

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

November 9, 2017



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**
 - A. **9:30 AM – World Education Summit –** *KIMBERLY YARLOTT, Principal, Reeds Ferry School, NANCY ROSE, Director of Technology Services, Merrimack School District, JULIE LICHTMAN, Director of Guidance, Windham School District, and MATTHEW MALILA, Assistant Principal, Windham High School*
 - B. **10:00 AM – Student/Dresden School Board – SB-FY-17-05-004**
 - C. **10:30 AM – Student/Merrimack Valley School Board – SB-FY-18-08-006**
 - D. **11:00 AM – Student/Errol School Board – SB-FY-18-07-001**
 - E. **11:30 AM – The Windham Academy, Windham, NH –** *JAMES FRICCHIONE, Founder & Foundation for Student Achievement Board Member*
 - F. **12:00 PM – Capital City Charter School, Concord, NH –** *STEPHANIE ALICEA, Founder & Director*
- V. **OPEN BOARD DISCUSSIONS**
- VI. **LEGISLATIVE ISSUES/RULES**
 - A. **1:00-1:30 PM - PUBLIC HEARING –** **Alternative Education and Career and Technical Education (Ed 1300 & Ed 1400)**
 - B. **Adopt – English Language Arts Teacher (Ed 507.24, Ed 507.53, Ed 612.05 and 612.35)**
 - C. **Adopt – School Nurse Certification (Ed 306.12, Ed 504.07-.09, Ed 508.06, Ed 509.01.02 and Ed 512.07)**

D. Adopt – Computer Science Educator (Ed 505.05(a) Alternative 5: Site-Based Certification Plan, Ed 507.52 Computer Science Teacher and Ed 612.33 Computer Science Education)

E. Initial Proposal – Manifest Educational Hardship (Ed 320)

F. Final Proposal – Science Teacher 5-8 (Ed 507.28 & Ed 612.22)

G. Final Proposal – Science Teacher; General Requirements (Ed 507.29 & 612.23)

H. Final Proposal – Earth & Space Science Teacher 7-12 (Ed 507.30 & Ed 612.24)

I. Final Proposal – Life Science Teacher 7-12 (Ed 507.31 & Ed 612.25)

J. Final Proposal – Chemistry Teacher 7-12 (Ed 507.32 & Ed 612.26)

K. Final Proposal – Physics Teacher 7-12 (Ed 507.33 & Ed 612.27)

L. Final Proposal – Physical Science Teacher 7-12 (Ed 507.51 & 612.34)

VII. **REPORTS AND NEW DEPARTMENT BUSINESS**

A. Nominations for Professional Standards Board

Category II – Higher Education and Education Administration

1. Joseph Crawford – 1st three-year term (2017-2020): *Director, Next Charter School, Derry, NH*

VIII. **OLD BUSINESS**

IX. **CONSENT AGENDA**

A. Meeting Minutes of October 12, 2017

B. Cornish and Claremont School Districts Tuition Agreement

C. Cornish and Windsor School Districts Tuition Agreement

D. Cornish and Hartford School Districts Tuition Agreement

E. Derry School District and Pinkerton Academy Tuition Agreement

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.

Suomi
Finland
100

Education First (EF) Tours July 2017

The History of Finland Education

Global Education Summit - Italy

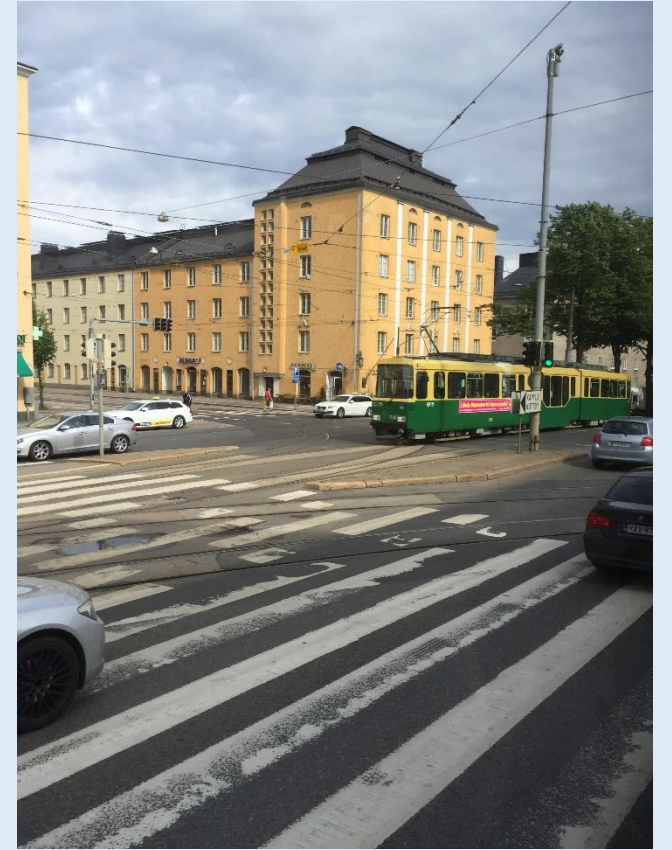
Participants:

- Windham, NH – Matthew Malila
Julie Lichtmann
- Merrimack, NH – Nancy Rose, Director of Technology
Kimberly Yarlott, Principal – Reeds
Ferry Elementary School

Professional Learning Summit

Helsinki, Finland

July 3 – 7, 2017



1917 - 1946 - 1972 - 2001 2017 -



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Photo:
<http://www.ramsoc>

History of Finland and Impacts on Education

Education Reform in 1970s

- All people must have equal access to high-quality education and training
- Education is free at all levels (except adult ed.)
- All educators were required to complete a master's degree in education (5 year program)

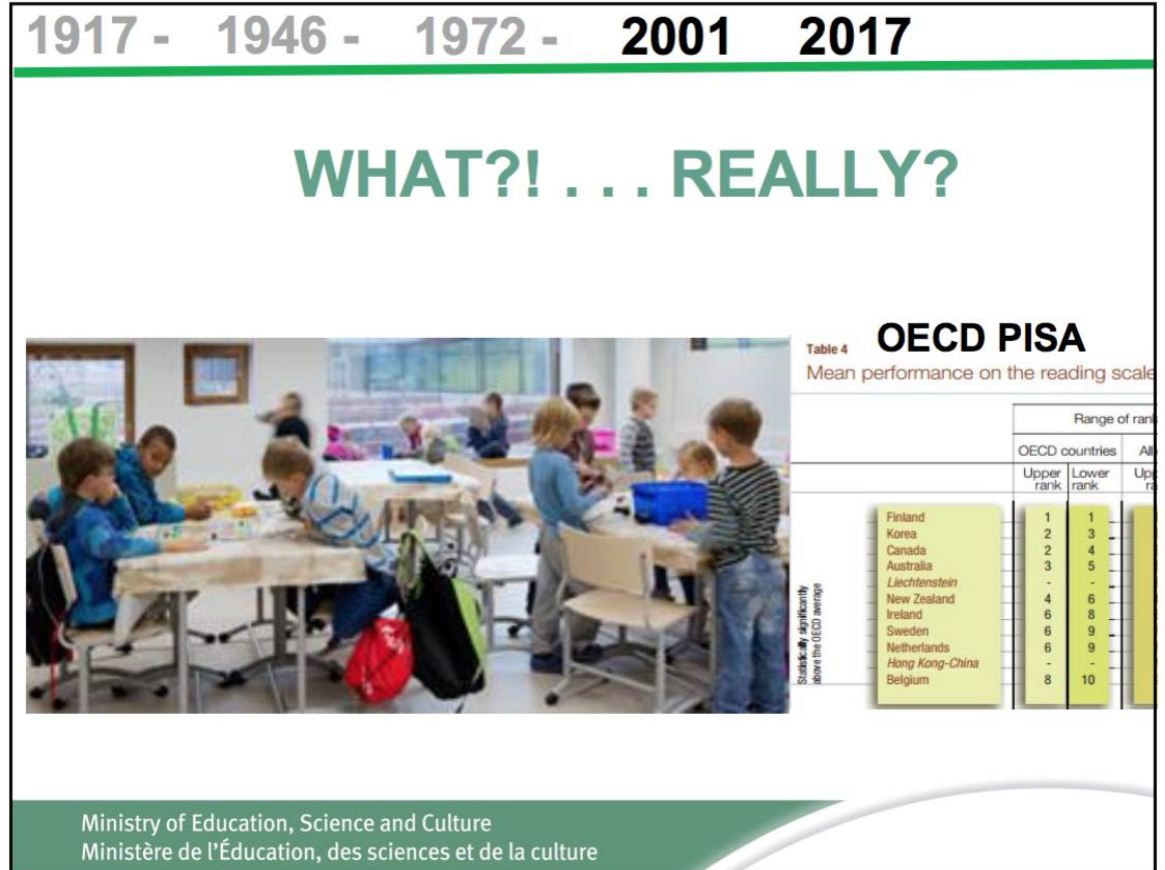
1991

- With the fall of the Soviet Union, the Finnish economy crashed, which prompted additional education reform, including: (1) elimination of expensive school inspector model with a shift to teacher autonomy (shift from accountability to trust); (2) old national curriculum was abolished; (3) shift to student centered pedagogy

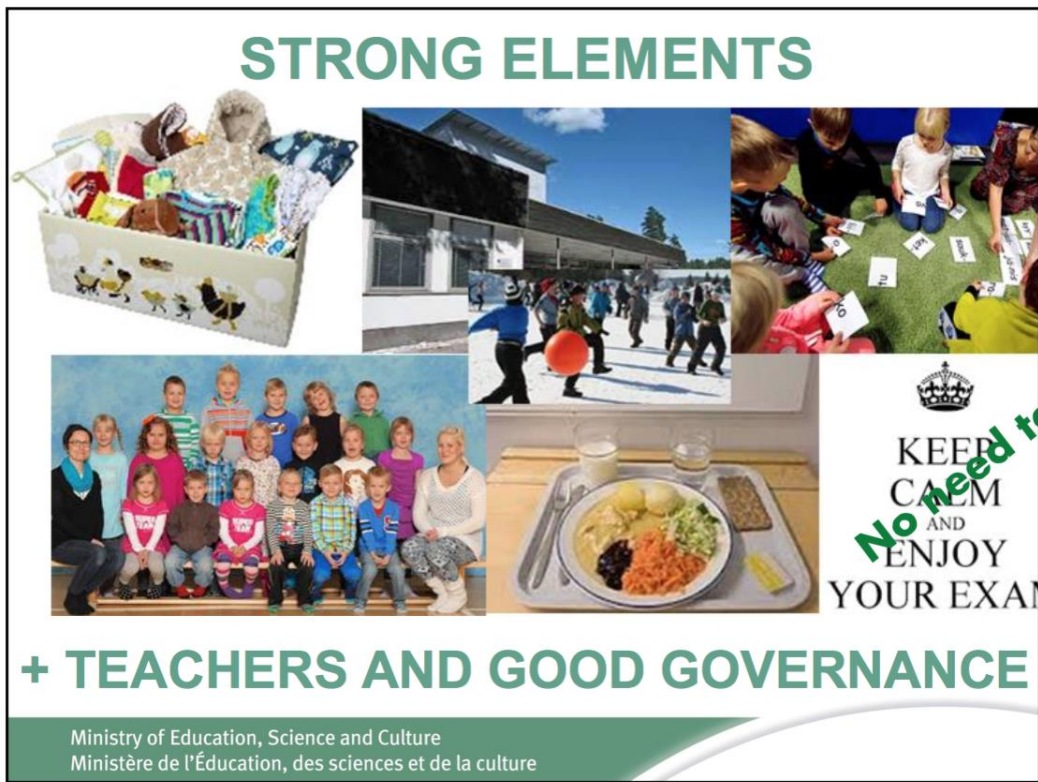


How Finland's Education got onto the map

- In 2001, the first PISA (Program for International Student Assessment) results were published and among the 31 countries within the Organization for Economic Cooperation and Development (OECD), Finland performed the best in reading, mathematics and science for 15 year olds.



Finnish Cultural and Education Priorities



- Baby Box
- Home visits from medical professional every 6 months up to school age
- Purposeful play
- Recess/Breaks (15 minutes following 45 minutes of instruction)
- Home cooked meal
- Less than 10% of teacher applicants are accepted to master's program
- Focus on happiness and lifelong learning

Early Childhood Education

Varhaiskasvatus
Early Childhood Development & Care

Playful learning & hands on

- ✓ Palveluainekäyttöä monipuolistetaan
- ✓ Digitalisaatiota kehitetään
- ✓ Osallistutaan Ilo kasvaa liikkuen -ohjelmaan
- ✓ Siirrytään hoitoaikaperusteiseen päivähoitopalveluun
- ✓ Uudistetaan varhaiskasvatussuunnitelma

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Pre-school programs emphasize play, which involves 21st century “soft skills”

1st grade starts at age 7

Shorter school days (~4 hours for 1st grade)

Most students attend after school programs

Curriculum Shift: 1970s to Today

1972 > 2017



- Controlled, standardized
- Teacher centred
- Books , emphasis of literacy and numeracy
- Teaching a group
- Structured
- "Read and repeat"
- Evaluation by inspection

- **Focus on teaching**

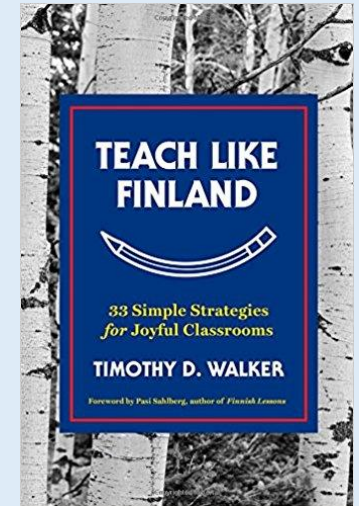
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- Flexibility and freedom
- Teacher supported
- Various resources, emphasis on broad knowledge
- Personalized learning
- Dynamic
- Action and phenomenon oriented
- Trust through professionalism

- **Focus on learning**

Other aspects of the Finnish education system

- Teacher autonomy (decision making, homework, assessments)
- Flexibility with how classrooms are set up (seating)
- Simple classrooms with few distractions
- Purposeful use of technology
- Special Education support is wide spread with about 40% of students receiving services (MTSS or RtI) and the goal is early intervention (student welfare teams)



Other aspects of the Finnish education system

- Skill –Based Competencies
(2014 National Curriculum):
 - (1) Thinking and learning to learn
 - (2) Cultural competence
 - (3) Self care and life skills
 - (4) Multiliteracy
 - (5) ICT competence
 - (6) Working life and entrepreneurship
 - (7) Participation and building a sustainable future
- Phenomenon Based Learning



Reflections from Finland

- No mandated time towards ‘instructional time’ and a strong belief in the benefits of taking movement/breaks.
- No high stakes testing or assessments until matriculation exams after 9th grade.
- Learning is student centered, and at the high school level (grades 10-12) self paced and student directed (basic to advanced levels).
- Finnish culture values personal and professional responsibility.
- Education focuses on the joy of learning, with happiness imbedded into the curriculum (make learning fun, relevant, and engaging).
- Finnish educators admit that many of their “best practices” and initiatives have been “borrowed” from other countries, including the US

Cultural Experiences – Peace of Mind



Global Leadership Summit

Milan, Italy



Global Leadership Summit

Milan, Italy



Opening ceremony and welcome



Student work session

Stephen Ritz

South Bronx Teacher and Administrator



”If you want to fast ... go alone. If you want to go far ... go together.”

Successful Project Based Learning Strategies

Stephen Ritz

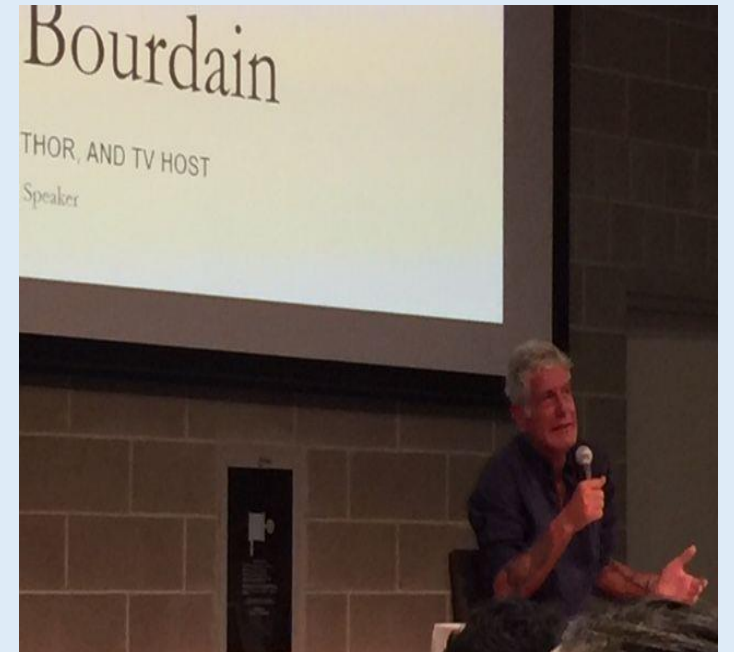
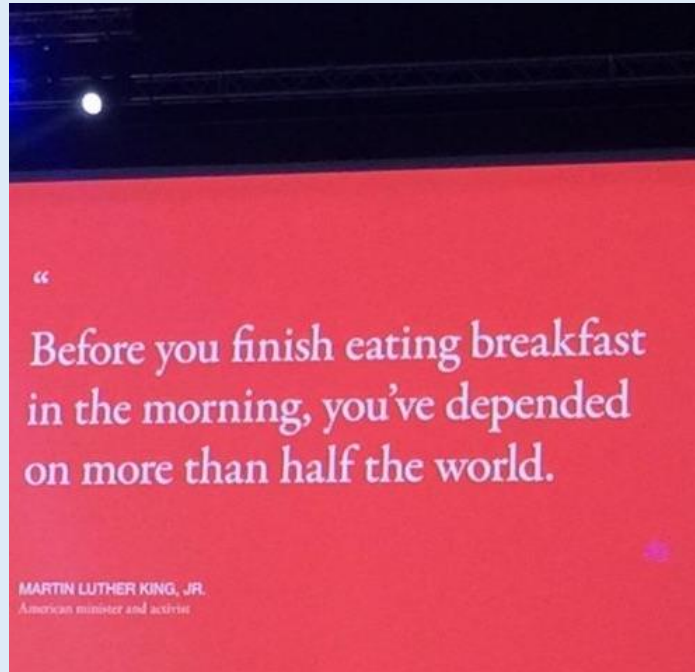
- Passion
- Build momentum
- Spot Opportunities
- Be able to look ahead
- Network like crazy
- Iterate (embrace failure, reflect, connect to curriculum)
- Keep your focus

No one can do everything, but everyone can do something.

Guest Speakers: Raj Patel and Anthony Bourdain



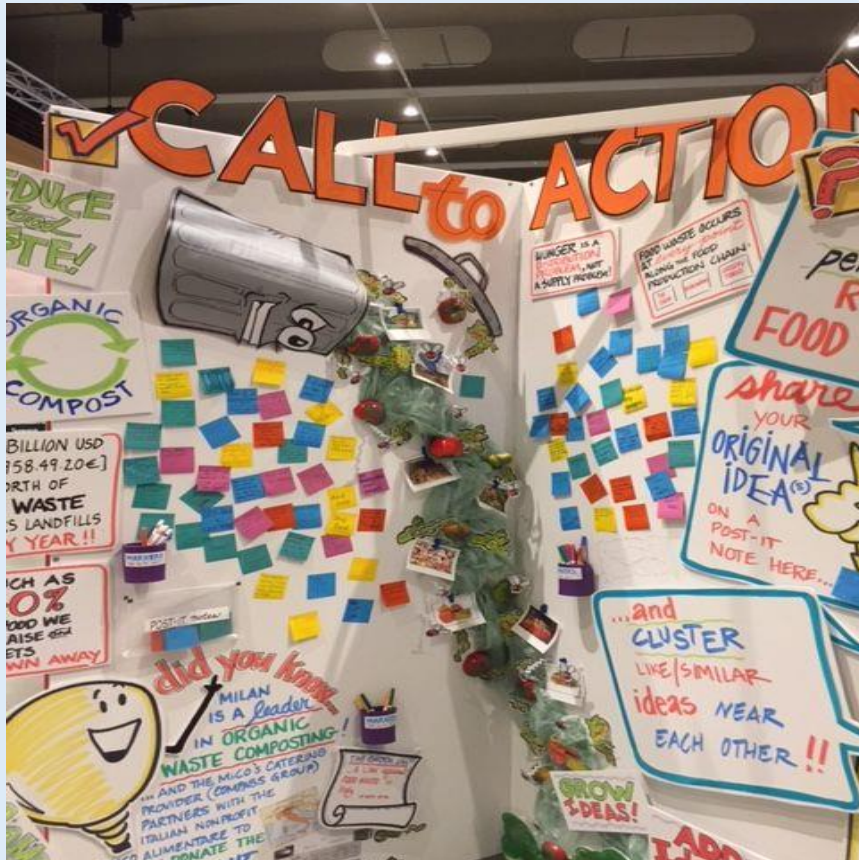
Economist and Food Advocate



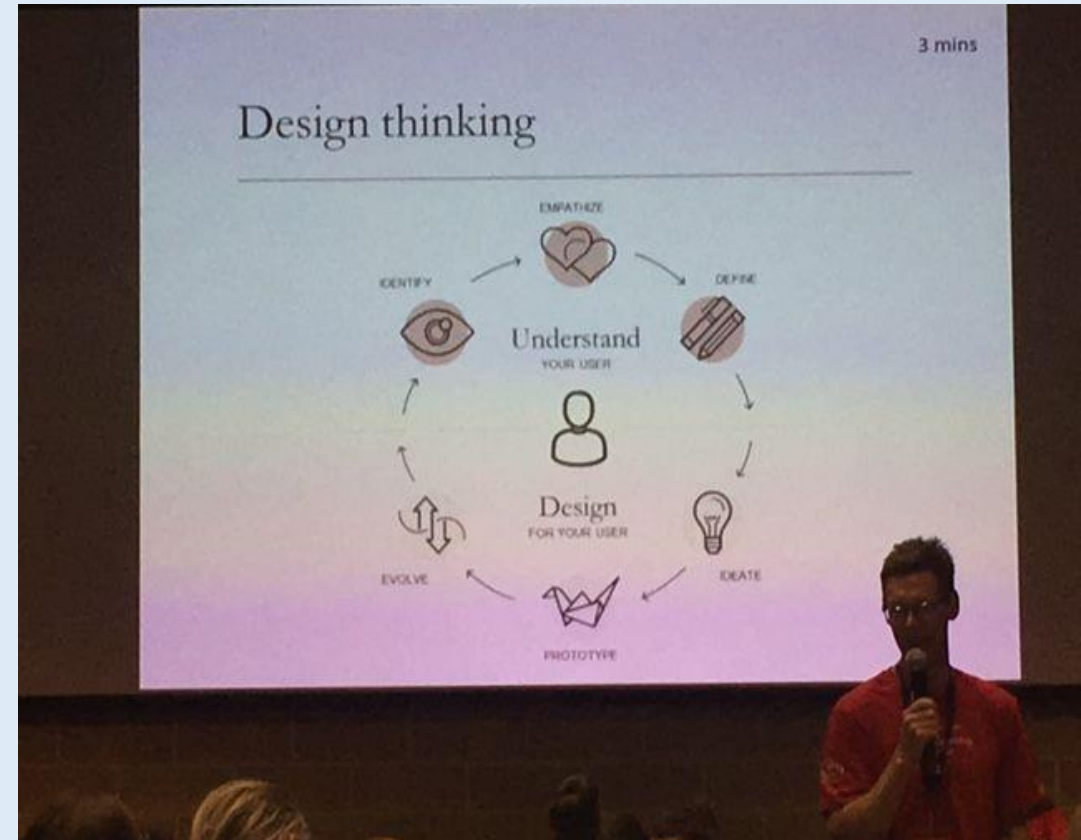
No Reservations (Travel)
Parts Unknown (CNN)

Putting ideas to work

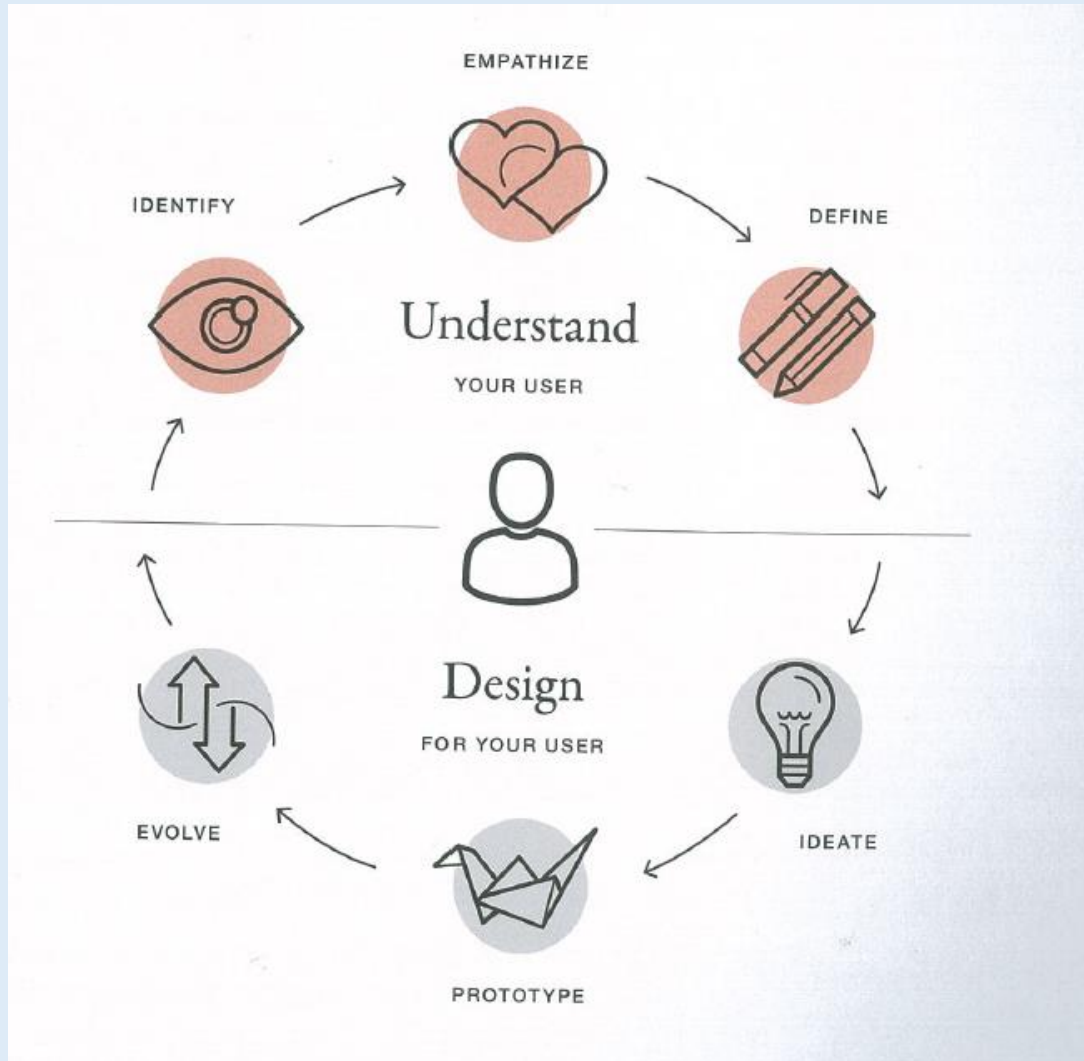
- Student work samples



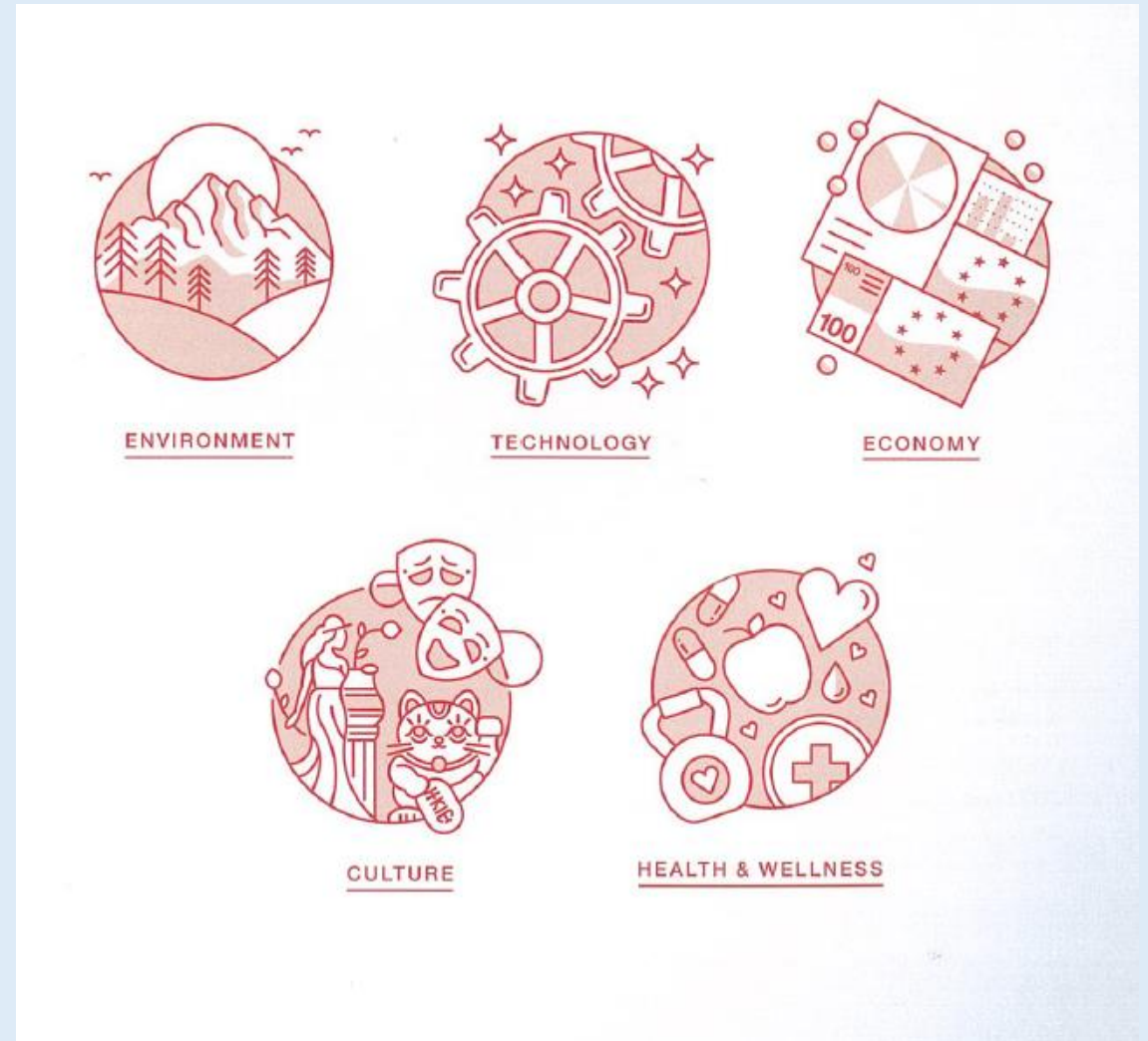
- Design Thinking



Design by Understanding



Problem-based learning aligned to 5 pillars



Reflections from Italy - *The Future of Food*

- Professional Learning Track - Educators
- 2017 Team challenge - *How might we improve access to healthy and sustainable food for everyone?*
- Leadership opportunities for Students:
 - Workshops:
 - From Ideas to Action
 - From Netflix to Networking
 - The Challenge and Opportunities of a Millennial Leader
 - Leadership starts with you

Next Steps

- Present to the NHDOE State Board of Education
- Continue to collaborate on best practices relative to: Student Voice, Personalized Learning, Design Thinking, Integrated Practices, Competencies, etc.
- Tell the story!

Thank you! Kim and Nancy, Merrimack Julie and Matt, Windham

NEW HAMPSHIRE CHARTER SCHOOLS PROGRAM

APPLICATION COVER SHEET

Submit Application Cover Sheet with Proposed Charter Application

Name of Proposed Charter School:	The Windham Academy Public Charter School
Name of Organization Sponsoring the Charter School (if any):	Foundation for Student Achievement
Name of Contact Person:	James Fricchione
Mailing Address:	6 Bayberry Road , Windham, NH 03087
Primary Telephone:	617-921-7949
Alternate Telephone:	603-397-2175
Email Address:	jfricchione@hotmail.com
Projected Date of School Opening:	9-1-2018
Proposed School Location:	Windham, NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
<i>First Year</i>	9-2018 thru 5-2019	5	19	103
<i>Second Year</i>	9-2019 thru 5-2020	6	19	124
<i>Third Year</i>	9-2020 thru 5-2021	7	19	145
<i>Fourth Year</i>	9-2021 thru 5-2022	8	19	166
<i>Fifth Year</i>	9-2022 thru 5-2023	8	19	187

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

Signature

 James Fricchione

Printed Name

 Founder & FSA Board member
Title

 9-10-2017

Date

WINDHAM ACADEMY PUBLIC CHARTER SCHOOL APPLICATION

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Mission

The Windham Academy Public Charter School will focus on STEM Prep education incorporating reading and art to provide a well-rounded STREAM educational experience for its learners within a culture that incorporates the excitement of project-based learning, the satisfaction of subject mastery in areas of literacy, numeracy and social studies, and lasting values through civic understanding and personal character.

Vision

The Windham Academy Public Charter School will excite, inspire, and empower our children to embrace the wonders of science, technology, reading, engineering, arts, and mathematics.

Basic Features of the Windham Academy

- Windham Academy's purpose is to provide students an exceptional learning experience while increasing students' interest in science, engineering, and math through technology. This will better prepare students for higher education and future careers in our technologically driven economy.
- Reading and the Arts are equally essential to the students' preparation for higher education and future careers in modern society. Marketing of 21st century ideas will need to be backed up with strong communication skills and include presentations with high artistic quality. The STREAM focus will intentionally develop these reading/writing/artistic components.
- Windham Academy's cross-curricula approach to learning allows students to gain a deeper understanding and knowledge of the content, which will enable students to achieve higher assessment scores.
- A variety of Project-Based Learning opportunities will be included. Our educational framework is designed to help students attain their highest learning ability. Project-based learning requires students to use specific skills such as collaboration, teamwork, time and task management, and presentation skills in order to conclude a project successfully. These same skills prepare them to become productive, capable citizens in a technology-dependent society. Exploration provides an opportunity to investigate a variety of approaches to a given topic. Approaching a subject or a topic from different points of view and in different ways is essential. At Windham Academy, our educational approach will require students to stretch their interests
- Student Advisory and Morning Meetings will be held which will offer opportunities for students to discuss their academic progress, share individual or school issues and to offer suggestions and support for improvement in the social and academic life of the school.
- Wherever possible, the curriculum will consist of the use of primary texts and source documents. Textbooks will be used strategically.
- The school is committed to the healthy development of the well rounded person: academic, social, physical, ethical, emotional, and creative. A balance between strong academic rigor and student well-being will be sought and maintained at all times.

- A variety of instructional methods will be used including but not limited to; large and small group instruction and discussions, collaboration, cooperative learning, project-based learning and inquiry, hands-on opportunities, and facilitated demonstration.
- A developmental and sequential literacy program will be implemented, ensuring a strong foundation is provided in literacy, writing, communication and reading across the curriculum.
- Student achievement will be measured using formative and summative assessments in order to determine mastery of standards taught.
- Windham Academy will utilize a diverse selection of classroom environments- including learning experiences in the community at local businesses, parks and other educational environments that will offer students authentic instructional opportunities.
- Students will learn to recognize and appreciate their own accomplishments and the accomplishments of others.

(B) Governance, Organizational Structure, and Plan

Ability to Submit Application

In accordance with provisions to RSA 194-B:3, V, the Windham Academy application to establish a state authorized charter school has been submitted by The Foundation for Student Achievement (FSA), a non-profit organization.

The Founding Board

The Foundation for Student Achievement is the sponsoring entity for the Windham Academy (see Appendix A for a list of board members).

The Foundation for Student Achievement is a New Hampshire registered not-for-profit organization comprised of five founding members, and established to create and sustain a charter school in Windham, New Hampshire.

The immediate work of the Foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the School, and to select the first Board of Trustees of the Windham Academy. Windham Academy's mission, program, and team are designed to implement the legislative goals of the NH Charter Schools Act, including improving pupil learning abilities, creating new professional opportunities for teachers, and providing expanded public school choice for parents and students.

Officers of the Board of Trustees of the Windham Academy

Initial officers shall be appointed by the Founding Board and include: Chair, Vice Chair, Secretary, and Treasurer of Windham Academy. Officers of the board shall be elected by majority vote of the board of trustees at the annual organizational meeting to be held in June of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the replacement officer will be selected by a majority vote and will serve out the unexpired term of the departing officer.

Board of Trustees

The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration.

In accordance with RSA 194-B:5, Windham Academy will be governed by up to nine (9) members of the Board of Trustees. The Board will have general supervisory control and authority over operations of the charter school.

Trustees will be selected based on personal and professional background and a commitment to the school's mission, support, and sustainability. Trustees shall represent a diversity of stakeholders not to exceed the following guidelines:

- One (1) representing the professional/educational community (external member, one year term)
- Five (5) founders or major contributors to the school (three year terms)
- Three (3) parents (two of which may also serve on the parent steering committee, three year terms)

The Board of Trustees shall maintain no more than a nine (9) member board, and in addition can establish *ex officio* board members and/or advisors who will be non-voting. The board is not required to maintain nine (9) members but once the school officially opens for business shall strive to maintain at all time a board of at least five (5) board members. All decisions made by the Board of Trustees will be determined by majority vote.

Committees

The Board of Trustees will develop subcommittees as it deems necessary to pursue specific topics and report back to the Board for action. Initial subcommittees will include: start-up, board recruitment, strategic planning, finance, curriculum development, personnel, outreach, technology, and others as needed. The Board of Trustees may authorize one or more of its members to serve on a board committee. A quorum of the Board of Trustees shall hold the authority for selecting and naming the Committee Chair person. No opinion, decision, or commitment on behalf of the Board however, can be made by a Board representative or subcommittee without Board authorization.

Policies for School Board Governance and Operations will be developed upon authorization by the State Board of Education and made publicly available prior to opening.

(C) Methods by Which Trustees and Their Terms Are Determined

It is important to founders that board terms be staggered in order to benefit from the experience of veteran board members while also welcoming fresh perspectives that new members may offer. First-year trustees will be appointed for one, two, or three year terms to establish initial staggered terms and governance stability. The Board may appoint a trustee to fill a vacancy if vacated but that Board member will only be allowed to serve until the original term expires, but may be renewed by a majority vote of the Board of Trustees. Board members may serve consecutive terms if so voted by a Board majority. No term limits for any of the Board of Trustees will be imposed.

For the purpose of conducting business, the Board will follow the New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of trustees physically present or participating through video or voice conferencing systems. Records and meeting minutes will be kept in accordance with statutory guidelines and made available online

The Board of Trustees will begin governance within three months after receiving charter authorization. The Board's first task will be to create a selection process for the school Director. The school Director will be a non-voting member of the Board.

Start-up Committee

During the school's first year of planning and design, a start-up committee shall work on all areas of charter school development and readiness. This team will be comprised of founders and advisors. Their duties will include but are not limited to:

- Forming initial subcommittees
- Securing general and board liability insurance
- Securing an appropriate site for the school
- Developing applications and marketing materials
- Developing job descriptions and the hiring process
- Publicizing staff, administration, and faculty positions
- Obtaining health, fire, and safety code approvals for facility
- Purchasing supplies and materials for school setup

Board of Advisors

The governing Board of Trustees may select a Board of Advisors to serve as an advisory group of non-voting members.

D. General Description and Proposed or Potential Location of Facilities to be Used, if Such Information is Available.

It is the intent of the founding members that Windham Academy be located in Windham, NH. Several potential locations have been identified in Windham with ongoing discussions.

The initial space requirements are determined to be approximately 9,000 square feet. This will include 5 classrooms, space for tutoring, art and music, science labs, as well as the schools administrative staff. Our estimated growth over the next five years will have us reaching approximately

13,500 square feet. Windham Academy will prefer a location that will be an ecofriendly, sustainable building environment, and one that will provide for safe and convenient access for students.

(E) Maximum Number, Grade or Age Levels, and, as Applicable, Other Information About Pupils Served.

Enrollment

Windham Academy anticipates initial enrollment of approximately 103 students, anticipated in grades K-4 in the first year, as the board decides. First year enrollment will be capped at 115 students. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth year the school will have 187 students enrolled with an average teacher/student ratio of 1:21. The school will serve a maximum of 360 students in grades K-8.

On a space-available basis, the Board of Trustees will accept students funded in alternative ways for available slots, including tuition students from out of state, as is the custom of other public schools.

Information about Pupils Served

Windham Academy will be a welcoming community with a diverse student body. We see Windham Academy as an option for *all* families interested in a strong foundational education utilizing innovative instructional models with a focus on STREAM prep. We are committed to bringing this opportunity to the public. The school is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study in all areas, with a unique commitment to combining a mastery of strong foundational learning using innovative instructional delivery methods and uniquely specializing STREAM learning opportunities.

Students who are apt to choose the Windham Academy Charter School will:

- Seek the challenge of a school based on high standards and expectation of academic achievement

- Want to explore and deepen interests in studies of science, technology, engineering, mathematics, history and literature
- Desire a program where students may assist in their own program design and educational goal-setting
- Welcome a personalized school environment designed to cultivate student interests and talents
- Choose a school community based on respect, citizenship, and personal responsibility.

(F) Curriculum That Meets or Exceeds Stated Standards in the Subject Areas Offered

Windham Academy's curriculum will be developed using NH State and National Standards as a guideline to ensure that students demonstrate mastery in all subject areas. Based upon our current knowledge of best educational practice, the design of Windham Academy curriculum will address three leading statements for ensuring a learner-centered approach to education:

1. Windham Academy students will learn to reason and become independent thinkers as they progress through school.
 2. Students will understand and demonstrate mastery of subject matter considered essential for acquiring advanced knowledge and skills.
 3. Personal responsibility for all students, including leadership skills in higher grade levels.
- Students' growth in academic and leadership ability is anchored in learning that builds strong ethical character and contributes to leading a healthy, productive life.

Curriculum and State Required Testing

The curriculum will ensure that all students will achieve or exceed competency expectations for grade levels and required courses as they progress toward secondary school readiness. Per RSA 194-B:8 V, Windham Academy will administer statewide assessments as required by law. Please see Section H "Achievement tests to be Used" for more information.

Windham Academy will employ the use of existing and vetted elementary STREAM curriculum and standards of practice as a platform for school specific curricula to be developed in collaboration with hired educational professionals.

Distinguishing Curriculum Features

Instruction

Instructional philosophy will guide teaching style and school culture. The school's instructional methods will allow teachers creativity but also stress collaboration among and between faculties. Project-based learning, case studies, real-world applications, hands-on projects, and self-selected research projects will emphasize and develop student interest and talent. Windham Academy instructional methods will be based on combining effective school research — understanding how young people learn best — and the achievement results. Students may have a role in planning their educational program. Teachers will both present information and facilitate student pursuit of independent learning.

Curriculum

The school will offer a rigorous preparatory program specializing in combining innovative programming with current research in best practices towards providing well-rounded educational opportunities.

Students will be given a strong foundation in literacy and numeracy along with curricula, which will allow them to explore leadership through the study of civics and history. This will provide them with the tools necessary to fully experience the STREAM program offered by Windham Academy. Essential components of the well-rounded education the Windham Academy will include the incorporation of literature and writing, geography and world language, health and personal fitness, and music and art exploration into our students' curricular experience.

The school will have generalized emphasis on real-world learning, hands on experiences, project based learning, and student-centered approaches including goal setting and self-assessment.

Girls in STEM

The development of a child's self-concept regarding capabilities and possibilities begins early. Although a majority of girls show interest in STEM activities at early ages, many gravitate away from STEM pursuits due to stereotypes and lack of career role models.

The school will consciously support students' positive perceptions and attitudes concerning the abilities of females in STEM. Activities and play will focus on developing spatial skills, working with hands, and creative building games. These skills can promote interest and confidence in mathematics, engineering, physics, and other areas.

