

New Hampshire State Board of Education
Department of Education
Hugh J. Gallen State Office Park
101 Pleasant Street
Concord NH 03301

October 12, 2017



REVISED AGENDA

- I. **CALL TO ORDER - 9:00 A.M.**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*Limited to 5 minutes, Board members may ask clarifying questions only.*)
- IV. **SPECIAL PRESENTATIONS**
- V. **OPEN BOARD DISCUSSION**
 - A. **Advisory Panel Recommendations for Social Studies**
 1. **Eliga Gould**, *Chair, History Department, UNH*
 2. **Christopher Herr**, *Curriculum Facilitator for social studies and world languages, Concord High School*
 3. **Elizabeth Dubrulle**, *Director of Education & Public Programs, NH , Director, New Hampshire Historical Society*
 4. **Martha Madsen**, *President, New Hampshire Institute for Civics Education*
 5. **Wayne Lesperance, Jr.**, *Dean, Undergraduate Residential Programs/Professor, Political Science, New England College*
 6. **Nancy Gagnon**, *Chair, Social Studies Department, Con-Val High School*
 7. **David Morrisette**, *Chair, Social Studies Department, Berlin High School*
- VI. **LEGISLATIVE ISSUES/RULES**
 - A. **Manifest Educational Hardship (Ed 320)**
 - B. **Initial Proposal – Robotics Education Grant Fund (Ed 1410)**
 - C. **Conditional Approval - School Nurse Certification (Ed 306.12, Ed 504.07, Ed 505 various sections, Ed 508.06 and Ed 512.07)**
 - D. **Final Proposal - Educator in Social Studies (Ed 507.27, Ed 507.54, Ed 612.28 and Ed 612.29)**
 - E. **Final Proposal – Computer Science Educators (Ed 500.00 and Ed 612.33)**

VII. REPORTS AND NEW DEPARTMENT BUSINESS

A. Nominations for Professional Standards Board

Category II – Higher Education and Education Administration

1. **Brian Burbach** – 1st three-year term (2017-2020): *Principal, South Merrimack Christian Academy*
2. **Vince Connelly** – 1st three-year term (2017-2020): *Associate Professor of Education, UNH*

B. Annual Report on NH Public Charter School

C. Consultation on Director, Division of Higher Education – Higher Education Commission Nomination

D. DOE Aspiration – Organization

VIII. OLD BUSINESS

IX. CONSENT AGENDA

A. Meeting Minutes of August 24, 2017 and September 19, 2017

B. Non-Public School Approval Designation Report

C. Public School Approval Designation Report

X. TABLED ITEMS

XI. NONPUBLIC SESSION

XII. ADJOURNMENT – 2:00 P.M.

If accommodations are needed for communication access such as interpreters, please call (603) 271-3144 at least 5 business days before the scheduled event. We request 5 business days' notice so that we may coordinate interpreters' schedules. Although we will attempt to accommodate any requests made, we cannot guarantee the presence of the service. Thank you for your cooperation.

Readopt with amendment Ed 320, effective 7-16-16 (Document # 11139 Interim), to read as follows:

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP

Ed 320.01 Change of School Assignment.

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

- (1) Attend another public school or public academy in the same district; or
- (2) Attend a public school or public academy in another district.

(b) To establish a manifest educational hardship, as set forth in (e)(1)-(3), the person having custody shall demonstrate that attendance at the assigned school will have a detrimental effect on the child's education. The person having custody may identify and request a particular public school or public academy, either within the district or in another district, to the extent known and available to that person at that time.

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

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

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

- (1) A substantial portion of a child's academic, physical, personal and social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
- (2) The attendance at the assigned school will impair the educational progress of the child; and
- (3) Another public school or public academy, either within the district or in another district, may reasonably meet the child's educational needs.

(f) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school or public academy, in the district or in another district.

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

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 320	RSA 193:3, I, II

Readopt with amendment Ed 320, effective 7-16-16 (Document # 11139 Interim), to read as follows:

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP

Ed 320.01 Change of School Assignment.

~~(a) If a parent(s) or guardian thinks the attendance at the assigned school will result in a manifest educational hardship to the child, a parent or guardian~~ **Any person having custody of the a child may apply at to the school board of residence to change the child's school assignment if the person having custody thinks that the child's attendance at the assigned school the school to which such child has been assigned will result in a manifest educational hardship to the child.; a parent or guardian A person having custody of said child may apply to the school board for a change of school assignment to:**

(1) Attend another public school **or public academy** in the same district; or

(2) Attend a public school **or public academy** in another district.

~~(b) In order to apply to the school board for a change of school assignment based on manifest educational hardship a parent~~ **To establish a manifest educational hardship, as set forth in (e)(1)-(3), the person having custody shall demonstrate that continued attendance at the assigned school will have a the detrimental or negative effect on the child's education. pupil if the pupil continues to attend the school to which he/she is assigned. The person having custody shall also demonstrate that another public school or public academy, either within the district or in another district, may reasonably meet the child's educational needs.**

~~(c) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the student shall be reassigned to a reasonably available public school, in the district or in another district.~~ **Each school board shall establish a written policy, which authorizes the school board to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school or public academy within the district or to request a change of assignment to a public school or public academy in another district when a manifest educational hardship has been demonstrated.**

~~(d) Each school board shall establish a policy, which shall allow a school board, with the recommendation of the superintendent, to take appropriate action including, but not limited to, assignment to a public school in another district when manifest educational hardship is shown.~~ **Upon receipt of a request from a person having custody for a change of a child's school assignment based on a claim of a manifest educational hardship, the school board shall order a hearing within 30 days.**

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

- (1) A substantial portion of a ~~pupil's~~ **child's** academic, physical, personal and social needs cannot be met by the assigned school or are not found within the student body of the assigned school;
- (2) ~~The assigned school's failure to meet the pupil's needs will impair the educational progress of the pupil~~ **The attendance at the assigned school will impair the educational progress of the child;** and
- (3) Another public school **or public academy**, either within the district or in another district, may reasonably meet the ~~pupil's~~ **child's** educational needs.

(f) ~~If a parent or guardian is aggrieved by the decision of the school board, cooperative school board, or the authorized regional enrollment area receiving school board, he/she may appeal to the state board in accordance with the provisions of Ed 200.~~ ***If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school or public academy, in the district or in another district.***

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

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 320	RSA 193:3, I, II

Readopt with amendment Ed 320, effective 7-16-16 (Document # 11139 Interim), to read as follows:

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP

Ed 320.01 Change of School Assignment.

(a) Any person having custody of a child may apply to the school board of residence ~~to change the child's school assignment~~ **for relief**

(1) If the person having custody thinks that the child's attendance at the assigned school will result in a manifest educational hardship to the child; ~~and~~

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

a. ~~Attend another public school or public academy in the same district; or~~

b. ~~Attend a public school or public academy in another district.~~

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

(c) Each school board shall establish a written policy, which authorizes the school board ~~to act, with the recommendation of the superintendent, on an application to change a child's school assignment to another public school or public academy within the district or to request a change of assignment to a public school or public academy in another district when a manifest educational hardship has been demonstrated.~~ **upon consultation with the superintendent, to take appropriate action, including, but not limited to, assignment to another public school, public academy, or non-sectarian private school within the district or to request a change of assignment to a public school, public academy, or non-sectarian private school in another district when a manifest educational hardship has been demonstrated.**

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

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

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

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

(3) ~~Another public school, public academy, or non-sectarian private school either within the district or in another district, might reasonably meet the child's educational needs.~~

(f) If a school board determines that manifest educational hardship has been found, the school board shall issue a waiver of the school assignment and the child shall be reassigned to a reasonably available public school, public academy, or non-sectarian private school in the district or in another district.

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

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 320	RSA 193:3, I, II

Adopt Ed 1410 to read as follows:

PART Ed 1410 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1410.01 Purpose of the Robotics Education Fund. The purpose of the robotics education fund is to motivate public school and chartered public school students in New Hampshire to pursue education and career opportunities in science, technology, engineering, and mathematics while building critical life and work-related skills.

Ed 1410.02 Scope. Grants from the robotics education fund shall be available to any eligible public school or chartered public school for the purpose of financing the establishment of a robotics team and its participation in competitive events.

Ed 1410.03 Definitions.

(a) “Competitive event” means an event administered by a national or international organization whose mission is to promote and organize robotics competitions.

(b) “Eligible public school or chartered public school” means any public school which meets the minimum standards or a chartered public school as defined in RSA 194-B in the state of New Hampshire.

(c) “Technical resources” means mentors, space, equipment, travel to events, use of office equipment, use of computers, and other similar forms of assistance.

Ed 1410.04 Uses of Grant Funds for the Robotics Education Fund.

(a) Grant funds administered through the robotics education fund shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in competitions. ***Grant recipients shall submit a report to the department detailing appropriate expenditures at the end of each fiscal year for which grant funds are spent.***

(b) Grant funds shall only be used to cover direct costs associated with the cost of the robotics team.

(c) Said grants shall not exceed the following amounts per year:

(1) For elementary school, the amount of the grant that can be applied toward the cost of the kit shall not exceed \$1,000 per year and the amount of the grant that can be applied toward the stipend shall not exceed \$250 per year;

(2) For middle school, the amount of the grant that can be applied toward the cost of the kit shall not exceed \$1,500 per year and the amount of the grant that can be applied toward the stipend shall not exceed \$750 per year; and

(3) For high school, the amount of the grant that can be applied toward the cost of the kit shall not exceed \$5,000 per year and the amount of the grant that can be applied toward the stipend shall not exceed \$1,500 per year.

Ed 1410.05 Eligibility Criteria. A public school or chartered public school which is applying for a grant from the robotics education fund shall demonstrate that:

- (a) It has established, or is in the process of establishing, *ait's first* robotics team or club that is associated with the school;
- (b) It has at least one coach or adult advisor;
- (c) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education or technical school for the purpose of participation in a robotics competition;
- (d) A sponsor, business entity, institution of higher education or technical school will contribute funds, technical resources, or both to allow for the school to participate in the competition;
- (e) It has developed a two-year budget for the current year of the application;
- (f) It has not received a grant from the Robotics Education Development Program in the prior year; and
- (g) It has identified at least one competitive event in which the team or club will participate in and that it meets all criteria for participation in the competitive event(s).

Ed 1410.06 Robotics Education Development Program Grant Application.

- (a) A public or chartered public school shall submit a grant application on the “New Hampshire Robotics Education Application Form,” July 2017 edition, electronically to the department of education, division of career technology and adult learning, bureau of career development.
- (b) The grant application period shall start on September 1 and will close on September 30 of each year.
- (c) The amount of each grant shall be sufficient to cover the costs of establishing and supporting a team for two years as set forth in Ed 1410.04.
- (d) Pursuant to RSA 188-E:25, V, no school shall receive more than one grant every two years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant, *however shall not support more than one team in any one of the 3 areas enumerated in Ed 1410.04(c)(1)-(3)*.

Ed 1410.07 Review of Robotics Education Development Program Grant Application.

- (a) The bureau of career development shall review all grant applications within 15 working days of the September 30 date as established in Ed 1410.06(b), with recommendation from the commissioner or designee. In making a decision the bureau of career development shall approve an application if the school has met all the criteria set forth in Ed 1410.05 (a)-(h).
- (b) If the amount of grant funds requested exceeds the balance in the fund that is available in any year, preference shall be given to schools that have a higher percentage of students in the school's average

daily membership in attendance who are eligible for a free or reduced-price meal as defined in RSA 198:38, VII. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.

Ed 1410.08 Robotics Education Development Program Grant Disbursement.

(a) Grants will be awarded ~~and funds made available~~ by October 31 of each year.

(b) ~~The department shall disburse grant funds will be disbursed~~ as a single payment each year of the grant ~~through the business office of the department of education~~ ***after approval of the robotics program.***

Appendix I

Rule	Statute
Ed 1410.01 – Ed 1410.08	RSA 188-E:25

MEMORANDUM

TO: State Board of Education

FROM: Jill Perlow, Assistant Attorney General
Diana Fenton, Attorney DOE

DATE: October 12, 2017

RE: School Nurse Certification Rules

At the August 2017 meeting, the Board voted to proceed with the enclosed final proposal for school nurse certification rules, even though there were questions raised by Office of Legislative Services (OLS) regarding the Board's authority to provide alternative paths to certification.

The final proposal was presented to the Joint Legislative Committee on Administrative Rules (JLCAR) on September 21, 2017. Again, OLS raised questions with the SBOE's final proposed rule and the alternative pathway to certification. This pathway allowed a school to hire a school nurse that had the required three years of experience, but did not have a bachelor's degree. It allowed that nurse to be certified and provided the nurse up to 6 years to obtain a bachelor's degree. The purpose of the alternative pathway was to ensure that the certification requirement did not become a barrier to employment or make it difficult for schools to hire nurses – but allowing a person to be employed and work toward meeting the bachelor's degree requirement.

JLCAR discussed whether there was adequate statutory authority, but ultimately decided to approve the rule with other minor technical changes. In conjunction with approving this rule, JLCAR is interested in legislation being brought forward to clarify the statute regarding the school nurse requirements and several members stated that they intended to assist in sponsoring such legislation in this coming session.

One of the JLCAR members spoke with Diana Fenton from the Department regarding the Department's position/input on the legislation. In addition, the conditional approval notes that the Board is expected to provide input on legislation related to school nurse certification.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

September 21, 2017

N.H. Board of Education
101 Pleasant Street
Concord, NH 03301

Re: Conditional Approval of Final Proposal 2017-53

Dear Board Members:

At its meeting on September 21, 2017, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2017-53 of the Board of Education (Board) containing Ed 306.12 and various sections of Ed 500 relative to school nurse certification. The Committee's approval was conditioned on amending Final Proposal 2017-53 so that the words "application form" in Ed 504.07(b)(2)a., Ed 504.08(a)(1), and Ed 504.09(c)(2)a. are replaced with:

"School Nurse Specialist Certification Application" (9/21/2017 edition)

A copy of Final Proposal 2017-53, as annotated by Committee staff, is enclosed for your review.

The conditional approval was further made with the understanding that the Board would seek legislation in the upcoming session clarifying its authority to create the School Nurse I certification in Ed 504.07. When such legislation is filed, the Committee recommended that it be referred to the Education committees of the House and Senate in addition to any other committees to which it may be referred.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is October 12, 2017. In this instance, the 7th day following the next regularly scheduled meeting of the Board is October 19, 2017. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval shall be deemed a

N.H. Board of Education
September 21, 2017
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Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Pleased be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approvals specified above and RSA 541-A:13, V(a).

If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, adoptions, or petitions please call Scott Eaton at 271-3680.

Very truly yours,

A handwritten signature in black ink, appearing to read 'Aaron J. Mitchell', is written over a horizontal line. The signature is stylized and cursive.

Aaron J. Mitchell
Committee Attorney

Enc.

cc: Diana Fenton, Esq., Attorney

Readopt with amendment Ed 306.12, effective 3-27-14 (Doc #10556), to read as follows:

Ed 306.12 School Health Services.

(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.

(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B and a current school nurse certificate under Ed 504.07. Each registered nurse, licensed practical nurse or licensed nursing assistant employed by a school district shall hold such current license under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who has a current first aid and cardiopulmonary resuscitation certification (CPR) certification shall be available.

Adopt Ed 504.07 to read as follows:

Ed 504.07 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 application procedures for certification shall be as follows:

(1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and

(2) The candidate shall file the following materials and documents with the bureau of credentialing:

a. Completed "*School Nurse Specialist Application*" (9/21/2017 edition) for school nurse I;

b. An official transcript from a board of nursing approved registered nursing program;

b. A copy of a valid New Hampshire issued license as a registered nurse; and

c. An employment verification letter from current or previous employers which demonstrates 3 years of work experience required in Ed 504.07(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 year life of the certificate as outlined in Ed 512.07.

(d) A school nurse I shall be assigned a mentor certified as a school nurse II or III who shall:

1. Be listed as an available mentor by the bureau;

2. Be appointed by the superintendent;
2. Have at least 5 years of experience as a school nurse; and
3. Be assigned to mentor during the three years of the original certificate of the school nurse I to which they are assigned.

(e) A school nurse I certificate is valid for three years and can be renewed one time with verification of compliance with Ed 504.07(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.

Adopt Ed 504.08 to read as follows:

Ed 504.08 School Nurse II.

(a) School nurses employed on or before July 1, 2016 shall submit the following documentation for certification as a school nurse:

- (1) Completed “*School Nurse Specialist Application*” (9/21/2017 edition) for school nurse II;
- (2) Employment verification letter of a hire date as a school nurse on or before July 1, 2016; and
- (3) A copy of a valid New Hampshire issued license as a registered nurse.

(b) A school nurse II shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the three year life of the certificate as outlined in Ed 512.07 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 504.07(d).

Adopt Ed 504.09 to read as follows:

Ed 504.09 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 other state certification shall meet the requirements of school nurse III.

(c) The application procedures for certification shall be as follows:

- (1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and

(2) The candidate shall file the following materials and documents with the bureau of credentialing:

- a. Completed “*School Nurse Specialist Application*” (9/21/2017 edition) for school nurse III;
- b. Employment verification letters from a current or previous employer which outlines three years of work experience required in Ed 504.09(a);
- c. A copy of a valid New Hampshire issued license as a registered nurse at the bachelor’s degree level or higher; and
- d. 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 year life of the certificate as outlined in Ed 512.07 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 504.07(d).

