,000	\$9,000	\$10,100
Benefits/Insurance				
1. Health Insurance	\$0	\$64,000	\$70,000	\$161,000
2. Dental	\$0	\$5,000	\$6,000	\$5,500
3. Life Insurance	\$0	\$1,000	\$1,000	\$1,100
4. Disability	\$0	\$1,000	\$1,000	\$1,100
5. Retirement	\$0	\$0	\$0	\$0
6. Worker's Comp., Liability, Prop.	\$0	\$49,000	\$49,000	\$54,226
7. Auto (Diocesan Insurance)	\$0	\$1,600	\$1,600	\$1,750
Total Benefits/Insurance	\$0	\$121,600	\$128,600	\$224,676
Other Administrative Services				
Note: The miscellaneous account below is unprotected. Please be specific as to what is included in this amount.				
1. Professional Development	\$0	\$0	\$0	\$0
2. Supplies	\$0	\$10,000	\$10,000	\$10,000
3. Telephone	\$0	\$2,200	\$2,200	\$2,200
4. Postage	\$0	\$2,000	\$2,000	\$5,000
5. Graduation	\$0	\$1,000	\$2,000	\$1,000
6. Medical Supplies	\$0	\$200	\$200	\$250
7. Hospitality Supplies	\$0	\$500	\$500	\$500
8. Administration Discretion	\$0	\$8,000	\$8,000	\$0
9. Social Security/Medicare (FICA)	\$0	\$47,000	\$47,000	\$66,813
10. Tuition Rebate	\$0	\$14,000	\$1,400	\$3,450
11. Employee Tuition Discount	\$0	\$14,000	\$1,400	\$84,000
12. Christmas/Staff Bonus	\$0	\$4,000	\$4,000	\$4,000
13. Cafeteria Expenses	\$0	\$0	\$0	\$0
14. Interest Expense	\$0	\$5,054	\$5,054	\$32,854
15. Finger Printing/Crim. Rec. Check	\$0	\$700	\$700	\$700
16. Other Miscellaneous (Unprotected)	\$0	\$0	\$0	\$1,000
Total Other Admin. Services	\$0	\$108,654	\$84,454	\$211,767
Total Administrative Expense	\$0	\$412,054	\$394,854	\$601,303

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	2018-2019 <u>Actual</u>	2019-2020 <u>Budget</u>	2019-20 YE <u>Anticipated</u>	2020-2021 <u>Budget</u>
EXPENDITURES, BUILDING/CAPITAL MAINTENANCE				
Salaries				
1. Custodial/Maintenance Salaries	\$0	\$32,000	\$32,000	\$32,000
2. Transportation Salaries	\$0	\$0	\$0	\$0
2020-21 Custodial/Maintenance and Transportation Salaries Will Post From Page 5.				
Contract Services				
1. Summer Labor	\$0	\$500	\$500	\$500
2. Exterminator	\$0	\$1,000	\$1,000	\$1,000
3. Fire Extinguisher	\$0	\$500	\$500	\$500
4. Fire Alarm Service	\$0	\$400	\$400	\$400
5. Snow Removal	\$0	\$3,000	\$3,000	\$3,000
6. Certification/Permit/Inspection	\$0	\$1,000	\$1,000	\$1,000
7. Floor Covering	\$0	\$2,000	\$2,000	\$2,000
8. Cleaning Service	\$0	\$3,000	\$3,000	\$3,000
9. Boiler Maintenance	\$0	\$2,000	\$2,000	\$2,000
10. Emergency Light Repairs	\$0	\$0	\$0	\$0
11. Security System	\$0	\$230	\$230	\$400
12. Asbestos Management	\$0	\$0	\$0	\$0
13. Trash Removal	\$0	\$2,000	\$2,000	\$2,500
Total Contract Services	\$0	\$15,630	\$15,630	\$16,300
Utilities				
1. Heating - Oil	\$0	\$30,000	\$25,000	\$25,200
2. Heating - Gas	\$0	\$0	\$0	\$0
3. Electricity	\$0	\$11,000	\$10,500	\$11,000
4. Water/Sewage	\$0	\$6,000	\$6,000	\$6,000
Total Utilities	\$0	\$47,000	\$41,500	\$42,200
Building/Capital Improvements				
1. Building Repairs/Improvements	\$0	\$2,000	\$2,000	\$2,500
2. Equipment/Tool Purchase	\$0	\$1,000	\$1,000	\$1,000
3. Contingency	\$0	\$0	\$0	\$0
Total Build./Capital Improv.	\$0	\$3,000	\$3,000	\$3,500
Other Building/Capital Maintenance & Transportation				
1. Supplies	\$0	\$1,000	\$1,000	\$1,000
2. Transportation Expense	\$0	\$2,000	\$2,000	\$2,000
3. Auto - All Other Expenses	\$0	\$0	\$0	\$0
4. Religious/Residence Expense	\$0	\$0	\$0	\$0
5. Miscellaneous	\$0	\$0	\$0	\$0
Total Other Build./Cap. Maint.	\$0	\$3,000	\$3,000	\$3,000
Total Building/Capital Maintenance	\$0	\$100,630	\$95,130	\$97,000

Diocesan School & Finance Offices, 2020-2021 Budget, St. Joseph Regional School, Keene

	<u>2018-2019</u> <u>Actual</u>	<u>2019-2020</u> <u>Budget</u>	<u>2019-20 YE</u> <u>Anticipated</u>	<u>2020-2021</u> <u>Budget</u>
EXPENDITURES, TUITION ASSISTANCE				
1. School Financial Assistance (5%)	\$0	\$97,000	\$97,000	\$76,050
School Financial Assistance should be at least 5% of Total Income.				
TOTAL EDUCATIONAL COST	\$0	\$1,211,056	\$1,185,306	\$1,348,534
EXPENDITURES, NON-TRADITIONAL				
Principal Payments				
1. Capital Debt - Principal Only	\$0	\$3,157	\$3,157	\$40,726
2. Operations Debt - Principal Only	\$0	\$0	\$0	\$0
Total Principal Payments	\$0	\$3,157	\$3,157	\$40,726
One Time Expenses				
1. Major Capital - Repairs/Purch.	\$0	\$0	\$0	\$0
2. Other One Time Expenses	\$0	\$0	\$0	\$0
Total One Time Expenses	\$0	\$0	\$0	\$0
Reserve Accounts				
1. Capital Imp. Escrow 2% (Posts)	\$0	\$24,670	\$24,670	\$28,108
2. Reserve Other	\$0	(\$5,388)	(\$4,970)	(\$11,968)
Total Reserve Accounts	\$0	\$19,282	\$19,700	\$16,140
The Capital Improvement Escrow represents 2% of the Total Income. Only 2020-2021 budget automatically posts.				
Total Other Expenditures	\$0	\$22,439	\$22,857	\$56,866
TOTAL COST - SCHOOL OPERATIONS	\$0	\$1,233,495	\$1,208,163	\$1,405,400
<u>ANNUAL SUMMARY</u>				
Total School Income (Posts Page 4)	\$0	\$1,233,495	\$1,278,953	\$1,405,400
Total Cost of Oper. (Posts Page 10)	\$0	\$1,233,495	\$1,208,163	\$1,405,400
Total Gain (Loss)	\$0	\$0	\$70,790	\$0
Cost Per Student	#DIV/0!	\$7,130	\$6,712	\$7,134

412 ATHOL ROAD, RICHMOND, NH 03470
CELL 732-672-7371 • HOME 603-239-4192 •

CHRISTOPHER D. SMITH

EDUCATION

[2004 - 2007] Hofstra University East Hempstead, NY
Master of Arts

- English Literature and Creative Writing
- Graduated With Honors

[1992 - 1995] Rutgers College New Brunswick, NJ
Bachelor of Arts

- English and Philosophy (double major)

PUBLICATIONS

Fiction:

--*The 41 Cent Method* (novel), Crossquarter Press, September 17, 2007.

Poetry:

--"My Heart Cannot Carry The Weight" a translation of Miguel Hernandez's poem, "Mi Corazon No Puede Con La Carga" in *Asheville Poetry Review*, Issue 14, Vol. 11, No. 1.

--"Song for T. Gray" in *The New York Quarterly*, Number 60.

--"I continue in the darkness, full of light" a translation of Miguel Hernandez's poem, "Sigo en la sombra, Lleno de luz" in *Diner*, Vol. 4, #2

--"I am fitful, Margaret" in *Buffalo Bones*, Vol. 5, No. 1.

--"Love is in an Old Shed" in *Parnassus Literary Journal*, Vol. 25, No. 2.

--"Mishima" in *Lilliput Review* #106

PROFESSIONAL MEMBERSHIPS

Association of Writers and Writing Programs

WORK EXPERIENCE

[2008-Current] University of Phoenix/Axia College
Adjunct Professor

[2004-Current] Bed Bath & Beyond Brick, NJ
Store Manager Burlington, MA

[2002-2004] Big Ed's BBQ Piscataway, NJ
General Manager

CHRISTOPHER D. SMITH

REFERENCES

Ronald Janssen	Professor at Hofstra University	516-463-5471
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Ronald.R.Janssen@hofstra.edu

Phillis Levin	Professor at Hofstra University	516-463-6299
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Phillis.m.levin@hofstra.edu

Anthony Franconero	Manager at Bed Bath & Beyond	732-476-5455
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anthonyfranconero@gmail.com

Christopher D. Smith
25 Spring Street, Hinsdale, NH 03451
603-762-8898
itwaseveningallafternoon@gmail.com

Education and Certification

Master of Arts in English Literature and Creative Writing
Graduated "With Distinction"
Hofstra University, 2007

Bachelor of Arts in English
Rutgers University, 1995

English Education Certification
Endorsement: English Education 5-12
EdID #91423
New Hampshire Board of Education

Publications: Novel, Poetry, and Translations

The 41 Cent Method: An American Oracle
Crossquarter Publishing Group, NM
Novel, 2007.

"Song for T. Gray"
The New York Quarterly, Number 60.
"Love is in an old shed"
Parnassus Literary Journal, Vol. 25, No. 2.

"I am fitful, Margaret"
Buffalo Bones, Vol. 5, No. 2.

"Mishima"
Lilliput Review, No. 106.

"My Heart Cannot Carry the Weight"
Translation of Miguel Hernandez's poem, "Mi Corazon No Puede Con La Carga"
Asheville Poetry Review, Issue 14, Vol. 11, No. 1.

"I continue in the darkness, full of light"
Translation of Miguel Hernandez's poem, "Sigo en la sombra, Lleno de luz"
Diner, Vol. 4, No.2

Professional Experience

English Literature Teacher

- St. Joseph Regional School, Keene, NH, September 2008 to present**
- Designed and wrote 8 different literature and grammar classes for different grade levels based on the classics.
 - Wrote, organized, and led the drive to unify the entire school's curriculum.
 - Created a student run annual literary magazine.
 - Advisor to student council and chess club
 - Integrated and installed updated technological solutions throughout the building.

Store Manager

Bed Bath & Beyond, NJ, NH, and MA, December 2004 to September 2008

- Completely in charge of a multimillion dollar "A" volume big box retailer.
- Developed initiatives, training methods and scheduling for more than 75 employees on a daily basis.
- Implemented and followed programs and policies handed down from Corporation central.
- Responsible for entire interviewing, hiring, assessment, and firing processes.

General Manager

B. E. Barbecue, South Plainfield, NJ, 2002-2004

General Manager

Grill Concepts/ Uno Chicago Bar & Grill, South Plainfield, NJ, 1996-2002

JENNIFER S. MARSHALL

256 North Shore Road, Munsonville, NH, 03457 • mobile: 412.996.0482 • email: jenmarshall.nh@gmail.com

EMPLOYMENT HISTORY

NEW HAMPSHIRE DANCE INSTITUTE (NHDI) | Keene, NH

Dec 2015 to June 2019

Executive Director – Provided clear and steady leadership of NHDI, a 33-year-old nonprofit arts education outreach organization, promoting a culture consistent with the mission, vision and core values of the organization.



- Reported directly to the Board of Directors, maintaining close communications with all members and managing monthly full Board, standing and ad hoc subcommittee meetings.
- Led strategic planning process, and implementation of five-year strategic plan.
- Oversaw all fiscal matters for the continued maintenance of current operations and future solvency of the organization, which included programmatic revenue generation, annual/major gift fundraising, grant writing, and business partnerships.
- Engaged in public relations with local/state media, managed/updated robust web site and social media accounts, and marketed all programs.
- Developed/maintained positive collaborative relationships with parents, school administrators, community partners, and volunteers.
- Oversaw all event planning operations of the NHDI Event of the Year (four annual performances with 2,000+ attendees), Summer Intensive camp/performances, pep rally, and 5K race.
- Partnered closely with the Artistic Director on NHDI programmatic implementation, ensuring positive educational experiences for all students.
- Directed 10+ part-time staff/independent contractors and 50+ volunteers; supervised all administrative duties, regularly managing/assigning tasks to administrative assistant.
- Served as liaison and primary contact with National Dance Institute (NDI) in New York.

INTERNATIONAL BASKETBALL FEDERATION (FIBA) | Geneva, Switz.

Oct 2003 to Sept 2004

Marketing Manager – Planned and directed a broad range of FIBA activities in preparation for and throughout the 2004 Athens Olympics, and guided global sponsor action to solidify and further grow sponsor commitments.



- Managed all of FIBA's operations and events for the 2004 Athens Summer Olympic Games including: Referee and Official nominations, travel, budget and uniforms; FIBA Central Board events and schedules; Olympic accreditations and passes; ticket allocation and distribution (including global member federations' tickets); FIBA office and logistics in the Hellinikon Indoor Arena / Olympic Hall; all aspects of FIBA global sponsor luncheons and special events (150+ attendees per event including IOC and NBA dignitaries).
- Directed FIBA's Adecco global sponsorship, including the FIBA-Adecco career program providing counseling to former professional basketball players and coaches throughout Europe.
- Coordinated global sponsorship integration at competitions to best leverage sponsors' relationship with FIBA.
- Sponsorship activities: crafted content and language for sponsorship proposals; prepared post-event reports.
- Marketing: Set marketing guidelines for global competitions; wrote articles for *FIBA Assist* magazine; managed budget/invoicing for all marketing, television, Research & Study Center, and special events.
- Participated in preparations and local organizing committee negotiations for the 2006 FIBA World Cup in Japan.

UNIVERSITY OF DAYTON DIVISION OF ATHLETICS | Dayton, OH

Aug 1998 to May 2003

Assistant Athletics Director/Communications – Oversaw all public and media relations activities of the Athletics Division and served as a member of Division's senior management team and marketing management group.



- Managed all external public and media relations communications for University of Dayton Athletics Division.
- Led the design and installation of all digital and printed graphics at the UD Arena Donohoe Basketball Center.
- Primary department contact and coordinator for all fund-raising and corporate partner activities, including major gift and sponsorship proposals (communications, and contract negotiations).
- Supervised four full-time and 10 part-time staff members; managed \$300k athletics communication budget.

Director of Sports Publicity/Technology – Directed all publications production and technology integration for the Athletics Division public and media relations activities.

- Managed all aspects for the publication of 17 sports' media guides, including managing external graphics design agencies and printers for materials (books, website content and on-site environmental graphics).

- Managed complete redesign and on-going content of UD Athletics web site (<http://www.DaytonFlyers.com>).
- Developed and produced the *Flyer Insider* newsletter for communication with donors and season ticket holders.
- Primary media relations contact for the women's basketball program.
- Coordinated media activities for the 2001/2002/2003 NCAA Div. I Men's Basketball Tournament games at UD Arena, 2003 NCAA Div. I Women's Basketball Regional, and numerous Atlantic 10 Conference Championships.

GEORGETOWN UNIVERSITY | Washington, DC

Aug 1995 to Aug 1998



Assistant Director for Communications, Hoyas Unlimited / Athletics Development – Handled all communication efforts of Hoyas Unlimited, Georgetown's Athletics Annual Fund, to maintain close contact with alumni and benefactors.

- Created and produced all athletics development marketing materials.
- Developed and maintained Hoyas Unlimited athletics website.
- Managed design, layout, content, printing and distribution of *Hoya Saxa* and 16 sport club newsletters.

Development Assistant for Athletics – Coordinated major donor development efforts for Georgetown Athletics.

- Wrote, researched and edited all major donor proposals.
- Cultivated and stewarded all major gifts to Athletics and associated donor relationships.
- Planned and coordinated special events for Athletics prospects and donors. Orchestrated all development visits for the director of development for athletics, coaches and senior athletic department administrators.
- Managed Athletics donor recognition and acknowledgement process.

Executive Assistant, MBNA Career Education Center – Guided marketing, alumni and employer relations career activities to educate students about their future professional opportunities.

- Provided all aspects of administrative support to Executive Director and Associate Executive Director.
- Responsible for all career programs/services marketing to publicize career education activities to the students.
- Led Career Spotlight and Alumni Connections publications and events to engage alumni with current students.
- Cultivated and managed employer development efforts to expand/diversify employer student recruitment.

WILLIAMS & CONNOLLY LLP | Washington, DC

Aug 1993 to Aug 1995

WILLIAMS & CONNOLLY LLP

Paralegal - Performed a wide range of responsibilities in the commercial litigation, medical malpractice and campaign finance areas of one of DC's most prestigious law firms, for clients such as Southeast Toyota Distributors and Georgetown University Medical Center.

- Assisted in all facets of discovery; proofread motions and briefs; prepared and responded to interrogatories.
- Organized and maintained extensive libraries of evidentiary documents; managed document productions to opposing counsels.
- Scheduled and attended witness interviews and depositions.
- Established trial support facilities and prepared computer, audio-visual equipment and exhibits for use at trial.

OFFICE OF U.S. CONGRESSMAN WILLIAM LIPINSKI | Washington, DC

July 1992 to Aug 1993



Legislative Correspondent – Managed congressman's communication with constituents on all legislative matters.

- Responsible for congressman's responses to all types of constituent inquiries.
- Wrote or edited all press releases, Dear Colleagues communications, Congressional and Presidential greetings, Congressional Record extensions of remarks, constituent newsletters, and Executive Branch correspondence.
- Maintained constituent database and produced direct mailings.

EDUCATION & PROFESSIONAL DEVELOPMENT

UNIVERSITY OF NOTRE DAME, South Bend, IN

Bachelor of Arts, Cum Laude, Economics, Concentration in Government.

GEORGETOWN UNIVERSITY, Washington, DC

Certificate in Editing and Publications – Included coursework in public relations, promotional writing, copyediting, proofreading and graphic design.

UNIVERSITY OF DAYTON, Center for Leadership and Executive Development, Dayton, OH

The Heart of Coaching (T. Crane); *Four Roles of a Leader: How to Make Every Team Player a Leader* (S. Covey)

AMERICAN MANAGEMENT ASSOCIATION, New York, NY

Management Skills for New Managers

LIBRARY OF CONGRESS CONGRESSIONAL RESEARCH SERVICE, Washington, DC

Legislative Institute Seminar; House of Representatives Advanced Legislative Process Series.

U.S. SENATE BANKING, HOUSING AND URBAN AFFAIRS COMMITTEE, Washington, DC

Intern – Assisted in preparation for all committee mark-ups and hearings.

Andrew J Cardine

Swansey, NH 03446 - meandeac@gmail.com - 802.258.1738
<https://www.linkedin.com/in/andy-cardine-5878b819/>

Mechanical Engineer - Facilities/Plant Operating Systems Engineer - Project Engineer

- Innovative Engineer possessing diverse experience acquired in progressive roles in all engineering aspects of power plants including design projects, risk mitigation, process improvement and decommissioning.
- Inherently qualified as a full-time, consultant or contract project leader leveraging technical knowledge and cross-functional management skills to reach the targeted goals of a business or enterprise.
- Extensive project and program management experience fashioned from needs prioritization, solutions design and implementation, and post-action analysis and mapping.

Core Competencies & Skills

Project Management - Engineering Consulting - Process Analysis & Testing - Collaborative Team Leadership
Team Training & Development - Resource Forecasting & Acquisition - Client Communication & Presentations
Risk Identification & Elimination - Cost/Budget Adherence - Process Improvement - Change Management
Strategic Relationship Development - Plan Design & Implementation - Decommissioning Programs/Facilities

Notable Achievements

Performed corporate governance and oversight of the decommissioning planning processes for the Pilgrim Nuclear station shutdown from operation to preparation for sale to new buyer. Developed and executed project controls and risk management tools to direct the activities of multi-department site and corporate team. Managed decommissioning transition of the facility and transfer of the site and remaining personnel to a new owner.

Based upon corporate decision to shut down multiple nuclear facilities due to market conditions, designed framework for multiple site decommissioning planning efforts. Assembled a multi-faceted team for the project, developed and prioritized actions. Generated key documents for corporate organization to govern and oversee the processes, mapping action items and schedule. Successful project initiative led to offer from organization.

Professional Experience

Entergy Wholesale Commodities (EWC), Nuclear Decommissioning Organization (NDO) - Brattleboro, VT

Engineering Supervisor (Decommissioning Program Planning & Execution, 2015-2020)

- Core member of the program team responsible for the development of Entergy's 5-year strategic roadmap for EWC's divestiture of its nuclear assets.
- Contract Manager for multi-million-dollar decommissioning project scopes, oversaw the development and deployment of the nuclear decommissioning program for Entergy's unregulated nuclear fleet.
- Engineering consultant for in-flight engineering products across five decommissioning sites.
- Led the development of organization structures, GOES models, and project controls for the corporate and site teams focused upon decommissioning planning.
- Selected as the primary customer facing role for the program at the Pilgrim Nuclear Power station, generating strategic business relationships and presenting critical program attribute status to executive management.
- Led corporate and site-based teams to develop, manage, and execute project plans.

Entergy Nuclear Vermont Yankee - Vernon, VT

Engineering Lead, Decommissioning Planning/Project Implementation (2013-2015)

- Developed and managed Engineering Department's Decommissioning Project Plan which included plant design changes, regulatory filings, and procedure/process changes.
- Piloted lessons learned program documentation for future decommissioning efforts.
- Designed and implemented Decommissioning Project Controls to include Risk/Issue Management and Change Management.

Acting System Engineering Manager (2012-2013)

- Fashioned a solid record of advancement from entry level engineer to multiple management positions through the successful completion of increasingly complex assignments and effective management of staff.
- Managed a department of 5 Engineering Supervisors and 29 Engineers to achieve core business and strategic plan objectives.
- Led the development and implementation of plant and fleet business plan initiatives.

System Engineering Supervisor (2008-2013)

- Supervised an engineering team of 13 to improve short- and long-range reliability of nuclear power station mechanical systems.
- Managed the elements of multi-million-dollar long range capital improvement plan and oversaw the development of the associated business cases.
- Established cross-functional engineering coverage for emergent plant events and for emergency planning scenarios.
- Led causal analysis teams in establishing root and apparent causes of events and the development of subsequent corrective actions to prevent recurrence.

Department Performance Improvement Coordinator (2006-2008)

- Developed and analyzed trends across engineering departments for common cause identification and human performance improvements.

Diversity and Inclusion Council Member (2005-2007)

- Engineering representative on a cross department team established to support employee development and engagement in the workplace.

System Engineer (2002-2008)

- Positioned as a nuclear plant engineer in charge of multiple plant systems including closed cooling water systems, treated water systems, and control rod drive system.
- Functioned as project coordinator and contract manager for control rod drive replacement and refurbishment.
- Instituted multiphase project for improved filter demineralizer performance to take reactor vessel chemistry performance to industry leading performance.

Education - Professional & Technical Training - Software Skills

Bachelor of Science (B.S.), Mechanical Engineering - University of Pittsburgh; Pittsburgh, PA

-Honors College Scholarship and Fessenden-Trott Engineering Honors Scholarship recipient

-Graduated Magna Cum Laude

Kepner-Tregoe (Decision Analysis & Causal Analysis) • Apparent Cause & Root Cause Training (Corrective Action)
Pacific Institute (Self-Management) • Critical Communications (Conflict Resolution) • MARC (Labor Relations)
INPO First Line Leaders (Supervisor Development) • INPO Emerging Leaders (Senior Management Development)

Microsoft Office Suite (Word, Excel, PowerPoint, Outlook) - PCRS (Corrective Action Tracking)

Indus Asset Suite (Integrated Work Management) - ESOMS (Protective Tagging)

Merlin (Electronic Document Management) - Insert Key Solutions (System and Component Health)

Crystal Reports (Data Query and Reporting)

Community Service Experience

Destination Imagination (Youth Creative Problem Solving); Appraiser, Coach, Parent Volunteer

2004 – Present

Chelsea C. Schuster

2506 Boulder Springs Ct. Columbia, MO 65201
chelseacmf24@gmail.com | (573) 480-7100

Objective

Connect youth with Jesus Christ by fostering their relationship with Him through Catholic Formation and Education.

Ministry Experience

Campus Minister & Theology Teacher at Fr. Tolton Catholic High School, Columbia, Missouri (2017-present)

- Established and directed student run youth ministry styled retreats personalized by grade level that communicated themes of faith community building, relationships, servant leadership, and living the universal call to holiness
- Built relational ministry between students as well as between the faculty and staff
- Orchestrated faith sharing prayer experiences and relatable catechetical lessons for the faculty and students.
- Organized Eucharistic Adoration days and evening experiences with speakers, live music, and Reconciliation.
- Created curriculum for Old and New Testament Scripture courses, animated by experiential learning, varied prayer styles (ie: Lectio Divina, Rosary, Ignatian Contemplation), skits, and small group discussion

Youth Director at Sacred Heart & St. Thomas More Newman Center, Columbia, Missouri (2014-2017)

- Developed two semesters of curriculum for biweekly Confirmation class of 40 high school juniors and seniors. Based on the Decision Point program and varied traditional forms of Catholic devotions
- Planned and animated weekly High School Life Nights for the tri-parish youth ministry program. Based on the Life Teen model, emphasis on Catholic community via small groups and relational ministry beyond Life Nights
- Directed all activities of annual weekend retreat for high school students. Retreat included daily Mass, Eucharistic Adoration, Reconciliation, Liturgy of the Hours, Catholic catechesis, and witness talks
- Built relational ministry between the ministry staff, core team, and students
- Oversaw the underclassman team activities during the annual Luke 18 retreat for incoming high school students

Director of Camp Siena, Diocesan Camp for high school girls, Jefferson City Diocese, Missouri (2016)

- Created camp theme, curriculum, and schedule for 60 people
- Directed all camp activities. Included witness and catechetical talks, prayer moments, small group discussions, participation in the Sacraments, Eucharistic Adoration, and physical activities
- Recruited session speakers and prayer moment leaders. Steered preparations for talks and prayer moments

Religious Formation, Salesian Sisters of St. John Bosco, North Haledon, New Jersey & Bellflower, California (2012-2014)

- Lived the rhythm of Religious Life in prayer and in works for the young and the poor
 - Taught Religious Education (8th grade) and Sacramental Preparation (5th grade)
 - Led weekly workshop in the Festive Oratory program and mentored students (K to 7th grade)
 - Engaged summer campers and counselors in gym and outdoor activities (1st grade to college)
- Studied in the Salesian tradition, including pastoral theology in multicultural parish and school settings, Liturgy, History of the Founders and of the Institute, and Italian

Youth Director at St. Joseph Catholic Church, Palmyra, Missouri (2010-2012)

- Created and taught curriculum for weekly High School Youth Nights. Based on the four parts of the Catechism of the Catholic Church, with special focus on the Theology of the Body
- Developed Confirmation curriculum (10th to 12th grade)
- Planned and animated biweekly Middle School Youth Nights. Based on the Eight Components of a Comprehensive Youth Ministry Program outlined by the USCCB
- Directed the Religious Education program (1st to 10th grades) and Vacation Bible School

Education

Benedictine College, Atchison, Kansas

- Dual Bachelor's degrees in Theology and in Youth Ministry (May 2010)

Business Information

Business Details

Business Name:	ROMAN CATHOLIC BISHOP OF MANCHESTER	Business ID:	64241
Business Type:	Domestic Nonprofit Corporation	Business Status:	Good Standing
Business Creation Date:	03/07/1901	Name in State of Incorporation:	Not Available
Date of Formation in Jurisdiction:	03/07/1901		
Principal Office	153 Ash St PO Box 310, Address: Manchester, NH, 03105, USA	Mailing Address:	NONE
Citizenship / State of Incorporation:	Domestic/New Hampshire		
		Last Nonprofit Report Year:	2015
		Next Report Year:	2020
Duration:	Perpetual		
Business Email:	NONE	Phone #:	NONE
Notification Email:	NONE	Fiscal Year End Date:	NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	OTHER / RELIGIOUS ORGANIZATION	

Page 1 of 1, records 1 to 1 of 1

Principals Information

Name/Title	Business Address
Francis Christian / Other Officer	153 Ash Street Po Box 310, Manchester, 03105, USA
Diane Murphy Quinlan / Other Officer	153 Ash Street, Manchester, 03105, USA
Peter A. Libasci / Director	153 Ash Street PO Box 310, Manchester, 03105, USA
Guy D. Chapdelaine / Other Officer	153 Ash Street PO Box 310, Manchester, 03104, USA

Page 1 of 1, records 1 to 4 of 4

Registered Agent Information

Name: Not Available

Registered Office Not Available

Address:

Registered Mailing Not Available

Address:

HOLY TRINITY SCHOOL Active
 (/online/BusinessInquire/TradeNameInformation? 801783
 businessID=627829)

BISHOP BRADY HIGH SCHOOL Active
 (/online/BusinessInquire/TradeNameInformation? 816608
 businessID=644646)

SAINT MARY ACADEMY Rejected
 (/online/BusinessInquire/TradeNameInformation? 820458
 businessID=648495)

ST. ANDRE BESSETTE PARISH Active
 (/online/BusinessInquire/TradeNameInformation? 820706
 businessID=648743)

Trade Name Owned By

Name	Title	Address
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Trademark Information

Trademark Number	Trademark Name	Business Address	Mailing Address
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No records to view.

[Filing History](#)
 [Address History](#)
 [View All Other Addresses](#)
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[Businesses Linked to Registered Agent](#)
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NH Department of State, 107 North Main St. Room 204, Concord, NH 03301 -- [Contact Us](#)
[\(/online/Home/ContactUS\)](#)

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Business Information

Business Details

Business Name:	ST. JOSEPH REGIONAL CATHOLIC SCHOOL	Business ID:	777371
Business Type:	Trade Name	Business Status:	Active
Expiration Date:	8/21/2022	Last Renewal Date:	Not Available
Business Creation Date:	08/21/2017	Name in State of Formation:	Not Available
Date of Formation in Jurisdiction:	08/21/2017		
Principal Office Address:	40 Main Street, Salem, NH, 03079, USA	Mailing Address:	40 Main Street, Salem, NH, 03079, USA
Business Email:	dquinlan@rcbm.org	Phone #:	603-669-3100
Notification Email:	NONE	Fiscal Year End Date:	NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	OTHER / Roman Catholic School for Grades Pre K-8	

Page 1 of 1, records 1 to 1 of 1

Trade Name Information

Business Name	Business ID	Business Status
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Trade Name Owned By

Name	Title	Address
ROMAN CATHOLIC BISHOP OF MANCHESTER (/online/BusinessInquire/TradeNameInformation? businessID=34356)	Business	Good Standing

Business Name	Business ID	Business Status
CHOWDER FESTIVAL OF GREATER MANCHESTER (/online/BusinessInquire/TradeNameInformation? businessID=109474)	380949	Expired
JOBLINK ASSOCIATES (/online/BusinessInquire/TradeNameInformation? businessID=312952)	167593	Expired
Saint Benedict Academy (/online/BusinessInquire/TradeNameInformation? businessID=450901)	631852	Active
Parish of the Holy Spirit (/online/BusinessInquire/TradeNameInformation? businessID=460093)	636749	Active
Sacred Heart School (/online/BusinessInquire/TradeNameInformation? businessID=476447)	656021	Active
Trinity High School (/online/BusinessInquire/TradeNameInformation? businessID=480001)	648709	Active
CHRIST THE KING PARISH (/online/BusinessInquire/TradeNameInformation? businessID=482687)	654109	Active
ST. JOSEPH REGIONAL CATHOLIC SCHOOL (/online/BusinessInquire/TradeNameInformation? businessID=602416)	777371	Active
ST. THERESA PARISH (/online/BusinessInquire/TradeNameInformation? businessID=606172)	781127	Active
ST. ANTHONY OF PADUA PARISH (/online/BusinessInquire/TradeNameInformation? businessID=608072)	782028	Active
ST. FRANCIS OF ASSISI PARISH (/online/BusinessInquire/TradeNameInformation? businessID=614653)	788607	Active
SAINT KATHRYN CHURCH (/online/BusinessInquire/TradeNameInformation? businessID=618351)	792305	Active

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: October 24, 2018

Person to Contact:

R. Meyer ID# 0110429

Toll Free Telephone Number:

877-829-5500

United States Conference of Catholic
Bishops
3211 4th Street, NE
Washington, DC 20017-1194

Group Exemption Number:

0928

Dear Sir/Madam:

This responds to your October 12, 2018, request for information regarding the status of your group tax exemption.

Our records indicate that you were issued a determination letter in March 1946, that you are currently exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, and are not a private foundation within the meaning of section 509(a) of the Code because you are described in sections 509(a)(1) and 170(b)(1)(A)(i).

With your request, you provided a copy of the *Official Catholic Directory for 2018*, which includes the names and addresses of the agencies and instrumentalities and the educational, charitable, and religious institutions operated by the Roman Catholic Church in the United States, its territories, and possessions that are subordinate organizations under your group tax exemption. Your request indicated that each subordinate organization is a non-profit organization, that no part of the net earnings thereof inures to the benefit of any individual, and that no substantial part of their activities is for promotion of legislation. You have further represented that none of your subordinate organizations is a private foundation under section 509(a), although all subordinates do not all share the same sub-classification under section 509(a). Based on your representations, the subordinate organizations in the *Official Catholic Directory for 2018* are recognized as exempt under section 501(c)(3) of the Code under GEN 0928.

Donors may deduct contributions to you and your subordinate organizations as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to them or for their use are deductible for federal estate and gifts tax purposes if they meet the applicable provisions of section 2055, 2106, and 2522 of the Code.

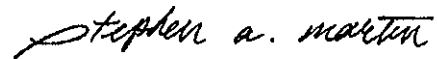
Subordinate organizations under a group exemption do not receive individual exemption letters. Subordinate organizations are not listed in Tax Exempt Organization Search (Pub 78 data), and many are not listed in the Exempt Organizations Business Master

File extract, or EO BMF. Donors may verify that a subordinate organization is included in your group exemption by consulting the *Official Catholic Directory*, the official subordinate listing approved by you, or by contacting you directly. IRS does not verify the inclusion of subordinate organizations under your group exemption. See IRS Publication 4573, *Group Exemption*, for additional information about group exemptions.

Each subordinate organization covered in a group exemption should have its own EIN. Each subordinate organization must use its own EIN, not the EIN of the central organization, in all filings with IRS.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

**Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201**

Department of the Treasury

Date: October 24, 2018

Person to Contact:

R. Meyer ID# 0110429

Toll Free Telephone Number:

877-829-5500

United States Conference of Catholic
Bishops
3211 4th Street, NE
Washington, DC 20017-1194

Group Exemption Number:

0928

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With your request, you provided a copy of the *Official Catholic Directory for 2018*, which includes the names and addresses of the agencies and instrumentalities and the educational, charitable, and religious institutions operated by the Roman Catholic Church in the United States, its territories, and possessions that are subordinate organizations under your group tax exemption. Your request indicated that each subordinate organization is a non-profit organization, that no part of the net earnings thereof inures to the benefit of any individual, and that no substantial part of their activities is for promotion of legislation. You have further represented that none of your subordinate organizations is a private foundation under section 509(a), although all subordinates do not all share the same sub-classification under section 509(a). Based on your representations, the subordinate organizations in the *Official Catholic Directory for 2018* are recognized as exempt under section 501(c)(3) of the Code under GEN 0928.

Donors may deduct contributions to you and your subordinate organizations as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to them or for their use are deductible for federal estate and gifts tax purposes if they meet the applicable provisions of section 2055, 2106, and 2522 of the Code.

Subordinate organizations under a group exemption do not receive individual exemption letters. Subordinate organizations are not listed in Tax Exempt Organization Search (Pub 78 data), and many are not listed in the Exempt Organizations Business Master

File extract, or EO BMF. Donors may verify that a subordinate organization is included in your group exemption by consulting the *Official Catholic Directory*, the official subordinate listing approved by you, or by contacting you directly. IRS does not verify the inclusion of subordinate organizations under your group exemption. See IRS Publication 4573, *Group Exemption*, for additional information about group exemptions.

Each subordinate organization covered in a group exemption should have its own EIN. Each subordinate organization must use its own EIN, not the EIN of the central organization, in all filings with IRS.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,

A handwritten signature in cursive script that reads "Stephen A. Martin".

Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements



Office of the General Counsel

3211 FOURTH STREET, NE • WASHINGTON, DC 20017-1194 • 202-541-3300 • FAX 202-541-3337

December 6, 2018

TO: Subordinate Organizations under USCCB Group Ruling (GEN: 0928)

SUBJECT: 2018 Group Ruling

FROM: Anthony Picarello, General Counsel *APP*

This memorandum relates to the annual Group Ruling determination letter issued to the United States Conference of Catholic Bishops ("USCCB") by the Internal Revenue Service ("IRS"), the most recent of which is dated October 24, 2018, with respect to the federal tax status of subordinate organizations listed in the 2018 edition of the Official Catholic Directory ("OCD").¹ As explained in greater detail below, this 2018 Group Ruling determination letter is important for establishing:

- (1) exemption of subordinate organizations under the USCCB Group Ruling from federal income tax; and
- (2) deductibility of contributions to such organizations for federal income, gift, and estate tax purposes.

The 2018 Group Ruling determination letter is the latest in a series that began with the original determination letter of March 25, 1946. In the original 1946 letter, the Treasury Department affirmed the exemption from federal income tax of all Catholic institutions listed in the OCD for that year. Each year since 1946, in a separate letter, the 1946 ruling has been reaffirmed with respect to subordinate organizations listed in the current edition of the OCD.² The annual group ruling letter clarifies important tax consequences for Catholic institutions listed in the OCD, and should be retained for ready reference. Group Ruling letters from prior years establish tax consequences with respect to transactions occurring during those years.

UBIT on Fringe Benefits. Public Law 115-97, introduced as the "Tax Cuts and Jobs Act" and signed by President Trump on December 22, 2017, added section 512(a)(7) to the Internal Revenue Code ("Code"), which subjects tax-exempt organizations to unrelated business income tax ("UBIT") to the extent they pay or incur expenses for any qualified transportation fringe described in section 132(f) and any parking facility used in connection with qualified parking. The new tax applies to "amounts paid or incurred after December 31, 2017." Because of this, it

¹ A copy of the most recent Group Ruling determination letter and this memo may be found on the USCCB website at www.usccb.org/about/general-counsel/ under "Tax and Group Ruling."

² Catholic organizations with independent IRS exemption determination letters are listed in the 2018 OCD with an asterisk (*), which indicates that such organizations are **not** included in the Group Ruling.

is anticipated that many Group Ruling organizations will have to file a tax return, Form 990-T, even if they do not engage in any unrelated trade or business activities.

An organization's Form 990-T is due on the 15th day of the 5th month after the end of its taxable year. If an organization has a June 30 year end, its Form 990-T is due on November 15. If it has a December 31 year end, its Form 990-T is due on May 15. Organizations are also required to make installment payments of estimated UBIT if their estimated tax (minus allowable credits) is expected to be \$500 or more. Please consult a local tax advisor about any questions concerning Form 990-T, estimated tax payments, or section 512(a)(7).

Responsibilities under Group Ruling. Diocesan officials who compile OCD information for submission to the OCD publisher are responsible for the accuracy of such information. They must ensure that only qualified organizations are listed, that organizations are listed under their correct legal names, that organizations that cease to qualify are deleted promptly, and that newly-qualified organizations are listed as soon as possible.

EXPLANATION

1. **Exemption from Federal Income Tax.** The latest Group Ruling determination letter reaffirms that the agencies and instrumentalities and educational, charitable, and religious institutions operated, supervised or controlled by or in connection with the Roman Catholic Church in the United States, its territories or possessions that appear in the 2018 OCD and are subordinate organizations under the Group Ruling are recognized as exempt from federal income tax and described in section 501(c)(3) of the Code. The Group Ruling determination letter does not cover organizations listed with asterisks or any foreign organizations listed in the 2018 OCD.

Verification of Exemption under Group Ruling. The latest Group Ruling determination letter indicates that subordinate organizations are not listed in Tax Exempt Organization Search (Pub. 78 data) ("TEOS," formerly "EO Select Check), and many are not listed in the Exempt Organizations Business Master File extract, or EO BMF . As a result, many subordinate organizations included in the USCCB Group Ruling are not included in various online databases (e.g., GuideStar) that are derived from the EO BMF. This does not mean that subordinate organizations included in the Group Ruling are not tax exempt, that contributions to them are not deductible, or that they are not eligible for grant funding from corporations, private foundations, sponsors of donor-advised funds or other donors that rely on online databases for verification of tax-exempt status. It does mean that a Group Ruling subordinate may have to make an extra effort to document its eligibility to receive charitable contributions. The Group Ruling determination letter states that donors may verify that a subordinate organization is included in the Group Ruling by consulting the Official Catholic Directory or by contacting the USCCB directly. It also states that the IRS does not verify inclusion of subordinate organizations under the Group Ruling. *Accordingly, neither subordinate organizations nor donors should contact the IRS to verify inclusion under the Group Ruling.*

Subordinate organizations should refer donors, including corporations, private foundations, and sponsors of donor-advised funds, to the specific language in the Group Ruling determination letter regarding verification of tax-exempt status and to IRS Publication 4573,

Group Exemptions, available on the IRS website at www.irs.gov.³ Publication 4573 explains that: (1) the IRS does not determine which organizations are included in a group exemption; (2) subordinate organizations exempt under a group exemption do not receive their own IRS determination letters; (3) exemption under a group ruling is verified by reference to the official subordinate listing (e.g., the Official Catholic Directory); and (4) it is not necessary for an organization included in a group exemption to be listed in TEOS or the EO BMF. Although not required, organizations in the Group Ruling may be included in the EO BMF, and consequently, online databases derived from it.

2. **Public Charity Status.** The latest Group Ruling determination letter recognizes that subordinate organizations included in the 2018 OCD are public charities and not private foundations under section 509(a) of the Code, but that all subordinate organizations do not share the same public charity status under section 509(a). Therefore, although the USCCB is classified as a public charity under sections 509(a)(1) and 170(b)(1)(A)(i), that public charity status does *not* automatically extend to subordinate organizations covered under the Group Ruling.

Verification of Public Charity Status. Each subordinate organization in the Group Ruling must establish its own public charity status under section 509(a)(1), 509(a)(2), or 509(a)(3) as a condition to inclusion in the Group Ruling. Certain types of subordinate organizations included in the Group Ruling qualify as public charities by definition under the Code. These are:

- churches and conventions or associations of churches under sections 509(a)(1) and 170(b)(1)(A)(i) (generally limited to dioceses, parishes and religious orders);
- elementary and secondary schools, colleges and universities under sections 509(a)(1) and 170(b)(1)(A)(ii); and
- hospitals under sections 509(a)(1) and 170(b)(1)(A)(iii).

Other subordinate organizations covered under the Group Ruling may qualify under the public support tests of either sections 509(a)(1) and 170(b)(1)(A)(vi) or section 509(a)(2). Verification of public charity classification under either of the support tests generally can be established by providing a written declaration of the applicable classification signed by an officer of the organization, along with a reasoned written opinion of counsel and a copy of Schedule A of Form 990/EZ, if applicable. Large institutional donors, such as private foundations and sponsors of donor-advised funds, may require this verification prior to making a contribution or grant to be assured that the grantee is not a Type III non-functionally integrated supporting organization.⁴ A subordinate organization included in the Group Ruling may want to file Form 8940, Request for Miscellaneous Determination, with the IRS to request a determination that it is a publicly supported charity described in sections 509(a)(1) and 170(b)(1)(A)(vi) or section 509(a)(2), or is a Type I or II supporting organization, in order to satisfy private foundations and

³ For an illustration of how exemption verification works, refer to Information for Donors and Grantmakers on the USCCB website at www.usccb.org/about/general-counsel/ under “Tax and Group Ruling.”

⁴ See Notice 2014-4, 2014-2 I.R.B. (January 6, 2014).

sponsors of donor-advised funds regarding its public charity status.

3. **Deductibility of Contributions.** The latest Group Ruling determination letter assures donors that contributions to subordinate organizations listed in the 2018 OCD are deductible for federal income, gift, and estate tax purposes.

4. **Unemployment Tax.** As section 501(c)(3) organizations, subordinate organizations covered by the Group Ruling are exempt from *federal* unemployment tax. However, individual states may impose unemployment tax on subordinate organizations even though they are exempt from federal unemployment tax. Please consult a local tax advisor about any state unemployment tax questions.

5. **Social Security Tax.** All section 501(c)(3) organizations, including churches, are required to withhold and pay taxes under the Federal Insurance Contributions Act (FICA) for each employee.⁵ However, services performed by diocesan priests in the exercise of their ministry are not considered "employment" for FICA (Social Security) purposes.⁶ FICA should not be withheld from their salaries. *For Social Security purposes*, diocesan priests are subject to self-employment tax ("SECA") on their salaries as well as on the value of meals and housing or housing allowances provided to them.⁷ Neither FICA nor income tax withholding is required on remuneration paid directly to religious institutes for members who are subject to vows of poverty and obedience and are employed by organizations included in the Official Catholic Directory.⁸

6. **Federal Excise Tax.** Inclusion in the Group Ruling has no effect on a subordinate organization's liability for federal excise taxes. Exemption from these taxes is very limited. Please consult a local tax advisor about any excise tax questions.

7. **State/Local Taxes.** Inclusion in the Group Ruling does not automatically establish a subordinate organization's exemption from state or local income, sales, or property taxes. Typically, separate exemptions must be obtained from the appropriate state or local tax authorities in order to qualify for any applicable exemptions. Please consult a local tax advisor about any state or local tax exemption questions.

8. **Form 990/EZ/N.** All subordinate organizations included in the Group Ruling must file Form 990, Return of Organization Exempt from Income Tax, Form 990-EZ, Short Form Return of Organization Exempt From Income Tax, or Form 990-N, e-Postcard, *unless* they are eligible for a mandatory or discretionary exception to this filing requirement. ***There is no automatic exemption from the Form 990/EZ/N filing requirement simply because an organization is included in the Group Ruling or listed in the OCD.*** Subordinate organizations

⁵ Section 3121(w) of the Code permits certain church-related organizations to make an irrevocable election to avoid payment of FICA taxes, but only if such organizations are opposed for religious reasons to payment of social security taxes.

⁶ I.R.C. § 3121(b)(8)(A).

⁷ I.R.C. § 1402(a)(8).

⁸ Rev. Rul. 77-290, 1977-2 C.B. 26. *See also* OGC/LRCR Memorandum on Compensation of Religious, (September 11, 2006).

must use their own EIN to file Form 990/EZ/N. **Do not** use the EIN of the USCCB or an affiliated parish, diocese or other organization to file a return. Form 990/EZ/N is due by the 15th day of the fifth month after the close of an organization's fiscal year.⁹ The following organizations are not required to file Form 990/EZ/N: (i) churches and conventions or associations of churches; (ii) integrated auxiliaries;¹⁰ (iii) the exclusively religious activities of religious orders; and (iv) schools below college level affiliated with a church or operated by a religious order.¹¹ Organizations should exercise caution if they choose not to file a Form 990/EZ/N because they believe they are not required to do so. If IRS records indicate that the organization should file a Form 990/EZ/N each year (for example, the organization receives an IRS notice stating that it failed to file a return for a given year), then the organization may appear on the auto-revocation list notwithstanding its claim to being exempt from the filing requirement.

Which form an organization is required to file usually depends on the organization's gross receipts or the fair market value of its assets.

Gross receipts or fair market value of assets	Return required
Gross receipts normally not more than \$50,000 (regardless of total assets)	990-N (but may file a Form 990 or 990-EZ)
Gross receipts < \$200,000, <i>and</i> Total assets < \$500,000	990-EZ (but may file a Form 990)
Gross receipts ≥ \$200,000, <i>or</i> Total assets ≥ \$500,000	990

Special Rules for Section 509(a)(3) Supporting Organizations. Every supporting organization described in section 509(a)(3) included in the Group Ruling must file a Form 990 or Form 990-EZ (and not Form 990-N) each year, unless (i) the organization can establish that it is an integrated auxiliary of a church within the meaning of Treas. Reg. § 1.6033-2(h) (in which case the organization need not file Form 990/EZ or Form 990-N); or (ii) the organization's gross receipts are normally not more than \$5,000, in which case, the religious supporting organization may file Form 990-N in lieu of a Form 990 or Form 990-EZ.

Automatic Revocation for Failure to File a Required Form 990/EZ/N. Any organization that does not file a required Form 990/EZ/N for three consecutive years automatically loses its tax-exempt status under section 6033(j). If an organization loses its tax-exempt status under

⁹ The penalty for failure to file the Form 990/EZ is \$20 for each day the failure continues, up to a maximum of \$10,000 or 5 percent of the organization's gross receipts, whichever is less. However, organizations with annual gross receipts in excess of \$1 million are subject to penalties of \$100 per day, up to a maximum of \$50,000. I.R.C. § 6652(c)(1)(A). There is no monetary penalty for failing to file or filing late a Form 990-N.

¹⁰ I.R.C. § 6033(a)(3)(A)(i); Treas. Reg. § 1.6033-2(h).

¹¹ Treas. Reg. § 1.6033-2(g)(1)(vii).

section 6033(j), it must file an application (Form 1023 or Form 1023-EZ) with the IRS to reinstate its tax-exempt status. See the IRS website (charities and non-profits) at www.irs.gov/charities-non-profits/ for information on automatic revocation, including the current list of revoked organizations and guidance about reinstatement of exemption.

Public Disclosure and Inspection. Subordinate organizations required to file Form 990/EZ¹² must upon request make a copy of the form and its schedules (other than contributor lists) and attachments available for public inspection during regular business hours at the organization's principal office and at any regional or district offices having three or more employees. Form 990/EZ for a particular year must be made available for a three year period beginning with the due date of the return.¹³ In addition, any organization that files Form 990/EZ must comply with written or in-person requests for copies of the form. The organization may impose no fees other than a reasonable fee to cover copying and mailing costs. If requested, copies of the forms for the past three years must be provided. In-person requests must be satisfied on the same day. Written requests must be satisfied within 30 days.¹⁴

Public Disclosure of Form 990-T. Form 990-T, Exempt Organization Unrelated Business Income Tax Return, for organizations exempt under section 501(c)(3) (which includes all organizations in the USCCB Group Ruling) is subject to rules similar to those for public inspection and copying of Forms 990/EZ.¹⁵

Group Returns. USCCB does not file a group return Form 990 on behalf of any organizations in the Group Ruling. In addition, no subordinate organization under the Group Ruling is authorized to file a group return for its own affiliated group of organizations.

For more information, refer to *Annual Filing Requirements for Catholic Organizations*, available at www.usccb.org/about/general-counsel/ under "Tax and Group Ruling."

9. **Certification of Racial Nondiscrimination by Private Schools in Group Ruling.** Revenue Procedure 75-50¹⁶ sets forth notice, publication, and recordkeeping requirements regarding racially nondiscriminatory policies with which private schools, including

¹² Form 990-N is available for public inspection at no cost through the IRS website at www.irs.gov.

¹³ The penalty for failure to permit public inspection of the Form 990 is \$20 for each day during which such failure continues, up to a maximum of \$10,000. I.R.C. § 6652(c)(1)(C).

¹⁴ I.R.C. § 6104(d). Generally, a copy of an organization's exemption application and supporting documents must also be provided on the same basis. However, since organizations included in the Group Ruling do not file exemption applications with the IRS, nor did the USCCB, organizations included in the Group Ruling should respond to requests for public inspection and written or in-person requests for copies by providing a copy of the page of the current OCD on which they are listed. If a covered organization does not have a copy of the current OCD, it has two weeks within which to make it available for inspection and to comply with in-person requests for copies. Written requests must be satisfied within the general time limits.

¹⁵ Only the Form 990-T itself, and any schedules, attachments, and supporting documents that relate to the imposition of tax on the unrelated business income of the organization, are required to be made available for public inspection.

¹⁶ 1975-2 C.B. 587.

church-related schools, must comply as a condition of establishing and maintaining exempt status under section 501(c)(3) of the Code. Under Rev. Proc. 75-50 private schools are required to file an annual certification of racial nondiscrimination with the IRS. For private schools not required to file Form 990, the annual certification must be filed on Form 5578, Annual Certification of Racial Nondiscrimination for a Private School Exempt from Federal Income Tax. This form is available at www.irs.gov. Form 5578 must be filed by the 15th day of the fifth month following the close of the fiscal year. Form 5578 may be filed by an individual school or by the diocese on behalf of all schools operated under diocesan auspices. The requirements of Rev. Proc. 75-50 remain in effect and must be complied with by all schools listed in the OCD. ***Diocesan or school officials should ensure that the requirements of Rev. Proc. 75-50 are met since failure to do so could jeopardize the tax-exempt status of the school and, in the case of a school not legally separate from the church, the tax-exempt status of the church itself.*** For more information, refer to *Annual Filing Requirements for Catholic Organizations*, available at www.usccb.org/about/general-counsel/ under “Tax and Group Ruling.”

10. **Lobbying Activities.** Subordinate organizations under the Group Ruling may lobby for changes in the law, provided such lobbying is not more than an insubstantial part of their total activities. Attempts to influence legislation both directly and through grassroots lobbying at the federal, state, or local levels are subject to this restriction. The term “lobbying” includes activities in support of or in opposition to referenda, constitutional amendments, and similar ballot initiatives. There is no distinction between lobbying activity that is related to a subordinate organization’s exempt purposes and lobbying that is not. There is no fixed percentage that constitutes a safe harbor for “insubstantial” lobbying. Please consult a local tax advisor about any lobbying activity questions. For more information, refer to *Political Activity and Lobby Guidelines for Catholic Organizations*, available at www.usccb.org/about/general-counsel/ under “Tax and Group Ruling.”

11. **Political Activities.** ***Subordinate organizations under the Group Ruling may not participate or intervene in any political campaign on behalf of or in opposition to any candidate for public office. Violation of the prohibition against political campaign intervention can jeopardize the organization's tax-exempt status.*** In addition to revoking tax-exempt status, IRS may also impose excise taxes on an exempt organization and its managers on account of political expenditures. Please consult a local tax advisor about any political campaign intervention questions. For more information, refer to *Political Activity and Lobby Guidelines for Catholic Organizations*, available at www.usccb.org/about/general-counsel/ under “Tax and Group Ruling.”

12. **Group Exemption Number (“GEN”).** The group exemption number or GEN assigned to the USCCB Group Ruling is 0928. ***This number must be included on each Form 990/EZ, Form 990-T, and Form 5578 required to be filed by a subordinate organization under the Group Ruling.***¹⁷ We advise *against* using GEN 0928 on Form SS-4, Request for Employer

¹⁷ The IRS has expressed concern about organizations covered under the Group Ruling that fail to include the group exemption number (0928) on their Form 990/EZ/T filings, particularly the initial filing.

Identification Number, because in the past this has resulted in the IRS improperly including the USCCB as part of the subordinate organization's name in IRS records.

13. **Employer Identification Numbers (“EINs”)**. Each subordinate organization under the Group Ruling must have and use its own EIN. **Do not** use the EIN of the USCCB or an affiliated parish, diocese, or other organization in any filings with IRS (*e.g.*, Forms 941, W-2, 1099, or 990/EZ) or other financial documents. Subordinate organizations may *not* use USCCB’s EIN in order to qualify for online donations, grants or matching gifts.

Saint Joseph Regional School & Our Lady of Mercy Academy

2020-2021

Academic Year Calendar



August 20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

October 20						
Su	M	Tu	W	Th	F	Sa
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 20						
Su	M	Tu	W	Th	F	Sa
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29	30					

February 21						
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28						

March 21						
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28	29	30	31			

June 21						
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July 21						
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August 21						
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29	30	31				

April 21						
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May 21						
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30	31					

January 21						
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24	25	26	27	28	29	30
31						

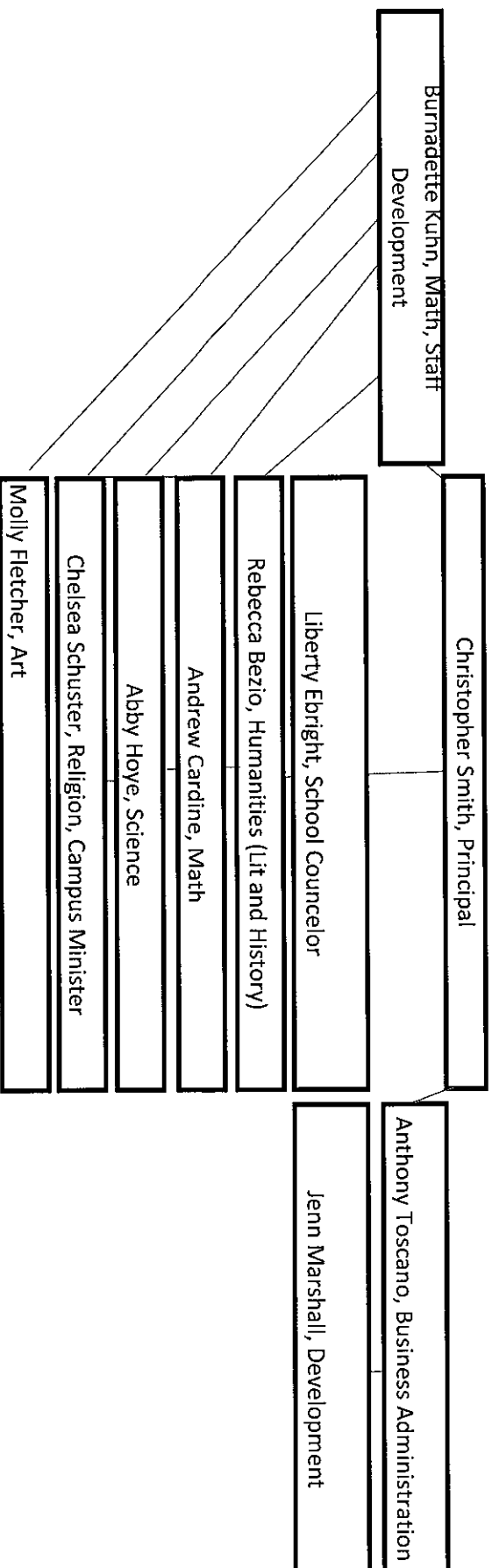
September 20						
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20	21	22	23	24	25	26
27	28	29	30			

September 21						
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			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Events

Aug 25-28	Teacher In-Service
Aug 31-	First Day of School
Sep 7-	Labor Day
Sep 11-	BTS Picnic
Sep 15-	Middle School BTS Night
Sep 16-	Elementary BTS Night
Oct 6-	Picture Day
Oct 12-	Columbus Day
Oct 21-	Scarecrow Night
Nov 3-	End of Quarter
Nov 9-	Conferences
Nov 10-	Conferences (Half Day)
Nov 11-	Veterans Day
Nov 20-	International Night
Nov 25-27	Thanksgiving Break
Dec 14-	Christmas Pageant
Dec 21-1	Christmas Break
Jan 18	MLK Day
Jan 26	End of 2nd Quarter
Feb 5	Grandparents Day 1/2
Feb 22-26	Winter Break
Mar 12	Teacher In-Service
Mar 27	Spring Auction
Apr 1	Holy Thursday 1/2 Day
Apr 2	Good Friday
Apr 7	End of 3rd Quarter
Apr 26-30	Spring Vacation
May 31	Memorial Day
Jun 11	8th Grade Graduation
Jun 16	Last Day of School 1/2
* Aug 28	9/10 Orientation Day

Saint Joseph Regional School Organization Chart FY 2020-21



will text

Rebecca Bezio

29 Castle St., Keene NH 03431
(C) 603-499-5330 (E) rsdube@gmail.com

email
7/15

Summary

Compassionate English Teacher who presents course material in a clear, interesting and innovative way. Believes strongly in creating a fun, safe and effective learning environment in which students can achieve their full academic potential as well as gain the social skills they need to thrive in all aspects of their lives.

Experience

- 03/2014-
Current** **TPI Staffing- Keene, NH**
Marketing and Advertising Coordinator
Responsible for Company wide advertising via Print and Electronic Media using a variety of methods.
- 06/2012-
03/2014** **Cheshire Medical Center- Keene, NH**
Registrar
Registered and Admitted Patients for routine procedures.
- 08/2008-
01/2011** **Nanny- Keene, NH**
Live out Nanny
Provided in-home day care for a family in Keene during which time I tutored a school aged child during the summer months and after school hours.
- 06/2007-
01/2010** **Sylvan Learning Center- Keene, NH**
Tutor
Used a variety of teaching methods such as lectures, discussions and demonstrations. Implemented remedial programs for students requiring extra help. Assessed student progress weekly, monthly and quarterly.
- 08-2007-
06/2008** **Monadnock Regional High School- Swanzey, NH**
English Teacher
Presented all class material and policies accurately and clearly for six classes each semester ranging in grades 9-12. Established positive relationships with students, parents, colleagues and administrators. Encouraged discussion of class material to promote critical thinking. Participated in regular training courses to keep up-to-date with new teaching methods and developments in the field. Volunteered to oversee after-curricular activities.

Education

- 2007** **Keene State College- Keene, NH**
Bachelor of Arts: English / Secondary Education
- 2003** **Franklin High School- Franklin, NH**
High School Diploma: General

State of New Hampshire

EdID# 89278 State Board of Education Date of Issue 05/31/2017
EEC

Rebecca S. Bezio

Is qualified for the following endorsements:
0500

Valid Date: 05/31/2017 - 06/30/2020

Rebecca S. Bezio

4 Charles St.
Keene, NH 03431

State of New Hampshire

State Board of Education
Experienced Educator Certificate

EdID#: 89278

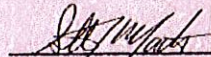
DATE OF ISSUE: 05/31/2017

VALID DATE: 05/31/2017 - 06/30/2020

ENDORSEMENT(S)
English Education (5-12)



Frank Edelblut
Commissioner



Scott J. Mantie, Ph.D.
Division Director

THIS CERTIFIES THAT THE PERSON NAMED ABOVE IS AUTHORIZED FOR EMPLOYMENT
IN NEW HAMPSHIRE SCHOOLS IN ACCORDANCE WITH RSA 186:11.X.

State of New Hampshire

State Board of Education



Frank Edelblut
Frank Edelblut, Commissioner
Department of Education

This credential certifies that the person named above is authorized for employment in New Hampshire schools in accordance with RSA 186:11-X. The holder of this credential is responsible for being knowledgeable regarding current requirements for maintaining an active credential. Credential holders are subject to NH Code of Ethics and Code of Conduct requirements. Beginning Educators, Experienced Educators, Professional Educators, School Nurses, and Paraeducators have met all licensing requirements. Intern credential holders are completing a plan to meet all licensing requirements. Any alteration of this credential violates RSA 638. To verify current credential status: <https://www.education.nh.gov>

Michael Seidel
Michael Seidel, Division Director
Department of Education

Bernadette M. Kuhn
145 Eastern Avenue
Keene, NH 03431-4358

State of New Hampshire

**State Board of Education
Experienced Educator Certificate**

EdID#: 24132
DATE OF ISSUE: 06/02/2016
VALID DATE: 06/02/2016 - 06/30/2019

ENDORSEMENT(S)
Mathematics (7-12)

Virginia M. Barry

Virginia M. Barry, Ph.D.
Commissioner of Education

Scott J. Mantie

Scott J. Mantie, Ph.D.
Division Director

THIS CERTIFIES THAT THE PERSON NAMED ABOVE IS AUTHORIZED FOR EMPLOYMENT
IN NEW HAMPSHIRE SCHOOLS IN ACCORDANCE WITH RSA 188:11X.

Molly A. Fletcher
273 Washington Street
Keene, NH 03431
(603) 848-1015
molly.a.fletcher@gmail.com

Education:

-Master of Fine Arts, University of Delaware, Newark, DE. May, 2010
-Bachelor of Fine Arts, specialization in Studio Art. Keene State College,
Keene, NH. Cum Laude honors. Dec., 2007
-International Study Abroad: Lorenzo de' Medici Art Institute of Florence, Italy.
Fall, 2005

Residencies:

Artist in Residence, Vermont Studio Center, Johnson VT. Jan, 2012

Forthcoming:

Studio Art Instructor, Summerfuel, UMass Amherst. June , 2014

Solo Exhibitions:

Can't Get There From Here, Brewbaker Gallery, Keene, NH. Sept, 2012

Selected Group Exhibitions:

Keene State College Faculty Exhibition, Keene, NH. Feb, 2014

One Night Stand VI, Curator/Coordinator/Exhibiting artist, Keene, NH. June, 2013

Patrick Clifford//Molly Fletcher//Dylan Jones//Brett Robinson,
Flywheel Arts Collective, Easthampton, MA. Jan, 2013

Keene State College Faculty Exhibition, Keene, NH. Jan, 2012

One Night Stand V, Curator/Coordinator/Exhibiting artist, Keene, NH. April, 2011

33rd Bradley International Print and Drawing Exhibition.
Peoria, Illinois. Jan, 2011

One Night Stand IV, Curator/Coordinator/Exhibiting artist, Keene, NH. Dec., 2010

One Night Stand III, Curator/Coordinator/Exhibiting artist, Keene, NH. Sept., 2010

X ing, University of Delaware MFA Candidate Thesis show,
Philadelphia, PA. May, 2010

University Delaware 2010 MFA Candidate Exhibition, Wilmington, DE. April, 2010

Perceptual Shift: University of Delaware's MFA Candidate Exhibition,
Philadelphia, PA. Feb., 2009

Art on Paper: The Jill Coldren Wilson Gallery, Concord, NH. June, 2008

Informally Known as Prints: Alternative Methods in Printmaking exhibition.
Keene, NH. Nov., 2006

Lorenzo de' Medici Drawing Exhibition. Florence, Italy. Nov, 2005

Related Work Experience:

Adjunct Professor, Foundations of 2D/3D Design, Drawing I,
Painting I, Keene State College, Keene, NH. Aug. 2010- Present

Instructor of Record, Drawing II: Tools and Techniques, University of Delaware,
Newark, DE. Feb.-May 2010

Instructor of Record, Drawing I, University of Delaware, Newark, DE.
Jan-Feb 2010

Instructor of Record, Beginning Drawing and Painting, University of Delaware,
Newark, DE. Sept.-Dec. 2009

Instructor of Record, Beginning Painting, University of Delaware, Newark, DE.
Feb.-July 2009



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
07/23/2020

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an **ADDITIONAL INSURED**, the policy(ies) must have **ADDITIONAL INSURED** provisions or be endorsed. If **SUBROGATION IS WAIVED**, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Porter & Curtis, LLC 225 State Road Media, PA 19063	CONTACT NAME: Vanessa Maurer	FAX (A/C, No):	
	PHONE (A/C, No, Ext): 3039178291	E-MAIL ADDRESS: VMaurer@PorterCurtis.com	
INSURED ST. JOSEPH SCHOOL 92 Wilson Street Keene, NH 03431	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: THE NATIONAL CATHOLIC RISK RETENTION GROUP, INC		10083
	INSURER B: CHURCH MUTUAL INSURANCE COMPANY		18767
	INSURER C: PRINCETON EXCESS AND SURPLUS LINES INSURANCE COMPA		10786
	INSURER D:		
	INSURER E:		
INSURER F:			

COVERAGES**CERTIFICATE NUMBER:** C000194801**Account:** 30130-800**REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

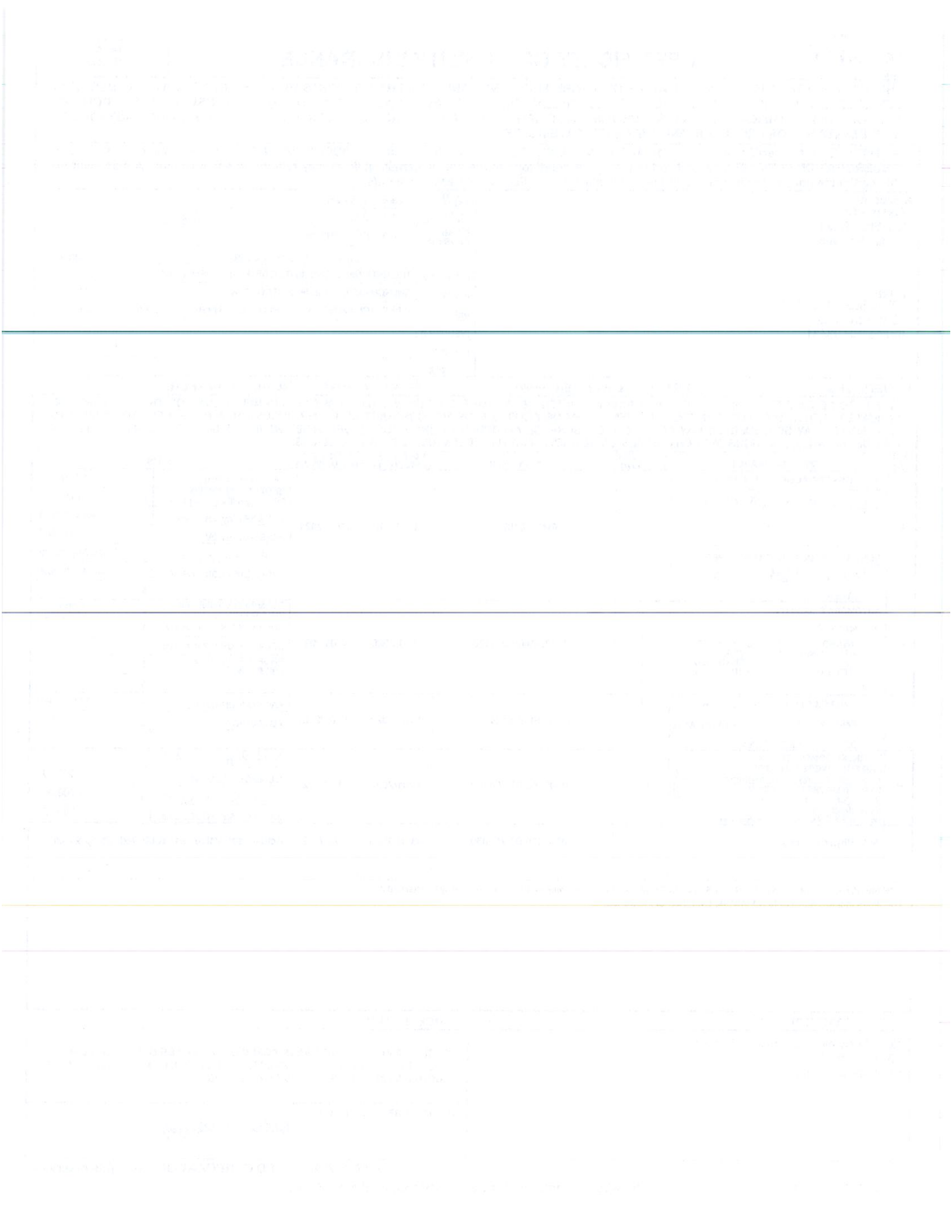
INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			RRG 10407-23	03/01/2020	03/01/2021	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ Included MED EXP (Any one person) \$ Not Covered PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ None Applicable PRODUCTS - COMP/OP AGG \$ None Applicable \$
	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY			0500000-09-094170	03/01/2020	03/01/2021	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$			N2-A3-FF-0000022-01	03/01/2020	03/01/2021	EACH OCCURRENCE \$ 14,000,000 AGGREGATE \$ N/A \$
	<input checked="" type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/>	N/A	0500000-07-094169	03/01/2020	03/01/2021	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
B	Auto Physical Damage			0500000-09-200850	03/01/2020	03/01/2021	Actual Cash Value Less \$500 Ded. Comp & Coll

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
The limits include applicable retentions. Evidence of Insurance.