The school will expose students to both men and women in STEM careers, with a special emphasis to invite women in these fields to participate in collaboration and mentoring. Students can observe firsthand what these careers are, and what they can offer. Girls can begin to identify with a broad range of future possibilities, and recognize how women in these fields have succeeded.

Course Accomplishments

Student learning will be measured by the mastery of overall learning objectives. Teachers will use a variety of instructional methods that will acknowledge that students learn at different rates and have various talents and needs. Teachers will differentiate instruction according to each level of learning for each subject, based upon his or her individual achievement and aptitudes. This shift requires teachers to know the standards for their courses, plan instructional time around goals and objectives, and track academic progress for each student.

Diverse Learning Spaces

Students will take courses at Windham Academy campus as well as in diverse learning environments, e.g., local courthouses, businesses, and research institutes. "School" and "schooling" will not always be based on place.

Active Engagement

Students will be actively engaged in learning and have experiences that require different kinds of thinking. Windham Academy will use a STREAM Instructional Model to develop and strengthen students understanding and encourages more hands-on learning. Using best practices, students will be expected to play an active role in their learning environment. Teachers will plan instruction to encourage higher level thinking across-curricula while challenging students to push their cognitive boundaries. Their

assignments will include age appropriate written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, projects, and oral presentations.

Genuine Achievement is Valued

In order for students to reach their highest academic and personal potential, classroom management and positive student behavior needs to be addressed proactively. In creating a world-class school, the leadership and teachers will be trained in proactive behavior management strategies based on a combination of the Positive Behavioral Intervention Support and Responsive Classroom models that will provide clear classroom and school wide expectations. Teachers will be provided professional development opportunities to strengthen and reinforce classroom management skills. Clear and measurable goals will be set for teachers and students.

Genuine achievement is best reached through continual reflection on efficacy of teaching practices. Formative and summative data collected will be analyzed and used to inform and drive instruction.

The Windham Academy is committed to using and demonstrating the growth mentality. Teachers will actively participate in self-reflection and the setting of personal goals. New teachers will have a mentor for the first year of employment to learn Windham Academy's instructional approaches.

Fostering student input encourages a sense of well-being and comfort with the way their classroom and school functions, encourages and supports more engagement with learning activities, and fosters a more lasting investment in the process of becoming a life-long learner.

Technology

Windham Academy will offer specific age-appropriate classes in computer science and graphic design as well as integrating information and communication technology. The school will strive to provide students access to current technology. Technology will be used intentionally as a tool to the learning experience. Teachers will plan accordingly and refer to best practices when using technology in

the classroom. Students will have the option of attending enrichment programs that use technology in a more exploratory way in after-school and summer camp settings.

A Culture of Mutual Support/ Character Education

Students will learn to notice and recognize their own accomplishments and the accomplishments of others. As students' progress through their studies, portfolios will be developed that include special research and projects. Manners, appreciation of diversity and good citizenship will not allow for harassment, hazing, or compromising anyone's opportunity or welfare.

Windham Academy believes strongly in a character education program that works in conjunction with the academic program. Quality character education is critical in order to create a safe, caring, and successful learning environment that supports academic development.

Character education helps students act upon core ethical values. Every adult in the school shapes the character of the students they come into contact with by the way they talk, the behaviors they model, and the expectations they transmit. Effective character education transforms the culture and life of the school.

Administration will use a system based on proven blue print models, such as the School-Wide Positive Behavioral Intervention and Support (SWPBIS)/Responsive Classroom in an effort to implement a positive school-wide climate and develop and support student skills with positive behavior.

Challenging Material & Provision for Acceleration

Teachers will be expected to recognize each student's understanding of topic courses at hand. The school will support preliminary and ongoing assessment of student knowledge and skill. The school supports acceleration or accommodation, as might be needed to assure students are challenged. Students

who complete courses prior to their classmates will have the ability to pursue other subjects and enrichment opportunities.

Leadership Strand

Leadership will be introduced in an age-appropriate manner, and explored across the curriculum and through all aspects of school life, such as school governance, community projects, and extra-curricular activities.

Social Studies/History classes will include but not limited to age-appropriate study of great leaders of the past, understanding what made them great leaders, and what traits students can incorporate into their own lives, and what flaws/mistakes to avoid, to become great leaders themselves.

Other topics such as Ethics, Constitutional Studies, History and Civics, and Economics will focus on leadership in the modern world, calling on the resources of state and local leaders in the areas of government, business, technology, current affairs, philanthropy, health, and education, among others. It will also include short studies and special presentations on current issues.

Project-Based Learning

Windham Academy will offer a variety of project-based and cooperative learning opportunities, which will enrich the student's learning experience. Community-based, and "real-world experiences" will also be an integral component to the learning program. This approach will give students the opportunity to select and study topics with great depth and breadth according to their interests.

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A strong emphasis on the disciplines of science and mathematics will provide Windham Academy students with a competitive edge in a globalized, high-tech marketplace. Student confidence will be built through educational competitions and showcases where students can 'show-what-they-know' in a presentational format. The feeling of success that will come from these opportunities will build student motivation.

A variety of approaches will be used, such as inquiry-based teaching methodologies and active partnerships with local STEM focused companies that provide real-world applications for STEM

disciplines. Using technology such as electronic books, Skype and video conferencing will be used as tools for students to collaborate in an online classroom environment and learn with students in other schools locally and globally.

Continuous communication and teacher collaboration during the planning stages will be a focus point at Windham Academy. Our innovative approach to teaching and learning are set into place with a STEM educational blueprint that included, (1) Integrating technological tools into the daily educational experience, (2) recruiting teachers trained to know how to best use technology as a teaching tool, (3) incorporate inquiry-based interactive teaching methodologies throughout learning, (4) A robust curriculum with ongoing formative and summative assessment practices.

(G) Academic and other learning goals and objectives

Among the variety of measures to be used for accountability and informing instruction, heavy emphasis will be placed on practices that meet the criteria for authentic assessment. Of central importance in this process will be the development and periodic review of electronic student portfolios, uniquely designed to chart progress in demonstrating growth in the characteristics of thoughtful, imaginative, and productive young leaders. Windham Academy will strive for academic excellence as defined below.

- All academic courses will have succinctly stated learning goals and objectives,
- Students will meet the performance objectives for applicable subjects for all subgroups each year, or will meet any alternative state performance goals.
- Research based assessments will demonstrate that students are proficient or advanced in reading,
- Students will master the performance objectives each year as measured by multiple formative and summative assessments (tests, performance tasks, exhibitions).
- Students will demonstrate positive levels of interest in learning at high levels each year in at least a majority of their classes as measured by documented teacher observation and a student survey instrument.
- All eighth graders will satisfactorily complete a capstone project that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's education.

- Upon promotion from grade eight, students will demonstrate an advanced ability to originate and proceed with exploring a line of questioning that leads to a deeper understanding of ideas and concepts.
- Upon promotion from grade eight, students will demonstrate an understanding and performance skills of language as used in influencing how one perceives the world, thinks about it, and chooses to act upon it - as measured by a rubric for assessing relevant evidence contained in each student's portfolio.
- Upon promotion from grade eight, 100% of graduates will have given public presentations.
- All students will contribute to a respectful community environment.

(H) Achievement tests to be Used to Measure Pupil Academic and Other Goal Achievement

Standardized Testing

Per RSA 194-B:8 V, Windham Academy will administer state assessment testing for all grade levels as required by law. Research-based assessments will be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, writing, history, geography, science, and mathematics.

Windham Academy will rely on research-based assessments to determine how students are progressing through these areas. In addition to research-based assessments, a variety of rubrics will be developed by the appropriate faculty to measure age-appropriate academic progress in each student's critical thinking, presentation, team participation, quality of writing, research skills, and quality of overall project/presentation, leadership skills and mathematics.

Developmentally appropriate progress monitoring and benchmark assessments will be applied to measure student academic progress. They may be administered throughout the year with a minimum of two times per year. Ideally testing will be administered in September and again in May. Initially, Windham Academy is planning to test as needed to measure student progress against the curriculum. The data will be used to reflect upon previous instruction and inform future instruction as needed for each student. Assessments will be completed on a time schedule that allows ample opportunity to make any necessary changes needed to achieve student academic success.

(I) Graduation Requirements.

NA

(J) Staffing Overview

Planning and Development

The period from charter authorization until four to six months before the school opens to students will be considered the Period of Planning and Organizational Development. Planning will commence once authorization is granted. During the planning and development period, project staff will include start-up coordinators, as needed consulting specialists, personnel from other organizations, and volunteers.

Tasks related to school development include:

- Board initiations and governance training
- Define and create committees
- Facility initiatives
- Curriculum development and course design
- Create school policies and student handbook
- Teacher development and staff training
- Materials development and marketing
- Set-up of administrative systems
- Strategic planning
- Financial operations, revenue initiatives
- Dissemination of material to schools, parents and communities

Staffing

Windham Academy will comply with all statutory requirements for teaching and staff qualifications. Windham Academy is committed to recruiting highly qualified staff with a diverse range of backgrounds, skills, teaching and administrative experience. Other desired qualities and qualifications include: a commitment to the mission and vision of the school; ability to work effectively on a team with

colleagues, students, families, and community members; experience with a variety of instructional approaches, including project-based learning; interest or expertise working with a diverse student population; and a commitment to their own educational growth. All staff members shall share, commit to, and promote the mission and vision of Windham Academy.

School Director

The Director will be responsible for the leadership, day-to-day business affairs, and school operation as delegated and approved by the Board of Trustees. The School Director will lead, support, and engage with the school, which will:

- Allow students and faculty to maximize their achievements
- Establish a school culture built on respect, leadership, responsibility, and support
- Execute relationships to work with local school districts
- Assume overall responsibility for supervision of staff and students
- Hire additional administrative and teaching staff as needed, with approval of the Board
- Follow all State and Federal requirements and standards
- Supervise and evaluate the work of staff
- Oversee the class scheduling process
- Supervise adequate testing and evaluation of students' achievement
- Promote safety and good health practices by adherence to public codes/regulations.

Director Qualifications

- Meet all NH regulations for eligibility
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- Experience with administrative duties in a school or business
- Background in primary school education, preferred
- Demonstrated leadership, people management, and business management experience
- Such other qualifications as the Board may find appropriate.

Business Manager

The Business Manager will report to the Director and will be responsible for:

- Setting up the school financial systems
- Working with the director to prepare budget and other financial documents for board review and approval
- Preparing purchase orders and banking deposits
- Preparing information for payroll processing
- Assisting the Director when needed
- Filing proper paper work with proper agencies
- Working with the Director to oversee proper ADM count
- Supporting grant writing and management
- All other responsibilities as determined by the Director and approved by the Board

Business Manager Qualifications:

- Bachelor's Degree from an accredited university, business and accounting preferred
- No less than three years of experience as a Business/Operations Manager
- Experience preparing purchase orders and bank deposits
- Experience preparing payroll processing
- Experience with grant writing and management
- Such other qualifications as the Board may deem appropriate

Teachers:

Windham Academy will comply with RSA 194-B:14. Section IV, which states that, "*IV. The teaching staff of a chartered public school shall consist of a minimum of 50 percent of teachers either New Hampshire certified or having at least 3 years of teaching experience*". In addition to those holding current NH educator certification, preference will be given to applicants with knowledge of child development, child psychology, and curriculum design and literacy instruction.

Teachers who are not certified may:

- Hold a Bachelor's Degree from an accredited university.
- Have experience working in particular areas of study

Teachers Aids

It is anticipated that the majority of teachers' aids will be sourced from local colleges and universities through paid and non-paid internship programs . Preference will be given to those applicants holding current NH paraeducator certifications.

Guidance Counselor

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with coursework in counseling and guidance, and human growth and development.
- Preference given to Masters' Degree in School Counseling.
- Preference given to applicants holding a teacher certification.

Special Education Representative

- Hold a Bachelor's Degree from an accredited university.
- Preference given to candidates with current teaching certification.
- Preference given to candidates with Special Education experience.
- Preference given to candidates with administrative experience.

Part Time Nurse

- Part time nurse will be available during core hours.

(K) Personnel Compensation Plan

Salary

The Director, Teachers, and Administrative Staff of Windham Academy will be paid a salary. Part-time employees can be paid on an hourly rate or monthly rate; whichever is deemed appropriate by the Director. All independent contractors, whether full-time or part-time, will be paid on an hourly rate based on negotiated rates. See budget for salary expectations.

Vacation

Windham Academy will publish an annual calendar of holidays and vacations during which the School will officially be closed. The calendar will generally coincide with the Windham school district.

Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Sick leave is available to employees, providing full salary and benefits for absences due to personal illness or injury that prevent the employee from working, as follows: Full-time staff shall receive sick leave at the rate of five (5) days per school year. If specified in the employee's contract, part-time staff, or staff working part of the school year shall receive sick leave on a prorated basis to reflect the proportion of time or working months that the employee's schedule represents in relation to a full time schedule. Sick leave days must be used during the school year in which they are accrued.

Fringe Benefits

The Windham Academy will provide health insurance and retirement benefits, in accordance with applicable federal and state laws.

(L) Pupil Transportation

Windham Academy students will have access to bussing only if they reside in the district where the charter school is located. The charter school will comply with charter law provisions that govern student transportation under Section 194-B:2, which states:

“Attendance at a charter school for the purposes of transportation shall not constitute assignment under the provisions of RSA 189:6 and RSA 189:8. Pupils who reside in the school district in which the open enrollment or charter school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for in RSA 189:6 and RSA 189:8 and that transportation is provided to pupils attending other public schools within that district. However, any added costs for such transportation services shall be borne by the charter school.”

Students attending Windham Academy who reside in the host school district shall ride transportation provided by that host district, with the charter school providing for added route costs, if so billed.

“For the purposes of open enrollment, neither the sending nor the receiving school district shall be obligated to provide transportation services for pupils attending an open enrollment school outside the pupil’s resident district. No transportation will be provided by a sending school district or

receiving charter school for students whose residence is other than where the school program is located.”

As a state authorized charter school, Windham Academy anticipates that students may come from many different communities around New Hampshire. Windham Academy will assist, to the extent possible, logistical assistance to parents and students who wish to coordinate personal transportation, e.g. arrange car pools.

(M) Statement of Assurances Related to Non-Discrimination

Windham Academy shall not discriminate on the basis of sex, race, color, age, religion, handicap, or sexual/gender orientation, ethnic origin or marital status in the selection of students or staff, or in the administration of its educational program, or in any other way as is prohibited by relevant state and federal law. The Board of Trustees shall develop and adopt a policy and create administrative procedures to address complaints or concerns.

(N) Method of Coordinating with a Pupil’s Local Education Agency (LEA) for Matters Pertaining to Special Education Programs or Services

As an open enrollment chartered public school, Windham Academy will accept applications from any student who is a New Hampshire resident. In accordance with New Hampshire law RSA 194-B:8, Windham Academy will not discriminate against any student with a disability as defined in RSA 186-C. Under New Hampshire’s charter school statute, RSA 194-B:11, III, when a child with disabilities attends a chartered public school, all current options available to the parent and the school district are retained. Windham Academy will operate in compliance with all state and federal laws.

Pursuant to RSA 194-B:11, III, the decision-making responsibility for the special education process for children with disabilities attending a public charter school, remains with the student’s sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school.

Windham Academy will work closely with a student's LEA to facilitate a smooth transition and will review all documentation pertaining to the student's educational needs. In the event that a student comes with a 504 Accommodation Plan or an Individualized Education Plan, Windham Academy's Special Education Representative will meet with the LEA's special education team at scheduled meetings to review and adjust educational goals and upon request from the student's LEA Windham Academy will make available a representative to be included in the IEP team. The sending district will be required to provide Windham Academy with a complete copy of each student's IEP for implementation and monitoring purposes.

The Special Education Representative will:

- Act as liaison between Windham Academy Charter School and public school of origin.
- Meet with LEA to review all documentation pertaining to student's educational needs.
- Participate in student's IEP/504 review team meetings.
- Meet with teachers and professionals of Windham Academy and LEA to ensure IEP/504 plans are implemented.

(O) Admission and Enrollment Policy and Procedures

Windham Academy is committed to building a strong and diverse community of learners. As an open enrollment public charter school any student that resides in the state of New Hampshire may apply for admission. Windham Academy methods of admission shall not be designed, intended, or used to discriminate or violate individual rights in any manner prohibited by law. Windham Academy will hold multiple, pre-enrollment information sessions, in an effort to allow prospective families to learn more about Windham Academy and the public charter school experience.

Admission Procedures:

Windham Academy will follow the basic method of admissions that defines charter schools nationwide:

- Admission shall be blind.

- Should the number of applicants exceed capacity, students will be chosen randomly using a lottery system, with a wait list developed from the lottery overflow.

Admissions Process Overview

- Prospective students and their families will be strongly encouraged to attend at least one informational meeting at which Windham Academy's educational approach and expectations of students and their families will be explained, prior to enrollment.
- Windham Academy will create application packets for prospective students about the school, its philosophy and expectations of attending students, and their families. These and other student related policies will be posted and available online for the public.
- Parents will be asked to sign an agreement indicating their understanding and acceptance of the School's Mission and other expectations as part of the admission process.
- Interested families will then submit their application.
- A committee will review applications for completeness.
- Should applicants exceed the number of spaces available, a blind lottery, organized by grade will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students would receive notification. Those who have been wait-listed will be notified.
- Soon after the enrollment process is complete, Windham Academy will hold meetings for admitted students and their families and provide an orientation for students and families.

Enrollment Provisions

- Windham Academy will offer automatic re-enrollment to its students, provided they are in good standing at the end of each year. Families will be asked to sign a letter of intent to re-enroll by a stated date preceding the lottery.
- Windham Academy will admit students from the wait-list should space become available after the lottery
- Siblings of children already enrolled at the Windham Academy will receive preference.
- The Board maintains the right to reserve enrollment to children of school faculty, administration, and board members. Under non-regulatory guidance provided by the U.S. Department of Education the amount of reserved seats must constitute *"only a small percentage of the school's total enrollment"*.

(P) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

The procedures for suspension and expulsion will include appropriate due process, will be specific, clear and will be compliant with state laws governing discipline. The purpose of the suspension and expulsion procedures will be to ensure a safe and effective learning environment.

Windham Academy will develop student governance and discipline and age appropriate due process procedures in accordance with RSA194:13 and RSA 194-B:9, III. We will work with qualified staff with experience in these areas as we move forward. A general outline of how we plan to address these items is outlined below.

- A formal policy and procedure will be developed addressing student governance and age appropriate discipline with a code of honor being a major focus.
- The school will provide support to staff and faculty when an incident arises and try to use effective communication for problem solving as the first step.
- Behavioral plans will be developed as needed.
- The procedure will include clear steps for reporting inappropriate behavior to the designated staff/faculty.
- The family will be informed of the behavior and made aware of any future consequences that may occur if the behavior continues.
- The procedure will include steps for proper documentation beginning with the reporting of the behavior and ending with the final decision and outcome.
- If disruptive/disrespectful behavior continues and the options outlined in the procedure are exhausted expulsion may occur.

- Additional procedures will be outlined for violent behavior or bullying that may occur at the school. The procedure will allow for detention, suspension or expulsion depending on the severity of the incident.

Windham Academy will account for suspended or expelled students in its average daily attendance accounting as provided by law. The Windham Academy respects the individual rights of each student and expects that each student be guaranteed the opportunity to respond to an accusation of wrong doing during the investigation of any violation of Board of Trustees approved school or district rules, codes, regulations and policies. In accordance with RSA 193:13 (Suspension and Expulsion of Students), students who face suspension or expulsion as a result of misconduct will be provided the opportunity due process before final disciplinary action is taken.

(Q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

Windham Academy will follow NH public school accounting guidelines and will put in place internal accounting controls necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by an independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at least monthly. The Board shall also adopt policies for the financial management of the School, including policies on conflicts of interest for Board members, Administration, and Faculty.

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure the proper tracking and use of School funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check manifests. A fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration will cover each individual with check-writing authority.

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

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

Annual Audit

RSA 194-B:10

Windham Academy will comply with all required reporting requirements specified in NH charter school section, RSA 194-B:10. Section 194-B:10 requires that all public charter schools issue an annual report, perform annual financial audits, program audits, and participation during the annual school budget process. The School will also comply with all requirements set forth in ED 318 regarding the contents of its annual report.

As required by law, the annual report will be provided to the state board and any person who requests it. In addition, a summary version of the annual report and periodic reports will be made available to the parent or guardian of each student at the School, and the public. The Board will select an external, independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the School's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board of Trustees will review and respond to the audit report, if necessary, and include the audit results in its annual report.

(R) Annual budget, including all sources of funding (also include a proposed five-year budget containing revenue and expenditures).

The Windham Academy will rely on all available state funding including per pupil adequacy aid from the local districts of the attending students. Windham Academy will apply for a federal charter school startup grant, which will be used in accordance with U.S. Department of Education guidelines pertaining to proper charter school startup expenditures.

The Foundation for Student Achievement recognizes that the financial sustainability of a charter school requires a long-term fiscal plan, especially after the expiration of the federal grant. The Foundation

for Student Achievement is committed to working with the Board of Trustees to ensure projected revenue sources will be responsibly managed to guarantee long-term fiscal sustainability. Enclosed to this application in Appendix B is the proposed 5-year annual budget plan for the school outlining the use of budget and startup grant, as well as donated funds.

Fiscal Issues

The Director and Business manager will develop in partnership with the Finance Committee a balanced yearly budget. Windham Academy Board of Directors will review and approve each budget prior to each fiscal year. Annual budgets will contain adequate reserves and will be submitted to the appropriate State Offices, and any other entities as required by law.

Windham Academy may receive funding in accordance with NH State and Federal law

(S) School calendar arrangement and the number and duration of days' pupils are to be served pursuant to ED 306.19, and RSA 189:1 and RSA 189:24.

Windham Academy will follow, at a minimum, a 180-day school year in accordance with the RSA 189:1 and RSA 189:24. Windham Academy expects to follow the calendar of the Windham school district to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:15 am and end at 3:25 pm, though some flexibility may be required to meet our host district's bus route schedule. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) Provision for Evidence of Adequate Insurance Coverage

Pursuant to RSA 194-B:1, Windham Academy will be a public school afforded the same protections as all other public schools under RSA 507(b), which provides for limited general liability for the charter school and its agents.

The Board will procure and provide evidence of adequate insurance coverage as required by the State, including but not limited to general liability for the School, workman's compensation, board errors and omissions, and faculty coverage. The insurance program will be in place as the first Board of Trustees begins its duties and will be maintained through the life of the school. Copies of the insurance documents will be housed with the trustees contracted legal services.

(U) Identity of Consultants to be used for Various Services, if known

Melinda Labo - Educational Consultant

Melinda has worked in Elementary Education since 1989. She holds a New Hampshire teacher certification for grade levels K-8. Melinda received her Masters' Degree in Education, as well as her CAGS Degree in Leadership from the University of New England in Maine. She taught at various elementary grade levels in Windham, NH for 20 years. During this time, she managed the Professional Development for faculty, and held the role of team leader at different grade levels. She currently works as an interventionist for the subjects of math and reading in the Hudson NH school district. She also works as a bereavement counselor and outreach coordinator for the Dewhirst & Goundrey Funeral Homes in both Massachusetts and New Hampshire.

Tracie Neary – Educational Consultant

Tracie is a native of Windham, NH. She earned her BA from St. Lawrence University and her M.Ed from the University of NH. In her 22 years of experience in education, she taught grades one, two, and four. She has also been a Reading and Math Interventionist for grades two through five. She is currently the Title I Director for the Hudson School District and holds an Alt 4 certificate as a Reading and Writing Teacher.

(V) Philosophy of Parent Involvement and Related Plans and Procedures.

Parental involvement is a core philosophy of the school. The school will have a well-defined parent involvement initiative through the Parent Steering Committee. The parent steering committee can have up to two representatives on the Board of Trustees and have regular attendance at their meetings by the School Director. Windham Academy believes that parents are an integral part of the school community and bring valuable input, energy and skills to the school's success.

Because not all students have parents to share in their academic interests, Windham Academy will identify business and community members who are available as mentors, providing guidance specific to students' interests. In the first year, a Parent Steering Committee will be created within the first few weeks of school. For each year thereafter, the Steering Committee serves as the communication vehicle between parents, the School Director and Board of Trustees.

Parents outside of the Parent Steering Committee will be offered materials and training to help them with understanding what is happening in the classroom, such as literacy training, newly evolved functions of mathematics, and using technology. This will help to foster parent involvement, including the creation of the Windham Academy PTA (WAPTA).

The WAPTA will seek to be comprised of business professionals and highly engaged parents. It will jointly develop with parents a school-parent compact that outlines how parents, the school staff, and students will share responsibility for funding and improved student achievement.

(W) A Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision-Making About Their Choice of School.

To ensure that all residents have an equal opportunity to apply to Windham Academy, an extensive and widely broadcast marketing effort will be initiated through the Foundation for Student

Achievement and the NH Center for Innovative Schools. Information will be widely broadcast through newspapers, websites, libraries and other public places and social media to ensure that families are aware of The Windham Academy as a choice, and is available to them. During the initial months of planning, information will be disseminated through bulletins, advisories, social media, and posting on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and foundations. Upon approval of the charter, the Board of the Foundation for Student Achievement will develop informational brochures describing the school, its mission, its approach to education, and the expectations and opportunities the program hopes to provide.

(X) Global Hold Harmless Clause

In accordance with RSA 194-B: 3, II(x), Windham Academy, its successors, and assigns, covenants and agrees at all times to indemnify and hold harmless the host school district and any other school district which sends its students to Windham Academy, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the “indemnified parties”) from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys’ fees and legal costs, for any action or inaction of Windham Academy, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) Severability Provisions and Statement of Assurance That Any Provision of the Charter School Contract Found by Competent Authority to be Contrary to Applicable Law, Rule, or Regulation Shall Not Be Enforceable.

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract,

which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

(Z) Provision for Dissolution of the Charter School Including Disposition of its Assets

Should Windham Academy cease operation or have its charter revoked by its authorizer, the Board shall consult with an attorney and the NH Department of Education to assure that contractual and financial obligations are met. Upon dissolution of the corporation all non-committed assets will be donated to public charter schools or other non-profits supporting charter schools as determined by the board. Where in kind assets exist, the school will make arrangements with the donor for return of such assets.

(AA) In the Case of the Conversion of a Public School to a Charter Conversion School.

Not Applicable

(BB) A Plan for the Education of the School's Pupils After the Charter School May Cease Operation.

A plan for each student 's continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be,

1. re-integration into the student 's assigned public school,
2. application to a different chartered public school, if available, or
3. Other available options based on parent and student priorities.

Upon cessation of operation and as soon as the Board of Trustees become aware, each family will receive notice by mail, in a timely fashion, advising them of the dissolution of the School. The records of each student would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

(CC) In Addition to an Application, Each Charter School Applicant, in Consultation with the Local School Board, Shall Prepare a Proposed Contract.

Not Applicable

(DD) An Outline of the Proposed Accountability Plan Which Clarifies Expectations for Evaluating the School's Program and Which Contains an Acknowledgement That a Full Accountability Plan Shall Be Developed and Ready to Implement Prior to the Date of Opening.

Schools ought to be measured by results. Therefore, Windham Academy will develop and implement a specific accountability plan that seeks to report quantitative data and qualitative information in order to measure success in relation to stated goals. The Board of Trustees will seek to develop a timeline for the Director to report data and information in a manner that assesses the progress of each goal statement in order to measure effectiveness and provide the opportunity to revise practice, if warranted. If student learning is the broadest and most important goal set by the charter, then the charter itself maintains a distinct obligation to self-declare and request independent assessments to determine the state of affairs of its programming as defined by the following goal statement:

1. Windham Academy will increase the enrollment of the student body to a sustainable level while not compromising the mission established within the charter.

- Reach cap enrollment in each successive year of operation.
- Operate charter organization with existing fiscal resources.
- Establish, maintain, and grow an endowment fund.

2. Mastery of Competencies

- Develop, structure, and track student mastery of competencies as defined in Section F, Course Accomplishment.
- Maintain an Advisor-Advisee relationship.
- Set goal of 100% of enrollment exiting WA with the knowledge, confidence and self-esteem to succeed in High School.

3. Windham Academy will extend the culturally relevant experience of its students.

- Connect competencies to student real-world experiences.
- Assess student performance when engaged in school sponsored, off-campus experiences.

Appendix A: Charter School Foundation Board / Bios

Jim Fricchione – Founder

Jim has been in marketing, sales, and operations nationally for over 15 years.

With a degree in Psychology and Business, Mr. Fricchione has held various leadership roles throughout his career. With roles in California, New York, Massachusetts, North Carolina, Connecticut, Ohio, and now New Hampshire, Mr. Fricchione has an astute understanding of both local and regional marketing. Most notably, Mr. Fricchione was Chief Marketing Officer for a regional health insurance company in metropolitan NYC, responsible for its turn around and ultimate Wall Street acquisition.

Mr. Fricchione is currently involved in local town government as a former Planning Board Member (alt). He lives in Windham with his wife and three young boys.

Sean Donahue – Founder

Sean Donahue is a New Hampshire native, current Windham resident and father of three. Sean is an entrepreneur and has helped start several successful medical device companies. He has spent the last 18 years devoted to start-up device companies. He has extensive experience managing tight budgets and aggressive timelines while working with regulatory agencies around the world. In his roles he has been responsible for engineering, manufacturing, supply chain and facilities. Sean is an active member in the community and an ardent supporter of public education.

Chris Baker – Founder

Currently holds the position of Director of Operations of Twin Coast Properties. Has vast experience with contract negotiation, budget analysis, Profit and Loss, operational analysis, hiring, preventative maintenance of Buildings and structures and Human Resources

Chris was raised in Merrimack, NH and attended College at Johnson & Wales University in Providence, RI, where he received degrees in Culinary Arts and Foodservice Management. Chris subsequently earned an MBA with a concentration in Organizational Leadership.

Chris taught as a Fellow and Chef Instructor for the University, while working with Non-Profit Organizations (The Amos House, Share our Strength, Local Soup Kitchens, RI Food Bank, etc.) as part of the Community Service Department. He has been employed with a local Wendy's Franchisee for the past 13 years.

Chris lives in Windham with wife and two young children.

Andrea Alexander – Founder

Andrea is a licensed teacher and a special education attorney practicing in Massachusetts. She received her J.D. from New York University School of Law and began her career as a corporate attorney, focusing on corporate finance and Securities and Exchange Commission regulations. She has served as a pro bono attorney for The Children's Law Center of Massachusetts for the past two years, aiding school districts in compliance with regulations, and working with educational professionals and parents to plan and implement support services for students. Currently Andrea works as a civil rights attorney, and an international legal consultant.

Karl Dubay - Founder

Karl is President of The Dubay Group, Inc., an award-winning Engineering, Land Planning, and Surveying firm based in Windham, NH.

Committed to education and the community, Dubay was honored by the State of NH Partners in Education with the Gold Circle Award. An 18-year Windham resident with wife and son, Karl's support of education spans from hosting Cub Scout Rocketry Outings, sponsoring middle school Chess and Golf teams, Salem/Windham High Intern programs, hiring UNH Engineering Interns, supporting NH Tech Fest, school plays, and TEDx functions.

Karl is a multi-State licensed Professional Engineer and registered with the National Council of Examiners for Engineering and Surveying. He holds an Executive MBA from Suffolk University, focusing in Entrepreneurship, and a BS in Civil Engineering from UMaine, Dean's List, Engineering Curriculum Student Representative, President of ASCE Student Chapter. Karl was a dual major with studies toward a BA in Performing Arts with concentration in Classical and Jazz, and won the 1982 Maine State BSO Concerto Competition. He was Metropolitan Chapter Board Officer of Massachusetts Society of Professional Engineers, founding Co-Chair of the Windham Economic Development Committee. Currently a member of Plan NH and NH Commercial Investment Board of Realtors, and is 2015 Board of Director of the Salem Area Chamber of Commerce.

Appendix B: Projected Budget

TOPIC					START UP	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
					6/1/18-8/31/18	9/18/-6/19	9/19-6/20	9/20-6/21	9/21-6/22	9/22-6/23
					ANTICIPATED K ENROLLMENT	19	19	19	19	19
					ANTICIPATED 1-8 ENROLLMENT	84	105	126	147	168
					Non K Classrooms	4	5	6	7	8
					ANTICIPATED TEACHERS	5	6	7	8	9
					TEACHERS AIDS	5	6	7	8	9
					2 MONTHS PRIOR					
1100	INSTRUCTIONAL SERVICES				NOTES					
1100	100	Teacher Salaries	Good -	\$40,000	\$33,333	\$200,000	\$240,000	\$280,000	\$320,000	\$360,000
		Outcomes bonus	quantifiable goals	\$5,000		\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
1100	111	Stipends	for approved expenses	\$250		\$1,250	\$1,500	\$1,750	\$2,000	\$2,250
1100	112	Aides/Tutors Salaries	College interns, parental volunteers, etc.	\$10,000		\$50,000	\$60,000	\$70,000	\$80,000	\$90,000
1100	113	Administrative Support	one admin	\$20,000		\$20,000	\$20,000	\$20,000	\$40,000	\$40,000
1100	122	Substitutes	4 PTPY (Sub PerDiem ->)	\$75		\$1,500	\$1,800	\$2,100	\$2,400	\$2,700
1100	211	Teacher Benefits	Medical PTPM	\$750		\$45,000	\$54,000	\$63,000	\$72,000	\$81,000
1100	214	Workers Compensation	3% of salaries	3%		\$6,000	\$7,200	\$8,400	\$9,600	\$10,800
1100	230	Substitute FICA	7.65% of sub salaries	7.65%		\$115	\$138	\$161	\$184	\$207
1100	230	FICA	7.65% of salaries	7.65%		\$15,300	\$18,360	\$21,420	\$24,480	\$27,540
0	240	Professional Development	PTPY	\$250	\$1,250	\$1,500	\$1,750	\$2,000	\$2,250	
1100	260	Unemployment	(LGC?) 3% of salaries	3%	\$6,000	\$7,200	\$8,400	\$9,600	\$10,800	
1100	550	Printing	PTPM & PAPM	\$50	\$1,000	\$6,000	\$7,200	\$8,400	\$9,600	\$10,800
1100	591	Curriculum Development	(contracted yr1)		\$10,000	\$0	\$0	\$0	\$0	\$0
1100	591	Arts, Music, Lang, PE. Prog- Contracted	Language/ PE	\$200		\$20,600	\$24,800	\$29,000	\$33,200	\$37,400
1100	610	Supplies for art, music, language	PSPY	\$100	\$500	\$10,300	\$12,400	\$14,500	\$16,600	\$18,700
1100	610	Supplies	PSPM	\$50		\$3,000	\$3,600	\$4,200	\$4,800	\$5,400
1100	640	Text Books/Core Program Materials	PSPY	\$150		\$15,450	\$18,600	\$21,750	\$24,900	\$28,050
1100	641	Books & Printed Matter		5000		\$500	\$500	\$5,000	\$500	\$500
1100	730	Equipment & Furnishings	PSPY	300	\$43,500	\$2,175	\$2,175	\$32,625	\$1,631	\$1,631
1100	734	Computer Equipment		250	\$1,250	\$125	\$1,500	\$150	\$2,000	\$200
SUBTOTAL					\$99,583	\$429,565	\$512,473	\$627,606	\$695,495	\$775,228
1110	COMPUTER TECHNOLOGY				NOTES					
1110	100	Contracted IT Services	CONTRACTED		\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
1110	734	Computer (student)	HP chromebooks	\$250		\$21,000	\$5,250	\$5,250	\$5,250	\$5,250
1110		Software	20% of hardware	20%		\$4,200	\$1,050	\$1,050	\$1,050	\$1,050
SUBTOTAL					\$10,000	\$34,400	\$11,300	\$17,600	\$11,300	\$11,300
1200	SPECIAL EDUCATION				NOTES					
1200	110	Teacher/Liaison, Special Education	PT SE coordinator	20000		\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
SUBTOTAL					\$ -	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
2100	STUDENT SUPPORT SERVICES				NOTES					
2100	100	Salary	PT counselor	\$20,000		\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
SUBTOTAL					\$ -	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00	\$20,000.00
2130	HEALTH SERVICES				NOTES					
2130	110	Nurse	contracted/retiree	15000		\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
2130	610	Supplies		1000		\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
SUBTOTAL					\$ -	\$16,000	\$16,000	\$16,000	\$16,000	\$16,000
2222	LIBRARY & MEDIA SERVICES				NOTES					
2222	641	Books & Printed Matter	Books - misc	20000	\$20,000		\$10,000			\$10,000
SUBTOTAL					\$20,000	\$0	\$10,000	\$0	\$0	\$10,000
2223	AUDIOVISUAL SERVICES				NOTES					
2223	430	Repair & maintenance		600	\$25,000	\$600	\$600	\$600	\$60	\$60
2223	610	Supplies		1200		\$1,200	\$1,200	\$2,400	\$2,400	\$2,400
2223	730	Equipment	smartboards, projectors, etc	25000					\$25,000	
SUBTOTAL					\$25,000	\$1,800	\$1,800	\$3,000	\$27,460	\$2,460
2310	SCHOOL TRUSTEES SERVICES				NOTES					
	2317	Auditing	Contracted CPA	\$500	\$2,000.0	\$500	\$500	\$500	\$500	\$500
	2318	Legal	Start up, then annual retainer	\$2,000		\$400	\$400	\$400	\$400	\$400
		E&O		\$2,000		\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
SUBTOTAL					\$2,000.0	\$900	\$2,900	\$2,900	\$2,900	\$2,900

2400	SCHOOL ADMINISTRATION		NOTES							
2400	110	Director/School Leader Salary		\$70,000		\$70,000	\$70,000	\$70,000	\$70,000	\$70,000
		outcomes bonus	quantifiable targets	\$10,000		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	320	Consultant Director Startup	# mos contracted, w/ no benefits	3	\$17,500					
	110	Business Manager/CPA	pt time office mgr/ book keeper	\$15,000	\$2,500.00	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
	320	Consultant Accountant/Setup books	start up and retainer	\$10,000	\$10,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
2400	211	Benefits	Medical PTPM	\$1,000		\$12,000	\$12,000	\$12,000	\$12,000	\$12,000
2400	214	Workers Compensation	3% of salaries	3.00%		\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
2400	230	FICA	7.65% of salaries	7.65%		\$6,503	\$6,503	\$6,503	\$6,503	\$6,503
2400	260	Unemployment	(LGC?) 3% of salaries	3.00%		\$2,550	\$2,550	\$2,550	\$2,550	\$2,550
2400	449	Copier				\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
2400	534	Postage				\$3,000	\$1,500	\$1,500	\$1,500	\$1,500
2400	550	Printing & Binding			\$5,000	\$2,000	\$2,500	\$3,000	\$4,000	\$5,000
2400	580	Travel & Conferences			\$1,000	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
2400	610	Supplies				\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
2400	730	Equipment				\$4,000	\$4,000	\$4,000	\$4,000	\$4,000
2400	810	Dues & Fees			\$5,000	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
SUBTOTAL					\$41,000	\$ 141,103	\$ 142,103	\$ 142,603	\$ 143,603	\$ 144,603

2600	OPERATION AND MAINTENANCE OF FACILI		NOTES							
2610	117	Custodial, contracted	monthly contracted service	\$200		\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
2620	411	Water and Septic	PSPY	\$50		\$4,200	\$4,200	\$4,200	\$4,200	\$4,200
2620	421	Disposal Service				\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
2620	431	Building Readiness/Repairs	Try to negotiate as "rent"	\$400	\$33,600	\$3,360	\$4,200	\$5,040	\$5,880	\$6,720
2620	441	Rent/Mortgage	9000sf yrs 1,2 13500sf 3,4,5...NNN	\$13		\$117,000	\$117,000	\$175,500	\$175,500	\$175,500
2620	530	Telephone service	(hardware set up) then PSPY	\$100	\$6,000	\$500	\$500	\$500	\$500	\$500
2620	532	Data Communications	(hardware set up) then PSPY		\$7,500	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
2620	610	Supplies, Building and Grounds	PSPY	\$100		\$8,400	\$8,400	\$8,400	\$8,400	\$8,400
2620	622	Electricity	PSPY	\$150		\$12,600	\$12,600	\$12,600	\$12,600	\$12,600
		Insurances				\$6,000	\$6,000	\$6,000	\$6,000	\$6,000
2620	624	Heating Oil	PSPY	\$150		\$12,600	\$12,600	\$12,600	\$12,600	\$12,600
SUBTOTAL					\$47,100	\$172,060	\$172,900	\$232,240	\$233,080	\$233,920

2700	STUDENT TRANSPORTATION		NOTES							
2725	519	Field Trips	1 per class per quarter	\$200		\$3,360	\$3,360	\$3,360	\$3,360	\$3,360
		SAU Busing offset	50% enrolled / 50% diff /PSPM	\$50		\$12,600	\$15,750	\$18,900	\$22,050	\$25,200
		Bus								
SUBTOTAL					\$0.00	\$15,960	\$19,110	\$22,260	\$25,410	\$28,560

	TOTAL ESTIMATED EXPENDITURES	NOTES		\$ 244,683	\$ 851,787	\$ 928,585	\$ 1,104,208	\$ 1,195,247	\$ 1,264,970
	ESTIMATED STUDENT ENROLLMENT			0	103	124	145	166	187
	REVENUE SOURCES								
	2017 State Revenue (\$6450+ per pupil)	(inc. new \$350) from NH state	\$6,800		\$635,800	\$778,600	\$921,400	\$1,064,200	\$1,207,000
	Federal Start Up Grant	\$300k, front loaded for fed deadline	\$400,000	\$268,000	\$132,000				
	Kindergarten Parental "gratuity"	reasonable since half funded by state	\$1,000		\$19,000	\$19,000	\$19,000	\$19,000	\$19,000
	Fund Raising	Quarterly Fund Raising Events	\$25,000		\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
	K-8 Parental "gratuity"	reasonable, similar to other charters	\$750		\$63,000	\$78,750	\$94,500	\$110,250	\$126,000
	TOTAL ESTIMATED REVENUE			\$268,000	\$874,800	\$901,350	\$1,059,900	\$1,218,450	\$1,377,000
	TOTAL ESTIMATED SURPLUS / LOSS			\$ 23,317	\$ 46,329	\$ 19,094	\$ (25,214)	\$ (2,011)	\$ 110,018

ASSUMPTIONS:

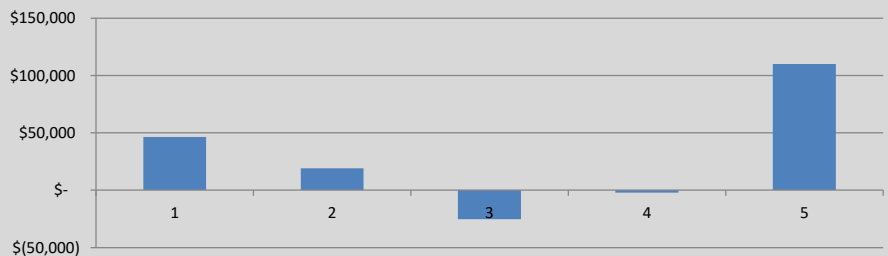
This budget assumes ZERO enrollement prior to 9/2018

START UP involves 3 mos pre-opening

\$400,000 federal start up grant BROKEN UP 2/3 start up phase and 1/3 year one.

\$1,000 annual parental "gratuity" for kindergarden to the Academy

\$750 annual parental "gratuity" for 1-8 to the Academy (10 month school year)



NH Public Charter Office Preliminary Application Review
The Windham Academy Public Charter School

Documents used

- A. Initial legal Review, dated August 11, 2017
- B. Original Windham Academy Public Charter School Application dated June 1, 2017
- C. Most current Windham Academy Public Charter School Application dated

The basis of the notes below are in reference to numerical items contained in the legal review (i.e., Document A above), of The Windham Academy Public Charter School Application that “did not address” or “did not appear to address” the requirements of a NH Public Charter School. The numerical referenced items were taken directly from the Bernstein, Shur, Sawyer, & Nelson August 5, 2017 Memorandum of The Windham Academy Public Charter School Application. The items were compared against the school’s most recent updated application and budget received by the office on September 11, 2017.