Readopt with amendment Ed 508.06, effective 6-15-13 (Doc #10362), to read as follows:

Ed 508.06 Fees. Fees shall be paid in accordance with the following requirements:

(a) All checks or money orders for bureau of credentialing applications shall be made payable to "Treasurer, State of New Hampshire."

(b) An application shall not be complete until all the application materials including the proper fee have been filed with the bureau.

(c) The required educator certification fees shall be in accordance with RSA 186:11,X(b), and the fee schedule set forth in Table 508-1 below, with the following fees reflecting the actual cost of the service listed:

Table 508-1 Bureau of Credentialing Fee Schedule

SERVICE	Initial Fee	Renewal Fee
Alternative 3B Processing Fee	\$ 300.00	N/A
Beginner Educator Certificate (BEC)	\$ 130.00	\$ 130.00
Experienced Educator Certificate (EEC)	\$ 130.00	\$ 130.00
Endorsement – Add to BEC or EEC	\$ 20.00 each endorsement	N/A
Intern License – Alternative 4 (up to 3 years)	\$ 130.00	N/A
Intern License – Alternative 5 (up to 2 years)	\$ 130.00	N/A
Master Teacher – National Level Certification	\$ 250.00	\$ 250.00
Master Teacher – All other candidates	\$ 800.00	\$ 250.00
Paraprofessional I and II	\$ 25.00	\$ 25.00
Permission to Employ	\$ 50.00	N/A

Statement of Eligibility	\$ 50.00 each endorsement	N/A
School Nurse I – 3 years with one time renewal option	\$ 75.00	\$ 75.00
School Nurse II	\$ 0.00	\$ 75.00
School Nurse III	\$ 75.00	\$ 75.00
Duplicate Certificate	\$ 20.00	N/A
Late Filing Fee – Renewal of any certificate after 6/30 each year	\$ 50.00	N/A

Readopt with amendment Ed 509.01, effective 6-15-13 (Doc. #10362), to read as follows:

Ed 509.01 Recommended Renewal; Process for Educators Currently Employed Under a Local NH Professional Development Master Plan.

(a) Educator certificates, including school nurse II and III, shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the educator has met the requirements of Ed 509.03 and Ed 512.04, or Ed 504.08, 504.09 and 512.07 for school nurse; and

(2) Payment of the renewal fee.

(c) The bureau shall provide opportunity for electronic submission of the documentation required under Ed 509.03 to the superintendent for each school district, school administrative unit or both.

(d) The superintendent for each school administrative unit shall verify that each educator whose teaching credentials require renewal has completed professional development as required in Ed 512.04. Verification shall include the name of the educator and the educator’s area(s) of certification.

(e) It shall be the responsibility of the certificate holder to pay the appropriate fee in a timely manner to the bureau before the expiration of the educator’s certificate.

(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 certificate is required to be renewed. Late filings shall be treated in accordance with Ed 509.04.

Readopt with amendment Ed 509.02, effective 6-15-13 (Doc. #10362), 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 certificates, including school nurse II and III shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976. School nurse I may renew one time after the first three years of the initial certification.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the educator has met the requirements of Ed 509.03 and Ed 512.05, or Ed 504.08, 504.09 and 512.07 for school nurse; and

(2) Payment of the renewal fee.

(c) Any educator or school nurse not currently employed as a certified educator or school nurse in a New Hampshire public school or teaching in a New Hampshire private school with a valid New Hampshire credential may submit documentation electronically to the bureau or may apply for a renewal directly to:

Bureau of Credentialing

Division of Program Support

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301-3860

(d) Any educator or school nurse not currently employed by a school district or school administrative unit in New Hampshire shall comply with Ed 512.05 or Ed 512.07(b) for school nurse, and:

(1) Submit documentation electronically to the bureau of such compliance; or

(2) Mail documentation directly to the bureau documenting such compliance.

(e) Educators not employed under the jurisdiction of a state approved local master plan for professional development shall submit the following to the bureau evidence of at least 75 hours of approved professional development activities during the 3-year period preceding the application for credential renewal.

(f) A development activity shall be approved by the bureau for purposes of (f) above if it includes one or more of the activities listed in Ed 512.02(d)(10).

(g) An educator who holds valid credentials and is not employed in education for 3 or more years of service shall submit to the bureau evidence of satisfactory professional growth listed in Ed 509.03 or Ed 512.05 as a basis for renewal of his/her credential.

(h) The same provisions for timely filing shall be the responsibility of the educator pursuant to Ed 509.01.

Adopt Ed 512.07 to read as follows:

Ed 512.07 School Nurse. Requirements for school nurse I, II and III renewal certificates shall be as follows:

(a) For those certified school nurses who are employed by an agency listed in Ed 512.01, a minimum of 45 school nurse related continuing education units shall be required; and

(b) For those certified school nurses who are not employed by an agency listed in Ed 512.01, a minimum of 45 school nurse related continuing education units shall be required.

Appendix I

RULE	STATUTE
Ed 306.12	RSA 189:24; RSA 200:26-41; 20 U.S.C. § 1232g; 29 U.S.C. § 794
Ed 504.07 – 504.09	RSA 200:29
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(b); RSA 200:29
Ed 509.01 – 509.02	RSA 200:29, RSA 186:11, X(a)
Ed 512.07	RSA 200:29; RSA 21-N:9, II(s)

Readopt with amendment Ed 306.12, effective 3-27-14 (Doc #10556), to read as follows:

Ed 306.12 School Health Services.

(a) In accordance with federal and state law, including, but not limited to, the Family Educational Rights and Privacy Act (FERPA), Section 504 of the Rehabilitation Act of 1973, RSA 141-C, RSA 169-C, RSA 200:26-41, and RSA 326-B, the local school board shall require that each school provides qualified personnel to carry out appropriate school health-related activities.

(b) Each school nurse employed by a school district shall hold a current license as a registered nurse under RSA 326-B **and a current school nurse certificate under Ed 504.07**. Each **registered nurse**, licensed practical nurse or ~~certified~~ **licensed** nursing assistant employed by a school district shall hold such current ~~certification~~ **license** under RSA 326-B. If a school nurse or licensed practical nurse is not available to a school for any reason, at least one other person who has a current first aid and cardiopulmonary **resuscitation** certification (CPR) certification shall be available.

Adopt 504.07 to read as follows:

~~Ed 504.07 School Nurse Certificate. A school nurse shall be a registered professional nurse currently licensed in New Hampshire and certified by the state board of education as follows:~~

~~(a) An individual shall have the following entry level requirements to be certified as a school nurse:~~

~~(1) Have completed a board of nursing approved registered nursing program at the bachelor's degree level or higher under RSA 326-B; and~~

~~(2) 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) The application procedures for certification shall be as follows:~~

~~(1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and~~

~~(2) The candidate shall file the following materials and documents with the bureau of credentialing:~~

~~a. Completed application forms containing the information required in Ed 508.03;~~

~~b. Previous work record;~~

~~c. Education record; and~~

~~d. A letter verifying work experience required in Ed 504.07(a)(2).~~

~~(c) The Department of Education shall assess the skills, competencies and knowledge of candidates for certification as school nurses by reviewing evidence such as but not limited to college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.~~

~~(d) An applicant for certification as a school nurse shall have the skills, competencies, and knowledge in the following areas:~~

~~(1) In the area of delivery of the school nursing services, the skills and abilities to:~~

- ~~a. Assess student's health or situation through analysis of data collected and synthesize comprehensive data;~~
- ~~b. Identify outcomes and develop plans for individual students or situations including strategies and alternatives;~~
- ~~c. Implement interventions identified in the plan of care/action, coordinate care with school employees and evaluate outcome;~~
- ~~d. Consult with administration to provide health education and employ strategies to promote health, wellness, and a safe environment; and~~
- ~~e. Systematically evaluate the progress for the quality of practice and effectiveness toward attainment of outcomes for promoting health and a safe environment; and~~

~~(2) In the area of school nursing, the applicant shall demonstrate the knowledge and ability to:~~

- ~~a. Provide quality nursing practice in a school setting;~~
- ~~b. Evaluate his or her nursing practices and continue professional development as required by a school district's professional development master plan;~~
- ~~c. Collaborate with students, families, school staff, and others in the conduct of school nursing practices; and~~
- ~~d. Integrate ethical provisions and research findings into practice as a school nurse; and~~

~~(3) In the area of accountability, the applicant shall have knowledge, skills and application in:~~

- ~~a. Planning and delivering school nursing services factoring in safety, effectiveness, cost, and impact on nursing practice;~~
- ~~b. Providing leadership in the profession and professional nursing practice setting;~~
- ~~c. Managing school health services; and~~
- ~~d. Complying with professional nursing practice standards, guidelines, relevant statutes, rules and regulations.~~

Amend Ed 505.03, effective 9-16-11 (Doc. #9992), as amended, effective 9-10-15 (Doc. #10927), by amending (d)(1)b. so that Ed 505.03(d) intro. and (d)(1) read as follows:

~~(d) Alternative 3B relative to demonstrated competencies and equivalent experiences, national or regional examination, shall consist of the following:~~

~~(1) Individuals shall be eligible for a New Hampshire credential who possess:~~

~~a. A national level or regional certification which has been validated in the individual's endorsement area achieved by passing a national or regional examination designed to assess the individual's skills in the area in which the individual seeks certification; or~~

~~b. Proof of completion of a specialized program, such as, but not limited to, ***national certification in school nursing***, a bachelor's degree in social work, culminating in a bachelor's degree from a college or university accredited by a recognized national, regional, or state accrediting agency; and~~

Amend Ed 505.03(e), effective 9-10-15 (Doc #10927), to read as follows:

~~(e) Alternative 3C, relative to demonstrated competencies and equivalent experiences, shall consist of the following for superintendent, principal, special education administrator, curriculum administrator, business administrator, ***school nurse*** or career and technical education director:~~

~~(1) An applicant for certification as a superintendent under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.01(a)(3);~~

~~(2) An applicant for certification as a principal under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.04(a)(2)b.2;~~

~~(3) An applicant for certification as a special education administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.07(d);~~

~~(4) An applicant for certification as a curriculum administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.05 (b)(2)b.2;~~

~~(5) An applicant for certification as a Business Administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.03(a)(2)a; and~~

~~(6) An applicant for certification as a career and technical education director under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 507.01(a)(2)b.2.; ***and***~~

~~***(7) An applicant for certification as a school nurse under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 504.07.***~~

~~Amend Ed 505.04(a), effective 9-16-11 (Doc #9992), to read as follows:~~

~~Ed 505.04 Alternative 4: Individualized Professional Development Plan (Restricted):~~

~~(a) Alternative 4 shall be a qualifying method for certification limited to the following:~~

- ~~(1) Applicants recommended for employment under a critical staffing shortage who hold at least a bachelor's degree;~~
- ~~(2) Applicants recommended for employment in the career and technical specialties pursuant to Ed 507;~~
- ~~(3) Applicants recommended for employment as business administrators who have not completed the requirements of Ed 506.03; and~~
- ~~(4) Applicants recommended for employment as a driver education teacher in an approved secondary school program. ***Applicants recommended for employment as school nurses who have not completed the requirements of Ed 504.07.***~~

~~Amend Ed 505.04(d), effective 9-16-11 (Doc #9992), to read as follows:~~

~~(d) The process for establishing an individualized professional development plan shall be as follows:~~

- ~~(1) The individualized professional development plan shall be based on an assessment of the strengths and weaknesses of the applicant;~~
- ~~(2) Each plan shall include:
 - ~~a. A description of the competencies outlined in Ed 505.06 for general education requirements, in Ed 505.07 for professional education requirements, as appropriate, and in the area in which the applicant seeks certification;~~
 - ~~b. The means by which these competencies shall be attained, demonstrated and evaluated; and~~
 - ~~c. An evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and professional development;~~
 - ~~***d. For school nurses, a description of the competencies outlined in Ed 504.07***~~~~
- ~~(3) The plan shall be developed collaboratively and agreed to by:
 - ~~a. The applicant;~~
 - ~~b. A mentor certified in the same subject area that the applicant will be teaching who shall:
 - ~~1. Be appointed by the superintendent; and~~~~~~

~~2. Hold a valid experienced educator credential, *school nurse certificate as issued by the New Hampshire Department of Education or national certification as a school nurse as issued by the National Board for Certification of School Nurses*, with the appropriate endorsements in the same subject area in which the applicant is seeking to obtain a credential; and~~

~~e. The superintendent;~~

Amend 505.05(a), effective 9-16-11 (Doc #9992), cited and to read as follows:

~~— Ed 505.05 Alternative 5: Site-Based Certification Plan.~~

~~(a) The site-based certification plan shall be available in elementary and secondary teaching areas *and school nurses*, excluding career and technical specialty certification under Ed 507.03 and special education, for those individuals who qualify under the following specific conditions:~~

~~(1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges;~~

~~(2) The applicant shall meet one of the following criteria:~~

~~a. For secondary education, the applicant shall possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent; or~~

~~b. For elementary education, applicants shall have successfully completed courses in mathematics, English, social studies, and science with an overall grade point average of at least 2.5, or equivalent;~~

~~*c. For school nurses, applicants shall have successfully completed a board of nursing approved registered nursing program at the bachelor's degree level or higher under RSA 326-B and obtain their license as regulated by the NH Board of Nursing.*~~

~~(3) An individual who fails to meet the grade point average requirement shall still qualify for the site-based certification plan provided that:~~

~~a. All other requirements are met;~~

~~b. Collegiate graduation occurred more than 5 years prior to application for the site-based plan; and~~

~~c. Occupational experience totaling 5 years directly related to the area to be taught is documented; and~~

~~(4) Documentation of experience under (a)(3)c. above shall include, but not be limited to:~~

~~a. Letters from previous employers;~~

~~b. Employment contracts; or~~

~~e. Letters of commendation and recommendations from parties knowledgeable about the applicant's background and experience.~~

Amend 505.05(b), effective 9-16-11 (Doc #9992), to read as follows:

~~(b) The bureau shall issue a statement of eligibility to an applicant who meets the requirements of (a)(1)-(4) above **or (a)(1) and (a)(2)c. for school nurses.**~~

Amend 505.05(d), effective 9-16-11 (Doc #9992), to read as follows:

~~(d) The process for establishing a site-based certification plan shall be as follows:~~

~~(1) The site-based certification plan shall be based on an assessment of the strengths and weaknesses of the applicant;~~

~~(2) Each plan shall include:~~

~~a. A description of the competencies outlined in Ed 505.07 for professional education requirements, as appropriate, and in the area in which the applicant seeks certification;~~

~~b. The means by which these competencies shall be attained, demonstrated and evaluated; and~~

~~c. An evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and professional development; and~~

~~**c. For school nurses, a description of the competencies outlined in Ed 504.07.**~~

~~(3) The plan shall be developed collaboratively and agreed to by:~~

~~a. The applicant;~~

~~b. A mentor certified in the same subject area that the applicant will be teaching who shall:~~

~~1. Be appointed by the superintendent; and~~

~~2. Hold a valid experienced educator credential, **school nurse certificate as issued by the New Hampshire Department of Education or national certification as a school nurse as issued by the National Board for Certification of School Nurses,** with the appropriate endorsements in the same subject area in which the applicant is seeking to obtain a credential; and~~

~~c. The superintendent.~~

Amend 505.05(e)(1), effective 9-16-11 (Doc #9992), so that (e) intro. and (e)(1) read as follows:

(e) ~~The applicant's site-based certification plan shall:~~

(1) ~~Require that the applicant meet the professional education competencies outlined in Ed 505.07, if the applicant is not currently certified in New Hampshire ***unless the applicant is seeking the school nurse certificate;***~~

Readopt with amendment Ed 508.06, effective 6-15-13 (Doc #10362), to read as follows:

Ed 508.06 Fees. Fees shall be paid in accordance with the following requirements:

(a) ~~All checks or money orders for credential applications shall be made payable to "State of New Hampshire."~~

(b) ~~An application shall not be complete until all the application materials including the proper fee have been filed with the bureau.~~

(c) ~~The required educator certification fees shall be in accordance with RSA 186:11,X(b), and the fee schedule set forth in Table 508-1 below, with the following fees reflecting the actual cost of the certification service listed:~~

Table 508-1 Educator Certification Fee Schedule

<u>Certification Service</u>	<u>Fee Charged</u>
Original Certificate, except for Master Teacher, <i>School Nurse</i> or Paraprofessional	\$ 130.00
Renewal of Certificate, except Paraprofessional	\$ 130.00
Additional Endorsement to a Certificate	\$ 20.00 each
Master Teacher Original Certificate — candidates who hold National level certification and are deemed to have satisfied the requirements of Ed 504.031(e)(1) and (3)	\$250.00
Master Teacher Original Certificate — all other candidates	\$800.00
Processing Fee for Alternative No. 3	\$300.00
<i>School nurse original certificate for those employed as a school nurse on or before July 1, 2016</i>	<i>\$25.00</i>
<i>School nurse original certificate for those employed as a school nurse after July 1, 2016</i>	<i>\$130.00</i>
Fee for Statement of Eligibility	\$ 50.00
Permission to Employ	\$ 50.00
Paraprofessional Original Certificate or Renewal of Certificate	\$ 25.00
Alternative No. 4 Intern License (up to 3 years)	\$130.00
Alternative No. 5 Intern License (up to 2 years, <i>or 3 years for school nurse</i>)	\$130.00
Duplicate Credentials	\$ 20.00 each
Late Filing Fee	\$ 50.00

Adopt Ed 512.07 to read as follows:

~~Ed 512.07 School Nurses. Requirements for school nurses certified under Ed 504.07 shall be as follows:~~

- ~~(a) For those certified school nurses who are employed by an agency listed in Ed 512.01, a minimum of 75 continuing education units shall be required in areas determined by Ed 504.07 and Ed 505.07; and~~
- ~~(b) For those certified school nurses who are not employed by an agency listed in Ed 512.01, a minimum of 75 continuing education units of nursing practice growth shall be required.~~

Adopt Ed 504.07 to read as follows:

Ed 504.07 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 application procedures for certification shall be as follows:

(1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and

(2) The candidate shall file the following materials and documents with the bureau of credentialing:

- a. ***Completed "School Nurse Specialist Application" (9/21/2017 edition)*** application ~~form~~ for school nurse I;
- b. An official transcript from a board of nursing approved registered nursing program;
- b. A copy of a valid New Hampshire issued license as a registered nurse; and
- c. An employment verification letter from current or previous employers which demonstrates 3 years of work experience required in Ed 504.07(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 year life of the certificate as outlined in Ed 512.07.