CERTIFICATE HOLDERNew Hampshire Department of Education
101 Pleasant Street
CONCORD, NH 03301**CANCELLATION**

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE



Year	20-21	21-22	22-23	23-24	ASSUMPTIONS
Total Students (K-8)	180	185	190	195	5 net gain per year
Flat Tuition Rate	\$4,861.14	\$5,347.25	\$5,881.98	\$6,470.18	10% annual per student
Registration Income (K-8)	\$36,000.00	\$36,000.00	\$36,000.00	\$36,000.00	same
Total Tuition K-8	\$911,005.20	\$1,025,241.99	\$1,153,576.09	\$1,297,684.58	
Total Students (9-12)	24	48	72	96	24 added per year until max of 120 reached
Flat Tuition Rate	\$6,300.00	\$7,300.00	\$8,300.00	\$9,300.00	all new students additional \$1000/year
Registration Income (9-12)	\$1,200.00	\$4,800.00	\$7,200.00	\$9,600.00	same
Total Tuition 9-12	\$152,400.00	\$327,600.00	\$526,800.00	\$750,000.00	
Childcare Income	\$68,250.00	\$71,662.50	\$75,245.63	\$79,007.91	5% increase per year
Gross Tuition	\$1,132,855.20	\$1,429,304.49	\$1,762,821.71	\$2,136,292.49	
Diocesan Support	\$120,000.00	\$120,000.00	\$120,000.00	\$120,000.00	same
Bingo Income	\$25,000.00	\$25,000.00	\$25,000.00	\$25,000.00	same
Auction Income	\$30,000.00	\$30,000.00	\$30,000.00	\$30,000.00	same
Winter Raffle	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	same
Other Development	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	same
Total Other Income	\$195,000.00	\$195,000.00	\$195,000.00	\$195,000.00	
Total Income	\$1,327,855.20	\$1,624,304.49	\$1,957,821.71	\$2,331,292.49	
Cost of Good's Sold					
Tuition Rebates and Expenses					
Financial Aid					
Employee Discount	\$112,200.00	\$128,150.00	\$144,100.00	\$160,050.00	same
Paid in Full	\$92,000.00	\$92,000.00	\$92,000.00	\$92,000.00	same
Total Discounts	\$2,975.02	\$3,737.73	\$4,623.24	\$5,648.46	same
	\$207,175.02	\$223,887.73	\$240,723.24	\$257,698.46	
Net Revenue	\$1,120,680.18	\$1,400,416.76	\$1,717,098.48	\$2,073,594.02	
LABOR					
Gross Payroll	\$829,012.96	\$837,303.09	\$845,676.12	\$854,132.88	add 1% per year cost of living increases
Fica	\$63,419.49	\$64,053.69	\$64,694.22	\$65,341.17	
Health Insurance	\$128,936.07	\$135,382.87	\$142,152.02	\$149,259.62	5% increase per year in premiums
Dental	\$5,500.00	\$5,775.00	\$6,063.75	\$6,366.94	5% increase per year in premiums
Life Insurance	\$1,100.00	\$1,155.00	\$1,212.75	\$1,273.39	5% increase per year in premiums
Disability	\$1,100.00	\$1,155.00	\$1,212.75	\$1,273.39	5% increase per year in premiums
Christmas Bonus	\$4,000.00	\$4,000.00	\$4,000.00	\$4,000.00	
Total Labor	\$1,033,068.52	\$1,048,824.65	\$1,065,011.61	\$1,081,647.38	
GENERAL EXPENSES					
Insurance Expense (BL, PL, WC)	\$54,225.60	\$59,648.16	\$65,612.98	\$72,174.27	5% per year per expense
Telecommunication	\$2,400.00	\$2,520.00	\$2,646.00	\$2,778.30	10% increase/year
Instructional Expense	\$10,000.00	\$45,000.00	\$45,000.00	\$45,000.00	
Supplies	\$45,000.00	\$47,250.00	\$49,612.50	\$52,093.13	
Oil (SIRS)	\$25,200.00	\$26,460.00	\$27,783.00	\$29,172.15	

Gas (OLOMA)	\$	10,000.00	\$	10,500.00	\$	11,025.00	\$	11,576.25	
Electricity	\$	15,450.00	\$	16,222.50	\$	17,033.63	\$	17,885.31	
Advertising	\$	7,500.00	\$	7,875.00	\$	8,268.75	\$	8,682.19	
Water/Sewer	\$	9,450.00	\$	9,922.50	\$	10,418.63	\$	10,939.56	
Contracted Services	\$	-							
Fact Fees	\$	4,555.03	\$	4,782.78	\$	5,021.92	\$	5,273.01	
Copier/Computer Service	\$	18,000.00	\$	18,900.00	\$	19,845.00	\$	20,837.25	
Bookkeeper	\$	-	\$	-	\$	1.00	\$	2.00	
Paylocity	\$	282.00	\$	296.10	\$	310.91	\$	326.45	
Postage	\$	5,000.00	\$	5,250.00	\$	5,512.50	\$	5,788.13	
Exterminator	\$	1,500.00	\$	1,575.00	\$	1,653.75	\$	1,736.44	
Plowing	\$	8,000.00	\$	8,400.00	\$	8,820.00	\$	9,261.00	
Trash Removal	\$	2,020.00	\$	2,121.00	\$	2,227.05	\$	2,338.40	
Bld Repairs and Maint	\$	10,000.00	\$	10,500.00	\$	11,025.00	\$	11,576.25	
Total General Expense	\$	228,582.63	\$	277,223.04	\$	291,817.60	\$	307,440.08	
									FOUR YEAR OPERATING TOTAL
Gross Profit/(Loss)		(140,970.97)		74,369.07		360,269.27		684,506.57	\$

Debt Service
Net Profit/Loss

75000
(215,970.97)

75000
(630.93)

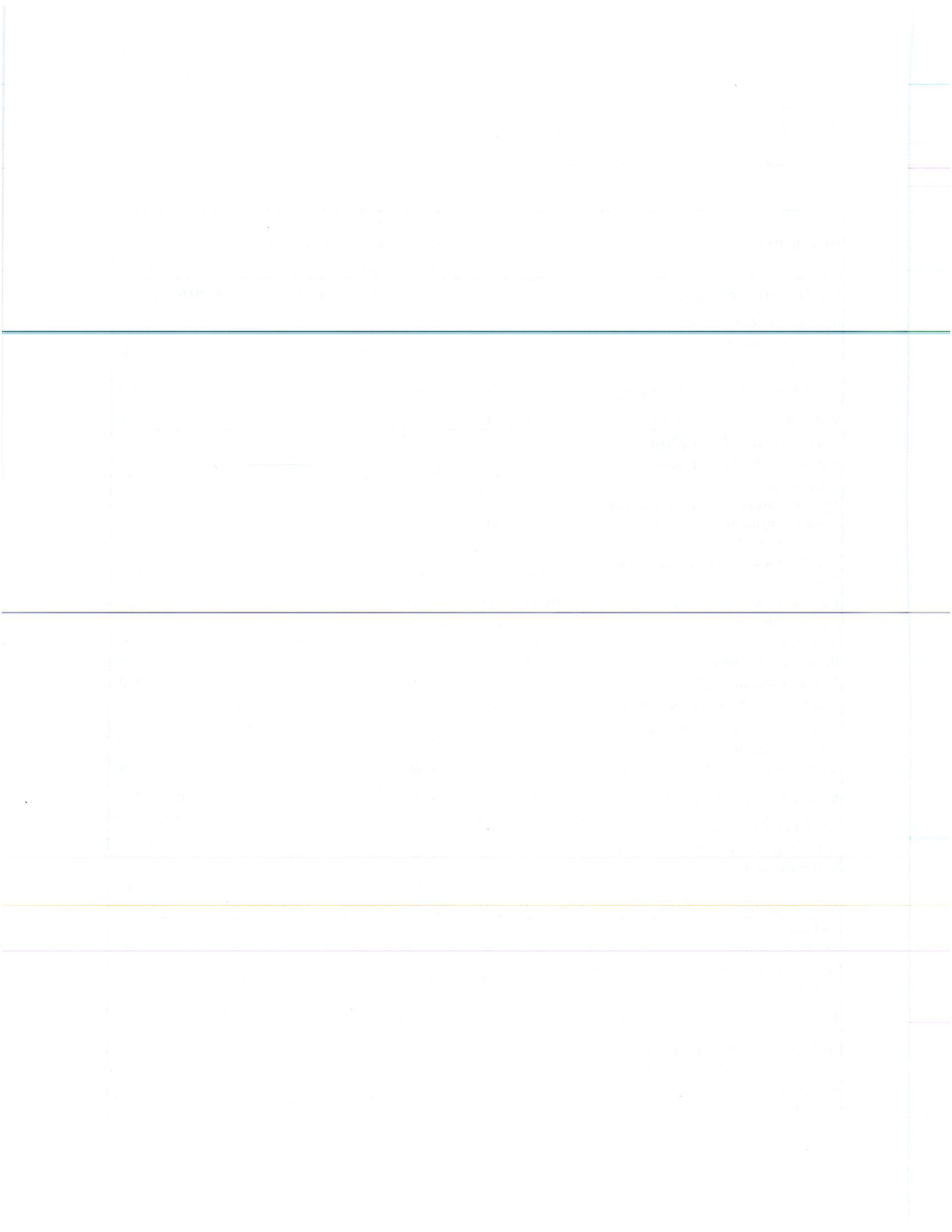
75000
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978,173.94

DESCRIPTION	QTY	UNITS	(\$) UNIT COST	(\$K) IMME- DIATE	(\$K) Year 1	(\$K) Years 2-5	(\$K) Years 6-10	(\$K) 10 YR TOTAL
Clairvaux Center Total				\$36	\$422	\$178	\$296	\$932
SITE IMPROVEMENTS								
Remedy various Life Safety Items - Walkways & Exterior Steps	1	job	\$15,000	\$15				\$15
Underground stormwater drainage repairs	1	job	\$60,000		\$60			\$60
Walkway Replacement - Partial	1	job	\$40,000				\$40	\$40
STRUCTURE & EXTERIOR								
Various Life Safety Improvements with Entrance Stairs	1	job	\$15,000	\$15				\$15
Moisture intrusion inspection and drain scoping - engineering advice on stormwater situation	1	job	\$5,000		\$5			\$5
Exterior Brick Masonry Repointing and Repair	4000	sf	\$30		\$120			\$120
Exterior Brick Masonry Seal	10000	sf	\$3			\$30		\$30
Exterior Trim Paint	1	job	\$10,000		\$10			\$10
Roofing Replacement	6000	sf	\$15		\$90			\$90
Remove brick chimney	1	job	\$8,000		\$8			\$8
Reinforce roof framing	1	job	\$100,000				\$100	\$100
Windows - Replacement Thermal Panes	1	job	\$3,000			\$3	\$3	\$6
Spray foam insulation of basement and crawl space perimeter	1	job	\$20,000			\$20		\$20
Improve attic insulation/elevator shaft	1	job	\$5,000			\$5		\$5
Replace mini split HVAC units as needed.	16	ea	\$6,500				\$104	\$104
SPECIAL SYSTEMS								
Asbestos pipe insulation abatement and lead paint testing	1	job	\$8,000		\$8			\$8
Add Emergency lighting	20	each	\$800		\$16			\$16
Improved security system and cameras	1	job	\$25,000		\$25			\$25
INTERIOR								
Flooring replacement	5000	sf	\$8			\$40		\$40
Improvements related to hiding heat pipes and former radiators	1	job	\$50,000			\$50		\$50
Repairs related to historical water damage	1	job	\$10,000		\$10			\$10
Architectural Planning & Design for school use - and associated improvments - not budgeted				\$0	\$0	\$0	\$0	\$0
Subtotal				\$30	\$352	\$148	\$247	777



DESCRIPTION	QTY	UNITS	(\$) UNIT COST	(\$K) IMME- DIATE	(\$K) Year 1	(\$K) Years 2-5	(\$K) Years 6-10	(\$K) 10 YR TOTAL
Contingency & Engineering (20%)				\$6	\$70	\$30	\$49	\$155
TOTAL				\$36	\$422	\$178	\$296	\$932
Projected costs are provided for budgeting purposes only. Your actual costs will vary from our estimates. Except as otherwise noted, we have not budgeted for change of use and/or improvements.								

State of New Hampshire

Department of State

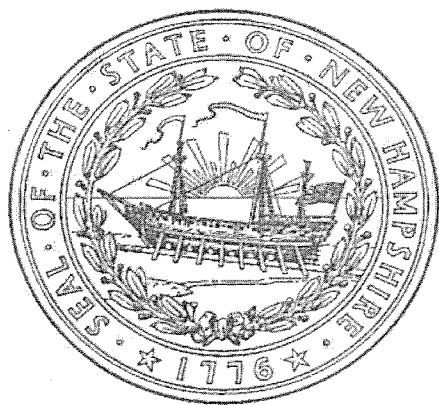
CERTIFICATE OF REGISTERED TRADE NAME OF OUR LADY OF MERCY ACADEMY

This is to certify that **ROMAN CATHOLIC BISHOP OF MANCHESTER** is registered in this office as doing business under the Trade Name **OUR LADY OF MERCY ACADEMY**, at 92 Wilson Street, Keene, NH, 03431, USA on **6/26/2020 4:30:00 PM**.

The nature of business is **Other / Diocesan School**

Expiration Date: **6/26/2025 4:30:00 PM**

Business ID: **845276**



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 26th day of June A.D. 2020.

A handwritten signature in dark ink, appearing to read "William M. Gardner".

William M. Gardner
Secretary of State

Restraint and Seclusion Policy -

Regulation 25 of the Education and Training Reform Regulations 2017 provides that:

“A member of staff of a Government school may take any reasonable action that is immediately required to restrain a student of the school from acts or behaviour that is dangerous to the member of staff, the student, or any other person.”

When physical restraint or seclusion should not be used

Physical restraint and seclusion should not be used unless immediately required to protect the safety of the student or any other person (see below).

Rooms or areas designed specifically for the purpose of seclusion or which are used solely or primarily for the purpose of seclusion are not permitted in Victorian government schools.

Restraint and seclusion must not be included in a Behaviour Support Plan or be used as a routine behaviour management technique, to punish or discipline a student or to respond to:

- a student's refusal to comply with a direction, unless that refusal to comply creates an imminent risk to the safety of the student or another person
- a student leaving the classroom/school without permission, unless that conduct causes an imminent risk to the safety of the student or another person
- verbal threats of harm from a student, except where there is a reasonable belief that the threat will be immediately enacted
- property destruction caused by the student unless that destruction is placing any person at immediate risk of harm.

Types of physical restraint which must not be used include:

- any restraint which covers the student's mouth or nose, in any way restricts breathing
- the application of pressure to a student's neck, chest, abdomen, joints or pressure points to cause pain or which involves the hyperextension of joints
- holding a student's head forward, headlocks, choke holds
- take-downs which allow students to free-fall to the ground whether or not in a prone or supine position or otherwise
- wrestling holds (including 'full or half nelsons'), using a hog-tied position or straddling any part of a student's body
- basket holds, bear hugs, 'therapeutic holding'.

When physical restraint or seclusion may be used

School staff may only use physical restraint on a student when there is an imminent threat of physical harm or danger to the student or others; and where such action (ie to physically restrain or seclude) would be considered reasonable in all the circumstances and there is no less restrictive means of responding in the circumstances.

As with physical restraint, seclusion should only be used when it is immediately required to protect the safety of the student or any other person, as permitted by Regulation 25.

The decision about whether to use physical restraint or seclusion rests with the professional judgment of the staff member/s involved, who will need to take into account both their duty of care to their students, their right to protect themselves from harm and obligations under the Charter of Human Rights and Responsibilities Act 2006.

Mechanical and chemical restraint

Mechanical restraints should never be used in schools to restrict a student's freedom of movement, unless the device is for a therapeutic purpose with written evidence of the prescription / recommendation, or if required to travel safely in a vehicle.

Medication primarily used to control or subdue behaviour and which is not being used to treat an underlying physical or mental illness or a physical condition should never be used in schools.

During Restraint

If applying physical restraint in the limited circumstances set out above, staff must:

- use the minimum force required to avoid the dangerous behaviour or risk of harm
- only restrain the student for the minimum duration required and stop restraining the student once the danger has passed.

Staff should ensure the type of restraint used is consistent with a student's individual needs and circumstances, including:

- the age/size of the student
- gender of the student
- any impairment of the student e.g. physical, intellectual, neurological, behavioural, sensory (visual or hearing), or communication
- any mental or psychological conditions of the student, including any experience of trauma
- any other medical conditions of the student
- the likely response of the student
- the environment in which the restraint is taking place.

Staff should monitor the student for any indicators or distress. Staff should talk to the student throughout the incident, making it clear to the student why the physical restraint is being applied. Staff should also calmly explain that the physical restraint will stop once it is no longer necessary to protect the student and/or others.

Actions after restraint has been used

This table explains the follow up actions that must be undertaken after a student has been physically restrained or secluded.

Action	Description
Reporting of the physical restraint/seclusion	The staff member(s) involved in the incident must immediately notify the principal of the incident.
	A staff member should contact the student's parents and provide them with details of the incident as soon as possible.
	The incident may need to be reported to: the Security Services Unit (previously known as the Emergency Management Unit), see: Reporting and managing emergencies and incidents Edusafe WorkSafe, see: WorkSafe Notification .
Providing supports for those involved	Following the use of restraint on a student, appropriate supports must be offered to the following people:
	The student who has been restrained or secluded and their parents/guardians. This may include participation in decisions involving the student's behaviour management, Student Support Group meetings, the development of a student Behaviour Support Plan, and involvement of Student Support Services. For policy advice on the prevention of endangering behaviour and promoting positive behaviours refer to: Student Engagement Other students and staff members who were involved in or witnessed the incident. This may include a debriefing in relation to the incident, and counselling support.

Action	Description
Maintain records of the incident	<p>A written record of the incident and the physical restraint or seclusion used must be made by the principal as soon as practicable. This record should be added to a student's file on CASES 21 or SOCS as appropriate. The record should detail:</p>
	the name of the student/s and staff member/s involved
	date, time and location of the incident
	names of witnesses (staff and other students)
	what exactly happened (a brief factual account)
	any action taken to de-escalate the situation
	why physical intervention was used (if applicable)
	the nature of any physical intervention used
	how long the physical intervention lasted
	names of witnesses (staff and other students)
	the student's response and the outcome of the incident
	any injuries or damage to property
	immediate post incident actions, such as first aid or contact with emergency services
Plan for the future	details of contact with the student's parent/carers
	details of any post-incident support provided or organised.
	<p>The principal should also arrange for all staff who were involved/present at the incident to prepare a statement / record of their involvement or observations of the incident.</p>
	<p>Post-incident, the school should consider the preventative and de-escalation strategies that might reduce the likelihood of an incident happening again. For example – reviewing and amending the student's Behaviour Support Plan, consider the training needs of staff working closely with the student/s involved in the incident.</p>



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Helen G. Honorow
Nashua

Cindy C. Chagnon
Bedford

Celina Griffin
Gilford

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
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Concord, NH 03301
TEL. (603) 271-3144
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EXECUTIVE SUMMARY
Initial Proposal: Ed 315 – Home Education
Expire: 3-27-2024

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal for Ed 315, Home Education.

B. RATIONALE FOR ACTION

The Home Education Advisory Council (HEAC) appointed HEAC members and others from the Home Education community to a rules committee for the purpose of revising Ed 315, Home Education rules. This committee submitted their work to the Department for review. The Department worked with the rules committee and HEAC to ensure that the rules are compliant with the relevant NH statutes. HEAC met in June and voted to move these rules forward to the Board.

C. EFFECTS OF THIS ACTION

If the Board approves this initial proposal, the rules will be submitted to the Office of Legislative Services (OLS) for review to initiate the rulemaking process and a public hearing will be held by the Board on October 8, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 315, Home Education.

PART Ed 315 ~~PROCEDURES FOR THE OPERATION OF HOME EDUCATION PROGRAMS~~

Readopt with amendment Ed 315.01 through 315.03, effective 3-27-14 (Document #10557), to read as follows:

Ed 315.01 Statement of Purpose. The purpose of these rules is to provide ~~standards applicable to home education programs~~; ***a process for uniform application of the requirements of RSA 193-A***. These rules take into account the fact that home education is an alternative to attendance at a public or private school and is an individualized form of instruction in accordance with chapter 279:2, laws of 1990.

Ed 315.02 Definitions. ***In addition to the words defined in RSA 193-A:1, the following words shall have the meanings indicated when used in Part Ed 315:***

(a) “Certificate ***of completion***” means a ~~letter document~~ signed by the parent of a home schooled ***educated*** child as defined below in Ed 315.02(b) ***certifying that meets the requirements of 193:1,I (f)(2) the child has achieved the equivalent of a high school diploma by completing a home education program;***

~~(b) “Child” means “child” as defined in RSA 193-A:1,I.~~

~~(eb) “Commissioner” means *the* commissioner of *the New Hampshire department of* education;~~

~~(dc) “Composite results,” means one score that is provided by the publisher of the standardized test, or the average of all such scores that have been provided by the publisher of the standardized test;~~

~~(ed) “Department” means the New Hampshire department of education;~~

~~(fe) “Educational progress” means growth in learning commensurate with age and ability within the child’s individual home education program chosen by the parent;~~

~~(g) “Nonpublic school” means “nonpublic school” as defined in RSA 193-A:1, II.~~

~~(h) “Parent” means “parent” as defined in RSA 193-A:1, III.~~

~~(if) “Participating agency” means the resident district superintendent, the commissioner, or a *participating* nonpublic school principal;~~

~~(j) “Resident district” means “resident district” as defined in RSA 193-A:1, IV.~~

~~(kg) “Teacher” means a person who holds N.H. certification~~ ***teaching credential issued by the New Hampshire state board of education, is certified licensed in another state which is a party to the interstate contract, or is currently teaching in a nonpublic school.***

Ed 315.03 Eligibility and Program Schedule.

(a) A parent shall be eligible under these rules to establish a home education program for a child, ~~at least 6 and under 18 years of age~~ including those defined under RSA 186-C:2, I, and I-a.

(b) Pursuant to RSA 193:1,I(b), home education shall be an alternative to compulsory attendance at a public school. Dates and hours of instruction shall not be required to coincide with the resident district

calendar. The academic term of a home education program shall not be required to coincide with the resident district academic year.

Readopt with amendment and renumber Ed 315.05, effective 3-27-14 (Document #10557) as Ed 315.04 to read as follows:

Ed 315.054 ~~Duties of Participating Agencies~~ ***Participating Agencies: Duties and Authority.***
Resident district superintendents or nonpublic school principals as participating agencies shall maintain a list of all home education programs for which they have received notification. This list shall contain the name, date of birth and address of each child for whom a home education program is established. On October 1 of each year, the participating agency shall notify the commissioner of the number of children for whom programs were established.

(a) A parent shall select, as a participating agency for home education program notification and support, one of the following:

- (1) The commissioner;*
- (2) The resident district superintendent; or*
- (3) The head of a nonpublic school.*

(b) A parent may select a new participating agency at any time. If a parent selects a new participating agency the parent shall notify in accordance with Ed 315.05 and Ed 315.06.

(c) Pursuant to RSA 193-A:4, II, the selected participating agency shall work with parents upon request in meeting the requirements of RSA 193-A:4, I.

(d) A participating nonpublic school must agree to administer the provisions of RSA 193-A and Ed 315, is not required to be in the resident district, and may require a fee for any request for assistance by the parent.

(e) No fee shall be required when a test utilized in the resident district is administered to the student by the resident district.

(f) A resident district acting as the participating agency may charge fees for any mutually agreed upon alternative used to satisfy the requirements of RSA 193-A or Ed 315, including, but not limited to, portfolio review.

(g) Pursuant to RSA 193-A:11, the commissioner or resident district acting as the participating agency shall not propose, adopt, or enforce any policy or procedure governing home educated pupils that is inconsistent with or more restrictive than the provisions of RSA 193-A, RSA 193:1-c, or the rules of Chapter Ed 315.

(h) On October 1 of each year, the participating agency shall notify the commissioner of the number of children for whom programs were established since the previous report.

Readopt with amendment and renumber Ed 315.04(a)-(j), effective 3-27-14 (Document #10557), as Ed 315.05 to read as follows:

Ed 315.045 Notification Requirements.

(a) Notification of a home education program pursuant to RSA 193-A:5 is required for a parent to comply with the compulsory attendance requirements of RSA 193:1.

(b) The parent of a student currently enrolled in a public school shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin.

*(ac) A parent commencing a home education program shall notify the **selected** participating agency in writing of such within 5 business days of commencing the **a home education** program. **Only the information enumerated in RSA 193-A:5, II is required in the notice. The parent shall provide contact information and update the notification information as necessary.***

(b) Only the information below shall be required in the notification:

- (1) The date on which the program will begin or has begun;*
- (2) The name and full address, including street and town, of the child;*
- (3) The child's date of birth;*
- (4) The name and address of the parent(s); and*
- (5) A phone number at which the parent(s) may be reached during normal business hours.*

(c) A participating agency or school district shall not require information in addition to the information required under (b) above.

(d) If the parent intends to use the state or local assessment provided by the resident district, the parent shall inform the resident district of his or her intent to do so as soon as practicable to provide the district adequate time to prepare and obtain the materials.

(e) The parent of a child currently enrolled in a public school in the resident district shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin and shall follow all notification procedures set forth in this section.

(f) A resident district superintendent or commissioner or non-public school shall assist the parent making notification in complying with RSA 193-A:5. No fee shall be collected for this service by the resident district superintendent or by the commissioner. Participation in home education programs shall be optional for nonpublic schools which may charge a fee for this service.

*(gd) Within 14 days of receipt of the notification, A resident district superintendent or commissioner or non-public school **a participating agency** after receipt of the notification filed, shall review the notification for compliance with Ed 315.04(a) and (b) and take the following action **acknowledge receipt of the notification in accordance with the contact information provided by the parent, along with a request for any information required by RSA 193-A:5, II that was not included in the original notice.***

~~(1) If the notification complies with Ed 315.04(a) and (b), send a letter acknowledging the establishment of the home education program within 14 calendar days of receipt of such notification; or~~

~~(2) If any of the requirements of Ed 315.04(a) and (b) are not met by the notification, return by certified mail with return receipt the notification to the parent within 10 business days of receipt of the notification along with a letter describing the information required to comply with Ed 315.04(a) and (b).~~

~~(he) The parent shall have 10 calendar days from receipt of the returned letter to send an amended notification to the resident district superintendent, commissioner, or nonpublic school principal.~~

~~(i) If an amended notification meets the requirements of Ed 315.04(a) and (b) the resident district superintendent, commissioner, or nonpublic school principal shall send a letter within 10 business days of receipt of the amended notification acknowledging that the notification now meets the requirements of RSA 193-A:5, II.~~

~~(j) If the amended notification does not meet the requirements of RSA 193-A:5, II, shall notify the parent or parents in writing within 10 business days of receipt of the documents from the resident district superintendent or non-public school principal that the parent or parents may request a grievance conference with a grievance committee of the home education advisory council under the provisions of Ed 315.12.~~

Readopt with amendment and renumber Ed 315.04(k)-(m), effective 3-27-14 (Document #10557), as Ed 315.06 to read as follows:

Ed 315.06 Notification – Termination of a Home Education Program.

~~(k) A home education program established in accordance with this section shall remain in effect unless terminated in accordance with (m) below. If a program is transferred because of a change in resident district for the child or by choice of the parent, the program shall continue under the new participating agency.~~

~~(l) The following shall apply to transfer of home education programs:~~

~~(1) If the child moves and the parent wishes to continue a program which was established with the former resident district superintendent as the participating agency and selects the new resident district superintendent as the new participating agency, the parent shall so inform both superintendents in writing;~~

~~(2) In any other case, both the participating agency with which the program was established and the new participating agency shall be informed in writing by the parent; and~~

~~(3) In either (1) or (2) above, upon notification in writing by the parent of a change in participating agencies, the former participating agency shall transfer all pertinent records to the new participating agency.~~

~~(m) A home education program shall remain in effect unless terminated in writing by the parent.~~
A parent wishing to voluntarily terminate an established home education program shall notify the commissioner and the participating agency in writing within 15 business days of *termination while also*

satisfying any one of the alternatives for compulsory attendance listed in RSA 193:1 ~~such as enrollment in a public or non-public school.~~

Readopt with amendment and renumber Ed 315.06, effective 3-27-14 (Document #10557), as Ed 315.07 to read as follows:

Ed 315.067 Records.

(a) In accordance with RSA 193-A:6, the parent shall keep a portfolio each year the child is being home educated. ~~The portfolio shall contain the child's work pursuant to RSA 193-A:6, I.~~

(b) The portfolio shall be the property of the parent. Access to the portfolio shall be at the parent's discretion, except as provided in RSA 193-A:6, II(a).

~~(c) Participating agencies shall maintain documents concerning home education programs in a manner consistent with other educational records.~~

Ed 315.078 Annual Evaluation.

(a) The parent shall provide for an annual evaluation for a child that meets the requirements of *the options enumerated in RSA 193-A:6, II* ~~and this section.~~

(b) The resident district superintendent, when acting as the participating agency, shall provide evaluation services, upon request of the parent. If the resident district superintendent is not acting as the participating agency, the resident district superintendent may provide evaluation services. ~~No fee shall be required when evaluation services are performed by a resident district.~~

(c) A parent intending to use the state or local assessment provided by the resident district shall notify the resident district superintendent in writing as soon as practicable to provide the district adequate time to prepare and obtain the testing materials.

~~(ed)~~ If ~~the a~~ parent chooses to have a portfolio review as the method of evaluation *pursuant to RSA 193-A:6, II(a)*, the parent may choose a teacher who agrees to perform evaluation services, or the parent may request the evaluation to be performed through the resident district superintendent when the resident district superintendent is acting as the participating agency.

~~(de) The written portfolio evaluation shall include the following~~ *The contents of the portfolio shall comply with the requirements of RSA 193-A:6, I and the review shall include the following:*

- (1) The name and address of the teacher, including state recognized documentation of certification or the name and address of the nonpublic school in which the teacher is currently teaching;
- (2) The date(s) on which the evaluation(s) took place;
- (3) A description of the work reviewed ~~including quantitative data if available;~~
- (4) A summary of the child's educational progress in the home education program ~~as presented in the notification,~~ concluding with a statement that the child has or has not made educational progress; and

(5) The signatures of the teacher and the parent.

~~(e) The parent shall be responsible for maintaining a copy of the evaluation.~~

~~(f) As a second option, the parent may choose a standardized test which shall be a nationally recognized test, a state assessment instrument, or a test used in the child's resident district. The parent shall maintain as a matter of record the name of the test and the name and address of the test administrator. As referred to in RSA 193-A:6, II(b) a composite result at or above the 40th percentile on such tests shall be deemed reasonable academic proficiency.~~

~~(g)~~ The parent may choose any other valid measurement tool mutually agreed upon by the parent and the participating agency ~~provided that:~~

~~(1) The agreement shall be made in writing and signed by the parent and the participating agency and both parties shall maintain a copy of the signed agreement; and~~

~~(2) A valid measurement tool as provided for in RSA 193-A:6, II(d), **which** shall include but shall not be limited to the following:~~

- ~~a. Interview;~~
- ~~b. Educational progress in a particular curriculum as measured by the parent;~~
- ~~c. Educational progress in a particular curriculum as measured by the provider;~~
- ~~d. Review of the child's portfolio by a participating agency;~~
- ~~e. Evaluation by a teacher in a program recognized by any state department of education; or~~
- ~~f. Specially prepared tests or evaluations measuring educational progress in a particular subject or curriculum.~~

Ed 315.089 The Home Education Advisory Council.

(a) The home education advisory council shall carry out those duties assigned to it by the commissioner. The council shall work with home educators and representatives of private and public education to encourage an understanding of home education.

(b) Assigned areas of responsibility for the council shall include the following:

- (1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;
- (2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;
- (3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and
- (4) Providing an annual report to the state board on its activities.

Ed 315.0910 Membership Selection For the Home Education Advisory Council and Term of Appointment.

(a) Membership selection for the Home Education Advisory Council shall be as specified in RSA 193-A:10, I. Council chair selection shall be as specified in RSA 193-A:10, III.

(b) Members appointed by the commissioner shall have a term of 3 years, and such terms shall end on ~~June 30~~ **August 31** of the year in which the term is completed. Legislative members shall serve a term which is coterminous with their elected office and will be non-voting members of the council.

(c) The conduct of business shall not depend on the maintenance of full council membership.

(d) In the event of vacancies, replacement members shall be appointed as required under RSA 193-A:10 to fill the unexpired term.

Ed 315.101 Records of the Advisory Council. The records and minutes of the home education advisory council shall be filed and maintained in the department.

Ed 315.142 Funding and Support of Council Activities. The members of the home education advisory council shall serve without compensation. Subject to available funds, the department shall financially support the activities of the council, including but not limited to such expenses as mileage, secretarial assistance, and meeting facilities.

Ed 315.123 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the home education advisory council appointed by the chairperson, consisting of no more than 5 members, a majority of whom shall be representatives of home education associations. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner.

(c) The grievance committee shall call upon consultants and conduct interviews for the purpose of gathering relevant facts if the committee lacks relevant expertise. The grievance committee shall keep a written account of its investigations and shall submit such an account, together with its findings, to the commissioner within 30 calendar days of the commissioner's referral.

Ed 315.134 Request for Grievance Conference. Any party to a home education program may request a grievance conference as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 business days in writing that he/she has scheduled a grievance conference in accordance with Ed 315.13 or that he/she requires additional information to clarify the issues;

(d) The requestor shall have 10 calendar days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, forward the request to the chairperson of the home education advisory ~~committee~~ **council** who shall schedule a grievance conference in accordance with Ed 315.14(b).

Ed 315.14**5** Grievance Conference.

(a) Upon receipt of a request concerning an action taken under these rules, the commissioner shall notify the chairperson of the home education advisory council of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 business days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

- (1) The simplification of the issues and an agreement of facts;
- (2) Possibility of settlement; and
- (3) Such other matters as may aid in disposition of the action.

(d) Parties to a grievance may be represented at the conference by counsel.

(e) At the grievance conference the grievance committee shall interview the parties to the grievance to reach a proposed settlement on the facts of the grievance.

(f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 calendar days of the conference.

(g) Any settlement reached at a grievance conference shall be subject to review by the commissioner and shall not be implemented unless it is consistent with these rules and with applicable statutes.

(h) The findings shall list the pertinent facts found by the committee.

(i) If the parties do not reach a settlement prior to, or during, the grievance conference, the commissioner after reviewing the unresolved grievances shall notify the parties of her/his decision within 10 calendar days of receipt of the committee's findings.

(j) A party aggrieved by the decision of the commissioner may appeal by requesting an administrative due process hearing in accordance with Ed 200.

Ed 315.1**56** Certificate of Completion.

(a) *Pursuant to RSA 193:1, I(f)(2),* ~~When the parent of a child under the age of 18 submits a letter document to the department of education certifying that the child has completed the home school education program at the high school level, pursuant to RSA 193:1, I(f)(2),~~ **When the parent of a child under the age of 18 submits a** ~~letter document to the department of education certifying that the child has completed the home school~~ **education** program at the high school level, ~~pursuant to RSA 193:1, I(f)(2),~~ the student shall be

determined to have met the requirements for successful completion of a home ~~school~~ **education** program for a child under 18 years of age.

(b) The ~~letter~~ **document** containing the statement above shall also include the following information:

- (1) Name and address of the child;
- (2) Name and address of the parents;
- (3) Date of completion of the home school program;
- (4) A phone number at which the parent may be reached during normal business hours; and
- (5) Signature of the parent.

(c) A ~~letter~~ **document** that meets all the requirements of Ed 315.14 (a) ~~&~~ **and** (b) shall be conclusive evidence of:

- ~~(1) Completion of the parent's duty of compulsory attendance, as set forth in RSA 193:1; and~~
 - ~~(2) Acknowledgment of the responsibilities outlined in RSA 193-A:9.~~
- (d) Documentation of receipt shall serve as proof of delivery of such certification.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
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EXECUTIVE SUMMARY

Initial Proposal: Ed 318 Charter Schools

Submitted to the State Board of Education, August 13, 2020:

- A. ACTION NEEDED**
A vote is needed by the State Board to approve the initial proposal for Ed 318, Chartered Public Schools.
- B. RATIONALE FOR ACTION**
These rules have been amended to align with RSA 194-B as well as remove redundant language between the statute and the rule.
- C. EFFECTS OF THIS ACTION**
If the board votes to approve this initial proposal the rule will be submitted to the Office of Legislative Service to begin the rulemaking process. A public hearing will be held for these rules on October 8, 2020.
- D. POSSIBLE MOTION**
I move that the State Board of Education approve Ed 318, Chartered Public Schools.

Readopt Ed 318.01, effective 7-1-15 (Document #10873), to read as follows:

PART Ed 318 CHARTERED PUBLIC SCHOOLS

Ed 318.01 Purpose and Scope.

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

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

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

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

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

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

Readopt with amendment Ed 318.02 through Ed 319.04, effective 7-1-15 (Document #10873), to read as follows:

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

(a) ~~"Board of trustees" means "board of trustees" as defined in RSA 194 B:1, II.~~

(b) ~~"Charter school" means "chartered public school" as defined in RSA 194 B:1, III.~~

(c) ~~"Charter conversion school" means "charter conversion school" as defined in RSA 194 B:1, IV.~~

(d) ~~"Host school district" means "host school district" as defined in RSA 194 B:1, V.~~

(e) ~~"Local school board process" means the approval process set forth in RSA 194-B:3, II; and~~

(f) ~~"Parent" means "parent" as defined in RSA 194 B:1, VII.~~

(g) ~~"Pupil" means "pupil" as defined in RSA 194 B:1, VIII.~~

(h) ~~"School board" means "school board" as defined in RSA 194 B:1, XI.~~

(i) ~~"State board" means "state board" as defined in RSA 194 B:1, XIII.~~

(j) ~~"State board process" means the approval process set forth in RSA 194-B:3-a.~~

(k) ~~"Teacher" means "teacher" as defined in RSA 194 B:1, XIV.~~

Ed 318.03 Charter School Approval: Requirements of Applicants **Eligibility.** Persons or entities eligible to apply to establish a charter school shall be organized as a nonprofit corporation in accordance

with the provisions of RSA 292. Such corporation shall first establish a prospective board of trustees and prescribe the board's duties in a set of proposed bylaws which shall be consistent with the prospective board duties under RSA 194-B:5.