The two highlighted colors, yellow and green are intended to quickly assess the current status of the school’s application and whether requirements remain open (yellow) or were addressed (green) per the NH Public Charter School Office review.

They are:

- 4.** Ed 318.08(i): This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school.

Added to the top of the budget document

- 5.** Ed. 318.08(i)(1) – (7):

ii. This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why this option is declined by the school.

iii. This subsection is not satisfied as the application does not include a statement that all school employees and volunteers will be subject to background investigations.

vii. This subsection is not satisfied because the application omits a statement that the school will develop, prior to opening, certain policies as described in Ed. 318.08(i)(7).

RSA 194-B:3, II (a) – (bb) and (dd)

DQ Note: Did not find references to the three review items above

- 7.** Governance and organizational structure and plan (§ b): This requirement is not satisfied. Although the application describes Board structure and plan, the organizational plan is silent with regards to the roles and responsibilities of the Board vis-à-vis the school administration. The application also does not indicate whether decisions, besides decisions to fill vacant Board seats, will be determined by majority vote.

DQ Note: See Board of Trustees, first and fourth paragraphs, page 6

The Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration.

All decisions made by the Board of Trustees will be determined by majority vote

8. Methods by which trustees and their terms are determined (§ c): This requirement is likely satisfied. The application identifies the initial trustees, the method for selecting replacement and/or new trustees, and how their terms are determined. The application does not address, however, whether there are term limits for trustees.

DQ Note: See page 7

No term limits for any of the Board of Trustees will be imposed

10. Maximum number, grade or age levels (§ e): This requirement is likely not satisfied, as it is inconsistent with the data submitted on the cover sheet. For instance, the application states the first year enrollment will be capped at 100 students, but the cover sheet states 95 students.

DQ Note: See page 9 – Cover sheet matches data in application with one exception (serving a maximum of 360 students in grades K-8)

Windham Academy anticipates initial enrollment of approximately 103 students, anticipated in grades K-4 in the first year, as the board decides. First year enrollment will be capped at 115 students. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New students will be added each year thereafter until the school is fully enrolled; it is anticipated by the end of the fifth year the school will have 187 students enrolled with an average teacher/student ratio of 1:21. The school will serve a maximum of 360 students in grades K-8

15. Staffing overview (§ j): This requirement is not satisfied. The statute requires a complete staff overview, but the application includes only the director, business manager and teachers. The budget references other staff positions (e.g. aides, counselors, etc.), and these positions should be detailed in this section. Additionally, besides a single sentence referencing that teachers will satisfy the requirements of RSA 194-B:14, there are no other qualifications listed for teachers.

DQ Note: See bottom of page 20 to middle of page 21 starting with Teachers and including Teachers aids, Guidance Counselor, Special Education Representative and Part Time Nurse. The Part Time nurse's certification and minimum requirements are not listed.

16. Personnel compensation plan (§ k): This requirement is not satisfied. With the exception of personal and sick time, the application is silent regarding fringe benefits (i.e. health insurance). Similarly, the application does not address retirement benefits. The budget, however, includes a line item for teacher benefits, suggesting, therefore, that they will be provided.

DQ Note: See middle of page 22

Fringe Benefits

The Windham Academy will provide health insurance and retirement benefits, in accordance with applicable federal and state laws

17. Pupil transportation plan (§ l): This requirement may be satisfied. The statute requires that the application include "reasonable provision from the . . . school's own resources for transportation of pupils residing outside the district[.]" Application at p. 22. Although the application recognizes that the school may attract students from different districts, the application states only that the school "will

assist, to the extent possible, parents and students who wish to coordinate personal transportation. This language may be sufficient to satisfy the statute's mandate that the school utilize its own resources for the transport of out-of-district students.

DQ Note: Top of page 23

As a state authorized charter school, Windham Academy anticipates that students may come from many different communities around New Hampshire. Windham Academy will assist, to the extent possible, logistical assistance to parents and students who wish to coordinate personal transportation, e.g. arrange car pools.

19. Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement does not appear to be satisfied. For the most part, the applicant merely recites relevant statutory language. The application does not describe the method of coordinating with an LEA to provide required special education programs.

DQ Note: See middle of page 24, "The Special Education Representative will:"

20. Admission procedures (§ o): This requirement appears to be satisfied. The application describes the school's enrollment policies and procedures, and the lottery process is fair and equitable. One minor concern with this section is that the school states, "[p]rospective students and their families will be required to attend at least one informational meeting" Application at p. 24. Because the school is an open enrollment charter school, it likely cannot deny admission merely because a student and his/her parent or guardian did not attend an information section. Rather than stating families are "required" to attend, the school should modify the language to "strongly encouraged," or language to that effect.

DQ Note: See first bullet of Admissions Process Overview, top of page

21. Philosophy of pupil governance and discipline (§ p): This requirement may be satisfied. The application describes the school's proposed policies for discipline, but while it references that there will be policies for suspension and expulsion, the application does not describe the due process procedures for student discipline, suspension, and expulsion. If the mere reference to these procedures sufficiently satisfies the statute, this requirement is met. If the State Board determines the reference is insufficient, this requirement is not satisfied.

DQ Note: See top of page 27

Windham Academy will account for suspended or expelled students in its average daily attendance accounting as provided by law. The Windham Academy respects the individual rights of each student and expects that each student be guaranteed the opportunity to respond to an accusation of wrong doing during the investigation of any violation of Board of Trustees approved school or district rules, codes, regulations and policies. In accordance with RSA 193:13 (Suspension and Expulsion of Students), students who face suspension or expulsion as a result of misconduct will be provided the opportunity due process before final disciplinary action is taken.

23. Annual budget (§ r): This requirement is not satisfied. Although this section meets the statutory requirement by providing a 5-year budget, the budget does not appear to be based on realistic revenue and expenses. For instance, the budget anticipates high parent contributions, and yet, in other sections, the school indicates it will encourage enrollment from low income families. Next, the budget has several

unfunded line items such as, the library and media service, which is only funded in year 2, the special education teacher, which is not funded in the first two years, and a nurse, which is unfunded in all years.

DQ Note: They've made alterations accommodating some of the concerns regarding funding.

Internal Legal Review

Windham Academy

For purposes of conducting this legal analysis, the following were reviewed: the initial application, the initial legal review and the documents that were submitted in response to the legal review.

In an effort to make this analysis easy to follow, the applicable rules and statutes are in black and comments are in red.

The initial legal review determined that the application satisfied all of the requirements of Ed 318.08(c) – (g) and the ability to file.

The updated application is neither signed nor certified. Therefore, Ed 318.08(g) is not satisfied.

The initial legal review did not comment on Ed 318.08 (i) and (i) (1)-(7)¹. This analysis contains a review of those provisions.

The initial legal review determined that the name of the school “substantially complies” with the statute’s requirements. However, the statute says that a charter public school shall “adopt a name and corporate seal, provided that any name selected shall include the words ‘chartered public school.’” RSA 194-B: 5, III (a). Therefore, Windham Academy may not be in compliance with the statute. However, as was stated in the initial legal review, the name of the school does “substantially comply” with the statutory requirements.

Ed. 318.08

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher/student ratio for the first 5 years;

The budget contains the anticipated number of students, teachers and teacher aids. Section (E) on p. 9 of the Resubmitted Application indicates that the average teacher/student ratio will be 1:21.

This requirement appears to be satisfied.

(2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

¹ It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i).

The applicant indicates that “several potential locations have been identified in Windham with ongoing discussions.” Resubmitted application p. 8.

This requirement appears to be satisfied.

(3) A summary of the school's focus including a description of the characteristics, methods, and goals of the school.

A summary of the school’s mission and vision has been provided. p.4-5.

This requirement appears to be satisfied.

(i) In addition to the criteria listed in RSA 194-B:3-a, II(a)-(bb) and (dd), each applicant shall provide the following:

(1) An admission policy which takes into consideration the following factors:

a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;

This requirement appears to be satisfied.

b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

The application indicates that siblings of enrolled students will have preference. However, the application also states that “the Board reserves the right to reserve enrollment to children of school faculty, administration, and board members.” Application p. 26. It is unclear how a conflict between these two admission practices will be resolved.

When discussing reserving enrollment slots for children of school faculty, administration and board members, the application references non-regulatory guidance provided by the U.S. Department of Education which states that “the amount of reserved seats must constitute ‘only a small percentage of the school’s total enrollment.’” Further clarification, which could include an anticipated number of students related to faculty, administration and board members, may clarify this issue.

This requirement appears to be partially satisfied but would benefit from further clarification.

c. How the school will provide for educationally disabled students;

The application references RSA 194-B:11. The application indicates that the “sending district” will be responsible for the services identified in the IEP. The statute uses the term, “resident district.” However because the statute provides specific language, Windham should use the precise language provided.

This requirement will be satisfied with clarification.

- (2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

This requirement does not appear to be satisfied.

- (3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;

This requirement does not appear to be satisfied.

- (4) A statement that, in accordance with RSA 194-B:8, II, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

- a. Fire safety;
- b. Heating, ventilating, and air conditioning (HVAC);
- c. Plumbing;
- d. Electrical; and
- e. Requirements of Ed 321.23(u) and (v);

This requirement does not appear to be satisfied.

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

While this section does not appear to be applicable, a statement referencing RSA 194-B:8,IV should be included in the application.

This requirement may be satisfied.

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

This requirement does not appear to be satisfied.

This requirement may be satisfied with additional information regarding the distribution of its curriculum and policies to all persons, parents and pupils considering enrollment in the school in §(w).

- (7) Statements that the school shall develop, prior to opening, policies regarding the following:

- a. Records retention;

b. Promoting school safety including:

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

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

The application states that policies related to governance and operations “will be developed upon authorization by the State Board of Education and made publicly available prior to opening.” Resubmission of Application p. 7. However, the application does not specifically identify the policies required by Ed 318.08 (i)(7).

This requirement is not satisfied.

(k) Within 10 business days of the initial filing, the charter school office shall acknowledge receipt of application and notify the applicant of any missing information, and when the application is complete.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure. –

I. (a) Except as otherwise provided in law, chartered public schools shall be fully exempt from state laws and rules which otherwise apply to public or nonpublic schools, or local school boards or districts. Notwithstanding the foregoing, chartered public schools shall have all the rights and privileges of other public schools.

(b) A chartered public school's board of trustees shall have full authority to determine the chartered public school's organization, methods, and goals.

II. Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

(a) Educational mission.

The educational mission and vision are outlined on pages 4 and 5 of the resubmitted application.

This requirement appears to be satisfied.

(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the roles and responsibilities of the Board vis-à-vis the school administration and did not indicate whether decisions, besides decisions to fill vacant Board seats, will be determined by majority vote.

In its resubmission, Windham has updated its application to state that all decisions made by the board will be by majority vote. Resubmitted Application p. 6.

However, the resubmission still does not detail the roles and responsibilities of the Board and Officers. Rather, it states that the “Board of Trustees will establish a set of policies and procedures defining the responsibilities and authority of the School Administration.” Id.

This requirement may be satisfied, but could benefit from further clarification as to the responsibilities of the officers: Chair, Vice Chair, Secretary and Treasurer.

(c) Methods by which trustees and their terms are determined.

The initial application determined that this requirement appeared to be satisfied but highlighted that the original application did not include term limits for trustees. In the resubmitted application, Windham clarified that there are no term limits for Trustees.

This requirement appears to be satisfied.

(d) General description and proposed or potential location of facilities to be used, if such information is available.

The initial legal review determined that this requirement appeared to be satisfied.

(e) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.

The initial review determined that this requirement was likely not satisfied.

In reviewing the resubmitted application, the data provided appears to be inconsistent. The cover sheet indicates that the school will consist of grades 5 -8. However, the application discusses grades k-4.

This requirement has not been satisfied.

(f) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement appeared to be satisfied, as the application provided a description of the STREAM curriculum that the school intends to follow and states that “the curriculum will ensure that all students will achieve or exceed competency expectations for grade levels and required courses as they progress toward secondary school readiness.” Resubmitted Application p. 10.

This requirement appears to be satisfied.

(g) Academic and other learning goals and objectives.

The initial review determined that this requirement appeared to be satisfied.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

The initial review determined that this requirement appeared to be satisfied.

(i) For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

Not applicable

(j) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Windham has provided additional information regarding teacher, guidance counselor and special education representative qualifications.

However the requirements for the part time school nurse were not provided.

This requirement may be satisfied with additional information.

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any.

The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits (i.e., health insurance) and retirement benefits.

In its resubmission, Windham has provided additional information, acknowledging that it will provide health insurance and retirement benefits in accordance with state and federal laws. Resubmitted application p. 22.

This requirement appears satisfied, provided the state board concludes that Windham's submission satisfies its requirements.

(l) Pupil transportation plan, including reasonable provision from the chartered public school's own resources for transportation of pupils residing outside the district in which the chartered public school is physically located.

This requirement may be satisfied.

(m) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs.

In its resubmission, Windham has provided additional information regarding the responsibilities of its Special Education Representative. Resubmitted application p. 24.

This requirement appears to be satisfied.

(o) Admission procedures.

The initial legal review determined that this requirement appeared to be satisfied but suggested modifying the language that required families to attend an information session. The initial legal review suggesting changing the language in the application from "required" to "strongly encouraged" to attend informational meetings. That suggested change has been made.

When discussing reserving enrollment slots for children of school faculty, administration and board members, the application references non-regulatory guidance provided by the U.S. Department of Education which states that “the amount of reserved seats must constitute ‘only a small percentage of the school’s total enrollment.’” Further clarification, which could include an anticipated number of students related to faculty, administration and board members, may clarify this issue.

This requirement appears to be partially satisfied but would benefit from further clarification.

(p) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

The initial legal review determined that this requirement may be satisfied.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

The initial legal review determined that this requirement appeared to be satisfied.

(r) Annual budget, including all sources of funding, and a projected budget for the next 2 years.

The initial legal review determined that this requirement was not satisfied. The initial legal review raised the concern that the budget anticipated “high parent contributions” yet the application indicated that it would encourage enrollment by low income families. It also identified elements of the budget that were unfunded or only funded for certain years.

In its resubmitted application, the budget expects a \$1,000 annual “gratuity” from parents of kindergarten students and a \$750 annual gratuity from families of children in grades 1-8. It is unclear what is meant by “annual gratuity.”

In its resubmitted application, the budget allows for \$15,000/year for a school nurse, \$20,000/year for a special education teacher and the library and media are only funded in years two and five.

This requirement appears to remain unsatisfied.

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school’s ability to amend its school hours if it falls short on educational hours due to transportation issues resulting from sharing transportation with the local school district. This concern has not been addressed.

(t) Provision for providing continuing evidence of adequate insurance coverage.
The initial legal review determined that this requirement appeared to be satisfied.

(u) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.
The initial legal review determined that this requirement appeared to be satisfied.

(v) Philosophy of parent involvement and related plans and procedures.
The initial legal review determined that this requirement may be satisfied, but would benefit from further development.

In its resubmission, Windham provided additional information regarding the role of the parent steering committee. It also provided additional information about Windham Academy PTA and its role in engaging parents.

This requirement appears to be satisfied.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.
The initial legal review determined that this requirement appeared to be satisfied. In its original application, Windham recognized that particular attention/efforts would be made to make lower income and minority families aware of Windham Academy. The initial legal review suggested developing a targeted plan to reach these communities.

In its resubmitted application, Windham Academy removes the reference, in this section, to reaching lower income and minority families.

This requirement remains satisfied. However, the dissemination of information appears to be reduced.

(x) A global hold-harmless clause which states:
The chartered public school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The initial legal review determined that this requirement appeared to be satisfied.

(y) Severability provisions and statement of assurance that any provision of the

chartered public school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

The initial legal review determined that this requirement appeared to be satisfied.

(z) Provision for dissolution of the chartered public school including disposition of its assets or amendment of its program plan.

The initial legal review determined that this requirement appeared to be satisfied.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the chartered public school.

This section is not applicable

(bb) A plan for the education of the school's pupils after the chartered public school may cease operation.

The initial legal review determined that this requirement appeared to be satisfied.

(cc) In addition to an application, each chartered public school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:

- (1) Purpose.
- (2) Written policies.
- (3) Authority of trustees.
- (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant.
- (5) Contract agreements.
- (6) Indemnification.
- (7) Secular orientation.
- (8) Non-discrimination.
- (9) Health and safety.
- (10) Enrollment.
- (11) Attendance.
- (12) Availability of services.
- (13) Assessment of pupils.
- (14) Tuition and funding.
- (15) Property ownership.
- (16) Records.
- (17) Severability in accordance with subparagraph (y) above.
- (18) Assignment of contract.
- (19) Insurance.
- (20) Revocation.
- (21) Amendment.
- (22) Renewal.
- (23) Entire agreement.
- (24) Location, which shall be identified prior to submission to the legislative body.

This section is not applicable.

(dd) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

The initial legal review determined that this requirement appeared to be satisfied.

However, there is no indication in the application that the accountability plan will be developed and ready to implement prior to the date of opening.

In addition, there is no reference to the reporting requirements of RSA 194-B:10. The application would benefit from additional information that addresses the statutorily required reporting. This requirement may be satisfied with additional information.

III. (a) [Repealed.]

APPLICATION COVER SHEET

Name of Proposed Charter School:	Capital City Charter School
Name of Organization Sponsoring the Charter School (if any):	Tomorrow's Child Foundation
Name of Contact Person:	Stephanie C. Alicea
Mailing Address:	2 Stirrup Iron Road, Boscawen, NH 03303
Primary Telephone:	603.369.9000
Alternate Telephone:	603.369.9000
Email Address:	tomorrowschildnh@gmail.com
Projected Date of School Opening:	September 2018 (January 2018, pending NH DOE suggestion)
Proposed School Location:	Concord, NH

	SCHOOL YEAR	GRADE LEVELS	NUMBER OF KINDERGARTEN STUDENTS	TOTAL PROJECTED STUDENT ENROLLMENT
First Year	01/2018-06/2018	6-8	0	75
Second Year	08/2018-06/2019	6-9	0	151
Third Year	08/2019-06/2020	6-12	0	307
Fourth Year	08/2020-06/2021	6-12	0	420
Fifth Year	08/2021-06/2022	6-12	0	535

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application.

Stephanie C. Alicea
Signature

Director/Founder
Title

Stephanie C. Alicea
Printed Name

May 26, 2017
Date

CAPITAL CITY



CHARTER SCHOOL

CHARTER SCHOOL APPLICATION

Submitted by:
The Founding Members of
Capital City Charter School: A Public Charter School
Proposed location, Concord, NH
Original Submission: May 26, 2017

Tomorrowschildnh@gmail.com

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Capital City Charter School 2017

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CAPITOL CITY CHARTER SCHOOL

"We need your service, right now, at this moment in history. I'm not going to tell you what your role should be; that's for you to discover. But I am asking you to stand up and play your part. I am asking you to help change history's course".

*-- President Barack Obama, upon signing the
Edward M. Kennedy Serve America Act, 2009*

An Introduction

The following pages articulate our request for a state-issued charter for grades 6-8 creating an alternative approach to learning for a high quality public education for the families of Concord, New Hampshire and the surrounding areas. We propose an integration of service learning (research-based teaching method of guided classroom learning applied through action) and the Common Core State Standards (provides teachers, parents, and students with a set of clear expectations that are aligned to the expectation in college and careers). Service groupings and an approach to teaching centered on the child, rather than the teacher, will allow children to move at their own pace, enabling children of all abilities and backgrounds to be successful.

The first phase of the School will begin with two classrooms of (grade 6) a two to three classrooms of mixed ages (grades 7-8), and gradually add additional high school classrooms as well as junior high classrooms (grades 6-8 and 9-12).

Why Service Learning?

Capitol City Charter School (CCCS) is dedicated to educational journey of middle and high school aged students in New Hampshire. Service learning is a research -based teaching method of guided or classroom learning that is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflections on the service

experience and demonstration of acquired skills and knowledge. Simply put, service learning connects school-based curriculum with the inherent caring and concern young people have for their world.

CCCS, at its core, will employ the Five states of Service Learning -- Investigation; Preparation and Planning; Action; Reflection; and Demonstration in all aspects of the school curriculum. These interdependent stages of successful service learning constitute a process that is key to a student's effectiveness and critical to their learning transferable skills and content, which will allow them to become 21st Century Learners, ready to conquer what lies ahead.

Investigation - All service learning begins with investigation: resources within student population, and investigation of the community need.

Preparation & Planning - Students explore, research and discuss the topic and the teacher and students set the state for learning and social action.

Action - Direct result of preparation & planning. Solid preparation allows students to carry out their plan of action and apply what they learned to benefit the community.

Reflection - One of the standards in service learning and one of the five stages. A vital and ongoing process that integrates learning & experience with personal growth and awareness.

Demonstration - What is often called "The Big Wow". Students make explicit what and how they have learned and what they have accomplished through community involvement.

CCCS hopes to create learners that are not only prepared for schoolwork and their future, but also give more than just book smarts. We aim to create an experiential learning environment that will allow other method to engage student to gain "real world" knowledge and better express the growth of their community and selves.

Why Concord?

Concord is our capital, centrally located and there is not an option for middle and high school choice that is public for anyone between exit 19 and 11 on 93 N&S and exit 1 to 10 on exit 89.

(A) EDUCATIONAL MISSION

Vision

Capital City Charter School (CCCS) aspires to provide the conditions that enable each individual to become empowered with the knowledge and skills to use his or her voice effectively and with integrity in co-creating our public global world. Our vision is to create an environment in which students academic, social, and personal skills improve our schools and our communities by working together with communities and families to ensure each child's success.

Mission

The Capital City Charter School mission is both bold and pragmatic: to implement a service-learning program and high quality education to the 21st Century Learner. CCCS consciously integrates student experiences into the curriculum and addresses areas beyond the academic realm to include; leadership, communication, collaboration and critical thinking.

(B) GOVERNANCE, ORGANIZATIONAL STRUCTURE, AND PLAN ABILITY TO SUBMIT APPLICATION.

In accordance with provisions to RSA 194-B:3, V, the Capital City Charter School application to establish a public charter school has been submitted by a non-profit organization -- Tomorrow's Child Foundation.

The Founding Board

FOUNDING ORGANIZATION

The Tomorrow's Child Foundation, a 501(c)(3) organization dedicated to creating and sustaining student-centered learning communities, has served as the

Founding Organization of Capital City Charter School (CCCS). All of the members of Tomorrow's Child Foundation are involved with education, and have experience with budgets and financial management at both the school building and the district level. One of the founders have served as a school board and committee member, of Ethics, Finance and Policy, two have served as non-profit and for profit business owners, one has served as an educator. This experience includes the vast array of financial and fiscal responsibilities a school administrator takes on, including managing instructional supply budgets, professional development funds, capital projects, facilities, buildings and grounds, and technology. The group also has members with experience in state, federal, and private grant writing and management. The founders realize that the financial management of a charter school creates unique challenges and intricacies, so we will enlist the help and services of community representatives with a diverse set of financial, legal, and business skills, as well as school finance experts, entrepreneurs, and service providers.

Officers

Initial officers shall include: chair, vice chair, secretary, and treasurer. Officers of the board shall be elected by majority vote of those present at the annual organizational meeting to be held in March of each year and shall serve until the next annual organizational meeting.

Board of Trustees

In accordance with RSA 194-B:5, The Capital City Charter School will be governed by a five to nine-member Board of Trustees that has general supervisory control and authority over operations of the charter school. The Board has a statutory responsibility for reporting progress and achievement of the schools stated goals.

Trustee selection will be based on personal and professional background and a commitment to the schools mission, support, and sustainability. Trustees will represent the diversity of stakeholders and contributors:

Two (2) members representing the parents of CCCSSs students or not fewer than 25% of the Board's total membership

Two (2) members representing sending school district(s) or not fewer than 25% of the Board's total membership

Two (2) members representing the community or not fewer than 25% of the Board's total membership

One (1) member representing the higher education community

One (1) member representing the business community

One (1) member will be the Director of the school.

During the first five years, there shall be no less than one (1) and no more than four (4) Founders on the Board of Trustees. The board will be developing a conflict of interest statement, policy, and form to ensure the school is never at risk of a conflict of interest. The Board of Trustees can establish ex officio board members and/or advisors who will be non-voting.

It is the goal of the Board that the Capital City Charter School and host school district(s) enter into mutually advantageous contractual relationships resulting in the sharing of transportation, instructional, athletic, maintenance, and other service and facilities. Similar contractual relationships will be explored with community based organizations.

For purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum. Records and minutes of meetings will be kept in accordance with New Hampshire's Right to Know statute¹, which applies to chartered public schools.

COMMITTEES

The Board of Trustees will have subcommittees such as fundraising, facilities, etc. as it deems necessary to pursue specific topics and report back to the board for action, unless the board specifically votes to delegate a subcommittee to

¹ See RSA91-A

act. One standing subcommittee will be for board recruitment (so potential board members can be identified in a timely manner) and one standing committee will be for finance and entrepreneurial revenue (to maintain focus on financial sustainability).

GOVERNANCE

The Board of Trustees of CCCS will be responsible for supporting the vision, mission and core beliefs of the school, and for providing active and sound fiscal oversight for the school. CCCS's Board of Trustees oversees the school's finances. While school leadership and contracted business management consultants will hold primary responsibility for creating and maintaining a sound budget, they will report directly to the Board of Trustees, who will ultimately approve and be responsible for all of the school's budget and financial matters.

The Board of Trustees will be responsible for:

- Approving an annual operating budget for the school.

- Meeting monthly with school leadership to review the budget and address any concerns or issues, as well as to plan for financial growth, development and sustainability.

- Developing an annual financial timeline for the school.

- Developing the CCCS's accounting and finance manual.

- Ensuring proper accounting and reporting practices.

- Creating a systematic fundraising plan and raising funds for the school.

- Reviewing and evaluating the school's relationship and contract with any outside accounting, bookkeeping and other service providers.

- Approving fiscal reports; facilities plans; fundraising plans and reports; marketing plans and reports; annual performance review of the CCCS's Director; the contract of the CCCS's Director; and all human resources decisions and contracts.

- Supporting the curriculum and educational plan outlined in the charter by supporting the work of the Director and CCCS faculty.

Creating a student recruitment plan in the unlikely case of low student enrollment in any particular school year.

Developing a long-range, strategic growth plan.

Developing public understanding, demand, and will for high quality education for every child.

The Board of Trustees will also have oversight and authority to render final decisions on matters pertaining to:

Appointing one or more advisory members or committees.

Reviewing and approving significant contracts, e.g., for facilities and benefits programs.

Matters for which the board serves as a hearing body for action or appeals.

Any other matters which are prescribed in statute or rule.

(D) METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

After forming the initial Board of Trustees, governance will transfer to the charter school Board of Trustees. An essential formal transition and induction will take place within four months of school authorization and before the school begins to operate. The initial Board of Trustees will develop the schedule of set terms for board members and policies for filling board vacancies. The suggested terms will be staggered in order to have the wisdom of veteran board members and still welcome new and fresh perspectives of incoming board members. Two trustees will be appointed for two years; two will be appointed for three years; one to two will be appointed for three to four years. The board may appoint a Trustee to fill a vacancy to complete a term according to established term timelines. Board members may serve consecutive terms if so voted by a board majority up to three consecutive terms. The initial Board of Trustees will meet at least quarterly to review and report to the State Board of Education regarding the charter school's progress in achieving its stated goals. A copy of the quarterly report shall be available to participating school districts and parents of children attending the charter school.

Board of Advisors

The governing Board of Trustees may be augmented by a Board of Advisors, non-voting, who represents academia, research, international relations, students and faculty, legislators, and topics of interest to the board. This board will attempt to include diverse perspectives of partners collaborating with the school to advise on program quality, current research and developments, and business strategy.

AD HOC STEERING COMMITTEE, First year:

During the school's first year of planning, a design and development team shall work on all facets of start-up and readiness:

STEERING COMMITTEE INITIATIVES:

Develop and secure connections to community, service, and parent organizations,

Develop and secure connections to businesses,

Develop and secure connections to donors,

Develop and secure connections to government,

Develop and secure connections to colleges,

Develop and secure connections to public schools,

Develop and employ a strategic marketing campaign,

Assist with facility and program decisions.

(D) GENERAL DESCRIPTION AND PROPOSED OR POTENTIAL LOCATION OF FACILITIES TO BE USED

The Director for Capital City Charter School is working with community members and real estate agents in Central New Hampshire and in Concord to identify available properties large enough to house school programs for 40 – 120 students, faculty and staff during the first two years and for 200 – 400 students faculty and staff by the fourth and fifth years. Initially, we anticipate leasing a site that offers some room for growth, handicap accessibility, playground and parking

space. We will seek a site that is easily accessible by all members of the sending communities.

Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options. We will require additional space for offices and must have flexible outdoor space. In time we will also need library, resource and technology rooms, kitchen and a multipurpose/gym area.

The school makes no commitment at this time to boarding facilities for students; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing.

(E) MAXIMUM NUMBER, GRADE OR AGE LEVELS, AND, AS APPLICABLE, OTHER INFORMATION ABOUT PUPILS TO BE SERVED.

During its opening year, the Capital City Charter School will serve middle-age students in grades 6-8, in one middle school classroom, which will serve students in grade 6, and two mixed-age classrooms, serving grades 7 and 8. Capital City Charter School will accept up to 100 students, with up to 60 in grades 6 – 8, and 40 in grades 9 – 12. The exact capacity for enrollment in the first year is highly dependent on the space chosen and the ability to make needed renovations, applicable. New, incoming classes will be added each year thereafter, including grades 9-12. Maximum enrollment at full capacity shall be approximately 320 students, with room for growth, based on the needs of the communities served.

Though we will be open to applications across all grades in the early years of operation, once the School fills to capacity, admission will be determined by available space, and therefore, for most students, the entry point will be in Either sixth or ninth grade. Should the number of potential students exceed the available spots; a blind, lottery will be conducted to determine which of the older student(s) would be invited to enroll.

(F&G) CURRICULUM THAT MEETS OR EXCEEDS STATED STANDARDS IN THE SUBJECT AREAS OFFERED

The intellectually conscious mission of The Capital City Charter School engages students in applying their knowledge through the deeper learning skills necessary for students to compete with their peers around the world. Students will, with the use of Common Core State Standards and Service-Learning (Experiential-Learning) curriculum, gain valuable knowledge in various domains and connecting academics to service learning, career paths, and internships. Students will engage directly with making meaning of the standards, co-designing work that will best engage them in deep exploration of the standards in order to gain deeper understanding of core academic content and simultaneously build deeper learning skills through the integration of content knowledge with application. In the middle school, students will study the traditional liberal arts — language and literature, rhetoric, math, history and government, the sciences, music and art — in a coherent and orderly program. The high school curriculum will deliver specific content and skills, aligned with but exceeding the state and district content standards, for all subject areas.

DISTINGUISHING (SPECIAL) CURRICULUM FEATURES

State and national standards currently provide the footprint of our students' learning, with the Common Core Standards as the foundation. In concert with the Common Core Standards, that currently provide the footprint for student learning, the K-12 Service-Learning Standards will be aligned with New Hampshire state Grade-Level and Grade-Span Expectations and incorporated into CCCSs academic expectations. All curriculum standards will be correlated to the best practices for service learning and the eight key elements involved. The Eight elements are: Meaningful Service; Intentional Link to Curriculum; Reflection; Diversity; Youth Voice; Partnerships; Progress Monitoring; Duration and Intensity. Each element will be illustrated by appropriate Common Core Standards, NH Grade Level

Expectations, and social and emotional developmental tasks, with clearly defined documentations for progress.

Meaningful Service: Service learning actively engages students in significant and personally relevant service activities. Students identify, investigate, learn about, and articulate a genuine, recognized community need. This need is often verified through the media, surveys, observation, or interviews with informed community partners. With well thought-out plans, students can see their actions having verifiable consequences as they learn and apply academic skills and knowledge. When a service experience has meaning and students see the purpose, engagement and action are sure to follow.

Intentional Link to Curriculum: When service learning is employed as a teaching method to meet designated content and skills, academics come alive. Knowledge is applied with transparency, allowing students to make explicit connections between subject matter and application within the context of community. While the subject matter and social context may change, the skills learned and practiced by students are transferable. Ideally, the learning and the service weave together and reinforce each other, with the service informing the curriculum and the curriculum informing the service.

Reflection: Through service learning, students participate in systemic processes that integrate cognitive thinking--related to social issues and their lives--with empathetic response. This blend of affective and cognitive thought deepens the service learning as students apply and transfer new understandings of themselves, others, and the world around them. While all of the standards have importance, "reflection" is a word often repeated in the service learning community.

Diversity: Imagine all the possible ways service learning can expose young people to the concept of diversity. Whether it involves interfacing with a community partner, an elder in a retirement community, a veteran just returning from war, a recent immigrant or a government official, participation in service learning provides exposure to a range of backgrounds,

perspectives, and ways of thinking and solving problems. The term diversity takes on a deeper meaning and relevance. Social and cultural boundaries lessen as relationships resonate with mutual respect.

Youth Voice: Young people need ample opportunities to express their ideas and opinions, and to make constructive choices and see the results. Service learning enables students to take initiative, make decisions, interact with community representatives, learn about the role of government in social issues, develop critical-thinking skills, put their ideas into action, and assess and evaluate what happened. Students meet significant age-appropriate challenges with tasks that require thinking, initiative, problem solving, and responsibility in an environment safe enough for them to make mistakes and to succeed.

Partnerships: Students participate in the development of partnerships and share responsibility with community members, parents and other students, as well as with people from organizations business, and governments. These relationships give students opportunities to interact with people of diverse backgrounds in diverse settings. Through these dynamics, students and community members learn about each other and gain mutual respect, understanding, and appreciation. There is an exchange of information, ideas, and skills among all participants in the service learning experience.

Progress Monitoring: Even the best service learning intentions can fall flat or require a makeover. Since the service learning experience typically takes place in a youth group or classroom, which are laboratories for learning and efficacy, if something goes awry benefits may still occur. For example students can learn about the need for perseverance, or find a better strategy to turn a good idea into a city policy. With progress monitoring, students set a baseline of what the status quo is when they begin the process and learn the skill of comparing this with the results. Along the way they observe,

report, and calculate to have a sense of where they are headed allowing for modifications even while in process.

Duration and Intensity: How long should the service learning process last?

As long as necessary for a quality experience. The charter is based in service learning, and therefore, will last the year. A sufficient duration allows the participants to move through the Five Stages of Service Learning-- investigation, preparation and planning, action, reflection, and demonstration--with ample time to authenticate and address identified community needs and achieve learning outcomes. The emphasis is on process rather than aiming for a premeditated goal. Service learning is about moving forward with purpose, while allowing for flexibility.

Service learning can be defined as a researched based teaching method where guided classroom learning is applied through action that addresses an authentic community need in a process that allows for youth initiative and provides structured time for reflection on the service experience and demonstration of acquired skills and knowledge. In such settings, when service learning is used in a structured way that connects to classroom content, students will *Investigate; Prepare and Plan; Take Action; Reflect; and Demonstrate* across all content areas.

Through a variety of project based and experiential learning opportunities, ranging from interdisciplinary classes to personal learning experiences, students work with teachers and mentors to design personally meaningful work that addresses curriculum standards while infusing global competencies. Progress is mastery-based, with clearly identified benchmarks and documentation requirements articulated and shared with students and parents/families. Community based learning is an integral component of our learning program, beginning with service learning for younger students and culminating in internships (and apprenticeships as appropriate) for older students.

(H) ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT INCLUDING, BUT NOT LIMITED TO, OBJECTIVE AND AGE-APPROPRIATE MEASURES OF LITERACY AND NUMERACY SKILLS, INCLUDING SPELLING, READING, EXPOSITORY WRITING, HISTORY, GEOGRAPHY, SCIENCE AND MATHEMATICS.

Student achievement will be measured in a variety of assessment strategies, including formative and summative assessments, anecdotal records, portfolio assessments, and norm-referenced and criterion referenced tests. Achievement will be determined in a number of ways and not limited to the following:

- Progress Reports will document students' progress in subject and critical skills areas, and can be reviewed for year-to-year comparisons.

Students will maintain portfolios of their work. Portfolios will include work selected by students and teachers, and will document progress over time. The portfolio will provide an opportunity for the student to reflect on their learning and progress.

Student Journaling of their work, experience and specifically service learning projects, will provide our students, their teachers and parents/guardians with a powerful means of assessing working knowledge across all areas of the curriculum throughout the year.

Daily Observations and recording of those observations using checklists and other means of adjusting the personalized learning plans and facilitating the teachers' work in recording and communicating each student's progress. This documentation will be made available to students and parents/guardians at any time upon request.

Group Projects and Collaborative Presentations will enable students and teachers to evaluate their skills at working cooperatively to solve problems, developing effective leadership, sharing and coordinating tasks and communicating efficiently.

All seniors will satisfactorily produce a senior thesis that represents a culmination of each student's learning and research that draws both broadly and specifically from each student's civic and global education. The paper will also incorporate skills and understanding demonstrated through an act of exemplary leadership – as measured by a rubric and assessed jointly by faculty, fellow students, and community volunteers.

Parent/Teacher/Student conferences will provide an opportunity to review the student's portfolio.

Standardized Testing: Per RSA 194-B:8 V, We will utilize standard testing including the Smarter Balanced Assessment (SBA) in addition to other supplemental testing methods such as the North West Evaluation Assessments (NEWA). At the beginning of the school year, students will be given benchmark assessments for reading and mathematics, using the Common Core State Standards. Basic skills of literacy and numeracy will be assessed using a combination of state required standardized tests (SBA) and a nationally norm-referenced achievement test such as the NWEA's MAP (Northwest Evaluation Association's Measurement of Academic Progress) or Smarter Balance.

**(I) FOR SCHOOLS OFFERING HIGH SCHOOL GRADE LEVELS,
GRADUATION REQUIREMENTS SUFFICIENT TO ENSURE THAT THE
SCHOOL HAS PROVIDED AN ADEQUATE EDUCATION FOR ITS PUPILS.**

Required Subjects	NH State Requirements	CCCS's Requirements	NH State Credits	CCCSs Credits
Arts and Music Education	Y	Y	.5 Credit	.5 Credit
Information and Communications Technologies 11	Y	Y	.5 Credit or Demonstrated Proficiency	.5 Credit
English	Y	Y	4 Credits	4 Credits
Mathematics	Y	Y	3 Credits	4 Credits
Algebra 1	Y	Y	1 Credit	1 Credit
Geometry	Y	1 Credit		
Algebra 2	Y	1 Credit		
Elective Math Courses	Y	2 Credits	1 Credit	
Science	Y	Y	2 Credits	3 Credits
Physical Science	Y or Physics	1 Credit		
Biology	Either or Both	Y	1 Credit	1 Credit
Chemistry	Y	1 Credit		
Physics	Y	1 Credit		
Social Studies:	Y	Y	2.5 Credits	4 Credits
US & NH History	Y	Y	1 Credit	1.5 Credits
World History	Y	Y	.5 Credit	1.5 Credits
US and NH Government / Civics	Y	Y	.5 Credit	.5 Credit
Economics	Y	Y	.5 Credit	.5 Credit
Healthy Choices	Y	Y	.5 Credit	.5 Credit
Physical Education	Y	Y	1 Credit	2 Credits
Foreign Language and Culture	Y	2 Credits		
Open Electives	Y	Y	6 Credits	3 Credits
Total Required Credits	20	23.5		

(J) STAFF OVERVIEW INCLUDING QUALIFICATIONS SOUGHT FOR PROFESSIONALS AND PARAPROFESSIONALS

The school sets a goal of one teacher and one assistant for each classroom, with some assistant services provided by volunteers or teachers in training. No less than 50% of teachers employed by the school will have New Hampshire teaching certificates as required by New Hampshire Charter School statute. Because of our rigorous service learning based core curriculum, the school anticipates hiring teachers with Bachelors and Masters degrees, strong liberal arts backgrounds, and an interest or experience in service or experiential learning. In addition, we will seek adults who have prior experience working with children and have strong recommendations as ethical role models.

Teaching Assistants hired to work in the Capital City Charter School will meet three criteria:

intelligence, very supportive with children, and strong recommendations as ethical role models. Our goal is to hire Teaching Assistants who are working toward becoming classroom teachers.

(K) PERSONNEL COMPENSATION PLANS, INCLUDING PROVISION FOR LEAVES AND OTHER BENEFITS, IF ANY.

Salary

Our School Administrator, Learning Coordinator and Teachers will be paid a salary. The salaries of these full time personnel shall be paid bi-weekly (assuming approval is granted by the Commissioner of the Department of Labor).

Assistant Teachers, and other personnel, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

Vacation

The Capital City Charter School will publish an annual calendar of holidays and vacations during which the School will officially be closed. Full-time teachers will also receive a maximum of three (3) days of paid personal leave per year. Personal leave days must be used during the school year in which they are accrued.

Sick Leave

Full-time salaried staff will receive five (5) sick days per school year, to be used in the year in which they are accrued. Part-time salaried employees will receive two (2) sick days per year. For purposes of sick leave for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled workday.

(L) PUPIL TRANSPORTATION PLAN, INCLUDING REASONABLE PROVISION FROM THE CHARTER SCHOOL'S OWN RESOURCES FOR TRANSPORTATION OF PUPILS RESIDING OUTSIDE THE DISTRICT IN WHICH THE CHARTER SCHOOL IS PHYSICALLY LOCATED

As mentioned in Section D of this application, the site of Capital City Charter School will be finalized during our initial planning period. We will seek a centrally located site both to accommodate the resources of the surrounding School Districts, and for ease of access for families traveling from other areas.

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

charter school providing for added route costs, if so billed. Students attending the Capital City Charter School who do not reside in the host district will be required to arrange for their own transportation. The Capital City Charter School will make every effort to support families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means.

(M) STATEMENT OF ASSURANCES RELATED TO COMMITMENT TO NONDISCRIMINATION

Our school's success depends on a dynamic and diverse student body and staff. The Capital City Charter School will celebrate and welcome diversity in its students and staff and will not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability, socio-economic or marital status in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

(N) METHOD OF COORDINATING WITH PUPIL'S LOCAL EDUCATION AGENCY (LEA) FOR MATTERS PERTAINING TO ANY REQUIRED SPECIAL EDUCATION PROGRAMS OR SERVICES, INCLUDING METHOD OF COMPLIANCE WITH ALL FEDERAL AND STATE LAWS PERTAINING TO EDUCATIONALLY DISABLED PUPILS.

Charter School Responsibility & Method of Coordinating with Student's Sending School District

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

Charter Public Schools & Special Education

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

School District Special Education Responsibility

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

- (a) Referral;
- (b) Evaluation;
- (c) Determination of eligibility;
- (d) Development and approval of the IEP;
- (e) Placement;
- (f) Ongoing monitoring of the IEP; and
- (g) Annual review of the IEP.

It is clear pursuant to RSA 194-B:11, III that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. Any federal funding or other funding available to a sending district related to special education, to the extent and in a manner acceptable to the funding source, shall also be directed to the receiving chartered public school on an eligible per pupil basis pursuant to RSA 194-B:11, IV. These important provisions allow the responsible sending district and the Capital City Charter School to cooperate creatively to meet

a student's special education needs. The sending district will be required to provide the Capital City Charter School with a complete copy of each student's IEP for implementation and monitoring purposes.

(O) ADMISSION PROCEDURES

Eligibility

CCCS is an open enrollment, public school. New Hampshire students who meet the schools' admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are two criteria for admission eligibility:

- 1.) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations (see Admissions Agreement).
- 2.) If more students apply and are eligible than the number of spaces available in any grade or program, the board will conduct a lottery according to an established lottery policy. Eligible students who are not chosen in the lottery will be listed on a wait list in the order their names are drawn, according to grade or program. Should a selected student not attend or an opening otherwise occur, placement will be offered based on waiting list order. If a student offered admission from the waitlist declines admission, the board will continue to contact students/parents in the order listed.

Application Procedures

The CCCS Charter School will follow the basic method of admissions that defines charter schools nationwide:

Admission shall be blind: Should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow. The school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. CCCS will have a website with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at CCCS is positive if the student is enrolled. CCCS offers a unique opportunity for students to become deeply involved in their own education. CCCS recognizes such a shift in responsibility will not necessarily happen naturally or easily, and is committed to supporting students and their parents or guardians through that process. CCCS wants to ensure each student and his or her parent(s)/guardian(s) are clear about the mutual commitments being made upon admission to CCCS. The process of establishing a mutual relationship focused on student needs begins at the time of application.