(d) A school nurse I shall be assigned a mentor certified as a school nurse II or III who shall:

- 1. Be listed as an available mentor by the bureau;
- 2. Be appointed by the superintendent;
- 2. Have at least 5 years of experience as a school nurse; and

3. Be assigned to mentor during the three years of the original certificate of the school nurse I to which they are assigned.

(e) A school nurse I certificate is valid for three years and can be renewed one time with verification of compliance with Ed 504.07(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.

Adopt Ed 504.08 to read as follows:

Ed 504.08 School Nurse II.

(a) School nurses employed on or before July 1, 2016 shall submit the following documentation for certification as a school nurse:

- (1) ***Completed “School Nurse Specialist Application” (9/21/2017 edition)***~~application form~~ for school nurse II;
- (2) Employment verification letter of a hire date as a school nurse on or before July 1, 2016; and
- (3) A copy of a valid New Hampshire issued license as a registered nurse.

(b) A school nurse II shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the three year life of the certificate as outlined in Ed 512.07 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 504.07(d).

Adopt Ed 504.09 to read as follows:

Ed 504.09 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 other state certification shall meet the requirements of school nurse III.

(c) The application procedures for certification shall be as follows:

- (1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and
- (2) The candidate shall file the following materials and documents with the bureau of credentialing:

- a. ~~Completed~~ **Completed “School Nurse Specialist Application” (9/21/2017 edition)** ~~application form~~ for school nurse III;
- b. Employment verification letters from a current or previous employer which outlines three years of work experience required in Ed 504.09(a);
- c. A copy of a valid New Hampshire issued license as a registered nurse at the bachelor’s degree level or higher; and
- d. 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 year life of the certificate as outlined in Ed 512.07 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 504.07(d).

Readopt with amendment Ed 508.06, effective 6-15-13 (Doc #10362), to read as follows:

Ed 508.06 Fees. Fees shall be paid in accordance with the following requirements:

(a) All checks or money orders for **bureau of credentialing** applications shall be made payable to **“Treasurer, State of New Hampshire.”**

(b) An application shall not be complete until all the application materials including the proper fee have been filed with the bureau.

(c) The required educator certification fees shall be in accordance with RSA 186:11,X(b), and the fee schedule set forth in Table 508-1 below, with the following fees reflecting the actual cost of the ~~certification~~ service listed:

Table 508-1 Educator Certification **Bureau of Credentialing** Fee Schedule

<u>Certification Service</u>	<u>Fee Charged</u>
Original Certificate, except for Master Teacher, or Paraprofessional	\$130.00
<i>School nurse I Original Certificate (up to 3 years)</i>	<i>\$ 75.00</i>
<i>School Nurse II Original Certificate</i>	<i>\$ 0.00</i>
<i>School Nurse III Original Certificate and School Nurse II and III Renewal Certificate</i>	<i>\$ 75.00</i>
Renewal of Certificate, except Paraprofessional <i>or school nurse I, II or III</i>	\$130.00
Additional Endorsement to a Certificate	\$ 20.00 each
Master Teacher Original Certificate—candidates who hold National level certification and are deemed to have satisfied the requirements of Ed 504.031(e)(1) and (3)	\$250.00
Master Teacher Original Certificate—all other candidates	\$800.00

Processing Fee for Alternative No. 3	\$300.00
Fee for Statement of Eligibility	\$ 50.00
Permission to Employ	\$ 50.00
Paraprofessional Original Certificate or Renewal of Certificate	\$ 25.00
Alternative No. 4 Intern License (up to 3 years)	\$130.00
Alternative No. 5 Intern License (up to 2 years)	\$130.00
Duplicate Credentials	\$ 20.00 each
Late Filing Fee	\$ 50.00

SERVICE	Initial Fee	Renewal Fee
Alternative 3B Processing Fee	\$ 300.00	N/A
Beginner Educator Certificate (BEC)	\$ 130.00	\$ 130.00
Experienced Educator Certificate (EEC)	\$ 130.00	\$ 130.00
Endorsement – Add to BEC or EEC	\$ 20.00 each endorsement	N/A
Intern License – Alternative 4 (up to 3 years)	\$ 130.00	N/A
Intern License – Alternative 5 (up to 2 years)	\$ 130.00	N/A
Master Teacher – National Level Certification	\$ 250.00	\$ 250.00
Master Teacher – All other candidates	\$ 800.00	\$ 250.00
Paraprofessional I and II	\$ 25.00	\$ 25.00
Permission to Employ	\$ 50.00	N/A
Statement of Eligibility	\$ 50.00 each endorsement	N/A
School Nurse I – 3 years with one time renewal option	\$ 75.00	\$ 75.00
School Nurse II	\$ 0.00	\$ 75.00
School Nurse III	\$ 75.00	\$ 75.00
Duplicate Certificate	\$ 20.00	N/A
Late Filing Fee – Renewal of any certificate after 6/30 each year	\$ 50.00	N/A

Readopt with amendment Ed 509.01, effective 6-15-13 (Doc. #10362), to read as follows:

Ed 509.01 ***Recommended*** Renewal; Process for Educators Currently Employed ***Under a Local NH Professional Development Master Plan.***

(a) Educator ~~credentials~~ ***certificates, including school nurse II and III,*** shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the educator has met the requirements of Ed 509.03 and Ed 512.04, ***or Ed 504.08, 504.09 and 512.07 for school nurse;*** and

(2) Payment of the renewal fee.

(c) The bureau shall provide opportunity for electronic submission of the documentation required under Ed 509.03 to the superintendent for each school district, ~~and/or~~ school administrative unit **or both**.

(d) The superintendent for each school administrative unit shall verify that each educator whose teaching credentials require renewal has completed professional development as required in Ed 512.04. Verification shall include the name of the educator and the educator's area(s) of certification.

(e) It shall be the responsibility of the ~~credential~~**certificate** holder to pay the appropriate fee in a timely manner to the bureau before the expiration of the educator's ~~credential~~**certificate**.

(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 ~~credential~~**certificate** is required to be renewed. Late filings shall be treated in accordance with Ed 509.04.

Readopt with amendment Ed 509.02, effective 6-15-13 (Doc. #10362), 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 ~~credentials~~**certificates, including school nurse II and III** shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976. **School nurse I may renew one time after the first three years of the initial certification.**

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the educator has met the requirements of Ed 509.03 and Ed 512.05, **or Ed 504.08, 504.09 and 512.07 for school nurse**; and

(2) Payment of the renewal fee.

(c) Any educator **or school nurse** not currently employed as a certified educator **or school nurse** in a New Hampshire public school or teaching in a New Hampshire private school with a valid New Hampshire credential may submit documentation electronically to the bureau or may apply for a renewal directly to:

Bureau of Credentialing

Division of Program Support

New Hampshire Department of Education

101 Pleasant Street

Concord, NH 03301-3860

(d) Any educator **or school nurse** not currently employed by a school district or school administrative unit in New Hampshire shall comply with Ed 512.05 **or Ed 512.07(b) for school nurse**, and:

(1) Submit documentation electronically to the bureau of such compliance; or

(2) Mail documentation directly to the bureau documenting such compliance.

(e) Educators not employed under the jurisdiction of a state approved local master plan for professional development shall submit the following to the bureau evidence of at least 75 hours of approved professional development activities during the 3-year period preceding the application for credential renewal.

(f) A development activity shall be approved by the bureau for purposes of (f) above if it includes one or more of the activities listed in Ed 512.02(d)(10).

(g) An educator who holds valid credentials and is not employed in education for 3 or more years of service shall submit to the bureau evidence of satisfactory professional growth listed in Ed 509.03 or Ed 512.05 as a basis for renewal of his/her credential.

(h) The same provisions for timely filing shall be the responsibility of the educator pursuant to Ed 509.01.

Adopt Ed 512.07 to read as follows:

Ed 512.07 School Nurse. Requirements for school nurse I, II and III renewal certificates shall be as follows:

- (a) For those certified school nurses who are employed by an agency listed in Ed 512.01, a minimum of 45 school nurse related continuing education units shall be required; and
- (b) For those certified school nurses who are not employed by an agency listed in Ed 512.01, a minimum of 45 school nurse related continuing education units shall be required.

Appendix I

RULE	STATUTE
Ed 306.12	RSA 189:24; RSA 200:26-41; 20 U.S.C. § 1232g; 29 U.S.C. § 794
Ed 504.07 – 504.09	RSA 200:29
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(b); RSA 200:29
Ed 509.01 – 509.02	RSA 200:29, RSA 186:11, X(a)
Ed 512.07	RSA 200:29; RSA 21-N:9, II(s)

Readopt with amendment Ed 507.27, effective 8-14-09 (Doc #9525), to read as follows:

Ed 507.27 Social Studies Teacher For Grades 5-12. The following requirements shall apply to the certification of a social studies teacher for grades 5-12:

(a) To be certified as a social studies teacher for grades 5-12, the candidate shall:

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

(2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05, ~~including completion of at least 10 courses or the equivalent in social studies at an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges; and~~

~~(3) Meet the requirements of (b) and (c) below.~~

~~(b) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, a candidate for certification as a social studies teacher for grades 5-12 shall demonstrate competency in the teaching of social studies, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction. (b) *For candidates seeking certification under an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as educators in social studies by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.*~~

~~(c) A candidate for certification as a social studies teacher for grades 5-12 shall have the following skills, competencies and knowledge, gained through a combination of academic and supervised practical experience, in the following areas:~~

(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:

a. *New Hampshire and United States* Civics and government;

b. Economics;

c. Geography;

d. United States and New Hampshire history; and

e. World history ~~and contemporary issues;~~

(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of **history and at least 2 one** of the following subject areas, ~~one of which shall be d. or e.:~~

a. *New Hampshire and United States* Civics and government;

- b. Economics;
- c. Geography;
- ~~d. United States and New Hampshire history; and~~
- ed.** World history ~~and contemporary issues;~~

(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:

- a. Anthropology;
- b. Psychology; or
- c. Sociology;

(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;

(5) In the area of pedagogy, the ability to:

~~a. Design social studies unit plans which contain a central theme, issue, or question that coherently links to daily lessons;~~

ba. ~~Develop social studies lessons~~ *comprehensive unit plans* which integrate materials and concepts from 2 or more social studies strands *science disciplines* listed in (1) *that envelop essential questions, central themes, issues or problems and that coherently link to daily lessons;*

~~e. Develop social studies lessons integrating materials and concepts from outside the social studies;~~

db. ~~Design learning activities which~~ *that* employ research methods unique to the social sciences *including activities in which students design inquiries based on compelling essential questions;*

ec. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:

1. Foster *in students a commitment to and an ability to engage in* ~~the practice of~~ democratic processes and decision-making;
2. Provide exposure to *and opportunities to express* multiple interpretations of *issues;*

~~3. Explore social issues~~ ***Encourage in students a capacity for deliberation and thoughtful exchange of competing viewpoints between citizens within and outside the classroom;***

~~4. Develop and utilize community resources and community projects;~~

54. Develop students' critical thinking, using a variety of instructional methods including how to assess the quality of information and ethical, legal or policy analyses;

5. Gather and evaluate primary and secondary sources from civics, economics, geography and history with the purpose of using evidence to support claims;

6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media; ~~and~~

~~7. Promote~~ ***Apply a range of deliberative and democratic strategies and procedures to carry out analyses, make decisions and communicate ideas via oral and written expression through various forms of analysis; and***

8. Create structured and varied opportunities for students to participate in informed ways via community resources and projects; and

f. Promote adolescent literacy ***and incorporate relevant literacy standards*** by using literacy strategies in order to foster comprehension and develop social studies skills; and

~~(6) In the area of professionalism, the ability to:~~

~~a. Develop an understanding of the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current and best practices in the social studies field;~~

~~b. Understand the differences between middle school, junior high school, and high school philosophies and practices; and~~

~~e. Understand the purpose of an integrated and articulated K-12 social studies curriculum.~~

Readopt with amendment and renumber Ed 507.271, effective 8-14-09 (Doc #9525) as Ed 507.54, to read as follows:

~~Ed 507.271~~***54 Social Studies Teacher For Grades 5-8. The following requirements shall apply to the certification of a social studies teacher for grades 5-8:***

(a) To be certified as a social studies teacher for grades 5-8, the candidate shall: ***meet the requirements of Ed 507.27.***

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

~~(2) Qualify for certification under one of the alternatives in Ed 505.01–Ed 505.05, including completion of at least 10 courses or the equivalent in social studies at an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges; and~~

~~(3) Meet the requirements of (b) and (c) below.~~

~~——(b) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, a candidate for certification as a social studies teacher grades 5–8 shall demonstrate competency in the teaching of social studies, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~——(c) A candidate for certification as a social studies teacher for grades 5–8 shall have the following skills, competencies and knowledge, gained through a combination of academic and supervised practical experience, in the following areas:~~

~~(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:~~

- ~~a. Civics;~~
- ~~b. Economics;~~
- ~~e. Geography;~~
- ~~d. United States and New Hampshire history; and~~
- ~~e. World history and contemporary issues;~~

~~(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in-depth understanding of at least 2 of the following subject areas, one of which shall be d or e.~~

- ~~a. Civics;~~
- ~~b. Economics;~~
- ~~e. Geography;~~
- ~~d. United States and New Hampshire history; and~~
- ~~e. World history and contemporary issues;~~

~~(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:~~

~~a. Anthropology;~~

~~b. Psychology; or~~

~~c. Sociology;~~

~~(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;~~

~~(5) In the area of pedagogy, the ability to:~~

~~a. Design social studies unit plans which contain a central theme, issue, or question that coherently links to daily lessons;~~

~~b. Develop social studies lessons which integrate materials and concepts from 2 or more social studies strands listed in (1);~~

~~c. Develop social studies lessons integrating materials and concepts from outside the social studies;~~

~~d. Design learning activities which employ research methods unique to the social sciences;~~

~~e. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:~~

~~1. Foster the practice of democratic processes and decision making;~~

~~2. Provide exposure to multiple interpretations and thoughtful exchange of competing viewpoints;~~

~~3. Explore social issues;~~

~~4. Develop and utilize community resources and community projects;~~

~~5. Develop critical thinking, using a variety of instructional methods;~~

~~6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media; and~~

~~7. Promote oral and written expression through various forms of analysis; and~~

~~f. Promote adolescent literacy by using literacy strategies in order to foster comprehension and develop social studies skills; and~~

~~(6) In the area of professionalism, the ability to:~~

- ~~a. Develop an understanding of the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current and best practices in the social studies field;~~
- ~~b. Understand the differences between middle school, junior high school, and high school philosophies and practices; and~~
- ~~e. Understand the purpose of an integrated and articulated K-12 social studies curriculum.~~

Readopt with amendment Ed 612.28, effective 8-14-09 (Doc #9525), to read as follows:

Ed 612.28 Social Studies For Grades 5-12.