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

(a) The local school board process, ~~which begins with the applicant seeking the approval of the school board,~~ in accordance with RSA 194-B:3, III; and

(b) The state board process ~~authorized under~~ ***in accordance with*** RSA 194-B:3-a ~~which begins when the applicant presents its application directly to the state board.~~

Adopt Ed 318.05 as follows:

Ed 318.05 Waiver Provision. For good cause shown, including but not limited to a hardship which is outside of the control of the applicant, a local school board and the state board shall waive any deadlines applying in RSA 194-B:3 to their respective actions for specific periods of time, provided that a request for a waiver shall:

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

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

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

Readopt with amendment and renumber Ed 318.05 through Ed 318.13, effective 7-1-15 (Document #10873), as Ed 318.06 through Ed 318.14, to read as follows:

Ed 318.056 **Applications to the Local School Board Process; Application to Local School Board; Review by State Board.**

(a) ~~An applicant~~ ***prospective board of trustees*** seeking ~~state board~~ approval for a charter school shall ~~first apply for approval~~ to the local school board by July 1 of the year preceding intended operation and in accordance with all of the provisions of RSA 194-B:3, ~~III~~.

(b) ~~An application to the local school board to establish a charter school under RSA 194-B:3, III,~~ shall be made by the prospective board of trustees in the form of an application including a proposed contract containing all of the elements in RSA 194-B:3, ~~III~~ ***In accordance with the review procedures described in RSA 194-B:3, III(c), by September 15 of the year in which the application is received, the local school board shall complete its review of the application and either approve or deny the charter application.***

(c) ~~In addition to the information necessary to establish the elements in RSA 194-B:3, II,~~ an application shall include the following information:

(1) The proposed name of the charter school;

- ~~(2) The general description and proposed or potential school location, if that information is known;~~
 - ~~(3) The name, address, telephone and fax numbers, and email address of a contact person;~~
 - ~~(4) An identification of the eligible person(s) or entity of the applicant from among those listed in RSA 194-B:3, V;~~
 - ~~(5) The grade levels the proposed charter school will cover;~~
 - ~~(6) The projected student enrollment for each of the first 5 years of operation;~~
 - ~~(7) The total number of teachers and the average teacher/student ratio for the first 5 years;~~
 - ~~(8) 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;~~
 - ~~(9) A summary of the school's focus including a description of the characteristics, methods, and goals of the school; and~~
 - ~~(10) Any reasons why the prospective board of trustees believes RSA 194-B:3, XII, relative to a shortening of deadlines may apply in this case.~~
- ~~(d) Once the school board has forwarded the application, including a proposed contract, in accordance with Ed 318.06, the commissioner shall inform the board of trustees in writing when they shall appear to answer any questions concerning the contract and the application for the charter school.~~
- ~~(e) The review of the application and proposed contract shall be an item on the agenda of the next regularly scheduled state board meeting. However, if the board of trustees seeks an appeal under (f) below, the appeal decision shall be considered at a regularly scheduled meeting after the board's review of the proposed decision of the hearing officer.~~
- ~~(f) In accordance with RSA 194-B:3, IV, the board of trustees may appeal a denial by the local school board to the state board *by September 30 of the application year*. A request for an appeal shall be by letter which shall be postmarked no later than 10 days after the final decision of the local school board. The request shall detail which of the criteria of Ed 318.07 the board of trustees claims were not properly addressed in the local school board's denial. An appeal shall be conducted in accordance with Ed 200, and all decisions shall make reference to the criteria listed in RSA 194-B:3, II and Ed 318.07 as the basis for approval or disapproval of the appeal.~~
- ~~(g) For good cause shown, including but not limited to a hardship which is outside of the control of the applicant, a local school board and the state board shall waive any deadlines applying in RSA 194-B:3 to their respective actions for specific periods of time, provided that a request for a waiver shall:~~

- ~~(1) Be in writing and be signed by the waiver applicant;~~
- ~~(2) Specify the provisions of RSA 194-B to be waived, the duration of the waiver, and the hardship which is outside of the control of the applicant or other circumstance which caused the applicant to ask for a waiver; and~~

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

~~Ed 318.067 Local School Board Process; Requirements of Local School Boards~~**Decision.** In forwarding an application, including a proposed contract, to the state board under RSA 194-B:3, III(c), the local school board shall comply with the following by the statutory deadline of September 15:

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

(1) Either approve or deny the charter application; and

(2) Forward the proposed application, contract, and a written statement of its decision, as outlined in (b) and (c) below, to the state board and to the applicant's prospective board of trustees.

~~(ab)~~ If the application, including a proposed contract *as described in RSA 194-B:3*, is approved, the local school board shall file the application with the state board with a cover letter indicating the date of the local school board meeting at which the application was approved. ~~The application shall meet the requirements of Ed 318.08 (b)-(h);~~

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

(1) Suggested amendments or additions to the application or contract to correct any areas deemed deficient, numbered to correspond to the list of criteria in RSA 194-B:3, II;

~~(2) Comments concerning how the application or contract might be deficient in relation to the state board criteria for review listed in Ed 318.07;~~

~~(32)~~ Any legal questions the local school board wishes the state board to address, including those issues which might require an opinion to the state board by the department of justice; and

~~(43)~~ Any other matters which might be pertinent concerning the operation of the proposed charter school in the local school board's district.

~~Ed 318.078 Local School Board Process; Review Criteria for State Board~~**State Board Review of Local Board Process and Application.**

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

~~(b) In addition to the criteria listed in RSA 194-B:3, II, 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) Procedures 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;~~

~~e. Requirements of Ed 321.23(u) and (v); and~~

~~f. Barrier free access under Abfd 300 and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.~~

~~(5) A statement that the school shall provide required services under RSA 194-B:8, IV, if applicable; and~~

~~(6) A statement which meets the requirements of RSA 194-B:2,II.~~

~~(e) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision *as follows*:-~~

~~(d1) If the state board:~~

~~(1)a. Conditionally a~~ Approves an application, the state board shall include in the notification:

~~a1. A written explanation of the reasons for conditional rather than final approval~~
Provide a written notification of any suggested additions or amendments to the proposed application to the local school board and the board of trustees to assure compliance with any component of RSA 194-B:3; and

~~b2. The conditions the applicant shall meet for final approval~~
Submit 2 copies of the approved contract to the clerk of the local school district for inspection by the voters of the school district as required under RSA 194-B:3, III(e); or

~~(2)~~**b.** Denies an application, the state board shall include in the notification:

~~a~~**1.** A written explanation of the reasons for the denial;

~~b~~**2.** The areas deemed deficient by the state board; and

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

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

Ed 318.089 Requirements for Submitting An Applications to the State Board.

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

~~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.~~

~~(fb)~~ 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.”

~~(hb)~~ 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 *a “Chartered Public School Application Cover Sheet” form, revised September 2020, and* 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) 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 321.23(u) and (v);~~

~~(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. Promoting school safety including:~~
 - ~~1. Reporting of suspected abuse or neglect;~~
 - ~~2. Sexual harassment, as detailed in Ed 303.01(j) and (k);~~

3. ~~RSA 193-F, pupil safety and violence prevention;~~

4. ~~RSA 126-U, limiting the use of child restraint practices; and~~

e. ~~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.~~

~~Ed 318.0910 Review by Department of Charter Schools for State Board Approval~~**Department, Legal, and Peer Review.**

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

~~(ab) Within 10 days of initial filing, The charter school office of charter schools shall review the application submitted for state board approval within 60 business days after receipt of a completed application~~***notify the applicant of receipt of the application materials as well any missing materials required by RSA 193-B:3(a)-(bb) and (dd).***

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

~~(bd) The application shall be reviewed by a~~***A legal consultant designated by the charter school office through the request for proposal (RFP) process shall complete a review and appraisal of the application within 30 days of initial filing.***

~~(ee) After~~***Within 30 days of completion of the legal consultant's review, the application and legal consultant's appraisal shall be reviewed by a committee of peers.***

~~(d) The committee of peers which shall consist of 3 persons with experience in charter schools, one of whom has administrative experience and one of whom is licensed by the state board as a New Hampshire educator including a department employee, a charter school representative, and an educator from the public. Conditional upon the availability of funds, the department shall provide a small stipend and travel costs to the committee of peers.~~

~~(e) The committee of peers shall also evaluate the application to determine the quality using the following criteria:~~

~~(1) The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement. It clearly defines the core purpose and key values of the school in a few concise sentences;~~

~~(2) There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities, including the process to appoint or elect the initial board members, the decision-making process, term limits, and an organizational plan in order to successfully implement the school's program;~~

- (3) There is a description of the school facility provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth;
- (4) There is a clearly defined, research-based curriculum being proposed with the potential to increase student achievement that meets or exceeds the school's content area standards;
- (5) There are clearly defined high and attainable educational goals. There are strategies and achievement tests in place that will be used to measure each student's progress toward meeting the goals of the school;
- (6) An adequate description is provided on staff member qualifications and job responsibilities. A benefits compensation plan is outlined in the application;
- (7) Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation in compliance with state and federal requirements.
- (8) Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements for special education;
- (9) There is a description of a student recruiting plan, strategies for reaching the school's targeted population and description of the school's registration policies and procedures including enrollment timeline and lottery process. The enrollment and lottery processes are fair and equitable and reflect compliance with applicable laws;
- (10) The school's purpose and expectations for parent and community involvement including a description of the school's proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law;
- (11) There is a detailed budget and clear description of the internal financial management for a 5 year operating budget, that includes the start-up budget, to contain revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. A detailed budget narrative and fundraising plan. A description of who will manage the school finances and how financial resources will be properly managed with safeguards; and
- (12) There is an expectation and plans for parent involvement relating to implementation and action steps of the proposed charter school including the community outreach with surrounding school districts and organizations and to acquire letters of support from business and community leaders, elected officials and/or local school districts.
- (f) A charter school evaluation rubric for a proposed charter school application shall be used by the committee as a means of determining the quality of the charter school application according to the scoring guide based on the criteria in (e) and on a 100 point scale as follows:
- (1) The criteria in (e)(1) and (2) shall score a maximum of 10 points each; and
- (2) The criteria in (e)(3) – (12) shall score a maximum of 8 points each.

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

~~(h) After department review and written comments, if any, the department shall inform the board of trustees in writing when they shall meet with the commissioner concerning the application for the charter school.~~ ***The applicant shall submit an amended or modified application within 30 days of receipt of notification in (f) above or the application will be closed. The prospective board of trustees may submit the application materials again, as described in Ed 318.09.***

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

Ed 318.10 State Board Approval.

~~(a) The review of the applications shall be an item on the agenda of a regularly scheduled state board meeting twice per year, typically in June and January or the next meeting with a quorum.~~ ***The state board shall notify the applicant in writing of its approval or denial of a chartered public school application within 60 days of the department's notification to the applicant of a complete application pursuant to RSA 541-A:29, II.***

~~(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.~~ ***The state board shall request in writing the applicant's presence at the state board meeting for which an approval or denial of the application is scheduled, to ask clarifying questions of the applicant.***

~~(c) The board shall approve the application, after reviewing the application and the department's evaluation under Ed 318.09~~ ***10***, if it determines the application is in compliance with:

~~(1) Ed 318.08; and~~

~~(2) RSA 194-B:3 a, including the elements set forth in RSA 194-B:3, II(a)-(bb) and (dd).~~

~~(d) If the application is not in conformance with the standards referenced in (c), the application shall be conditionally approved if the board determines that the remaining issues~~ ***more information is necessary to make a decision regarding the approval or denial of the application, upon written agreement by the applicant, pursuant to RSA 541-A, III, the board shall extend the decision deadline to the next scheduled board meeting or a time agreed to by the applicant, not to exceed 90 days:***

~~(1) Can be readily addressed within a specified timeframe; and~~

~~(2) Are not of a nature that would impair student education.~~

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

(ef) If the state board:

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

- ~~a. A written explanation of the reasons for conditional rather than final approval; and~~
- ~~b. The conditions the applicant shall meet for final approval; or~~

~~(2) Denies an application, the state board shall include in the notification:~~

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

(fg) The board of trustees may appeal a denial ~~or conditional approval~~ by the state board in accordance with Ed 213.

Ed 318.142 Issuance and Amendment of Charter.

(a) If the state board, under the local school board process or the state board process:

~~(1) Approves an application for a charter school, the state board shall issue a charter for the school; or~~

~~(2) Conditionally approves an application for a charter school, the state board shall issue a provisional charter for the school.~~

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

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

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

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

(1) A charter grantee may apply to the commissioner for amendment to its application;

(2) After the commissioner's review the proposed amendment shall be placed on the agenda of the next regularly-scheduled state board meeting;

(3) The state board shall notify the board of trustees in writing of its decision to grant or deny the proposed amendment within 10 days of its decision, providing reasons for the decision; and

(4) An appeal from a denial of the proposed amendment by the state board shall be in accordance with Ed 213.

Ed 318.123 Charter Renewal.

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

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

(c) The renewal application process shall include:

(1) The documents in (b) with name, complete mailing address, and contact information, signed and dated by the head of the school and the chairman of the board;

(2) A completed application for renewal signed and dated;

(3) A document review including pertinent yearly accountability materials submitted to the charter school office;

(4) Invitation for written comments; and

(5) Recommendation of the commissioner.

~~(d) The format for the application shall be as follows:~~

~~(1) The application shall not exceed 25 pages, excluding an executive summary which the applicant chooses to include;~~

~~(2) Attachments shall not exceed 25 pages, excluding the draft accountability plan; and~~

~~(3) The application and attachments shall use standard margins, be clearly paginated, and use no smaller than an 11 point font.~~

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

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

(1) A concise abstract, of approximately one page, restating mission and goals and addressing what progress the school has made:

- a. Towards its academic goals defined; and
- b. In programmatic and organizational goals;

(2) Current enrollment numbers and anticipated enrollment for the next 3 school years;

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

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

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

Ed 318.134 Review of Renewal Application.

(a) The process for review of the renewal application shall be as follows:

- (1) The department shall conduct a school review and on-site visit; and
- (2) The department shall complete a review and recommendation to the state board.

(b) Criteria for review of application materials shall include:

- (1) Whether the school is making progress toward achieving its mission;
- (2) Whether the school is using public funds as required by the statute and the rules;
- (3) Whether the school is meeting goals for student attainment of expected knowledge and skills;
- (4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts; **and**
- (5) Whether the school is sustainable; ~~and~~

~~(6) Whether the school has the following updated:~~

- ~~a. Certificate for occupancy;~~
- ~~b. Fire inspection certificate;~~
- ~~c. Building safety inspection;~~
- ~~d. Health inspection;~~
- ~~e. Insurance certificate; and~~
- ~~f. Financial audit.~~

(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.

Readopt and renumber Ed 318.14 through Ed 318.19, effective 7-1-15 (Document #10873), as Ed 318.15 through Ed 318.20 to read as follows:

Ed 318.145 Revocation and Withdrawal.

(a) A charter shall be revoked for any of the reasons listed in RSA 194-B:16, II, or if the board of trustees fails to cooperate in the development of a remedial plan under RSA 194-B:16, III. If the commissioner makes a recommendation to revoke a charter, it shall give the trustees at least 90 days notice of its intent. Revocation shall occur only after notice and opportunity for a hearing as provided under RSA 541-A:31. The hearing shall be conducted in accordance with Ed 200.

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

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

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

Ed 318.156 Policy Development. The school shall develop policies in accordance with the following:

(a) Records retention pursuant to RSA 189:29-a;

(b) Promoting school safety including:

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

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

Ed 318.167 Charter School Annual Report Requirements.

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

- (1) A statement explaining how the school is meeting the goals of its mission statement;
- (2) Any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws;
- (3) Any recusals made by a member of the board of trustees under RSA 194-B:5, VII;
- (4) How the school is implementing all the requirements and any options allowed by RSA 194-B:8;
- (5) The attendance rate of pupils enrolled at the school as reflected in the school's average daily membership;
- (6) The number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement;
- (7) The number of incident reports prepared under RSA 126-U:7, child restraints notice and record-keeping requirements;
- (8) The number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6;
- (9) The percentage of pupils who either were promoted to the next grade level or graduated from high school;
- (10) A description of the community services available at the school site;
- (11) The school calendar, including hours of operation;
- (12) The total number of pupils enrolled at the school during the previous school year;
- (13) The transportation services available if any;
- (14) A financial statement setting forth the revenue and expenditures for the year just ended;
- (15) A balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities; and
- (16) Projections of income and expenses for the upcoming school year.

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

Ed 318.178 Review of Annual Reports. The commissioner shall review the collected data from each authorized charter school in accordance with the requirements of RSA 194-B and Ed 318.16, for the purpose of providing, to the state board, an ongoing status report of each charter school. The data specifically required shall not exceed the reporting requirements of New Hampshire public schools.

Ed 318.189 Deadlines for Pupil Enrollment.

(a) A charter school approved under the local school board process shall accept applications for students only after the date when the charter school contract was ratified by the school district legislative body under RSA 194-B:3, III(e).

(b) A charter school approved under the state board process shall accept applications for students only after the charter has received ~~provisional or final~~ approval from the state board.

(c) If a pupil accepts admission to a charter school, receipt of student records from the student's previous school shall constitute proper notification of enrollment by the charter school.

Ed 318.4920 Assurances Against Discrimination.

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

(1) Local school board process, be directed to the school board for review and disposition; and

(2) State board process, be directed to the state board for review and disposition pursuant to Ed 200.

(b) A decision of the local school board may be appealed to the state board, in accordance with Ed 200.

(c) A decision of the state board may be appealed in accordance with Ed 213.

Repeal Ed 318.20, effective 7-1-15 (Document #10873)

Ed 318.20 Charter School Matching Grants.

~~(a) In this section:~~

~~(1) "Applicant" means the board of trustees applying for a grant on behalf of a charter school; and~~

~~(2) "Grant" means a matching grant authorized under RSA 194 B:11, X.~~

~~(b) The board of trustees of a charter school that has received provisional approval or final approval under Ed 318.07(e) or Ed 318.08(g) may apply to the state board for a matching grant under RSA 194-B:11, X to assist in the establishment of the charter school.~~

~~(c) The amount of funds available for matching grants shall be based upon the sum appropriated by the legislature for the grant program in each year of the biennium. In accordance with RSA 194 B:11, X,~~

~~grant funds shall be used only for funding that exceeds the state's average per pupil cost for the grade level weight of the pupil, and shall be in addition to any other sums provided by the state.~~

~~(d) A board of trustees that intends to apply for a grant shall obtain a vendor code from the department and shall be its own fiscal agent.~~

~~(e) An applicant shall apply for a grant by submitting an application to the department, containing the following information:~~

~~(1) A copy of the charter school's application and materials as presented to the state board with any updated information noted on the application or on an attached sheet(s), as follows:~~

~~a. For an applicant under the school board process, the application and materials presented under Ed 318.05(c) and Ed 318.07(b); and~~

~~b. For an applicant under the state board process, the application and materials presented under Ed 318.08(e) and (f);~~

~~(2) A detailed description of the charter school's anticipated financial needs in order to open and to operate for its first year;~~

~~(3) The charter school's plan for financing after its first year of operation; and~~

~~(4) Information relating to the requested grant, as follows:~~

~~a. The amount of the grant sought from the state;~~

~~b. The charter school's plan for raising the matching amount required for the grant from private contributions;~~

~~c. The amount of private contributions already received by the date of application and the number of contributors;~~

~~d. The amount of private contributions pledged by the date of application and the number of persons making a pledge; and~~

~~e. A narrative description of proposed line item expenditures.~~

~~(f) The department shall review the application for completeness and notify the applicant, in writing, of any missing information within 10 days of the initial filing. If the department has any suggested modifications to the application, the department shall provide the suggestions to the applicant, in writing.~~

~~(g) When the application is complete and the applicant has had an opportunity to consider any suggested modifications from the department, the application shall be presented to the state board at a regularly scheduled meeting. The applicant shall receive written notice of the date and time of the meeting at least 10 days before the meeting, unless the applicant waives the 10-day notice requirement in writing.~~

~~(h) The state board shall apply the following criteria when reviewing an application:~~

- ~~(1) The amount of the requested grant in comparison to the total fiscal needs of the school related to opening and operating for its first year;~~
 - ~~(2) The sources of funding available to the charter school that would be in addition to a grant under this section;~~
 - ~~(3) The clarity and feasibility of the charter school's plan for opening and operation;~~
 - ~~(4) The likelihood of the charter school's raising the matching funds required for the grant;~~
 - ~~(5) Whether the charter school was approved through the school board process or the state board process, giving preference to a school approved through the school board process, if funds are limited; and~~
 - ~~(6) Whether the applicant has demonstrated compliance with all local, state, and federal health and safety laws, rules, and regulations.~~
- ~~(i) The state board shall award grants in accordance with the following:~~
- ~~(1) In determining the amount of the grant, the state board shall consider the number of applicants that have already applied for or who might reasonably be expected to apply for grants during the biennium;~~
 - ~~(2) An applicant that applied after receiving conditional approval shall receive grant funds only after receipt of final approval from the state board; and~~
 - ~~(3) A grant shall be awarded to an applicant only after the applicant's fiscal agent has provided documentation to the department that the applicant has raised the required matching funds.~~



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EXECUTIVE SUMMARY

Conditional Approval Response: Ed 505 – How to Obtain a New Hampshire Educator Credential Expired: 9-16-2019 – Emergency Rule in Place

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response for Ed 505, How to Obtain a New Hampshire Educator Credential.

B. RATIONALE FOR ACTION

The Joint Legislative Committee on Administrative Rules (JLCAR) approved the conditional approval request on July 16, 2020. The Department will work with the legislature to fix State Board rulemaking authority regarding the term "license".

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response the department will submit the rule to the Office of Legislative Services (OLS) for verification that it complies with the approved conditional approval request. The State Board will be asked to adopt these rules at its September 10, 2020 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 505, How to Obtain a New Hampshire Educator Credential.

PART Ed 505 HOW TO OBTAIN A NEW HAMPSHIRE EDUCATOR LICENSE

Readopt with amendment Ed 514.01, effective 8-9-18 (Document #12602), and renumber as Ed 505.01 to read as follows:

Ed 505.01 Basic Academic Skills and Subject Area Assessment.

(a) Except as described in paragraph (h), each candidate seeking an initial teacher or instructional specialist license under one of the pathways listed below shall pass a basic academic skills assessment, including, but not limited to, the praxis core academic skills for educators administered by Educational Testing Service (ETS) or comparable out of state test as determined by the bureau.

(b) Each candidate seeking licensure in any endorsement area for which the board has adopted a subject assessment test cut score shall pass that subject assessment test, or comparable out of state test as determined by the bureau, to measure the test taker's knowledge of the specific subject area of a concentration in which the test taker seeks an educator license.

(c) The board shall *either*:

~~(1) Adopt the national cut scores for the praxis core academic skills for educators and all subject assessments in accordance with (a) and (b) above and a list of tests and cut scores shall be maintained on the department website; or~~

~~(2) The board may request that the department conduct a validation study for any subject assessment before adopting the cut score for reasons including, but not limited to:~~

~~(1)a.~~ There is no established national cut score for a given subject area; *and*

~~(2)b.~~ To determine, through stakeholder engagement, that the national score accurately reflects NH goals; *and*

~~(3) To determine, through stakeholder engagement, the buy in from the field for adding a new subject area assessment.~~

~~(ed)~~ Validation studies shall include input from:

(1) The department;

(2) Teacher education institutions; and

(3) New Hampshire teachers with experience as an educator in the test areas.

~~(fe)~~ The entities described in (d)(1)-(3) above shall provide input and recommendations regarding:

(1) Test specifications appropriate for New Hampshire;

(2) Which assessments are appropriate for New Hampshire; and

(3) Passing scores on tests for New Hampshire.

(~~g~~f) The board shall accept, in lieu of (a) above, performance at or above the 50th percentile on a nationally-recognized basic academic skills test in the areas of reading, writing, and mathematics, including, but not limited to:

- (1) The Scholastic Aptitude Test (SAT) administered by the College Board;
- (2) The Graduate Record Examinations (GRE) administered by ETS; and
- (3) The ACT administered by ACT.

(~~h~~g) A candidate for a career and technical education (CTE) specialty area license may substitute the following in lieu of a nationally recognized test of academic proficiency required by (a):

- (1) Three years of full-time experience in the area for which the license is sought; and
- (2) Current industry-recognized credential approved by the department in a published list of accepted credentials appropriate to the CTE area in which a license is sought.

(~~i~~h) Candidates shall be responsible for the actual cost of all assessments.

(~~j~~i) A candidate may take a basic academic skills assessment or the subject area assessment as often as they are administered until the candidate passes the assessment.

Readopt with amendment and renumber Ed 505.06 and Ed 505.07, effective 12-17-11 (Document #10046), as Ed 505.02 and Ed 505.03 to read as follows:

Ed 505.02 General Education Requirements. Each applicant who seeks licensure under Ed 505.05 shall have completed a program providing the following core competencies:

(a) Content competencies in the following areas necessary for college and workforce success:

- (1) Language arts;
- (2) Reasoning;
- (3) Information literacy;
- (4) Mathematics;
- (5) Sciences; and
- (6) Social sciences;

(b) Creative competencies in the following areas:

- (1) Creative expression;
- (2) Critical thinking;
- (3) Innovative and collaborative problem-solving; and

- (4) Resourcefulness;
- (c) Communication competencies in the following areas:
 - (1) Languages;
 - (2) Digital media;
 - (3) Networking; and
 - (4) Content creation technologies; and

- (d) Cultural competencies in the following areas:
 - (1) Cultural understanding;
 - (2) Taking responsibility for self and others;
 - (3) Adaptability and resilience;
 - (4) Ability to engage in productive teamwork; and
 - (5) Social and civic engagement.

Ed 505.03 Professional Education Requirements. In addition to the requirements in Ed 505.05 for site-based licensing plans and Ed 505.06 for demonstrated competencies each applicant who is not already licensed shall demonstrate evidence of the following before licensure is granted:

- (a) In the area of the learner and learning:
 - (1) Learner development, as demonstrated by:
 - a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
 - b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;
 - (2) Learning differences, as demonstrated by:
 - a. An understanding of individual differences and diverse cultures and communities;
 - b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
 - c. The ability to employ universal design principles and assistive technology; and
 - (3) Learning environment, as demonstrated by:

- a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

- a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
- b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:

- a. Engage learners in their own growth;
- b. Document learner progress;
- c. Provide learner feedback; and
- d. Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3) Learning facilitation strategies, as demonstrated by:

- a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
- b. An ability to build skills in accessing, applying, and communicating information; and

(d) In the area of professional responsibility:

(1) Reflection and continuous growth, as demonstrated by:

a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and

b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

Readopt with amendment Ed 505.01 and Ed 505.02, effective 10-11-19 (Document #12897, Interim), and renumber as Ed 505.04 to read as follows:

Ed 505.04 Approved Educator Preparation Program.

(a) Individuals shall qualify for a beginning educator license or added endorsement to an existing license by completing a ~~state~~ board-approved educator preparation program(s) at a college, university or teacher training institution in New Hampshire in accordance with Ed 600 and meeting the requirements of Ed 505.01.

(b) Upon completion of a New Hampshire ~~state~~ board-approved program in accordance with Ed 600, the applicant shall be recommended for licensure by the program to the department and such recommendation shall remain valid for no more than 3 years from the date of the recommendation by the institution.

(c) Individuals completing a state-approved educator preparation program(s) at a college, university, or teacher training institution in a state other than New Hampshire, whether that state is signatory to the NASDTEC interstate contract or not, shall qualify for a beginning educator license or added endorsement on an existing license by:

(1) Completing a state-approved educator preparation program leading to recommendation by the institution for an educator license in that state; **and**

(2) Meeting the requirements of Ed 505.01; and either:

a. Obtaining full licensure in that state in a comparable endorsement area as the endorsement area sought providing that such endorsement has not been expired for more than 3 years from the date of application; or

b. Applying for a comparable New Hampshire state board license and endorsement within ~~three~~ 3 years of the date of recommendation from the institution.

(d) Applicants seeking to obtain licensure under this paragraph shall apply to the department pursuant to Ed 505.07 through Ed 505.09.

Readopt with amendment Ed 505.04 and Ed 505.05, effective 9-16-11 (Document #9992), and renumber as Ed 505.05, to read as follows:

Ed 505.05 Statement of Eligibility (SOE) and Site-Based Licensing Plan (SBLP).

(a) Before beginning an application for a SBLP, a candidate shall obtain a statement of eligibility (SOE), valid for 3 years from the date of issuance, from the department as follows:

(1) Meeting the entry requirements as follows:

a. Meeting the degree requirement and experience requirement of the endorsement sought as outlined in Ed 506 through Ed 508; and

b. Either:

1. Passing the subject area assessment for endorsements for which the board has adopted a cut score in accordance with Ed 505.01(b); or

2. Only if a subject area test does not exist, transcript analysis to determine a passing grade for 3 full semester, full college-level courses, comparable to 3 credit courses, which directly translate to required competencies in the endorsement area sought as enumerated in Ed 506 through Ed 508;

(2) Meeting the requirements of Ed 505.01(a) or (g); and

(3) Applying for a statement of eligibility following the application procedures outlined in Ed 505.07 through Ed 505.09.

(b) A SBLP shall be a qualifying method for licensure limited to the following:

(1) Applicants for an endorsement determined by the department to be a critical staffing shortage, published on the department's website, who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;

(2) Applicants for an endorsement in the career and technical specialties pursuant to Ed 507.03;

(3) Applicants for any endorsement for which there is no other available pathway to the license who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;

(4) Applicants for a new endorsement for a period of 5 years from the effective date of a new endorsement rule and who hold at least a bachelor's degree;

(5) Applicants for a business administrator endorsement who have successfully completed at least 4 college-level courses in the endorsement for which they seek a license;

(6) Applicants for a teaching endorsement who have successfully completed at least 10 college-level courses in the endorsement area for which they seek a license;

(7) Applicants for elementary K-6 education and early childhood education who have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science; and

(8) Applicants for elementary K-8 education who have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science and at least 3 additional college-level content courses for a concentration of coursework in one of those areas.

(c) SOE credential holders shall be employed in a New Hampshire school in the role of the endorsement that allows them to learn and demonstrate the professional education standards enumerated in Ed 505.03, if applicable, and the endorsement requirements enumerated in Ed 506 through Ed 508.

(d) Upon employment as an educator, the applicant and the senior educational official shall adhere to the application procedures and timeline outlined in Ed 505.07, Ed 505.08, and Ed 505.09(f).

(e) Upon employment as an educator under a statement of eligibility, each candidate for this pathway to licensure shall be assigned a mentor, appointed by the senior educational official, who holds a valid experienced educator license with appropriate endorsements in the same subject area in which the candidate is seeking to obtain a license. If a mentor who meets that criteria is not available through the candidate's employer, the senior educational official shall contact the bureau for assistance in obtaining an appropriate mentor.

Readopt with amendment and renumber Ed 505.03, effective 10-11-19 (Document #12897, Interim), as Ed 505.06 to read as follows:

Ed 505.06 Demonstrated Competencies. ~~Applicants shall qualify for a demonstrated competency pathways by holding the minimum degree required for the endorsement sought, meeting any endorsement specific requirements outlined in Ed 506 through Ed 508, meeting the requirements of Ed 505.01 and Ed 505.03, as applicable, and qualifying and applying for one of the following chosen pathways pursuant to the application procedures outlined in Ed 505.07 through Ed 505.09:~~

(a) ***In addition to the requirements in Ed 505.06(e),*** ~~A~~applicants for demonstrated competencies through portfolio and oral board reviews shall qualify for a beginning educator license or added endorsement on an existing license by documenting at least 4 months of continuous full-time or full-time equivalent experience as an educator in the endorsement area;

(b) ***In addition to the requirements in Ed 505.06(e),*** ~~A~~applicants for demonstrated competencies through national or regional licensure shall qualify for a beginning educator license or added endorsement on an existing license by meeting one of the following requirements:

(1) Current national board certification in the area of endorsement from the National Board for Professional Teaching Standards;

(2) A current national license in school psychology (NCSP) by the National Association of School Psychologists for an endorsement in school psychology; or

(3) A current US Department of Defense educator license;

(c) ***In addition to the requirements in Ed 505.06(e),*** ~~A~~applicants for an administrator endorsement, as defined in Ed 501.02(a), through demonstrated competencies ***through transcript analysis*** shall qualify for a beginning educator license or added endorsement on an existing license by meeting endorsement-specific knowledge and skills competencies as determined by transcript analysis; ~~or.~~

(d) ***In addition to the requirements in Ed 505.06(e), Applicants for demonstrated competencies based on experience under an out-of-state endorsement on a full license shall qualify for a beginning educator license or added endorsement on an existing license by:***

- (1) Having held a comparable license from a state other than New Hampshire within the last 7 years, verified by the department; and
- (2) Having 3 years of educator experience in the last 7 years working in the endorsement area being sought while licensed in that endorsement area, verified by the department.

(e) ***In addition to the requirements of the chosen pathway in (a) through (d) above, every applicant for a demonstrated competency pathway shall meet all of the following requirements:***

- (1) ***Holding the minimum degree required for the endorsement sought;***
- (2) ***Meeting any endorsement-specific requirements outlined in Ed 506 through Ed 508;***
- (3) ***Meeting the requirements of Ed 505.01 through Ed 505.03, as applicable; and***
- (4) ***Applying for a demonstrated competency pathway pursuant to the application procedures outlined in Ed 505.07 through Ed 505.09.***

Readopt with amendment and renumber Ed 508.01, effective 6-15-13 (Document #10362), as Ed 505.07 to read as follows:

Ed 505.07 General Application Instructions.

(a) Persons interested in holding a New Hampshire educator credential shall complete and file an application with the bureau either online or by mail as follows:

- (1) On the ~~department website~~ ***myNHDOE Educator Information System (EIS)***; or
- (2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301.

(b) Applicants for any credential shall complete and file the appropriate form as follows:

- (1) “Statement of Eligibility” form, January 2020, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) “Application for Licensure – Educator Preparation Program Completer” form, January 2020, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) “Recommended for Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) “DOE Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew directly to the bureau as outlined in Ed 509.02;

(5) “Emergency Authorization Request” form, January 2020, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;

~~(56)~~ “Application for Emergency Authorization” form, January 2020, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;

(7) “In Process of Licensure Authorization” form, January 2020, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;

~~(68)~~ “Paraeducator License Application” form, January 2020, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and

~~(79)~~ “School Nurse License Application” form, January 2020, for any applicant seeking a school nurse I, ~~II~~, or III license as outlined in Ed 504.08 through Ed 504.10;

~~(810)~~ “Name Change Request” form, January 2020, for any credential holder seeking a credential issued with an official name change;

~~(911)~~ “Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, January 2020, as outlined in Ed 504.11.

~~(4012)~~ “Credential Verification Request” form, January 2020, for any credential holder seeking a verification of their New Hampshire credential;

~~(413)~~ “Application for Licensure - Demonstrated Competencies” form, January 2020, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

~~(4214)~~ “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.06(a);

~~(4315)~~ “Intern Authorization Application – Site-Based Licensing Plan” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.05;

~~(4416)~~ “Site-Based Licensing Plan Completer” form, January 2020, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17);

(c) If an applicant provides a social security number on any application form, the social security number shall be used by the bureau for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11, VI-a.

(d) If an applicant chooses to have the department supply an alternative number, the department shall use the number generated by the ~~electronic educator information system~~ **EIS** and it shall be used as specified in (c) above.

(e) For Ed 505.07(b)(~~135~~), if an assessment of an applicant’s background determines that some or all of the education requirements have been completed prior to application, the applicant shall not be required to repeat any requirement already completed.

(f) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

(g) All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

(h) If an application receiving a conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted in the conditional approval, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

Repeal Ed 505.08, effective 6-15-19 (Document #12813) as follows:

~~Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.~~

Readopt with amendment and renumber Ed 508.06, effective 11-14-17 (Document #12418), as Ed 505.08 to read as follows:

Ed 505.08 Fees.

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

(b) Payments shall be made either electronically at the time of application on the department website or by cash, money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire," to the bureau as outlined in Ed 505.07(a).