At a minimum, the admissions process will include the following:

Prospective students and their families will tour the School and attend at least one informational meeting at which our educational approach and school of students and their families will be explained.

Application packets with information about the School, and its philosophy and expectations of attending students and their families, will be shared, along with student related policies. Parents will be asked to sign an agreement indicating their understanding of the School's Mission and other expectations as part of the admission process.

- Interested families will then submit their application.
- A committee will review the applications for comprehensiveness.
- To successfully develop functioning classrooms and at the same time ensure the opportunity that our school experience is available to all, the school will offer space to students without previous service learning experience.
- Should applicants exceed the number of allotted slots, a formal lottery, organized by grade and service learning experience will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
- All accepted students will receive notification. Those who have been wait-listed will be notified.

Soon after the enrollment process is complete, the CCCS will hold meetings for admitted students and their families and provide an orientation for students and families.

The Board of Trustees of the CCCS will establish an Admissions Committee. reserve the right to have the Admissions Committee further develop and amend the specific admissions process during the planning year.

Enrollment Provisions

The CCCS will offer automatic re-enrollment to its students, provided they are in good standing. Families will have to provide a letter of intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

CCCS will admit from the wait-list should space become available after the lottery. Siblings of children already enrolled at the School will receive preference.

The Board will reserve the right to give preference in enrollment to up to five total children of School Faculty as part of the employee benefits package.

Up to three children of the Founders of the CCCS will receive priority for placement, as a means of recognition of their sweat equity in establishing the School.

It will be a priority at the Capital City Charter School that students are physically and emotionally safe while at school. In our planning period, a code of ethics will be established to address this priority both with regard to infringements on safety and respect, and to create clear and meaningful methods of problem solving. A core value of the CCCS is the development of student character and global citizenship and civic mindedness. In CCCS, students will develop important self-monitoring, communication, and leadership skills as they progress academically and develop socially. Self-discipline, self-advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Our Wellness Guide will work to support teachers in addressing any behavior issues they are experiencing with

students in their classrooms in a manner that is respectful of the student, their family and in keeping with our mission.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition. The school recognizes that education includes evolving maturity and will provide programs, such as mediation, to teach skills. Situations requiring intervention not available at the school will be discussed and handled with parents.

(Q) METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING, INCLUDING A PROVISION REQUIRING FISCAL AUDITS AND REPORTS TO BE PERFORMED BY AN INDEPENDENT CERTIFIED PUBLIC ACCOUNTANT.

We will follow NH public school accounting guidelines and will put in place internal accounting controls at the direction of the Board of Trustees, necessary to safeguard its assets and to prevent and detect financial statement misstatements. The School, with the assistance of an approved Treasurer and Certified public accountant, will maintain accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial report will be provided including an audit by and independent certified public accountant.

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of CCCS. The Treasurer shall report the financial status of CCCS to the Board of Trustees at least monthly. The Board shall also adopt policies on conflicts of interest for Board members and Faculty.

The Board will approve an accounting policies and procedures manual to be followed by all employees, contractors and Board members to ensure proper tracking and use of CCCS funds. A general account will be set up for the administration of funds, and the Treasurer and named members of the Board of Trustees will have check-writing authority. Two signatures will be required on all check. Each individual with check-writing authority will be covered by a fidelity

bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

CCCS shall comply shall comply with all requirements specified in the law pertaining to reporting requirement (RSA 194-B: 101-V). This list includes annual report, annual financial audit and report, program audit, and participation during the annual school budget process.

Pursuant to ED 318.07, CCCS will produce an annual report that will include, at a minimum, the following elements:

- A general progress report to establish the initial school program, a process that will require considerable flexibility and energy,

- An assessment and report of how the Charter School is meeting its educational and financial goals, as identified in its mission statement,

- Changes, if any, in the organizational structure and make-up of the Board of Trustees,

- Assessment and report of business, parent, and volunteer involvement in CCCS,

- Description of community services available at the site,

- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal, School calendar,

- Transportation services,

- Financial statement and balance sheet identifying Charter School's assets, liabilities, and fund balances or equities,

- Projections of income and expenses for the upcoming school year.

(R) ANNUAL BUDGET, INCLUDING SOURCES OF FUNDING

Please see the budget that appears in Appendix B.

The included budget reflects estimated expenses for the first four years of operations. We have developed a list of our most likely and most important Mission-driven plans and costs, recognizing that the budget as represented surpasses the

expected income in the first few years. Appendix B also includes expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. Work to raise the additional funds necessary to support the budget will begin and will increase in intensity once the charter has been granted. During our planning period we will also examine the feasibility of additional revenue sources, including extra-curricular activities, which might bring income as well as exposure to the School.

We have entered into this project with the full understanding that the state per-pupil allotment is likely not enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through of the fundraising efforts of the CCCS Board of Trustees Fundraising Committee including securing grant monies, and private and corporate contributions. Strategic partnerships and other fundraising efforts will also be important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from the business community and the greater community to support the Mission of the CCCS.

Capital City Charter School, Board Members, staff and families will understand the need to make contributions to augment the state-provided funds in order to deliver the quality of educational services and variety of service learning opportunities that will make up the curriculum that is central to this project. Contributions from the School community will take many forms — volunteer time in the classroom or within the school, assistance in various areas dependent on expertise (computer support, construction, etc.), and possibly even financial contributions from individuals who choose to contribute in this way. All donations will be tax deductible to the extent permitted by law.

Once the CCCS has been established, the CCCS Board of Trustees will organize a fundraising committee. This committee's mission will be to support the School's economic viability. As the School's development arm, the committee will focus on securing the support of local, state and national foundations and charitable organizations as well as cultivating support from community members and

businesses. The unique character of the School, its blend of service learning based instruction and approach to teaching and the resource and value it brings to our local community will be highlighted in our fundraising efforts. A major focus of the committee will be to begin to develop an endowment fund. School-focused fundraising will include events small and large, aimed at financial gain and the solidifying of the School community and Mission.

(S) SCHOOL CALENDAR ARRANGEMENT AND THE NUMBER AND DURATION OF DAY PUPILS ARE TO BE SERVED PURSUANT TO RSA 194-B:8, III

We will follow, at a minimum, a 180-day school year in accordance with the RSA 194-B:8, III. We expect to follow the calendar of the district in which the charter school is located in order to best coordinate transportation services and better serve multi-student households. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours. It is expected that days will begin at approximately 8:45 am and end at 2:15, though some flexibility may be required to meet our host district's bus route schedule. We are willing to open our doors as early as 7:20 am to account for such route scheduling and use this as individual work time for service learning projects. We are willing to leave our doors open until 3:30 pm to do that same. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

(T) PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

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

(U) IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES, IF KNOWN

During the period of startup and development, we may require tasks addressed by and conducted by specialist in certain field. At this time however, no consultants have been identified.

(V) PHILOSOPHY OF PARENT INVOLVEMENT AND RELATED PLANS AND PROCEDURES

A key component of the CCCS design is that parents, legal guardians, and adult advocates are partners in students' learning and essential members of the CCCSs school community. Their knowledge of their children is sought throughout every aspect of their children's school careers. Resources, support, and training are provided for parents, legal guardians, and adult advocates for the purpose of building shared language, purpose, and strategies around and for student learning. Parents and legal guardians are encouraged to participate in school governance structures, including the Board of Trustees and the Ad Hoc Governance Structure Committee for the first two years. Parents and legal guardians receive daily communications about their children's learning, along with periodic progress reports. Parents and legal guardians have real-time access to their children's work and learning progress through the online portfolios.

(W) A PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENT AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure all residents have equal opportunity to apply to the charter school, an extensive public relations effort will be initiated. During the initial months of planning and operating, information will be disseminated through bulletins, advisories, and postings on informational websites. Materials for a major informational outreach program will be disseminated to public school administrators, school personnel, parents, businesses, and community and faith based organizations and service agencies.

(X) A GLOBAL HOLD HARMLESS CLAUSE

In accordance with RSA 194-B: 3, II (x) Capital City Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the school district, any other school district which sends its students to the charter school, and their school boards, office directors, agents, employee, all funding districts and sources, and their successor and signs, (the "indemnified parties) from any and all claims, demands, actions and causes action, whether in law or in equity, and all damages, costs, losses, and expenses, including, but not limited to, reasonable attorney's fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

(Y) SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE THAT ANY PROVISION OF THE CHARTER SCHOOL CONTRACT FOUND BY COMPETENT AUTHORITY TO BE CONTRARY TO APPLICABLE LAW, RULE, OR REGULATION SHALL NOT BE ENFORCEABLE.

If any part of the charter contract is determined to be invalid or illegal by a court of competent jurisdiction, such invalidation or illegality shall not affect the remaining portions of the charter contract, which shall remain in full force and effect. Any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulations shall not be enforceable.

(Z) PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL INCLUDING DISPOSITION OF ITS ASSETS

If the CCCS ceases operation, the Board shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met.

Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be

distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

**(AA) IN THE CASE OF THE CONVERSION OF A PUBLIC
SCHOOL TO A CHARTER SCHOOL** Not Applicable.

**(BB) A PLAN FOR THE EDUCATION OF THE SCHOOL'S
PUPILS AFTER THE CHARTER SCHOOL MAY CEASE
OPERATION**

A plan for each students continued education, should the school cease to exist, will be determined individually with each student and his/her parent or legal guardian. Likely options would be 1) re-integration into the students assigned public school, 2) application to a different chartered public school, if available, or 3) other available options based on parent and student priorities.

Upon cessation of operation, the records all the students would be transferred in a timely manner to the receiving school, and the staff and trustees would work with the receiving school, parents, and students to assure smooth and timely transitions.

**(CC) IN ADDITION TO AN APPLICATION, EACH CHARTER
SCHOOL APPLICANT, IN CONSULTATION WITH THE
LOCAL SCHOOL BOARD, SHALL PREPARE A PROPOSED
CONTRACT**

Not Applicable.

(DD) AN OUTLINE OF THE PROPOSED ACCOUNTABILITY PLAN WHICH CLARIFIES EXPECTATIONS FOR EVALUATING THE SCHOOLS PROGRAM AND WHICH CONTAINS AN ACKNOWLEDGEMENT THAT A FULL ACCOUNTABILITY PLAN SHALL BE DEVELOPED AND READY TO IMPLEMENT PRIOR TO THE DATE OF OPENING.

Capital City Charter School will collect and report data regarding student progress and program effectiveness in a number of ways especially as outline in section (g) Academic and Other Learning Goals and Objectives A annual report will be prepared and submitted to the State Board of Education for their review in August following each academic year. The accountability plan shall be developed and ready to implement prior to the date of opening.

Appendix A: Charter School Foundation Board/Bios

Appendix B: Project Budget

Appendix C: ASLER Standards

Appendix D: Computer Science Unit Template

Appendix E: Service-Learning Curriculum

Stephanie Alicea

Ms. Alicea has been a middle and high school educator since 1999 who has a Master's of Education in Curriculum and Instruction. Her focus while teaching has been curriculum focused on the whole student and their experience. She has been the Coordinator for a thousand student plus faculty Community Service-Day, a coach, advisor and life-skills educator. Service-Learning has been Ms. Alicea's focus of all classes and life. Awards and certifications include Alt 3 Educator Certification, Prime for Life Instructor Certification, Mac Certified.

Caroletta Alicea

President & CEO of Granite Bay Connections, Inc., Concord, NH. Mrs. Alicea provides direction to Agency Management and serves as the liaison between the Board of Trustees and the Executive Management Team. With over thirty (30) years of experience in all levels of management, finance/accounting and leadership. Mrs. Alicea serves as a NH State Legislator, (Boscawen) for three terms, currently she is the Clerk, Assistant Floor Leader and President of the Order of Women Legislators (OWLS). Her educational interest and experience comes in part from her sixteen (16) years on the Merrimack Valley School Board in which she has served as the Policy Chair, and on the Finance, Negotiations, and Student Ethics Committee's.

Stephanie Carter

Stephanie Carter has lived and worked in the Concord Area for 40 years. Currently working as an Executive Administrative Assistant, she has spent the last 14+ years managing roughly 200 people and the building she works in.

Stephanie believes alternative/charter schools benefit students with non-traditional approaches in teaching that allow for bigger/better growth in a society with every changing needs and is excited to be part of Tomorrows Child and its mission.

Lavinia Jackson

A Tappahannock, VA native, began both writing and reciting at an early age. First Published at 13, by graduation, she'd won awards for her poetry. Lavinia received her degree in Creative Writing/Philosophy, with a concentration in Poetry, from Loyola College in 1994. She continued to publish her poetry online and in various collections. She continued to publish poetry and receive awards, while she served in the USCG.

As a resident of Greensboro, NC, Lavinia took her passion for poetry into the community. Her peace campers were published in a local anthology by partnering with the Creative Writing Dept at UNCG. She is one of the Founders of Sigma Theta Lambda Literary Sorority. She has written for the Greensboro Voice, performed her work with Artists4Justice in an original production. She also has facilitated writing classes for the homeless and has co-facilitated the Visual Poetry Walk. She is currently an artist-in-residence at Revolution Mill. "Poetry in Plain Sight" is her first collection of work, spanning over 20 years. Her book has earned her both 2015 Best Author Award and The 2016 Maya Angelou Literary award.

Kasai Mumpini

As Senior Executive Vice President, Mr. Mumpini provides direction to Agency Management and has more the twenty- five (25) years of leadership and organizational behavior experience. Mr. Mumpini, through business, serves individuals with cognitive and physical disabilities throughout New England, he affords the organization an expansive understanding of service delivery systems. He also actively coaches and volunteers with middle and high school football, cheer and other teams and events throughout the year.

Articles Of Agreement of Tomorrow's Child Foundation

Articles of Agreement

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: The provisions for establishing membership and participation in the corporation are:

There are no members.

Registered Office

The address of the registered office of the Corporation is 2 Sturup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7).

The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 - Vice Chair
Stephanie C. Alicéa Boscawen, NH 03303 - Secretary
Lavinia Jackson, North Carolina - Voting Member
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowsschoolnh@gmail.com.

ARTICLE 6: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 7: Provision eliminating or limiting the personal liability of a director, an officer or both, to the corporation or its shareholders for monetary damages for breach of fiduciary duty as a director, an officer of both is:

The officers of the corporation shall not be liable to the corporation or to its shareholders or members for monetary damages for breach of their fiduciary duties to the full extent permitted by N.H. RSA 292.

ARTICLE 8: Signatures and post office address of each of the persons associating together to form the corporation.

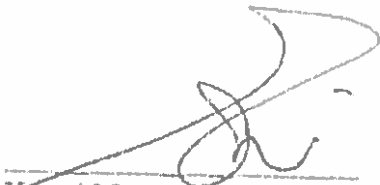
Signature, Name and Post Office Address

Incorporators:



Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303

4 Stirrup Iron Road, Boscawen, NH 03303



Kasei Mumpuni
64 Old Suncook Road, Concord, NH 03303

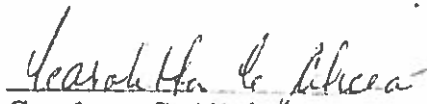


Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407



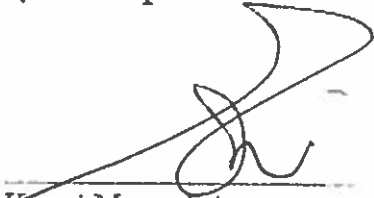
Stephanie Carter
10 Bow Street Concord, NH 03303

Revised effective the 30th day of May 2017.



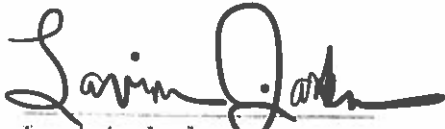
Carolotta C. Alicia

4 Stirrup Iron Rd Boscawen, NH 03303



Kasai Mumpini

64 Old Suncook Road, Concord, NH 03301



Lavinia Jackson

4112 Bramlet Place Greensboro, NC 27407



Stephanie Carter

10 Bow Street, Concord, NH 0301

Articles Of Incorporation of Tomorrow's Child Foundation

Articles of Incorporation

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292 submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: Registered Office

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4:

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7). The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 - Vice Chair
Stephanie C. Alicéa Boscawen, NH 03303 - Secretary
Lavinia Jackson, North Carolina - Secretary
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Incorporators

The name and address of the initial incorporators are:

Stephanie C. Alicea, 2 Stirrup Iron Road, Boscawen, NH 03303.
Caroletta C. Alicéa, 4 Stirrup Iron Road Boscawen, NH 03303
Kasai Mumpini 64 Old Suncook Road, Concord, NH
Lavinia Jackson, 4112 Bramlet Place, Greensboro, North Carolina
Stephanie Carter, 10 Bow Street, Concord NH 03301

ARTICLE 6: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowschildnh@gmail.com.

ARTICLE 7: The provisions for establishing membership and participation in the corporation are:

There are no members.

ARTICLE 8: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

ARTICLE 9: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.

ARTICLE 10: Bylaws

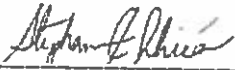
Provisions for the regulation for the internal affairs of the corporation shall be set forth in the Bylaws.

ARTICLE 11: Amendment to Articles

These Articles may be amended only upon the unanimous consent of the Directors.


Revised effective the 30th day of May 2017.

Incorporators:



Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303

4 Stirrup Iron Road, Boscawen, NH 03303



Kasai Mumpini
64 Old Suncook Road, Concord, NH 03303



Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407



Stephanie Carter
10 Bow Street Concord, NH 03303

TOMORROW'S CHILD FOUNDATION BYLAWS

ARTICLE I — NAME AND PURPOSE

Section 1 — Name: The name of the organization shall be Tomorrow's Child Foundation. It shall be a nonprofit organization incorporated under the laws of the State of New Hampshire.

Section 2 — Purpose:

Tomorrow's Child Foundation is organized exclusively for charitable, scientific and education purposes within the state of New Hampshire and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

The purpose of this corporation is:

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE II — MEMBERSHIP

Section 1 — Membership: Membership shall consist of the board of directors.

ARTICLE III — BOARD OF DIRECTORS

Section 1 — Board role, size, and compensation: The board is responsible for overall policy and direction of the association, and delegates responsibility of day-to-day operations to the staff and committees. The board shall have up to seven (7), but not fewer than five (5) members. The board receives no compensation other than reasonable expenses.

Section 2 — Terms: All board members shall serve two-year terms, but are eligible for re-election for up to five consecutive terms.

Section 3 — Meetings and notice: The board shall meet at least quarterly, at an agreed upon time and place. An official board meeting requires that each board member have written notice at least two weeks in advance.

Section 4 — Board elections: During the last quarter of each fiscal year of the corporation, the board of directors shall elect Directors to replace those whose terms will expire at the end of the fiscal year. This election shall take place during a regular meeting of the directors, called in accordance with the provisions of these bylaws.

Section 5 — Election procedures: New directors shall be elected by a majority of directors present at such a meeting, provided there is a quorum present. Directors so elected shall serve a term beginning on the first day of the next fiscal year.

Section 6 — Quorum: A quorum must be attended by at least 4 percent of board members for business transactions to take place and motions to pass.

Section 7 — Officers and Duties: There shall be four officers of the board, consisting of a chair, vice-chair, secretary and treasurer. Their duties are as follows:

The chair shall convene regularly scheduled board meetings, shall preside or arrange for other members of the Executive Committee to preside at each meeting in the following order: vice-chair, secretary, treasurer.

The vice-chair shall chair committees on special subjects as designated by the board.

The secretary shall be responsible for keeping records of board actions, including overseeing the taking of minutes at all board meetings, sending out meeting announcements, distributing copies of minutes and the agenda to each board member, and assuring that corporate records are maintained.

The treasurer shall make a report at each board meeting. The treasurer shall chair the finance committee, assist in the preparation of the budget, help develop fundraising plans, and make financial information available to board members and the public.

Section 8 — Vacancies: When a vacancy on the board exists mid-term, the secretary must receive nominations for new members from present board members two weeks in advance of a board meeting. These nominations shall be sent out to board members with the regular board meeting announcement, to be voted upon at the next board meeting. These vacancies will be filled only to the end of the particular board member's term.

Section 9 — Resignation, termination, and absences: Resignation from the board must be in writing and received by the secretary. Board members shall be terminated from the board due to excess absences, more than two unexcused absences from board meetings in a year. A board member may be removed for other reasons by a three-fourths vote of the remaining directors.

Section 10 — Special meetings: Special meetings of the board shall be called upon the request of the chair, or one-third of the board. Notices of special meetings shall be sent out by the secretary to each board member at least two weeks in advance.

ARTICLE IV — COMMITTEES

Section 1 — Committee formation: The board may create committees as needed, such as fundraising, housing, public relations, data collection, etc. The board Chair appoints all committee chairs.

Section 2 — Executive Committee: The four officers serve as the members of the Executive Committee. Except for the power to amend the articles of incorporation and bylaws, the Executive Committee shall have all the powers and authority of the board of directors in the intervals between meetings of the board of directors, and is subject to the direction and control of the full board.

Section 3 — Finance Committee: The treasurer is the chair of the Finance Committee, which includes three other board members. The Finance Committee is responsible for developing and reviewing fiscal procedures, fundraising plan, and annual budget with staff and other board

members. The board must approve the budget and all expenditures must be within budget. Any major change in the budget must be approved by the board or the Executive Committee. The fiscal year shall be the calendar year. Annual reports are required to be submitted to the board showing income, expenditures, and pending income. The financial records of the organization are public information and shall be made available to board members and the public.

ARTICLE V — DIRECTOR AND STAFF

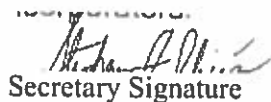
Section 1 — Founding and Director: The director is hired by the board. The director has day-to-day responsibilities for the organization, including carrying out the organization's goals and policies. The executive director will attend all board meetings, report on the progress of the organization, answer questions of the board members and carry out the duties described in the job description. The board can designate other duties as necessary.

ARTICLE VI — AMENDMENTS

Section 1 — Amendments: These bylaws may be amended when necessary by two-thirds majority of the board of directors. Proposed amendments must be submitted to the secretary to be sent out with regular board announcements.

CERTIFICATION

These bylaws were approved at a meeting of the board of directors by a two-thirds majority vote on May 23, 2017.


Secretary Signature

May 23, 2017
Date

Capital Center Charter School

Sheet Name	Table Name	Worksheet Name
		Capital City Charter School Budget Spreadsheet
Budget Summary	Table 1	Capital City Budget
	Table 1-1	Budget Summary
Food Service	Table 1-1	Food Service
Revenue	Table 1	Revenue - Table 1
Assumptions	Table 1	Assumptions - Table 1
	Table 1-1	Assumptions - Table 1-1

[illegible]

Capital City Charter School Budget Summary

	Year 1	Year 2	Year 3	Year 4	Year 5
Revenue					
District and state revenue	\$ 1,280,100	\$ 986,634	\$ 2,005,938	\$ 2,744,280	\$ 3,495,690
Federal revenue	\$ 5,785	\$ 11,525	\$ 33,797	\$ 42,352	\$ 50,427
Interest and other revenue	\$ -	\$ -	\$ -	\$ -	\$ -
Total revenue Ex-Fundraising	\$ 1,285,885	\$ 998,159	\$ 2,039,735	\$ 2,786,632	\$ 3,546,117
\$ Per Student	17,145.13	6,610.32	6,644.09	5,634.84	6,628.26
Expenses					
Compensation					
Salaries	\$ 267,000	\$ 300,000	\$ 373,000	\$ 373,000	\$ 373,000
Payroll taxes and benefits	\$ 26,700	\$ 40,000	\$ 41,300	\$ 41,300	\$ 41,300
Revenue Ex Compensation Facility	\$ 992,185	\$ 658,159	\$ 1,625,435	\$ 2,372,332	\$ 3,131,817
Occupancy costs					
Occupancy costs	\$ 21,400	\$ 18,700	\$ 30,000	\$ 18,700	\$ 18,700
Other facility costs	\$ 4,500	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Total facility expense	\$ 25,900	\$ 21,200	\$ 32,500	\$ 21,200	\$ 21,200
Revenue Ex Comp, Facility	\$ 966,285	\$ 636,959	\$ 1,592,935	\$ 2,351,132	\$ 3,110,617
Other Expenses					
Classroom Expenses	\$ 51,000	\$ 53,600	\$ 60,500	\$ 80,500	\$ 60,500
Contracted professional services: instructional	\$ 12,000	\$ 14,700	\$ 19,000	\$ 19,000	\$ 19,000
School-related services	\$ 7,850	\$ 7,800	\$ 7,800	\$ 7,800	\$ 7,800
Operational Expenses	\$ 42,900	\$ 50,100	\$ 73,900	\$ 73,900	\$ 73,900
Contracted professional services: non instructional	\$ 12,300	\$ 13,300	\$ 16,300	\$ 16,300	\$ 16,300
Depreciation	\$ -	\$ -	\$ -	\$ -	\$ -
Dissolution escrow	\$ -	\$ -	\$ -	\$ -	\$ -
Surplus / deficit pre-fundraising	\$ 840,235	\$ 497,459	\$ 1,415,435	\$ 2,173,632	\$ 2,933,117
Fundraising revenues					
	\$ 355,000	\$ 163,000	\$ 246,000	\$ 329,000	\$ 362,000
Surplus / deficit	\$ 1,195,235	\$ 660,459	\$ 1,661,435	\$ 2,502,632	\$ 3,295,117
Payroll taxes and benefits % salaries					
	10%	13%	11%	0%	0%
Compensation % revenue					
	23%	34%	20%	15%	12%

Capital City Charter School Food Service

Some unknowns. (Exact Food Costs)

Food service (Assuming NH DOE School Food)

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment	75	151	307	420	535
School Days	190	190	190	190	190
Collection Rate from Parents	50%	50%	50%	50%	50%

Number of meals

Full price meals served	2.93	3.03	3.16	3.30	3.45
Reduced price meals served	2.93	3.03	3.06	3.07	3.08
Free meals served	0.28	0.38	0.41	0.42	0.43

NH DOE School Food Costs

Breakfast	Free all students	\$ -	\$ -	\$ -	\$ -	\$ -
Lunch	Full price	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50	\$ 1.50
Lunch	Reduced price	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25	\$ 0.25
Snack	Full price	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75	\$ 0.75
Snack	Reduced price	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15	\$ 0.15

DOE School Food Cost

Lunch	\$ 9	\$ 10	\$ 10	\$ 10	\$ 10
Snack	\$ 5	\$ 5	\$ 5	\$ 5	\$ 5
Total	\$14	\$14	\$15	\$15	\$16

Parent Contribution

Lunch full	\$ 4	\$ 5	\$ 5	\$ 5	\$ 5
Lunch reduced	\$ 1	\$ 1	\$ 1	\$ 1	\$ 1
Snack full	\$ 2	\$ 2	\$ 2	\$ 2	\$ 3
Snack reduced	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Total possible parent contribution	\$8	\$8	\$8	\$9	\$9
Collected parent contribution	\$4	\$4	\$4	\$4	\$5

Net School Food Cost

	\$10	\$10	\$11	\$11	\$11
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Capital City Charter School Revenue

Year 1	Year 2	Year 3	Year 4	Year 5
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District and state revenue		Amount					
Per pupil income	Per student	\$6,534	\$490,050	\$986,634	\$2,005,938	\$2,744,280	\$3,495,690
Special ed (less than 20%)	Per student	\$0					
Special ed (20% - 59%)	Per student	\$0					
Special ed (more than 60%)	Per student	\$0					
Special ed funding			\$ -	\$ -	\$ -	\$ -	\$ -
NHDOE start up funds		3000,000	\$ 300,000	\$ -	\$ -	\$ -	\$ -
Total District and State Revenue			\$ 1,280,100	\$ 986,634	\$ 2,005,938	\$ 2,744,280	\$ 3,495,690

Federal revenue							
Title I	Per student	\$500	\$5,625.00	\$11,325.00	\$23,025.00	\$31,500.00	\$39,375.00
Title II	Per student	\$40	\$160.00	\$200.00	\$320.00	\$400.00	\$600.00
Title III (ELL Students)	Per student	\$156	\$0	\$0	\$10,452	\$10,452	\$10,452
E-rate			\$ -	\$ -	\$ -	\$ -	\$ -
Total federal revenue			\$ 5,785	\$ 11,525	\$ 33,797	\$ 42,352	\$ 50,427
Interest and other revenue			\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenues Ex-Fundraising			\$ 1,285,885	\$ 998,159	\$ 2,039,735	\$ 2,786,632	\$ 3,546,117

Fundraising							
Federal Charter School Program Grant (CSP)			\$300,000.00	\$ -	\$ -	\$ -	\$ -
Other source 1 (state stimulus funds)			\$ 5,000	\$ 8,000	\$ 11,000	\$ 14,000	\$ 17,000
Other source 2			\$ 25,000	\$ 30,000	\$ 35,000	\$ 40,000	\$ 45,000
Donations and gifts			\$ 25,000	\$ 125,000	\$ 200,000	\$ 275,000	\$ 300,000
Total Fundraising			\$ 355,000	\$ 163,000	\$ 246,000	\$ 329,000	\$ 362,000

TOTAL REVENUE	\$ 1,640,885	\$ 1,161,159	\$ 2,285,735	\$ 3,115,632	\$ 3,908,117
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Capital City Charter School Master assumptions

Enrollment Assumptions

	Year 1	Year 2	Year 3	Year 4	Year 5
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New Students

6	25	37	68	78	85
7	25	37	68	78	85
8	25	37	68	78	85
9	0	25	68	78	85
10	0	5	25	78	85
11	0	5	5	25	85
12	0	5	5	5	25

Note: Middle assumed to be 6-8 grades; can be changed

Middle School Student Total	75	111	204	234	255
High School Student Total	0	40	103	186	280
Enrollment Total	75	151	307	420	535
New students	75	76	156	113	115

Students per classroom	12	14	15	15	15
Classrooms	6	11	20	28	36

Free and reduced-price lunch	30%
Free lunch	30%
Reduced lunch	15%
Full lunch	25%
Total	100%
ASSUMPTIONS FOR YEAR TWO	Should be 100%
Title I Percentage	75%

School-related Services

	Year 1	Year 2	Year 3	Year 4	Year 5
Transportation					
School Days	190	190	190	190	190
Students	75	151	307	420	535
Number of students eligible for busing	56	113	230	315	401
Number of days over 180	10	10	10	10	10
Number of routes	2	4	8	11	13
Average cost per route, per day	\$ 450	\$ 450	\$ 450	\$ 450	\$ 450
Total transportation	\$ 9,000	\$ 18,000	\$ 36,000	\$ 49,500	\$ 58,500

Note: if over 180 days, you will have to pay for busing for the extra days
Note: it is difficult to estimate how many students are eligible for busing; 75% used, can be changed
Note: it is very difficult to estimate the number of routes

Facility-related services	UNKNOWN
Facility type	

Note: If not in FTE shared space, please select type of service provision below (in-house employee or outsourced agency)

Security services	Employee
Nursing services	Agency
Maintenance/ Cleaning Services	mp/School

Other personnel costs

FICA	6.2%
Federal unemployment- FUTA	Per employee \$0.00
State Disability	0.8%
Medicare - employer expense	1.45%
Workers Compensation Insurance	1.0%

Substitute teachers (days/ year/teacher)	5
Substitute teachers (\$/day)	\$175

Extra teaching hours (per hour)	\$30
Leadership extra teaching (per hour)	\$40

Inflation factors and price increases

Revenue	1%
Expenses	3%
Health insurance increases/ year	5%
Dental insurance increases/ year	5%

ASLER STANDARDS

Members of the Alliance for Service Learning in Education Reform (ASLER) developed these standards to promote quality in school-based and community-based service-learning programs.

- I. Effective service-learning efforts strengthen service and academic learning.
- II. Model service learning provides concrete opportunities for youth to learn new skills, to think critically, and to test new roles in an environment that encourages risk-taking and rewards competence.
- III. Preparation and reflection are essential elements in service learning.
- IV. Youths' efforts are recognized by those served, including their peers, the school, and the community.
- V. Youth are involved in the planning.
- VI. The service students perform makes a meaningful contribution to the community.
- VII. Effective service learning integrates systematic formative and summative evaluation.
- VIII. Service learning connects the school or sponsoring organization and its community in new and positive ways.
- IX. Service learning is understood and supported as an integral element in the life of a school or sponsoring organization and its community.
- X. Skilled adult guidance and supervision are essential to the success of service learning.
- XI. Preservice training, orientation, and staff development that include the philosophy and methodology of service learning best ensure that program quality and continuity are maintained.

Source: Standards of Quality for School-based and Community-based Service-Learning, Alliance for Service-Learning in Education Reform, March, 1995.

If your Service-Learning Project meets six to seven of these eleven ASLER Standards, you have a project that is consistent in the principles of Service-Learning.

Understanding By Design Unit Template

Title of Unit	What's On My Mind?	Grade Level	7-12 th (can be adjusted for grade 6)
Curriculum Area	Computer Science – Technology	Time Frame	1-2 weeks
Developed By	Stephanie Alicea		
Identify Desired Results (Stage 1)			
Big Idea:			
Content Standards			
<p>Students will incorporate Digital Images into their work.</p> <p>Students will understand and recognize various tool features when working within a document or publication.</p> <p>NHTEA: A1. Design, develop, manage and evaluate activities using identified problem-solving techniques;</p> <p>NHTEA: 4d. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use.</p> <p>W:RC:12.1.4: Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate (Local)</p> <p>R:V:12.1.1b: Using strategies to unlock meaning including prior knowledge, base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words (Local)</p>			
Enduring Understandings		Essential Questions	
Overarching		Overarching	Topical
Images and ideas come with regulations attached.		Is taking images from the internet ethical?	What can this tool do for me that I cannot do for myself?
Topical			How does the page layout affect the symmetry and balance of a page?
You must use program functions appropriately, so you do not overshadow the purpose of your document and or presentation.			
Images can be imported through a variety of computer peripherals.			

Knowledge Students will know...	Skills Students will be able to...
Create and apply various designs to enhance a document/publication/presentation.	Use digital peripherals for importing images.
Navigate through layers within a document publication.	Using software programs, students will be able to create, edit, manipulate, and merge digital images.
Assessment Evidence (Stage 2)	
Performance Task Description: (write a paragraph)	
Goal	Design a creative document about the student, focusing on their interests. Students will incorporate Digital Images into their work Students will utilize Various multimedia software programs for presentation design Students will understand the basic functions and purposes of desktop graphics
Role	The document will focus on utilizing extraction methods, Photoshop tools, and filter and layer effects.
Audience	Other Students and teachers within the school community.
Situation	Students must select a creative background image that represents a "place" that the student would rather be verses school. The selection must meet certain criteria: First, it must be school appropriate and must be of high quality (non-aliased). After the student has chosen their image, their task is to implement various graphics/image techniques to enhance the background. Examples of this would be adding filters (film grain, various distortions methods). Next the student will utilize various extraction techniques to place images (at least 12) that are important to them within the background. The student will place a "sketched" image of himself/herself within the document. The final step is to add two selections of text that utilizes various effects. Upon completion of the What's On My Mind project, the students will completes a quiz on a keyboard shortcuts, Photoshop tools, filters and effects, and sequential processes.
Product/Performance	Creative Document, i.e., Newsletter, pamphlet, poster, catalog, signs etc.
Standards	NHTEA: A1. Design, develop, manage and evaluate activities using identified problem-solving techniques; NHTEA: 4-d. The use of technology affects humans in various ways, including their safety, comfort, choices, and attitudes about technology's development and use.
	W:RC:12:1.4: Explaining the visual components (e.g., charts, diagrams, artwork) of the text, when appropriate (Local) R:V:12:1.1.b: Using strategies to unlock meaning including prior knowledge, base words, general and specialized print or electronic resources to determine definition, pronunciation, etymology, or usage of words (Local)
Other Evidence (quizzes, test, prompts, observations, dialogues, student self-assessment, work samples.)	
Question and answer session in class. Individualized student instruction (during work time).	

From: Wiggins, Grant and J. Mc Tighe. (1998). *Understanding by Design*, Association for Supervision and Curriculum Development ISBN # 0-87120-313-8 (ppk)
Revised: February 2010

Learning Plan (Stage 3)

Where are your students headed? Where have they been? How will you make sure the students know where they are going?	Upon completion of the project, the class will take a quiz to assess the knowledge gained in areas such as keyboard shortcuts, filters, layer effect, and extraction techniques.
How will you hook students at the beginning of the unit?	This assignment comes as the initial experience for students in Digital Image Editing using the smart board.
What events will help students experience and explore the big idea and questions in the unit? How will you equip them with needed skills and knowledge?	Students will be given group instruction via the SmartBoard. Students will be asked to model certain techniques. Such as extracting methods, filter techniques and layer effects.
How will you cause students to reflect and rethink? How will you guide them in rehearsing, revising, and refining their work?	This assignment is assessed via a rubric (which will be reviewed prior to embarking on the project and referred to in some manner when modeling techniques and skills to be utilized).
How will you help students to exhibit and self-evaluate their growing skills, knowledge, and understanding throughout the unit?	Informal assessments will be utilized during both group and individual instructions. Rationale – shape future discussions.
How will you tailor and otherwise personalize the learning plan to optimize the engagement and effectiveness of ALL students, without compromising the goals of the unit?	Students will receive individualized instruction (some more than others depending on their needs), which will give the students time to complete the task and internalize learned skills.
How will you organize and sequence the learning activities to optimize the engagement and achievement of ALL students?	A typical day consists of techniques/skills being modeled and discussed on the SmartBoard. Questions and answers, as well as focus points and guiding questions will be paramount. Informal assessments (dipping... sticking...) will be utilized. Students will be given ample class time to individually work on their project. The instructor shall use this time to 'manage' the class, spend time with each student and have individual conferences and instruction. The instructor will perform informal data collection and will call the attention of the class to the SmartBoard again to discuss any consistent issues.

Healthy Lives, Healthy Choices

Keeping your body healthy is an expression of gratitude to the whole cosmos—the trees, the clouds, everything.

—Thich Nhat Hanh, peace activist

Creating a healthy life involves an ongoing series of personal choices. Kids are faced with a wide range of decisions, such as: *What will I eat for lunch? Should I play outside or watch television? I don't like wearing a bike helmet . . . should I leave it at home? Other kids are doing drugs . . . do I want to? Some people say to wait to have sex until I am older or married, but with so many mixed messages, how do I decide what to do?* Many situations require kids of all ages to consider options, seek helpful information, and make choices that promote personal and collective well-being, even when these choices could be difficult or unpopular.

To make matters even more complicated, circumstances can sometimes create enormous challenges and require an immediate call to action. When a loved one has a life threatening illness, families and friends may have to find new strengths and support. If a classmate is injured in a drunken driving accident, a new cause can arise to prevent this from happening again.

The idea of healthy lives, while having many personal aspects, also reaches into the community. Are there parks where kids can play outdoors in every neighborhood? Do local markets sell affordable fresh fruits and vegetables? Is the water toxic in the stream where children play after school? Every community can create a map that shows what is already good and what is ready for change, and kids can instigate or be contributors to this exploration, which can lead to action.

These days, discussing health brings up a host of other topics—many of which are chapter themes in this book. For example, you might end up talking about the environment and how global warming causes drought, which in turn causes illness. Or you might discuss how over-fishing is damaging our waters

and causing a lack of food supplies for future generations. Health also relates to issues of class and poverty, for instance, when the cost of fresh, healthful food is prohibitive, or the basic need for physical education in schools is not being met in some communities.

What we *can* do is become knowledgeable about how to optimize our own health. We can become sensitized to what others are experiencing and respond in thoughtful, caring ways. We can recognize that service learning provides a process to extend what we learn to a broader community where young people—and everyone they reach and teach—can benefit.

He who has health has hope, and he who has hope has everything.

—Arabian proverb

Preparation: Getting Ready for Service Learning Involving Healthy Lives, Healthy Choices



The following activities can be used to promote learning and skill development related to healthy lives and choices.

These activities are easily adapted to different grade levels during investigation, preparation, and planning to help your students research key issues, analyze community needs, and gain the knowledge they need to effectively contribute to the design of their service plan. They can often be integrated into the reflection and demonstration stages also, as students

lead the activities with others to build awareness. Since literature is often an important part of preparation, you can find recommended titles on this theme in the Healthy Lives, Healthy Choices Bookshelf later in this chapter.

Activity: The Picture of Health. You likely have heard that phrase, “Oh, isn’t she *the picture of health!*” What exactly does that look like? This preparation activity easily adapts to a range of grades and abilities. Begin a discussion by asking questions like, “What does health look like?” or “What images come to mind when you hear the word *health* or *healthy*?” Even these two words might evoke different visuals or thoughts. Then have students brainstorm what mediums they might use to construct a representation of this “picture.” Depending on materials and resources, students could create magazine collages, draw, take photographs, or use abstract images. Once the visuals are created—and they may all be completely different—discuss how they could be used. With technology, they could be digitally photographed or scanned into documents, which could be turned into posters for a media campaign related to health. Consider having a display of all the “pictures of health.” Have students look at their visuals and recommend slogans that could be provocative and eye catching if placed at bus stops, on billboards, or in community centers, or given to influential organizations looking to help the community live healthily. Perhaps there is a sequence to these pictures, so they could be displayed in a particular order or rotated to tell a story.

Students may develop their ideas and their visuals individually, in pairs, or in small groups with same-age or cross-age partners depending on the purpose of the experience. While they are immersed in the creative process, urge them to think personally and practically. Have students consider: What does this have to do with me? In what ways am I already making healthy choices? Have students use their visuals to create lists: What I already do to be healthy; What would be easy to start doing; and What requires more long-term commitment. As the students launch their campaign, they will be able to say, “We are moving toward becoming our own ‘picture of health!’”

Health and good humor are to the human body like sunshine to vegetation.

—Jean Baptiste Massillon, bishop

Activity: A Range of Possibilities. With so many issues related to health, what’s a young person to do? In schools, with all the academic standards and benchmarks to meet, how can all of these health issues be addressed? For example, students learn about health issues in science class studying anatomy and nutrition. In social studies, they read about plagues or influenzas that affected large populations. In mathematics, they may study insurance costs related to teens and driving. In physical education, the intent is often to develop personal health. Each of these examples can be connected to service learning: Students might create multilingual brochures educating people about free community talks on healthy eating. Students may raise community awareness and contribute to the organization Nothing But Nets, to help mitigate the spread of malaria. Students could campaign to reduce car accidents caused by texting. Or students might create exercise videos for children living in shelters or group homes to promote physical activity.

Consider the ways young people around the globe are responding to health issues:

- **A School-Wide Event.** Many schools participate in events like Pennies for Patience or Jump for Heart in which students earn or collect money for a cause. These experiences can go further to follow the five stages of service learning. Otherwise, adults may end up doing more than their fair share, while young people miss the opportunity to learn about the topic and find answers to questions such as: How does the heart pump differently when I am sitting at a computer compared to when I jump rope? Always keep these events noncompetitive so everyone is working toward a common cause.
- **An Unexpected Circumstance.** When an illness strikes a member of a family or the school community, people want to help. Even when the response must happen immediately—such as a

fundraiser for a family with burdensome medical expenses—everyone will move immediately to the “planning” and “action” stages, and rightfully so. However, keep in mind that all of these situations generate questions and concerns. Young people crave information and resources to make sense of the world around them. As you read the interview with author Jordan Sonnenblick on the CD-ROM, note how he was approached by a parent of a student in his class whose sibling had cancer—this parent was looking for a book to help her daughter understand. Students benefit significantly when they are able to ask questions, meet with knowledgeable people, access helpful literature, and reflect to place all the pieces into a context.

- **An Issue of Common Concern.** Young people have rallied around issues they care about and have even astounded adults in the process. In diverse settings, both urban and rural, kids and teens have worked to create recreation centers or coffee houses where they can congregate for healthy social times together. Students have taken initiative to clean up toxic dumps near their schools. And youth clubs have led major citywide biking campaigns to support healthy lifestyles.

Find out what matters most to your students. Provide the support and guidance they need to develop skills and to experience the process of activism. Then

let them begin! While younger children may need more structure and assistance, this is an opportunity for youth leadership to evolve for upper elementary students and adolescents. Remember, the process of service learning incorporates ongoing student reflection, so check in and stay attune to their needs and progress.