~~(a) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in social studies for grades 5-12 shall require candidate competency in the teaching of social studies, including techniques for enhancing student learning in these areas and the use of assessment results to improve instruction.~~

~~—(b) The social studies program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas as outlined in 507.27(c):~~

~~(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:~~

- ~~a. Civics;~~
- ~~b. Economics;~~
- ~~c. Geography;~~
- ~~d. United States and New Hampshire history; and~~
- ~~e. World history and contemporary issues;~~

~~(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in depth understanding of at least 2 of the following subject areas one of which shall be d. or e.~~

- ~~a. Civics;~~
- ~~b. Economics;~~
- ~~c. Geography;~~
- ~~d. United States and New Hampshire history; and~~

~~e. World history and contemporary issues;~~

~~(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:~~

~~a. Anthropology;~~

~~b. Psychology; or~~

~~c. Sociology;~~

~~(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;~~

~~(5) In the area of pedagogy, the ability to:~~

~~a. Design social studies unit plans which contain a central theme, issue, or question that coherently links to daily lessons;~~

~~b. Develop lessons which integrate materials and concepts from 2 or more social studies strands in (1);~~

~~c. Develop social studies lessons integrating materials and concepts from outside the social studies;~~

~~d. Design learning activities which employ research methods unique to the social sciences;~~

~~e. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:~~

~~1. Foster the practice of democratic processes and decision making;~~

~~2. Provide exposure to multiple interpretations and thoughtful exchange of competing viewpoints;~~

~~3. Explore social issues;~~

~~4. Develop and utilize community resources and community projects;~~

~~5. Develop critical thinking, using a variety of instructional methods;~~

~~6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media; and~~

~~7. Promote oral and written expression through various forms of analysis; and~~

~~f. Promote adolescent literacy by using literacy strategies in order to foster comprehension and develop social studies skills; and~~

(6) ~~In the area of professionalism, the ability to:~~

~~a. Develop an understanding of the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current and best practices in the social studies field;~~

~~b. Understand the differences between middle school, junior high school, and high school philosophies and practices; and~~

~~c. Understand the purpose of an integrated and articulated K-12 social studies curriculum.~~

Readopt with amendment Ed 612.29, effective 8-14-09 (Doc #9525), to read as follows:

Ed 612.29 Social Studies For Grades 5-8.

~~(a) In compliance with RSA 193 C:3, IV(f) and consistent with RSA 193 C:3, III, a teacher preparation program in social studies for grades 5-8 shall require candidate competency in the teaching of social studies, including techniques for enhancing student learning in the this area and the use of assessment results to improve instruction.~~

~~—(b) The teacher preparation program for social studies in grades 5-8 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas as outlined in 507.27(c):~~

~~(1) In the area of content, the ability to explain the importance of knowledge in each of the following areas, including ways in which each subject area provides insight into contemporary society:~~

~~a. Civics;~~

~~b. Economics;~~

~~c. Geography;~~

~~d. United States and New Hampshire history; and~~

~~e. World history and contemporary issues;~~

~~(2) In the area of content, the ability to exhibit knowledge of the basic concepts, generalizations, and issues of the subject areas, including an in depth understanding of at least 2 of the following subject area, one of which shall be d. or e.:~~

~~a. Civics;~~

~~b. Economics;~~

~~e. Geography;~~

~~d. United States and New Hampshire history; and~~

~~e. World history and contemporary issues;~~

~~(3) In the area of related subject content, the ability to explain the importance of at least one of the following behavioral sciences including ways in which it provides insight into contemporary society:~~

~~a. Anthropology;~~

~~b. Psychology; or~~

~~c. Sociology;~~

~~(4) In the area of content, the ability to demonstrate the research methodology of professionals in at least one of the 5 subject areas referred to in (c)(1) above, or a related social studies subject area;~~

~~(5) In the area of pedagogy, the ability to:~~

~~a. Design social studies unit plans which contain a central theme, issue, or question that coherently links to daily lessons;~~

~~b. Develop social studies lessons which integrate materials and concepts from 2 or more social studies strands in (1);~~

~~c. Develop social studies lessons integrating materials and concepts from outside the social studies;~~

~~d. Design learning activities which employ research methods unique to the social sciences;~~

~~e. Demonstrate the capacity to use a variety of social studies learning activities and techniques in order to:~~

~~1. Foster the practice of democratic processes and decision making;~~

~~2. Provide exposure to multiple interpretations and thoughtful exchange of competing viewpoints;~~

~~3. Explore social issues;~~

~~4. Develop and utilize community resources and community projects;~~

~~5. Develop critical thinking, using a variety of instructional methods;~~

~~6. Assess how factual information, opinion, entertainment, and advertising are presented differently in various media; and~~

~~7. Promote oral and written expression through various forms of analysis; and~~

~~f. Promote adolescent literacy by using literacy strategies in order to foster comprehension and develop social studies skills; and~~

~~(6) In the area of professionalism, the ability to:~~

~~a. Develop an understanding of the organizations, agencies, and resources which contribute to the professional growth of the social studies teacher, including how to access the current and best practices in the social studies field;~~

~~b. Understand the differences between middle school, junior high school, and high school philosophies and practices; and~~

~~c. Understand the purpose of an integrated and articulated K-12 social studies curriculum.~~

Appendix I

Rule	Statute
Ed 507.27	RSA 186:11, X(a)
Ed 507.54	RSA 186:11, X(a)
Ed 612.28	RSA 186:11, X(c)
Ed 612.29	RSA 186:11, X(c)

**OFFICE OF LEGISLATIVE SERVICES**

STATE HOUSE
107 NORTH MAIN STREET, ROOM 109
CONCORD, NEW HAMPSHIRE 03301-4951

September 22, 2017

N.H. Board of Education
101 Pleasant Street
Concord, NH 03301

Re: Conditional Approval of Final Proposal 2017-83

Dear Board Members:

At its meeting on September 21, 2017, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2017-83 of the Board of Education (Board) containing various sections of Ed 500 and Ed 612.33 relative to computer science educators. The Committee's approval was conditioned on amending Final Proposal 2017-83 in accordance with the Board's conditional approval request, received September 20, 2017. A copy of the request, as annotated by Committee staff, is enclosed for your review.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is October 12, 2017. In this instance, the 7th day following the next regularly scheduled meeting of the Board is October 19, 2017. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval shall be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approvals specified above and RSA 541-A:13, V(a).

N.H. Board of Education
September 22, 2017
Page 2

If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, adoptions, or petitions please call Scott Eaton at 271-3680.

Very truly yours,



Aaron J. Mitchell
Committee Attorney

Enc.

cc: Diana Fenton, Esq., Attorney

Edit: "c."

9/20

SEP 20 2017

Amend Ed 505.05(a)(2), effective 9/16/2011 (Doc #9992), by inserting (a)(2)d. so that Ed 505.05 (a) intro., Ed 505.05(a)(1), (a)(2) intro., and (a)(2) a., b., and d. are cited.

CONDITIONAL APPROVAL REQUEST

FP 2017-83

Ed 505.05 Alternative 5: Site-Based Certification Plan.

(a) The site-based certification plan shall be available in elementary and secondary teaching areas, excluding career and technical specialty certification under Ed 507.03 and special education, for those individuals who qualify under the following specific conditions:

Only edit. comments remain.

(1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges;

(2) The applicant shall meet one of the following criteria:

- a. For secondary education, the applicant shall possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent; or
- b. For elementary education, applicants shall have successfully completed courses in mathematics, English, social studies, and science with an overall grade point average of at least 2.5, or equivalent; or

c. For computer science education, applicants shall:

- 1. Possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5;
- 2. Have a current computer science major assignment, as determined by the bureau of credentialing, during or after the 2014/2015 school year and prior to June 30, 2018, and have applied for a computer science education credential during that time period;

Edit: "; and".

Adopt Ed 507.52 to read as follows:

Edit: Ed 505.02.

Ed 507.52 Educator in Computer Science Educator

(a) To be certified as an educator in computer science *educator* for grades K-12, the candidate shall have:

- (1) ~~Have~~ At least a bachelor's degree; *and*
- (2) ~~Obtain certification through~~ Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.; *and having also met the requirements of (c) below:*
- (3) ~~Meet the requirements of (c) below.~~

Edit: Insert ", pursuant to Ed 505.03 – Ed 505.05,"

(b) *For candidates seeking certification through an alternative 3, 4 or 5 pathway,* The department of education shall assess the skills, competencies, and knowledge of candidates for certification as ~~educators in~~ computer science *educators* by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

Edit: Delete.

(c) A candidate for certification as an ~~educator~~ in computer science *educator* for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as but not limited to academic and supervised field-based experience in the following areas:

- (1) In the area of impacts of computing, the candidate shall have the ability to:
 - a. Use computing to:
 - (i) Express creativity;
 - (ii) Solve problems;
 - (iii) Communicate;
 - (iv) Collaborate; and
 - (v) Innovate in a variety of fields and careers;
 - b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;
 - c. Assess impacts of computing innovations and practices with respect to:
 - (i) Beneficial and harmful effects;
 - (ii) Ethical practices; and
 - (iii) Privacy, security, and legal issues;
 - d. Keep current with knowledge on emerging technologies and their potential impacts.
- (2) In the area of algorithms and computational thinking, the candidate shall have the ability to:
 - a. Analyze algorithmic processes and develop algorithms using:
 - (i) Pattern recognition;
 - (ii) Problem decomposition; and
 - (iii) Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different formats to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;

e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; ← Edit: “; and”.

f. Use simple recursive algorithms including, but not limited to, fractals, Zeno’s paradox, and Towers of Hanoi;

(3) In the area of programming, the candidate shall have the ability to:

a. Write and modify computer programs in block-based and at least one text-based programming language;

b. Analyze computer programs in terms of:

(i) Correctness;

(ii) Usability;

(iii) Readability;

(iv) Extensibility;

(v) Modifiability; and

(vi) Reusability;

c. Program using the following elements:

(i) Basic control structures;

(ii) Standard operators;

(iii) Variables and data types;

(iv) Functions; and

(v) Data structures;

d. Write event-driven programs that respond to external events including, but not limited, to sensors, messages, and clicks;

e. Use libraries and APIs;

f. Use and evaluate multiple development and execution environments;

g. Facilitate collaboration in the development of software;

h. Program user interactions with graphical and other user interface components;

i. Demonstrate knowledge of various software development models;

j. Model practices in software development, including:

- (i) User requirements analysis;
 - (ii) Program design;
 - (iii) Implementation and documentation;
 - (iv) Testing and debugging; and
 - (v) Evolution driven by feedback.
- k. Develop object-oriented programs;
 - l. Model the process of program compilation and interpretation.
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - (i) Encoding
 - (ii) Compression
 - (iii) Encryption
 - b. Create and use models and simulations.
 - c. Work with data using computational tools, including to:
 - (i) Collect, aggregate, and generate;
 - (ii) Store, manage, and manipulate;
 - (iii) Process, analyze, visualize, and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria.
 - b. Model computing systems in terms of:
 - (i) Hardware and software abstraction layers; and
 - (ii) Computer program execution (fetch-decode-execute cycles);
 - c. Evaluate and compare local, network, and cloud computing and storage;
 - d. Model computer networks in terms of:
 - (i) Protocol stack components; and

(ii) Network protocols, such as, transmission control protocol/internet protocol (TCP/IP), domain name servers (DNS), and hypertext transfer protocol secure (HTTPS);

e. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Adopt Ed 612.23 to read as follows:

Ed 612.33 Computer Science Education. The program for computer science shall provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.52(c).

Appendix I

Rule	Statute
Ed 505.05(a) intro., (a)(1), (a)(2) intro., (a)(2) a., b., & d.	RSA 21-N:9, II(s)
Ed 507.52	RSA 21-N:9, II(s); RSA 186:11, X
Ed 612.33	RSA 21-N:9, II(r)

Amend Ed 505.05(a)(2), effective 9/16/2011 (Doc #9992), by inserting (a)(2)d. so that Ed 505.05 (a) intro., Ed 505.05(a)(1), (a)(2) intro., and (a)(2) a., b., and d. are cited and read as follows:

Ed 505.05 Alternative 5: Site-Based Certification Plan.

(a) The site-based certification plan shall be available in elementary and secondary teaching areas, excluding career and technical specialty certification under Ed 507.03 and special education, for those individuals who qualify under the following specific conditions:

(1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges;

(2) The applicant shall meet one of the following criteria:

a. For secondary education, the applicant shall possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent; or

b. For elementary education, applicants shall have successfully completed courses in mathematics, English, social studies, and science with an overall grade point average of at least 2.5, or equivalent; or

c. For computer science education, applicants shall:

1. Possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5;

2. Have a current computer science major assignment, as determined by the bureau of credentialing, during or after the 2014/2015 school year and prior to June 30, 20189, and have applied for a computer science education credential during that time period;

Adopt Ed 507.52 to read as follows:

Ed 507.52 ~~Educator in Computer Science~~ **Educator**

(a) To be certified as ~~an educator in computer science~~ **educator** for grades K-12, the candidate shall ~~have~~:

(1) ~~Have~~ **At** least a bachelor's degree; ~~and~~

(2) ~~Obtain certification through~~ **Qualify for certification under** one of the alternatives in Ed 505.01 – Ed 505.05; ~~and having also met the requirements of (c) below:~~

~~(3) Meet the requirements of (c) below.~~

(b) **For candidates seeking certification through an alternative 3, 4 or 5 pathway,** ~~The~~ department of education shall assess the skills, competencies, and knowledge of candidates for certification as ~~educators in computer science~~ **educators** by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as an ~~an educator in~~ computer science **educator** for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as but not limited to academic and supervised field-based experience in the following areas:

- (1) In the area of impacts of computing, the candidate shall have the ability to:
 - a. Use computing to:
 - (i) Express creativity;
 - (ii) Solve problems;
 - (iii) Communicate;
 - (iv) Collaborate; and
 - (v) Innovate in a variety of fields and careers;
 - b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;
 - c. Assess impacts of computing innovations and practices with respect to:
 - (i) Beneficial and harmful effects;
 - (ii) Ethical practices; and
 - (iii) Privacy, security, and legal issues;
 - d. Keep current with knowledge on emerging technologies and their potential impacts.
- (2) In the area of algorithms and computational thinking, the candidate shall have the ability to:
 - a. Analyze algorithmic processes and develop algorithms using:
 - (i) Pattern recognition;
 - (ii) Problem decomposition; and
 - (iii) Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different formats to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;

- e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity;
- f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;

(3) In the area of programming, the candidate shall have the ability to:

- a. Write and modify computer programs in block-based and at least one text-based programming language;
- b. Analyze computer programs in terms of:
 - (i) Correctness;
 - (ii) Usability;
 - (iii) Readability;
 - (iv) Extensibility;
 - (v) Modifiability; and
 - (vi) Reusability;
- c. Program using the following elements:
 - (i) Basic control structures;
 - (ii) Standard operators;
 - (iii) Variables and data types;
 - (iv) Functions; and
 - (v) Data structures;
- d. Write event-driven programs that respond to external events including, but not limited, to sensors, messages, and clicks;
- e. Use libraries and APIs;
- f. Use and evaluate multiple development and execution environments;
- g. Facilitate collaboration in the development of software;
- h. Program user interactions with graphical and other user interface components;
- i. Demonstrate knowledge of various software development models;
- j. Model practices in software development, including:

- (i) User requirements analysis;
 - (ii) Program design;
 - (iii) Implementation and documentation;
 - (iv) Testing and debugging; and
 - (v) Evolution driven by feedback.
- k. Develop object-oriented programs;
 - l. Model the process of program compilation and interpretation.
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - (i) Encoding
 - (ii) Compression
 - (iii) Encryption
 - b. Create and use models and simulations.
 - c. Work with data using computational tools, including to:
 - (i) Collect, aggregate, and generate;
 - (ii) Store, manage, and manipulate;
 - (iii) Process, analyze, visualize, and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria.
 - b. Model computing systems in terms of:
 - (i) Hardware and software abstraction layers; and
 - (ii) Computer program execution (fetch-decode-execute cycles);
 - c. Evaluate and compare local, network, and cloud computing and storage;
 - d. Model computer networks in terms of:
 - (i) Protocol stack components; and

(ii) Network protocols, such as, transmission control protocol/internet protocol (TCP/IP), domain name servers (DNS), and hypertext transfer protocol secure (HTTPS);

e. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Adopt Ed 612.23 to read as follows:

Ed 612.33 Computer Science Education. The program for computer science shall provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.52(c).

Appendix I

Rule	Statute
Ed 505.05(a) intro., (a)(1), (a)(2) intro., (a)(2) a., b., & d.	RSA 21-N:9, II(s)
Ed 507.52	RSA 21-N:9, II(s); RSA 186:11, X
Ed 612.33	RSA 21-N:9, II(r)

Amend Ed 505.05(a)(2), effective 9/16/2011 (Doc #9992), by inserting (a)(2)d. so that Ed 505.05 (a) intro., Ed 505.05(a)(1), (a)(2) intro., and (a)(2) a., b., and d. are cited and read as follows:

Ed 505.05 Alternative 5: Site-Based Certification Plan.

(a) The site-based certification plan shall be available in elementary and secondary teaching areas, excluding career and technical specialty certification under Ed 507.03 and special education, for those individuals who qualify under the following specific conditions:

(1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges;

(2) The applicant shall meet one of the following criteria:

a. For secondary education, the applicant shall possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent; or

b. For elementary education, applicants shall have successfully completed courses in mathematics, English, social studies, and science with an overall grade point average of at least 2.5, or equivalent; or

c. For computer science education, applicants shall:

1. Possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5;

2. Have a current computer science major assignment, as determined by the bureau of credentialing, during or after the 2014/2015 school year and prior to June 30, 2019, and have applied for a computer science education credential during that time period;

Adopt Ed 507.52 to read as follows:

Ed 507.52 Computer Science Educator

(a) To be certified computer science educator for grades K-12, the candidate shall:

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

(2) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 and having also met the requirements of (c) below:

(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies, and knowledge of candidates for certification as computer science educators by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.