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

Table 505-1 Fee Schedule

*All fees are non-refundable and include processing fee.	
Approved Educator Preparation Program BEL/EEL (per endorsement)	\$120.00
Site Based Licensing Plan	
Statement of Eligibility (per endorsement)	\$50.00
Intern Authorization (per endorsement)	\$120.00
Upgrade to BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Portfolio/Oral Board	
Materials (per endorsement)	\$50.00
Portfolio Review/Oral Board (per endorsement)	\$500.00
BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)	\$500.00

Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)	\$120.00
BEL/EEL/Master Teacher License Renewal (3 year cycle)	\$120.00
Master Teacher – National Level (per endorsement)	\$120.00
Master Teacher – NH Level (per endorsement)	\$800.00
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Paraeducator I and II Renewal (3 year cycle)	\$10.00
School Nurse I - 3 years with one time renewal	\$75.00
School Nurse II	\$0.00
School Nurse III	\$75.00
School Nurse I, II, III Renewal (3 year cycle)	\$75.00
Educational Interpreter/Transliterator	\$25.00
Educational Interpreter/Transliterator Renewal (3 year cycle)	\$25.00
Name Change	\$50.00
Credential Verification Letter	\$25.00
Emergency Authorization (per endorsement)	\$120.00
Returned check fee (RSA 6:11-a)	\$15.00 (State Treasurer's fee) \$25.00 (Bureau of Credentialing fee)

Readopt with amendment Ed 508.02 through Ed 508.05, effective 6-15-13 (Document #10362), and renumber as Ed 505.09 to read as follows:

Ed 505.09 Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department.

(a) Within 30 days of receipt of any application outlined in Ed 505.07(b), the department shall notify the applicant in writing that the application has been received and either:

- (1) The application is complete and pending evaluation; or
- (2) The application is incomplete and enumerate the items that the applicant ~~must~~ **shall** address in order for the application to be complete.

(b) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (a)(2) above within 30 days of receipt of the notification, and the department shall respond within 10 business days in accordance with (a)(1) or (2) above.

(c) If, within 30 days of initial notification of an incomplete application pursuant to (a)(2) above, the department does not receive the enumerated items pursuant to (a)(2) above, the application ~~will~~ shall be closed and the applicant shall ~~be required to~~ begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

(d) For applications outlined in Ed 505.07(b)(1)-(143), within 60 days of the department's notification *of* receipt of a complete application in accordance with (a) and (b) above, the department shall send notification of:

- (1) Approval in the form of the digital credential for which the applicant applied;
 - (2) Denial in writing that outlines the specific reasons for denial, including, but not limited to:
 - a. A department-confirmed violation of the code of conduct outlined in Ed 510.01 through Ed 510.04; and
 - b. A determination that the applicant does not meet the requirements for the specified credential; or
 - (3) Conditional approval which includes:
 - a. An outlines of the specific areas that the applicant needs to address in order for the bureau to continue a full review of the application;
 - b. An applicant timeline for completing the conditional approval requirements, not to exceed 120 days; **and**
 - c. The following statement ***pursuant to Ed 505.07(h)***: “If the conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted, the application will be closed and the applicant shall be required to begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08”.
- (e) For applications pursuant to Ed 505.07(b)(124), portfolio and oral board reviews, the following shall apply:
- (1) ~~Any applicant choosing to apply for a portfolio and oral board review agrees to extend the time periods for review provided for in RSA 541-A:29 and follow the timeline established below by checking the “waiver of time period for review” box on the “Application for Licensure – Portfolio and Oral Board Review” form, January 2020. If the “waiver of time period for review” box is not checked, the application will be denied. ***The applications for portfolio and oral board review shall be open between October 1 and March 30 of every school year calendar.***~~
 - (2) ***Complete applications for oral board review shall include all of the following:***
 - a. ***Completed and filed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020;***
 - b. ***Completed and filed portfolio as outlined in (3)a. below;***
 - c. ***Payment of all fees in accordance with the fee schedule outlined in Ed 505.08; and***
 - c. ***Completed oral board review;***
 - (23) Within ~~30~~**10** days of receipt of a completed application ***“Application for Licensure – Portfolio and Oral Board Review” form, January 2020***, if the department determines that an individual:

a. Qualifies under this method, the department shall notify the applicant in writing by providing the applicant with portfolio submission instructions and requirements for oral board scheduling which shall include, but not be limited to:

1. Written materials;
2. Videotapes;
3. Audiotapes; and
4. Art portfolio; or

b. Does not qualify under this method, the department shall notify the individual in writing ~~within 30 days of receipt of the completed application materials~~ and:

1. Provide the reasons for the determination, including, but not limited to, the qualifying criteria outlined in Ed 505.06(a)(1) and (2), which shall include a written explanation stating why the materials the applicant has submitted are not acceptable; and
2. Recommend another appropriate application method if one is available;

(4) Within 30 days of receipt of portfolio submission instructions, the applicant shall submit all portfolio materials for review by the department along with the appropriate fee in accordance with the fee schedule outlined in Ed 505.08;

(35) Within 30 days of receipt of a portfolio submission and appropriate fee in accordance with the fee schedule outlined in Ed 505.08, the department shall notify the applicant in writing that either:

- a. The portfolio is complete and pending oral board scheduling; or
- b. The portfolio is incomplete and enumerate the items that the portfolio must address in order for the portfolio to be complete;

(46) An applicant shall adhere to Ed 505.09(b) and (c) for completing a portfolio submission in accordance with Ed 505.09(e)(35)b. above;

(57) Upon determination by the department that the portfolio is complete, the department shall appoint a review board consisting of one member of the department and 3 members persons who hold a current experienced educator license in the area of endorsement in which the applicant is seeking to obtain a license;

(68) If, within 60 days of determination of a complete portfolio, in an effort to complete a timely oral board review, the department is unable to establish a review board as outlined in (46) above, the department shall be authorized to establish a review board consisting of department staff or licensed educators;

(79) The review board shall review the applicant's application, including documentation that the applicant meets the required competencies in the area of endorsement and, at the oral board review, ask the applicant questions based upon the materials submitted;

(810) Within 30 days of completion of the oral board review, which shall constitute a complete application, the review board shall make a written recommendation to the department, based upon its evaluation of the quality of the applicant's documentation of meeting the required competencies in the area of endorsement, after considering:

- a. The materials submitted to provide the documentation; and
- b. The applicant's oral responses to the board's questions regarding the documentation;

(911) Within 30 days of the conclusion and recommendation of the oral board interview, the department shall issue a decision in writing stating the reasons for the decision under (7) above along with, if applicable, a beginning educator license or additional endorsement; and

(102) An applicant may appeal a decision made by the department to deny an application for a credential under this part pursuant to Ed 200.

(f) For applications pursuant to Ed 505.07(b)(135), the process for establishing a SBLP for an intern authorization credential resulting in full beginning educator licensure or additional endorsement shall be as follows:

(1) The SOE credential holder and assigned mentor pursuant to Ed 505.05(d) shall download and complete the ***required SBLP application*** materials ***as follows:***

a. "Competency Assessment Sheet"(s) by indicating whether each of the competencies listed, which match the competencies required in Ed 505.03 and Ed 506 through Ed 508, as applicable, have been met, and, if so, how each competency was acquired on the department website;

b. "Site-Based Licensing Plan" form, revised May 2020; and

c. "Site-Based Licensing Plan Beginning Plan" signature form, revised May 2020;

(2) The SBLP ***application materials*** shall be developed collaboratively and agreed to by the SOE credential holder, the mentor, and the senior educational official;

(3) Within 60 days of the SOE credential holder's first day of employment in the pursuant to Ed 505.05(c), the senior educational official shall upload the completed, approved, and signed SBLP into the department's ~~educator information system~~ ***EIS***;

(4) Within 180 days of the first day of employment pursuant to Ed 505.05(c), the SOE credential holder shall be credentialed under an intern authorization following the procedures outlined in (5) through (253) below;

(5) Within 5 business days of the upload specified in (3) above, the candidate shall complete and file an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, along with the appropriate fee pursuant to Ed 505.08;

(6) The department shall review the plan to ensure all of the following are included:

a. An assessment of the competencies of the applicant as enumerated in Ed 505.03, if applicable, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable, based on the endorsement sought;

b. A plan that includes the competency to be acquired, the projected completion date, and the evidence to be provided upon completion which is directly related to, and substantiates meeting, the competency within the period of the plan;

c. Activities that will be undertaken to acquire the competencies in b. above, which shall include, but not be limited to:

~~(i)~~1. Additional coursework;

~~(ii)~~2. On the job training; and

~~(iii)~~3. Professional development; and

d. A signature page which certifies that the plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official;

(7) Within 30 days of receipt of an “Intern Authorization Application – Site-Based Licensing Plan” form, January 2020, the department shall notify the applicant that either:

a. The plan is complete and pending evaluation; or

b. The plan is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(8) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (7)b. above within 15 days of receipt of the notification and the department shall respond within 10 business days in accordance with (7)a. or b. above;

(9) If, within 30 days of receipt of an initial notification of an incomplete application pursuant to (7)b. above, the department does not receive the enumerated items pursuant to (7)b. above, the application ~~will~~ **shall** be closed and the applicant ~~must~~ **shall** start over with a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08;

(10) Within 30 days of receipt of a complete application the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied, if the department determines that:

1. The assessment of the competencies of the applicant meet the requirements as enumerated in Ed 505.03, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable based on the endorsement sought;

2. The plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon

completion, are directly related to and will substantiate meeting the competency within the period of the plan; and

3. The plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official; or

b. Denial after a determination that the plan does not meet the requirements outlined in Ed 505.09(f)(9)a. 1. through 3. above;

(11) A SOE credential holder in receipt of a denial pursuant to (10)b. above may reapply for an intern authorization, to include the fee in accordance with the fee schedule outlined in Ed 505.08, under the following circumstances:

a. The 180-day time period in (4) above has not lapsed and will not lapse during the new application period; and

b. The SOE credential holder shall not apply for an intern authorization more than twice per endorsement;

(12) Upon approval of the plan, the department shall grant an intern authorization, valid for up to 3 years from the first date of employment in the endorsement area sought, to coincide with the time period in the plan, limited to no more than twice per endorsement;

(13) A SBLP shall be canceled, and the intern authorization shall automatically expire, if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan;

(14) The department, at the request of the senior educational official, ~~may~~ **shall** grant an extension to the intern authorization period of not more than one year to accommodate an issue outside of the applicant's control which prevents timely completion of the plan including, but not limited to:

a. Illness of the applicant or immediate member of the applicant's family; and

b. Availability of a required course within the timeframe of the plan where no comparable course is available;

(15) The senior educational official, in consultation with the mentor, shall file a report at the end of each school year attesting to the applicant's progress toward meeting the requirements of the plan;

(16) Once a completed plan is filed with the department, the applicant may:

a. Obtain employment in a similar position with another school employer provided that:

1. The duration for plan completion does not change;

2. The department is notified in writing of the change in place of employment; and

3. The plan is revised as follows:

(i) Approved by the mentor assigned in the new school of employment;

(ii) Approved by the senior educational official in the new school of employment; and

(iii) Resubmitted to the department for approval pursuant to the timeline outlined in Ed 505.09(f)(6)-(10);

b. Have an intern authorization deactivated upon loss of employment until such time as the educator gains employment with another employer as described in (15)a. above– ***so long as*** ~~The~~ the total duration of time employed under an active plan shall not exceed 3 years;

(17) Within 5 business days of the upload specified in (16) above, the intern shall complete and file a “Site-Based Licensing Plan Completer” form, January 2020 along with the appropriate fee pursuant to Ed 505.08;

(18) The senior educational official shall complete and upload to the ~~educator information system (EIS)~~ a final report for department review attesting to the intern’s completion of the SBLP which shall include:

a. A copy of the plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion;

b. The evidence of plan completion;

c. A signature page which certifies that the completed plan was reviewed and approved by the applicant, the mentor, and the senior educational official;

(19) The department shall, within 30 days of receipt of a “Site-Based Licensing Plan Completer” form, January 2020, notify the applicant that either:

a. The application is complete and pending evaluation; or

b. The application is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(20) An applicant shall respond to a notification following the timeline established in (7) and (8) above;

~~(21)~~ Within 60 days of the department’s receipt of a complete “Site-Based Licensing Plan Completer” form, January 2020, the department shall send written notification to the senior educational official and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied if the department determines that the final report documents confirm that the intern has met all the competencies and requirements for full licensure; or

b. A determination that the completion documentation, the final report, or both, do not reflect the documentation required by the approved plan to indicate that the candidate has met all of the competencies and requirements for full licensure and outlines the documentation required to support completion of the plan;

(232) Upon receipt of notification that the department does not approve the application in accordance with (22I)b. above, the senior educational official shall, within 10 business days, upload the required documentation to support completion of the plan or the intern authorization shall expire in accordance with Ed 5095.09(f)(123); *and*

(253) Applicants shall receive a beginning educator license or added endorsement on an existing license after approval by the department pursuant to (22)a. above.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 505.01	RSA 21-N:9, II(s)
Ed 505.02 - 505.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.04	RSA 21-N:9, II(s); RSA 186:11, X(a); RSA 186:8, IV
Ed 505.05 - Ed 505.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.08	RSA 186:11, X(a) and (b); RSA 200:29
Ed 505.09	RSA 186:11, X(a) ; RSA 541-A:29



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EXECUTIVE SUMMARY

Conditional Approval Response: Ed 506 and Ed 508 – Requirements for Specific Educator Endorsements Expires: Various dates, none expiring

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response for Ed 506 and Ed 508, Requirements for Specific Educator Endorsements.

B. RATIONALE FOR ACTION

The Joint Legislative Committee on Administrative Rules (JLCAR) approved the conditional approval request on July 16, 2020. The Department will work with the legislature to fix State Board rulemaking authority regarding the term "license".

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response the department will submit the rule to the Office of Legislative Services (OLS) for verification that it complies with the approved conditional approval request. The State Board will be asked to adopt these rules at its September 10, 2020 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 501 through Ed 506 and Ed 508, Requirements for Specific Educator Endorsements.

Readopt with amendment and renumber Ed 507.01, effective 2-22-13 (Document #10276), as Ed 506.09, and hold Ed 507.01 in reserve so that Ed 506.09 reads as follows:

Ed 506.09 Career and Technical Education Director.

(a) An individual shall have the following entry level requirements to be licensed as a career and technical education director:

(1) Have completed at least 3 years of successful paid and progressively responsible experience as a career and technical educator, with experience within the 5 years prior to the application as an administrator, supervisor, or teacher; and

(2) One of the following:

a. Completed a master's program in educational leadership or a related area; or

b. Completed a master's program in education, and demonstrated:

1. The competencies, skills, and knowledge as listed in (c) below; or

2. Experience in comparable leadership positions in career and technical education or other professions as specified in Ed 505.03.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

(1) Application forms and materials pursuant to Ed 505.07 through Ed 505.09;

(2) Previous work record;

(3) Education record; and

(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) Qualifications for career and technical education director shall include the following skills, competencies, and knowledge in the following areas:

(1) The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Instructional leadership and support; and

e. Evaluation;

(2) Fiscal management in the development and administration of a budget;

- (3) Preparation and management of local, state and federal fund budgets;
- (4) Preparation of state and federal applications and proposals;
- (5) Maintenance of records and inventory of all buildings, equipment and supplies;
- (6) Preparation and submittal of all state and federal reports as required by law;
- (7) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development of:
 - a. Data collection;
 - b. School calendars;
 - c. Scheduling;
 - d. Transportation; and
 - e. Budgets;
- (8) Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:
 - a. Regional agreements;
 - b. Program promotion and marketing;
 - c. Student recruitment and retainment;
 - d. Admissions policies;
 - e. Regional and program advisory committees; and
 - f. Career and technical student organizations;
- (9) The principles and techniques of leadership for learners including:
 - a. Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;
 - b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of competency-based instruction and assessment;
 - c. A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan;

- d. The value of assessing, using, and conducting research to improve student learning;
- e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;
- f. Planning and facilitating the implementation of a developmentally appropriate competency-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;
- g. The reporting and use of assessment results to:
 - 1. Inform the school community;
 - 2. Develop school action plans, and;
 - 3. Modify school programs; and
- h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;

(10) In-depth understanding of the relevancy between career and technical program offerings and the needs of business and industry on a regional and state-wide basis that includes:

- a. An understanding of the up-to-date employment needs of business and industry with an ability to direct program outcomes to align with these needs;
- b. An understanding of utilizing labor market data to direct program outcomes and consistent communication with business and industry to ensure relevance; and
- c. Rigor in all career and technical education programs;

(11) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:

- a. Competency-based curriculum;
- b. State performance indicators relating to data-driven curriculum and student assessment;
- c. Formulation of short- and long-range improvement plans;
- d. Use of technology in support of all school operations; and
- e. Providing customized training programs for teachers in the areas of businesses, industry, labor and government as they relate to economic trends and programming at the center;

(12) Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;

(13) Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;

(14) Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and

(15) Participation in professional organizations relating to career and technical education and career and technical administration.

Readopt with amendment Ed 507.06, effective 2-20-15 (Document #10785), as Ed 506.10, and hold Ed 507.06 in reserve, so that Ed 506.10 reads as follows:

Ed 506.10 School Counseling Director.

(a) An individual shall have the following entry level education and employment experiences to be licensed as a school counseling director:

(1) Completion of a state board of education approved school counseling program at the master's degree level or higher;

(2) Current possession of New Hampshire license as a school counselor; and

(3) At least 3 years of successful paid and progressively responsible experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations.

(b) A candidate for licensure as a school counseling director shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:

(1) The skills, competencies, and knowledge required under Ed 508.01 for a school counselor; and

(2) Skills, competencies, and knowledge relative to the principles and techniques of effective staff and program management as they relate to school counseling in the areas of:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Leadership and support;

e. Development and implementation of a comprehensive program;

f. School equity and civil rights issues;

- g. Integrated use of technology and information systems;
- h. State and national laws, rules, policies, and ethical guidelines; and
- i. Individual and program evaluation.

Change the part heading for Ed 508 to read as follows:

Part Ed 508 REQUIREMENTS FOR EDUCATIONAL SPECIALISTS AND INSTRUCTIONAL SPECIALISTS

Readopt with amendment and renumber Ed 507.07, effective 2-20-15 (Document #10785), as Ed 508.01, and hold Ed 507.07 in reserve, so that Ed 508.01 reads as follows:

Ed 508.01 School Counselor.

(a) An individual shall have the following entry level requirements to be a licensed school counselor:

- (1) Have completed a state board of education approved school counseling collegiate program at the master's degree level or higher; or
- (2) Have acquired the competencies, skills, and knowledge of a school counselor through:
 - a. Completion of courses related to school counseling at the master's degree level or higher and completion of a counseling internship in a public school setting; or
 - b. Experience in comparable positions in school counseling or other master's level or higher professions closely related to school counseling.

(b) A candidate for licensure as a school counselor shall have the following skills, competencies, and knowledge in the following areas:

- (1) In the area of comprehensive school counseling programs, the ability to:
 - a. Align the school counseling program with school district mission and goals;
 - b. Design, develop, implement, and evaluate a school counseling program based on state and national models;
 - c. Include and implement career, academic, and personal-social competencies for student learning;
 - d. Integrate the program into a total school curriculum;
 - e. Develop and implement a school counseling calendar;
 - f. Use data for program design to be responsive to school needs; and
 - g. Apply knowledge of state standards to program goals;

(2) In the area of foundations of school counseling, knowledge and skills that include:

a. Legal and professional standards, including:

(i) The American School Counselor Association (ASCA) Ethical Standards for School Counselors, revised 2016, as referenced in Appendix II;

(ii) ASCA 2019 School Counselor Professional Standards & Competencies, as referenced in Appendix II; and

(iii) ASCA 2014 Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student, as referenced in Appendix II;

b. Confidentiality in a school setting;

c. Collaboration, teamwork and supervision and the ability to apply self-awareness;

d. Basic counseling skills and techniques;

e. The ability to translate counseling theory into the practice of school counseling;

f. The ability to apply a knowledge of human growth & development to the school counseling program;

g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and

h. Multicultural counseling competencies;

(3) In the area of management of school counseling, the ability to:

a. Use data to analyze current program needs;

b. Use technology in school counseling, record-keeping, and student information systems;

c. Formulate, follow, and evaluate student, school, and community needs;

d. Manage and address the cyclical needs of students, including the cyclical nature of the school year;

e. Gather data and translate data into understandable reports for others including state, colleges, town, teachers, students, and teams;

f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents;

g. Participate in, or build and implement a counselor evaluation system;

h. Build leadership skills in self and others; and

- i. Develop and participate in an advisory committee to the school counseling program;
- (4) In the area of delivery of the school counseling program, the skills and abilities to:
- a. Develop and implement curriculum that is for all students;
 - b. Apply effective short-term individual and group counseling;
 - c. Develop and apply crisis prevention and response;
 - d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs;
 - e. Address student needs for college and career readiness knowledge and skills; and
 - f. Apply presentation skills and group management; and
- (5) In the area of accountability, knowledge, skills, and application in:
- a. Research and assessment;
 - b. Scheduling and graduation requirements;
 - c. Counselor-to-student ratios;
 - d. Data-gathering for accountability;
 - e. Advocacy of the role of school counselor;
 - f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes;
 - g. Self-reflection and peer supervision; and
 - h. Management of one's own continuing professional development.

Readopt with amendment and renumber Ed 507.08, effective 2-20-15 (Document #10785), as Ed 508.02, and hold Ed 507.08 in reserve, so that Ed 508.02 reads as follows:

Ed 508.02 School Psychologist.

(a) The following shall be the entry level requirements for an individual to be licensed as school psychologist:

- (1) Completion of any state board of education approved *school psychology program at the* doctoral, certificate of advanced graduate study, ~~specialist~~, or master's level ~~program in school psychology~~; or
- (2) Meeting both of the following requirements:

- a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and
- b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics, psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(b) A candidate for licensure as a school psychologist shall have the skills, competencies, and knowledge in the following areas:

(1) Practices that permeate all aspects of service delivery through:

- a. Data-based decision making and accountability; and
- b. Consultation and collaboration;

(2) Direct and indirect services for children, families and schools which include:

a. Student-level services including:

1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:

- (i) Intellectual ability;
- (ii) Cognitive processing;
- (iii) Academic achievement;
- (iv) Behavior;
- (v) Social and emotional functioning;
- (vi) Learning environments; and
- (vii) Adaptive functioning;

2. Designing, implementing, monitoring, and adapting instructional and behavioral supports and interventions; and

3. Creating, implementing, and evaluating mental health interventions and direct services to develop social/emotional and life skills;

b. Systems-level services including:

1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction, and assessment to promote socialization, learning, and mental health; and
 2. Implementing and evaluating school wide practices that promote learning; and
 - c. Preventative and responsive services including:
 1. Applying principles of resilience and risk factors in learning and mental health;
 2. Promoting multi-tiered systems of support; and
 3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and
- (3) Foundations of professional school psychological services which include:
- a. Understanding and analyzing the diversity in human development and learning including culture, context, and individual differences;
 - b. Explaining typical and atypical psychological and educational development in children and youth;
 - c. Synthesizing, evaluating, and applying theories and models of research, empirical findings, and techniques related to student learning;
 - d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;
 - e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and/or systems levels;
 - f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and
 - g. Adhering to ethical, legal, and professional standards including:
 1. Ethical and professional decision making; and
 2. Professional work characteristics and disposition that reflect personal integrity.

Readopt with amendment and renumber Ed 507.14, effective 3-24-17 (Document #12144), as Ed 508.03, and hold Ed 507.14 in reserve, so that Ed 508.03 reads as follows:

Ed 508.03 School Social Worker.

- (a) For an individual to be licensed as a school social worker, the individual shall:

- (1) Have completed a master's level specialist program in school social work consisting of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree in the area of social work from an accredited institution; or
 - (2) Have earned a master's degree in social work and one of the following:
 - a. Have completed an approved conversion program in school social work which shall include a 2-year internship supervised by a licensed school social worker; or
 - b. Have acquired the knowledge and skills of a school social worker under Ed 505.04, or **Ed** 505.05.
- (b) A candidate for licensure as a school social worker shall have skills, competencies, and knowledge in the following areas:
- (1) Social welfare and educational policy, including:
 - a. History of education, social work, and human services systems;
 - b. Role of policy at local, state, and national levels in education and school social work practice;
 - c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;
 - d. Use of policy practice to analyze, influence, and advocate; and
 - e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health, and juvenile justice;
 - (2) Social work values and ethics, including:
 - a. Mission of public education;
 - b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;
 - c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2017), as specified in Appendix II;
 - d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and
 - e. Ability to use an ethical decision-making model to guide practice;
 - (3) Social and economic justice and populations at risk, including:

- a. Understanding risk/resiliency factors for populations at risk;
 - b. Understanding the dynamics of risk factors for school failure and the strategies to address them;
 - c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;
 - d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;
 - e. Advocacy for non-discriminatory social and economic systems; and
 - f. Identification of inequities in access to school and community programs and services for children, youth, and families;
- (4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;
- (5) Effective prevention and intervention with individuals, families, schools, and communities including:
- a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;
 - b. Design and implementation of practice strategies with persons from diverse backgrounds;
 - c. Partnership with families and others to resolve challenges in the home, school, and community;
 - d. Counseling;
 - e. Crisis intervention and other mental health services;
 - f. Casework and case management;
 - g. Group work;
 - h. Mediation and conflict resolution;
 - i. Advocacy;
 - j. Development of positive behavioral intervention strategies for all students;
 - k. Program development and management;
 - l. Provision of professional development and community education;

m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and

n. Community organization, including mobilization of school and community resources;

(6) Human behavior and social environment, including:

a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and

b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;

(7) Diversity, including:

a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;

b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;

c. Development of trust, open communication, mutual respect, and ongoing collaboration with members of diverse populations; and

d. Ability to take cultural and other diversity factors into account in assessments and interventions; and

(8) Research, including:

a. Qualitative and quantitative methodologies; and

b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:

1. Provide school social work services and educational interventions;

2. Monitor and assess programs and services;

3. Monitor and assess academic and social progress; and

4. Initiate change and improve practice, policy, and programs.

(c)- For the purposes of Ed 507.14, populations at risk shall include, but not be limited to:

(1)- Children with special educational needs;

(2)- School age parents;

(3)- Homeless youth and families;

- (4)- Students affected by mental health and substance misuse issues;
- (5)- Lesbian, gay, bisexual, transgender, and questioning youth;
- (6)- Abused and neglected students;
- (7)- Students living in poverty;
- (8)- Children of color;
- (9)- Adjudicated and incarcerated youth;
- (10)- English language learners;
- (11)- Students whose families are in crisis; and
- (12)- Other marginalized groups of students.

Readopt with amendment and renumber Ed 507.19, effective 5-31-18 (Document #12539), as Ed 508.04, and hold Ed 507.19 in reserve, so that Ed 508.04 reads as follows:

Ed 508.04 Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be licensed as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

- (1) Hold a master's degree and a valid:
 - a. Beginning educator or experienced educator license from the state board in education, school counseling, administration, or speech language specialist;
 - b. License as a psychologist from the New Hampshire board of psychologists;
 - c. License as an occupational therapist from the governing board of occupational therapists; or
 - d. License as a speech-language pathologist from the governing board of speech-language pathologists;
- (2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy, or occupational therapy; and
- (3) Either:
 - a. Have successfully completed a SAIF program approved by the state board of education; or
 - b. Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.06, Demonstrated Competencies.

(b) To qualify as a SAIF, an individual shall have the following:

(1) Knowledge of:

- a. Relevant local, state, and federal laws, policies, regulations, and procedures pertaining to education;
- b. General principles of learning and research-validated teaching strategies;
- c. Human development theory, including application to children in a school setting;
- d. The learning characteristics of individuals with disabilities;
- e. Statistics, research methods, and professional literature pertinent to the processes of assessment and program development; and
- f. Those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in the National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(2) Competency and skill in:

- a. Developing professional interactions for the purpose of obtaining and communicating information;
- b. Consulting with staff members and parents regarding students' current and future needs;
- c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
- d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
- e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
- f. Integrating background information and assessment results into a description of how the child learns;
- g. Developing appropriate recommendations based upon assessments and best practices;
- h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; and

i. Assisting the administration in planning and facilitating professional development and improvement efforts; and

(3) Expertise in:

a. The nature, uses, and limitations of a variety of psychological educational assessments; and

b. Research-validated educational accommodations, modification, supports, and interventions.

Readopt with amendment and renumber Ed 507.23, effective 9-20-17 (Document #12384), as Ed 508.05, and hold Ed 507.23 in reserve, so that Ed 508.05 reads as follows:

Ed 508.05 School Speech-Language Specialist.

(a) To be licensed as a speech-language specialist, a candidate shall meet the following entry level requirements:

(1) The general education requirements specified in Ed 505.02, if applicable;

(2) The professional education requirements specified in Ed 505.03, if applicable; and

(3) Hold a master's degree in speech-language pathology or communication sciences and disorders and meet the speech-language specialist competencies.

(b) A candidate for licensure as a speech-language specialist shall have skills, competencies, and knowledge in the following areas:

(1) In the area of core competencies in communication:

a. A knowledge of professional conduct including how to understand and respect student and family confidentiality;

b. A knowledge of basic communication science, which for this field shall include:

1. Normal language acquisition and implications for multi-cultural application;

2. Phonetics and phonology;

3. Speech and hearing science;

4. Basic audiology;

5. Anatomy and physiology of the speech and hearing mechanism;

6. Neurology of speech and language; and

7. Swallowing;

c. A knowledge of assessment and intervention techniques related to a broad range of disabilities students might exhibit, any one or combination of which might affect their academic performance and thus place them at risk in terms of their receiving a free and appropriate public education in the least restrictive environment, including the following:

1. Fluency disorders such as stuttering;
2. Organic pathologies such as cerebral palsy and traumatic brain injury;
3. Articulation and phonological disorders;
4. Language disorders, including expressive, receptive, and social pragmatic language disorders;
5. Phonological awareness in relation to literacy disorders;
6. Auditory perception, including central auditory processing disorders;
7. Voice and resonance disorders;
8. Augmentative and alternative communication (AAC) modalities such as sign language and speech generating devices; and
9. Autism spectrum disorders;

d. The ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;

e. The ability to administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of:

1. Phonology and articulation; including motor speech disorders;
2. Early childhood and school age language;
3. Oral language as it relates to expressive and receptive language;
4. Dysphagia;
5. Fluency;
6. Hearing and auditory processing disorders;
7. Voice and resonance; and
8. Augmentative and alternative communication (AAC);

f. A knowledge of diagnostics and evaluation to identify the presence of a communication disorder and identify an educational disability in the area of speech, language, or hearing impairment which shall include the ability to:

1. Collect quantitative and qualitative data to assist in identifying:

- (i) Student learning strengths and needs;
- (ii) Learning styles; and
- (iii) Interpersonal skills; and

2. Demonstrate the ability to synthesize data and to develop individualized education programs and methods of assessing progress as described in Ed 1109 and 34 CFR 300.320; and

g. A knowledge of and skills necessary to implement various evidence-based models of service delivery such as individual and group; direct, collaborative and consultative relative to specific communication disorders listed in Ed 508.05(b)(1)c. which shall include the ability to:

- 1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;
- 2. Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both;
- 3. Demonstrate the ability to evaluate the attainment of treatment goals in relation to the curriculum using:
 - (i) Qualitative methods, including but not limited to educator reports, student reports, and observations; and
 - (ii) Quantitative methods, including but not limited to the use of standardized tests; and
- 4. Modify individual student programs based on on-going assessment; and

(2) Concerning school-based delivery systems:

- a. A knowledge of educational systems including school operations and administrative organizations;
- b. A knowledge of general and special education laws, including but not limited to federal statutes and regulations, state statutes and rules, and related case law;
- c. The ability to participate in the development of individualized education programs and accommodation plans as outlined in Section 504 of the Rehabilitation Act of 1973;
- d. The ability to analyze, evaluate, and employ curriculum and classroom-based teaching techniques and materials to support speech and language development;
- e. The ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction;

f. The ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas as related to speech, language, and communication;

g. A knowledge of school, community, state and federal resources to support students and their families in the school setting;

h. A knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills;

j. The ability to supervise paraeducators, tutors, or speech-language assistants in targeting and generalizing speech and language goals; and

k. The ability to utilize augmentative and alternative communication systems and technology to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.

(d) Any person who is licensed in the state of New Hampshire as a speech-language pathologist by the governing board of speech-language pathologists shall be considered to have met the requirements of Ed 508.05.

Readopt with amendment and renumber Ed 507.20, effective 2-22-13 (Document #10276), as Ed 508.07 and hold Ed 507.20 in reserve, so that Ed 508.06 reads as follows:

Ed 508.06 Library Media Coordinator.

(a) A candidate shall have the following entry level requirements to be licensed as a library media coordinator:

- (1) Have completed a minimum of 3 years' experience as a library media specialist as documented by positive recommendations or evaluations from the candidate's supervisor(s) which demonstrate that the candidate has acquired the competencies outlined in Ed 507.21; and
- (2) Have at least completed a master's degree program in library science, library and information studies, or a closely related field such as education.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

- (1) Completed application forms containing the information required in Ed 508.04;
- (2) Previous work record;
- (3) Education record; and
- (4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) Candidates for licensure as a library media coordinator shall have skills, competencies, and knowledge in the following areas:

- (1) In the area of program management and leadership, the ability to:

- a. Provide effective leadership and coordination in developing, implementing, and evaluating a comprehensive, system-wide school library media program;
- b. Develop and implement a strategic plan for the school library media program to meet system-wide goals while allowing for differences of individual schools;
- c. Communicate the school library media program's vision, goals, and priorities to the educational system and the community;
- d. Coordinate collection development and programming for system-wide libraries;
- e. Plan and manage information literacy instruction efforts for students and teachers;
- f. Plan and manage virtual and physical resources, systems, and services to support teaching and learning;
- g. Coordinate the planning and design of new, renovated, and existing school library media facilities and system-wide infrastructure;
- h. Develop policy recommendations and implement established adopted policies and procedures; and
- i. Advocate for the centrality of the library media program to the learning of students;

(2) In the area of fiscal management, the ability to:

- a. Prepare budgets in collaboration with school leaders, departments, or agencies to ensure equitable services and resources;
- b. Maintain accurate records and inventories to prepare reports; and
- c. Research grants and other external funding opportunities for the support and enhancement of student learning resources and results;

(3) In the area of information management, the ability to:

- a. Provide trustworthy information on promising and proven practices keyed to system-wide priorities to improve student achievement as well as educator and school leader effectiveness;
- b. Collaborate with other libraries and agencies to share resources and enhance the system's learning climate, learning opportunities, and learning results;
- c. Advise all school system personnel regarding the importance of the principles of intellectual freedom and ethical behavior, and advocate for the integration of these principles in system policies and programs; and
- d. Work with system and school leaders as well as educators to ensure standardization of equipment and equity of resources across programs and buildings; and

(4) In the area of personnel management, the ability to:

- a. Advocate for the American Association of School Librarians (AASL) recommended level of staffing for school library media centers;
- b. Collaborate with principals and site-based committees in the selection and placement of school library media personnel; and
- c. Work with school leaders to supervise, support and evaluate the system's school library media personnel in the operation of their school library media program.

Readopt with amendment and renumber Ed 507.21, effective 6-22-12 (Document #10151), as Ed 508.07, and hold Ed 507.21 in reserve, so that Ed 508.07 reads as follows:

Ed 508.07 Library Media Specialist.

(a) To be licensed as a library media specialist, the candidate shall have a bachelor's degree.