Making Connections Across the Curriculum

Some service learning activities naturally lend themselves to interdisciplinary work and making connections across the curriculum. These connections strengthen and broaden students' learning, helping them meet academic standards. More than likely, you'll be looking for these connections and ways to encourage them well before the students ever start working on service learning activities. As with the entire service learning process, it helps to remain flexible, because some connections can be spontaneously generated by the questions raised throughout and by the community needs identified by the students. To help you think about cross-curricular connections and where you can look for them, the curricular web for this chapter (page 146) gives examples of many ways this theme can be used in different academic areas. (The service learning scenarios in the next section of the chapter also demonstrate various ways this theme can be used across the curriculum.)

Find Out More About Healthy Lives, Healthy Choices

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

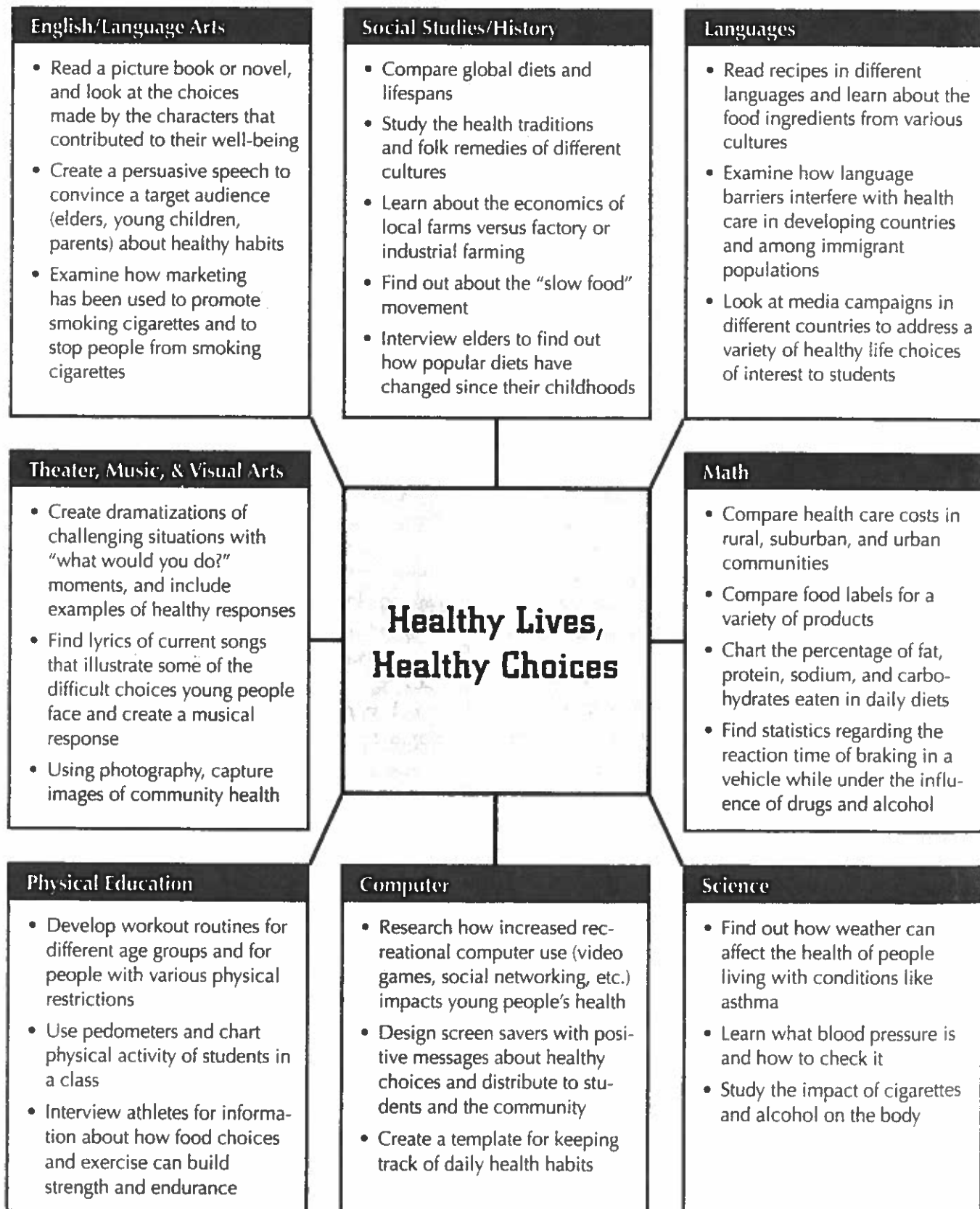
Farm to School (www.farmtoschool.org) connects schools (K–12) and local farms with the objectives of serving healthy meals in school cafeterias; improving student nutrition; providing agriculture, health, and nutrition education opportunities; and supporting local and regional farmers.

It's My Life (www.pbskids.org/itsmylife) is a place kids and teens can find informative articles about issues they face, share their stories, play games, take quizzes, watch videos, get advice from peers and experts, and contribute their own comments and questions.

KidsHealth (www.kidshealth.org/kid) is the largest and most-visited site on the Web providing trusted health information for kids of all ages.

MyPlate.gov (www.choosemyplate.gov) is a project of The Center for Nutrition Policy and Promotion whose mission is to advance and promote dietary guidance for adults and children.

Healthy Lives, Healthy Choices Across the Curriculum



transformed a run-of-the-mill Pennies for Patients coin collection drive into action stemming from knowledge. The cause was children with leukemia, and students met academic standards while researching leukemia, understanding statistics and health issues involved, developing questions for interviews with healthcare providers, reading the novel *Sadako and the Thousand Paper Cranes* by Eleanor Coerr, and using technology to prepare interactive presentations for every classroom in the school. Do you think the school raised more or fewer pennies than in prior years? Apparently they broke local records, so a member of Pennies for Patients called with good news: the class had been awarded a pizza party! The students' unanimous response was: Give the money to the cause instead. For Albion students involved in service learning, the intrinsic experience is what counts. After this story was published in a local paper, a parent wrote to the class congratulating them on their efforts and telling them what a good organization they were supporting. She explained that her son had leukemia and was almost through with his treatments. She also developed a Web site that charted her son's journey with the disease, so the Albion students were able to connect to someone just a few miles away and watch his progress as he went through treatment.

Taking a Stand: Grades 6-8

Tacoma Park Middle School students in Silver Spring, Maryland, addressed the cruel treatment of animals in the food industry. As part of the process, they led a campaign that included research, community outreach and awareness, and advocacy through policy development. Students researched groups seeking to prevent animal cruelty. They set out to teach other students how their economic decisions directly affect the treatment of animals. Their message: Promote farms, meat processors, and grocers that produce, process, and stock meats from animals that were treated humanely. Students then posted advertisements and held a fair to promote businesses that support humane practices. They raised funds for organizations and wrote letters to restaurants and grocers asking them to check their sources and buy humane. Students also made a presentation to Silver Spring's City Council asking that cruel practices be prohibited, and to the Maryland Board of Education requesting that only humanely produced meats be served in the state's schools. The students

kept journals, wrote articles for a newsletter and Web site, and reflected frequently on their effectiveness.

Kids' Health Matters: Grade 7

The poor nutritional habits of teens and the consequences of those habits have become headline news. But obesity and diabetes aren't the only health threats facing kids. Asthma, often linked to air pollution, is the third-ranking cause of hospitalization among kids under 15. Domestic violence also remains a silent stalker. And for children living in areas with high housing density, low socioeconomic status, and no safe play environments, getting hit by a car is a real concern. The injury rate among black children is almost twice that of white children.* Seventh graders at the Lang Youth Medical Program in Manhattan created four sixty-second public service announcements about these pressing health concerns. Their PSAs combined photographs with audio that they composed, performed, and edited.

Break from Boredom: Grade 8

"There's nothing to do in this boring town." This is a common refrain heard from teens in a typical small town. Students in Eldorado, Texas, were no exception. Six years ago, a group of at-risk students in an eighth-grade language arts class wrestled with a solution to this problem. Out of that discussion, the Eagle Arcade Youth Center was born. Once the students knew their purpose, they began to work on the plan. They crafted a proposal, appeared before the county commissioners' court, and received the green light to proceed with their proposal. The county commissioners allowed the students to convert a basement room in a building adjacent to the courthouse into a teen's dream room! Each student brought his or her idea of what to include in the room. Then they created a school-wide survey and polled the student body. After determining which items were most popular, the students priced pool tables, foosball games, ping-pong tables, and other items on their list. The county commissioners committed to a modest yearly stipend, and local individuals contributed money as well. After several shopping trips and many hours of set up time, the Eagle Arcade Youth Center opened its doors to a curious and

* National SAFE KIDS Campaign (NSKC). Pedestrian Injury Fact Sheet. Washington, DC: NSKC, 2004.

excited group of teens and tweens. Six years later, the center still exists. The dreamers in that eighth-grade class have graduated, but their contribution to their community continues.

It is our choices, Harry, that show who we truly are, far more than our abilities.

—Professor Dumbledore, in *Harry Potter and the Chamber of Secrets*

Knowing the Triggers: Grades 7 and 8

Confidence, stress reduction, and homework completion are interwoven topics covered by middle school students in Hialeah, Florida. First semester, seventh and eighth graders studied stress reduction methods and anger management to overcome tension and anger that interfere with learning. After learning the triggers for emotional conflict, they wrote lessons for mentoring projects and taught third graders homework strategies. School counselors had identified third grade as the time when learning good homework habits was essential for the transition to the upper elementary grades. Second semester, the tutoring continued every week.

Beauty Is More than Skin Deep: Grades 9–12

If “we are what we eat,” does it also matter what we put on our bodies in the form of cosmetics? Based in Marin County, California, the Teens for Safe Cosmetics Web site states that many cosmetics expose consumers to toxic chemicals. Do we suffer from complacency about environmental toxins? Influenced by parent organization Search for the Cause, a group that aims to “investigate how exposures in our daily lives increase the risk of cancer,” Teens for Safe Cosmetics focused on spreading awareness among young people about potentially carcinogenic ingredients found in personal care and beauty products. According to the Teens for Cosmetics Web site, the average teen is exposed to about 200 chemicals a day through personal cosmetic products like eye shadow, mascara, shampoo, and deodorant. Since our skin is our largest organ, should we be paying more attention to these products? On the site, teens posted their “Dirty Dozen”—twelve toxic chemicals and the everyday products they are found in.

Though young, these activists were seriously engaged in study and sharp political analysis to address the sixty-billion-dollar cosmetics industry head-on. Their work took them to California’s state capitol to lobby for a new law that requires the reporting of cosmetic ingredients to the government. This law passed in January 2007. Visit the Teens for Cosmetics Web site at www.teensturninggreen.org to see what’s next for these kids determined to have both health and beauty!

Get Up, Power Up: Grades 9–12

Teens in North Anson, Maine, not only got up early, they also got in shape and influenced their peers to do the same. Making adolescent obesity their challenge—an issue that has troubled the nation’s top health experts—this group of high school athletes set out to reverse the trend by starting before-school exercise groups. Along the way, they hoped to discover some factors that prevent teens from keeping fit. Students used electronic Body Composition Monitors and learned to measure their percentages of body fat and muscle mass and chart their metabolic rate. To monitor progress and outcomes, the teens charted the progress of members and nonmembers of the exercise groups to determine whether physical fitness relates to such indicators as school attendance, academic achievement, or disciplinary referrals. Their aim was to combine factual education and tough physical conditioning with the influential social networking that characterizes the high school years. What was learned from this combination? One student stated, “We learned a lot about how to make better choices in our lives—like eating right and not drinking on the weekends. And we learned to ‘do the right thing,’ which means treating people fairly and helping each other out.”

Lessons from the Middle Ages: Grades 9–12

High school teachers in Berkeley used *When Plague Strikes: The Black Death, Smallpox, AIDS* to address issues of tolerance on their campus. The book discusses the issues of intolerance, blame, and scapegoating as they relate to the diseases in the title. Students have used their studies to plan a tolerance campaign at their high school, educating their peers about the perils of scapegoating and the possibilities of creating a more tolerant and inclusive campus.

Hunger, Homelessness, and Poverty

If you don't like the way the world is, you change it. You have an obligation to change it. You just do it one step at a time.

—Marian Wright Edelman, founder, Children's Defense Fund

Hunger and homelessness are global concerns. They are sometimes considered urban ills, but the reality is they are found in every country and in every community, rural and urban. Hunger and homelessness have many different causes. People throughout history have been uprooted and left without homes because of war or famine. Indigenous groups such as the Native Americans in the United States have been driven from their ancestral lands. Natural disasters also take a toll: floods, droughts, tornados, hurricanes, earthquakes, and fires can all devastate a community or destroy crops. Sometimes, events that do not affect entire communities create havoc in individual lives: People may face poverty and homelessness after losing their jobs or because of unexpected medical expenses, a downturn in the economy, or an advance in technology that replaces traditional work skills.

Children are frequently those most affected by poverty in modern society. Many children live at or below the poverty level.✓

- In the United States, almost 14 million children live in poverty.✓
- More than 1.5 million U.S. children are without a home—that's 1 in 50 kids.✓
- Worldwide nearly 650 million children live in extreme poverty.✓

Other children may see people living on the streets, in cars, and in shelters and wonder why. During their first years of school, children learn about people's

basic needs: food, clothing, and shelter. Yet some of the same children lack these basic necessities, and most are cognizant that many people live and struggle without them.

Peace, in the sense of absence of war, is of little value to someone who is dying of hunger or cold. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free.

—Tenzin Gyatso, the Fourteenth Dalai Lama

Through service learning, students examine conditions that cause poverty and lead to hunger and homelessness. They can become familiar with local needs and the services that address them. Studying history through the lenses of hunger, homelessness, and poverty makes issues of politics, power, and class struggles come alive by placing real people in real situations. Literature, both fiction and nonfiction, also vividly depicts events and the people who live in difficult circumstances, and can help clarify the myths and erroneous assumptions that create greater distances between people on different sides of the issue. Today, young people around the globe are contributing to the immediate needs related to this theme and becoming more adept at examining systems, questioning existing policies, and being part of the long-term meaningful response.

• *Basic Facts About Low-Income Children: Children Under Age 18*, Vanessa R. Wight and Michelle Chau, National Center for Children in Poverty, 2009
 • The National Center on Family Homelessness, 2009
 • The Global Study on Child Poverty and Disparities (Bangladesh: UNICEF, 2007–2009)

Preparation: Getting Ready for Service Learning Involving Hunger, Homelessness, and Poverty



The following activities can be used to promote learning and skill development related to hunger, homelessness, and poverty. These activities are easily adapted to different grade levels during investigation, preparation, and planning to help your students examine key issues through research, analyze community needs, and gain the knowledge they need to effectively contribute to the design of their service plan. They can often be integrated into reflection and demonstration as students can lead the activities with others to build awareness. Since literature is often an important part of preparation, you can find recommended titles on this theme in the Hunger, Homelessness, and Poverty Bookshelf later in this chapter.

Activity: What Shape Is Your Pyramid? From the four food groups to the food pyramid, is there really one shape for all of us? Ask students to share their families' particular relationship to eating and nutrition. In diverse communities, students will have the opportunity to learn about a range of foods, from bok choy and dal to grits and falafel, and to find out

how different cultures and communities address their dietary requirements. This can help students develop appreciation for the diversity in their communities and better analyze and understand the needs of those communities.

Activity: Learning About the Issues. How do we put a face on hunger and homelessness? How do we separate fact from fiction, myth from knowledge? You can try one or all of the following activities to start your students thinking.

- Give each student a piece of drawing paper and a crayon or marker (keep this simple). Ask students to draw a picture of somebody who is hungry. Let them know they can make a simple drawing and that they will have five minutes to finish. Encourage them to work individually and quietly. When everyone is done, ask students to place their drawings where others can see them. Ask the students to describe the person they drew—young, old, single, part of a family, man, woman, child—and how this person portrays hunger.
- Have students work in small groups. Assign each group one population: senior citizens, veterans, immigrants, families with children, unemployed people, people who are homeless. The students will spend five minutes thinking why this particular population might be hungry and

Find Out More About Hunger, Homelessness, and Poverty

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

Free Rice (www.freerice.com) is a nonprofit Web site run by the United Nations World Food Program to help end hunger. By providing correct answers to trivia questions on the home page, rice grains are donated where needed across the globe.

Habitat for Humanity's youth programs (www.habitat.org/youthprograms) offer ways for young people to get involved in the organization's mission to eliminate poverty housing and homelessness and make decent shelter a matter of conscience and action.

Oxfam America (www.oxfamamerica.org) and **Oxfam International** (www.oxfam.org) are dedicated to finding long-term solutions to poverty, hunger, and social injustice around the world. Visit their "Cool Planet" site (www.oxfam.org.uk/coolplanet/kidsweb) for kid-friendly activities and stories.

Share Our Strength (www.strength.org) mobilizes individuals and industries to lend their talents to raise funds and awareness for the fight against hunger and poverty, addressing immediate and long-term solutions. Their Great American Bake Sale program offers educational curriculum and opportunities to work toward eliminating childhood hunger in America.

might need assistance with food. They will then share their thoughts with classmates, who can ask questions. As a follow up, you or a guest speaker can present facts on these populations (provided by local, state, or national agencies), and/or each small group can research its assigned population to gather information about hunger and poverty to be presented to the class.

- Invite a representative from a local agency who works with people who are in need of assistance with food to help answer questions and brainstorm ways the class can provide meaningful assistance.

The outrage of hunger amidst plenty will never be solved by “experts” somewhere. It will only be solved when people like you and me decide to act.

—Frances Moore Lappe, author

Making Connections Across the Curriculum

Some service learning activities naturally lend themselves to interdisciplinary work and making connections across the curriculum. These connections strengthen and broaden student learning, helping them meet academic standards. More than likely, you’ll be looking for these connections and ways to encourage them well before the students ever start working on service learning activities. As with the entire service learning process, it helps to remain flexible, because some connections can be spontaneously generated by the questions raised throughout and by the community needs identified by the students. To help you think about cross-curricular connections and where you can look for them, the curricular web for this chapter (page 160) gives examples of many different ways this theme can be used in different academic areas. (The service learning scenarios in the next section of the chapter also demonstrate various ways this theme can be used across the curriculum.)

Service Learning Scenarios: Ideas for Action

Ready to take action? The service learning descriptions that follow have been successfully carried out by elementary, middle, or high school students in schools and with community organizations. Most of these scenarios and examples explicitly include some aspects of investigation, preparation and planning, action, reflection, and demonstration, and all have strong curricular connections. These scenarios can be a rich source of ideas for you to draw upon. Keep in mind that grade levels are provided as a reference; most scenarios can be adapted to suit younger or older students, and many are suitable for cross-age partnerships.

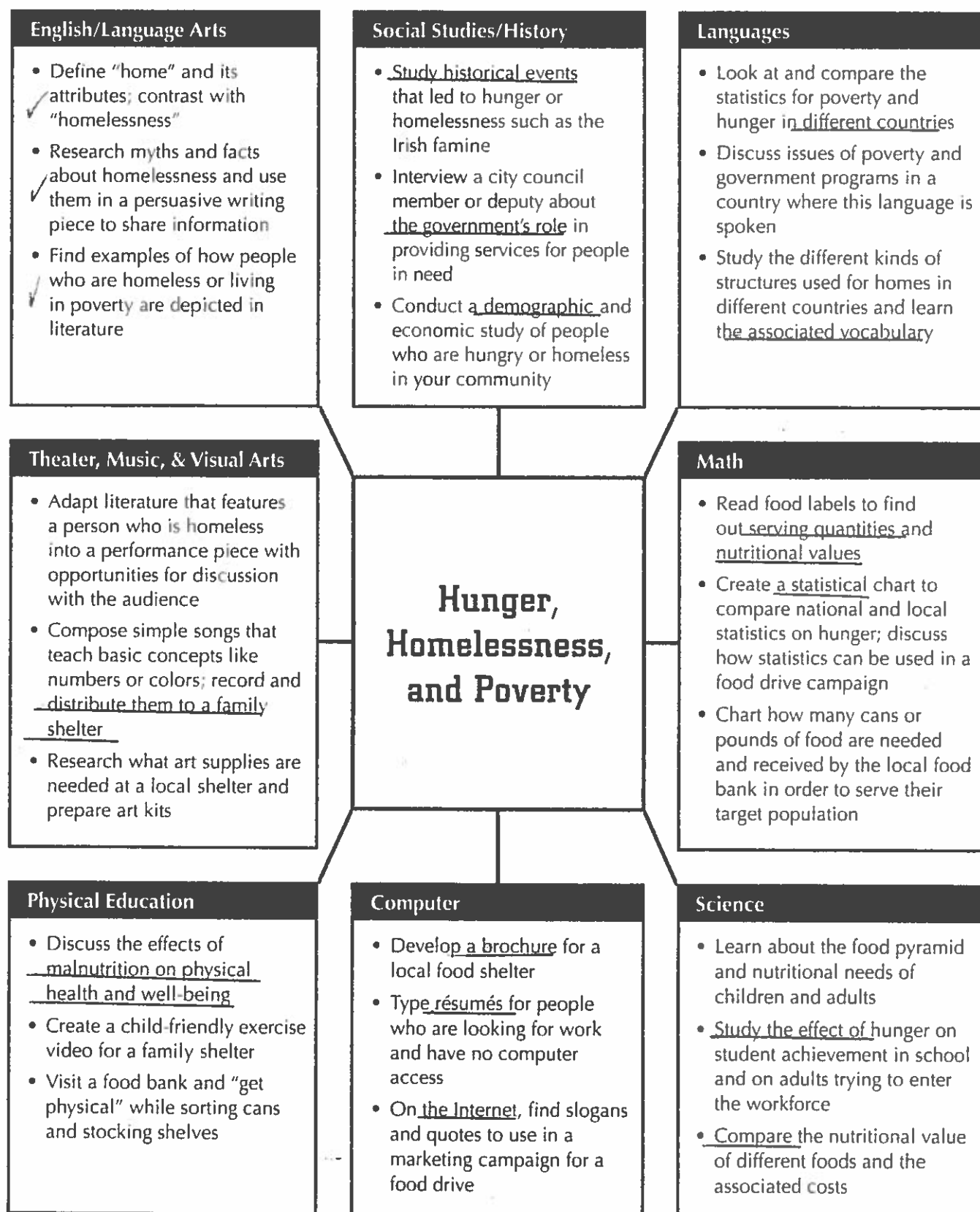
Activists and Authors: Grade K

In Hudson, Massachusetts, kindergarten students were serious about meeting community needs. They listened astutely to the facts and information presented by adults, including the district superintendent. They visited the food bank and recorded how much food was on the shelves. Back in class, they improved their math skills while calculating what quantities were needed by the food bank. Then, they conducted a food drive that matched what the agency needed. Following their sizeable contribution, they took digital photographs to document each step in the food drive process and created a book to inform others about the importance of service learning and to let the public know what still needs to be done.

A Community Collaboration: Grades K–12

Eight hundred public school students in Rhode Island have worked together in a cross-age service learning project to produce food that will feed people who are hungry in their community. The local food bank has received five tons of produce from the students’ gardening efforts over four years. While older students teach younger ones about civic involvement, the environment, and how everyone can have a role in ending hunger, both groups enjoy working in the gardens and greenhouse—the latter built through the support of local businesses and volunteers. The broad scale of this project has encouraged the whole community to explore how food, agriculture, abundance, hunger, and society interconnect.

Hunger, Homelessness, and Poverty Across the Curriculum



Quilting: Grade 2*Famous People*

In a second-grade class, a teacher read *The Teddy Bear* to initiate conversation about people who are homeless. Students eagerly discussed people they had observed in their semi-rural Washington state community who seemed to have no residence. The children expressed concern and wanted to know who helped people who were homeless in their community. A speaker from a local shelter was invited to answer prepared questions and listen to students' ideas for helping. The class decided to make two quilts that could be used at the shelter. Students applied math and art skills and learned to sew. With parental assistance, they delivered two quilts for permanent use at the shelter.

Children's Hunger Network: Grades 4 and 5

In Los Angeles, Westwood Elementary students in a fourth/fifth-grade combined classroom created a Children's Hunger Network to study national geography, to explore issues of hunger and poverty around the United States, and finally to work on these issues in their own Los Angeles community. To start their geography unit, they identified a school in each of six regions in the United States. Through letters, faxes, and email, they challenged participating classrooms to learn about hunger and homelessness in their communities, find out what organizations were already helping, find a way to make a difference, and report back what they had learned. A local college student helped document the results, and copies were sent to all participating classrooms. For the initiating classroom, U.S. geography came alive as students connected with peers across the country who also wanted to help others. A variety of methods—speakers, field trips, books, and journals—were part of the learning process. The students' direct service included conducting an art exchange with children who lived in a shelter and donating art supplies for their use.

An Art-Full Environment: Grade 6

After a food bank relocated, its coordinator visited a class and described how "sterile and unwelcoming" the new waiting area appeared with its rows of chairs and bare white walls. The middle school students made posters and art work to decorate the area and created a childcare area stocked with donated art supplies.

A Garden That Serves: Grades 6–8*Science*

What began as a garden for a class science project expanded when students wanted to continue planting, weeding, and harvesting. After five years of year-round participation at school, the students continue to tend an organic garden in a community lot to provide fresh produce for families in need and hundreds of residents of local shelters. A partner agency assists with food distribution.

What Is Hunger? Grade 7*Social Studies*

Everyone says it: "I'm hungry!" Is "hungry" a growling stomach before the lunch bell or a longing for an after-school snack? Students in social studies classes discussed hunger and came to understand how the word is experienced by people in poverty. They found out that people who don't eat, or who don't eat regular, nutritionally balanced meals, have impaired immune systems and may get sick more often. Their ability to study or work is reduced, too. These effects can lead to a downward economic spiral unless intervention and assistance are provided. Students partnered with local agencies to prepare written materials for distribution at schools, libraries, youth clubs, and other organizations. The materials provided facts about local hunger, ways in which people can help, and tips for running food and clothing drives.

Kids Sew for Kids: Grade 8*Home Economics*

In an eighth-grade home economics class, students working in pairs selected an outfit to make for a child at a homeless shelter. The outfits were color coordinated, and each partner sewed one piece. Outfits ranged from sweat suits to shorts sets. Some students also made backpacks for school. To fund the project, community partnerships were established with local fabric stores.

Functional Math: Grade 8*Business Math*

Middle school students combined math lessons with studies of homelessness to provide community assistance. The students learned about the business math concepts of profit, loss, gross, net, discounts, taxes, and so forth and then applied these skills in a fund-raiser aimed at buying food to make bag lunches for a local soup kitchen. Partnerships were created among the students, the school, community food wholesalers, potential donors, and the soup kitchen itself.

Social Change Across the Curriculum

English/Language Arts

- Read a biography about a person who has worked for social change
- Compare newspaper editorials to learn about methods and styles used to persuade public opinion
- Discuss and write an essay on how young people experience stereotyping and prejudice

Social Studies/History

- Study how each branch of government directly impacts the life of your community
- Read about César Chávez and his movement; find out about current migrant worker issues
- Learn how voting rights were gained by suffragettes, the civil rights movement, and the events after South Africa's apartheid era

Languages

- Create public service videos in different languages about the school, local government, or helpful organizations; distribute through local agencies and cable access
- Learn about opportunities to serve in other countries, including the Peace Corps
- Study the needs of refugees in the United States, including the challenges of language and prejudice

Theater, Music, & Visual Arts

- Adapt a piece of literature about social change for a reader's theater performance
- Find out how folk music has been used to communicate social and political messages, inspiring people to learn and to take action
- Examine murals as artistic and cultural methods of expressing public opinion; include graffiti art in the research

Social Change

Math

- Create a public opinion poll regarding an issue of concern in the community; survey, tabulate, and report student responses
- Write about famous mathematicians and the impact of their work on society
- Examine the cost and benefits of fund-raising events that aid the community; develop ideas for cost-cutting measures and efficient record-keeping methods

Physical Education

- Study how Title IX became landmark legislation that bans sex discrimination in schools, and especially how this impacts school athletics
- Research playground safety information and visit a public playground; document needed changes and make recommendations to the appropriate local government agencies
- Research how physical challenges such as walk-a-thons and bike rallies engage the community and also benefit social causes

Computer

- Survey local community agencies such as shelters, meals-on-wheels, or immigrant centers to find out how students can help with computer technology needs
- Create a database of agencies that need student volunteers and a database of ideas and student skills that community agencies can access
- Do Internet research on careers in public service; create a Web page with links to service agencies and organizations throughout your community

Science

- Find out how funding of global initiatives has affected the fight against disease and the movement toward global health and stabilization in developing countries
- Research community needs of people in low-income housing for safety equipment such as smoke alarms or emergency kits
- Learn about the connection between science and public relations by researching how social marketing campaigns are used to educate communities about health related problems such as potable water

Service Learning Scenarios: Ideas for Action

Ready to take action? The service learning descriptions that follow have been successfully carried out by elementary, middle, or high school students in schools and with community organizations. Most of these scenarios and examples explicitly include some aspects of investigation, preparation and planning, action, reflection, and demonstration, and all have strong curricular connections. These scenarios can be a rich source of ideas for you to draw upon. Keep in mind that grade levels are provided as a reference; most scenarios can be adapted to suit younger or older students, and many are suitable for cross-age partnerships.

Young Advocates: Preschool

At the Pacific Oaks Preschool in Pasadena, California, when handed a "flesh-colored" adhesive bandage for a cut, a student remarked, "That's not the color of *my* skin!" This comment led to an impromptu classroom survey. Each child took a turn to see if the bandage matched her or his skin color. Within this classroom's diverse population, ten percent more or less matched, forty percent of the children came close, but fifty percent definitely didn't match. After discussing how melanin contributed to the color of their skin and reading

books that featured children of all skin colors, the kids decided to write the bandage company and report their results. They also suggested that the company find a new term to describe the product. The company responded with a thank-you letter and another box of "flesh-colored" bandages. Still, the seeds of activism had been planted.

Pick battles big enough to matter, small enough to win.

—Jonathan Kozol, *author*

Kids That Type: Grade 1

After hearing the book *Click, Clack, Moo: Cows That Type* read aloud by their teacher, first-grade students decided they wanted to be "Kids That Type." They decided to look for improvements needed in their surroundings and to write letters to start things changing for the better. They walked around their school and found several areas on the playground in disrepair. They met with the principal to learn about getting the playground fixed and found out that three requests had already been submitted to the district office. The children composed a letter and visited other first-grade

Find Out More About Social Change

To learn more about these issues and to get ideas for service and action, visit these Web sites and organizations online:

Randomkid (www.randomkid.org), founded by a "kid," works to harness the giving power and ingenuity of kids and teens. They educate, mobilize, unify, and empower young people across the world to directly impact a broad spectrum of local, national, and global needs.

Tolerance.org (www.tolerance.org), a Web project of the Southern Poverty Law Center, promotes and supports anti-bias activism in every venue of American life and includes information and resources for teachers, parents, and children on fighting hate and promoting tolerance. Be sure to check out "Mix It Up at Lunch Day."

At the Web sites for **Amnesty International** (www.amnestyusa.org) and **Amnesty International Kids** (www.amnestyusa.org/aikids), students can learn about and participate in human rights advocacy efforts. They can join the AIKids' Urgent Action Network to receive a letter-writing guide teaching them how to write to their government officials.

Do Something (www.dosomething.org) is an organization that helps young people get involved in their communities by identifying the issues they care about and creating projects that turn ideas into action.

What Kids Can Do (www.whatkidscando.org) promotes myriad ways young people across the world respond to local and global concerns with determination and creativity. The Web site also invites students to share their service learning stories, with a focus on giving a voice to marginalized youth.

classes, read their letter aloud, and asked for signatures from their peers. The mailed letter was signed by over one hundred children. The repair was made within three weeks. For the "Kids That Type," this would be the first of many letters.

Helping Children in Shelters: Grade 3

An elementary student saw a television newscast about children living in shelters because they had been victims of domestic violence. The student initiated a discussion of the issue in class, and fellow students wanted to learn more and find ways to help. A social service worker showed the class an age-appropriate video and answered questions. The class generated a range of options for helping and presented their ideas to other classrooms at various grade levels. The students collected needed materials for children living in shelters, including backpacks with school supplies, journals and pens, and current magazines. Letter writing to local businesses assisted in skill development and yielded a substantial quantity of donated goods. Students also discussed showing respect to peers living in a variety of settings, including shelters.

Making the Census Count: Grade 4

Fourth graders attending Sullivan School in North Adams, Massachusetts, studied the importance of the federal census and the impact on the area if people do not complete and return the forms. Students learned from city officials about the history of poor returns and how this affects federal funding for local needs. The census count also determines how many people can represent that state in the House of Representatives. Plus, all information is aggregated; personal information is never revealed. Armed with this information, the students designed and executed a public service campaign to educate the community about the importance of participating in the census. They created a billboard, brochures, radio and television public service announcements, and editorials for the local paper. Their advocacy work culminated with an informational night to help community members fill out the census forms.

Fair Trade and Philanthropy: Grade 4

Fourth graders at the Casady School in Oklahoma City, Oklahoma, learned about fair trade-chocolate from World Neighbors, a local nonprofit that embraces self-reliance and leadership in remote villages across

the globe. The children sold chocolate and taught high school students and faculty about fair trade principles. Proceeds of the sales went to student-selected nonprofits in percentages that students determined after learning about and analyzing the mission, vision, and purpose of each agency.

Identifying a Female State Hero: Grades 4 and 5

While preparing for a visit to their state capitol, fourth graders at New Canaan Country School in Connecticut learned about the state flowers, state song, and state flag. When the time came to tour the capitol building, they found a huge statue of a male "state hero" in the rotunda. The students wondered, "Is there a female state hero?" This observation redirected their course of study. Step by step, the students demonstrated their capabilities as they defined what heroes are and what actions are heroic, researched appropriate female role models from their state, and debated their selection. After learning how a bill becomes a law, they found a state legislator willing to introduce a bill that named their designee, Prudence Crandall, as the Connecticut state heroine because of her stand against prejudice. In spite of the students' informed presentation to the legislature, their bill failed. The kids regrouped. As fifth graders, they created a play about their hero's life and toured the state to gather signatures from the populace in support of their new bill. The second time around, the bill passed. Then, fourth-grade students from Ellen P. Hubbard School in Bristol, Connecticut, raised considerable funds to help pay for the statue of Prudence Crandall in the state capitol.

Creating a Web of Opportunity: Grade 6

Middle school students in computer classes found their talents valued. Local nonprofit organizations were in dire straits. Some were being bombarded with more requests than they could handle for youth volunteer opportunities; others were not contacted at all. The need: building kid-friendly, information-rich Web pages for the organizations so young people could learn about specific issues and base their involvement on social concern. At first, students thought they could create dozens of Web pages in a flash. Instead they discovered they had to slow down to learn enough about the issues to create meaningful connections. In the process, the students shared knowledge about the agencies in their English and social studies classes,

which led to other service learning activities. Several students began to volunteer their computer skills after school to help with agency needs. The students also made presentations to high school humanities classes, where service learning was part of the curriculum. Feedback from the agencies was extremely positive, and many other agencies wanted to sign on.

Unity Week: Grades 6–8

“We had been studying about the civil rights movement in social studies, and we decided to create a day of school unity. But once we began listing our ideas, the day grew into a week’s worth of activities, and we needed more help. Every social studies class in the entire school took part!” The eighth-grade students in this social studies class were surprised their idea had such impact on students, teachers, parents, and the community, when everyone helped turn possibilities into plans. The students wanted to create events that would stimulate ongoing conversation and a veritable buzz of excitement. English classes assigned students to read *Bone by Bone by Bone*, *The Circuit*, or *Jakeman* for discussions and writings on social inequalities and racism in society. Sixth-grade social studies classes used *Through My Eyes*, while seventh- and eighth-grade classes read and discussed selections from *Remember Little Rock: The Time, the People, the Stories*. Students delivered famous speeches, and choirs sang about peace and harmony at lunch rallies. Every social studies class had guest speakers from community agencies who led workshops on local issues of tolerance related to immigrants, people with special needs, and racial issues. During “Unity Tonight,” students and teachers performed music and slam poetry for the invited community members. On the last day of the week, the students who had initiated Unity Week led reflection sessions in every social studies class. In addition to finding out what was learned, they asked, “What ongoing activities can we establish at school to continue building unity and community?”

A Bus Display on Courage: Grades 6–8

Claudette Colvin’s courageous act as a teenager in 1955 aboard a Montgomery city bus contributed significantly to ending segregation on U.S. transportation. The “Understanding Courage” project engaged today’s teens in telling her story—on the city buses of Portland, Maine. King Middle School students and the

school librarian read and discussed *Claudette Colvin: Twice Toward Justice*. Maine College of Art’s art education students guided the discussions into artistic expression, and the middle school students created an art panel series to be displayed on city buses, reflecting the words and acts of courage in the book.

Student Building Planners: Grades 6–10

Students in a university course on facility planning and management worked with the local school district to identify a school in need of remodeling, additions, or new facilities. They surveyed the buildings and grounds; interviewed students, faculty, and administrators; and researched the history of the school and buildings. Then they worked to redesign existing areas they considered to be misused, as well as to design additional space for present or future needs. Middle and high school students became actively engaged in the process, attending university classes, offering feedback and ideas, and preparing drawings and presenting them to the college students, school administrators, and parents. The process allowed students, who are often neglected in the creation of schools and other public places, to become involved, learn community organizing methods, and make decisions.

Dreams of a Youth Center: Grades 6–12

In 2001, middle school students in Baltimore, Maryland, realized kids need a place to go after school to keep them off the streets. They came up with an ambitious plan: to purchase and renovate a house to serve as a neighborhood youth center. With teacher support, these “Youth Dreamers” took action. Through letter and grant writing and phone campaigns, students raised over \$600,000 from government, nonprofit, and corporate sources. They worked with a pro bono architect and general contractor to design and construct the house. The students now have their youth center, and in May 2009, they held their house warming. After completing an application and interview, teens at the center guide younger members through tutoring, classes, and recreation. The Youth Dreamers continue to generate service ideas, write grants, run fund-raisers, design and evaluate programs, manage an annual auction, volunteer at a free health clinic, and partner with adults to teach classes. Check out their Web site: www.youthdreamers.org.

Social Change: Issues and Action Bookshelf Topics

Topics	Books	Category
Historical Perspectives The past is a rich source of information and examples of action undertaken by individuals and groups working for the benefit of many. Their stories influence our own.	1968	N
	<i>Alive in the Killing Fields: Surviving the Khmer Rouge Genocide</i>	N
	<i>Belva Lockwood: Equal Rights Pioneer</i>	N
	<i>The Breadwinner Trilogy</i>	F
	<i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i>	P
	<i>Democracy</i>	N
	<i>Draw What You See: A Child's Drawings from Theresienstadt/Terezin</i>	N
	<i>Fire from the Rock *</i>	F
	<i>Journey of Dreams</i>	F
	<i>My Mother, the Cheerleader</i>	F
	<i>Passage to Freedom: The Sugihara Story *</i>	P
	<i>Remember Little Rock: The Time, the People, the Stories</i>	N
	<i>The Rock and the River</i>	F
	<i>See How They Run: Campaign Dreams, Election Schemes, and the Race to the White House</i>	N
	<i>We Were There, Too! Young People in U.S. History *</i>	N
Our World Today What realities in our world do we need to know about? The interconnectedness of our societies and our common humanity urge us to become knowledgeable in order to create mutually respectful social change.	<i>Chanda's Wars</i>	F
	<i>Every Human Has Rights: What You Need to Know About Your Human Rights</i>	P
	<i>If the World Were a Village</i>	P
	<i>A School Like Mine: How Children Learn Around the World *</i> (see CD-ROM)	N
	<i>Slavery Today</i>	N
	<i>Sold</i>	F
	<i>We Are All Born Free: The Universal Declaration of Human Rights in Pictures</i>	P
Planning for Action Are you ready for action? These books can help with the key stage of preparation. Information, planning tools, and ideas are waiting.	<i>The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference *</i>	N
	<i>The Little Engine That Could</i> (see CD-ROM)	P
Prejudice and Discrimination These books delve into such topics as prejudice, stereotypes, discrimination, and racial intolerance. The stories also tell us about strength of spirit, character, and resolve to overcome injustice.	<i>Across the Alley</i>	P
	<i>Animal Farm</i> (see CD-ROM)	F
	<i>Bifocal *</i>	F
	<i>Bone by Bone by Bone</i>	F
	<i>First Crossing: Stories about Teen Immigrants</i>	(see page 181)
	<i>The Goat Lady *</i>	P
	<i>The House on Mango Street</i> (see CD-ROM)	F
	<i>I Am a Taxi</i>	F

Page references are given for books that can be found in the bookshelf lists of other chapters.

* These books include examples of young people in service-providing roles.

(GN) These books are graphic novels.

Social Change: Issues and Action Bookshelf Topics (continued)

Topics	Books	Category
Prejudice and Discrimination (continued)	<i>Shine, Coconut Moon</i>	F
	<i>Six Million Paper Clips: The Making of a Children's Holocaust Memorial</i> * (see Safe and Strong Communities Bookshelf—CD-ROM)	N
	<i>Smoky Nights</i> (see Safe and Strong Communities Bookshelf—CD-ROM)	P
	<i>Taking a Stand Against Racism</i>	N
	<i>To Kill a Mockingbird</i> (see CD-ROM)	F
	Also see titles on the Immigrants Bookshelf	
Working for Change The path of social change is a long, well-traveled road, and these examples guide us and remind us of what we can accomplish.	<i>After Gandhi: One Hundred Years of Nonviolent Resistance</i> *	N
	<i>Akira to Zoltán: Twenty-Six Men Who Changed the World</i> *	N
	<i>Brundibar</i> *	F
	<i>The Carpet Boy's Gift</i> *	P
	<i>Claudette Colvin: Twice Toward Justice</i> *	N
	<i>Close Encounters of a Third-World Kind</i> *	F
	<i>Delivering Justice: W.W. Law and the Fight for Civil Rights</i>	P
	<i>Edwina Victorious</i> *	F
	<i>The Gospel According to Larry</i> *	F
	<i>Healing Our World: Inside Doctors Without Borders</i> *	N
	<i>Hitch</i> *	F
	<i>I Could Do That! Esther Morris Gets Women the Vote</i> *	P
	<i>In the Time of the Butterflies</i> * (see CD-ROM)	F
	<i>Jakeman</i> *	F
	<i>The Juvie Three</i>	F
	<i>Knitting Nell</i> * (see CD-ROM)	P
	<i>Listen to the Wind</i> *	P
	<i>One Hen: How One Small Loan Made a Big Difference</i> *	P
	<i>Peeled</i> *	F
	<i>The Photographer</i>	F (GN)
	<i>Sacred Leaf</i> *	F
	<i>¡Sí, Se Puede!/Yes, We Can! Janitor Strike in L.A.</i> *	P
	<i>Summer Wheels</i> * (see Safe and Strong Communities Bookshelf—CD-ROM)	P
	<i>That's Not Fair! Emma Tenayuca's Struggle for Justice/¡No Es Justo! La lucha de Emma Tenayuca por la justicia</i>	P
	<i>Three Cups of Tea: One Man's Journey to Change the World . . . One Child at a Time</i> *	N
	<i>Wangari Trees of Peace: A True Story About Africa</i> *	P
	<i>We Are One: The Story of Bayard Rustin</i> *	N
	<i>We Need to Go to School: Voices of the Rugmark Children</i> *	N

Page references are given for books that can be found in the bookshelf lists of other chapters.

* These books include examples of young people in service-providing roles.

(GN) These books are graphic novels.

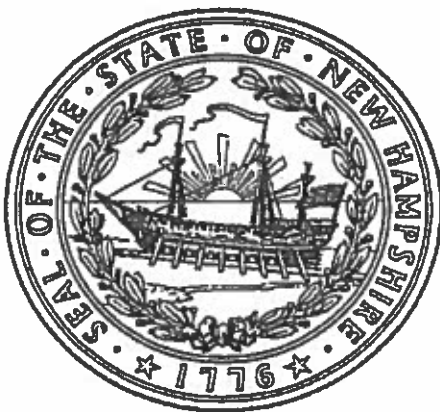
State of New Hampshire

Department of State

CERTIFICATE OF EXISTENCE OF TOMORROW'S CHILD FOUNDATION

This is to certify that **TOMORROW'S CHILD FOUNDATION** is registered in this office as a **New Hampshire Nonprofit Corporation** to transact business in New Hampshire on 5/30/2017 3:32:00 PM.