(c) A candidate for certification as computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as but not limited to academic and supervised field-based experience in the following areas:

- (1) In the area of impacts of computing, the candidate shall have the ability to:
 - a. Use computing to:
 - (i) Express creativity;
 - (ii) Solve problems;
 - (iii) Communicate;
 - (iv) Collaborate; and
 - (v) Innovate in a variety of fields and careers;
 - b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;
 - c. Assess impacts of computing innovations and practices with respect to:
 - (i) Beneficial and harmful effects;
 - (ii) Ethical practices; and
 - (iii) Privacy, security, and legal issues;
 - d. Keep current with knowledge on emerging technologies and their potential impacts.
- (2) In the area of algorithms and computational thinking, the candidate shall have the ability to:
 - a. Analyze algorithmic processes and develop algorithms using:
 - (i) Pattern recognition;
 - (ii) Problem decomposition; and
 - (iii) Abstraction;
 - b. Convert between binary, decimal, and hexadecimal number systems;
 - c. Use different formats to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;
 - d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;

- e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity;
- f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;

(3) In the area of programming, the candidate shall have the ability to:

- a. Write and modify computer programs in block-based and at least one text-based programming language;
- b. Analyze computer programs in terms of:
 - (i) Correctness;
 - (ii) Usability;
 - (iii) Readability;
 - (iv) Extensibility;
 - (v) Modifiability; and
 - (vi) Reusability;
- c. Program using the following elements:
 - (i) Basic control structures;
 - (ii) Standard operators;
 - (iii) Variables and data types;
 - (iv) Functions; and
 - (v) Data structures;
- d. Write event-driven programs that respond to external events including, but not limited, to sensors, messages, and clicks;
- e. Use libraries and APIs;
- f. Use and evaluate multiple development and execution environments;
- g. Facilitate collaboration in the development of software;
- h. Program user interactions with graphical and other user interface components;
- i. Demonstrate knowledge of various software development models;
- j. Model practices in software development, including:

- (i) User requirements analysis;
 - (ii) Program design;
 - (iii) Implementation and documentation;
 - (iv) Testing and debugging; and
 - (v) Evolution driven by feedback.
- k. Develop object-oriented programs;
 - l. Model the process of program compilation and interpretation.
- (4) In the area of data and analysis, the candidate shall have the ability to:
- a. Model concepts of processing data, including:
 - (i) Encoding
 - (ii) Compression
 - (iii) Encryption
 - b. Create and use models and simulations.
 - c. Work with data using computational tools, including to:
 - (i) Collect, aggregate, and generate;
 - (ii) Store, manage, and manipulate;
 - (iii) Process, analyze, visualize, and
- (5) In the area of computing systems and networks, the candidate shall have the ability to:
- a. Evaluate and compare computing systems using various criteria.
 - b. Model computing systems in terms of:
 - (i) Hardware and software abstraction layers; and
 - (ii) Computer program execution (fetch-decode-execute cycles);
 - c. Evaluate and compare local, network, and cloud computing and storage;
 - d. Model computer networks in terms of:
 - (i) Protocol stack components; and

(ii) Network protocols, such as, transmission control protocol/internet protocol (TCP/IP), domain name servers (DNS), and hypertext transfer protocol secure (HTTPS);

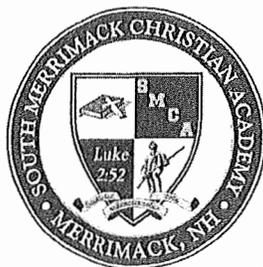
e. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.

Adopt Ed 612.23 to read as follows:

Ed 612.33 Computer Science Education. The program for computer science shall provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.52(c).

Appendix I

Rule	Statute
Ed 505.05(a) intro., (a)(1), (a)(2) intro., (a)(2) a., b., & d.	RSA 21-N:9, II(s)
Ed 507.52	RSA 21-N:9, II(s); RSA 186:11, X
Ed 612.33	RSA 21-N:9, II(r)



SOUTH MERRIMACK CHRISTIAN ACADEMY

517 Boston Post Road
Merrimack, NH 03054

Tel: (603) 880-6832
Fax: (603) 598-7085

email: smca@smcanh.org
web: www.smcanh.org

July 25, 2017

To Whom It May Concern:

By way of introduction my name is Brian L. Burbach, School Administrator of South Merrimack Christian Academy for the past 16 years. Having been in education for 21 years, I feel I can bring valuable perspective to the PSB. I am proud to be partnering with parents in Southern NH helping to assist them in the education process of developing caring, compassionate students with character that want to bring about good and real change in the world.

My desire is that New Hampshire's educational system produces highly effective and trained students who desire to return to NH to establish roots, bring productivity, and help make NH a prosperous and successful state. Thank you for considering me to be apart of the PSB. If there is anything I can do to aid in the decision making process I would be happy to help.

Sincerely,

A handwritten signature in black ink, appearing to read 'B. Burbach', is written over a white background.

Brian L. Burbach
School Administrator, SMCA



517 Boston Post Road
Merrimack, NH 03054

Tel: (603) 880-6832
Fax: (603) 598-7085

email: smca@smcanh.org
web: www.smcanh.org

Professional References:

Joel Gibbs- School Board Chair- South Merrimack Christian Academy
p-603.595.0955
e-joel.gibbs@smcanh.org

Andrew Doan- Secondary Supervisor- South Merrimack Christian Academy
p-603.880.6832
e-andrew.doan@smcanh.org

Jeff Philbrick- Chair (GSCSA) and Headmaster at Jesse Remington High School
p-603.483.5664
e-jphilbrick@jrhs.org

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP
(Please type or print)

NAME: Brian L Burbach- School Administrator

WORK ADDRESS: South Merrimack Christian Academy ~517 Boston Post Road Merrimack, NH 03054
(please include position/title)

LENGTH OF SERVICE: 16 Years

WORK TELEPHONE: (603) 880-6832

WORK EMAIL: brian.burbach@smcanh.org

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

1. A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references
2. A statement describing why you wish to serve on the professional standards board

SIGNATURE: Brian L. Burbach Digitally signed by Brian L. Burbach
DN: cn=Brian L. Burbach, o, ou,
email=kalelman@na.com, c=US
Date: 2017.07.24 09:42:38 -04'00' DATE: 7/24/2017

Please return completed application form by June 30, 2017 to:

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

BRIAN L. BURBACH

Key Skills

Strategic Planning
Flexibility
Leadership and Staff Training
Budget Forecasting
Project Management
Adaptability
Decision making
Team Building

Education

Pensacola Christian College
Pensacola, FL
BS in History Ed,
1995
MS in Ed. Admin.,
1998

Volunteer

Basketball Coach-
Town of Amherst.

SCHOOL ADMINISTRATOR

South Merrimack Christian Academy (2001-Present)

Versatile, visionary leader with demonstrated success in private Christian day school administration and a genuine interest in students' cognitive, social, spiritual and emotional growth. Ensuring a grace based school culture that encourages continuous improvements for students of all ages. Successful mentoring of students and teachers in various roles, while creating a unified faculty and staff.

- **NEASC Accreditation:** Initiated and oversee the accreditation of SMCA. SMCA is currently scheduled for accreditation in the fall of 2014.
- **Catalyst of Growth:** Developed a school of 140 students into a student body of 300 and managed over 30 faculty and staff
- **22 Years Education Experience:** Teacher and administration experience.
- **Budget Management-:** manage a 1.4 million dollar budget.
- **Fundraising:** Received grants for scholarship and technology improvement.

Gallup Strengths Finder Results

1. **Input-** I am comfortable offering suggestions to people who regular seek council.
2. **Connectedness-** Driven by talents, I enjoy establishing links between people.
3. **Learner-** I appreciate opportunities to acquire knowledge, gain skills, and experience new things.
4. **Intellection-**I enjoy collecting information, facts, or insights from written material
5. **Belief-** I have certain core values that are unchanging. Out of these values emerges a defined purpose for life.

Experience Summary

Pres. NHCSA: I represent a consortium of 6 school is NH called the New Hampshire Christian School Association

Board Member-GSCSA: As board member of the Granite State Christian School Association I am involved in periodic planning meetings for association improvement.

Computer Skills: MS Office (Word, Excel, PowerPoint) Apple Applications (Pages, Keynote), RenWeb School Management Software, movie/video creation.

Education Experience

Pensacola Christian Academy

Pensacola, FL

South Merrimack Christian Academy
Merrimack, NH

Teacher, 1996-2001 (Bible, US and World History, PE and basketball/track coach

Administrator, 2001-Present

Curriculum Vitae

Vincent Joseph Connelly, Ed.D.

The University of New Hampshire
Department of Education
Morrill Hall
62 College Road
Durham, NH 03824-3595
(603) 862-0595
vincent.connelly@unh.edu

Earned Degrees:

Ed.D., The Johns Hopkins University, Baltimore, Maryland, May, 2005

Major area of study: Special Education

Supporting area of study: Administration and Supervision

M.S. Ed., The Johns Hopkins University, Baltimore, Maryland, 1993

Major area of study: Special Education

Supporting area of study: Curricular Design

B.A., Loyola College, Baltimore, Maryland, 1988

Major area of study: Psychology

Minor: Philosophy

Professional Experience:

September, 2009-present

The University of New Hampshire, Durham, NH

Associate Professor of Education

Associate Chair of the Education Department

August, 2003- September, 2009

The University of New Hampshire, Durham, NH

Assistant Professor of Education

Program in Special Education

June, 2000- August, 2003

The Johns Hopkins University Baltimore, MD

Research Associate in Special Education

August 1995- June 2000

The Kennedy Krieger School, Baltimore, MD

Special Education Teacher

August 1991- June 1995

The Baltimore City Public Schools, Baltimore, MD

Special Education Teacher

Professional Memberships:

Member, Council for Exceptional Children (CEC)

Member, Teacher Education Division (TED) of the CEC

Member, American Educational Research Association

Publications:

Chapters:

Connelly, V. J., Rosenberg, M. S., & Larson, K. E. (2014). Alternative routes to special education teacher preparation: Context, outcomes, and implications. In Sindelar, P. T., McCray, E.D., Brownell, M. T., & Lignugaris/Kraft, B. (Eds.) *Handbook of research on special education teacher preparation* (pp. 215-230). New York: Routledge.

Oja, S. N., Andrew, M. D., & Connelly, V. J. (2010). Analyzing the moral judgment of teaching interns: Moral development in a full-year internship. In Andrew, M.D., & Jelmberg, J. R. (Eds.). *How teachers learn: An educational psychology of teacher preparation* (pp. 193-217). New York: Peter Lang

Articles:

Gagnon, D. J., Mattingly, M. J., & Connelly, V. J. (2017). The restraint and seclusion of students with a disability: Examining trends in U.S. school districts and their policy implications. *Journal of Disability Policy Studies*, 28(2), 66-76.

Connelly, V. J., DeMitchell, T. A., & Gagnon, D. (2014). Teacher evaluation: Principal perceptions of the barriers to dismissal. *Education Law and Policy Review*, (1) 1, 172-192.

Gagnon, J. D., Mattingly, M. J., & Connelly, V. J. (2014). *Restraint and seclusion among students with a disability continue to be common in some school districts* (National Issue Brief # 78). Retrieved from the Carsey Institute website: <https://carsey.unh.edu/publications>

Gagnon, J. D., Mattingly, M. J., & Connelly, V. J. (2013). *Variation found in rates of restraint and seclusion among students with a disability* (National Issue Brief # 67). Retrieved from the Carsey Institute website: <https://carsey.unh.edu/publications>

Connelly, V., & Graham, S. (2009). Student teaching and teacher attrition in special education. *Teacher Education and Special Education, 32*(3), 257-269.

Connelly, V., & Rosenberg, M. (2009). Special education teaching as a profession: Lessons learned from occupations that have achieved full professional standing. *Teacher Education and Special Education, 32*(3), 201-214.

Fries, K., Connelly, V. J., & DeMitchell, T. (2008). Academic freedom in the public K-12 classroom: Professional responsibility or constitutional right? *West's Education Law Reporter*, February 21, 2008, 505-524.

DeMitchell, T. & Connelly, V. (2007). Academic Freedom and the Public School Teacher: An Exploratory Study of Perceptions, and the Law. *Brigham Young University Education and Law Journal, 2007*(1), 83-118.

Sindelar, P.T., Bishop, A.G., Gill, M.G., Connelly, V., & Rosenberg, M. (2007). Getting teachers where they're needed the most: The case for licensure reciprocity. *Teacher Education and Special Education, 30*(2), 103-114.

Sindelar, P. T., Bishop, A. G., Brownell, M. T., Rosenberg, M. S., & Connelly, V. J. (2005). Lessons from special education research. *Teacher Education Quarterly, 11*(3), 35-48.

Rosenberg, M.S., Sindelar, P.T., Connelly, V., & Keller, C. (2004). CLD position statement: Alternative routes to certification in special education. *Learning Disabilities Quarterly, 27*(2), 122-123.

Boyle, E. A., Rosenberg, M. S., Connelly, V. J., Washburn, S. G., Brinckerhoff, L., & Banergee, M. (Summer, 2003). The effects of audio texts on the acquisition of secondary-level content by students with mild disabilities. *Learning Disabilities Quarterly, 26*(3), 203-214.

Boyle, E. A., Rosenberg, M. S., Connelly, V. J., Washburn, S. G., Brinckerhoff, L., & Banergee, M. (2002). Strategic use of audio texts for content acquisition. *Teaching Exceptional Children, 35*(2), 50-55.

Research Reports:

Connelly, V. J., & Rosenberg, M. S. (2003). *The development of teaching as a profession: Comparisons with careers that have achieved full professional standing. (COPSSE Document Number RS-9)*. Gainesville, FL: University of Florida, Center on Personnel Studies in Special Education. Retrieved June 24, 2003 from: <http://www.coe.ufl.edu/copsse/main.php?page=019>

Sindelar, P., Bishop, A., Gregoire, M., Connelly, V., & Rosenberg, M. (2002) *Getting teachers where they're needed the most: The case for licensure reciprocity.*

Gainesville, FL: University of Florida, Center for Personnel Studies in Special Education. Retrieved June 24, 2003 from:
<http://www.coe.ufl.edu/copsse/main.php?page=019>

Presentations:

Connelly, V.J. (June, 2017). *Supporting Narrative Comprehension in Students with ASD*. Presentation at *Fachgesprach Forderschwerpunkt Lernen*, University of Cologne, Cologne Germany.

Connelly, V.J. (April, 2017). *Using Legos as Concrete Manipulatives to Support Narrative Comprehension in Elementary Students with ASD*. Presentation at the annual conference of the Council for Exceptional Children, Boston, Massachusetts.

Connelly, V.J., & Paige, M. (November, 2015). *Legal Literacy: The view from the education law bar*. Paper to be presented at the Education Law Association Cleveland, Ohio.

Connelly, V.J., Peterson, E., and Bennett, R. (May, 2014). *The use of Lego Story Starter enhancements with elementary students with learning disabilities*. Poster presented at the meeting of the New England Educational Research Association, West Dover, Vermont.

Connelly, V.J. et al. (November, 2012). Author conversations from the Handbook of Research on Special Education Teacher Preparation. Presentation at the annual conference of the Teacher Education Division of the Council for Exceptional Children, Grand Rapids, Michigan.

Connelly, V. J. (July, 2012) Teaching content to all: Working with the common core and students with special needs. Presentation at the New Hampshire Statewide Educators Conference, Keene, New Hampshire.

Connelly, V.J. et al. (April, 2012) Roundtable spotlight session for the authors in the Handbook of Research on Special Education Teacher Preparation. Presentation at the annual conference of the Council for Exceptional Children, Austin, Texas.

Connelly, V.J., DeMitchell, T.A., & Gagnon, D. "Principal Perceptions of Teacher Evaluations: Influence and Impact in an Era of Accountability. Principal Questionnaire, Schools and Staffing Survey 2007-2008." Research in Progress Roundtable, New England Educational Research Organization, Portsmouth, New Hampshire, May 2012.