(b) A candidate for licensure as a library media specialist shall have skills, competencies, and knowledge in the following areas:

(1) In the area of teaching for learning, the ability to:

a. Demonstrate that she or he is a skilled instructional specialist who ensures that learners become effective and ethical users and creators of ideas and information, through:

1. Applying knowledge of learners and learning, including:

- (i) Learning styles;
- (ii) Stages of human development;
- (iii) Cultural influences; and
- (iv) Physical and intellectual abilities and needs;

2. Providing instruction in multiple literacies;

3. Promoting inquiry-based learning; and

4. Providing authentic learning experiences;

b. Design and implement instructional strategies that engage students' interests and develop their ability to:

1. Inquire;
2. Think both critically and creatively; and
3. Ethically gain and share knowledge;

- c. Utilize the assessment of student learning to inform practice;
- d. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators;
- e. Collaborate with students, other educators, and administrators to efficiently access, interpret, and communicate information;
- f. Design and provide professional development which enables other educators and administrators to:
 - 1. Locate research-based information relevant to their professional practice; and
 - 2. Integrate best practices into their curricula; and
- g. Integrate the use of current technologies as a means for effective and creative teaching and to support students' conceptual understanding, critical thinking, and creative processes;

(2) In the area of literacy and reading, the ability to:

- a. Demonstrate knowledge of children's, young adult, and professional literature to guide and support reading for information, reading for pleasure, and reading for lifelong learning in multiple languages and formats such as but not limited to materials in print, e-book, digital, audio, and braille;
- b. Use a variety of strategies to promote reading, viewing, and listening, for learning, personal growth, and enjoyment;
- c. Develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of the learning community;
- d. Collaborate with staff to design and implement authentic and engaging instructional strategies that reinforce reading instruction to ensure students are able to create meaning from text;
- e. Model personal enjoyment of reading in order to motivate lifelong reading in students; and
- f. Integrate the use of current technologies that support literacy and reading;

(3) In the area of information and knowledge, the ability to:

- a. Model multiple strategies for students, teachers and administrators and other members of the school community to locate, evaluate, and ethically use information;
- b. Identify physical, socioeconomic, and intellectual barriers to equitable school, home and community access to learning resources and services;

- c. Develop and promote solutions to address barriers to equitable access to learning resources and services;
- d. Provide a variety of learning resources and services to support the needs of diverse learners;
- e. Support flexible, open access to library services, including, but not limited to 24/7 access to online databases, library websites, and related instructional support resources;
- f. Model and communicate the legal and ethical principles of the profession;
- g. Demonstrate proficiency in the use of 21st century tools to continuously improve their professional practice; and
- h. Interpret and use a variety of data, including evidence-based action research, to create and share new knowledge to improve practice in school libraries;

(4) In the area of advocacy and leadership, the ability to:

- a. Utilize evidence-based practice and research to communicate the centrality of the library program to a school's ability to:
 - 1. Meet and exceed local, state and national content standards;
 - 2. Improve student learning;
 - 3. Meet the challenges of the learners, the skills, and the learning environments of the 21st century; and
 - 4. Integrate the use of current technologies as a means for effective and creative teaching and learning;
- b. Advocate for intellectual freedom, equity of access, and privacy rights;
- c. Educate the school community on the ethical use of information and ideas;
- d. Establish connections with other libraries and strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information;
- e. Plan for and participate in ongoing professional growth and leadership opportunities, informed by reflective practice;
- f. Engage in school improvement processes, such as but not limited to curriculum development; and
- g. Document and communicate the impact of collaborative instruction on student learning; and

(5) In the area of program management and administration, the ability to:

- a. Communicate and collaborate with students, staff, administrators, and community members to design and develop a library program that aligns resources and services with the school's mission, in accordance with New Hampshire school approval standards Ed 306.08, instructional resources, and Ed 306.42, digital literacy program;
- b. Manage, organize, and evaluate school library physical resources such as facilities, fiscal resources such as budgets, and human resources such as personnel, including volunteers, to enhance the use of information resources and services and to ensure equitable access to all resources for all users;
- c. Make use of data to evaluate and improve the school library program;
- d. Develop, implement, and evaluate policies and procedures consistent with:
 - 1. School, district, state, and national standards;
 - 2. Relevant laws and legislation;
 - 3. Privacy rights;
 - 4. Equity of access; and
 - 5. The tenets of intellectual freedom;
- e. Create and implement a collection development policy that demonstrates knowledge of principles related to selection, acquisition, organization, evaluation, and reconsideration of library resources;
- f. Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop a relevant, balanced collection designed to meet the diverse curricular, personal, and professional needs of students, staff, and administrators;
- g. Organize a school library collection according to current library cataloging and classification principles and standards; and
- h. Ensure integration of current research findings and best practices into the school library program by keeping up to date with local, state, and national education, technology, and information initiatives.

Readopt with amendment and renumber Ed 507.22, effective 11-9-18 (Document #12662), as Ed 508.08, and hold Ed 507.22 in reserve, so that Ed 508.08 reads as follows:

Ed 508.08 Digital Learning Specialist. The following requirements shall apply to the licensure of a digital learning specialist:

- (a) To be licensed as a digital learning specialist, the candidate shall have:
 - (1) At least a bachelor's degree; and

(2) Qualify for licensure under one of the credentialing pathways in Ed 505.01 – Ed 505.05 having also met the requirements of (c) below.

(b) A candidate for licensure as a digital learning specialist shall have skills, competencies, and knowledge as a digital designer, digital learner, digital citizen, collaborative coach, and visionary leader as follows:

(1) As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in his or her practice of teaching, learning, and assessment by the ability to:

- a. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;
- b. Model and promote the use of adaptive and assistive technologies and other digital tools and resources to personalize and differentiate activities for all learners;
- c. Collaborate with other educators to help design and implement the student digital portfolio processes and procedures as specified in Ed 306.42; and
- d. Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding;

(2) As a digital learner, continue to deepen knowledge and expertise with technological concepts and pedagogy as follows:

- a. Use knowledge of digital tools to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments;
- b. Collaborate with other educators to promote innovative and creative thinking using digital tools to engage learners in real-world problem solving;
- c. Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards; and
- d. Illustrate how state and national standards are implemented within the curriculum;

(3) As a digital citizen, model responsible and safe participation in the digital world with the ability to:

- a. Model and promote safe, ethical, and legal practices related to digital tools and resources;
- b. Model and promote digital etiquette, awareness of digital identity and privacy, and responsible social interactions related to the use of digital tools and resources; and
- c. Model and promote diversity, cultural understanding, and global awareness using digital communication and collaborative tools and resources to interact locally and globally;

(4) As a collaborative coach, develop innovative professional learning opportunities and evaluate the impact on instructional practice and learner competencies with the ability to:

- a. Model and promote effective management and use of digital tools and resources to support technology rich learning environments;
- b. Evaluate, adapt, and reflect on digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and evidence-based innovative practices; and
- c. Promote the role of digital media literacies to best equip learners to succeed in a globally interconnected, multicultural world; and

(5) As a visionary leader, promote and participate in the development and implementation of collaborative strategies for the comprehensive integration of technology to foster excellence to support transformational change throughout the instructional environment with the ability to:

- a. Promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to support learning opportunities for all learners and educators;
- b. Promote and participate in the planning, development, communication, implementation, and evaluation of technology-infused strategic plans and adoption of new digital resources and tools at the district and school levels; and
- c. Promote and participate in the implementation strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Readopt with amendment and renumber Ed 507.12, effective 3-24-17 (Document #12142), as Ed 508.09, and hold Ed 507.23 in reserve, so that Ed 508.09 reads as follows:

Ed 508.09 Reading and Writing Specialist.

(a) A candidate for licensure as a reading and writing specialist for grades K-12 shall meet the following entry level requirements:

- (1) At least a master's degree in literacy or a related field;
- (2) The general education requirements specified in Ed 505.02;
- (3) The professional education requirements specified in Ed 505.03 if applicable; and
- (4) Completed at least 3 years of classroom teaching;

(b) A candidate for licensure as a reading and writing specialist for grades K-12 shall have skills, competencies, and knowledge in the following areas:

- (1) In the area of knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction, the ability to:

- a. Demonstrate knowledge of cognitive, sociocultural, and diverse linguistic foundations of reading and writing processes and instruction;
- b. Demonstrate knowledge of current practices, research, and historical developments in reading and writing;
- c. Demonstrate knowledge of language development as it relates to acquisition of reading and writing, the variations related to sociocultural and linguistic diversity, and the basics of second language acquisition;
- d. Demonstrate knowledge of the major components of reading instruction and curriculum, including the ability to:

- 1. Understand the relationship between print and sounds, including phonemic awareness, phonics, and other word identification strategies, and their role in fluent reading;
- 2. Explain how background knowledge, vocabulary knowledge, text comprehension strategies, and motivation are integrated in reading; and
- 3. Describe how reading strategies are taught across all content areas, including but not limited to English, ESOL, mathematics, science, and social studies; and

- e. Demonstrate knowledge of major components of writing instruction, including the ability to:

- 1. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;
- 2. Demonstrate the knowledge of the mechanics of writing, including punctuation, grammar, spelling, and letter formation;
- 3. Understand recursive strategies for planning, drafting, revising, and editing writing; and
- 4. Describe models for integrating writing across the curriculum;

(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to recognize the importance of, demonstrate, and facilitate professional learning and leadership by:

- a. Selecting and implementing instructional approaches and materials that utilize evidence-based rationale, consider student needs, and support classroom teachers and paraeducators in their use of instructional strategies and grouping; and
- b. Using a wide range of evidence-based curriculum materials including structured literacy approaches in effective reading and writing instruction for struggling reluctant learners, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders at different

stages of literacy development and from different sociocultural and linguistic backgrounds;

(3) In the area of assessment and evaluation of reading and writing, the ability to:

- a. Understand the terminology, processes, and procedures used in formal and informal assessments, including English language learners' proficiency levels;
- b. Use a variety of formal and informal assessment tools and practices to plan, evaluate and communicate effective reading and writing instruction by:
 1. Supporting the classroom teacher in the assessment of the reading and writing abilities of individual students; and
 2. Extending the assessment further to determine proficiencies and difficulties for appropriate services;
- c. Use assessment information to plan, evaluate, differentiate, and revise effective instruction that meets the needs of all students, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders by:
 1. Assisting teachers, specialists, and paraeducators in using assessments to plan and implement instruction for all students;
 2. Engaging students in using assistive technology to address their needs in learning and communicating; and
 3. Collaboratively collecting, analyzing, and using school-wide assessment data to improve school and district literacy instruction and programs;
- d. Communicate results of assessments and screenings to a variety of audiences, including students, families, administrators, teachers, specialists, and policymakers; and
- e. Demonstrate knowledge of current issues, practices, and policies related to the assessment, evaluation, and instruction of reading and writing;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

- a. Use students' interests, backgrounds, and abilities in reading and writing, as foundations for the reading and writing program, including the ability to:
 1. Assist the classroom teacher in demonstrating a respectful attitude toward all learners and understand the roles of choice, motivation, and scaffolded instructional support in creating positive and supportive environments;
 2. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels and writing development of all students;

- 3. Demonstrate models of teaching that provide authentic purposes for reading and writing; and
 - 4. Help the classroom teacher to use evidence-based rationale to make and monitor flexible instructional grouping options for students;
 - b. Select books, technology-based information, and non-print materials representing multiple levels, broad interest, and cultural and linguistic backgrounds;
 - c. Provide opportunities for learners to write for personal, social, academic, and vocational, or professional purposes;
 - d. Collaborate with building and district administrators to establish and to manage a literacy budget; and
 - e. Provide educational opportunities, information, and support for families and the community; and
- (5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:
- a. Participate in, initiate, implement, and evaluate professional development programs;
 - b. Support, demonstrate, and assist professional development in the teaching of reading and writing to paraeducators, teachers, and administrators;
 - c. Engage in collaboration and dialogue with teachers and reading specialists to reflect on teaching practices and improve instruction;
 - d. Display positive habits related to the candidate's own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors; and
 - e. Advocate for important professional needs with administrators, school boards, and local, state, and federal policymaking bodies.

Readopt with amendment and renumber Ed 507.251, effective 1-17-14 (Document #10506), as Ed 508.10 to read as follows:

Ed 508.10 Elementary Mathematics Specialist for Grades K-6.

(a) A candidate for licensure as a mathematics specialist for grades K-6 shall meet the following entry level requirements:

- (1) At least a master's degree in mathematics, education, or a related field and can document a passing score on the Praxis II Middle School Mathematics test or equivalent;
- (2) The general education requirements specified in Ed 505.02;
- (3) The professional education requirements specified in Ed 505.03;

(4) Hold a valid experienced educator endorsement; and

(5) Completed at least 3 years of successful classroom teaching of mathematics within grades pk-6.

(b) A candidate for licensure as an elementary mathematics specialist for grades pk-6 shall have skills, competencies, and knowledge in the following areas:

(1) In the area of content knowledge, the ability to:

a. Apply knowledge of major pre-K-6 mathematical concepts, algorithms, procedures and connections;

b. Demonstrate an understanding of the sequential nature of mathematics and the mathematical structures and connections inherent in the following content domains:

1. In the domain of number and operations have the ability to:

(i) Demonstrate knowledge of pre-number and early number concepts;

(ii) Interpret and represent number systems including whole numbers, integers, rationals, irrationals, reals and the application of their properties;

(iii) Demonstrate knowledge of concepts and applications of number theory including multiplicative arithmetic;

(iv) Demonstrate a variety of interpretations of the 4 operations of arithmetic and of the common ways they can be applied; and

(v) Use proportional reasoning demonstrating connections to fractions, ratios, rates, and scaling;

2. In the domain of functions and algebra have the ability to:

(i) Analyze and generalize a wide variety of patterns and functions for example linear, quadratic, and exponential moving fluently among representations including tables, graphs, written word, and symbolic rules;

(ii) Analyze change and rates of change in various contexts including proportional and inversely proportional relationships;

(iii) Model and solve problems, both mathematical and “real world,” using algebraic methods; and

(iv) Apply the conventions of algebra that is the order of operations and the properties of real numbers commutative, associative, distributive, identity, inverse, and zero properties to algebraic expressions, equations, and inequalities;

3. In the domain of measurement have the ability to:

- (i) Utilize non-standard and standard units of measure using appropriate units, techniques, and tools;
- (ii) Model and use common units of geometric measures for: angles, perimeter, area and volume, through mathematical and practical contexts;
- (iii) Employ estimation as a way of understanding measurement units and processes of measuring those attributes;
- (iv) Apply measurement conversion strategies; and
- (v) Connect proportionality to measurement including similar figures;

4. In the domain of geometry have the ability to:

- (i) Build and manipulate representations of 2- and 3-dimensional objects using concrete models, perspective drawings, projections, and dynamic geometry software;
- (ii) Analyze properties and relationships among geometric shapes and structures;
- (iii) Specify locations and describe spatial relationships using coordinate geometry;
- (iv) Apply transformations and compositions of transformations including dilations, translations, rotations, and reflections with symmetry, congruence, and similarity; and
- (v) Use geometric constructions and axiomatic reasoning to make and prove conjectures about geometric shapes and relations;

5. In the domain of data analysis and probability have the ability to:

- (i) Use data from a random sample to draw inferences about a population;
- (ii) Construct and interpret graphical displays of univariate data distributions for example, box plots and histograms;
- (iii) Summarize and describe univariate data in relation to its context by using measures including the mean, median, mode, interquartile range, and mean absolute deviation;
- (iv) Use scatterplots to analyze bivariate data and utilize lines of best fit to model the relationship between the variables; and
- (v) Determine the empirical and theoretical probability for both simple and compound events; and

c. Demonstrate knowledge of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;

(2) In the area of mathematical practices have the ability to:

a. Communicate and demonstrate the importance of problem solving and its use in developing conceptual understanding;

b. Represent and model mathematical ideas;

c. Reason abstractly, reflectively, and quantitatively including constructing viable arguments and proofs;

d. Attend to precision;

e. Identify elements of structure and express regularity in patterns of mathematical reasoning;

f. Utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas; and

g. Demonstrate the interconnectedness of mathematical ideas including making connections across various content areas and real-world contexts;

(3) In the area of mathematical pedagogy have the ability to:

a. Plan and assist others in planning instruction incorporating a variety of strategies including mathematics-specific instructional technologies to build all students' conceptual understanding and procedural proficiency;

b. Analyze and consider research in planning for mathematics instruction;

c. Select and apply instructional techniques that assist in identifying and addressing student misconceptions;

d. Use mathematical content and pedagogical knowledge to select, use, adapt and determine the suitability of mathematics curricula and teaching materials for particular learning goals;

e. Understand students' development in mathematics using holistic, analytical, and diagnostic tools; and

f. Demonstrate developmentally appropriate use of assessments in their practice and train classroom teachers to administer and interpret assessment results; and

(4) In the area of professional knowledge and skills have the ability to:

a. Demonstrate mathematics-focused instructional leadership;

- b. Plan, develop, implement and evaluate mathematics-focused professional development programs;
- c. Evaluate the alignment of state mathematical standards, district curricula, and state and local assessments and recommend appropriate adjustments;
- d. Support teachers in systematically reflecting on and learning from their mathematical practice;
- e. Collaborate with school-based professionals to develop evidence-based interventions for high-and low-achieving students; and
- f. Analyze and interpret mathematics assessment data and communicate results to appropriate and varied audiences.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 506.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 506.10	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.01	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.02	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.04	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.05	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.08	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.10	RSA 21-N:9, II(s); RSA 186:11, X(a)

Appendix II

Rule	Title	Obtain at:
Ed 508.01(b)(2)a.(i)	The American School Counselor Association (ASCA) <i>Ethical Standards for School Counselors</i> , revised 2016	https://www.schoolcounselor.org/school-counselors/standards Free

Ed 508.01(b)(2)a.(ii)	ASCA 2019 <i>School Counselor Professional Standards & Competencies</i>	https://www.schoolcounselor.org/school-counselors/standards Free
Ed 508.01(b)(2)a.(iii)	ASCA 2014 <i>Mindsets and Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student</i>	https://www.schoolcounselor.org/school-counselors/standards Free
Ed 508.03(b)(2)c.	National Association of Social Workers (NASW) <i>Code of Ethics</i> (2017)	https://www.socialworkers.org/about/ethics/code-of-ethics/code-of-ethics-english Available for purchase for \$6.99
Ed 508.03(b)(2)d.	NASW <i>Standards for School Social Work Services</i> (2012)	https://www.socialworkers.org/LinkClick.aspx?fileticket=1Ze4-9-Os7E%3d&portalid=0 Free
Ed 508.04(b)(1)f.	National Association of School Psychologists <i>Principles for Professional Ethics</i> (2010)	https://www.nasponline.org/standards-and-certification/professional-ethics Free



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EXECUTIVE SUMMARY

Conditional Approval Response: Ed 509, Ed 512 and Ed 513 – Renewal and Denial of Credentials Expires: Various dates, none expiring

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response for Ed 509, Ed 512, and Ed 513, Renewal and Denial of Credentials.

B. RATIONALE FOR ACTION

The Joint Legislative Committee on Administrative Rules (JLCAR) approved the conditional approval request on July 16, 2020. The Department will work with the legislature to fix State Board rulemaking authority regarding the term "license".

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response the department will submit the rule to the Office of Legislative Services (OLS) for verification that it complies with the approved conditional approval request. The State Board will be asked to adopt these rules at its September 10, 2020 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 501 through Ed 509, Ed 512, and Ed 513, Renewal and Denial of Credentials.

PART Ed 509 CREDENTIAL RENEWAL AND VALIDITY

Readopt with amendment Ed 509.01, effective 11-14-17 (Document #12418), to read as follows:

Ed 509.01 Recommended Renewal; Process for Educators Currently Employed Under a Local NH Professional Development Master Plan.

(a) Educator licenses shall be renewed every 3 years. School nurse I may renew one time after the first 3 years of the initial license.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the licensed educator has met the requirements of Ed 509.03 and Ed 513.04, or Ed 504.08, 504.09 and 513.07 for school nurse; and

(2) Payment of the renewal fee pursuant to Ed 505.08.

(c) The department shall provide opportunity for electronic submission of the documentation required under Ed 509.03 by the senior educational official.

(d) The senior educational official shall verify that each licensed educator whose license requires renewal has completed professional development as required in Ed 513.04. Verification shall include the name of the licensed educator and the licensed educator's area(s) of endorsement.

(e) The licensed educator shall pay the appropriate fee in a timely manner to the department before the expiration of the educator's license.

(f) Verifications under (c) and (d) above shall be made and the fee under (e) above shall be paid no later than June 30 of the year in which the license is required to be renewed. Late filings shall be treated in accordance with Ed 509.04.

Readopt with amendment Ed 509.02, effective 11-14-17 (Document #12418), to read as follows:

Ed 509.02 Department of Education Renewal; Process for Educators Not Currently Employed Under a Local NH Professional Development Master Plan.

(a) Educator licenses shall be renewed every 3 years. School nurse I may renew one time after the first 3 years of the initial license.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the licensed educator has met the requirements of Ed 509.03 and Ed 513.05, or Ed 504.08, 504.09 and 513.07 for school nurse; and

(2) Payment of the renewal fee pursuant to Ed 505.08.

(c) Any licensed educator not currently employed by an, or teaching in an, educational organization with a valid New Hampshire license may submit documentation electronically to the

department or may apply for a renewal directly by following the application procedures outlined in Ed 505.07(b)(3), Ed 505.08, and Ed 505.09(a)-(d).

(d) Every licensed educator not currently employed by an educational organization under a professional development master plan shall comply with Ed 513.05, Ed 513.06(b), or Ed 513.07(b) as required by the educator's specific license type, and:

- (1) Submit documentation electronically to the department of such compliance; or
- (2) Mail documentation directly to the department documenting such compliance.

(e) Licensees not employed under the jurisdiction of a state approved local master plan for professional development shall submit evidence of approved professional development activities during the 3-year period preceding the application for license renewal as outlined in Ed 513.05, Ed 513.06, and Ed 513.07 as required by the specific license type.

(f) A development activity shall be approved by the department for purposes of (e) above if it includes one or more of the activities listed in Ed 513.02(c)(6).

(g) An educator who holds a valid license and is not employed in education for 3 or more years of service shall submit to the department evidence of satisfactory professional growth listed in Ed 509.03 or Ed 5123.05 as a basis for renewal of his/her license.

(h) The educator shall file all required documentation and pay the renewal fee, as outlined in Ed 505.08, no later than June 30 of the year in which the license is required to be renewed.

Readopt with amendment Ed 509.03 through Ed 509.05, effective 6-15-13 (Document #10362), to read as follows:

Ed 509.03 Renewal Documentation.

(a) The school administrative unit shall submit to the department, for each educator whose license is required to be renewed, verification of professional development activities taking place within the 3 years preceding expiration date of the license consistent with the local master plan for professional development pursuant to Ed 513.

(b) Evidence of approved professional development activities in each subject area or field of specialization as required in accordance with Ed 513.04 or Ed 513.05, as applicable, shall be required for each educator who holds a license in more than one endorsement area.

Ed 509.04 Late Filing.

(a) A renewal application shall be considered a late filing if it is received by the department after July 1 of the year of filing, provided that the department provided notice that a license was due for renewal at least 3 months before July 1 to the licensee.

(b) A late filing shall be accepted by the department if the applicant meets renewal requirements and files:

- (1) A late filing fee of \$50.00; and

(2) The appropriate filing fee pursuant to Ed 505.08, which fee reflects the actual cost of processing the late filing as authorized under RSA 186:11, X(b).

Ed 509.05 Fees. Payment of renewal fees shall be made in accordance with the rules and fee schedule in Ed 505.08.

Readopt with amendment Ed 512.01, effective 11-9-18 (Document #12661), cited and to read as follows:

PART Ed 512 DENIAL OF CREDENTIAL

Ed 512.01 Denial of Credential.

(a) A credential application shall be denied by the board based on the following grounds:

(1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;

(2) The applicant has been charged pending disposition for, or convicted, of any violation or attempted violation *of one of the statutes listed in* RSA 189:13-a, V, or has been convicted of any felony in any other state, territory, or country;

(3) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or

(4) The applicant is under investigation, under suspension, or has been revoked in any other state, jurisdiction, territory, or country.

(b) An applicant aggrieved by the decision of the department to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the department's decision pursuant to RSA 21-N:11, III, and Ed 200.

Readopt with amendment Ed 513.01 through Ed 513.06, effective 12-21-12 (Document #10245), cited and to read as follows:

PART Ed 513 PROFESSIONAL DEVELOPMENT MASTER PLAN AND RENEWAL

Ed 513.01 Basic Requirement. Each school administrative unit, local school district, or participating nonpublic school shall prepare a 5-year master plan in accordance with requirements of this part.

Ed 513.02 Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

(a) Each school administrative unit, local school district, or participating nonpublic school shall file with the department the 5-year master plan required by Ed 513.01;

(b) The senior educational official shall establish a local professional development committee which shall include representation of licensed educators including teachers, paraeducators, certified

licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons;

(c) The local professional development committee shall develop and monitor the master plan according to Ed 513.02(ed) through (g) under the direction of the senior educational official in accordance with local school board policies, state statutes, and state board rules;

(d) The professional development master plan shall include the following:

(1) The process and procedures for establishment of a local professional development committee;

(2) A statement describing the purpose of the master plan that includes but is not limited to:

a. The educational organization's definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;

b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;

c. The role of the plan in increasing student learning and academic achievement;

d. The alignment with local, state, and national professional development standards; and

e. The function and role of the plan for license renewal of all educators;

(3) A statement describing the role and function of the local professional development committee which includes, but is not limited to:

a. How the committee will develop, monitor, implement, evaluate, and propose changes to the plan;

b. How the committee will collaborate with other district committees or teams in developing an overarching framework for professional development including, but not limited to:

1. School improvement committees;

2. Local improvement committees; and

3. Leadership teams; and

c. How the committee shall be involved with individual educator license renewal and how appeals of decisions in the local process will be handled;

(4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:

- a. Identify student learning needs;
- b. Determine individual licensed educator goals;
- c. Determine educational organization goals;
- d. Evaluate student learning and licensed educator growth;
- e. Measure the effectiveness of an individual professional development plan; and
- f. Evaluate the effectiveness of the master professional development plan on an on-going basis;

(5) Procedures for recommending licensed educators for licensure renewal that provide evidence of each licensed educator's growth in:

- a. Knowledge of content area(s), subject, or field of specialization including requirements of individual endorsement areas in Ed 506, Ed 507, and Ed 508;
- b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.03;
- c. Professional standards as referenced in the local evaluation system; and
- d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as but not limited to:

- 1. The education improvement and assessment program, RSA 193-C:3, III;
- 2. Portfolios;
- 3. Analysis of student work;
- 4. Standardized and other local assessment instruments; and
- 5. Performance evaluations and portfolios of professional work;

(6) A description of the job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving educator effectiveness in raising student achievement such as but not limited to:

- a. Observations;
- b. Independent study;
- c. Study groups and professional learning communities;
- d. Action research;
- e. Educational peer coaching;

- f. Mentoring;
- g. Curriculum, instruction, and assessment development;
- h. Lesson study;
- i. Collegiate or graduate course work; and
- j. Workshops, webinars and professional conferences;

(7) How the activities in (6) shall:

- a. Be facilitated by school principals, school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- b. Engage licensed educators in a continuous cycle of improvement;
- c. Foster collective responsibility for improved student performance;
- d. Support coherent, sustained, and evidenced-based learning strategies; and
- e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and

(8) Describe differentiated processes to address the unique professional learning needs of all credential holders;

(e) The professional development master plan shall comply with state credentialing rules and with federal, state and local laws, rules, and regulations, including the local education improvement plan required in federal grant applications;

(f) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans that describe how:

- (1) Individual plans are developed and goals are determined;
- (2) Individual plans and goals are approved;
- (3) Individual plans are formatively assessed and summatively evaluated;
- (4) Progress is documented and recorded by the district;
- (5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are pro-rated for the remainder of the 3 year cycle;
- (6) Requirements for endorsements that are added mid-cycle are pro-rated;
- (7) Disputes are handled including an appeals process;

(8) Licensed educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and

(9) Recommendations for licensure renewal are determined;

(g) The professional development master plan shall allow individuals licensed educators to document and provide evidence that they have met the requirements for licensure renewal as part of the differentiation of professional learning for the unique needs of licensed educators as follows:

(1) For all of the methods, the professional development master plan shall specify how individual licensed educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:

- a. Increases in educator learning;
- b. Growth in student learning and academic achievement;
- c. Content area knowledge and pedagogy;
- d. The individual educational organization goal(s); and
- e. Professional standards such as those in the local evaluation plan; and

(2) Using any one of the following methods:

- a. The development of a body of evidence that documents job-embedded or formal professional development;
- b. An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development; or
- c. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content area;

(h) The department shall review each professional development master plan and:

- (1) Approve such plan in writing if it meets the requirements of this section; or
- (2) Confirm in writing that the plan needs modification and a timeline for completing the required revisions;

(j) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the department; and

(k) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Ed 513.03 Individual Professional Development Plan.

(a) Each licensed educator shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

(1) A licensed educator shall file the individual professional development plan with the educational organization for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3-year period consistent with the licensed educator's endorsement(s) and incorporate one of the 3 options as defined in the local master plan, referenced in Ed 513.02(g)(2);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

a. The licensed educator's self-assessment or reflection on competencies referenced in Ed 505.03 and the content area standards referenced in Ed 506, Ed 507, and Ed 508;

b. Analysis of student work;

c. Analysis of student achievement data, if available; and

d. A review of the educational organization master plan needs assessment; and

(4) The individual professional development plan shall outline the licensed educator's growth in the following:

a. Knowledge of content area(s), subject, or field of specialization, including requirements of individual endorsement(s) in Ed 506, Ed 507, and Ed 508;

b. Pedagogy and knowledge of learners and learning as defined in Ed 505.03;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to educational organization goals that increase student achievement.

(b) Each licensed educator whose license expires in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year licensure renewal cycle.

(d) A licensed educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

(e) For multiple endorsement areas, the individual professional development plan shall address each endorsement area.

Ed 513.04 Criteria for Recertification License Renewal of Educators Under the Professional Development Master Plan. The following criteria shall apply for license renewal of educators under the professional development master plan:

(a) The senior educational official shall verify the successful completion of the licensed educator's individual professional development plan, based on one of the options referenced in Ed 513.02(g)(2); ~~and~~

(b) The individual professional development plan shall address the elements described in Ed 513.03(a)(4); *and*

(c) Upon recommendation for renewal the licensee shall submit the "Recommended for Renewal Application" form, January 2020, as referenced in Ed 505.07(b)(4), in accordance with the application procedures outlined in Ed 505.09(a)-(d), along with the appropriate fee as outlined in Ed 505.08.

Ed 513.05 Criteria For License Renewal of Educators Not Under the Local Professional Development Master Plan.

(a) Licensed educators, excluding those enumerated in Ed 513.06 and Ed 513.07, seeking licensure renewal who are not employed by an educational organization under a professional development master plan, shall submit an individual professional development plan developed for a 3-year period, consistent with the licensed educator's endorsement(s), to the department for review.

~~(b), which~~ *The individual professional development plan* shall be approved by the department if it meets the following requirements:

(a1) An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours aligned with Ed 505.03 or a body of evidence as an alternative to the hours; and

(b2) Two or more goals for improving student learning, as developed from the educator's self-assessment or reflection on competencies referenced in Ed 505.03 and the content area standards referenced in Ed 506, Ed 507, and Ed 508.

Ed 513.06 Licensed Paraeducators and Educational Interpreter/Transliterators. Requirements for paraeducators and educational interpreter/transliterators ~~certified~~ licensed under Ed 504.06, Ed 504.07, and Ed 504.11 shall be as follows:

(a) For those licensed paraeducators who are employed by an agency listed in Ed 513.01, a minimum of 50 continuing education units shall be required in areas determined by the local professional development master plan required by this part; and

(b) For those licensed paraeducators who are not employed by an agency listed in Ed 513.01, a minimum of 50 continuing education units of paraeducator growth shall be required.

Readopt with amendment Ed 513.07, effective 11-14-17 (Document #12418), to read as follows:

Ed 513.07 School Nurse. In addition to the renewal requirements under Ed 504.08 and Ed 504.09, renewal requirements for school nurse shall be as follows:

(a) For those licensed school nurses who are employed by an agency listed in Ed 513.01, a minimum of 45 school nurse related continuing education units shall be required; and

(b) For those licensed school nurses who are not employed by an agency listed in Ed 513.01, a minimum of 45 school nurse related continuing education units shall be required.

Repeal Ed 514.03, effective 9-11-14 (Document #10667), as follows:

~~Ed 514.03 Highly Qualified Teacher.~~

~~— (a) Any individual may apply to the department of education for a statement of eligibility as a highly qualified teacher, who:~~

~~(1) Possesses a valid New Hampshire credential issued by the New Hampshire State Board of Education;~~

~~(2) Is not employed under an approved master plan at the time of application; and~~

~~(3) Has not been deemed highly qualified by a local education agency.~~

~~— (b) The individual shall provide to the department documentation required under 20 USC §7801 (23)(C) to support a claim that the individual is a highly qualified teacher.~~

~~— (c) If the department determines that the individual has met the requirements of 20 USC §7801 (23) (C) then it shall issue a statement of eligibility stating the individual is a highly qualified teacher.~~

~~— (d) A highly qualified teacher statement of eligibility shall be valid for the duration of the credential.~~

~~— (e) On the date that 20 USC §7801 (23) (C) is repealed or deemed ineffective by the United States Department of Education, the department shall cease to accept requests for highly qualified teacher statements of eligibility.~~

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 509.01-509.02	RSA 200:29, RSA 186:11, X(a)
Ed 509.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 509.04	RSA 21-N:9, II(s); RSA 186:11, X(b)
Ed 509.05	RSA 186:11, X(a)
Ed 512	RSA 186:11, X(a)
Ed 513	RSA 186:11, X(a)
Ed 513.06 introduction and (b)	RSA 21-N:9, II(s)
Ed 513.07	RSA 200:29; RSA 21-N:9, II(s)
Ed 514.03 (repealed)	RSA 21-N:9; RSA 21-N:9, II(s)



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EXECUTIVE SUMMARY

Conditional Approval Response: Ed 507.40 and Ed 507.41 – Special Education Teacher and Early Childhood Special Education Teacher Expired: Emergency Rule in Place

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response for Ed 507.40 and Ed 507.41, Special Education Teacher and Early Childhood Special Education Teacher.

B. RATIONALE FOR ACTION

The Joint Legislative Committee on Administrative Rules (JLCAR) approved the conditional approval request on July 16, 2020. The Department will work with the legislature to fix State Board rulemaking authority regarding the term "license".

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response the department will submit the rule to the Office of Legislative Services (OLS) for verification that it complies with the approved conditional approval request. The State Board will be asked to adopt these rules at its September 10, 2020 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 507.40 and Ed 507.41, Special Education Teacher and Early Childhood Special Education Teacher.

Readopt with amendment Ed 507.40 and Ed 507.41, effective 10-11-19 (Document #12898, Interim), to read as follows:

Ed 507.40 Special Education Teacher.

(a) To be licensed as a special education teacher ~~specified in Ed 507.41 or an early childhood special education teacher specified in Ed 507.??~~, the candidate shall have at least a bachelor's degree.