Business ID: 771504



IN TESTIMONY WHEREOF,
I hereto set my hand and cause to be affixed
the Seal of the State of New Hampshire,
this 30th day of May A.D. 2017.

A handwritten signature in black ink, reading "William M. Gardner".

William M. Gardner
Secretary of State



State of New Hampshire
Department of State



TOMORROW'S CHILD FOUNDATION

Tomorrow's Child Foundation

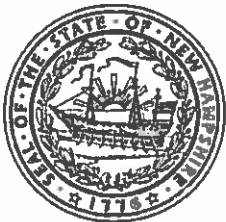
2 Stirrup Iron Road

Boscawen, NH, 03303, USA

Mailing Address - Corporation Division, NH Department of State, 107 North Main Street, Room 204, Concord, NH 03301-4989

Physical Location - State House Annex, 3rd Floor, Room 317, 25 Capitol Street, Concord, NH

Phone: (603)271-3246 | **Fax:** (603)271-3247 | **Email:** corporate@sos.nh.gov | **Website:** sos.nh.gov



State of New Hampshire

Department of State



5/30/2017 3:46:41 PM

Tomorrow's Child Foundation
2 Stirrup Iron Road
Boscawen, NH, 03303, USA

Enclosed is the acknowledgment copy of your creation filing. It acknowledges this office's receipt and filing of your documents.

Any nonprofit organization that 1) will be applying to the IRS to be a 501(c)(3) organization and/or 2) will solicit donations or distribute funds in the state of N.H. and/or 3) is formed for any purpose enumerated in RSA 7:21, II is required to register with and report to the Attorney General, Charitable Trusts Unit, NH Department of Justice, 33 Capitol St, Concord, NH 03301 (603) 271-3658.

Subsequent to filing with the secretary of state a copy of the document must be filed in the office of the clerk of the town in which the business address of the corporation is located.

Your organization is required to file a Non-Profit report and pay a \$25.00 filing fee every fifth year (i.e. 2015, 2020) due by December 31st of the filing year. As a courtesy our office will send a reminder notice in January of the filing year by mail or email. Non-Profit reports may be filed on-line or downloaded from our website at <https://quickstart.sos.nh.gov/online>.

If you are unable to obtain a report through our website, you should contact this office to request one.

Please Note: It is your organization's responsibility to obtain a report and submit for filing prior to December 31st of the filing year.

Failure to file the non-profit reports and/or fees will result in the administrative dissolution or suspension of the non-profit organization.

Should you have any questions, you may contact the Corporation Division at the phone number or email address below. Please reference your Business ID Number when contacting our office.

Sincerely,
Corporation Division

Business ID: 771504
Filing No: 3602635

Articles Of Agreement of Tomorrow's Child Foundation

Articles of Agreement

The undersigned, being persons of lawful age, associate under the provisions of the New Hampshire revised statutes annotated, chapter 292, submits the following articles of incorporation to the Secretary of the State.

ARTICLE 1: Name

The name of the corporation shall be Tomorrow's Child Foundation.

ARTICLE 2: Purposes and Powers

This Corporation is organized to support increased options in public education including public charter schools in the Capitol city of Concord. This is organized exclusively for educational purposes within the meaning of IRC Section 501(c)(3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

ARTICLE 3: The provisions for establishing membership and participation in the corporation are:

There are no members.

Registered Office

The address of the registered office of the Corporation is 2 Stirrup Iron Road, Boscawen, New Hampshire 03303-3400.

ARTICLE 4: Dissolution and Distribution

The duration of the corporate existence shall be perpetual until dissolution. Upon the dissolution of the organization, assets of the corporation shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Directors

The number of directors that shall constitute the Board of Directors of the Corporation shall be fixed by the Bylaws, but in any event shall not be less than five (5) and no more than seven (7).

The number of directors constituting the initial Board of Directors of the Corporation shall be five (5) and the names and addresses of these persons who are to serve as directors until their successors are elected and shall qualify are:

Caroletta C. Alicéa, Boscawen, NH 03303 - Chair
Kasai Mumpini Bedford, NH 03110 - Vice Chair
Stephanie C. Alicéa Boscawen, NH 03303 - Secretary
Lavinia Jackson, North Carolina - Voting Member
Stephanie Carter, Concord NH 03301 - Treasurer

ARTICLE 5: Mailing Address

The mailing address of the corporation shall be 2 Stirrup Iron Road, Boscawen, NH 03303. The business email shall be tomorrowschildnh@gmail.com.

ARTICLE 6: Non-stock Corporation

The corporation shall not issue certificates of stock and no dividends or pecuniary profits shall be declared or paid to the Incorporators and Directors thereof.


ARTICLE 7: Provision eliminating or limiting the personal liability of a director, an officer or both, to the corporation or its shareholders for monetary damages for breach of fiduciary duty as a director, an officer of both is:

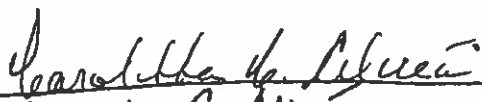
The officers of the corporation shall not be liable to the corporation or to its shareholders or members for monetary damages for breach of their fiduciary duties to the full extent permitted by N.H. RSA 292.

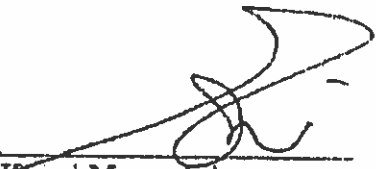
ARTICLE 8: Signatures and post office address of each of the persons associating together to form the corporation.

Signature, Name and Post Office Address

Incorporators:


Stephanie C. Alicea
2 Stirrup Iron Road, Boscawen, NH 03303


Caroletta C. Alicea
4 Stirrup Iron Road, Boscawen, NH 03303


Kasai Mumpuni
64 Old Suncook Road, Concord, NH 03303


Lavinia Jackson
4112 Bramlet Place Greensboro, NC 27407


Stephanie Carter
10 Bow Street Concord, NH 03303

Revised effective the 30th day of May 2017.

Capital City Charter School

Charter School Approval: State Board Criteria for Review.

The State Board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met.

	Element	Comments
	Ability to File	This requirement does not appear to be satisfied.
	Name of School	This requirement does not appear to be satisfied.
a	Educational mission.	This requirement appears to be satisfied.
b	Governance and organizational structure and plan.	This requirement does not appear to be satisfied.
c	Methods by which trustees and their terms are determined.	This requirement does not appear to be satisfied.
d	General description and proposed or potential location of facilities to be used, if such information is available.	This requirement does not appear to be satisfied.
e	Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.	This requirement does not appear to be satisfied.
f	Curriculum.	This requirement does not appear to be satisfied.
g	Academic and other learning goals and objectives.	This requirement does not appear to be satisfied.
h	Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.	This requirement appears to be satisfied.
i	For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.	This requirement appears to be satisfied.
j	Staffing overview, including qualifications sought for professionals and paraprofessionals.	This requirement does not appear to be satisfied.
k	Personnel compensation plan, including provisions for leaves and other benefits, if any.	This requirement does not appear to be satisfied.
l	Pupil transportation plan, including reasonable provision from the charter school's own resources for transportation of pupils residing outside the district in which the charter school is physically located.	This requirement may not be satisfied.
m	Statement of assurances related to nondiscrimination according to relevant state and federal laws.	This requirement appears to be satisfied.
n	Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.	This requirement does not appear to be satisfied.
o	Admission procedures.	This requirement does not appear to be satisfied.

Capital City Charter School

p	Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.	This requirement does not appear to be satisfied.
q	Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports performed by an independent certified public accountant.	This requirement does not appear to be satisfied.
r	Annual budget, including all sources of funding.	This requirement appears to be satisfied.
s	School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.	This requirement does not appear to be satisfied.
t	Provision for providing continuing evidence of adequate insurance coverage.	This requirement does not appear to be satisfied.
u	Identity of consultants to be used for various services, if known.	This requirement does not appear to be satisfied.
v	Philosophy of parent involvement and related plans and procedures.	This requirement does not appear to be satisfied.
w	A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.	This requirement appears to be satisfied.
x	A global hold-harmless clause which states: The charter school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the charter school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.	This requirement appears to be satisfied.
y	Severability provisions and statement of assurance that any provision of the charter school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.	This requirement appears to be satisfied.
z	Provision for dissolution of the charter school including disposition of its assets or amendment of its program plan.	This requirement appears to be satisfied.
aa	In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the charter school.	N/A

Capital City Charter School

bb	A plan for the education of the school's pupils after the charter school may cease operation.	This requirement appears to be satisfied.
cc	<p>In addition to an application, each charter school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:</p> <ul style="list-style-type: none"> (1) Purpose. (2) Written policies. (3) Authority of trustees. (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant. (5) Contract agreements. (6) Indemnification. (7) Secular orientation. (8) Non-discrimination. (9) Health and safety. (10) Enrollment. (11) Attendance. (12) Availability of services. (13) Assessment of pupils. (14) Tuition and funding. (15) Property ownership. (16) Records. (17) Severability in accordance with subparagraph (y) above. (18) Assignment of contract. (19) Insurance. (20) Revocation. (21) Amendment. (22) Renewal. (23) Entire agreement. (24) Location, which shall be identified prior to submission to the legislative body. 	N/A
dd	Proposed accountability plan	This requirement does not appear to be satisfied.

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL EVALUATION SCORING GUIDE FOR
PROPOSED CHARTER SCHOOL APPLICATIONS**

Application requirements: No greater than 50 pages (excluding cover letter and appendices) and at least 11-point font. Applications must include a table of contents with corresponding page numbers.

The evaluation scoring guide provides the application reviewers with a means of determining the quality of the charter school application. It may also be used by charter school developers to guide writing their application, along with the Charter School Application Guidelines used for the legal review conducted by an Attorney. Application reviewers shall objectively review the application using the following scoring criteria, based on a 100-point scale:

NAME OF PROPOSED CHARTER SCHOOL:						
Topic - Mission and vision statements The mission statement clearly defines the core purpose and key values of the school in a few concise sentences. A school's mission statement provides the foundation for the entire application. The vision statement describes what the school hopes to be in the future. The mission statement is how the school intends to make that vision a reality. The mission and vision statements should be meaningful, clear, and easy to understand.						
Criterion #1	The mission and vision statements express a clear, focused and compelling purpose for the school that is attainable and supports student achievement.					
Comments: The vision is clear. The mission does not state how they will achieve this end through the curriculum. States "high quality education," no definition of what that means to the founders.						
Supporting factors can be found on page(s):	6		Maximum Score	10	Rating	8
Topic – Governance and organizational structure Governance is extremely important to the success of a charter school. Oftentimes, the founding members will transition into the school's governing board. The application should describe the process to appoint/elect the initial board members, the decision-making process, term limits, and an organizational plan that outlines roles and responsibilities of the board members and school administration in order to successfully implement the school's program.						
Criterion #2	The founding members have a wide-range of experience and qualifications to implement and oversee a successful public charter school. There is a clear description of the policies and procedures by which the governing board will operate, as well as their roles and responsibilities.					
Comments: The school is being organized by an existing education based non-profit that will oversee the process of board selection. The combined experience of the members is listed. An understand of current law regarding the structuring of governance is clear.						
Supporting factors can be found on page(s):	6-8, Append. A		Maximum Score	10	Rating	10

Topic – General description of school facilities and students to be served						
One of the major tasks to opening a public charter school is finding a suitable facility. It is not required to have a formal facility agreement during the application process; however, viable options should be explained to include a target location, reasonable plan for space requirements and assurance that the school facility will be adequate for the projected student enrollment and future growth.						
Criterion #3	A description of the school facility is provided and includes sufficient detail to indicate that priorities will focus on a facility that is appropriate based on the target location, students to be served, and future growth.					
Comments: The school is to be located in Concord. The general idea of how many students, and how many classrooms will be initially needed is stated. No mention of square footage required. Flexible outdoor space, space for offices also mentioned, but not approx size of facility.						
Supporting factors can be found on page(s):	11, 12		Maximum Score	8	Rating	7
Topic – Curriculum						
A charter school application should include a description of the school’s educational program, student performance standards and curriculum that meets or exceeds content area standards that will enable each student to achieve academic success. Current research for selecting a particular curriculum should be included in the application.						
Criterion #4	A clearly defined, research-based curriculum is being proposed with the potential to increase student achievement, and that is aligned with the New Hampshire Curriculum Frameworks/Common Core State Standards.					
Comments: It is clearly stated that the Service Learning standards will be aligned with Common Core standards.						
Supporting factors can be found on page(s):	14-16		Maximum Score	8	Rating	8
Topic – Academic and other learning goals and objectives/Assessment						
Academic goals should be clear, specific and measureable to reflect the school’s mission and vision statements. The application should give a description of well-defined and realistic strategies for improving student achievement and closing achievement gaps.						
Criterion #5	In the application, there are clearly defined high and attainable educational goals. There are strategies and achievement tests in place that will be used to measure each student’s progress toward meeting the goals of the school.					
Comments: Education goals are clearly defined. Several assessment tools are outlined. The SBA, NEWA’s MAP, and NWEA standardized tests will also be utilized.						
Supporting factors can be found on page(s):	17,18		Maximum Score	8	Rating	8

Topic – Staffing overview and benefits compensation plan, if any						
The application should include an overview of school staffing to include qualifications, job responsibilities and benefits to be offered for particular positions, i.e., administration, teachers, aides.						
Criterion #6	Adequate description is provided on staff member qualifications and job responsibilities. A benefits compensation plan is outlined in the application.					
Comments: The requirements for Teacher assistant is primarily subjective. They state they “anticipate” hiring teachers with a Batchelor or Master degree. It is not stated if it will be required or not. Full time staff will be salaried, with some benefits. No salary range is stated.						
Supporting factors can be found on page(s):	20		Maximum Score	8	Rating	7
Topic – Pupil transportation plan						
Description of the school’s transportation plan to include reasonable provision from the charter’s own resources for transportation of students residing outside the district where the charter school is located.						
Criterion #7	Student transportation needs are considered and adequate plans are in place to address those needs. In the application, there is acceptance that the charter school will take responsibility for any additional costs surrounding transportation.					
Comments: An understanding of current law is stated. Students within the district will be provided with transportation. They offer assistance to those who live outside of the district that may need support.						
Supporting factors can be found on page(s):	21, 22		Maximum Score	8	Rating	8
Topic – Serving students with special needs						
A plan must be in place to identify and meet the needs of all students enrolled at the school. A description should be provided on how the school will: (1) ensure students with disabilities will have an equal opportunity to attend the charter school; (2) work collaboratively with the resident school district and parents/guardians to determine the appropriate placement for each student with a disability based on the student’s needs; and, (3) ensure appropriate services will be provided for students enrolled in the charter school.						
Criterion #8	Strategies are in place to meet individual student needs and to ensure that the appropriate services will be provided in compliance with state and federal requirements.					
Comments: A clear definition of existing law is stated, as is the understanding that the sending district is responsible for assessing the child’s needs. There is no statement as to how Capital City Charter will work with district or how they see their role in supporting the student.						
Supporting factors can be found on page(s):	22, 23		Maximum Score	8	Rating	6

Topic – Admission procedures Description of a student recruiting plan, including strategies for reaching the school’s targeted population. Description of the school’s registration policies and procedures including enrollment timeline and lottery process.						
Criterion #9	The school’s enrollment policies and procedures are clearly described. The enrollment and lottery processes are fair and equitable and reflects compliance with applicable laws.					
Comments: Clearly states that it is open to all students, the application review process, the lottery process are all clearly stated. There is no mention of how the application is to be obtained. No mention of online access. No mention of how they will let the community know about the school or alert them as to the filing period.						
Supporting factors can be found on page(s):	24, 25		Maximum Score	8	Rating	6
Topic – Student discipline, suspension and expulsion Description of the school’s proposed policies and due process procedures for student discipline, suspension, or expulsion that meets applicable law.						
Criterion # 10	Adequate description is given of the school’s proposed policies and due process procedures to address discipline, suspension, and expulsion.					
Comments: A code of ethics will be developed. Nothing was provided in the application. A concern for student safety and well being is stated. Self discipline, self advocacy, conflict resolution are stated as being part of the curriculum. No mention of existing law regarding bullying, suspension, or expulsion.						
Supporting factors can be found on page(s):	26, 27		Maximum Score	8	Rating	4
Topic – Budget and financial management A five-year operating budget, that includes the start-up budget, to contain revenue projections, expenses and anticipated fund balances based upon the projected student enrollment. A detailed budget narrative and fundraising plan should also be provided. Description of who will manage the school finances and how financial resources will be properly managed.						
Criterion # 11	The budget is based on realistic revenue and expenses for a five-year period; the budget narrative is based on valid assumptions. There is a clear description of how the school finances will be managed along with an internal process to safeguard finances.					
Comments: A clear understanding and outline of the fiscal responsibility , reporting, and accountability is stated. The budget is thorough.						
Supporting factors can be found on page(s):	27, 28,29, Append. B		Maximum Score	8	Rating	8

Topic – Parent and community involvement/Dissemination of information

The application should demonstrate the expectations and plans for ongoing parent and community involvement. Communication and networking with the entire community and surrounding school districts is a priority in developing the school and beyond. Charter school developers need to provide adequate notice to the community about the possibility of a new charter school. ****Letters of support, from business and community leaders, elected officials, and/or local school districts, are strongly encouraged****

**Criterion
#12**

The school's purpose and expectations for parent and community involvement are clearly defined in the application. A plan is in place to develop and disseminate material to the community about the implementation and action steps of the school.

Comments: Information will be provided through website. An outreach program will distribute promotional material via public schools, community, and faith based organizations,

Supporting factors can be found on page(s):

31

**Maximum
Score**

8

Rating

8

SCORE TOTAL:

88

OVERALL ASSESSMENT - This section gives the application reviewers an opportunity to provide general feedback about the overall impression of the charter school application:

The mission statement should provide clarity as to how the curriculum will support the mission.

There seems to be a lack of clarity as to the students that they wish to attract. In the transportation section it is stated that most of the students will be from the sending district. Elsewhere in the application there is a mention of providing accommodations for traveling students, at some point.

The application process is not clear. Will there be online applications? Will students need to go to the facility and apply in person? It does not state either.

How will the school will work with the sending district to accommodate students with IEP's or other needs, is not stated. Will there be a staff person designated to work with sending districts?

Reviewed by:

Date:

07/30/2017

Updated: April 23, 2012

Capital City Charter School

Evaluation scoring guide Total Points=49

1. Mission Statement (3)

- Descriptive statements of their ideal school related to hopes and dreams for students, staff, families, and the community is lacking. These statements also describe the context, systems, and structures that support those hopes and dreams-not clear.
- How does the school go about creating an experimental learning environment?
- Explained 5 states of service learning, but how are these 5 steps implemented?
- How is integrating student experiences into the curriculum and addresses areas beyond the academic realm to include-leadership, communication, collaboration and critical thinking different than any other school? Don't all schools strive for this? Many High Schools are involved with Extend Learning Outcomes which address experimental learning.
- Many schools have the IMPACCT program through Voc Rehabilitation to address the 5-components of service learning.
- Rather than specifying grade level, Charter should be written by age in the event that a student takes longer than expected to finish High School? Will the student be un-enrolled once he reaches the end of 12th grade and hasn't receive completion of competencies yet?

2. Governance and Organizational Structure (3)

- Members of Tomorrow's Child Foundation-length of time on school board? On Ethics, Finance and Policy Committee? How many years as an educator and under what capacity? Need to be more specific with profile.
- One member has experience with grant management. Will grant management be a position within the administration of the school? How will this member's experience help to sustain this charter school?
- Why are there no teachers serving on the Board? Plan to have a student?
- Creating a Board of Advisors-What is the plan to implement these initiatives? How do you plan on going about to find all of these people to commit their time to this Ad Hoc Steering Committee? It is going to be hard just to recruit governing Board of Trustees?

3. General Description of school facilities and student to be served? (2)

- What properties have been identified so far to house the school?
- Overnight Housing? Is there a specific plan?
- Time period when full capacity is reached?
- Budget include per pupil expenditures from State?
- Why are you charging parents \$3500 for annual parental "gratuity" for k and \$1.500 annual parental gratuity for 1-8. This will cause an income barrier for those parents unable to pay this annual gratuity. Is this school just for high-income students?

4. Curriculum (3)

- Doesn't sound flexibility to handle diverse student population. Feel very traditional that you would expect any school to delivery. A traditional liberal arts education-Is that what is needed in the 21st century? If the school's mission is for students to experience experimental learning, shouldn't high school students be involved in some type of work experience internship?

- In order to carry out the curriculum, should a staff member experienced as community liaison or employment transition specialist be hired?
- **Page 16-How long should the service learning process last? As long as necessary for a quality experience.** This answer is not adequate. What are the competences that the student should master to receive credit for the service learning project?
- **How does the school plan to offer Physical Education?** Foreign Language?

5. **Academic and other Learning goals and objectives/Assessment (3)**

- Portfolio Assessments?
 - What is collected in the portfolio?
 - How many times will the portfolio be assessed?
 - Will the portfolio review be student led?
- What types of work will be collected in the portfolio? 17-mentions that work will be selected by students and teachers?
- After deciding the purpose of the portfolio, you will need to determine how you are going to grade it. In other words, what would a student need in their portfolio for it to be considered a success and for them to earn a passing grade?
- Will the portfolios be composed of paper or stored electronically (or both)?
- What if students join your class in the middle of the process?
- What are the alternatives to a senior thesis? Would writing samples collected in the portfolio and reflections on the service learning count as a senior thesis?
- Parent student conferences? What will these look like?
- Acronym for ***North West Eval Assessment*** is wrong on the application (NEWA). Does the charter know what this assessment is?

6. **Staffing Overview and benefits plan, if any? (5)**

- What is the motivation to send my child to a charter school when only 50% of teachers are required to hold a teacher's credential? I want my child taught by a certified educator that has a license to practice, just as I would expect a lawyer, doctor, etc. no less. This is a huge oversight on Charter School Regulations. Since a Charter School has increased autonomy to help achieve the specific missions on which they are founded, the charter school should be held to a higher standard.
- Rather than specifying 3 personal days and 5 sick days-would it be more feasible to offer 8 discretionary days which employees have the option for sick or personal leave?

7. **Pupil Transportation plan (6)**

- Any allowances or parking for seniors who drive to school?
- How will students receive privileges for a parking pass?

8. **Serving Students with Special Needs (4)**

- Additional information needed in the special education section.
- What happens to students from different sending school districts?
- Does each school send their own related services personnel?
- Is there an economies of scale? What school personnel is reaching out to sending schools?

- Is there a special education coordinator in the building? Is their guidance personnel that will take care of this?

9. Admission Procedures (7)

- Children of Board members and/or employees should ALL have preferences in attending the school.

10. Student Discipline (1)

- More information needed
- Wellness Guide?
- What type of situations warrant intervention not available at the school?
- Will students be suspended?
- How will teachers be prepared to handle discipline? What types of training will they have?
- Will there be a student review panel?

11. Budget (7)

- Head of school should have check signing authority as well.
- What is the plan for extracurricular activities? Will this be a pay as you play plan?
- Calendar days-Should 1 day be devoted to internships? Volunteerism?

12. Parent and Community Engagement (5)

- Community Members on Board (25%) page 8 (Pretty much standard however across all charter schools)
- No mention of who sits on these subcommittees?
- Service learning-going out to the community to investigate a topic-GREAT!
- Doesn't mention the day to day ways that parents are involved with the school.
- No identification of any social service agencies in the community that the school can connect with for emotional and behavioral supports for students.

Capital City Charter School

(1) MISSION AND VISION STATEMENTS

Pages: 6 Rating: 3/10

Lack of clarity (and grammatical correctness) aside, nothing here indicates a compelling need for a school like this. It sounds like any other school, except probably not as good.

(2) GOVERNANCE AND ORGANIZATIONAL STRUCTURE

Pages: 6-11 Rating: 8/10

This seems pretty generic. But the evaluation criteria are pretty vague, so it's hard to tell whether the plan adequately addresses the criteria.

(3) GENERAL DESCRIPTION OF SCHOOL FACILITIES AND STUDENTS TO BE SERVED

Pages: 11-12 Rating: 2/8

Almost no detail here. Basically, 'We will lease a site suitable for between 40 and 400 students, with handicap accessibility and space for parking'.

(4) CURRICULUM

Pages: 13-16 Rating: 4/8

Summary: 'All curriculum standards will be correlated to the best practices for service learning'. Followed by a somewhat incoherent description of what constitutes 'service learning', with a promise that it will be 'linked to curriculum'. The idea seems to require substantial buy-in from the communities from which students are drawn.

(5) ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVE/ASSESSMENTS

Pages: 17-19 Rating: 5/8

A variety of assessments will be used to build portfolios. Benchmark assessments to be taken at the beginning of each year. A senior thesis is required.

A list of 'NH State Credits' is provided for a list of subjects, most of which are met or exceeded by required CCCS credits. They will teach what the state requires.

(6) STAFFING OVERVIEW AND BENEFITS COMPENSATION PLAN

Pages: 20-21 Rating: 4/8

Almost no information here. They'll hire teachers, who will be assisted by volunteers or teachers in training. Teachers and assistants will be 'intelligent, supportive of children, and ethical role models'.

But they have the vacation/sick leave policy worked out in detail.

(7) PUPIL TRANSPORTATION PLAN

Pages: 21-22 Rating: 4/8

Summary: 'We will follow the law.'

Somewhat confusing: They say in their opening statement that they hope to serve a relatively wide area, but here they say they expect students to be from the Concord district, and thus able to use district-provided transportation. This requires some clarification.

(8) SERVING STUDENTS WITH SPECIAL NEEDS

Pages: 22-23 Rating: 6/8

Summary: 'We will follow the law.'

(9) ADMISSION PROCEDURES

Pages: 24-26 Rating: 2/8

The main admission requirement is that you want to attend the school. Children of Founders get priority.

(10) STUDENT DISCIPLINE, SUSPENSION, AND EXPULSION

Pages: 26 Rating: 2/8

Almost nothing on this. Students will learn to monitor their own behavior, and parents will be brought in when that fails.

(11) BUDGET AND FINANCIAL MANAGEMENT

Pages: 27-30 Rating: n/a

I'm not really qualified to judge any of this. If there is a 'default rating', that's what should be applied here. Basically, they say they'll follow the law.

(12) PARENT AND COMMUNITY INVOLVEMENT/DISSEMINATION OF INFORMATION

Pages: 31 Rating: 4/8

Parental involvement is encouraged, in a general way. Parents get daily reports (!), and can view portfolios.

OVERALL ASSESSMENT

On the very first page, in the very first title heading, they misspell the name of the school (as 'Capitol', rather than 'Capital'). This kind of inattention to detail provides an inauspicious beginning, to say the least.

The writing, apart from being riddled with typos, is of such low quality that it's distracting. ('Capital City Charter School will serve middle-age students in grades 6-8.') Is it fair to say that the quality of the application is a preview of the quality of the education to be provided?

Perhaps not. If this is regarded as a first draft, then I would be interested to see much more detail about how community projects are to be integrated with curriculum, and vice versa, which I take to be the heart of the proposal, and the kind of thing that would provide the kind of clear and compelling case that is required for approval of a new public charter school.

I would also want to see a more detailed explanation of what kinds of learning take place within the context of 'service' that do not take place outside of that context. (Some public schools already require 'community service' as a requirement for graduation. Does CCCS propose to simply require more of that? Or would it be qualitatively different?) Absent that, this sounds more like a proposal for an interesting extra-curricular program, than the basis for an entire public charter school.

Memorandum

To: Caitlin Davis, Lori Kincaid, and Michelle Gauthier

From: Talesha L. Saint-Marc

Date: August 8, 2017

Re: Legal Review of the Charter School Application of Capital City Charter School

1. Application filing formalities (Ed. 318.08(c) – (g)): The application satisfies all of the requirements in Ed. 318.08(c) – (g). The applicants provided: 1- a cover letter containing all necessary elements; 2- a table of contents and properly numbered pages; and 3- the required certification of authority.

2. Ability to file: This requirement may not be satisfied as the founding organization gained nonprofit status *after* submission of the application. Tomorrow's Child Foundation, which was organized exclusively for educational purposes, was created on May 30, 2017, four days after the application was submitted. Thus, at the time of submission, the organization was not qualified. The list of nonprofits enumerated in the statute suggests that there must be some indicia that the nonprofit is established more than within a few days of the application.

3. Name of school: This requirement is not satisfied. RSA 194-B:5 requires that the school's name include the words "chartered public school." Although the school's name references that it is a charter school, it does not reference that it is a public school.

4. Ed 318.08(h): This requirement is not satisfied as the application does not include the total number of teachers and the average teacher/student ratio for the first five years of the school. The application also lacks a statement as to how the applicant intends to provide a physical location for the school.

5. Ed. 318.08(i)(1) – (7):
- i. This subsection is satisfied.

- ii. This subsection is not satisfied, as the applicant failed to provide a policy setting forth the guidelines for the optional contracting of services or a statement as to why this option is declined by the school.
- iii. This subsection is not satisfied as the application does not include a statement that all school employees and volunteers will be subject to background investigations.
- iv. This subsection is not satisfied because the application does not include a statement that the school facilities will comply with all federal and state health and safety laws, rules, and regulations.
- v. This subsection is not satisfied because the application does not include the required statement described in Ed. 318.08(i)(5).
- vi. This subsection is satisfied. (See enrollment section below.)
- vii. This subsection is not satisfied because the application omits a statement that the school will develop, prior to opening, certain policies as described in Ed. 318.08(i)(7).

RSA 194-B:3, II (a) – (bb) and (dd)

6. Educational mission (§ a): This requirement appears to be satisfied. The school's mission is to incorporate service learning into the curriculum so that students have experiences in leadership, communication, collaboration and critical thinking.

7. Governance and organizational structure and plan (§ b): This requirement does not appear to be satisfied with regard to the organizational structure and plan. The application acknowledges that a Board of Trustees will govern the school and possess general supervisory control and authority; however, there is no information regarding organizational structure beyond the Board. Next, the application does not specify the composition of the initial board (e.g. Are they members of the founding organization?). The application should also clarify whether the school's Director is a voting board member or an ex officio member.

8. Methods by which trustees and their terms are determined (§ c): This requirement does not appear to be satisfied. As noted *infra*, the application does not identify the initial trustees, nor does it specify how they will be selected. Instead, the application states that "after forming the initial Board of Trustees, governance will transfer to the charter school Board of Trustees." Application at p. 10. Next, the application identifies a Board of Advisors, and yet, it is not clear: 1- how many people will compose the Board of Advisors, 2- how the members will be appointed/selected, and 3- whether there are term limits for these individuals. The application also notes that an ad hoc steering committee will operate during the school's first year of planning.

There are no details regarding the composition of this committee, and many of the responsibilities conflict with the duties bestowed on the Board of Trustees.

9. General description and proposed or potential location of facilities to be used (§ d): This requirement is not satisfied, as it is inconsistent with the data submitted on the cover sheet. For example, the application provides that the Director is looking for property that can accommodate 40-120 students and faculty in the first two years. The application cover sheet indicates, however, that the total projected student enrollment in the first year is 75 students and 151 students the second year. There is a similar inconsistency regarding the description of the space needed for subsequent years. The application cover sheet indicates that the school anticipates 535 students in its fifth year, and yet, the school is searching for facilities to accommodate 400 students and faculty. Accordingly, the description of potential locations is not sufficient to house the population the school anticipates.

10. Maximum number, grade or age levels (§ e): This requirement is not satisfied. As with the previous requirement, the application is inconsistent with the cover sheet. The application provides that the maximum enrollment at full capacity will be 320 students; however, the application cover sheet states that the maximum projected enrollment is 535 students. Next, the application states, in several different places, the school will accept students in grades 6-8 during its first year, but here, the application states the school will accept 40 high school students. This is yet another inconsistency with this application.

11. Curriculum that meets or exceeds state standards in the subject areas offered (§ f): This requirement is not satisfied. There is very little actual curriculum identified in the application. Instead, the application appends an assortment of curriculum related documents, but these do not satisfy the statute either. Additionally, although the school intends to serve as a middle and high school, the application does not specify curriculum material appropriate for middle schoolers vis-à-vis material appropriate for high schoolers.

12. Academic and other learning goals and objectives (§ g): This section is included in the previous section of the application and is not satisfied. Rather than identifying learning goals and objectives, the application focuses only on best practices in service learning.

13. Achievement tests (§ h): This requirement appears to be satisfied. The school will assess student achievement using a variety of tools, including but not limited to: tests, presentations, portfolios, and standardized testing.

14. Graduation requirements (§ i): This requirement appears to be satisfied. The application proposes the required credits for graduation.

15. Staffing overview (§ j): This requirement is not satisfied. The application only provides basic qualifications for teachers and teaching assistants. The statute, however,

requires a complete staff overview. Earlier sections of the application reference a director, but the director qualifications are among those absent from this application. Similarly, the next section of the application references a school administrator and learning coordinator, but these positions are not included in the staff overview. These are but a few examples.

16. Personnel compensation plan (§ k): This requirement is not satisfied. With the exception of personal and sick time, the application is silent regarding fringe benefits. Similarly, the application does not address retirement benefits. Because the budget document is unreadable, it cannot be determined whether these items are accounted for in the budget.

17. Pupil transportation plan (§ l): This requirement may not be satisfied. The statute requires that the application include “reasonable provision from the . . . school’s own resources for transportation of pupils residing outside the district[.]” Although the application recognizes that the school may attract students from different districts, the application states only that the school “will make every effort to support families as they explore transportation options” There is no indication that the school has made provision to utilize its own resources for the transport of out-of-district students, and merely helping to coordinate, without more, may not satisfy the statute’s mandate.

18. Statement of assurances related to nondiscrimination (§ m): This requirement appears to be satisfied; however, the school should include the following protected categories in its statement of nondiscrimination: pregnancy, citizenship, veteran status, and genetic information.

19. Method of coordinating with a pupil’s local education agency (LEA) responsible for matters pertaining to any required special education programs or services (§ n): This requirement does not appear to be satisfied. For the most part, the applicant merely recites relevant statutory language. The application does not describe the method of coordinating with an LEA.

20. Admission procedures (§ o): This requirement is likely not satisfied. RSA 194-B:9, I(c)(1) provides that “[c]hartered public schools may select pupils on the basis of aptitude, academic achievement, or need, provided that such selection is directly related to the academic goals of the school.” The application provides that the school will prioritize admission to students without previous experiential learning. Although this limitation is related to the academic goals of the school (to afford experiential learning opportunities), the limitation is not authorized under the statute.

21. Philosophy of pupil governance and discipline (§ p): This requirement, which is not identified with a section heading, but appears to be on pages 26-27, is not satisfied. The application references a code of conduct, but not much else related to governance. Similarly, the application provides that a wellness guide will support teachers in addressing behavior issues; however, there are no details regarding the wellness guide.

The application also omits any explanation of age-appropriate disciplinary procedures, including suspension and expulsion.

22. Method of administering fiscal accounts and reporting (§ q): This requirement appears to be satisfied. There are appropriate checks and balances regarding fiscal accounts, and the school is prepared to fulfill all reporting requirements.

23. Annual budget (§ r): This requirement may be satisfied, but the overall budget document is unreadable, and therefore, a full assessment cannot be made. The application does provide, however, a description of the anticipated sources of funding, but the funding sources are very speculative.

24. School calendar (§ s): This requirement appears to be satisfied. The school intends to provide a 180-day school year. The school intends to start at 8:45, but notes that transportation issues with the district's buses may result in lost educational hours. The school will address any loss by amending its school hours. It is not clear whether the proposed budget accounts for the flexibility the school envisions.

25. Provision for providing continuing evidence of adequate insurance coverage (§ t): This requirement appears to be satisfied.

26. Identity of consultants to be used for various services (§ u): This requirement is not satisfied. The statute requires the applicant to identify the qualifications or certifications of consultants not identified by name. Although the application states that consultants may be utilized, there are no descriptions of qualifications or certifications provided.

27. Philosophy of parent involvement and related plans and procedures (§ v): This requirement does not appear to be satisfied. The application generally states parents/guardians will be essential members of the school's community; yet, there is no detailed explanation for parent involvement. Additionally, the application references that parents will be encouraged to participate in school governance structures such as the Board of Trustees and the Ad Hoc Governance Committee, but then limits participation to the first two years. The two-year limitation is inconsistent with New Hampshire's requirement that parents serve on the Board.

28. A plan to develop and disseminate information (§ w): This requirement appears to be satisfied, but would benefit from further development, including identification of the communities to be served.

29. A global hold-harmless clause (§ x): This requirement appears to be satisfied. In the fifth line, however, the application states "all funding districts and sources, and their successor and signs." Application at p. 32. The underlined word should be assigns.

30. Severability provisions (§ y): This requirement appears to be satisfied. The application acknowledges that if provisions of the charter agreement are determined to

be unenforceable or invalid, such provisions are severed from the remainder of the agreement and will not be enforced.

31. Provision for dissolution of the chartered public school (§ z): This requirement appears to be satisfied. The application provides for the return of all borrowed assets, and the donation of any remaining assets to, *inter alia*, other non-profit community organizations supporting education.

32. Section (aa) is not applicable.

33. A plan for the education of the school's pupils after the chartered public school may cease operation (§ bb): This requirement appears to be satisfied. The application identifies the steps the school will take to assist in the smooth transition of its students to other schools. The school should give consideration to providing reasonable notice to parents/guardians prior to closing.

34. Section (cc) is not applicable.

35. Outline of proposed accountability plan (§ dd): This requirement is not satisfied. The application does not provide an outline of the school's proposed accountability plan that clarifies expectations for evaluating the school's program.

Internal Legal Review

Capital City Charter School

For purposes of conducting this legal analysis, the following were reviewed: the initial application, the initial legal review and the documents that were submitted in response to the legal review.

In an effort to make this analysis easy to follow, the applicable rules and statutes are in black and comments are in red.

The initial legal review determined that the application satisfied all of the requirements of Ed 318.08(c) – (g).

The initial review determined that the ability to file may not be satisfied because the founding organization was created after the application was submitted. Ed 318.08 (f)(2) requires that the application cover sheet include the name of the organization sponsoring the charter school, if any and Ed 318.08 (g) requires that the application be signed and certified by the sponsoring entity. These requirements appear to be satisfied.

The initial legal review determined that due to the fact that the name of the school, as listed in the application cover sheet, did not reference that it was a public school, the application did not meet the statute's requirements. However, in its resubmitted application, the name has been changed to Capital City Public Charter School. The statute requires that a charter public school shall "adopt a name and corporate seal, provided that any name selected shall include the words 'chartered public school.'" RSA 194-B: 5, III (a). At this time, the name of the school substantially complies with the statutory requirements.

The initial legal review referenced Ed 318.08(h) when discussing the teacher/student ratio¹. This may have been cited incorrectly in the legal review. This analysis addresses Ed 318.08 (i) 1-3.

Ed. 318.08

(i) An application shall also include the following information:

(1) The total number of teachers and the average teacher/student ratio for the first 5 years;

The budget contains the anticipated number of students and salaries for teachers and teacher aids. Section (D) on pp. 10-11 of the Resubmitted Application indicates that the average teacher/student ratio will be 20/1. It is unclear from the charts provided

¹ It appears that there is a typographical error in the rules. Ed 318.08 has two sections labeled (i).

in section (E) and the budget how many teachers will be assigned to each student. While a ratio has been provided, the total number of teachers has not. Additional information would be helpful in clarifying this issue.

Also, the budget seems inconsistent. Each year, the teacher's salaries seem different. Year 1 – 60 students with average ratio of 20/1 there should be three teachers. Budgeted salary is \$150,000, making annual salary \$50,000. Year 2 – 140 students with average ratio of 20/1 there should be 7 teachers. Budgeted salary is \$262,500, making annual salary \$37,5000. Additional explanation may be necessary.

This requirement is partially satisfied.

- (2) Whether the applicant has access to a facility suitable for the school and, if not, how the applicant intends to provide a physical location for the school; and

The applicant indicates that it is “working with realtors to identify available properties in Concord large enough to house school programs for 60 – 140 student during the first two years and for 200 – 320 students by the fourth and fifth years.” Resubmitted application pp. 10-11.

This requirement appears to be satisfied.

- (3) A summary of the school's focus including a description of the characteristics, methods, and goals of the school.

A summary of the school's mission and vision has been provided. p.2-3.

This requirement appears to be satisfied.

- (i) In addition to the criteria listed in RSA 194-B:3-a, II(a)-(bb) and (dd), each applicant shall provide the following:

- (1) An admission policy which takes into consideration the following factors:

- a. Methods for admission which shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law;
The initial legal review determined that this requirement was satisfied.

This requirement appears to be satisfied.

- b. How the school will conduct lottery selection as provided for in RSA 194-B:9, I(c) and assure that the preferential status, if any, of children of the founding members of the charter school shall be addressed in the admissions process; and

This requirement appears to be satisfied.

c. How the school will provide for educationally disabled students;

This requirement appears to be satisfied.

(2) A policy that either sets forth the guidelines for the optional contracting of services as allowed under RSA 194-B:5, V and RSA 194-B:8, VII, or states how and why the school declines to choose the option;

The initial legal review determined that this section was not satisfied because the applicant “failed to provide a policy setting forth the optional contracting of services or a statement as to why this option is declined by the school.”

In its resubmitted application, Capital City indicates that it anticipates contracting with individuals or companies. However, there is no reference to RSA 194-B:5 or RSA 194-B:8, VII. Additional clarification is necessary. There is a reference on p. 7 to entering into mutually agreeable relationships. This may be a reference to RSA 194-B:5, V. If so, a specific reference to the statute may assist in meeting this requirement.

This requirement is partially satisfied.

(3) A statement that the school shall conduct school employee and volunteer background investigations in accordance with RSA 189:13-a;

The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

This requirement now appears satisfied.

(4) A statement that, in accordance with RSA 194-B:8, II, the school facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to:

- a. Fire safety;
- b. Heating, ventilating, and air conditioning (HVAC);
- c. Plumbing;
- d. Electrical; and
- e. Requirements of Ed 321.23(u) and (v);

The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

This requirement now appears satisfied.

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

While this section does not appear to be applicable, a statement referencing RSA 194-B:8, IV should be included in the application.

This requirement may be satisfied.

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

The initial legal review determined that this subsection was satisfied. However, there is no specific indication that the curriculum and policies will be included in the information dissemination referenced in section (W).

This requirement may be satisfied with additional information.

- (7) Statements that the school shall develop, prior to opening, policies regarding the following:

a. Records retention;

b. Promoting school safety including:

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

c. Developmentally appropriate daily physical activity pursuant to Ed 310.

The initial legal review determined that this subsection was not satisfied. In its resubmitted application, additional information has been provided.

However, the resubmitted application does not indicate that, prior to opening, it will develop policies related to reporting suspected abuse or neglect or sexual harassment.

This requirement remains not satisfied.

194-B:3 Chartered Public Schools; Establishment; Application; Amendment; Procedure. –

I. (a) Except as otherwise provided in law, chartered public schools shall be fully exempt from state laws and rules which otherwise apply to public or nonpublic schools, or local school boards or districts. Notwithstanding the foregoing, chartered public schools shall have all the rights and privileges of other public schools.

(b) A chartered public school's board of trustees shall have full authority to determine the chartered public school's organization, methods, and goals.

II. Except as expressly provided in this chapter, the duty and role of the local school board relative to the establishment of a chartered public school shall be to approve or disapprove the proposed chartered public school application based upon whether or not the proposed application contains in specific detail the following required elements:

(a) Educational mission.

This requirement appears to be satisfied.

(b) Governance and organizational structure and plan.

The initial legal review determined that this requirement was not satisfied. The initial application was silent on the organizational structure beyond the board and did not specify the composition of the initial board.

In its resubmission, the applicant provided additional information regarding the role of the Director. However, in making its changes, the applicant deleted the listing of the officers of the board.

Also, it is unclear if the applicant's definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states "for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum." Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that "except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting."

This requirement appears to remain not satisfied.

(c) Methods by which trustees and their terms are determined.

The initial legal review determined that this requirement did not appear to be satisfied, noting that the application did not identify the initial trustees, nor did it specify how they will be selected.

.....

In its resubmitted application, Capital City clarified that the initial Board of Trustees will be appointed by the sponsoring entity and that terms will be set and staggered.