Connelly, V.J. "Alternative routes to special education teacher preparation: Context, outcomes, and implications". Spotlight session on the Handbook of research

- on special education teacher preparation, Council for Exceptional Children, Denver, Colorado, April, 2012.
- Connelly, V.J. "Targeted Reading Intervention: Responding to the needs of young English language learners". Poster session at the Council for Exceptional Children, Denver, Colorado, April, 2012.
- Kerns, G.M. & Connelly, V.J. "Transition to work: Mutual internships". Poster session at the Teacher Education Division of the Council for Exceptional Children, Austin, Texas, November 2011.
- Connelly, V.J. (November, 2010). *The Schools and Staffing Survey: A Decade of Data on the Preparation of the Nation's Special Educators*. Presentation at the 33rd Annual Teacher Education Division of the Council for Exceptional Children Conference, St. Louis, MO.
- Connelly, V.J. (November, 2008). *The Importance of Student Teaching, Revisited: A Study of Teacher Attrition in Special Education*. Presentation at the 31st Annual Teacher Education Division of the Council for Exceptional Children Conference, Dallas, TX.
- Connelly, V. J. *The High School Transcript Study: A Snapshot of Coursework, Accommodations, and Outcomes for Students with Learning Disabilities*. Poster Session Presentation at the Annual Conference of the Council for Exceptional Children, Boston, MA, April, 2008.
- Fries, K., Connelly, V. J., & DeMitchell, T. *Academic freedom in the public K-12 classroom: A conversation with teachers*. Presentation at the new England Educational Research Organization, Portsmouth, NH, April, 2007.
- Connelly, V.J. (April, 2006). *The Effects of Context: The Preparation and Experiences of Beginning Special Educators*. Presentation at the 2006 Council for Exceptional Children Conference and Expo, Salt Lake City, UT.
- Connelly, V.J. (April, 2006). *The Importance of Practice Teaching: A Study of Teacher Attrition in Special Education*. Paper presentation with Suzanne Graham, Ed.D., The University of New Hampshire, at the 2006 Annual Meeting of the American Educational Research Association, San Francisco, CA.
- Connelly, V.J. (October, 2005). *The Value of Teacher Training: Analyses of the Preparation and Experiences of Beginning Special Educators*. Presentation at the 14th Annual World Congress on Learning Disabilities, Burlington, MA.
- Connelly, V.J. (November, 2005). *The Effects of Context: The Preparation and Experiences of Beginning Special Educators*. Presentation at the 28th Annual

Teacher Education Division of the Council for Exceptional Children
Conference, Portland, ME.

Bishop, A G., Brownell, M. T., Connelly, V. J., Rosenberg, M. S., & Sindelar, P. T. (April, 2004). *Findings from studies of beginning teacher quality and preparation alternatives*. Paper presented at the annual conference of the Council for Exceptional Children, New Orleans, LA.

Connelly, V. J., Rosenberg, M. S., & Sindelar, P. T. (April, 2004). *Alternative preparation routes: Analyses of the NCPSE and SASS data bases*. Paper presented at the annual conference of the Council for Exceptional Children, New Orleans, LA.

Connelly, V. (2003, November). *COPSSE: An Analysis of Alternatively Prepared Teachers Using the Schools and Staffing Survey*. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.

Bishop, A., Sindelar, P., Brownell, M., Rosenberg, M., & Connelly, V. (2003, November). *COPSSE: Setting the stage*. Presentation at the annual meeting of the Teacher Education Division of the Council for Exceptional Children, Biloxi, MS.

Sindelar, P., Berry, B., Brownell, M. T., Connelly, V., & Denslow, D. (2003, July). *Research on outcomes of teacher education*. Panel presentation at the OSEP Research Project Directors' Conference, Washington.

Connelly, V. J. (2000, Spring). *Uses of technology in science for elementary students with learning disabilities*. Poster session presented at the annual meeting of the Learning Disability Association, Reno, NV.

Connelly, V. J. (2001, October). *Teaching as a profession: A comparative study*. Working paper presented at the advisory meeting of the Center On Personnel Studies in Special Education, Washington, DC.

Scholarship in Progress:

Connelly, V.J. "Targeted writing intervention using Lego Story Starters : Responding to the needs of students with learning disabilities". Submission for *Teaching Exceptional Children*.

Connelly, V.J. "A cognitive tool kit for the inclusive classroom" book proposal developed for Corwin Press, Inc.

Awards:

2008 Publication Award of the Teacher Education Division of the Council for Exceptional Children for the publication:

Sindelar, P.T., Bishop, A.G., Gill, M.G., Connelly, V., & Rosenberg, M. (2007). Getting teachers where they're needed the most: The case for licensure reciprocity. *Teacher Education and Special Education*, 30(2), 103-114.

Service:

National/International Service:

Reviewer, *Teacher Education and Special Education* (TESE). Sage Publishers. (continuing)

Reviewer, Icelandic Research Fund (2013).

Reviewer, Council For Exceptional Children Annual Convention, (2013).

Westat OSEP Personnel Development Program Evaluation Technical Work Group, Feb, 2011

Member, (2004) The Council for Learning Disabilities Standards and Ethics Committee.

Member, (2002) The Council for Learning Disabilities Ad-Hoc Work Group (2002)- Response to the President's Commission on Excellence in Special Education Report.

Service to the State of New Hampshire:

New Hampshire IHE Partner with the DOE in CEEDAR, *the Center for Effective Educator Development, Accountability and Reform*, CEEDAR provides intensive technical assistance to help states and institutes of higher education reform their teacher and leader preparation programs, revise licensure standards to align with reforms, refine personnel evaluation systems, and realign policy structures and professional learning systems. I coordinated and wrote the proposal awarded for UNH's participation in this with the NH-DOE for the next five years. (2014-continuing)

Member of the Induction and Mentoring Partnership Development Schools (PDS) subcommittee of the NH-IHE network (2014- continuing)

Member of the Advisory team for the New Hampshire State Department of Education. *Task Force on Implementation of Response to Intervention Policies and Practices for the State of New Hampshire*. Spring, 2008

Member of the Higher education advisory team for *Further Steps Forward Project*. A Jacob Javits gifted and talented education program. April, 2007.

Member of the Advisory team for the New Hampshire State Department of Education *Personnel Development Task Force on Special Education Teacher Recruitment*. Sponsored by the National Center for Special Education Personnel and Related Service Providers. (Personnel Center). Academic year 2005-06.

Member of the Advisory team for the New Hampshire State Department of Education *Personnel Development Task Force on Special Education Teacher Recruitment from Diverse Populations*. Sponsored by the National Center for Special Education Personnel and Related Service Providers. (Personnel Center). Academic year 2005-06.

Service to the University:

UNH Faculty Senate Representative, (2012-13).

UNH Faculty Senate Policies Subcommittee Member, (2012-2014).

UNH COLA Student-Designed Majors Committee, (2012-2014).

UNH COLA Academic Affairs Committee, (2013-15).

Service to the Department:

Associate Chair, UNH Education Department (continuing)

Graduate Coordinator, UNH Education Department (continuing)

Chair, Curriculum Committee, UNH Education Department (continuing)

Minor in Special Education Approved (2014)

Chair, Ad Hoc Department Curriculum Review Committee (2014-15)

Faculty P&T Mentor, Elyse Hambacher, Diane Silva-Pimentel (2014-15)

Counseling Faculty Search Committee, (2013).

Service to the Special Education Program:

Program Coordinator, Special Education, UNH Education Department (continuing)

Developing and piloting the NH Teacher Candidate Assessment of Performance (T-CAP) for Special Education Teachers. Piloting will occur in the 2015-16 AY.

Grant Activity:

2015 Summer Faculty Fellowship, award from the UNH Education Department (\$2,000).

Completing a grant proposal in collaboration with Sameer Honwad in response to EHR Core Research (ECR) NSF-15-509 Tier II (1.5 million) for *LaB, Learning and Belonging*, a STEM learning lab collaboration to provide enhanced access to STEM education for students with disabilities, and for newly-arrived ESOL students. Will be submitted by 9/10/15.

Completing a grant proposal in collaboration with Emilie Reagan in response to IES Exploratory Research in Special Education, CFDA 84.324A, entitled: *The Efficacy of Educator Rounds in Special Education Teacher Preparation*. Will be submitted by 8/6/2015.

Project Nheed: Grant proposal submitted for special education program improvement, 84.325k Summer, 2012, not funded.

2013 John Carney Grant Recipient: *The use of Lego Story Starters to enhance writing with students with learning disabilities*.

Member, 2013 UNH Faculty Instructional Design Summer Institute (FITSI).

Consulting:

The Phillips Exeter Academy of Exeter, NH has expressed interest in securing a program review of the Harkness pedagogy used at the academy. I have met with them to explore avenues of research and investigation into the efficacy of the Harkness method. (continuing)

The North Hampton School in Hampton, NH used me as a facilitator for the development and meeting of a Literacy Study Group within the school. Goals included the development, articulation and validation of the literacy pedagogies employed at North Hampton. (2012).

State Board of Education Annual Report on NH Public Chartered Schools - Part I (1 of 2) RSA194-B:17 VIII, RSA194-B:21 (10.12.2017)

A. Statistics for School Year 2016- 2017 (As of 6.30.2017)

1.	3,461 children, K-12 are currently enrolled in NH public chartered schools - ~2.1% of NH publicly educated students
2.	During School Year 2015-2016 there are 27 NHDOE authorized public chartered schools in the state
3.	14 NH public chartered schools successfully renewed their charters, 2 charters closed, no new charter schools were reviewed or approved by the SBOE
4.	The Department of Education received three applications for new charter schools which will go to the SBOE for approval in SY 2018
5.	116 out of 234 towns and cities are sending at least one student to a charter school
6.	Every town and city (with the exception of 3) had students that accessed courses at VLACS which are free to NH resident students.*

B. NH Charter School Highlights - examples of exceptional NH Public Chartered Schools

1.	The Academy for Science and Design in Nashua was selected by the US DOE as one of 342 schools across the country to be named a National Blue Ribbon School Recipient for 2017
2.	Virtual Learning Academy Charter (VLACS) had 9,639 requests for SY 2018 enrollment (partial and full) * data provided directly by VLACS - During SY 2018, VLACS had 274 full time enrolled middle and high school students - The school offers 5 curricula, (200) courses, (unlimited) experiences, (160) projects, teams, and 20 college courses - August 2016, Wired Magazine, "Inside the Online School That Could Radically Change How Kids Learn Everywhere" profiling NH's VLACS
3.	Making Community Connections Charter School (MC2) collaborates and partners with institutions around the world focused on high quality schools that prioritize empathy, teamwork, leadership, and change making as student outcomes
4.	MC2 and VLACS were selected by 'education reimagined', to join this world-wide coalition of schools, funded by the Bill and Melinda Gates Foundation that are transforming school centered education systems to learner center systems
5.	US-based Smart List: 100 US Middle and High Schools Worth visiting, selected and profiled VLACS and MC2
6.	Springpoint, Partners in School Design, <i>Learning from Great Schools: Schools to Visit in 2017</i> , profiled 2 NH public chartered schools, Next Charter in Derry and MC2.
7.	Many NH public chartered schools like Great Bay Charter School are active participants in the League of Innovative Schools and the New England Secondary School Consortium, committed to high school redesign and ensuring college and career readiness of all students.
8.	In Oct 2016 Seacoast Charter purchased their facility with loans from HEFA and Optima Bank
9.	The Department of Education was approved by the Legislative Fiscal Committee and Governor and Council to hire a Charter School Administrator

New Hampshire
State Board of Education
Minutes of the August 24, 2017 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:11 a.m. at the State Department of Education, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Bill Duncan, Gary Groleau, Helen Honorow, and Ann Lane. Frank Edelblut, Commissioner of Education and Paul K. Leather, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Chairman Cline led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

The following individuals provided commentary:

- Joyce Robinson, Fremont, New Hampshire; spoke in opposition to the New Hampshire Common Core State Standards. She provided 1,891

iPetition signatures in opposition to the New Hampshire Common Core State Standards at Sanborn School District.

- Hayden Robinson, Fremont, New Hampshire provided a student prospective of her time as a student within the Sanborn School District in opposition to the New Hampshire Common Core State Standards.
- Diane Sekula, Nashua, New Hampshire; spoke in opposition to the New Hampshire Common Core State Standards.
- Tim Soucy, Manchester Health Department; spoke in opposition to the proposed School Nurse Certification Rules. He provided written testimony.
- Bonnie Dunham, Merrimack, NH; expressed her concerns regarding legislation that would expand options to private institutions using tax dollars. She would like to see tax dollars directed to making New Hampshire's public schools such that no one would want to leave them. If legislation is passed to divert tax dollars for non-public school options, she asked the State Board to use their influence to ensure that these options are available to all New Hampshire children.

AGENDA ITEM IV. SPECIAL PRESENTATIONS

A. Student/Merrimack Valley School Board – SB-FY-17-03-003

Chairman Cline gave the parties the option of going into non-public session. The parties declined and chose to have the hearing in public session.

Stephanie Alicéa, representing herself (Pro sé), spoke to the State Board regarding the Manifest Educational Hardship situation involving her 16 year old son who was attending Merrimack Valley High School and chose to take a knee during the playing of the National Anthem at a sporting event. Ms. Alicéa went into detail regarding the situation that resulted in her pulling her son from Merrimack Valley High School due to threats to his life. She also spoke in detail regarding the options available to the family as far as placing her son in another school and the decision to place him in a private school.

Carolyn Alicéa, Stephanie's mother, spoke to the State Board regarding the family's decision to pull her grandson from Merrimack Valley High School. The decision to remove her grandson happened the same day his friends approached the family and told them it would behoove them to remove him immediately due to threats against his life. Ms. Alicéa further explained that the school administration did not believe the threats because her grandson's friends only approached the family and not the school administrators. She asked that her grandson be treated fairly and given the same consideration as any other student.

Cindy Chagnon asked why the decision was made to place the student in a private school and not a nearby less costly public school.

Stephanie Alicéa explained that nearby public schools were considerations; however, after weighing the options for her son, the family felt it would be moving him into a similar unsafe situation as Merrimack Valley High School. She further explained that no placement options were offered by Merrimack Valley.

Attorney James O'Shaughnessy from the Drummond/Woodsum law firm, representing the Merrimack Valley School State Board, spoke to the State Board, directing them to the Hearing Officer's recommendation. He stated he didn't want to get into the merits of what did or did not happen because the purpose of this hearing is for the State Board to accept or reject the Hearing Officer's recommendation. Attorney O'Shaughnessy told the State Board that the facts were a lot more complicated than what the State Board heard by the parent and reminded the State Board that there is another side. He stated that at no time did the school district interfere with the student's choice to take a knee, nor did they join in the protest. When a student exercises a right, they are not free from the unintended consequences of that action. In this case there were a significant amount cyber-attacks and threats against the student, off campus, outside of school where the school district cannot interfere. The school district was not told that these things were happening by the family and were not made aware until

the day the student was pulled from school. Months later the family approached the school board under the Educational Hardship Reassignment Law and Policy asking the school district for tuition reimbursement. The case has always been about tuition reimbursement, not reassignment. In the reassignment process there is a hearing where the student asks for a ticket/waiver to be assigned to another public school. This never happened. He further explained that in accordance to RSA 193:3, Manifest Educational Hardship, which he pointed out, has not happened in this case, but if it did, the State Board can only grant a Manifest Educational Hardship waiver to reassign the student to another public school. The State Board cannot grant a tuition waiver to a private school; not in accordance to RSA 193:3. Because the case was about tuition reimbursement and not reassignment, the Merrimack Valley School Board was not in a position, from a legal perspective, to grant the family's request. The Merrimack Valley School Board supports the Hearings Officer's recommendation.

Helen Honorow asked if there was ever a school board hearing on the merits of this case. Attorney O'Shaughnessy responded that there was and further explained that it is an informal process where the parents are welcomed to speak their case to the school board. At the end of the hearing, there was a discussion between the board and the parents about jurisdiction and private school. After this discussion, it was determined that the parents were asking for tuition reimbursement to a private school, not reassignment. The school board's understanding is that tuition reimbursement to a private school cannot be allowed

under recent court decisions and interpretations of RSA 193:3, Educational Hardship. It was Attorney O'Shaughnessy's understanding, that the parents then withdrew the Educational Hardship request during the hearing. He noted that in the school board's letter to the parents denying the request, it let them know that they had the right to file an appeal to the State Board, even though, technically, they acknowledged at the hearing that this was not the proper venue/vehicle for pursuing tuition reimbursement and withdrew their Manifest Educational Hardship request.

Attorney O'Shaughnessy explained that he brought the motion to dismiss to the pre-hearing conference on this matter and the Hearings Officer took it under review and dismissed the matter before he scheduled a merits hearing.

Helen Honorow asked if there was a bullying investigation done by the school district. School Superintendent Mark MacLean responded that school district did work with the family relative to any complaints that were submitted to administration. They met with the student and the family and discussed what options were available. The student took a knee last September during the Homecoming Game, and explained how it then escalated and that some adults from the community and surrounding communities were posting things online. There were students, some from other schools that either liked or disliked comments posted online. School administration met with the student who told administration that he did feel safe at school, but not always at home, as he lives

at the end of a dirt road where hunters sometimes show up near the house with guns. Superintendent MacLean said this could have been the student putting on a brave face and that administration can only respond based on what the student was telling them. He also stated that this in no way mitigates what the student may have been feeling at home. Superintendent MacLean told the State Board he has a deep respect for the family and felt that they had a positive relationship with the family.

Chairman Cline asked if the administration did any investigation in regards to the students within the district that participated in the social media posts. Superintendent MacLean responded that they did meet with the students involved and that they were addressed by administration.

Chairman Cline asked if there was any effort on the part of the administration to talk to students, the football team, letting them know what was happening. Superintendent MacLean stated that he was not aware of any formal communications. This was a student exercising his first amendment rights and the situation was such that people really did not know how to act and that similar situations have been playing out at the national level. The administration did respond with heightened security at sporting events. Attorney O'Shaughnessy explained that the situation was not a school-wide concern being ignored by the administration. The school principal felt the situation was under control and by

the time it ramped up the student was removed due to the threats from outside the school.

Commissioner Edelblut asked what relief was taken by the school administration to ensure the safety of the student. Superintendent MacLean stated that additional security was provided at athletic events, regular communication with the family, and meetings with the student to ensure he felt safe at school.