(b) A candidate for licensure as a special education teacher shall have skills, competencies, and knowledge in the following areas:

(1) In the area of foundations, the candidate shall have the ability to:

- a. Describe the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in general and special education;
- b. Understand how philosophical and historical perspectives influence professional practice;
- c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community;
- d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education; and
- e. Understand the components of a legally defensible education program;

(2) In the area of development and characteristics of learners, the candidate shall have the ability to:

- a. Describe the similarities and differences in human growth and development of individuals with and without disabilities within and across cognitive, academic, developmental, social, language, sensory, diversity, physical, and emotional ~~and~~ behavioral areas;
- b. Define the characteristics and their respective educational implications of all ~~kinds~~ **types** of disabilities in federal statutes, federal regulations, and Ed 1100;
- c. Demonstrate knowledge and understanding of diversity, families, communities, gender, and society that influence learning; and
- d. Demonstrate understanding of the influences of environment and co-existing conditions, disabilities, or both, in individuals;

(3) In the area of learning differences, the candidate shall have the ability to:

- a. Understand and utilize the results of individuals' evaluations, assessments, and other information from a variety of sources, including parents and students, to identify academic, developmental, social, emotional, behavioral, functional skills, and post-secondary transition educational needs;

- b. Demonstrate knowledge and understanding of the learning differences, preferences, and needs of students with disabilities including multiple influences of human growth and development in collaboration with team members in the development of individualized educational programs;
- c. Understand how the learning differences, preferences, and needs of students with disabilities affect progress in the general curriculum, extracurricular activities, and other nonacademic areas;
- d. Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse learning needs;
- e. Understand and utilize the diverse range of a student's approach to learning and the range of modifications and accommodations that can be used to support learning;
- f. Understand the concept of least restrictive environment and the continuum of educational environments; and
- g. Recognize the relationships among a student's academic, social, emotional, behavioral and functional abilities, attitudes, and interests on instruction, transition planning, and career development;

(4) In the area of learning and social environments, the candidate shall have the ability to:

- a. Incorporate research-based instructional frameworks to promote access, equity, and respect for all students in the general education environments;
- b. Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;
- c. Use a range of preventive and responsive practices documented as effective to support an individual's social, emotional, and educational well-being;
- d. Collaboratively select, administer, analyze, and interpret multiple measures of student's learning, behavior, and the classroom environment to evaluate and adapt classroom settings utilizing interventions and adapting instructions;
- e. Structure learning environments and activities to develop and foster a student's self-awareness, self-management, self-regulation, self-reliance, and self-esteem; and
- f. Provide positive and constructive feedback to guide a student's learning and behavior;

(5) In the area of assessment, the candidate shall have the ability to:

- a. Understand federal law, state law, and administrative rules pertaining to students with disabilities for required assessments and qualified examiners by disability type for the evaluation of students with disabilities as part of assessment related to the special education process;

- b. Understand procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services;
- c. Understand the range of formal and informal assessments, instruments, and results and their purposes in the special education process ~~for~~ making educational decisions;
- d. Collaboratively select, administer in native language, communication mode, or both, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report;
- e. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions;
- ~~ef~~. Assess, analyze, interpret, and communicate a student's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction; and
- ~~fg~~. Demonstrate an understanding of the manifestation determination process;

(6) In the area of instructional planning and strategies, the candidate shall have the ability to:

- a. Collaboratively plan and participate in best practices in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;
- b. Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;
- c. Design and implement effective strategies that promote active student engagement, increase student motivation, and enhance self-regulation of a student's learning;
- d. Utilize evidence-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;
- e. Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;
- f. Provide specially designed instruction *for students with disabilities to increase accuracy and proficiency* in the areas of:
 - 1. ~~r~~Reading and writing including phonemic awareness;
 - 2. ~~p~~Phonics;
 - 3. ~~f~~Fluency;
 - 4. ~~v~~Vocabulary;
 - 5. ~~e~~Comprehension; and

~~6. w~~Written expression for students with disabilities to increase accuracy and proficiency;

g. Provide specially designed instruction for students with disabilities to increase accuracy and proficiency in the areas of:

1. Counting and cardinality;
2. Operations and algebraic thinking;
3. Numbers and operations base ten;
4. Numbers and operations with fractions;
5. Measurement and data;
6. Geometry,;
- ~~7. #~~Ratios, and proportional relationships;
- ~~7~~8. The number system; and
- ~~8~~9. Functions,; *and*
- 10. s*Statistics, and probability;

h. Identify and explicitly teach executive functioning and social skills;

i. Identify and teach strategies for preparing individuals to live independently, cooperatively, and productively in society;

j. Use individualized strategies to enhance language development and communication skills; and

k. Use progress monitoring from ongoing assessment data to evaluate instruction and student performance, and make responsive adjustments to instruction or individual education plan;

(7) In the area of curricular content and knowledge, the candidate shall have the ability to:

a. Use theories and research that form the basis of curriculum development and instructional practices;

b. Use state, local, or both content standards for planning, teaching, accommodating, and assessing to individualized learning across all settings;

c. Use ~~Use~~ technology related to curriculum content for planning and managing teaching and learning environments; and

d. Integrate effective social and life skills within the academic curriculum;

(8) In the area of professional practice, the candidate shall have the ability to:

- a. Identify organizations and publications relevant to students with disabilities;
- b. Identify sources of unique services, networks, and organizations for students with disabilities;
- c. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and services of students with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504, May 2017, as referenced in Appendix II; and
- d. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services; and

(9) In the area of collaboration, the candidate shall have the ability to:

- a. Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;
- b. Collaborate, communicate, and coordinate with families paraprofessionals, and other professionals within the educational setting to assess, plan, and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without disabilities;
- c. Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with disabilities and their families;
- d. Advocate for and secure appropriate services for students with disabilities; and
- e. Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement;

(~~dc~~) Each candidate for licensure as a special education teacher for students age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and clinical field-based experiences:

- (1) Skill in engaging students with and without disabilities from age 5 up to age 21; and
- (2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a student with disabilities.

(~~ed~~) Special education licensure shall qualify a teacher to:

- (1) Teach specially designed instruction to students with disabilities whose placement is along the continuum of alternative educational environments but do not require the

specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed 507.42 through Ed 507.47; and

(2) Teach curriculum, aligned to alternative academic standards, in consultation with certified content area teachers, to children with disabilities.

~~(f) “General education,” as used in (e)(1) and (2) above, means for students in elementary, middle, or high school, instruction in a setting that has the inclusion of students with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary, middle, or high school and taught by a certified elementary, middle, or high school teacher, with supports from special education personnel, as necessary.~~

Ed 507.41 Early Childhood Special Education Teacher.

(a) To be licensed as an early childhood special education teacher, the candidate shall have at least a bachelor's degree;

(b) A candidate for licensure as early childhood special education teacher for children from birth through grade 3 shall ~~meet the requirements of Ed 507.40 in addition to the following~~ **have skills, competencies, and knowledge in the following areas:**

(1) In the area of foundations, the candidate shall have the ability to:

- a. Describe the philosophies, historical perspectives, theories, models, federal law, state law, and case law related to knowledge and practice in early childhood education and special education;
- b. Understand how philosophical and historical perspectives influence professional practice;
- c. Understand the role of families in supporting the development of a young child's ability to learn, interact socially, and live as a contributing member of the community;
- d. Understand the functions of early childhood settings, schools, school systems, community systems, and other agencies and their relationships to early childhood education and special education; and
- e. Understand the components of a legally defensible education program;

(2) In the area of development and characteristics of learners, the candidate shall have the ability to:

- a. Describe the similarities and differences in human growth and development of young children with and without disabilities, within and across cognitive, academic, developmental, social, emotional ~~or~~ **and** behavioral, temperament, language, sensory, diversity, and physical areas;
- b. Define the characteristics and their respective educational implications of all types of disabilities as described in federal statutes, federal regulations, and Ed 1100;

- c. Demonstrate knowledge and understanding diversity, families, communities, gender, and society that influence learning; and
- d. Demonstrate understanding of the influence of environment, co-existing conditions, and disabilities on young children;

(3) In the area of learning differences, the candidate shall have the ability to:

- a. Understand and utilize the results of a young child's evaluations, assessments, and other information from a variety of sources, including parents and young children, to identify academic, developmental, social, emotional, behavioral, and functional skills;
- b. Demonstrate knowledge and understanding of the learning differences, preferences, and needs of young children with disabilities including multiple influences of human growth and development in collaboration with team members in the development of individualized family service programs (IFSP) and individualized education programs (IEP);
- c. Understand how the learning differences, preferences, and needs of young children with disabilities affect progress in preschool activities, the general curriculum, extracurricular activities, and other nonacademic areas;
- d. Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse learning needs;
- e. Understand and utilize the diverse range of a young child's approaches to learning and the range of modifications and accommodations that can be used to support learning;
- f. Understand the concept of least restrictive environment and the continuum of educational environments; and
- g. Recognize the relationships among a young child's academic, social, emotional, behavioral and functional abilities, attitudes and interests on the activities of young children and instruction;

(4) In the area of learning and social environments, the candidate shall have the ability to:

- a. Incorporate research based instructional frameworks to promote access, equity, and respect for all children in the early childhood and general education environments;
- b. Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;
- c. Use of range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being;
- d. Collaboratively select, administer, analyze, and interpret multiple measures of a young child's learning, behavior, and the classroom environment to evaluate and adapt classroom settings utilizing interventions and adapting instruction;

- e. Structure learning environments and activities to develop and foster a young child's self-awareness, self-management, self-regulation, self-reliance, and self-esteem; and
- f. Provide positive and constructive feedback to guide a young child's learning and behavior;

(5) In the area of assessment, the candidate shall have the ability to:

- a. Understand the federal law, state law, and administrative rules pertaining to young children with disabilities, for required assessments and qualified examiners by disability type for the evaluation of young children with disabilities as part of assessment related to the special education process;
- b. Understand early childhood services and supports, birth up to age 3, and the transition process from the IFSP to the IEP by age 3;
- c. Understand procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services;
- d. Understand and utilize the range of informal assessments, instruments, and results and their purpose in the *special* education process for making educational decisions;
- e. Collaboratively select, administer in native language, ~~or~~ communication mode, **or both**, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report;
- f. Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions; and
- g. Assess, analyze, interpret, and communicate a young child's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction.

(6) In the area of instructional planning and strategies, the candidate shall have the ability to:

- a. Collaboratively plan and participate in best practices in co-teaching to strengthen learning and achievement in preschool activities, home setting, and the general education curriculum for young children with disabilities;
- b. Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;
- c. Design and implement effective strategies that promote active engagement, increase motivation, and enhance self-regulation of a young child's learning;
- d. Utilize evidence-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;

- e. Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;
- f. Provide specially designed instruction in order to increase accuracy and proficiency in basic social-emotional, early language/communication, early literacy, early writing, and early numeracy skill development for young children with disabilities;
- g. Identify and explicitly teach foundations of learning, executive functioning, and social skills;
- h. Use individualized strategies to enhance language development and communication skills; and
- i. Use progress monitoring from ongoing assessment data to evaluate instruction and a young child's performance, and make responsive adjustments to instruction, individual family support program, or individual education program;

(7) In the area of curricular content and knowledge, the candidate shall have the ability to:

- a. Use theories and research that form the basis of play-based learning, preschool activities, curriculum development, and instructional practices;
- b. Use state and local content standards or guidelines for planning, teaching, accommodating, and assessing to individualize learning across all settings;
- c. Use technology related to curriculum content for planning and managing teaching and learning environments; and
- d. Integrate effective social and life skills within the early childhood setting;

(8) In the area of professional practice, the candidate shall have the ability to:

- a. Identify organizations and publications relevant to young children with disabilities;
- b. Identify sources of unique services, networks, and organizations for young children with disabilities;
- c. Describe the rights and responsibilities of schools, young children, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504, May 2017, as referenced in Appendix II; and
- d. Understand how issues of human diversity can impact families, cultures, and schools in the delivery of special education services; and

(9) In the area of collaboration, the candidate shall have the ability to:

- a. Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and

knowledge to build team capacity and jointly address a young child’s instructional and behavioral needs;

b. Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals across all educational settings to assess, plan and implement effective programs and services that promote progress toward measurable outcomes for young children with and without disabilities and their families;

c. Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of young children with disabilities and their families;

d. Advocate *for and* secure appropriate services for young children with disabilities; and

e. Foster respectful and beneficial relationships between families and professionals through the use of meaningful parent engagement;

(c) Each candidate for licensure as an early childhood special education teacher for young children from birth through grade 3 shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:

(1) Skill in engaging with young children with and without disabilities from birth through grade 3; and

(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a young child with disabilities;

(d) Early childhood special education licensure shall qualify a teacher to provide special education services to young children with disabilities:

(1) For young children from birth through age 3, who receive early supports and services;

(2) For young children from age 3 up to kindergarten, whose placement is in an early childhood program or an early childhood special education program; and

(3) For young children in kindergarten through grade 3, who are eligible to receive special education services and who are able to benefit from general and special education but do not require the specialized knowledge and skills of an educator certified under one or more of the programs defined in Ed 507.42 through Ed 507.47; and

(e) “General education,” as used in (d)(1) and (2) above, means, ~~for children from kindergarten through grade 3~~, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary school and taught by a certified elementary or early childhood teacher, with supports from special education personnel, as necessary.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 507.40	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 507.41	RSA 21-N:9, II(s); RSA 186:11, X(a)

Appendix II

Rule	Title	Obtain at
Ed 507.40	34 CFR 300.504, May 2017	https://sites.ed.gov/idea/regs/b/e/300.504 No cost



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EXECUTIVE SUMMARY

Adopt: Learn Everywhere Program New Rules

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board to adopt Ed 1400 relative to the Learn Everywhere Program.

B. RATIONALE FOR ACTION

These rules received a final objection from the Joint Legislative Committee on Administrative Rules (the Committee) on October 17, 2019. The Committee also voted to sponsor a joint resolution pursuant to RSA 541-A:13, VII. A joint resolution was introduced in the 2019 legislative session within the timeframe allowed by law, but final legislative action was not taken on the resolution within the 90 calendar days provided by RSA 541-A:13, VII(c). Pursuant to RSA 541-A:13, VII(c), because final legislative action was not taken, the State Board may adopt rules over the objection of the Committee.

C. EFFECTS OF THIS ACTION

If the board votes to adopt these rules they will become effective at midnight on August 14, 2020.

D. POSSIBLE MOTION

I move that the State Board of Education adopt Ed 1400, Learn Everywhere Program.

Adopt Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity that offers an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) “Alternative” means a choice of one or more opportunities.

(b) “Alternative program” means a learn everywhere program.

(c) “Commissioner” means the commissioner of the department of education.

(d) “Competency” means state competencies as defined in Ed 1402.01(i).

(e) “Department” means the department of education.

(f) “Individualized education program (IEP)” means “individualized education program” as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(g) “Learn everywhere program” means a state board approved alternative program for granting credit leading to graduation.

(h) “Local education agency (LEA)” means “local education agency” as defined in 34 CFR 300.28.

(i) “Office of academics and professional learning (OAPL)” means the office of academics and professional learning at the department of education.

(j) “Program” means a sequence of instruction over a period of time, which meets the state competencies of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(k) “School” means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(l) “State competency” means the expected content, concepts and skills to be mastered in a course which shall be deemed equivalent to graduation competencies in accordance with Ed 306.02(j) solely for the purpose of granting credit in the areas enumerated in Ed 306.27(t) table 306-2.

(m) “State board” means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as described in Ed 1401.02(a), seeking state board approval for an alternative program shall complete and submit the “Application for Learn Everywhere Program” March 2019 edition, to the department for review, and include:

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and
- (4) 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.

(b) In addition to the application requirements outlined in 1403.01(a), an applicant shall also submit:

- (1) In the area of instructional program:
 - a. Identification of the education, program, or opportunity from Ed 306.27(t) for which students completing the learn everywhere program shall receive high school credit(s);
 - b. An outline of each program for which approval is sought, which includes goals, competencies, and a description of expected student outcomes;

- c. A plan for recording student progress in meeting expected student outcomes; and
- d. A description of assessments of student learning outcomes, including, but not limited to:
 - 1. Instructor observation of project-based learning, including off-site learning projects;
 - 2. Competency-based or performance based assessments;
 - 3. Instructor observations of student performance;
 - 4. Project evaluation rubrics used to evaluate program proficiencies; and
 - 5. Other assessment approaches as determined by the learn everywhere program;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law;
- b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;
- c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating:
 - 1. Required special education programs;
 - 2. Support services; and
 - 3. Least restrictive environment; and
- d. A statement that the program understands that it has certain responsibilities, pursuant to Section 504 of the Rehabilitation Act, if it receives Federal funds, or the Americans with Disabilities Act, as amended, to provide students with disabilities with equal access and equal opportunities to participate in the learn everywhere program, including by providing the student with reasonable accommodations;

(3) In the area of minimum standards:

- a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48;

b. Number of credits the program will fulfill; and

c. A competency-based grading description;

(4) In the area of facilities:

a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program;

b. A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:

1. Fire safety; and

2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(5) In the area of insurance:

a. Proof of insurance for protection of children in care and in amounts as recommended by the program's insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;

b. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states "I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator of the office of academics and professional learning (OAPL), or designee, who shall serve as chair of the committee;

b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29 including:

a. A representative from the extended learning opportunity network; and

b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(b) Pursuant to RSA 541-A:29, the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

(1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and

(2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(c) The department shall provide support to the applicant during the application process.

(d) The learn everywhere program approval committee shall convene and shall evaluate the completed application for review by the board using the following criteria:

(1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;

(2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;

(3) The program outline being proposed aligns with the selected Ed 306.27(t) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;

(4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;

(5) An adequate description is provided for staff member qualifications;

(6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and

(7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(f) The administrator of OAPL shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

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

- (1) A written explanation of the reasons for conditional approval;
- (2) The conditions the applicant shall meet for final approval;
- (3) The deadline for submission of the conditional approval response; and
- (4) The consequence for failure to comply with the conditional approval requirements.

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

- (1) A written explanation of the reasons for the denial;
- (2) The areas deemed deficient by the state board; and
- (3) An explanation that the applicant may reapply for approval at any time.

(g) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(h) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional approval, pursuant to Ed 1404.01(a), or a full approval, pursuant to Ed 1404.01(b), an applicant seeking renewal of a learn everywhere program approval shall complete and submit the “Application for Learn Everywhere Program” March 2019 to the department along with the following:

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

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves an initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves a renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements.
Each approved program shall annually, in September, submit to the state board a report which shall include, at a minimum, the following:

- (a) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (b) The number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

PART Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

- (1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and
- (2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

- (1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and
- (2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

- (1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;
- (2) The program is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) The program is not safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program and submission of a learn everywhere program evaluation, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

(1) Course title;

(2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);

(3) Number of credits awarded; and

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all state competencies which results in a granting of credit; or

b. "Participate" to indicate the program was completed without having met or substantially met all state competencies. An IEP team may conclude that participation shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals.

(d) Students applying more than the required credit leading to graduation may petition the school to allow that credit to count toward another required subject enumerated in Ed 306.27(t). If that petition is denied, the credit shall be applied to the designated credit area and the student will have accumulated excess credits in that credit area.

Ed 1407.02 Issuing Credit for Graduation.

(a) Notwithstanding Ed 306, schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area

enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(c) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under circumstances including, but not limited to, one or more of the following:

(1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;

(2) The program or sponsor organization knowingly violates Ed 1403.01(a)(4);

(3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;

(4) The program or sponsor organization makes a material misrepresentation in its application;

(5) The program or sponsor organization becomes insolvent; or

(6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated, and, upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(c) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(d) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in Ed 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1408.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a program approval if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program approval prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the program approval shall be revoked.

(d) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

Appendix I

Rule	Statute
Ed 1400	RSA 193-E:2-a, V(b)



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EXECUTIVE SUMMARY

Initial Proposal: Amend Ed 306.27(d), Demonstrated Knowledge and Skills

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board to approve the initial proposal to amend Ed 306.27(d), Demonstrated Knowledge and Skills.

B. RATIONALE FOR ACTION

This rule is being amended to authorize placement pre-tests approved by the State Board of Education to be utilized in instances where school districts do not offer a placement pre-test to demonstrate knowledge and skills for a required course.

C. EFFECTS OF THIS ACTION

If the board votes to approve this initial proposal it will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing will be held at the October 8, 2020 State Board meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the amendment to Ed 306.27(d), Demonstrated Knowledge and Skills.

Amend Ed 306.27(d), effective 3-27-14 (Document #10047), cited and to read as follows:

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

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer. If a student demonstrates knowledge and skills on a placement pre-test developed by the local school district for a particular course, ***or a placement pre-test approved by the department if the local school district has not developed a placement pre-test***, the student shall receive acknowledgement of achievement of the district competencies contained within the course, ***shall be awarded course credit***, and shall be allowed to take a more advanced level of the subject or an elective.



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Drew Cline, Chairman
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EXECUTIVE SUMMARY
Conditional Approval Response: Ed 501-Ed 504 – Credential Standards
for Educational Personnel
Expires: Various dates, none expiring

Submitted to the State Board of Education, August 13, 2020:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the conditional approval response for Ed 501 through Ed 504, Credential Standards for Educational Personnel.

B. RATIONALE FOR ACTION

The Joint Legislative Committee on Administrative Rules (JLCAR) approved the conditional approval request on July 16, 2020. The Department will work with the legislature to fix State Board rulemaking authority regarding the term "license".

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response the department will submit the rule to the Office of Legislative Services (OLS) for verification that it complies with the approved conditional approval request. The State Board will be asked to adopt these rules at its September 10, 2020 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval response for Ed 501 through Ed 504, Credential Standards for Educational Personnel.

Change the chapter heading for Ed 500 to read as follows:

CHAPTER Ed 500 CREDENTIAL STANDARDS FOR EDUCATIONAL PERSONNEL

Statutory Authority: RSA 21-N:9,II(s); 186:8,II; 186:11,X; 189:39

Readopt with amendment Ed 501.01, effective 11-9-18 (Document #12661), to read as follows:

PART Ed 501 PURPOSE AND DEFINITIONS

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of educator licenses;
- (c) Develop and administer a code of conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;
- (d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders; and
- (e) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02 effective 11-9-18 (Document # 12661), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words shall have the meanings indicated when used in this chapter:

- (a) “Administrator” means a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including a superintendent, assistant superintendent, principal instructional leader, associate principal instructional leader, business administrator, special education administrator, curriculum administrator, school counseling director, career and technical education director, and a district administrator;
- (b) “Authorization” means ~~a document issued by the department giving~~ permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;
- (c) “Board” means the state board of education created by RSA 21-N:10;
- (d) “Bureau” means the bureau of credentialing, division of educator support and higher education, department of education;
- (e) ***“Certificate” means the electronic or paper form of any type of credential issued by the board;***

(~~ef~~) “College-level course” means a course from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

(~~fg~~) “Commissioner” means the commissioner, department of education;

(~~gh~~) “Credential” means any authorization, statement, or license issued by the state board including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization (EA), statement of eligibility (SOE), educational interpreter/transliterater license (EITL), paraeducator I & II license (PARA I & PARA II), school nurse I, II & III license (SN I, SN II & SN III), and master teacher license (MTL);

(~~hi~~) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(~~gh~~);

(~~ij~~) “Credential verification request” means a request from a credential holder to fulfill a request for verification of a New Hampshire credential;

(~~jk~~) “Degree” means a degree from an institution accredited by a regional accrediting body approved by the U.S. Department of Education or from an institution approved by the New Hampshire higher education commission;

(~~kl~~) “Denial” means the refusal to grant a credential to an applicant;

(~~lm~~) “Department” means the New Hampshire department of education;

(~~mn~~) “Director” means the director, division of educator support and higher education, department of education;

(~~no~~) “Division” means the division of educator support and higher education, department of education;

(~~op~~) “Educational interpreter/transliterater” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(~~pq~~) “Educational organization” means a public school, a school administrative unit, a school district, a chartered public school, or a non-public school;

(~~qr~~) “Educational specialist” means a person who provides non-instructional services to students at the pre-K, elementary, or secondary level including; a school counselor, school psychologist, school social worker, specialist in assessment of intellectual functioning, library media coordinator, and a school speech-language specialist;

(~~rs~~) “Educator” means administrators, educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/transliterater, and school nurses;

(~~st~~) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as specified in Ed 504.04;

~~(tu)~~ “Endorsement” means the area specified on a credential that indicates the role for which the credential holder is authorized for employment;

~~(uv)~~ “Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary level, including a reading and writing specialist, digital learning specialist, library media specialist, and an elementary mathematics specialist for grades k-6.

~~(vw)~~ “In process of licensure authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;

~~(wx)~~ “Intern authorization” means the authorization granted to an applicants pursuant to Ed 505.05 to perform educational services while a plans is being implemented;

~~(xy)~~ “License” means the document issued when an applicant meets full licensure requirements;

~~(yz)~~ “Licensure” means the official recognition by the board that an individual has met all requirements and is approved to practice in an endorsement area(s);

~~(zaa)~~ “Paraeducator” means a person who works under the supervision of a teacher or other appropriate licensed education professional to provide specialized or concentrated non-initial instructional support to students at the pre-K, elementary, or secondary level and might be licensed by the board;

~~(aab)~~ “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

~~(abc)~~ “Reprimand” means a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

~~(aed)~~ “Revocation” means the department has permanently rescinded a credential from a credential holder;

~~(ade)~~ “School nurse” means a person licensed by the board to provide health services in accordance with RSA 200:29;

~~(aef)~~ “Senior educational official” means the top executive in an education organization who makes the key decisions on spending, staffing and other education policies. For all New Hampshire public schools this is the superintendent and for all New Hampshire chartered public schools, semi-private academies, and non-public schools the senior education official is the head of school or headmaster, or similar title to indicate the head of the organization.

~~(afg)~~ “Statement of eligibility” means a credential issued by the department of education that indicates that an individual has successfully met the entry requirements to seek employment and begin the site-based licensing plan described in Ed 505.05;

~~(agh)~~ “Suspension” means the department has rescinded a credential from a credential holder for a specified period of time;

(a~~hi~~) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f)(1), at any school or education institution except as otherwise noted in these rules; and

(a~~ij~~) “Teacher” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. “Teacher” does not include paraeducator.

Readopt with amendment Ed 502.01, effective 11-09-18 (Document #12661), cited and to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Credentialing Records.

(a) Pursuant to RSA 91-A:5, V, the following limited credential status information shall be available to the general public, upon written or verbal request:

- (1) The name of the credential holder;
- (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
- (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, and revocation, if applicable; and
- (4) The school, if known or stated, where the credential holder is currently employed.

(b) The provisions of this section shall not require the release of information related to:

- (1) Informal or formal investigations; or
- (2) Board or hearing officer records from adjudicatory proceedings involving the credential holder when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's credential record is relevant to the proceeding;
- (2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
- (3) A certifying agency of another jurisdiction for:
 - a. Purposes of credentialing the credential holder in the other jurisdiction; or

b. An investigation of the credential holder by the other jurisdiction, when:

1. The credential holder was the subject of a formal investigation under Ed 511;
or

2. Disciplinary action was taken against the credential holder by the board under Ed 511;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) The bureau shall report:

(1) Any suspension or revocation to the credential holder's current senior educational official in N.H. and The National Association of State Directors of Teacher Education and Certification (NASDTEC) educator identification clearing house; and

(2) Any reprimand to the credential holder's current superintendent of school in N.H.;

(e) The department shall maintain a list of all credential holders whose credentials have been revoked or who are under suspension, and such list shall be published on the department's website.

Readopt with amendment Ed 502.02, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.02 Access to Records. Any member of the general public may make a request either verbally, in writing, or by e-mail to the department for access to records listed in Ed 502.01(a).

Readopt Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

(a) All records regarding educators or educational personnel credentials shall be maintained by the bureau while the credential is valid.

(b) Educator or educational personnel records which are no longer valid shall be maintained by the bureau.

Readopt with amendment Ed 503, effective 3-27-14 (Document #10558), to read as follows:

PART Ed 503 REQUIREMENT FOR EMPLOYMENT

Ed 503.01 Requirement for Employment.

(a) A non-credentialed substitute teacher, paraeducator, or school nurse may be hired for up to 20 consecutive days during the school year in the same position without holding a New Hampshire educator credential issued by the state board.

(b) All other employees hired for positions requiring a credential by the state board shall hold a valid board-issued credential in the endorsement area appropriate to the employee's assigned position.

Ed 503.02 Sanctions for Employment Without a Valid Credential.

(a) The board shall revoke the credential of a superintendent who knowingly employs or continues the active employment of an individual who does not hold a valid New Hampshire credential provided the board determines that the superintendent took such action knowingly based on findings of fact or conclusions of law established in accordance with due process rights in Ed 200.

(b) All fair hearings and notice provisions of Ed 5101 shall be met prior to revocation of the superintendent's credential.

(c) The superintendent shall remove an individual who knowingly continues employment after the expiration of a New Hampshire credential until such time as the educator obtains a New Hampshire credential pursuant to these rules.

(d) This section shall not apply to any individual who has filed a timely application for license renewal pursuant to Ed 509.

Readopt with amendment Ed 504.01 through Ed 504.03, effective 1-17-14 (Document #10506), cited and to read as follows:

PART Ed 504 PROFESSIONAL CREDENTIALS

Ed 504.01 Beginning Educator License.

(a) To qualify for a beginning educator license, an individual shall meet the qualifications for a license specified in Ed 505 and either:

(1) ~~Hasve~~ less than 3 years of educator experience; or

(2) ~~Hasve~~ more than 3 years of educator experience but does not meet the requirements for an experienced educator license pursuant to Ed 504.02.

(b) Beginning educator licenses shall be issued for 3 years and renewed pursuant to Ed 509.

Ed 504.02 Experienced Educator License.

(a) To qualify for an experienced educator license an individual shall:

(1) ~~Hasve~~ at least 3 years of full-time or full-time equivalent educator experience;

(2) ~~Hasve~~ been deemed effective or above according to the local evaluation system for 2 consecutive years; and

(3) Have successfully completed a renewal cycle pursuant to Ed 509 and the state or local professional development master plan as determined by the senior educational official.

(b) Experienced educator licenses shall be issued for 3 years and renewed pursuant to Ed 509.

Ed 504.03 Intern Authorization.

(a) To qualify for an intern authorization an individual shall complete the application required in Ed 505 and be currently employed in a New Hampshire school under a valid statement of eligibility;

(b) Intern authorizations shall be granted under Ed 505.09(f) for the duration of the site-based licensing plan.

Readopt with amendment Ed 504.04 and Ed 504.05, effective 11-9-18 (Document #12661), to read as follows:

Ed 504.04 Emergency Authorization.

(a) The senior educational official shall complete and file the “Emergency Authorization Request” form, 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, January 2020, as ~~outlined~~ **referenced** in Ed 505; and
- (3) Submitted documentation of a conferred bachelor's degree.

Ed 504.05 In Process of Licensure Authorization (IPLA).

(a) The senior educational official shall complete and file an “In Process of Licensure Authorization Request (IPLA)” form, January 2020 with the bureau.

(b) The bureau shall approve such filing, if the bureau finds that the applicant who is the subject of the IPLA request:

- (1) Is in the process of licensure;
- (2) Has submitted a completed application for licensure as outlined in Ed 505.07(b)(1);
- (3) Meets all requirements for licensure except for the testing requirements under Ed 505.01; and
- (4) Has paid any applicable fees.

(c) The bureau shall notify the senior educational official that the applicant is authorized under an IPLA for up to the duration of the school year for which the request was made with no renewal offer.

Readopt with amendment Ed 504.08 through Ed 504.10, effective 11-14-17 (Document #12418), to read as follows:

Ed 504.08 School Nurse I.

(a) An applicant for school nurse I shall be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X at the associate's degree level and have 3 years of clinical nursing experience under their own license in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency and primary care nursing.

(b) The applicant shall complete and file a "School Nurse Application", January 2020, with the bureau of credentialing along with the following additional materials:

- (1) An official transcript from a board of nursing approved registered nursing program;
- (2) A copy of a valid New Hampshire issued license as a registered nurse; and
- (3) An employment verification letter from current or previous employers which demonstrates 3 years of work experience required in Ed 504.08(a).

(c) A school nurse I shall obtain skills, competencies, and knowledge, through the completion of 45 school nurse related continuing education hours during the ~~three~~ 3-year life of the license as outlined in Ed 513.07.

(d) A school nurse I shall be assigned a mentor licensed as a school nurse II or III who shall:

- (1) Be listed as an available mentor by the bureau;
- (2) Be appointed by the senior educational official;
- (3) Have at least 5 years of experience as a school nurse; and
- (4) Be assigned to mentor during the ~~three~~ 3 years of the original license of the school nurse I to which they are assigned.

(e) A school nurse I license ~~is~~ **shall be** valid for ~~three~~ 3 years and ~~can~~ **may** be renewed one time with verification of compliance with Ed 504.08(f).

(f) A school nurse I shall submit to the bureau a verification of enrollment in a board of nursing approved ADN to BSN program that shows a completion date on or before the expiration date of the school nurse I original or renewal ~~certificate~~ **license**.

Ed 504.09 School Nurse II.

(a) School nurses ~~employed~~ **appointed** on or before August 25, 2019 shall have applied for a license prior to August 25, 2019. Any school nurse ~~employed~~ **appointed** on or before August 25, 2019 who has not applied for a license shall apply for school nurse I or school nurse III.

(b) A school nurse II shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the ~~three~~ 3-year life of the certificate as outlined in Ed 513.07 and shall follow the renewal procedures outlined in Ed 509.

~~(c) A school nurse II with 5 years of school nurse experience shall be listed as an available mentor to a school nurse I as outlined in Ed 504.08(d).~~

Ed 504.10 School Nurse III.

(a) An applicant for school nurse III shall have completed a board of nursing approved registered nursing program at the bachelor's degree level or higher, be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X, and have 3 years current experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency and primary care nursing.

(b) A school nurse holding national certification (NCSN) or out of state certification shall meet the requirements of school nurse III upon evaluation by the bureau of credentialing.

(c) The applicant shall complete and file a "School Nurse Application", ~~November 2017~~ **January 2020** edition, with the bureau of credentialing along with the following additional materials:

(1) Employment verification letters from a current or previous employer which outlines ~~three~~ 3 years of work experience required in Ed 504.09(a);

(2) A copy of a valid New Hampshire issued license as a registered nurse at the bachelor's degree level or higher; and

(3) An official transcript from an accredited college or university showing the successful completion of a BSN or higher;

(d) A school nurse III shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the ~~three~~ 3-year life of the ~~certificate~~ **license** as outlined in Ed 513.07 and shall follow the renewal procedures outlined in Ed 509.

~~(e) A school nurse III with 5 years of school nurse experience shall be listed as an available mentor to a school nurse I as outlined in Ed 504.08(d).~~

Readopt and renumber Ed 507.36 as Ed 504.11, effective 12-21-12 (Document #10245), to read as follows:

Ed 504.11 Educational Interpreter/Transliterators for Children and Youth Ages 3-21.

(a) For purposes of this section, the following definitions shall apply:

(1) "Educational interpreter" means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;

(2) "Interpreting" means the process of accurately conveying information between American Sign Language (ASL) and English; and

(3) "Transliterating" means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) The following requirements shall apply to the licensure of an educational interpreter/transliterators for children and youth ages 3 to 21 years:

- (1) Hold a minimum of an associate's degree;
- (2) Receive a passing grade on the Educational Interpreter Performance Assessment Written Test (EIPA-WT) as specified in (c); and
- (3) Meet one of the following entry level requirements relative to education and experience:
 - a. Receive a passing grade as determined by the board on the practical examination in signing for the EIPA Performance Test (EIPA-PT) as specified in (c);
 - b. Hold a current national certification from either national office of the Registry of Interpreters of the Deaf (RID) or National Association of the Deaf (NAD) of at least level III; or
 - c. Educational interpreter licensure from another state whose standards are equivalent to Ed 507.35.

(c) Candidates for the EIPA-WT and EIPA Performance Test shall demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in signing in the following areas:

- (1) A knowledge of history of general interpreting/transliterating such as:
 - a. Educational interpreting/transliterating; and
 - b. Relevant federal, state and local organizations;
- (2) The ability to identify resources that serve students who are deaf/hard of hearing (D/HH) including:
 - a. Services;
 - b. Programs; and
 - c. Agencies;
- (3) A knowledge of the National Registry of Interpreters for the Deaf Code of Professional Conduct;
- (4) The ability to establish an environment allowing for effective interpreting and transliterating in a wide variety of educational settings; ~~and~~
- (5) A knowledge of different modes of communication which shall include but not limited to:
 - a. ASL;
 - b. Pidgin sign English (PSE);
 - c. Manually coded English;
 - d. Oral;

e. Cued speech; and

f. Tactile;

(6) In the area of the process of interpreting/transliterating, the ability to match the child's communication mode(s) as determined by the Individualized Education Program (IEP) team specified in Ed 1109.03 or the 504 team in one of the following:

a. Simultaneously and consecutively interpret accurately, both expressively and receptively;

b. Simultaneously and consecutively transliterate accurately, both expressively and receptively; or

c. Simultaneously and consecutively orally transliterate accurately, both expressively and receptively;

(7) In the area of the professional roles, responsibilities and practices:

a. Knowledge of federal IDEA/504 and state laws and rules that pertain to students who are deaf and hard of hearing and how they are applied;

b. Knowledge of state child protection laws and school policies regarding how to report child abuse/neglect and explain the appropriate protocol to follow the laws and rules;

c. Knowledge of American deaf culture and how it is distinguished from general American culture;

d. Knowledge of the role and responsibilities of an educational interpreter/transliterators in an educational setting for children and youth ages 3 through 21;

e. The ability to interpret/transliterate accurately in a public forum; and

f. Knowledge of hearing loss and amplification in deaf and hard of hearing children;

(8) In the area of child development:

a. How students learn and develop cognitively, linguistically, socially, morally, emotionally, and physically; and

b. How the development of language in deaf students impacts their development cognitively, linguistically, socially, morally, and emotionally;

(9) In the area of principles and philosophies of public education:

a. Respect for the students' varied talents and perspectives;

b. Knowledge and understanding of public schools as complex organizations within a larger community; and

c. Effective collaboration with school staff, parents, and others to support students' learning and well-being;

(10) In the area of IEP and 504 process in educational settings in:

a. Basic knowledge of the individualized education program (IEP) process as specified in Ed 1109, and the 504 process; and

b. The ability to work with members of the IEP/504 team, contributing information about the child's language including:

1. Most effective mode(s) of communication; and

2. Use of practical and functional language; and

(11) In the area of general studies:

a. A command of language, including the language of words, mathematics, and other common terms typically found in preschool through grade 12 curriculum;

b. The ability to comprehend reading materials commonly found in preschool through grade 12 educational programs and curriculum, including:

1. Mass media and social media;

2. Newspapers; and

3. Magazines;

c. The ability to write coherently using:

1. Correct spelling;

2. Grammar;

3. Punctuation; and

4. Appropriate vocabulary;

d. Sufficient cultural literacy including understanding of major principal events and significant figures in American and world cultures and other such information commonly presented in preschool through grade 12 curriculum;

e. Logical thinking and problem-solving ability which draws on a large spectrum of knowledge in the humanities, sciences and the arts; and

f. The ability to utilize technology/assistive technology to enhance and support the instruction of students who are deaf and hard of hearing.