It remains unclear if the applicants definition of a quorum is consistent with RSA 91-A. In its resubmitted application, Capital City states “for purposes of conducting business, a majority of the board members must be present and participating in person or through video or voice communication to be considered a quorum.” Resubmitted Application p. 7. However, RSA 91-A:2, III, (b) states that “except in an emergency, a quorum of the public body shall be physically present at the location specified in the meeting notice as the location of the meeting.”

.....

The initial legal review also found that the Board of Advisors, referenced in the initial application, was unclear. In its resubmitted application, there was no change to the description of the Board of Advisors.

Finally, the initial legal review found that further information was needed regarding the ad hoc steering committee, referenced in the initial application. In its resubmitted application, the ad hoc steering committee was eliminated and replaced with a start-up committee made up of founders and advisors.

This requirement may be satisfied with additional information.

(d) General description and proposed or potential location of facilities to be used, if such information is available.

.....

The initial legal review determined that this requirement was not satisfied. It found that the information contained in the application was inconsistent.

In its resubmitted application, adjustments were made to the cover sheet and narrative aligning the space sought with the anticipated enrollment.

This requirement appears to be satisfied.

(e) Maximum number, grade or age levels, and, as applicable, other information about pupils to be served.

The initial review determined that this requirement was not satisfied citing similar concerns as those raised in section (d).

Additional information was provided in the resubmitted application, clarifying anticipated grade levels.

This requirement appears to be satisfied.

(f) Curriculum that meets or exceeds state standards in the subject areas offered.

The review of the initial application determined that this requirement was not satisfied.

This section was resubmitted. However, it remains unclear as to whether or not the information provided, is a curriculum that meets or exceeds state standards in the subject areas offered. The subject areas, themselves, are not provided for in this section.

This requirement appears to remain not satisfied.

(g) Academic and other learning goals and objectives.

The initial review determined that this requirement was not satisfied.

In its original submission, sections (f) and (g) were combined. In its resubmitted application, these two sections were separated and additional information was provided in section (g). The resubmitted application lists subject area and goals as well as a lengthy description of service learning.

The goals submitted are rather abstract with no clear means by which to measure their achievement. For instance, a goal under English Language Arts is that “students write to learn while learning to write.” Resubmitted Application p. 23. This requirement appears to remain not satisfied, unless the State Board of Education determines that the Academic and other learning goals and objectives identified, are sufficient.

(h) Achievement tests to be used to measure pupil academic and other goal achievement including, but not limited to, objective and age-appropriate measures of literacy and numeracy skills, including spelling, reading, expository writing, history, geography, science, and mathematics.

The initial review determined that this requirement appeared to be satisfied.

(i) For schools offering high school grade levels, graduation requirements sufficient to ensure that the school has provided an adequate education for its pupils.

The initial legal review determined that this requirement was satisfied.

(j) Staffing overview, including qualifications sought for professionals and paraprofessionals.

The initial legal review determined that this requirement was not satisfied. In its resubmission, Capital City has provided additional information regarding the requirements for certain employees, but not all. There are no requirements for a number of the positions included in the budget, including but not limited to the nurse and executive assistant. Further, the requirements for the teachers are rather broad, not necessarily requiring specific specialties. For instance, while art is taught at the school, there is no indication of the requirements for the art teacher.

This section also provides the qualifications for a business manager. However, this position is not accounted for in the budget.

This requirement remains not satisfied.

(k) Personnel compensation plan, including provisions for leaves and other benefits, if any.

The initial legal review determined that this requirement was not satisfied because it was silent regarding fringe benefits and retirement benefits.

This requirement appears to remain not satisfied.

(l) Pupil transportation plan, including reasonable provision from the chartered public school's own resources for transportation of pupils residing outside the district in which the chartered public school is physically located.

The initial legal review determined that this requirement may not be satisfied. It is still unclear how the school will use its own resources for the transportation of out-of-district students.

This requirement may not be satisfied.

(m) Statement of assurances related to nondiscrimination according to relevant state and federal laws.

The initial legal review determined that this requirement appeared to be satisfied. However, it recommended expanding the protected categories to its statement of nondiscrimination, to include: pregnancy, citizenship, veteran status and genetic information. These changes have not been made.

(n) Method of coordinating with a pupil's local education agency (LEA) responsible for matters pertaining to any required special education programs or services including method of compliance with all federal and state laws pertaining to children with disabilities.

The initial legal review determined that this requirement was not satisfied because the application did not describe the method of coordinating with an LEA to provide required special education programs.

In its resubmission, it is unclear what, if any, changes were made. Resubmitted application p. 35. The resubmitted application does not describe how the charter school will coordinate with the pupil's LEA and it does not indicate if the special education liaison will be certified in special education.

This requirement appears to remain not satisfied.

(o) Admission procedures.

The initial legal review determined that this requirement was likely not satisfied due to the fact that it prioritized admission to students without previous experiential learning. In its resubmitted application, this requirement appears to have been removed.

This requirement may be satisfied.

(p) Philosophy of pupil governance and discipline, and age-appropriate due process procedures to be used for disciplinary matters including suspension and expulsion.

The initial legal review determined that this requirement was not satisfied.

The application continues to be lacking in a clear description of its governance, discipline and age-appropriate due process procedures.

This requirement remains not satisfied.

(q) Method of administering fiscal accounts and reporting, including a provision requiring fiscal audits and reports to be performed by an independent certified public accountant.

The initial legal review determined that this requirement appeared to be satisfied.

(r) Annual budget, including all sources of funding, and a projected budget for the next 2 years.

The initial legal review determined that this requirement may be satisfied.

However, in its resubmitted application there was reference to contributions by families. As this is a public school, it is unclear if families can be expected to contribute.

This requirement may not be satisfied.

(s) School calendar arrangement and the number and duration of days pupils are to be served pursuant to RSA 194-B:8, III.

The initial legal review determined that this requirement appeared to be satisfied. However, it did raise a concern related to the school's proposed budget if there is a need to adjust the school hours due to transportation conflicts with the local school district. This concern has not been addressed.

This requirement may be satisfied.

(t) Provision for providing continuing evidence of adequate insurance coverage.

The initial legal review determined that this requirement appeared to be satisfied.

(u) Identity of consultants to be used for various services, if known, or the qualifications or certifications of consultants not identified by name.

The initial legal review determined that this requirement was not satisfied due to the fact that while the application indicates that consultants may be utilized there are no descriptions of qualifications or certifications provided.

The concerns raised in the initial legal review, remain. While additional information has been provided which indicates that Capital City anticipates hiring consultants for computer IT set up, guidance and counseling, special education and health, neither the desired qualifications nor certifications have been provided.

This requirement remains not satisfied.

(v) Philosophy of parent involvement and related plans and procedures.

The initial legal review determined that this requirement did not appear to be satisfied.

In its resubmission, additional information was provided but it was limited. The resubmitted application states that "parents and legal guardians will also be encouraged to participate in school governance and governance structures." Resubmitted Application p. 43. However, it is unclear what this participation entails.

This requirement appears to remain not satisfied.

(w) A plan to develop and disseminate information to assist parents and pupils with decision-making about their choice of school.

The initial legal review determined that this requirement appeared to be satisfied but could benefit from further development, including identifications of the communities to be served.

It does not appear that any additional information has been provided.

This requirement appears to be satisfied.

(x) A global hold-harmless clause which states:

The chartered public school, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless the (school district), any other school district which sends its students to the chartered public school, and their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the chartered public school, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils.

The initial legal review determined that this requirement appeared to be satisfied but suggested an edit that was not made.

The required language is taken directly from RSA 194-B:3, II (x) and should be exact. This requirement will be satisfied when the necessary changes are made.

(y) Severability provisions and statement of assurance that any provision of the chartered public school contract found by competent authority to be contrary to applicable law, rule, or regulation shall not be enforceable.

The initial legal review determined that this requirement appeared to be satisfied.

(z) Provision for dissolution of the chartered public school including disposition of its assets or amendment of its program plan.

The initial legal review determined that this requirement appeared to be satisfied.

(aa) In the case of the conversion of a public school to a charter conversion school, provision for alternative arrangements for pupils who choose not to attend and teachers who choose not to teach at the chartered public school.

This section is not applicable

(bb) A plan for the education of the school's pupils after the chartered public school may cease operation.

This initial legal review determined that his requirement appeared to be satisfied. The initial legal review suggested that the school give consideration to providing reasonable notice to parents/guardians prior to closing.

In its resubmission, there do not appear to be any changes to this section.

This requirement appears to be satisfied.

(cc) In addition to an application, each chartered public school applicant, in consultation with the local school board, shall prepare a proposed contract. The contract shall include, but shall not be limited to, the following elements:

- (1) Purpose.
- (2) Written policies.
- (3) Authority of trustees.
- (4) Reporting, fiscal accounting and fiscal audits to be performed by a certified public accountant.
- (5) Contract agreements.
- (6) Indemnification.
- (7) Secular orientation.
- (8) Non-discrimination.
- (9) Health and safety.
- (10) Enrollment.
- (11) Attendance.
- (12) Availability of services.
- (13) Assessment of pupils.
- (14) Tuition and funding.
- (15) Property ownership.
- (16) Records.
- (17) Severability in accordance with subparagraph (y) above.
- (18) Assignment of contract.
- (19) Insurance.
- (20) Revocation.
- (21) Amendment.
- (22) Renewal.
- (23) Entire agreement.
- (24) Location, which shall be identified prior to submission to the legislative body.

This section is not applicable.

(dd) An outline of the proposed accountability plan which clarifies expectations for evaluating the school's program and which contains an acknowledgement that a full accountability plan shall be developed and ready to implement prior to the date of opening.

The initial legal review determined that this requirement was not satisfied. The initial application did not provide an outline of the school's proposed accountability plan that clarified expectations for evaluating the school's program.

Additional information has been provided which includes four questions that will serve as a basis for its annual report. The four questions are:

1. Is the school making progress toward achieving its mission?

2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

In making its report, the charter school would benefit from using the additional questions listed as suggested sub-questions in the New Hampshire Charter School Accountability Process found

at: https://www.education.nh.gov/instruction/school_improve/charter/documents/charter_school_accountability_process.pdf

This requirement may be satisfied, if the state board deems the proposed accountability plan to be adequate.

III. (a) [Repealed.]

POSTPONEMENT AND RESCHEDULING OF A RULEMAKING HEARING

VI, ANotice Number **2017-147**Rule Number **Ed 1300 (formerly Ed 1300
and Ed 1400)**

1. Agency Name & Address:

**State Board of Education
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301**

2. RSA Authority: **RSA 188-E:3, I; 6, IV; 7,
IV; 8; 9, III; 10, III; 14, II;
and 18, II**

3. Federal Authority:

4. Type of Action:

Adoption _____

Amendment _____

Repeal _____

Readoption _____

Readoption w/amendment **X**5. Short Title: **Alternative Education and Career and Technical Education**

6. In accordance with RSA 541-A:11, IV, a rulemaking hearing has been postponed for this proposed rule for which notice appeared in the Rulemaking Register on **October 19, 2017** under Notice Number **2017-147**. The public hearing has therefore been rescheduled for:

Date and Time: **November 9, 2017 at 1:00 p.m.**Place: **State Board Room, 101 Pleasant Street, Concord, NH 03301**

7. New deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **November 16, 2017**

☒ Fax☒ E-mail☐ Other format (specify):

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

Name: **Amanda Phelps**Title: **Program Assistant II**Address: **Department of Education**Phone #: **(603) 271-2408****101 Pleasant Street**Fax#: **(603) 271-4134****Concord, NH 03301**E-mail: **Amanda.phelps@doe.nh.gov**

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Readopt with amendment Ed 1301-Ed 1304.01, effective 7-14-11 (Doc #9954-A), Ed 1304.02, effective 7-14-11 (Doc #9954-B), Ed 1401-Ed 1409, effective 6-10-17 (Doc #12205, Interim), and Ed 1410, effective 8-25-17 (Doc #12371, Interim) and renumber as Ed 1300 to read as follows:

~~CHAPTER Ed 1300 ALTERNATIVE EDUCATION PROGRAMS~~

~~PART Ed 1301 PURPOSE~~

~~—— Ed 1301.01 Purpose. The purpose of Ed 1300 is to provide rules for implementing a variety of alternative education programs at regional centers pursuant to Ed 1400 or the associated high schools that are funded within state budget appropriations pursuant to the rulemaking authority in RSA 21-N:9(i),(j),(m) and (v). These rules may also serve as guidelines for any entity that is not directly covered by these rules when that entity is considering the establishment of an alternative education program.~~

~~PART Ed 1302 DEFINITIONS~~

~~—— Ed 1302.01 “Alternative education program” means:~~

- ~~(a) An alternative education program offered to qualified students at regional centers or the associated high schools that provides at risk alternative education students with a variety of options possibly leading to graduation by focusing on the student’s individual social needs and the academic requirements for a high school diploma;~~
- ~~(b) An adult high school program that is offered under Ed 702; and~~
- ~~(c) An adult basic education program that is offered under Ed 703.~~

~~—— Ed 1302.02 “Alternative education student” means a pupil 16 years of age or older having an approved alternative learning plan pursuant to RSA 193:1,I(h).~~

~~—— Ed 1302.03 “At risk student” means a high school student who has been evaluated by the local school district staff and deemed to be an individual in jeopardy of dropping out of school prior to graduation.~~

~~—— Ed 1302.04 “Cost per pupil” means the rate calculated by subtracting tuition and transportation from K-12 current operating expenditures from all funding sources local, state and federal associated with the daily operations of schools, and then dividing by the average daily membership in attendance(ADM-A).~~

~~—— Ed 1302.05 “Department” means the New Hampshire department of education.~~

~~—— Ed 1302.06 “High school” means:~~

- ~~(1) A high school as defined in RSA 194:23 that is not designated as a regional center in Ed 1400; and~~
- ~~(2) An adult high school in Ed 700.~~

~~—— Ed 1302.07 “Program competencies” means the academic and technical knowledge, skills, and/or attitude that enable students to effectively demonstrate and perform the tasks and activities in a given~~

~~content area pursuant to RSA 193-C:3,III and including but not limited to requirements set forth in RSA 188-E:14 and RSA 188-E:18.~~

PART Ed 1303 PLANNING ALTERNATIVE EDUCATION PROGRAMS

~~—— Ed 1303.01 Responsibility of Local School Boards.~~

~~—— (a) The local school board shall be responsible for the planning and implementation of the alternative education program at the high school within the district.~~

~~—— (b) The local school board shall solicit and consider recommendations of the community members in the local school district in determining programs, facilities, and enrollment needs for an alternative education program.~~

~~—— (c) The local school board shall continue to provide a balanced education program in their high school insuring that funds shall not be diverted from the on-going programs for purposes of maintaining or developing the alternative education program. Full compliance with the requirements for an approved high school shall be maintained.~~

~~—— (d) The local school board shall staff and administer the program to insure quality alternative education programs for all students participating in the program.~~

~~—— (e) The local school board shall designate a full-time director of alternative education, who shall administer the program within the administrative structure of the district.~~

~~—— (f) When alternative education programs are not offered at the high school within the district, the local school board shall provide full access to all of the alternative education programs at regional centers or at the associated high schools within another district or charter public high schools.~~

~~—— (g) Charter public high schools shall provide alternative education programs in one alternative education cluster, giving due regard to equal opportunity for both boys and girls to participate in the alternative education program.~~

~~—— (h) The local school board shall participate in such evaluations as are necessary in order to ensure continuous quality alternative education programs.~~

~~—— (i) The local school board shall maintain the alternative education facilities and equipment in a manner consistent with state facility standards, safety and accessibility requirements, and program objectives pursuant to Ed 300.~~

~~—— Ed 1303.02 Responsibility of the Department.~~

~~—— (a) The department shall review alternative education programs at regional centers and at their associated high schools with particular emphasis upon need, enrollment, and course offerings, in cooperation with the local school district. The department shall provide assistance, guidance and cooperation to the local school districts in the planning and implementation of the alternative education programs.~~

~~—— (b) The department responsibilities shall include:~~

- ~~(1) Encouraging high schools to make multiple use of laboratories and facilities at regional centers for alternative education whenever enrollments or program planning in the local school district suggests this to be reasonable and proper;~~
 - ~~(2) Providing technical assistance in planning and developing alternative education programs;~~
 - ~~(3) Providing for on going assistance and periodic evaluation of progress and services;~~
 - ~~(4) Providing, upon request, for hearings for local school districts when problems or grievances concerning the operation cannot be settled by mutual agreement; and~~
 - ~~(5) Making alternative education programs at high schools eligible to receive tuition and transportation funds according to the provisions of Ed 1304,~~
- ~~—— (c) Progress reports shall be made periodically to the local school districts.~~

~~PART Ed 1304 TUITION PAYMENT AND TRANSPORTATION REIMBURSEMENT~~

~~—— Ed 1304.01 Payment and Reimbursement Criteria. Students meeting the following requirements shall have part or all of both their tuition paid and transportation reimbursed from state funds, under the following conditions:~~

- ~~—— (a) Tuition payment shall be governed by the following criteria:~~
- ~~(1) Alternative education students shall be eligible for state tuition payment for the educational costs of the plan not to exceed the cost per pupil as calculated by subtracting tuition and transportation from K-12 current operating expenditures, and then dividing by the average daily membership in attendance (ADM-A). The cost per pupil for each school district shall be released annually in January and posted on the department website www.education.nh.gov/data/financial.htm; and~~
 - ~~(2) The state shall pay 75 percent of the full tuition for a student who is enrolled in an out-of-district alternative education program, and the sending school district shall be responsible for the remaining 25 percent of the student's full tuition;~~
- ~~—— (b) Transportation reimbursement shall be governed by the following criteria:~~
- ~~(1) Transportation of alternative education students to a receiving district shall be the responsibility of each sending school;~~
 - ~~(2) In determining transportation costs, the safety of students shall be considered;~~
 - ~~(3) Except as provided in Ed 1304(b)(4), students enrolled in the receiving district high school shall not be eligible for transportation reimbursement for approved alternative education programs within that district;~~
 - ~~(4) Students enrolled in a receiving district high school shall be eligible for transportation reimbursement for alternative education programs located at a regional center or associated high school within another district;~~

~~(5) Where regularly scheduled school or public bus transportation is available and compatible with school and student schedules, the round trip daily rate regularly charged students shall be paid for days of school attendance for alternative education students with an approved plan enrolled in alternative education programs or courses at a designated regional center or associated high school;~~

~~(6) When regularly scheduled school or public bus transportation is not available or is not compatible with school and student schedules, individual student reimbursement shall be paid for each day of school attendance in the approved alternative education program as follows:~~

~~a. The individual student rate for the purpose of reimbursing school districts for student self transport shall be \$.25 per mile per student; and~~

~~b. Fares contracted by the sending district with a public carrier for groups of students shall be reimbursed on an annual basis at \$.10 per mile per student;~~

~~(7) A district negotiating a transportation contract shall advertise and award bids for such transportation. Successful bidders shall utilize transportation vehicles that conform to federal and state safety standards for that type of student carrier. The state shall only reimburse at \$.10 per mile per student; and~~

~~(8) The state shall not be a party to any contract to transport students under these policies and procedures; and~~

~~—— (c) An individual student whose residence is at such distance as to make commuting impossible or impractical may utilize an allocation of funds for transportation or for board and room, provided:~~

~~(1) The maximum reimbursement for travel and/or board and room for each student shall be \$100 per week, or \$20 per day; and~~

~~(2) This reimbursement may be for travel, for board and room, or for a combination of travel and board and room.~~

~~—— (d) Each receiving district superintendent of schools shall submit to the department and each sending district each alternative education student's enrollment and days of attendance.~~

~~—— (e) In the event that funds are not adequate to pay the total cost of both tuition and transportation, then both tuition and transportation payments shall be reduced on a prorated basis pursuant to RSA 188-E:9, III.~~

~~—— Ed 1304.02 The Tuition and Transportation Alt 1 Form.~~

~~—— (a) The tuition and transportation Alt 1 Form shall be used when requesting tuition payment and transportation reimbursement for students 16 years of age or older. An Alt 1 Form shall be submitted as an estimate of expenses to the department by October 15 each year for the current school year.~~

~~—— (b) Each sending district superintendent of schools shall certify to the tuition and transportation costs incurred for students each semester on the Alt 1 form containing the following information:~~

~~(1) The name of the receiving district;~~

~~(2) The name of the sending district;~~

- ~~(3) The school year;~~
- ~~(4) The total receiving district high school tuition rate, not to exceed the cost per pupil;~~
- ~~(5) One of the following:~~
 - ~~a. The budget estimate of expenses for the school year, due October 15;~~
 - ~~b. The first half year reimbursement request, due February 15; or~~
 - ~~c. Second half reimbursement request, due July 15;~~
- ~~(6) Student information including:~~
 - ~~a. Status, either part time or full time;~~
 - ~~b. Name;~~
 - ~~c. Course;~~
 - ~~d. Age; and~~
 - ~~f. Approved alternative education plan;~~
- ~~(7) Tuition information including:~~
 - ~~a. Enrollment dates;~~
 - ~~b. Approved cost per pupil as identified in Ed 1304.01(a)(1);~~
 - ~~c. District charge; and~~
 - ~~d. State charge;~~
- ~~(8) Transportation information including~~
 - ~~a. Days of attendance;~~
 - ~~b. Rate; and~~
 - ~~c. Charge requested;~~
- ~~(9) Total tuition payment requested; and~~
- ~~(10) Total transportation costs requested for reimbursement.~~

~~CHAPTER Ed 1400 CAREER AND TECHNICAL EDUCATION~~

Statutory Authority: ~~RSA 188 E:3, 188 A:10 P.L. 94 482, 45 C.F.R. 104 105~~

~~PART Ed 1401 DEFINITIONS~~

~~—— Ed 1401.01 “Alternative education program” means an alternative education program as defined in Ed 1302.01.~~

~~—— Ed 1401.02 “Charter school” means charter school as defined in RSA 194 B:1,III.~~

~~—— Ed 1401.03 “Department” means the New Hampshire department of education.~~

~~—— Ed 1401.04 “Program advisory committee” means the program advisory committee established by a regional center in Ed 1407.02(a)(1), Ed 1408.02(a)(1), and Ed 1409.02(a)(1).~~

~~—— Ed 1401.05 “Program competencies” means the academic and technical knowledge, skills, and/or attitude that enable students to effectively demonstrate and perform the tasks and activities in a given content area pursuant to RSA 188 E:10,I and RSA 193 C:3,III, as provided in Ed 1404.05(d).~~

~~—— Ed 1401.06 “Qualified project” means a plan approved under Ed 1404.06.~~

~~—— Ed 1401.07 “Receiving board” means the receiving district school board of education designated in Ed 1403.01(a).~~

~~—— Ed 1401.08 “Region” means a designated geographical area pursuant to Ed 1402.~~

~~—— Ed 1401.09 “Regional advisory committee” means a group of employers and community representatives who meet the membership requirements in Ed 1406.01 and RSA 188 E:4 and who advise educators on the planning, design, designation, implementation, and revision of a regional career and technical education center.~~

~~—— Ed 1401.10 “Regional center” means a receiving school district or charter school for secondary education:~~

~~(1) Designated under RSA 188 E:1 and Ed 1404.01 as part of a high school regional career and technical education and alternative education program;~~

~~(2) That qualify for funding under RSA 188 E:3 and RSA 188 E:10; and~~

~~(3) That are listed in Ed 1404.11(b), Table 1404 2.~~

~~—— Ed 1401.11 “Renovation” means:~~

~~(1) Work involving upgrades to existing regional center building space;~~

~~(2) Work for the purpose of converting other existing building space to regional career and technical education space to accommodate new programs;~~

~~(3) Bringing existing career and technical education building space back to new or good condition;~~

~~(4) The purchase of new or replacement equipment necessary for meeting industry standards; or~~

~~(5) The expansion of existing space in a regional center.~~

~~—— Ed 1401.12 “Sending board” means the sending district school board of education in any district where students reside who attend the regional center as an approved area career and technical education, or alternative education student.~~

~~—— Ed 1401.13 “Transportation” means the cost of transportation for regional center students and for at risk students who attend alternative education programs that the department is authorized to pay and that the sending district is responsible for paying under RSA 188 E:8, and as provided in Ed 1405.~~

~~—— Ed 1401.14 “Tuition” means tuition charged and paid for students attending regional career and technical education and/or alternative education programs that the department is responsible for paying under RSA 188 E:7, and as provided in Ed 1405.~~

~~PART Ed 1402 REGIONS~~

~~—— Ed 1402.01 Regions Established. The commissioner of the department shall designate a region. A region shall be based upon an agreement among the representatives listed in Ed 1402.02 who have an interest in offering career and technical education and alternative education programs for their students in a geographical area. The agreement shall include the formula for participation between the receiving board and the boards of the sending school districts in Ed 1403.01(x) for career and technical education.~~

~~—— Ed 1402.02 Representatives. The following minimum number of representatives shall meet to establish a region.~~

~~—— (a) One representative from each sending district maintaining a public high school in the geographical area.~~

~~—— (b) One representative from each receiving district maintaining a public high school in the geographical area.~~

~~—— (c) One representative from each charter high school in the geographical area.~~

~~—— (d) One representative from each regional center in the geographical area who shall be the regional center director.~~

~~—— (e) Representatives from program advisory committees to be determined by each regional center within the geographical area.~~

~~—— (f) The commissioner of the department shall appoint additional representatives from the geographical area for good cause shown.~~

~~PART Ed 1403 PLANNING, DESIGNATION, AND IMPLEMENTATION OF A REGIONAL CENTER FOR CAREER AND TECHNICAL EDUCATION AND ALTERNATIVE EDUCATION~~

~~—— Ed 1403.01 Responsibility of School Boards for Receiving District.~~

~~—— (a) The receiving board shall be the board of education in the receiving district where a high school has been designated under RSA 188-E to provide a regional center to serve the region. The receiving district may be a single district or a cooperative district in accordance with the organization of that particular region.~~

~~—— (b) The receiving board in accepting designation as a regional center shall agree to fully cooperate with the education personnel and citizens of the school districts within their region in the planning, designation, and implementation of the career and technical education programs and facilities of the regional center, and of the planning, designation, and implementation of the alternative education programs of the center.~~

~~—— (c) The receiving board shall submit an application for funding as a qualified project to the department for review and approval.~~

~~—— (d) The receiving board shall appoint a regional advisory committee representative of the school districts in the region which shall make recommendations concerning the regional center to the receiving board in accordance with Ed 1406.02.~~

~~—— (e) The receiving board shall consider recommendations of the regional advisory committee in determining career and technical education programs, facilities, and regional enrollment needs for a regional center.~~

~~—— (f) The receiving board shall provide the site for parking and other related areas for the regional center and other necessary items not covered under the state grant for construction of regional centers and initial equipment. Such site shall be the property of the school district or there shall be positive assurance of the continued availability of the site for the reasonable life of the regional center.~~

~~—— (g) Specific site responsibilities of the receiving board, without state financial reimbursement shall include the following:~~

- ~~(1) Acquisition of sufficient land for construction or expansion of the center including any easements or rights of way that might be necessary;~~
- ~~(2) Acquisition of sufficient land for parking or long term agreements to utilize off site parking;~~
- ~~(3) Environmental and geotechnical studies necessary to ensure that the proposed construction can be completed at the site;~~

- ~~(4) Permits for construction required by authorities having jurisdiction including, but not limited to, the NH department of environmental Services, NH department of transportation, NH department of health and human services, municipal code enforcement authority;~~
 - ~~(5) Site work outside of the building footprint including, but not limited to, clearing and grubbing, earth moving, blasting, removal of unsuitable materials, cut and fill work, soil testing, compaction, grading, site drainage, landscaping;~~
 - ~~(6) Planning, design, and construction of utilities including electric power, water, sewer, natural gas, and communications to a point one foot outside of the building entrance for each specific utility;~~
 - ~~(7) Planning, design, and construction of roadways and sidewalks;~~
 - ~~(8) Planning, design, and construction of parking facilities;~~
 - ~~(9) Other site requirements as identified by the department based on Ed 321;~~
 - ~~(10) Provision of a clerk of the works to manage the construction project;~~
 - ~~(11) Legal review of construction contracts;~~
 - ~~(12) Builders risk and accident liability insurance during construction;~~
 - ~~(13) Property and liability insurance following construction; and~~
 - ~~(14) Development of equipment specifications lists and purchasing.~~
- ~~—— (h) Receiving district responsibilities shall not prohibit that district from receiving regular building aid through the application process as provided in RSA 198:15 b, except that such building aid shall not be duplicative of other moneys.~~
- ~~—— (i) Following a complete review of the application under Ed 1403.03, the state board shall approve and recommend the final plan for legislative action as a qualified project, provided it contains all the required elements of Ed 1404.02, Ed 1404.03, and Ed 1404.05.~~
- ~~—— (j) The final plans, program descriptions, equipment lists and total cost for the construction of a regional center shall be submitted to the department, for recommendation to the state board of education 18 months prior to the availability of funds in the capital budget. This submission shall be in accordance with Ed 1404.02.~~
- ~~—— (k) The department shall review all architectural agreements and architectural contracts.~~
- ~~—— (l) The receiving board may enter into an architectural agreement after approval by the department. Department approval shall not be unreasonably withheld.~~
- ~~—— (m) The receiving board, when entering into an architectural agreement, shall ensure in such agreement that any modifications, deletions and other changes related to the approved plans and equipment lists, shall be reviewed by the department prior to any such modification, deletion, or change taking place. Any increased cost of changes that occur when not approved by the department shall be the responsibility of the receiving board.~~

~~—— (n) The purchase of equipment shall be the responsibility of the receiving board through their regular purchase procedures and policies, except that built-ins and non-movable equipment and machinery that require contractor installation shall be part of the construction cost.~~

~~—— (o) For purposes of (n) above, built-ins shall include:~~

- ~~(1) Cabinetry;~~
- ~~(2) Counters;~~
- ~~(3) Wood shelving;~~
- ~~(4) Non-movable equipment and machinery;~~
- ~~(5) Air handling units;~~
- ~~(6) Heating units; and~~
- ~~(7) Dust and waste collection systems;~~

~~—— (p) Receipt and installation of receiving board purchased equipment shall coincide with the completion of the building and opening of the regional center, except for conditions beyond the control of the receiving board.~~

~~—— (q) The receiving board shall not expend more state funds for the regional center than the amount authorized in the grant award and the receiving board shall accept responsibility for the construction of the project.~~

~~—— (r) The receiving board shall submit building plans and subsequent change orders that cost more than \$10,000 or that result in elimination of more than 1000 square feet of gross building space to the division of career technology and adult learning for approval by the department pursuant to Ed 321. Department approval shall not be unreasonably withheld.~~

~~—— (s) The receiving board shall put the construction project out to bid.~~

~~—— (t) The receiving board shall continue to provide a balanced education program in their high school insuring that funds shall not be diverted from the on-going programs as required by Ed 306 maintaining or developing the regional center. Full compliance with the requirements for an approved high school status shall be maintained.~~

~~—— (u) The board shall staff and administer the program to insure quality career and technical education programs for all students participating in the program.~~

~~—— (v) The receiving board shall employ a full-time director of career and technical education, who will administer the programs within the administrative structure of the respective regional center.~~

~~—— (w) The receiving board shall continue to provide foundational and exploratory experiences for students grades 7-10.~~

~~—— (x) The receiving board shall provide full access to all of the approved regional career and technical education and alternative education programs for qualified resident and area career and technical education and alternative education students within the region in accordance with the formula for participation agreed upon between the receiving board and the boards of the sending school districts.~~

~~—— (y) The receiving board shall bill the state of New Hampshire and the sending districts for the tuition of nonresident students in accordance with RSA 188 E:7.~~

~~—— (z) Career and technical education and alternative education guidance services shall be provided at the regional center.~~

~~—— (aa) Education programs shall be provided as follows:~~

~~(1) The receiving board shall provide career and technical education programs in at least 5 of the 16 career and technical education clusters giving due regard to equal opportunity for access and success for both boys and girls to participate; and~~

~~(2) Charter high schools shall provide career and technical education programs in one career and technical education cluster, giving due regard to equal opportunity for access and success for both boys and girls to participate.~~

~~—— (ab) The receiving board shall participate in such evaluations as are necessary in order to insure continuous quality education programs.~~

~~—— (ac) The receiving board shall maintain the regional center facilities and equipment in a manner consistent with Ed 306.07, safety and accessibility requirements, and Ed 306.09 program objectives, as determined by the department. Such maintenance shall continue through the life of the signed agreement between the state board and the receiving district or for such time as the career and technical education and alternative education programs hold department approval, whichever is later.~~

~~—— Ed 1403.02 Responsibility of School Boards for Sending Districts.~~

~~—— (a) The sending board shall be the board of education in any district where students reside who attend the regional center as an approved area career and technical education, or alternative education student.~~

~~—— (b) The sending board operating a high school or a middle school within their district shall provide foundational and exploratory programs which give students an opportunity to determine their career and technical education needs and/or desires.~~

~~—— (c) The sending board shall provide for payment of tuition to the receiving district in accordance with guidelines established by RSA 188 E:7, 188 E:9, and Ed 1405.~~

~~—— (d) The sending board shall make arrangements for travel for students to attend the regional center including the receiving and disbursement of travel funds from the state to students, parents, guardians, or the appropriate transportation agency.~~

~~—— (e) The sending board shall appoint their representative to the regional advisory committee as requested by the receiving board.~~

~~—— (f) The sending board shall provide counseling for students so that they may make appropriate decisions relating to enrollment in the regional programs.~~

~~—— (g) The sending board shall permit regional center personnel to provide appropriate information to students through cooperative guidance activities.~~

~~—— Ed 1403.03 Responsibility of the Department.~~

~~—— (a) The department shall designate the regional centers which shall receive funds for the construction of regional centers as funds are made available by the legislative process.~~

~~—— (b) Once a regional center is designated by the department as the recipient of a grant, a thorough review of that center's application, with particular emphasis upon need, enrollment and programs, shall be completed by the department in cooperation with the receiving district. The allotment of specific funds shall be determined after a review of all data by the department as provided in Ed 1403.03(b)(1) and (2), and after consultation with representatives of the regional center. The department shall provide assistance, guidance and cooperation to the receiving and sending school districts in the planning, designation, and implementation of the regional career and technical education.~~

~~—— (c) The department shall receive and evaluate applications for construction funds provided for in RSA 188 E:3 and certify to the state treasurer the regional centers to be recipients of authorized funds. The department shall give consideration to the needs of rural as well as urban students in evaluating the applications and determining the recipients of the appropriated funds.~~

~~—— (d) The department shall base the amount of funds allocated to a receiving district upon the estimated cost of the regional center facilities. Regional center facilities for programs to be used exclusively by the receiving district shall not be eligible for regular construction funding.~~

~~—— (e) The department shall consider media centers and libraries the responsibility of the local school board in accordance with Ed 306.08 and Ed 306.15 and not eligible for funding under these rules.~~

~~—— (f) The department shall require that whenever existing programs in the receiving district high school are adequate to service regional needs they shall be purchased as a regional center. Purchases, modification and expansion of existing regional centers shall take precedence over new construction.~~

~~—— (g) The department shall encourage regional centers to make multiple use of laboratories and facilities for career and technical education and alternative education whenever enrollments or program planning suggests this to be reasonable and proper.~~

~~—— (h) The department shall establish a schedule of payments according to contractual arrangements between the receiving district and the contractor. Final payment shall be made upon final state approval of the completed project.~~

~~—— (i) The department may increase a grant award or make additional grants to a receiving district only if additional funds become available by:~~

~~(1) Legislative action; or~~

~~(2) Other districts returning unused funds.~~

~~—— (j) The department shall include in the allocation of state funds from RSA 188 E:3 the cost of regional centers provided by the receiving district, whether presently constructed or to be constructed in the future. If regional centers have been or are constructed prior to the time of allocation, the allocations shall be decreased by any federal or state funds that have previously been provided toward the cost of such construction and/or individual equipment and shall be limited to the existing indebtedness on the regional center and individual equipment. Regional centers shall be available for use by regional students as provided under the region's formula for participation. In the event a receiving district builds a regional center in accordance with the formula for participation and makes the regional center available on a regional basis prior to the allocation of funds, the allocation shall not be limited to the existing indebtedness at the time of allocation but shall be consistent with the original cost.~~

~~—— (k) The department shall provide technical assistance in planning and developing regional programs and facilities.~~

~~—— (l) Following a complete review of the application, the department shall approve and recommend the final center construction project and the final plan for legislative action as a qualified project.~~

~~—— (m) The department shall make available to the sending and receiving districts, funds appropriated in their budget for tuition and transportation as provided in RSA 188 E:7, 188 E:9, and Ed 1405.~~

~~—— (n) The department shall be responsible for on-going assistance and periodic evaluation of progress and services. Progress reports shall be made periodically to the sending and receiving districts.~~

~~—— (o) The department shall, upon request, provide for hearings for sending and/or receiving districts when problems or grievances concerning the operation cannot be settled by mutual agreement.~~

~~—— (p) The department shall withhold a sum, up to but not exceeding 10 percent of the construction cost, until satisfactory completion of the project consistent with the approved plan and RSA 155 A:2.~~

~~—— (q) The department shall transfer from a regional center any equipment that was provided or funded by the state and is not being utilized to another regional center or school with an approved career and technical education program.~~

~~—— Ed 1403.04 Alternative Education Programs. The provisions of Ed 1403.01 Ed 1403.03 relative to funding for facilities, equipment, design and construction shall not apply to alternative education programs.~~

PART Ed 1404 RENOVATING AND EXPANDING REGIONAL CENTERS

~~—— Ed 1404.01 Purpose. The purpose of Ed 1404 is to implement the provisions of RSA 188 E relative to the department's responsibility for maintaining a statewide system of regional centers to provide and allow for a variety of career and technical education programs funded within state budget appropriations for renovation and expansion.~~

~~Ed 1404.02 Application for Initial Approval for Renovations. The following application requirements shall apply to renovating and expanding regional centers.~~

~~(a) A designated regional center established in accordance with Ed 1403.01 shall be eligible for funds under RSA 188 E:3 and RSA 188 E:10 for renovating and expanding the center if the center submits a plan to the department which is intended to improve regional career and technical education programs.~~

~~(b) The plan shall be developed in consultation with the regional advisory committees and program advisory committees, and shall be submitted as an application for initial approval for renovations.~~

~~(c) The application for initial approval for renovations to a regional center shall be submitted to the department.~~

~~(d) The application shall contain the following elements:~~

~~(1) An introduction including a needs assessment based on:~~

~~a. Labor market demand data; and~~

~~b. A student interest survey;~~

~~(2) A program design description for each program to be included in the regional center which:~~

~~a. Identifies the objectives and provides curriculum outlines for the program including:~~

~~1. Competency-based academic and technical knowledge and skills related to the career pathway for which the student is being prepared as required in Ed 306.34(a)(2)a.;~~

~~2. Learning activities; and~~

~~3. Evaluation procedures;~~

~~b. Specifies the equipment needed to provide for the specified learning activities, based on the curriculum;~~

~~c. Describes the space and configuration needed based on the learning activities; and~~

~~d. Identifies the following:~~

~~1. Square footage for each program in accordance with the specifications in Ed 321 as set forth in Table 1404-1 below;~~

Table 1404-1 Square Footage

Subject	SF/Pupil	Minimum Total SF
General Purpose Classroom High School	32	800
Separate Science Laboratory	45	900
Combination Science Lab/classroom	60	1200
Art Middle/High School	60	1200
Physical Education High School	150	5000
Technology Education Laboratories	75	1500
Family and Consumer Sciences	75	1500
Computer Laboratory	30	750

2. How the following will fit within the stated objectives of the plan:

- (i) Equipment;
- (ii) Materials;
- (iii) Curricula;
- (iv) Methodologies; and
- (v) Safety procedures;

(3) Descriptions of specific programs which will enhance the regional delivery of career and technical education for students in the region;

(4) A program analysis providing assurances that:

- a. An adequate number of students will utilize the program as demonstrated through enrollment figures based on 3 year averages that show sufficient enrollment numbers of student/teacher ratios that can be supported by the regional center to continue a regional career and technical education program and thus justify the application for renovation;
- b. Student interest exists, as determined by means of a survey, including an analysis of data related to the survey results;
- c. A business and industry need exists for new skills and competencies of students that shall be directly linked to new equipment requirements or other requests for renovation;
- d. Projected employment data shows the need for the proposed program;
- e. The program is best provided via a school based career and technical education program; and

~~f. The program is supported through local community and regional and program advisory committees validation;~~

~~(5) A description of how the proposed renovation enhances the regional delivery of career and technical education, for students who want it and can profit from it, by:~~

~~a. Avoiding multiple offerings of a similar program in a single region;~~

~~b. Encouraging nontraditional enrollments;~~

~~c. Prohibiting discrimination based on:~~

~~1. Race;~~

~~2. Color;~~

~~3. National or ethnic origin;~~

~~4. Age;~~

~~5. Sex;~~

~~6. Disability;~~

~~7. Religion;~~

~~8. Marital status; or~~

~~9. Sexual orientation; and~~

~~d. Receiving students from other regions on a space available basis when programs are not available in the other regions;~~

~~(6) A written recommendation of the regional advisory committee based on:~~

~~a. Employment projections based on high skill, high wage, or high demand occupations;~~

~~b. Examination of regional and state employment needs and supply data; and~~

~~c. Student surveys;~~

~~(7) A demonstration of local investment by business, industry and the local community in the development and renovation of any regional center, including:~~

~~a. Actual dollar investment; or~~

~~b. Leveraged resources, such as:~~

- ~~1. Personnel;~~
 - ~~2. Equipment; and~~
 - ~~3. Materials;~~
- ~~c. A statement of the estimated dollar value of community or business investment;~~
 - ~~d. The purpose and focus of local investment; and~~
 - ~~e. The projected impact of all of the above leveraged resources;~~
- ~~(8) A description of how the request is consistent with the established career development frameworks and educational standards and assessments as required by RSA 193-C:3,III;~~
- ~~(9) A description of how secondary academic programs of the sending and/or receiving secondary schools inter relate to existing community college system of New Hampshire or other New Hampshire higher education programs of study in the given career pathway;~~
- ~~(10) A description of how career majors are developed for enrolled students, so that specific skill attainment for the given career can be reached, either directly at the regional center or through articulated programs of advanced study;~~
- ~~(11) A description of how a career guidance plan for each student is developed which supports career development in the career pathway as well as utilization of the program;~~
- ~~(12) A description of how each program will utilize student credentialing, as recognized by the industry, or, if not available in a given career pathway competencies as outlined in the career and technical education program competences as required by RSA 193-C:3,III;~~
- ~~(13) A list of equipment which shall meet current industry/business specifications, the safety standards established by the manufacturer, and the requirements of Lab 1400 and Lab 600 for the given program;~~
- ~~(14) A description of how equipment requirements shall be based on a pedagogical reason for the acquisition:~~
- ~~a. Equipment shall be justifiable and necessary for curriculum-based learning activities; and~~
 - ~~b. Alternative means of providing for these activities such as existing equipment, work-based learning sites, and other alternatives shall be identified;~~
- ~~(15) A description of how the application complies with:~~
- ~~a. The safety requirements of Ed 306.04(d)(3), which have been approved by the local school board, including the date of such approval; and~~

~~b. The administrative rules for safety and health adopted by the commissioner of labor as follows:~~

~~1. Lab 1400, adopted under RSA 281 A:64 and RSA 281 A:60; and~~

~~2. Lab 600, adopted under RSA 281 A:60;~~

~~(16) The proposed site of the renovation;~~

~~(17) The total cost of renovations; and~~

~~(18) A description of how the plan meets the requirements for a qualified project under Ed 1404.05 and RSA 188 E:10,I(f).~~

~~—— (e) All of the items in (d) shall be approved by the regional advisory committee.~~

~~—— Ed 1404.03 Review of Regional Center Programs and Facility Plans. In reviewing a plan developed by a regional center, the department shall determine whether the programs and the plan contain the following required elements.~~

~~—— (a) The plan shall include a description for each program which contains the following:~~

~~(1) Objectives;~~

~~(2) Learning activities;~~

~~(3) The number of students to be served;~~

~~(4) The number of sections;~~

~~(5) The number of teachers; and~~

~~(6) A statement of whether there is gender imbalance, and a plan for addressing said imbalance.~~

~~—— (b) The proposed program shall reflect needed skills and knowledge, as determined by a task analysis or other assessments, which addresses:~~

~~(1) If the skills and knowledge are appropriate for high school graduates; and~~