Chairman Cline asked how much time the reassignment ticket/waiver process takes for a student to attend another school. Superintendent MacLean explained the process, which could take up to 45 days. Attorney O'Shaughnessy stated that there are a lot of situations where school administrators can take immediate steps to ensure the safety of their students. Cindy Chagnon further clarified, as a school board member, that the process could occur in a rapid fashion should there be immediate danger to the student. School boards can call emergency meetings to ensure the safety of a student.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education go into nonpublic session per RSA 91-A:3(c).

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Gary Groleau, that the State Board of Education return to public session.

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education seal the nonpublic session meeting minutes.

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education deny the motion to dismiss, without prejudice, and remand it back to the

Hearings Officer to schedule a Manifest Educational Hardship hearing.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

B. Student/Con-Val School State Board – SB-FY-18-07-003

Chairman Cline gave the parties the option of going into non-public session. The parties declined and chose to have the hearing in public session.

Megan Amundson, representing herself (Pro sé), introduced her husband, Eric Amundson and son, Robert Amundson to the members of the State Board. Ms. Amundson then outlined the family's reasons for filing for Manifest Educational Hardship reassignment from Con-Val High School to Keene High School for their son Robert.

Cindy Chagnon noted that Robert attended a Catholic middle school in Keene and asked if he also attended a Catholic elementary school in Keene and if this would be his first experience in public school. Ms. Amundson responded that yes, he has always attend private Catholic schools. Cindy Chagnon then

asked if there was a private Catholic high school in Keene and Ms. Amundson responded that there was not.

Attorney Dean Eggert from Wadleigh, Starr and Peters, PLLC, representing the Con-Val School District (SAU #1) introduced himself and Superintendent of Schools Kimberly Saunders and noted that School Board Chairman, Myron Steere was in the audience. Attorney Eggert addressed the State Board and spoke in favor of the Hearing Officer's recommendation and requested the State Board uphold the recommendation.

Commissioner Edelblut spoke of RSA 193:3 stating that it is the parents' responsibility to determine whether hardship exists and if they do, may decide to bring it before the school board. It is then the school board's responsibility to make a determination as to relief. He then asked what relief options were provided to the parents in this case.

Attorney Eggert stated that if a parent thinks they have a good faith case, they can apply to the school board for relief. He asserted that no one has suggested that the parents in this case were acting in bad faith. Attorney Eggert cited a case involving the burden in an administrative proceeding that maintains that while parents may think that they have a case, that if they then pursue it in front of a board in an administrative process, that whoever chooses to pursue it holds the burden of proof. Attorney Eggert continued and spoke to the State

Board and Commissioner about the relief provided by the school board to the parents in this case.

Chairman Cline asked what the school board's rationale was to deny this student reassignment to Keene. Superintendent Saunders responded the school district provided accommodation so that Robert could participate in swimming, as well as pursue academics to meet his desire to attend Stanford. Chairman Cline followed up by noting the school district has to "jerry-rig" the system at Con-Val to meet the needs of this student and observed that sending him to Keene might be easier and better serve both the school district and the student. Attorney Eggert responded that the Chairman's question might be an articulate argument to changing the law.

Cindy Chagnon inquired about the science curriculum options and whether or not they were conducted with other students or individually to which Superintendent Saunders responded that it could be either or a combination of both depending on the needs of the student and the science course selected.

Helen Honorow asked about the options for Robert to take French III as it was not made clear in the materials provided. Superintendent Saunders explained a fifth block option, online options, as well as an extended learning task block option.

Helen Honorow asked if high school biology is a prerequisite for AP biology. Superintendent Saunders stated that yes it would be as well as chemistry and noted that freshman and sophomores are not offered AP Biology as far as she was aware at any high school, including Con-Val.

Cindy Chagnon asked if Robert swims with an AAU league team and Ms. Amundson responded that he swims with the Peterborough Wave Swim Club.

Chairman Cline asked if staying at Con-Val High School was in the best interest for this student. Attorney Eggert responded that the unanimous decision of the school board, particularly with the emphasis before the board on swimming, could not see any fact pattern where it was in the student's best interest to red shirt his freshman year if he wants a D 1 scholarship. Attorney Eggert responded that the school board's decision distinguished between best interest, which is a matter of preference, and manifest educational hardship.

MOTION: Helen Honorow made the following motion, seconded by Bill Duncan, that the State Board of Education go into nonpublic session per RSA 91-A:3(c).

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon, that the State Board of Education return to public session.

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education seal the nonpublic session meeting minutes.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

MOTION: Cindy Chagnon made the following motion, seconded by Gary Groleau, that the State Board of Education accepts the Hearing Officer's Report and adopts the Recommendation.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

Chairman Cline stated that while there was sympathy for the family's situation it did not meet the definition of manifest educational hardship.

C. Student/Fall Mountain Regional School State Board – SB-FY-17-06-007

MOTION: Cindy Chagnon made the following motion, seconded by Bill Duncan, that the State Board of Education accepts the Hearing Officer's Report and adopts the Hearing Officer's Recommendation.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

D. Kreiva Academy, Manchester, NH – Michelle Mathieu, President/Chair of the Board along with other Kreiva staff members presented Kreiva's charter application to the State Board and responded to Board questions.

MOTION: Cindy Chagnon made the following motion, seconded Ann Lane, that the State Board of Education conditionally approves the charter, subject to confirmation of the legal review.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

E. Home Education Advisory Council Annual Report – Amy Gall, Chair, Home Educator New Hampshire Homeschooling Coalition was not able to attend the meeting and George D’Orazio, Vice Chairman, and board member since 1988, presented the annual report on her behalf, highlighting some of the key points. He welcomed and answered questions from board members.

F. Professional Standards State Board Annual Report -- Dianna Terrell, Chair, Professional Standards Board (PSB) spoke to the State Board, highlighting some of the key points from the annual report, which she provided to the State Board in advance of the meeting. She welcomed and answered questions from board members.

Cindy Chagnon commended the PSB for developing and adopting the use of the *Quality Criteria for Proposed Revisions to Standards* rubric.

Helen Honorow thanked the PSB for all their hard work this past year and asked moving forward if someone versed in the subject matter could be present, such as a subcommittee chair, at State Board meetings to answer questions. Dianna Terrell agreed with the request and mentioned also including an executive summary. Commissioner Edelblut also mentioned that the Department will be working on better interfacing with the PSB.

G. New Program Approval Report for Two New Programs at St. Anselm College – Nicole Heimarck, Administrator for the Bureau of Educator Preparation Programs provided the State Board with a brief orientation to the program approval and review process. She also provided background information on Saint Anselm's two new program proposals and the review process and welcomed questions from the Board. Nicole noted during the summer of 2017, the Council for Teacher Education (CTE) conducted a review of the two new program proposals and has determined recommendations for approval status. The Council is now requesting that the State Board of Education formally approve these new programs.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to grant initial approval until April 30, 2020 to the following educator preparation programs at Saint Anselm College: Visual Arts Education (612.01) and Music Education (612.20)

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM V. OPEN STATE BOARD DISCUSSION

A. Advisory Panels for Social Studies and Math – This discussion item was tabled and moved to the September 19, 2017 meeting.

B. Tuition Agreements – This discussion item was tabled and moved to the September 19, 2017 meeting.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to table Open State Board Discussion Agenda Items A and B and move them to the September 19, 2017 meeting.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. PUBLIC HEARING - Educator in Science; General Requirements (Ed 507.29 & 612.23), Physical Science (Ed 507.51 & 612.34), Physics (Ed 507.33 & Ed 612.27) and Chemistry (Ed 507.32 & Ed 612.26)

The Public Hearing was opened at 11:03 a.m.

Dr. Lisa Janosik, the Middle School STEM curriculum coach for the Nashua School District who participated in the review of science credentialing standards spoke in support of the new credentialing science standards. She explained that it was three-day long review with educators representing

kindergarten through higher education from all around the State of New Hampshire. There was a common vision of keeping the critical pieces of the current credentialing standards and to incorporate, not just content knowledge, but also the science and engineering methodology practices and overarching concepts that embrace all areas of science.

Commissioner Edelblut asked if Dr. Janosik knew why the requirement for a college level knowledge of calculus and/or statistics, depending on the domain in which they operate, was removed from physics, chemistry, life science and earth science? Dr. Janosik responded that she could not as she participated in the general science requirements and not those specific areas.

Dr. Christopher Harper, retired science teacher, Science Department and Dean of Academic Affairs at Pinkerton Academy, with 37 years in the field, spoke in support of the new science credentialing standards and provided written testimony.

Commissioner Edelblut asked Dr. Harper about the removal of the Scientific Method from the general science credentialing standards. Dr. Harper agreed with the Commissioner on their importance and explained that there is no specific reference to the Scientific Method; however, the science skills and concepts that are part of the Scientific Method are contained throughout the standard.

Cindy Chagnon thanked Dr. Harper and asked for a copy of his testimony.

Chairman Cline asked about his and the Dr. Janosik's testimony about the need to focus on method and process and not memorization. Dr. Harper explained that with the new standards, science content knowledge does not go away, but promotes what to do once students have that knowledge when looking at the big ideas of science and applying them to the real world.

Laura Nickerson, Director, STEM Teachers' Collaborative and a 17 year veteran of physics, engineering and computer science education spoke to the State Board in support of the new credentialing science standards and reiterated and commended the previous speakers' commentary.

Commissioner Edelblut asked Ms. Nickerson the same question he asked Dr. Janosik about whether or not it was appropriate to remove the requirement for a college level knowledge of calculus and/or statistics, from physics, chemistry, life science and earth science. Ms. Nickerson responded that they need to have an introductory level knowledge of either, and that yes, it would be appropriate when teaching in these areas.

The Public Hearing was closed at 12:32 p.m.

B. PUBLIC HEARING - Educator in Life Science (Ed 507.31 & Ed 612.25)

The Public Hearing was opened at 11:55 a.m.

Mark Pedersen, Academic Dean of Science and Engineering at Timberlane Regional School District (SAU 55) and Karen Pringle a science teacher from Pembroke Academy spoke to Board in favor of the new Life Science credentialing standards.

Commissioner Edelblut asked the same question he asked previously regarding whether or not it was appropriate to remove the requirement for a college level knowledge of calculus and/or statistics, from life science. Mark Pedersen responded that he believed they were removed from life science and placed in the general science requirement; therefore, the expectation would be that life science teachers would be required to have a collegiate level knowledge of math, especially in the area of statistics.

Helen Honorow asked for clarification and confirmation that the collegiate level calculus and/or statistics knowledge was indeed a requirement in the general science credentialing standards. Mark Pedersen and Karen Pringle responded that that was their understanding.

Chairman Cline asked for clarification on text that was struck and its replacement text. Mark Pedersen explained that the process did not include one-

for-one strike and replacement and text was struck if it was already located elsewhere.

Helen Honorow asked if Barbara Hopkins, Director of Science Education for the Department could speak and provide some clarity to Chairman Cline's concerns that requirements might inadvertently be removed during the revision process.

Barbara Hopkins reassured the Board that over-arching and/or broader language was used intentionally to incorporate/capture all areas of science and to reduce document length and language redundancy. She also clarified that collegiate level math knowledge was indeed in the general science teacher requirements and that more or specific collegiate math knowledge was added to those areas of science where appropriate.

The Public Hearing was closed at 12:32 p.m.

C. PUBLIC HEARING - Educator in Earth & Space Science (Ed 507.30 & Ed 612.24) and Science Teacher 5-8 (Ed 507.28 & Ed 612.22)

The Public Hearing was opened at 12:32 p.m.

Laura Nickerson, Director, STEM Teachers' Collaborative and a 17 year veteran of physics, engineering and computer science education spoke to the State Board in support of the new credentialing science standards. She commented that they were more in-depth and more holistic.

Commissioner Edelblut commented on improving coordination between the 5-8 and the 7-12 grade requirements.

The Public Hearing was closed at 1:37p.m.

D. PUBLIC HEARING - Educator in English Language Arts (Ed 507.24, Ed 507.25, Ed 612.05 and Ed 612.06)

The Public Hearing was opened at 12:43 p.m.

There were no comments.

The Public Hearing was closed at 1:37p.m.

E. PUBLIC HEARING - Educator in Social Studies (Ed 507.29, Ed 507.30, Ed 612.30 and Ed 612.31)

The Public Hearing was opened at 1:37p.m.

There were no comments.

The Public Hearing was closed at 2:18 p.m.

F. Proposed Interim Rule for Ed 1128 – Special Education Aid – Attorney Diana Fenton provided the State Board with background information regarding this request and explained that the request is for an editorial change to the rule.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education approves the interim rule Ed 1128, Special Education Aid.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

G. Final Proposal New Rule for Computer Science

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education approves the final proposal for Ed 505.05(a) Alternative 5: Site-Based Certification Plan, Ed 507.52 Computer Science Teacher

and Ed 612.33 Computer Science Education with the amended date of June 30, 2019.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

H. School Nurse Update and Final Proposal - There was State Board discussion regarding the certification fee to charge for the grandfathered nurses already in the field.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approves the final proposal for school nurse certification and moves the rule forward to Joint Legislative Committee on Administrative Rules (JLCAR) with the amendment that the grandfathered school nurses will have no initial certification fee.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

I. Conditional Approval Request Robotics

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education approves the conditional approval response for Ed 1410 Robotics Education Grant Fund.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM VII. REPORT AND NEW DEPARTMENT BUSINESS

A. Nominations for Professional Standards State Board

Category I – Teachers and Education Specialists

1. Re-appoint Anne Wallace – 2nd three-year term (2017-2020): Math Teacher & Coach, Hampstead Middle School, Hampstead, NH
2. Appoint Janine Casavant – 1st three-year term (2017-2020): Social Studies Teacher, Merrimack Valley High School, Penacook, NH
3. Appoint Christine Oskar-Poisson – 1st three-year term (2017-2020): English Teacher, Bedford High School, Bedford, NH
4. Appoint Jack Grube – 1st three-year term (2017-2020): Retired CTE Director, Pinkerton Academy, Londonderry, NH

Category II – Higher Education and Education Administration

5. Appoint Christie Sweeney – 1st three-year term (2017-2020):
Associate Professor in Educational Leadership, Plymouth State
University, Plymouth, NH
6. Appoint George Harne – 1st three-year term (2017-2020):
President, Northeast Catholic College, Warner, NH

Category III – Qualified Lay Person *

7. Appoint Kenneth Gorrell – 1st three-year term (2017-2020): Owner,
Fibrenew Lakes Region, Northfield, NH

* 1 vacancy for qualified lay person to be filled at a later date.

MOTION: Helen Honorow made the following motion, seconded by
Ann Lane, that the State Board of Education approves the
nominations to the Professional Standards Board.

VOTE: The motion was approved by unanimous vote of the State
Board with the Chairman abstaining.

B. Charter School Renewal Reports

1. CSI Charter School, Penacook, NH
2. MC2 Charter School, Manchester, NH

3. Mill Falls Charter School, Manchester, NH
4. Polaris Charter School, Manchester, NH
5. Robert Frost Charter School, Manchester, NH
6. The Birches Academy, Salem, NH

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approves the renewals of the CSI Charter School, MC2 Charter School, Mill Falls Charter School, Polaris Charter School, Robert Frost Charter School, and the Birches Academy.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

Commissioner Edelblut provided the State Board with an update on the Northwood busing situation and the proactive steps the Department is taking to provide assistance.

Commissioner Edelblut spoke of Scott Mantie's resignation from the Department and his plan to nominate Caitlin Davis to replace him as Director, Division of Program Support. Members of the Board agreed that Caitlin was a good choice.

AGENDA ITEM VIII. OLD BUSINESS

There was no old business.

AGENDA ITEM IX. CONSENT AGENDA

- A. Meeting Minutes July 13, 2017
- B. Commissioner's Nonpublic School Approval Designation
- C. Haverhill Cooperative and Benton Districts Tuition Agreement

MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon, that the State Board of Education approves Consent Agenda Items A, B, and C.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM X. TABLED ITEMS

There were no tabled items.

AGENDA ITEM XI. NONPUBLIC SESSION

There was no Non-Public Session.

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 4:00 p.m.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to adjourn the meeting at 4:00 p.m.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

Secretary

New Hampshire
State Board of Education
Minutes of the September 12, 2017 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:15 a.m. at the State Department of Education, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Bill Duncan, Gary Groleau, Helen Honorow, and Ann Lane. Frank Edelblut, Commissioner of Education and Paul K. Leather, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Chairman Cline led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Chairman Cline took this opportunity to thank Deputy Commissioner Leather, who submitted his resignation effective September 28, 2017, for his 42 years of service to the Department of Education.

There was no other public comment.

AGENDA ITEM IV. SPECIAL PRESENTATIONS

A. Veterans Heritage Learning Center

New Hampshire State Veterans Cemetery Association (NHVCA) Chairman and retired Brigadier General Steve Curry introduced himself and fellow Board Member and retired Commander, Dave Kenney. The NHVA is a voluntary non-profit organization which supports the Cemetery and its Director. It was explained that soon after the Cemetery's opening it was apparent there was a need to provide a resource to help educate the public about New Hampshire's honored veterans and the crucial role they played in securing our freedom. Thus, the idea of the Veterans Heritage Learning Center was born. They showed a moving 3 ½ minute video about the Cemetery and the Learning Center. BG Curry (Ret.) and CDR Kenney (Ret.) provided detailed information regarding the facility and the project and welcomed and answered questions from the State Board.