(d) Candidates shall participate in professional development for both personal growth and school district's master plan program improvement as specified in Ed 513.03(c) individual professional

development plan, Ed 513.04 criteria for recertification of educators under the professional development master plan and Ed 513.05 criteria for recertification of educators not under the local professional development master plan.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 501	RSA 186:8, II; RSA 189:39
Ed 502	RSA 186:11, X(a)
Ed 503.01(a)	RSA 21-N:9, II(q); RSA 186:8, III
Ed 503.01(b)	RSA 189:39
Ed 503.02	RSA 21-N:9, II(s)
Ed 503.03	RSA 186:11, X(a)
Ed 504.01	RSA 21-N:9, II(s)
Ed 504.02	RSA 21-N:9, II(s)
Ed 504.03	RSA 21-N:9, II(s)
Ed 504.04	RSA 21-N:9, II(s); RSA 189:39-b
Ed 504.05	RSA 21-N:9, II(s)
Ed 504.06	RSA 21-N:9, II(s)
Ed 504.07	RSA 21-N:9, II(s)
Ed 504.08 – Ed 504.10	RSA 200:29
Ed 504.11	RSA 21-N:9, II(s)

New Hampshire
State Board of Education
Minutes of the July 9, 2020 Meeting
Meeting held telephonically due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:14 a.m. The meeting was held telephonically due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members in attendance: Drew Cline, Chair, Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow. Cindy Chagnon had another commitment and was not able to attend. Frank Edelblut, Commissioner of Education and Christine Brennan, Deputy Commissioner of Education were all in attendance.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Ann Lane led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Written commentary was submitted by Racial Unity Team and was posted to the public materials on the Board's [webpage](#).

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES**A. Student/Profile School Board ~ S.B.-FY-20-05-006**

Kimberly Koprowski, the Profile Board Chairman, and the parents, Monica and Scott Laflamme, were present. Chairman Cline noted that both parties' statements would be limited to ten minutes.

Scott Laflamme wished to add a due process violation that was not included in the findings written by Hearing Officer, Scott Johnson. On May 11, Mr. Laflamme requested from the Profile School Board information that was provided to them by the Profile School principal for the May 5 School Board meeting. The Profile School Board Chair provided some of the information, but omitted some of the principal's testimony and information because it contained student names and, as such, would violate the Family Educational Rights and Privacy Act (FERPA) privacy law. Mr. Laflamme argued that this omission constituted a violation of due process and that the Profile School Board could have redacted these names in order to supply the missing information.

Chairman Cline explained to Mr. Laflamme that the Board is not allowed to consider new information. He asked if the Board had any questions of the family.

There being no questions, Chairman Cline asked if the family had any additional comments.

Ms. Laflamme noted that Hearing Officer Johnson's summary was excellent and that the omissions only recently came to the family's attention.

There being no additional comments from the family, Ann Lane asked whether the Laflammes' daughter was, in her senior year, technically a home-school student or a Profile School student. Ms. Laflamme replied that her daughter was still considered a full-time Profile School student since she was still taking a couple of classes at Profile. In reply to Chairman Cline's question about State Adequacy Aid, the Commissioner noted that the Laflammes' daughter was, during her senior year, a home education student who was taking classes at both VLACS and the Profile School. The State Adequacy Aid payments are paid in arrears, so Profile School would have received 100% for this year. Next year, Profile School would receive Adequacy payments for the courses taken at Profile, and VLACS would receive payments for the student's VLACS classes. Ms. Laflamme clarified that her daughter was never in fact a homeschool student; she was always a full-time student within the New Hampshire school system. Chairman Cline noted that legally, the Laflammes' daughter was technically classified as a homeschool student to ensure that she was not counted as truant.

Chair Koprowski from the Profile School Board responded to the alleged denial of due process, noting that neither the Laflammes nor the Hearing Officer ever specified what information was lacking. Regarding the concern that the principal's rebuttal was not shared with the Laflammes, Chair Koprowski noted that no new information was included in the rebuttal other than a few irrelevant court cases.

Chair Koprowski also discussed the impact of the COVID-19 pandemic on the way in which hearings are normally conducted. Regarding the concern that the principal did not leave the meeting room, Chair Koprowski noted that she has several witnesses to verify that only the six Board members and the Board clerk were present. Regarding concerns that Senator Starr was unable to call in to the meeting, Chair Koprowski pointed out that five groups of people were able to call into the Zoom meeting and that the Board was not notified prior to the meeting of the senator's intention to call in. Chair Koprowski also noted that she summarized Senator Starr's letter at the meeting. Further, the parents did not attempt to bring up omitted information during the meeting, despite being offered two opportunities for rebuttal. In response to the parents' concern that the principal attended the meeting in person, while the Laflammes did not, Chair Koprowski noted that the meeting had to be kept to under ten people because of social distancing constraints.

Chairman Cline asked who was operating the Zoom meeting. Chair Koprowski replied that Principal Sheehan started the Zoom meeting and that there was not a specific individual dedicated to operating the computer throughout the meeting. Prior to deliberations, Principal Sheehan moved some people to the Zoom waiting room, but the Board all witnessed this procedure. The principal then left the room and was retrieved after deliberations were complete. Chairman Cline asked why the principal, a party to the case, was the person who initiated the Zoom meeting. Chair Koprowski did not find the principal's technical participation to be a conflict and noted that there were witnesses watching Principal Sheehan's actions.

Chairman Cline asked for more detail on the principal's rebuttal. Chair Koprowski received the rebuttal the night before the hearing (May 4) and delivered it to the parents at the meeting. Chair Koprowski tried unsuccessfully to contact Principal Sheehan multiple times prior to the meeting. Chairman Cline questioned whether it would have been more appropriate to provide the rebuttal to the parents prior to the meeting. Chair Koprowski says she would have liked to have done so, and that she provided two opportunities for rebuttal during the meeting in order to compensate for the parents' last-minute receipt of the principal's rebuttal.

Chairman Cline argued that the process was unfair to the Laflammas from a procedural standpoint, for the following reasons: a party to the case should not be in the room without the other party present; a party to the case should not be

technically controlling the meeting; and when one party submits a late document, that document should be provided to the other party immediately. However, since the parents withdrew their main contention about participating in the graduation, the only decision left to the Board regards a reprimand to the School District. Thus, given that there is no remedy here, Chairman Cline believes the case is really moot.

Helen Honorow agreed that the request is moot. Ms. Honorow also concurred with Chairman Cline's concerns about due process and the presumably unintentional appearance of impropriety. Ms. Honorow felt that the Hearing Officer's position on due process should be made part of any potential order issued by the Board. Kate Cassady referenced Ed. 204.01, due process requirements. Chairman Cline suggested that, in addition to issuing an order mandating the School District reread Ed. 204.01, the Board should also address COVID-related restrictions and enumerate ways to avoid the appearance of impropriety in remote meetings.

MOTION: Ann Lane made the following motion, seconded by Helen Honorow, that the State Board accepts the Hearing Officer's report and adopts the Hearing Officer's Recommendation; that the State Board require the local board to adhere to hearing requirements under Ed. 204.01 and additional requirements outlined by the hearing officer when conducting

hearings via online video conferencing. Specifically, it is important during remote meetings to ensure that all parties have equal access to materials related to the case and that procedures do not give the appearance of favoring one party over the other.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

B. Home Education Advisory Council Annual Report

Kathryn Michelotti, Home Education Advisory Council Chair, was present.

Chairman Cline confirmed that all Board members have read the report, so Chair Michelotti proceeded to questions.

Ann Lane asked if there were any changes to membership or leadership of the Council. Chair Michelotti replied that all changes were included in the report and noted that Kara Potter resigned at the end of her term, and the Council is awaiting a nomination. Michelle Levell was replaced by Catie McLaughlin from the Seacoast Christian Home Educators Association. Jennifer Pereira elected to stay on at the end of her term. Fred Fraser took over Kara Potter's position of secretary.

Helen Rist is still serving as placeholder for the School Administrators Association, though she might be replaced.

Chairman Cline asked how many homeschooled students there are in New Hampshire. Chair Michelotti replied that about 5% of school-age children in New Hampshire are homeschooled. The Council has seen an uptick in inquiries about homeschooling since the pandemic, and predicts there will be more families homeschooling in the upcoming school year. Chairman Cline noted that many people do not understand the distinction between crisis schooling for the pandemic and homeschooling. Chair Michelotti pointed out that parents who have been abruptly thrown into crisis homeschooling have a very different experience than parents who have made the conscious decision to homeschool. The Council has been providing suggestions and resources to help parents cope with crisis schooling.

Kate Cassady asked if the Council knows the actual headcount for students being homeschooled. Chair Michelotti replied that they know the actual number of new students each year because this number is reported to the Department of Education. However, to get an accurate headcount, one would have to cross-check all the numbers of reported new homeschoolers and then subtract the number of homeschoolers who have sent in letters of completion, which is not feasible given manpower limitations. Chairman Cline noted that last year, the Department reported a number of just under 5,000 homeschooled students.

Ms. Cassidy also asked when the Council meets. According to Chair Michelotti, meetings occur on the third Thursday of every other month from 3:30 to 5:00 PM. The schedule is posted on the Department's website, and the meetings are open to the public. The Council has held extra meetings this year to complete and vote on the new rules that they have been working on. Meetings usually take place at the Department, but recently have been occurring on Zoom. The next meeting will take place in September 2020.

AGENDA ITEM V. LEGISLATIVE UPDATES

A. Initial Proposal - Regional Career and Technical Center Lease Aid (Ed. 322)

Amanda Phelps, NHDOE Administrative Rules Coordinator, provided a brief background on the proposal. Career and Technical Center Lease Aid is in the same Ed 322 rule as Item C, Charter School Lease Aid. The intent is to pull Charter School Lease Aid out of Ed 322 and create its own rule in Ed 323. The change has been proposed because the Lease Aid program was funded for the first time, but funding was provided only for charter schools. Further, Ed 322 contains some differences between lease aid for charter schools and lease aid for career and technical centers, so the Department thought it best to separate the rules. The current proposal would simply remove reference to charter schools from

Ed 322. The Department plans, at a later date, to review the process for charter school lease aid and update the Ed 322 rules with a new process.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education approve Ed. 322, Regional Career and Technical Center Lease Aid.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow, with the Chair abstaining.

B. INITIAL PROPOSAL – Donations to Regional Career and Technical Education Centers (Ed 1308)

Amanda Phelps provided background on the proposal. Senate Bill 270 was passed in the prior legislative session. It requires the Board to adopt rules regarding the form used for donations and dictates how the form is internally processed. Senate Bill 270 clearly lays out the requirements and process; the Board simply needs to incorporate the form by reference in the rules.

MOTION: Kate Cassady made the following motion, seconded by Sally Griffin, that the State Board of Education approve the initial proposal for Ed. 1308, Donations to Regional Career and Technical Education Centers.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

C. INITIAL PROPOSAL - Charter School Lease Aid (Ed 323)

Amanda Phelps discussed Charter School Lease Aid, which is basically the same as Item A.

Helen Honorow pointed out that when charter applications are approved, there is often a tiered amount of space needed per year, which changes as the school expands to include more grades. Given this fact, Ms. Honorow requested clarification on the term, "all you need to operate the school." Ms. Phelps said that the question would best be answered by NHDOE colleagues, Amy Clark and Caitlin Davis, who drafted the rules. Ms. Davis said that currently, there is a set amount of lease aid that schools are eligible to apply for based on the overall lease of the space. They are currently reviewing the rules to possibly add modifications related to specific space usage. Ms. Davis also noted that the amount of money being received is nominal. Nate Greene, NHDOE Administrator, Bureau of Educational Opportunities, added that the idea is really to prevent charter schools from receiving lease aid for portions of the lease used for additional, non-educational businesses within the space. The clause was not referring to a

currently existing situation, but rather to prevent such a situation from arising in the future.

Ms. Honorow also pointed out a potential contradiction: on one hand, initial building costs of modifying the building to meet the requirements of the educational program are eligible for lease aid, but on the other, permanent upgrades or renovations to the lease space are not eligible for aid. Nate Greene replied that any issues arising during the preliminary inspection that need to be addressed in order to bring the building up to educational code are eligible for lease aid. Other nonessential permanent modifications to the building are ineligible, since lease aid covers only modifications that are included in the initial lease (such as removing a drive-through window from a former fast-food building).

Chairman Cline asked about later expansions into additional space (e.g., when other tenants in the building vacate). Since a new lease agreement would be necessary to expand, would these later modifications be eligible for lease aid? Ms. Davis thought that such a scenario would be covered and noted that they would add further clarification to the proposal. Chairman Cline agreed that the eligibility section should be amended for clarity.

Ann Lane asked about the source of the grant funding. Ms. Davis replied that general funds were allocated in the legislature-approved budget to the Department of Education for lease aid to approved charter schools. These funds

are re-allocated and approved annually. Chairman Cline added that lease aid funding depends on the amount of money available in the state budget and that it tends not to get funded in lean years.

MOTION: Ann Lane made the following motion, seconded by Sally Griffin, that the State Board of Education approve Ed 323, Charter School Lease Aid.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

D. FINAL PROPOSAL – Robotics Education Grant Fund (Ed. 1307)

Per Amanda Phelps, a public hearing was held for this rule on June 11. The Department and the Board did not receive any written or oral testimony. Ms. Phelps made one amendment on the last page of the rule (regarding eligibility to open a new application period if funds still remain from the prior period), which is still pending approval from the Office of Legislative Services (OLS).

Ann Lane asked if there is a process whereby schools can request a waiver on any of the rules. Ms. Phelps said that there is no overall waiver rule within the

education rules. Chairman Cline added that these rules are in at least partial alignment with state law, so waivers are probably not possible.

Chairman Cline proposed a minor change at the top of page 1, arguing that certain language could lead to the misperception that charter public schools are not full public schools. He proposed the passage, "to motivate and encourage public school and charter public school students," be changed to "public school students, including charter school students." He also requested a later, similar passage referencing "public school or charter public school" be changed to "public school, including charter public school." Ms. Phelps noted that this clarification needs to be made in the definitions as well.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 1307, Robotics Education Grant Fund, as amended.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

E. Update on Joint Legislative Committee on Administrative Rules (JLCAR) on the Ed. 500 Rules

Amanda Phelps provided an update on the Ed 500 rules. The Joint Legislative Committee on Administrative Rules (JLCAR) held a meeting on June 19, during which the Ed 500 rules were reviewed and discussed. The Ed 500 rules consists of four proposals which overhaul the rules that grant credentials to educators in New Hampshire. OLS submitted comments prior to the JLCAR meeting, in accordance with the rule-making procedures. All substantive comments were addressed with Steve Appleby, NHDOE, Director of Educator Support and Higher Education, as a conditional approval request. The only substantive comment not addressed with an amendment to the rule related to the term "licensed." OLS flagged the use of this term, arguing that the Board lacks the legislative authority because the statute refers to "license" as "certificate." This concern over the word remained an issue throughout the rule-making process.

Steve Appleby, Attorney Bond, and Ms. Phelps agreed that rather than making a change, they would have a discussion of the issue at the next JLCAR meeting. The majority of JLCAR members seemed inclined to vote to approve the request. However, JLCAR's discussion concluded with a vote to postpone the rules until July 16 because of the upcoming June 30 legislative session. Senator Kahn, a member of JLCAR, believed the word could be changed legislatively. Ms. Phelps believes the term was changed to "license" during this legislative session. However, not all of the statutes that contain the word "certificate" were changed. Discussions are continuing with Senator Kahn. Ms. Phelps anticipates receiving

a conditional approval at the July 16 JLCAR meeting, and assumes it will be recommended to amend the remaining relevant statutes with the term "license."

F. Update on the Charter School Rules

Caitlin Davis and Nate Greene have been working on a revision of the charter school rules. Amanda Phelps believes some substantive changes are pending that were not ready for this month's meeting. An initial proposal should be ready for Board review in time for the August meeting.

G. Update on Home Education Rules

Attorney Bond and Amanda Phelps have been working with the Home Education Advisory Council. A consensus has been reached, albeit one that does not address every individual member's concerns. The goal is to align the rules with the statute. Ms. Phelps and Council Chair Michelotti will present the rules to the Board at the August meeting.

H. EMERGENCY RULE – Vocational Rehabilitation Programs (Ed. 1000)

Ms. Phelps noted that an interim rule governing vocational rehabilitation was instituted in anticipation of the current rules' expiration in January. An initial proposal for the new rule is in the works, but the process was delayed due to

COVID-19 restrictions. Because the interim rule expired yesterday, a new emergency rule is required in order to continue providing services. There are no changes to the interim rule.

Helen Honorow asked for additional detail on the rationale for action, asking what the Department is trying to navigate. Per Ms. Phelps, COVID restrictions first began around the time that the initial proposal for vocational rehabilitation was due for a public hearing. JLCAR and OLS raised concerns that 100% remote meetings would not comply with the requirements of a rule-making hearing, and it took three months to sort out those concerns. Further, substantive changes have been made between the initial and final proposals, necessitating an additional public hearing for the final proposal.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education adopt the emergency rule for Vocational Rehabilitation Programs, Ed 1000.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

AGENDA ITEM VI. COUNCIL for TEACHER EDUCATION (CTE)

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education, presented the updates from the Council for Teacher Education (CTE).

A. Saint Anselm Substantive Change Request: 1-year Extension of Ed. 612.33 Computer Science Program

Laura Wasielewski is present, representing Saint Anselm College regarding a brief extension. They are scheduled for a site review next year.

Ann Lane noted that new computer science minimum standards were approved during the course of 2018, with initial implementation beginning in 2019. Ms. Lane requested verification that Saint Anselm's teaching program incorporates these computer science minimum standards. Ms. Wasielewski replied that, shortly after the computer science program was approved, Saint Anselm's new program was approved, and the reviewer commented that the college had implemented all of the standards. However, Saint Anselm does not currently have any students enrolled in that program; the five-month extension was requested by the CTE-designated co-chairs in order to ensure that all of Saint Anselm's other programs are aligned before moving forward.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education moves to grant

Saint Anselm College the extension of Ed 612.33 Computer Science Program approval through August 30, 2021.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

B. Upper Valley Educator Institute (UVEI): 2 New Program Reviews and Approval Recommendations

Laura Stoneking indicated that Page Thomkins, Executive Director from UVEI, Becky Wipfler, practicing member of UVEI, and Brian Walker were present to answer Board questions. Ms. Stoneking reported that Mr. Walker was a CTE reviewer of the proposal to implement the two new programs, one for reading and writing teacher and one for reading and writing specialist. There were no questions.

MOTION: Ann Lane made the following motion, seconded by Sally Griffin, that the State Board of Education grant Upper Valley Educators Institute full approval of Ed 612.02, Reading and Writing Teacher (Post Bac) and Ed 614.02 Reading and Writing Specialist (Post Bac) programs through August 31, 2022.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro, and Helen Honorow, with the Chair abstaining.

C. New England College (NEC): Program Review and Approval Recommendations

Laura Stoneking announced the presence of NEC attendees Suzanne Canali, Acting Associate Dean, Education Division, Wayne Lesperance, Vice President of Academic Affairs, Pat Corbett, and Review Co-Chairs Kelly Moore Dunn and Chris Ward. NEC had an extensive site review for all but four of their new programs, leading to a recommendation for conditional two-year approval for the listed programs.

Helen Honorow asked Ms. Stoneking what will happen if the Board goes with the recommendation of conditional approval for the listed programs. What happens if there is a concern that the recommendations are not being appropriately addressed in the six-month or one-year report? Ms. Stoneking replied that the first step on conditional approval involves providing documentation of how the unmet standards are being addressed, with the goal of transitioning from unmet to met. They are then filtered through the Council, and the Council makes the recommendation to continue to work on unmet standards. The

recommendation then comes to the State Board. In Ms. Stoneking's experience, most institutions meet the standards within six months to one year. At the six-month mark, it is submitted to the CTE, at which point it returns to the Board with the new CTE recommendation.

Given that every single program received a score between 2 and 3, Helen Honorow has a number of concerns, including: data collection is not consistently being done and is not being used to inform decision-making on the decline in enrollment; there are not enough classes in the physical education program; some courses attempt to address all teachers rather than providing content specificity. Wayne Lesperance reassured Ms. Honorow that the leaders are all aligned in terms of prioritizing content and that the leaders took the review process very seriously. He also emphasized that the steps outlined in the plan speak to the concerns raised by students and reviewers, as well as the concerns just mentioned by Ms. Honorow.

Pat Corbett noted that, since the review, Suzanne Canali has been moved into the Director of Teacher Certification role, and brings with her expertise in state standards. As such, Ms. Canali will focus on addressing the program deficiencies based on the feedback in the report. This is an improvement over the college's prior practice, in which an outside person was brought in to oversee the process.

Ms. Canali addressed some specific concerns raised by Ms. Honorow. Ms. Canali attributes the serious decline in the number of enrolled students to significant turnover in leadership. She noted that leaders in this field need to be adept at helping faculty embrace the changes in educator preparation. Ms. Canali also reiterated that she and the other leaders are fully aware of the need for more content and hope to evolve the program such that students will ultimately be able to major in their content area.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education grant New England College two-year conditional approval of the following ten (10) programs through August 31, 2022.

Ed 612.04	Elementary Education K-8, Undergraduate Conversion
Ed 612.05	Secondary English 5-12, Undergraduate Conversion
Ed 612.07	Special Education Programs, Undergraduate Conversion
Ed 612.18	Secondary Education Mathematics 7-12, Undergraduate (teach out) Conversion
Ed 612.21	Physical Education, Undergraduate Conversion

Ed 612.25	Secondary Education Life Science, Undergraduate Conversion
Ed 612.28	Secondary Social Studies 5-12, Undergraduate Conversion
Ed 612.30	Theatre Education, Undergraduate Conversion
Specialty Areas	
Ed 614.05	Superintendent, Graduate
Ed 614.04	School Principal, Graduate

Additionally, in accordance with Ed 602.13, New England College shall develop a progress report. This report shall be submitted to the department within 6 months of the State Board approval decision.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

D. University of New Hampshire (UNH) Substantive Change Request: Ed. 312.30 Theatre and Ed. 612.32 Dance Education

UNH has requested to add an additional proposed format to both the theater and dance programs. Currently, both are offered as Master of Education or a Master of Arts in Teaching, and UNH is proposing to add the bachelor's degree. Raina Ames, Department Chair, Joe Onosko, Director, Education Preparation, and Liz Arcieri, Coordinator of Accreditation and Certification, were present to answer Board questions. There were no questions.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education grant UNH approval of a substantive change of educator preparation programs, Ed 612.30, Theatre (M.ED, MAT, & BA) and ED 612.32 Dance Education (M.ED, MAT & BA), to offer the Bachelor's in addition to the Master's level through May 30, 2022.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

AGENDA ITEM VII. CHARTER SCHOOL REPORTS/ UPDATES

Jane Waterhouse presented the Charter School updates.

A. Charter Amendment Request for Virtual Learning Academy Charter School (VLACS)

The Virtual Learning Academy is requesting an amendment to their charter to add grades K through 3.

Steve Kossakoski, CEO of VLACS, noted that the VLACS board unanimously approved a request to change the charter to include grades K through 3. The primary reason for this change is to help families during the pandemic. VLACS does, however, intend to continue offering the new grades after the pandemic.

Helen Honorow asked what kindergarten will look like in an online setting. Mr. Kossakoski replied that parents are required to be involved and that there are both asynchronous and synchronous components. VLACS is using curriculum from the Florida Virtual School, which has several years of experience offering kindergarten-level online education. This curriculum involves engaging kids in activities such as science experiments and dioramas, in addition to the online work. VLACS would also provide one-on-one support, as well as activities such as story hour. The curriculum also gives parents flexibility to structure the day as they see fit.

Ann Lane expressed a reservation about the K through 3 program being appropriate for young children in light of the importance of socialization with other children at this age. She did not think such a program is appropriate for the majority of K through 3 children outside of the pandemic. Mr. Kossakoski emphasized that many families who use VLACS during the pandemic will return to a traditional school setting post-COVID.

Ms. Cassady asked about the anticipated head count and the head count goal. Mr. Kossakoski said that it is a moving target, but recent surveys indicate that between 8% and 20% of parents may not send their children to school in the fall. VLACS plans to have at least five to ten instructors available for the program. Commissioner Frank Edelblut interjected that a number of superintendents in the district are concerned about their ability to support all of their students during the pandemic. Commissioner Edelblut then reached out to Mr. Kossakoski to request his help.

Ms. Cassady asked if K through 3 is intended to be full-time. Mr. Kossakoski anticipates that these grades will have a full curriculum but will not be full-time until after the holidays. VLACS is planning a full-time program for grades 4 and 5.

Ms. Honorow asked if Mr. Kossakoski feels confident in VLACS's ability to meet the state standards at the kindergarten level. Mr. Kossakoski replied that they would ensure compliance with state standards for all of the newly proposed

grades before attempting to open a full-time program. If a family wants to enroll full-time for the fall, they could file a homeschool letter and then access the VLACS curriculum to fulfill the needs of a homeschool program.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education, pursuant to RSA 194-B:3, XI, I, authorizes Virtual Learning Academy Charter School to amend the charter to add a kindergarten through grade 3 (K-3) program.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

B. Charter Renewal for Making Community Connections Public Charter School (MC2), Monadnock Campus

Jane Waterhouse, NHDOE, Charter School Administrator, introduced John Sabolevski, the new Chief Education Officer replacing Kim Carter, who is now a member of the Board of Trustees and the Treasurer; Chris O'Reilly, Head of School for the Monadnock campus; Jodi Adams, Board Chairperson; and Teacher Advisors Elizabeth Cardine and Sarah Stout.

Ms. Waterhouse provided a brief summary of the evaluation and visitation of the school by the review team. The review team met with students and stakeholders and spent the whole day onsite. The team found that the charter school is making progress toward achieving its mission, programmatically, academically, and organizationally. The review team believes MC2 has demonstrated that they are meeting or exceeding the achievement of their mission. On average, students make no less than one year's growth each year in reading, writing, mathematics, science, and social studies. Students complete at least two substantive projects each year, participate in internships, and develop independent or group learning projects. Graduation rates remain low compared to state and local schools, but showed an increase from 2018 to 2019.

MC2 has developed several organizational goals to build sustainability, including increasing stakeholder participation in the Site Council, a group that focuses on sustainability plans. Other goals include developing a benefits package for their staff and replacing aging technology. MC2 is developing a review of the organizational structure in order to address any areas in need of improvement. A review of Board meeting minutes indicates that the school is financially stable, and the administration provides regular updates to the Board of Trustees.

The team's evaluation included responsible use of public funds, sustainability of the school, and progress in promoting student attainment of expected knowledge and skills, and MC2 satisfied the team on all counts. The

reviewers did note a few sustainability concerns, including limited resources, mainly due to insufficient funds from fundraising efforts, turnover in paraprofessionals, and lower-than-anticipated enrollment. All the stakeholders feel that a solution to these sustainability challenges can be overcome. Other concerns the review team had from the interviews include:

- The school needs to develop a more focused and committed data-driven accountability plan to support the school.
- The school needs to improve relationships with ascending school districts in order to better meet the academic needs of students.
- The school needs to develop a robust student recruitment plan/campaign that targets students who would benefit from MC2's educational environment.
- The school needs to consider revising the orientation process for new students who enter the school at different times of year in order to minimize disruptions to existing students.
- The school needs to improve staff retention by offering a competitive salary and benefit package (a project the school is working on through the Site Council).

The evaluation team unanimously recommended renewal for MC2.

Kate Cassady noticed that there are only six members on the Board of Trustees, whereas she believed there should be seven members per the charter school application. The seven should include two parents, two professional educators or direct service providers, and three community members. Ms. Cassady is wondering if the charter requirements have changed since the document she is looking at. Kim Carter said that according to the bylaws in their charter, the board should consist of 5 to 12 members, in accordance with RSA 194B, Section 5. Nate Greene said that the specific board makeup referenced by Ms. Cassady (two parents, et cetera), does not exist, either within the administrative rules or within the RSA itself. He added that the parameters Ms. Cassady referenced might be related to an internal Department process from years ago.

Helen Honorow requested a response to the recommendations that the team provided, such as the use of data. Ms. Carter replied that all of the items recommended by the team were in line with items the school has already been working on.

Ms. Carter noted that the data concern is of utmost importance to the school, and the Board's Academic Excellence Committee is looking at instituting metrics to measure values laid out in the school charter. The school is also finalizing transition to a student information system that would increase capacity for generating ongoing reports and data measuring student progress. This student

information system is designed to integrate with MC2's learning management system.

The Site Council and new CEO John Sabolevski are focusing on the enrollment piece.

Ms. Carter argued that fundraising has actually been a relative strength for the Monadnock school, but there is always a need for more. As indicated in the fundraising report, over \$100,000 has been raised in their first five years at that campus. They continue to grow goodwill and have established regular fundraisers that have become part of the community fabric, including a twice-yearly comedy night, "Let it Slide."

Retention of staff has also improved significantly. All staff from last year have elected to return.

Revisions to the orientation process were already in the works before the review. Advisor teacher Sarah Stout has been instrumental in this work.

Elizabeth Cardine has focused on outreach, successfully building relationships with the local Chamber of Commerce as well as other local organizations, such as the Hannah Grimes Incubator center.

Kate Cassady asked Ms. Waterhouse if follow-up deadlines for completion are provided to schools after reviews take place. Ms. Waterhouse said that she does not provide deadlines at this time, but will follow up with Nate Greene to develop such a system.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education, pursuant to Ed 318.12 and Ed 318.13, authorize the charter renewal for Making Community Connections Chartered Public School, Monadnock Campus.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

AGENDA ITEM VIII. COMMISSIONER'S UPDATE

Commissioner Frank Edelblut reported that the School Transition Reopening and Redesign Taskforce (STRRT) wrapped up its work last Monday. The taskforce provided a framework of high-level recommendations, along with sub-recommendations, that the Department has fleshed out. These recommendations were based on a number of factors, including over 56,000 field surveys, as well as content produced by the work groups. AIR from the

Comprehensive Center for Region 1 has served as facilitation partner throughout this process. Using this material, the Department fleshed out some detailed reopen guidance, which was then handed off to both the Governor's office and the Department of Health and Human Services (DHHS). DHHS is currently working through the guidance in preparation for reopening in September.

STRRT's work, including communications and content, is transparently documented on the Department's website and can be found on the [STRRT webpage](#). All survey results have been published on the webpage in Excel format. All material will ultimately be made fully accessible through conversion to open-source applications (e.g., converting from Excel to PDF format), per state requirements.

As reopening preparation continues, the STRRT work will come out, DHHS will provide their guidance, and the Department will publish a guidance document. Further, the Department is collaborating closely with districts as they work to develop their local reopening plans. All of this work will merge into firm back-to-school plans for the fall.

Based on results from the STRRT-conducted surveys, the Department recognizes the significant number of families and educators who, because of underlying health risks, will need to use a remote model. The Department is working with the schools to ensure that these individuals can be accommodated.

The K-3 VLACS plan outlined earlier is one of the accommodations being worked on.

In addition, the Department is encouraging districts to formulate plans on how to respond to an actual or suspected case of COVID. For example, if a particular school has a COVID-related incident, would the school need to move out of the building for three days for deep cleaning? Could cleaning efforts instead focus only on certain classrooms? Or would a 14-day quarantine be necessary? The goal is to minimize disruptions to student learning in the event of such a situation.

The State is also using the Coronavirus Aid, Relief, and Economic Security (CARES) Act funds to invest in a statewide learning management system through Canvas. The Department is working in partnership with the University System of New Hampshire to offer all districts a statewide license to Canvas for K through 20. The university and community college systems, as well as some districts, had already been using Canvas; now Canvas will be made available to all school districts. This technology investment will enhance nimbleness and facilitate transition between in-person and remote learning.

Add-ons to the Canvas implementation include Kaltura, a tool which will help districts to more easily manage video content, and statewide Zoom licenses to enhance affordability of the Zoom platform.

New Hampshire's approach to a statewide learning management system is not unique; other states, including Utah, Wyoming, Indiana, and North Carolina, have successfully implemented this type of system.

The Department has made available to the districts \$33 million of CARES Act funds received from the U.S. Department of Education. Schools are in the process of filing their applications, and 35 applications have been approved thus far. As of yesterday, 8 applications were in review, and 4 had been submitted but not yet picked up for review. There remain 132 districts that have not yet submitted an application. The Department conducted a call yesterday with school leaders to encourage them to move forward with their applications.

Working in conjunction with Health and Human Services and the New Hampshire National Guard, the Department is working to distribute 25,000 wellness kits to New Hampshire students. This program was initiated by DHHS, which was seeking a partner to help distribute their dental wellness kits. Soon after districts were notified of the kits, the program quickly became oversubscribed. The kits will be distributed in July.

The broadband expansion being run through the Office of Strategic Initiative also continues to move forward. The RFP has closed, and the review process is

beginning. The goal of the expansion is to support families and educators who need to work remotely.

AGENDA ITEM IX. OPEN BOARD DISCUSSIONS

Helen Honorow asked if the Board was planning to discuss the fiscal impact statement, noting that it was not on the agenda. Chairman Cline replied that he did not put it on the agenda because it was not received until the last minute and invited discussion on the topic.

Ms. Honorow asked how the implementation of a no-cost rigorous remote program is possible, as claimed in the fiscal impact statement. Chairman Cline replied that he was not aware of the methodology that went into the claim and asked Commissioner Edelblut if he was aware of how the fiscal impact statement was produced. Commissioner Edelblut indicated that he was not aware and that he actually has not yet seen the statement.

Ms. Honorow noted that it actually says "0" on the statement and asked who crafted the statement and how to find the answer to her question. Chairman Cline said he would be happy to track down the information. He also stated that, in general, when fiscal impact statements are made, there is often a limit to what information can be gathered. As a result, if impact cannot be determined definitively, the impact is sometimes assumed to be insignificant.

Ms. Honorow pointed to an article in the *Nashua Telegraph* stating that it would cost \$800,000 to get Chromebooks for students who require them. This represents only one piece of a remote program in one district, so it seems implausible that a statewide program would cost nothing. Amanda Phelps replied that there are specific questions that need to be answered in a request for a fiscal impact statement. In particular, it has to be determined how the new rules relate to the old rules and whether there is a cost increase between the proposed rule and the old rule. Based on the answers provided, the legislative budget assistant makes a determination of the fiscal impact. Ms. Phelps did not have her notes available, but she stated she would forward the actual requests, along with the answers, to the Board. Ms. Honorow noted that the new rule requiring implementation of a rigorous remote learning program would clearly have a different impact than the old rule, which did not require the remote program.

Commissioner Edelblut agreed to investigate the issue further. He also noted that Chromebooks are used for in-person instruction, and he is unsure of the context for the figure Ms. Honorow cited in the newspaper article. Additionally, the emergency rule will expire, and superintendents are trying to make plans to support remote learning in the fall. Commissioner Edelblut encourages the Board to keep in mind that each district is coming up with its own plans for integrating remote learning into their instructional models and that it is important to keep the big picture in mind and allow for nimbleness in devising responses. Ms. Honorow

replied that she is not commenting on whether or not the provision should be in the rules; rather, she is asking strictly about the cost piece.

AGENDA ITEM X. OLD BUSINESS

There was no old business.

AGENDA ITEM XI. TABLED ITEMS

There was no discussion.

AGENDA ITEM XII. CONSENT AGENDA

A. Meeting Minutes of June 11, 2020 – Helen Honorow had one correction to the meeting minutes on page 4948, in the second-to-last sentence. She noted that the word "redaction" should be replaced with "retraction."

Chairman Cline pointed out a correction on page 4974 in the first sentence of the last paragraph, noting that when you have a dollar sign, you don't need the word "dollar."

MOTION: Ms. Lane made the following motion, seconded by Kate Cassady, that the Board accept the minutes as amended.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow, with the Chair abstaining.

AGENDA ITEM XIII. NONPUBLIC SESSION

MOTION: Kate Cassady made the following motion, seconded by Sally Griffin, that the State Board of Education move to nonpublic session under RSA 91-A:3, II(c).

VOTE: The motion was approved at 12:30 PM by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro, and Helen Honorow with the Chair abstaining.

MOTION: Helen Honorow made the following motion, seconded by Kate Cassady, that the State Board of Education to leave nonpublic session and return to public session at 12:53 PM.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro, Helen Honorow with the Chair abstaining.

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow, to seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro, Helen Honorow with the Chair abstaining.

AGENDA ITEM XIV. ADJOURNMENT

MOTION: Ann Lane made the motion, seconded by Sally Griffin, to adjourn the meeting at 12:54 PM.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Phil Nazzaro and Helen Honorow with the Chair abstaining.

Secretary