They were thanked for their presentation and educating the State Board on such a worthy project.

B. Student/Shaker Regional School Board – SB-FY-18-08-004

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow, that the State Board of Education accepts the Hearing Officer's Report and adopts the Hearing Officer's Recommendation.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

C. Green/SAU#55 – SB-FY-18-07-002

Donna Green, a member of the Timberlane Regional School Board, a member of school district of SAU#55, representing herself (Pro sé), spoke to the State Board regarding her complaint alleging that SAU #55 is in violation of RSA 194-C:5 relative to the setting of salaries of all school administrative unit personnel. Ms. Green explained that the response she received from SAU #55 for a hearing on the matter was unsatisfactory and was requesting the State Board put aside the Hearings Officer's recommendation to dismiss her complaint and is petitioning for the State Board to review and/or conduct a public hearing on the matter.

Attorney James O'Shaughnessy from the Drummond/Woodsum law firm, representing the SAU#55 School Board, provided the State Board with

background information regarding the differences between a school board and an SAU board. Attorney O'Shaughnessy stated that the State Board of Education does not have jurisdiction over disputes between SAU board members, SAU hiring practices and interpretation of SAU policies. The State Board under RSA 21-N: 11 has authority to review disputes and appeals between individuals and school systems, not issues or disputes between school board members. RSA 194-C does not delegate any authority to the State Board of Education. This is a local issue with jurisdictional issues and supports the Hearings Officer's recommendation to dismiss.

Discussion ensued regarding jurisdiction and the scheduling of Ms. Green's complaint before the SAU #55 school board.

MOTION: Bill Duncan made the following motion, seconded by Cindy Chagnon, that the State Board of Education go into nonpublic session per RSA 91-A:3(c).

VOTE: The motion was approved by roll call vote by board members Ann Lane, Gary Groleau, Kate Cassady, Cindy Chagnon, Drew Cline, Bill Duncan, and Helen Honorow.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education return to public session and seal the nonpublic session meeting minutes.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

MOTION: Cindy Chagnon made the following motion, seconded by Bill Duncan, that the State Board of Education accepts the Hearing Officer's Report and adopts the Recommendation.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

D. Hinsdale Elementary School – School Building Aid Amendment Request

Wayne Woolridge, Superintendent of Schools, spoke to the State Board and explained in detail the reasons for the amendment request and welcomed questions from the Board. The Board had no questions.

MOTION: Cindy Chagnon made the following motion, seconded Ann Lane, that the State Board of Education revise its approval amount for Hinsdale Elementary School with a total project costs from \$3,557,000 to \$3,750, 000.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

E. Governor Sununu's Consultation on Deputy Commissioner Nomination

Per Section 21-N: 3, there is a consultative process in which the governor meets with the State Board of Education prior to Governor and Council vote on a nominee. Governor Sununu answered questions from the Board about the nominee for Deputy Commissioner of Education, Christine Brennan, and why he felt this nomination would benefit New Hampshire education.

The State Board supported the Governor's nomination.

F. Computer Science

David Benedetto, Director of STEM Education at the Department highlighted some of the key points from the draft New Hampshire State Plan for K-12 Computer Science, which he provided to the State Board in advance of the meeting. He welcomed and answered questions from board members.

Chairman Cline suggested there might be value added by obtaining input from industry and the private sector. David agreed and will bring the suggestion to CS4NH, a subcommittee of the New Hampshire High Tech Council Workforce Development Committee and utilize their resources and connections to involve more industry professionals.

David provided highlights from the draft New Hampshire Computer Standards Plan, given to the State Board in advance of the meeting. David reassured the Board that implementation support had already begun. He welcomed and answered questions from board members.

AGENDA ITEM V. OPEN STATE BOARD DISCUSSION

A. Advisory Panels for Social Studies and Math

Chairman Cline opened the discussion by reminding the Board that at its July 2017 meeting, fellow Board Member, Bill Duncan , suggested putting together advisory panels for Social Studies and Math to counsel the Board on the review of these standards. As a result, Chairman Cline began working on finding qualified folks to be on the Social Studies Advisory Panel and shared that the following people had agreed to serve on the panel.

- Eliga Gould, Chair, History Department, UNH
- Christopher Herr, Curriculum Facilitator for social studies and world languages, Concord High School
- Elizabeth Dubrulle, Director of Education & Public Programs, NH, Director, New Hampshire Historical Society
- Martha Madsen, President, New Hampshire Institute for Civics Education

- Wayne Lesperance, Jr., Dean, Undergraduate Residential Programs/Professor, Political Science, New England College
- Nancy Gagnon, Chair, Social Studies Department, Con-Val High School
- David Morrissette, Chair, Social Studies Department, Berlin High School

Chairman Cline suggested adding elementary and middle school representatives as well as someone with an economics background to the panel and welcomed suggestions from the Board.

Bill Duncan and Helen Honorow suggested reaching out to the New Hampshire Council for Social Studies as a resource. Chairman Cline thought this was a great suggestion and welcomed additional input from the Board.

Bill Duncan suggested that Chairman Cline formally propose composition of the group, including resumes, as well as its role at the October 12, 2017 meeting. Chairman Cline agreed that this needs to be a formal process.

The Board voted to not pursue a review of the Math Standards; however, Chairman Cline suggested the Board consider a review on how to improve math achievement in New Hampshire. Board discussion ensued and there was agreement amongst the Board to make math achievement a priority. Chairman Cline, supported by the Board, will move forward on putting together a Math Achievement Advisory Panel to advise the Board.

Deputy Commissioner Leather noted that Chip McGee, Superintendent of Schools for the Bedford School District, over the past 6 months, has been conducting a math study looking at school performance and comparing it to the curriculum used by schools achieving high performance. He also noted that the New Hampshire Principals Association was currently conducting a school survey looking at all the math curriculum being implemented this year. Both would be a valuable resource when looking at math achievement.

B. Tuition Agreement Processing

There was is discussion about what guidance, if any, the State Board should give school districts regarding tuition agreements. Commissioner Edelblut commented on how poorly written many of them are and not wanting to sign such poorly written agreements when he is not a party to the agreement. He explained that it was unclear what role the Commissioner and the State Board of Education play in regards to tuition agreement and needs clarification.

Attorney Erin McIntyre explained to the Board and noted that some of the tuition agreements she has reviewed have provisions in them that state that the first line of dispute resolution will be the Commissioner's Office.

Chairman Cline clarified that there are two questions before the Board regarding tuition agreements: (1) Does the Department and/or the Commissioner have a role in the approval of these contracts; and (2) What is the State Board of Educations' obligation in having oversight of approving these agreements. Ann Lane asked what the genesis of this oversight was.

Attorney Matthew Upton, who was in the audience, spoke to the Board about his experience negotiating these agreements throughout his career and explained that the role of the Board has always been somewhat nebulous. He explained that tuition agreements that come to the State Board for review and approval are primarily those where the receiving district is going to become the district of record. This is a requirement in large part driven by special education. It is his understanding that the State Board's responsibility is to review the agreements to ensure that the receiving district can fulfill the requirements of being the district of record.

The Board concurred that the Commissioner did not need to review and/or sign off on the tuition agreements and that once voted upon by the State Board, acknowledgment would be noted on the agreement by the Chairman and that transmission of the agreement back to the districts would be handled by the Commissioner's Office.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. Adopt - School Speech-Language Specialist (Ed 507.23) and School Speech-Language Program (Ed 614.09)

Attorney Diana Fenton made the State Board aware of the Joint Legislative Committee on Administrative Rules' (JLCAR) concern regarding earlier issuance of certificates by the Department during the time the rule had lapsed. The Department has agreed to reissue the certificates once the rule becomes valid.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, that the State Board of Education adopt Ed 507.23 School Speech-Language Specialist and Ed 614.09 Speech-Language Specialist Program.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

B. Final Proposal - Educator in English Language Arts (Ed 507.24, Ed 507.53, Ed 612.05 and Ed 612.35)

Helen Honorow asked if there had been any changes made since the last time this was before the Board. Amanda Phelps responded that she did update the section on British and American Literature based on her interpretation of what the Board had requested. The Board is asked that the sections on British and

American Literature and genders and ethnicity include all previous bullet points and the clarifying paragraph.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, that the State Board of Education approve the final proposal as amended for Ed 507.24, Ed 507.53, Ed 612.05 and 612.35 English Language Arts Teacher.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

C. Final Proposal - Educator in Social Studies (Ed 507.27, Ed 507.54, Ed 612.28 and Ed 612.29)

The Board had concerns about the credentialing requirements as well as having a way of defining and measuring some terms/language contained within the rule. The Board requested a 30-day extension be submitted to JLCAR in order to have time resolve some of these concerns.

D. Initial Proposal - Approve Ed 1300 Alternative Education and Career and Technical Education and Repeal Ed 1400

Attorney Diana Fenton provided the Board with the background rationale to the changes made to the rule and welcomed and answered questions from the Board.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, for the State Board of Education to approve the initial proposal for Ed 1300 Alternative Education and Career and Technical Education and approve the repeal of Ed 1400 and also move that a public hearing be held at the State Board of Education meeting on November 9, 2017.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM VII. REPORT AND NEW DEPARTMENT BUSINESS

There was no report.

AGENDA ITEM VIII. OLD BUSINESS

MOTION: Bill Duncan made the motion, seconded by Cindy Chagnon that the State Board of Education's conditional approval has been satisfied and give final approval of the Kreiva Academy charter.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM IX. CONSENT AGENDA

A. Public School Approval Designation Report

B. Sullivan and Nelson School Districts Tuition Agreement

MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon, that the State Board of Education approves Consent Agenda Items A and B.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman abstaining.

AGENDA ITEM X. TABLED ITEMS

A. Advisory Panels for Social Studies and Math

MOTION: Bill Duncan made the motion, seconded by Ann Lane to remove from the table.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

B. Tuition Agreement Processing

MOTION: Ann Lane made the motion, seconded by Kate Cassady to remove from the table.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

AGENDA ITEM XI. NONPUBLIC SESSION

MOTION: Helen Honorow made the motion, seconded by Cindy Chagnon to recess at 12:15 p.m.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 12:30 p.m.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane to adjourn the meeting at 12:30 p.m.

VOTE: The motion was approved by unanimous vote of the State Board with the Chairman voting.

Secretary

October 2017

EXECUTIVE SUMMARY

Commissioner's Non-Public School Approval Designation Report

A. Action Needed

A vote is needed to accept and approve the recommended designation for a NH non-public school with an approval status expiring June 30, 2018.

Busche Academy Chester, NH

B. Rationale for Action

Administrative Rule Ed 400 requires non-public schools to submit a request every five years to renew their program approval status and every three years to renew the attendance approval status. Report Designations include:

IA - Initial Approval- Not more than one school calendar year

AA – Approved for Attendance for three years;

AP – Approved for Program for five years;

CA – Conditionally Approved for one year followed by the number of years the school has been in that status.

C. Effects of this Action

Approval of this Report allows the school to operate as an approved nonpublic school in New Hampshire

D. Possible Motion

Move that the State Board accept and approve the Commissioner's Non-Public School Approval Designation Report.

2016-2017 Proposed Public School Approval Designation Report

August 18, 2017

2016-2017 APPROVED SCHOOLS

SAU	District	School Name	Status*	Expiration Date
2	Inter-Lakes Cooperative	Inter-Lakes Middle Tier	A17	6/30/2022
6	Claremont	Claremont Middle School	A17	6/30/2022
11	Dover	Dover Middle School	A17	6/30/2022
11	Dover	Garrison School	A17	6/30/2022
11	Dover	Horne Street School	A17	6/30/2022
11	Dover	Woodman Park School	A17	6/30/2022
13	Freedom	Freedom Elementary School	A17	6/30/2022
16	Kensington	Kensington Elementary School	A17	6/30/2022
17	Sanborn Regional	Memorial School	A17	6/30/2022
18	Franklin	Paul A. Smith School	A17	6/30/2022
19	Goffstown	Bartlett Elementary School	A17	6/30/2022
20	Gorham Randolph Shelburne Coop.	Gorham Middle School	A17	6/30/2022
21	Seabrook	Seabrook Elementary School	A17	6/30/2022
25	Bedford	McKelvie Intermediate School	A17	6/30/2022
25	Bedford	Memorial School	A17	6/30/2022
25	Bedford	Peter Woodbury School	A17	6/30/2022
25	Bedford	Riddle Brook School	A17	6/30/2022
26	Merrimack	James Mastricola Upper Elementary School	A17	6/30/2022
29	Chesterfield	Chesterfield Central School	A17	6/30/2022
35	Lisbon Regional	Lisbon Regional School (Elem)	A17	6/30/2022
35	Lisbon Regional	Lisbon Regional School (Middle)	A17	6/30/2022
35	Profile	Profile Junior High School	A17	6/30/2022
36	White Mountains Regional	Whitefield Elementary School	A17	6/30/2022
37	Manchester	Highland-Goffes Falls School	A17	6/30/2022
37	Manchester	Webster School	A17	6/30/2022
37	Manchester	Bakersville School	A17	6/30/2022
37	Manchester	Beech Street School	A17	6/30/2022
37	Manchester	Hillside Middle School	A17	6/30/2022
37	Manchester	McDonough School	A17	6/30/2022
37	Manchester	Northwest Elementary School	A17	6/30/2022
37	Manchester	Smyth Road School	A17	6/30/2022
37	Manchester	Weston School	A17	6/30/2022
41	Hollis-Brookline Cooperative	Hollis-Brookline Middle School	A17	6/30/2022
43	Newport	Newport Middle School	A17	6/30/2022
43	Newport	Richards Elementary School	A17	6/30/2022
45	Moultonborough	Moultonborough Academy (Junior High)	A17	6/30/2022
46	Andover	Andover Elementary School	A17	6/30/2022
47	Jaffrey-Rindge Cooperative	Jaffrey-Rindge Middle School	A17	6/30/2022
49	Governor Wentworth Regional	Crescent Lake School	A17	6/30/2022
49	Governor Wentworth Regional	Effingham Elementary School	A17	6/30/2022
49	Governor Wentworth Regional	New Durham Elementary School	A17	6/30/2022
49	Governor Wentworth Regional	Ossipee Central School	A17	6/30/2022
49	Governor Wentworth Regional	Tuftonboro Central School	A17	6/30/2022
50	Newington	Newington Public School	A17	6/30/2022
51	Pittsfield	Pittsfield Elementary School	A17	6/30/2022

2016-2017 Proposed Public School Approval Designation Report

August 18, 2017

2016-2017 APPROVED SCHOOLS

SAU	District	School Name	Status*	Expiration Date
51	Pittsfield	Pittsfield Middle School	A17	6/30/2022
54	Rochester	Maple Street Magnet School	A17	6/30/2022
55	Timberlane Regional	Timberlane Regional Middle School	A17	6/30/2022
56	Somersworth	Somersworth Middle School	A17	6/30/2022
57	Salem	Dr. L. F. Soule School	A17	6/30/2022
57	Salem	Mary A. Fisk Elementary School	A17	6/30/2022
57	Salem	North Salem Elementary School	A17	6/30/2022
57	Salem	William T. Barron Elementary School	A17	6/30/2022
57	Salem	Woodbury School	A17	6/30/2022
58	Northumberland	Groveton High School (Middle)	A17	6/30/2022
59	Winnisquam Regional	Winnisquam Regional Middle School	A17	6/30/2022
60	Fall Mountain Regional	Charlestown Primary School	A17	6/30/2022
62	Mascoma Valley Regional	Enfield Village School	A17	6/30/2022
63	Wilton-Lyndeborough Cooperative	Wilton-Lyndeboro Middle School	A17	6/30/2022
64	Milton	Nute Junior High School	A17	6/30/2022
65	Kearsarge Regional	Kearsarge Reg. Elem. School at New London	A17	6/30/2022
65	Kearsarge Regional	Kearsarge Reg. Elementary School - Bradford	A17	6/30/2022
66	Hopkinton	Harold Martin School	A17	6/30/2022
66	Hopkinton	Maple Street Elementary School	A17	6/30/2022
73	Gilford	Gilford Middle School	A17	6/30/2022
80	Shaker Regional	Belmont Elementary School	A17	6/30/2022
81	Hudson	Dr. H. O. Smith Elementary School	A17	6/30/2022
83	Fremont	Ellis School	A17	6/30/2022
84	Littleton	Daisy Bronson Junior High School	A17	6/30/2022
92	Hinsdale	Hinsdale Elementary School	A17	6/30/2022
99	Croydon	Croydon Village School	A17	6/30/2022
100	Cornish	Cornish Elementary School	A17	6/30/2022
101	Wakefield	Paul Elementary School	A17	6/30/2022
401	Hillsborough	Mill Falls Charter School	A17	6/30/2022
401	Merrimack	CSI Charter School	A17	6/30/2022
401	Rockingham	The Birches Academy of Academics	A17	6/30/2022

All schools reviewed in SY 2016-2017 were approved.

***KEY**

A17: Approved in 2016-2017

CA17: Conditionally approved in 2016-2017