~~(2) If postsecondary matriculation opportunities have been developed.~~

~~—— (c) The integration of classroom learning and workplace learning programs shall meet the minimum standards in Ed 306.~~

~~—— (d) The plan shall comply with Ed 1403.01(r).~~

~~—— (e) The program shall be consistent with Ed 306.34.~~

~~—— (f) The program personnel shall meet the following requirements:~~

- ~~(1) The proposed number of staff members shall be commensurate with the program description and consistent with the requirements of Ed 306.07;~~
- ~~(2) The types of staff members and their qualifications are appropriate in accordance with Ed 500 for the certification in the area of teaching assignment; and~~
- ~~(3) Job descriptions of key personnel have been included.~~

~~—— (g) Program equipment shall meet:~~

- ~~(1) The industry/business requirements established by Ed 1404.02(d)(13); and~~
- ~~(2) The following requirements within the context of the safety standards established by the manufacturer and Lab 1400 and Lab 600:~~
 - ~~a. The equipment requested shall be congruent with the desired outcomes of the program and the method to be used for achieving those outcomes;~~
 - ~~b. The equipment shall be adequate to carry out the program objectives;~~
 - ~~c. The proposed equipment shall reflect the current state of the art in industry;~~
 - ~~d. The equipment purchase process shall assure the purchase of equipment at the most competitive cost consistent with local purchasing policies;~~
 - ~~e. The curriculum requirements shall be connected to current business opportunities;~~
 - ~~f. The equipment shall be laid out in a manner for producing the desired outcomes;~~
 - ~~g. The equipment, maintenance, and replacement costs shall be listed; and~~
 - ~~h. The purchase and location of the equipment shall meets the requirements of~~
~~Ed 306.34(a)(3).~~

~~—— (h) The standards for instructional space shall be consistent with the requirements of Ed 321.10 and 321.12, including:~~

- ~~(1) Educational space; and~~
- ~~(2) Support space.~~

~~—— (i) The following special program considerations shall be addressed:~~

- ~~(1) Program facilities and support services have been provided to meet the needs of persons with disabilities in the regions;~~
- ~~(2) Career guidance services have been provided; and~~

- ~~(3) The facility plan meets the standards of the Americans with Disabilities Act, 42 U.S.C. 12101 et seq., RSA 155-A and RSA 155-D;~~
- ~~—— (j) Assurances shall have been signed agreeing to compliance with Ed 321.03-321.23, Ed 1402.01-1402.03, and Ed 306.34.~~
- ~~—— (k) The local safety plan shall have incorporated the safety provisions of RSA 281-A:64 and any rules adopted there under and have been approved by the receiving board.~~
- ~~—— (l) There shall be evidence of local investment and business investment in the program and plan including:~~
- ~~(1) Funds related to the program;~~
 - ~~(2) Non-cash services including, but not limited to, the following:~~
 - ~~a. Staff; and~~
 - ~~b. Involvement of students in the business.~~
- ~~—— Ed 1404.04 Duplicate Programs. The proposed regional career and technical education program which duplicates a program already approved shall be approved only if:~~
- ~~—— (a) The location of the pre-existing program creates a distance problem which prevents students from attending; or~~
- ~~—— (b) There is a high demand for graduates within the region.~~
- ~~—— Ed 1404.05 Qualified Projects. A qualified project shall:~~
- ~~—— (a) Demonstrate need connected to the labor market.~~
- ~~—— (b) Accept students from sending schools.~~
- ~~—— (c) Demonstrate adequate numbers of students through enrollment figures based on 3-year averages, as provided in Ed 1404.02(d)(4)a.~~
- ~~—— (d) Demonstrate alignment with program competencies required by the department under Ed 306.34(a)(2)a.~~
- ~~—— (e) Allow for matriculation into a postsecondary venue.~~
- ~~—— (f) Meet all industry standards and all school building construction standards under Ed 321.~~
- ~~—— (g) Meet the procedural requirements for requests under RSA 188-E:10.~~
- ~~—— (h) Be a regional center within the state of New Hampshire.~~

~~—— Ed 1404.06 Renovation Plan Approval/Disapproval.~~

~~—— (a) Following a complete review of the application, the department shall approve and recommend the final program and the final plan for legislative action as a qualified project, provided it contains all the required elements of Ed 1404.02, Ed 1404.03, and Ed 1404.05.~~

~~—— (b) If the department approves the final program and the final plan, the approval shall be in the form of a recommendation for funding a qualified project as proposed legislation submitted to the chairmen of the appropriate house and senate committees. The department shall recommend funding a qualified project, subject to funds available in the capital budget for that biennium, and the number of approved requests for renovation plans submitted to the department for consideration. A qualified project shall be funded in a state capital budget through the state capital project authorization process under RSA 9:3 a.~~

~~—— (c) If the department does not approve the final program and the final plan, the department shall return the plan with a list of any deficiencies in the program and/or in the plan.~~

~~—— (d) A regional center may submit an amended program and plan addressing the deficiencies identified in (c) above.~~

~~—— Ed 1404.07 Funding for Qualified Projects.~~

~~—— (a) No qualified project approved by the department for funding under Ed 1404.06 and funded in a state capital budget as required in RSA 188 E:10 shall have additional funds for the same qualified project included in a subsequent proposal for capital appropriations under RSA 9:3 a unless directed by the priority list in Ed 1404.11.~~

~~—— (b) The state shall fund not less than 50 percent or more than 75 percent of the cost of a qualified project approved under RSA 188 E:10 and Ed 1404.06.~~

~~—— Ed 1404.08 Signed Agreement. If funding is approved by the legislature, all the school board chairpersons in the region and the commissioner of the department shall sign an agreement containing at a minimum the following elements.~~

~~—— (a) The cost of the qualified project and the payment schedule.~~

~~—— (b) The commitment and responsibilities of the receiving district.~~

~~—— (c) The commitment and responsibilities of the sending district.~~

~~—— (d) The commitment and responsibilities of the department.~~

~~—— (e) An assurance that the school district shall include only programs which conform to the approved qualified project.~~

~~—— (f) A designation of enrollment quotas for individual programs in each district.~~

~~—— (g) The end date of the agreement.~~

~~—— (h) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512.~~

~~—— (i) Assurances of maintaining the facilities and equipment for the purposes approved in the qualified project.~~

~~—— (j) Any special conditions to which all parties agree.~~

~~—— Ed 1404.09 Role of the Regional Advisory Committee. It shall be the role of the regional advisory committee to:~~

~~—— (a) Determine how many programs to offer and justify the determination.~~

~~—— (b) Prepare the results of the program determination and justification for approval by the receiving board and for inclusion in the application.~~

~~—— (c) Develop a facility application based on the architect's plans.~~

~~—— (d) Determine the educational specifications and equipment and facility considerations based on the following information for each program:~~

~~(1) What it is that a student shall be able to do upon successful program completion;~~

~~(2) Competency based curriculum as defined in Ed 306.34(a)(2)a. and, as approved by the regional advisory committee as required by the Carl D. Perkins Act, as amended, 20 U.S.C. 2301 et seq;~~

~~(3) What equipment and tools shall be required to teach the competencies referenced in subparagraph (2); and~~

~~(4) The amount of space which shall be required to house the equipment in each program safely;~~

~~—— (e) With approval of the receiving board, contract with an architect to configure program spaces into preliminary drawings for a building.~~

~~—— (f) Forward, when satisfied with the plan and the architect's preliminary plan, its recommendation to the receiving board.~~

~~—— Ed 1404.10 Regional Advisory Committee Recommendations. The regional advisory committee shall submit written recommendations for the program design elements listed in Ed 1404.02(d) to the receiving and sending boards.~~

~~—— Ed 1404.11 Criteria for Priority of Final Construction Project and Final Plan Approval. The commissioner of the department shall use the following criteria for determining the priority of final construction project and final plan approval.~~

~~—— (a) The opening date of the regional center as set forth in Table 1404.2 below shall be the determining factor in assigning priority in proposed legislation under Ed 1404.06(b):~~

Table 1404-2 Opening Dates for Regional Centers

Regional Center	Opening Date
Nashua Technology Center—Nashua	Fall 1974
The Cheshire Career Center—Keene	Fall 1976
Portsmouth Career Technology Center #19—Portsmouth	Fall 1977
Berlin Regional Career and Technology Center—Berlin	Fall 1977
Concord Regional Technology Center—Concord	Fall 1980
Mt. Washington Valley Career Technology Center—North Conway	Fall 1980
Seacoast School of Technology—Exeter	Fall 1980
Manchester School of Technology—Manchester	Fall 1982
J. Oliva Huot Technical Center—Laconia	Fall 1983
Hugh Gallen Regional Vocational Center—Littleton	Fall 1983
Plymouth Applied Technology Center—Plymouth	Fall 1983
Region 9 Vocational Technical Center—Wolfeboro	Fall 1983
Pinkerton Academy	Fall 1984
White Mountain Regional High School—Whitefield	Fall 1985
Salem High School Vocational Center—Salem	Fall 1989
Dover Career Technical Center—Dover	Fall 1990
Creteau Regional Technology Center—Rochester	Fall 1991
Somersworth Career Technology Center—Somersworth	Fall 1991
Wilbur H. Palmer Vocational Technical Center—Hudson	Fall 1992
Sugar River Valley Regional Technology Center—Claremont	Fall 1993
Sugar River Valley Regional Technology Center—Newport	Fall 1993
Winnisquam Regional High School—Tilton	Fall 1993
Region 14 Applied Technology Center—Peterborough	Spring 1996
Milford High School and Applied Technology Center—Milford	Fall 1997

—— (b) If more than one regional center opened in a given year, priority shall be established based on the date of governor and council approval.

—— (c) The commissioner of the department shall grant no more than 4 requests per biennium.

PART Ed 1405 TUITION PAYMENT AND TRANSPORTATION REIMBURSEMENT

—— Ed 1405.01 Payment and Reimbursement Criteria. Students meeting the following requirements shall have part or all of both their tuition paid and transportation reimbursed from state funds, under the following conditions:

—— (a) Tuition payment shall be governed by the following criteria:

(1) Tuition charged by regional centers shall be the approved the cost per pupil as calculated by subtracting tuition and transportation from K-12 current operating expenditures, and then dividing by the average daily membership in attendance (ADM A). The cost per pupil for each school district shall be released annually in January and posted on the department website www.education.nh.gov/data/financial.htm;

(2) A receiving district may include an additional career and technical education differential, consistent with the requirements of RSA 188 E:7;

- ~~(3) Students residing in the school district or students residing in a district under educational contract or agreement to such district which is a designated regional center, shall not receive state tuition payment;~~
- ~~(4) For those students approved for attendance at a designated regional center on a part-time basis, who reside in a sending school district which maintains a high school, the state shall pay 75 percent of the tuition, including 75 percent of a tuition differential charged in accordance with RSA 188 E:7, and the sending school district shall be responsible for the remaining 25 percent tuition, including 25 percent of a tuition differential charged in accordance with RSA 188 E:7;~~
- ~~(5) For students residing in a sending district which is under contract for its high school education, including an authorized regional enrollment area (AREA) contract, the sending school shall be responsible for the usual student tuition charge. If the regional center tuition charge is higher, the state shall pay 75 percent of the additional charge and the sending district is responsible for the remaining 25 percent. Exclusive contractual arrangements shall not be used as a basis to exclude students from being eligible to secure career and technical education;~~
- ~~(6) If for educational reasons, a regional career and technical education student from a sending school district is enrolled as full time in a regional center approved by the state, the state shall pay 75 percent of the student's full tuition and the sending school is responsible for the remaining 25 percent of the full tuition. If students are enrolled in this category but not approved by the state, the state tuition responsibility shall be limited to 75 percent of the career and technical education tuition only and the sending school district shall be responsible for the remainder of the career and technical education tuition charge;~~
- ~~(7) Students residing in a receiving district with a designated regional center, may enroll in a designated program in another region when their receiving district does not offer the program or seating is not available in their center and shall be eligible for tuition payment on the same basis as students indicated in (4) and (6); and~~
- ~~(8) When 2 receiving districts exchange students the state shall pay 75 percent of the difference between the tuitions totals and 75% of the career and technical education differential. The sending school districts shall be responsible for the balance, including any career and technical education differential; and~~
- ~~—— (b) A receiving district that charges tuition that includes an additional career and technical education differential, as provided in RSA 188 E:7, shall deposit that differential into its capital reserve account to be used for regional centers and equipment;~~
- ~~—— (c) Transportation reimbursement shall be governed by the following criteria:~~
- ~~(1) Transportation of career and technical education students to a receiving district shall be the responsibility of each sending school;~~
- ~~(2) In determining transportation costs, the safety of students shall be considered and the state shall reimburse at \$.10 per mile per student;~~
- ~~(3) Except as provided in Ed 1405.01(c)(4), students enrolled in the receiving district high school shall not be eligible for transportation reimbursement for career and technical education programs within that district;~~

- ~~(4) Students enrolled in the receiving district high school shall be eligible for transportation reimbursement for career and technical education programs not located at a regional center;~~
- ~~(5) Where regularly scheduled school or public bus transportation is available and compatible with school and student schedules, the round trip daily rate regularly charged students shall be paid for days of school attendance for career and technical education students enrolled in approved career and technical education programs or courses at a designated regional center;~~
- ~~(6) When regularly scheduled school or public bus transportation is not available or is not compatible with school and student schedules, individual student reimbursement shall be paid for each day of attendance in the career and technical program as follows:~~
- ~~a. The reimbursement rate shall be \$.25 per mile as the individual student rate for the purpose of reimbursing school districts for student self transport; and~~
 - ~~b. Fares contracted by the sending district with a public carrier for groups of students shall be reimbursed at \$.10 per mile per student per days in attendance;~~
- ~~(7) A district negotiating a transportation contract shall advertise and award bids for such transportation in accordance with local policies and procedures. Successful bidders shall utilize transportation vehicles that conform to federal and state safety standards for that type of student carrier. The state shall reimburse at \$.10 per mile per student per days in attendance; and~~
- ~~(8) The state shall not be a party to any contract to transport students under these policies and procedures;~~
- ~~— (d) An individual student whose residence is at such distance as to make commuting impossible or impractical may utilize an allocation of funds for transportation or for board and room, provided:~~
- ~~(1) The maximum reimbursement for travel and/or board and room for each student shall be \$100 per week, or \$20 per day; and~~
 - ~~(2) This reimbursement may be for travel, for board and room, or for a combination of travel and board and room;~~
- ~~— (e) Each receiving district superintendent of schools shall certify to the department each career and technical education student's enrollment and days of attendance; and~~
- ~~— (f) In the event that funds are not adequate to pay the total cost of both tuition and transportation, then both tuition and transportation payments shall be reduced on a prorated basis pursuant to RSA 188-E:9, III.~~
- ~~— Ed 1405.02 Tuition payment and Transportation Reimbursement AV 1 Form.~~
- ~~— (a) The tuition payment and transportation reimbursement AV 1 form shall be used when requesting tuition payment and transportation reimbursement. An Alt 1 Form shall be submitted as an estimate of expenses to the department by October 15 each year for the current school year.~~

~~—— (b) Each sending district superintendent of schools shall be required to certify to the tuition and transportation costs incurred for students each semester on AV-1 form containing the following information:~~

- ~~(1) The name of the receiving district;~~
- ~~(2) The name of the sending district;~~
- ~~(3) The school year;~~
- ~~(4) The total receiving district high school tuition rate;~~
- ~~(5) One of the following:~~
 - ~~a. The budget estimate for the school year, due October 15;~~
 - ~~b. The first half year reimbursement request, due February 15; or~~
 - ~~c. Second half reimbursement request, due July 15;~~
- ~~(6) Pupil information including:~~
 - ~~a. Status, either part time or full time;~~
 - ~~b. Name;~~
 - ~~c. Grade; and~~
 - ~~d. Career and technical education course or program;~~
- ~~(7) Tuition information including:~~
 - ~~a. Approved cost per pupil rate as identified in Ed 1405.01(a)(1);~~
 - ~~b. Tuition charge;~~
 - ~~c. Enrollment dates;~~
 - ~~d. District charge;~~
 - ~~e. State charge; and~~
 - ~~f. Days of attendance;~~
- ~~(8) Transportation information including:~~
 - ~~a. Rate; and~~
 - ~~b. Transportation charge;~~
- ~~(9) Total state tuition payment requested; and~~
- ~~(10) Total transportation costs requested for reimbursement.~~

~~PART Ed 1406 ROLE OF REGIONAL ADVISORY COMMITTEES~~

~~—— Ed 1406.01 Membership.~~

~~—— (a) The regional advisory committee shall include representatives from each sending district and from each receiving district maintaining a public high school in the region. Membership shall include a reasonable balance of the currently recognized career and technical education cluster areas. This balance shall be met through the addition of members from business and industry, career and technical cluster areas, alternative program areas, postsecondary institutions, and members who meet the requirements as appointees under RSA 188 E:4. The regional advisory committee shall have not less than 7 members.~~

~~—— (b) The receiving board shall request the school boards of the sending districts to appoint one representative to the advisory committee.~~

~~—— (c) Additional sub-committees may be established as deemed advisable by the respective receiving board or regional advisory committee.~~

~~—— Ed 1406.02 Responsibilities of Regional Advisory Committees.~~

~~—— (a) Regional advisory committees shall meet in person at least 3 times each year to conduct the business of the committee. Such meetings shall include an agenda and minutes.~~

~~—— (b) The representative of the receiving board shall be responsible for calling the initial meeting and initiating the election of officers of the regional advisory committee.~~

~~—— (c) The regional advisory committee shall advise the receiving board by:~~

~~(1) Reviewing recommendations relative to evaluation and improvement of new or existing regional centers;~~

~~(2) Reviewing and approving recommendations relative to the development of new career and technical education programs;~~

~~(3) Reviewing and approving any applications for federal funding to support new or existing career and technical education programs at any of the receiving districts in the region;~~

~~(4) Reviewing and approving recommendations to discontinue an existing career and technical education program; and~~

~~(5) Reviewing regional center operations that include:~~

~~a. Calendar alignment;~~

~~b. Center leadership;~~

~~c. Enrollments;~~

~~d. Transportation issues;~~

~~e. Data analysis; and~~

~~f. Promotion of program participation.~~

~~PART Ed 1407 SECONDARY ENGINEERING TECHNOLOGY PROGRAMS~~

~~——— Ed 1407.01 Program and Curriculum.~~

~~——— (a) The department shall develop and implement an engineering technology program in secondary schools and in the regional centers to provide statewide opportunities for high school students interested in careers in engineering, or allied engineering fields, to enroll in a high quality engineering technology program.~~

~~——— (b) Each receiving board that oversees a secondary school and a regional center under RSA 188-E and under Ed 1403.01, that offers a secondary engineering technology program, shall ensure that the program meets the course content and curricular requirements of RSA 188-E:14.~~

~~——— Ed 1407.02 Funding for Developing and Implementing a Program and Curriculum.~~

~~——— (a) In order to secure funding to develop and implement a secondary engineering technology curriculum, the secondary school and the regional center shall:~~

~~(1) Establish a program advisory committee that includes the regional center director, a secondary school representative, instructors of related curriculum, 2 business representatives, 2 community representatives, and one post-secondary representative who shall advise the regional center educators on programs at the center;~~

~~(2) Submit to the department a new program approval application that includes course content, competency and curricular requirements, equipment requirements, and space requirements;~~

~~(3) Demonstrate the required 50/50 match of public and private funds under RSA 188-E:14,III that:~~

~~a. Shows how receiving district expenditures complement the development of the engineering technology program;~~

~~b. Provides a list of expenditures by the receiving district and include a rationale for using these as match funds; and~~

~~c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the engineering technology program.~~

~~(4) Provides professional development for instructors to gain certification to teach in the engineering technology program; and~~

~~(5) Provides professional development for instructors to teach in the engineering technology program as part of program improvement.~~

~~——— (b) In order to secure funding to develop and implement a secondary engineering technology curriculum for the program, the department shall:~~

~~(1) Provide technical assistance in the planning and development of the secondary engineering technology program;~~

- ~~(2) Receive and review the department New Program Approval Application that the secondary school and the regional center submit under Ed 1407.02(a)(2) to determine that the secondary school and the regional center meet the criteria for approval;~~
 - ~~(3) Submit the proposed course content and curriculum to the engineering technology advisory council for review as provided in RSA 188 E:17;~~
 - ~~(4) Release state funds up to \$50,000, or the approved match funds, whichever is less, as provided in RSA 188 E:14, III and IV; and~~
 - ~~(5) Make the program eligible to apply for federal funds once engineering technology program approval is granted.~~
- ~~—— Ed 1407.03 Secondary Engineering Technology Program. Each receiving district school board that oversees a regional center under RSA 188 E and under Ed 1403.01, that offers an engineering technology program, shall be required to provide:~~
- ~~—— (a) A program or sequence of courses, which combined with mathematics and science courses, introduces students to the scope, rigor and discipline of engineering.~~
 - ~~—— (b) Instruction and activities that enable students to develop competencies in the following areas:~~
 - ~~(1) Engineering design process(es);~~
 - ~~(2) Principles of engineering process(es); and~~
 - ~~(3) Problem solving methodology as applied to engineering process(es).~~
 - ~~—— (c) Systematic instruction and laboratory activities designed to enable students to:~~
 - ~~(1) Develop the work habits and performance skills necessary for employability;~~
 - ~~(2) Explore the fundamental concepts of entrepreneurship;~~
 - ~~(3) Understand the concepts of engineering as a career;~~
 - ~~(4) Achieve personal growth, develop leadership skills, and foster career opportunities; and~~
 - ~~(5) Understand all aspects of the engineering industry including:~~
 - ~~a. Management structure;~~
 - ~~b. Planning for success;~~
 - ~~c. Training requirements;~~
 - ~~d. Health, safety, and environmental issues;~~
 - ~~e. Technology;~~

~~f. Community Issues;~~

~~g. Labor issues; and~~

~~h. Financial management.~~

~~PART Ed 1408 AUTOMOTIVE TECHNOLOGY PROGRAMS AT REGIONAL CENTERS~~

~~— Ed 1408.01 Program and Curriculum.~~

~~— (a) The department shall develop and implement an automotive technology program in the regional centers to provide statewide opportunities for high school students interested in careers in the automotive industry to enroll in a high quality automotive technology program.~~

~~— (b) Each receiving board that oversees a regional center under RSA 188 E and under Ed 1403.01, that offers an automotive technology program, shall ensure that the program meets the course content and curricular requirements of RSA 188 E:18.~~

~~— Ed 1408.02 Funding for Developing and Implementing a Program and Curriculum.~~

~~— (a) In order to secure funding to develop and implement an automotive technology curriculum, the regional center shall:~~

~~(1) Establish a program advisory committee that includes the regional center director, instructors of related curriculum, 2 business representatives, 2 community representatives, and one post-secondary representative who shall advise the regional center educators on programs at the center;~~

~~(2) Submit a department New Program Approval Application that includes course content, curricular requirements, and equipment, requirements, and space requirements;~~

~~(3) Demonstrate the required 50/50 match of public and private funds, or like kind compensation under RSA 188 E:18,III that:~~

~~a. Shows how receiving district expenditures complement the development of the automotive technology program;~~

~~b. Provides a list of expenditures by the receiving district and include a rationale for using these as match funds; and~~

~~c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the automotive technology program;~~

~~(4) Provide professional development for instructors to gain certification to teach in the automotive technology program; and~~

~~(5) Provide professional development for instructors to teach in the automotive technology program as part of program improvement.~~

~~— (b) In order to secure funding to develop and implement an automotive technology curriculum for the program, the department shall:~~

- ~~(1) Provide technical assistance in the planning and development of the automotive technology program;~~
- ~~(2) Receive and review the New Hampshire department of education New Program Approval Application that the regional center submits under Ed 1408.02(a)(2) to determine that the regional program meets the criteria for approval;~~
- ~~(3) Submit the proposed course content and curriculum to the automotive advisory council for review as provided in RSA 188 E:19; and~~
- ~~(4) Make the program eligible to apply for federal funds once automotive technology program approval is granted.~~

~~—— Ed 1408.03 Automotive Technology Education Program.~~

~~—— (a) Each receiving district school board that oversees a regional career and technical education center under RSA 188 E shall require that an automotive technology education program provides:~~

- ~~(1) Instruction and student activities that meet or exceed the 2002 automobile program standards established by the National Automotive Technicians Education Foundation (NATEF) for secondary level programs, including, but not limited to:~~

- ~~a. NATEF standards for minimum contact hours between student and teacher, which shall be specified in a written agreement between the sending district and:~~

- ~~1. An automotive dealership; or~~
 - ~~2. A postsecondary program; and~~

- ~~b. Instruction enabling students to develop competencies in the following areas:~~

- ~~1. Suspension and steering;~~
 - ~~2. Brakes;~~
 - ~~3. Electrical/electronic systems; and~~
 - ~~4. Engine performance;~~

- ~~(2) One or more ending examinations approved by:~~

- ~~a. NATEF;~~
 - ~~b. Automotive Youth Educational Systems (AYES);~~
 - ~~c. National Occupational Competency Testing Institute (NOCTI); or~~
 - ~~d. The automotive technology advisory council established under RSA 188 E:19; and~~

- ~~(3) Systematic instruction and laboratory activities designed to enable students to:~~
- ~~a. Achieve high employability, and performance skills and work habits in the following areas:~~
- ~~1. Decision making and problem solving;~~
- ~~2. Self-management;~~
- ~~3. Ability to work with others;~~
- ~~4. Written and oral communication;~~
- ~~5. Ability to effectively use information to meet safety requirements, to analyze and diagnose problems, and to perform automotive service;~~
- ~~6. Personal work habits;~~
- ~~7. Positive attitude;~~
- ~~8. Dependability; and~~
- ~~9. Ability to learn; and~~
- ~~b. Understand all aspects of automotive technology, including:~~
- ~~1. Management structure;~~
- ~~2. Training;~~
- ~~3. Health, safety, and environmental issues;~~
- ~~4. Technology;~~
- ~~5. Shop operations;~~
- ~~6. Consumer relations;~~
- ~~7. Quality;~~
- ~~8. Productivity; and~~
- ~~9. Safety.~~
- ~~—— (b) An automotive technology education program shall meet the requirements of Ed 306.34(a) and (b), relative to career and technical education programs.~~
- ~~—— (c) A student successfully completing a program in automotive technology shall be eligible to receive high school credit for the program in accordance with Ed 306.27.~~
- ~~—— (d) Each teacher of automotive technology shall:~~
- ~~(1) Be certified as a teacher of career and technical education under Ed 507.02; and~~

~~(2) Hold National Institute for Automotive Service Excellence (ASE) certification in each content area taught in the program, including the content areas listed in (a)(1)b. above.~~

~~PART Ed 1409 MANUFACTURING AND ADVANCED MANUFACTURING EDUCATION PROGRAMS~~

~~—— Ed 1409.01 Program and Curriculum.~~

~~—— (a) The department shall develop and implement a manufacturing program in secondary schools and in the regional centers to provide statewide opportunities for high school students interested in careers in manufacturing to enroll in an advanced manufacturing program.~~

~~—— (b) Each receiving board that oversees a regional center under RSA 188 E and under Ed 1403.01, that offers an advanced manufacturing program, shall ensure that the program meets the course content and curricular requirements of RSA 188 E:21.~~

~~—— Ed 1409.02 Funding for Developing and Implementing a Program and Curriculum.~~

~~—— (a) In order to secure funding to develop and implement an advanced manufacturing curriculum, the regional center shall:~~

~~(1) Establish a program advisory committee that includes the regional center director, instructors of related curriculum, 2 business representatives, 2 community representatives, and one post-secondary representative who shall advise the regional center educators on programs at the center;~~

~~(2) Submit a department new program approval application that includes course content, competency and curricular requirements, equipment requirements, and space requirements;~~

~~(3) Provide professional development for instructors to gain certification to teach in the manufacturing program; and~~

~~(4) Provide professional development for instructors to teach in the manufacturing program as part of program improvement.~~

~~—— (b) In order to secure funding to develop and implement an advanced manufacturing curriculum for the program, the department shall:~~

~~(1) Provide technical assistance in the planning and development of the advanced manufacturing program;~~

~~(2) Receive and review the department New Program Approval Application that the regional center submits under Ed 1409.02(a)(2) to determine that the regional center meets the criteria for approval; and~~

~~(3) Make the program eligible to apply for federal funds once advanced manufacturing program approval is granted.~~

~~—— Ed 1409.03 Advanced Manufacturing Program. Each receiving district school board that oversees a regional center under RSA 188 E and under Ed 1403.01, that offers an advanced manufacturing program, shall be required to provide:~~

~~—— (a) A program or sequence of courses, which combined with mathematics and science courses, introduces students to the scope, rigor and discipline of manufacturing.~~

~~—— (b) Instruction and activities that enable students to develop competencies in the following areas:~~

~~(1) Manufacturing design process(es);~~

~~(2) Principles of manufacturing process(es); and~~

~~(3) Problem solving methodology as applied to manufacturing process(es).~~

~~—— (c) Systematic instruction and laboratory activities designed to enable students to:~~

~~(1) Develop the work habits and performance skills necessary for employability;~~

~~(2) Explore the fundamental concepts of entrepreneurship;~~

~~(3) Understand the concepts of manufacturing as a career;~~

~~(4) Achieve personal growth, develop leadership skills, and foster career opportunities; and~~

~~(5) Understand all aspects of the manufacturing industry including:~~

~~a. Management structure;~~

~~b. Planning for success;~~

~~c. Training requirements;~~

~~d. Health, safety, and environmental issues;~~

~~e. Technology;~~

~~f. Community issues;~~

~~g. Labor issues; and~~

~~h. Financial management.~~

~~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.~~

~~_____ (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, a 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.~~

~~———— 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) Grants will be disbursed as a single payment each year of the grant through the business office of the department of education.~~

CHAPTER Ed 1300 ALTERNATIVE EDUCATION AND CAREER AND TECHNICAL EDUCATION

PART Ed 1301 DEFINITIONS

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

- (a) “Department” means the New Hampshire department of education;*
- (b) “High school” means:*
 - (1) A high school as defined in RSA 194:23 that is not designated as a regional center in Ed 1400; and*
 - (2) An adult high school in Ed 700;*
- (c) “Qualified project” as defined in RSA 188-E:10, I(f);*
- (d) “Receiving board” shall be the board of education in the receiving district where a high school has been designated under RSA 188-E to provide a regional career and technical education center to serve the region. The receiving district may be a single district or a cooperative district in accordance with the organization of that particular region;*
- (e) “Region” means a collection of sending and receiving districts and at least one career and technical education center that are all parties to an agreement that defines the relationships among them.*
- (f) “Regional center” means a receiving school district for secondary education:*
 - (1) Designated under RSA 188-E:1 and Ed 1402.01 as part of a high school regional career and technical education program;*
 - (2) That qualifies for funding under RSA 188-E:3 and RSA 188-E:10; and*
 - (3) That is listed in Ed 1403.05. Table 1403-1;*
- (g) “Transportation cost” means the reimbursable amount of transportation cost for a sending district student who attends a regional career and technical education center or who attends an alternative education program related to RSA 188-E:8, and as provided in Ed 1405; and*
- (h) “Tuition cost” means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed 1405.*

PART Ed 1302 PLANNING, DESIGNATION, AND IMPLEMENTATION OF A NEW REGIONAL CENTER FOR CAREER AND TECHNICAL EDUCATION

Ed 1302.01 Purpose. The purpose of this section is to implement the statutory provisions relative to planning new career and technical education facilities.

Ed 1302.02 Responsibility of School Boards for Receiving District.

(a) The receiving board, in accepting designation as a regional center, shall agree to fully cooperate with the education personnel and citizens of the school districts within their region in the planning, designation, and implementation of the career and technical education programs and facilities of the regional center.

(b) The region shall establish a regional advisory committee according to RSA 188-E:4-a, to advise the receiving district school board on matters related to career and technical education including the planning, designation, and implementation of the career and technical education programs and facilities of the regional center.

(c) In addition to 1402.02(a) and (b), the process for constructing a new regional career and technical education center shall follow the requirements in Ed 1403.

PART Ed 1303 RENOVATION OF EXISTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

Ed 1303.01 Purpose. The purpose of this section is to implement the statutory provisions relative to planning renovations to existing career and technical education facilities.

Ed 1303.02 Application for Initial Project Approval.

(a) The receiving board shall submit an application for funding as a qualified project which contains all the required criteria specified in RSA 188-E:10, I(f)(1)-(9) in addition to the following:

(1) An analysis for each program to be included in the regional center providing assurances that:

a. A business and industry need exists for new skills and competencies of students that is directly linked to new equipment requirements or other requests for renovation; and

b. The program is best provided via a school-based career and technical education program; and

c. The program is supported through local community and regional and program advisory committees validation; and

(2) A program design description for each program to be included in the regional center which:

a. Specifies the equipment needed to provide for the learning activities based on the curriculum; and

b. Describes the space and configuration needed based on the learning activities; and

(3) The proposed site of the renovation; and

(4) The total cost of renovations.

(b) The receiving board shall provide the site for parking and other related areas for the regional center and other necessary items not covered under the state grant for construction of regional centers and initial equipment. Such site shall be the property of the school district or there shall be positive assurance of the continued availability of the site for the reasonable life of the regional center.

(c) The application shall include the final plans, program descriptions, equipment lists, and total cost for the construction or renovation of a regional center and shall be submitted to the department, for recommendation to the state board of education, 18 months prior to the availability of funds in the capital budget.

Ed 1303.03 Application Approval.

(a) The department, in cooperation with the receiving district, shall complete a thorough review of the application, with particular emphasis upon need, enrollment and programs. The allotment of specific funds shall be determined after a review of the application by the department as provided in Ed 1402 and in consultation with representatives of the regional center.

(b) When the plan, as set forth in the application, appears to be both educationally and fiscally acceptable, the department shall approve and recommend the project and the final plan for legislative action as a qualified project.

(c) Prioritization of funds of approved renovation projects shall follow the timeline established in Ed 1403.05.

Ed 1303.04 Signed Agreement. *If funding is approved by the legislature, all the school board chairpersons in the region and the commissioner of the department shall sign an agreement containing at a minimum the following elements:*

(a) The cost of the qualified project and the payment schedule;

(b) The commitment and responsibilities of the receiving and sending district;

(c) The commitment and responsibilities of the department;

(d) An assurance that the school district shall include only programs which conform to the approved qualified project;

(e) A designation of enrollment quotas for individual programs in each district;

(f) The end date of the agreement;

(g) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;

(h) Assurances of ongoing maintenance the facilities and equipment for the purposes approved in the qualified project; and

(i) Any special conditions to which all parties agree.

Ed 1303.05 Criteria for Priority of Renovation Projects. The commissioner of the department shall use the following criteria for determining the priority of renovation projects:

(a) The opening date of the regional center as set forth in Table 1403-1 below shall be the determining factor in prioritizing the order in which renovation projects are to be included in the capital budget request:

Table 1403-1 Opening Dates for Regional Centers

<i>Regional Center</i>	<i>Opening Date</i>
<i>Nashua Technology Center – Nashua</i>	<i>Fall 1974</i>
<i>The Cheshire Career Center – Keene</i>	<i>Fall 1976</i>
<i>Portsmouth Career Technology Center #19 - Portsmouth</i>	<i>Fall 1977</i>
<i>Berlin Regional Career and Technology Center – Berlin</i>	<i>Fall 1977</i>
<i>Concord Regional Technology Center Concord</i>	<i>Fall 1980</i>
<i>Mt. Washington Valley Career Technology Center North Conway</i>	<i>Fall 1980</i>
<i>Seacoast School of Technology – Exeter</i>	<i>Fall 1980</i>
<i>Manchester School of Technology – Manchester</i>	<i>Fall 1982</i>
<i>J. Oliva Huot Technical Center – Laconia</i>	<i>Fall 1983</i>
<i>Hugh Gallen Regional Vocational Center – Littleton</i>	<i>Fall 1983</i>
<i>Plymouth Applied Technology Center - Plymouth</i>	<i>Fall 1983</i>
<i>Region 9 Vocational Technical Center - Wolfeboro</i>	<i>Fall 1983</i>
<i>Pinkerton Academy</i>	<i>Fall 1984</i>
<i>White Mountain Regional High School - Whitefield</i>	<i>Fall 1985</i>
<i>Salem High School Vocational Center - Salem</i>	<i>Fall 1989</i>
<i>Dover Career Technical Center - Dover</i>	<i>Fall 1990</i>
<i>Creteau Regional Technology Center - Rochester</i>	<i>Fall 1991</i>
<i>Somersworth Career Technology Center - Somersworth</i>	<i>Fall 1991</i>
<i>Wilbur H. Palmer Vocational Technical Center - Hudson</i>	<i>Fall 1992</i>
<i>Sugar River Valley Regional Technology Center - Claremont</i>	<i>Fall 1993</i>
<i>Sugar River Valley Regional Technology Center - Newport</i>	<i>Fall 1993</i>
<i>Winnisquam Regional High School - Tilton</i>	<i>Fall 1993</i>
<i>Region 14 Applied Technology Center - Peterborough</i>	<i>Spring 1996</i>
<i>Milford High School and Applied Technology Center - Milford</i>	<i>Fall 1997</i>

(b) If more than one regional center opened in a given year, priority shall be established based on the date of governor and council approval.

Ed 1303.06 Substantial Changes to an Approved Project. The receiving board shall notify the department of any substantial changes to a renovation project approved under this section. Substantial changes include, but are not limited to, a change in project cost of 5% or greater, and the addition or removal of a career and technical education program.

PART Ed 1304 ADVISORY COMMITTEES

Ed 1304.01 Advisory Committees. Regions and regional career and technical education centers shall establish and maintain the regional advisory committees and program advisory committees per RSA 188-E:4-a.

PART Ed 1305 TUITION AND TRANSPORTATION COST DETERMINATIONS

Ed 1305.01 Purpose. The purpose of this section is to implement the statutory provisions relating to the formula for determining the tuition and transportation costs for approved career and technical education programs and alternative education programs and the procedures for disbursement of funds.

Ed 1305.02 Tuition Cost Determination.

(a) The per student rate as outlined in RSA 188-E:7, II used for tuition payment related to this section shall be equal to the balance of appropriation for tuition and transportation available divided by the total number of students, where:

(1) The balance of appropriation available equals the tuition and transportation total appropriation, minus

a. The total payments made for transportation reimbursements;

b. The total payments made for alternative education tuitions that are less than full per student rate determined in this section;

c. All differential fees paid under RSA 188-E:7, IV; and

d. Any adjustments made to the budget;

(2) The total number of students equals the sum of all the sending districts' total number of students formally reported to, and verified by, the department.

(3) In any case, the tuition payment related to this section shall not exceed the previous year average cost per student in the Receiving District, as determined by the department.

Ed 1305.03 Transportation Cost Determination.

(a) The per student transportation cost shall be equal to the number of days a student attended the program multiplied by the round trip distance in miles from a student's sending high school to the regional career and technical education center multiplied by the per mile reimbursement rate, which is either:

(1) \$0.10 per mile for students who have access to regularly scheduled district transportation or public transportation, or

(2) \$0.25 per mile for students who self-transport and whose sending district do not provide regularly scheduled transportation.

PART Ed 1306 OTHER CAREER AND TECHNICAL EDUCATION PROGRAM REQUIREMENTS

Ed 1306.01 Requirements for Pre- Engineering and Technology Programs.

(a) In order to secure funding to develop and implement a pre-engineering and technology program and curriculum pursuant to RSA 188-E:14, the school shall:

- (1) Submit to the department a new program approval application that includes course content, competency and curricular requirements, equipment requirements, and space requirements;***
- (2) Demonstrate the statutorily required 50/50 match of public and private funds which:***
 - a. Show how receiving district expenditures complement the development of the engineering technology program; and***
 - b. Provides a list of expenditures by the receiving district and include a rationale for using these as match funds; and***
 - c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the engineering technology program; and***
- (3) Assure that certified educators delivering the program are trained to teach the engineering and technology program.***

(b) In order to secure funding to develop and implement a pre-engineering and technology program and curriculum pursuant to RSA 188-E:14, the department shall:

- (1) Provide technical assistance in the planning and development of the pre-engineering and technology program;***
- (2) Receive and review the department's new program approval application that the school submits under this subsection to determine that the school meets the criteria for approval;***
- (3) Submit the proposed program content and curriculum to the pre-engineering and technology advisory council for review; and***
- (4) Release state funds up to limits determined by the pre-engineering and technology advisory council.***

Ed 1306.02 Requirements for Automotive Technology Programs.

(a) In order to secure funding to develop and implement an automotive technology curriculum the regional center shall:

- (1) Establish a program advisory committee as set forth in RSA 188-E:20;***
- (2) Submit to the department new program approval application that includes course content, curricular requirements, equipment requirements, and space requirements; and***

(3) Demonstrate the statutorily required 50/50 match of public and private funds which:

- a. Show how receiving district expenditures complement the development of the automotive technology program;*
- b. Provides a list of expenditures by the receiving district and include a rationale for using these as match funds; and*
- c. Includes equipment items purchased for use not earlier than one year prior to the project start date for the automotive technology program; and*

(4) Assure that certified educators delivering the program are trained to teach in the automotive technology program.

(b) In order to secure funding to develop and implement an automotive technology curriculum the department shall:

- (1) Provide technical assistance in the planning and development of the automotive technology program;*
- (2) Receive and review the department's new program approval application that the regional center submits to determine that the program meets the criteria for approval; and*
- (3) Submit the proposed program content and curriculum to the automotive advisory council for review.*

PART Ed 1307 RULES FOR THE ROBOTICS EDUCATION FUND

Ed 1307.01 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 1307.02 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 1307.03 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 1307.04 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.

(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 1307.05 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, a 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 1307.06 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.

Ed 1307.07 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 1307.08 Robotics Education Development Program Grant Disbursement.

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

(b) Grants will be disbursed as a single payment each year of the grant through the business office of the department of education.

Appendix I

RULE	STATUTE
Ed 1301	RSA 188-E:2
Ed 1302	RSA 188-E:3, I
Ed 1303	RSA 188-E:3, I
Ed 1304	RSA 188-E:4-a
Ed 1305.01-1305.02	RSA 188-E:6, IV; RSA 188-E:9
Ed 1305.03	RSA 188-E:8; RSA 188-E:9
Ed 1306.01	RSA 188-E:18, II

Ed 1306.02	RSA 188-E:18, II; RSA 188-E:20
Ed 1307.01 – Ed 1307.08	RSA 188-E:25

Readopt with amendment Ed 507.24, effective 08/14/2009 (Doc #9525), to read as follows:

Ed 507.24 English Language Arts Teacher For Grades 5-12.

(a) To be certified as an English language arts teacher for grades 5-12, 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 having also met the requirements of (c) below.

(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 English language arts 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 English language arts teacher for grades 5-12 shall have skills, competencies and knowledge in the following areas:

(1) In the area of language uses, knowledge of:

- a. The cognitive processes by which children acquire and use primary and secondary languages;
- b. The social, cultural, psychological, and economic factors that affect language learning;
- c. The grammatical structures and conventions of standard English usage;
- d. How language changes and develops over time;
- e. How diction, tone, and voice vary according to audience;
- f. How language can convey bias, propaganda, persuasion, and points of view; and
- g. The nature and needs of students whose primary language is not English;

(2) In the area of reading, knowledge of:

- a. The fundamental processes of reading at the literal, inferential, and evaluative levels;
- b. The criteria used to evaluate and select appropriate fiction, non-fiction, and informational materials based on students' needs and interests;
- c. The techniques to evaluate students' reading comprehension; and

d. The metacognitive processes and strategies, which are the awareness of the thoughts employed to analyze an issue or complete a task, readers use to construct meaning from print;

(3) In the area of writing, knowledge of:

a. Various modes of writing for a variety of purposes and audiences, including, but not limited to, conducting short as well as more sustained research projects based on focused questions, while demonstrating the understanding of the subject under investigation;

b. Writing as a recursive and multi-step process; and

c. The use of rubrics for holistic and analytic scoring of writing;

(4) In the area of literature, knowledge of:

a. How literature can be a source for exploring and interpreting human experience;

b. The rhetorical and literary elements of literature;

c. Significant developmentally appropriate works and literary movements concerning or authored by people of various shared traditions, beliefs, customs, genders and ethnicities to include:

1. American literature;

2. British literature;

3. World literature;

4. Young adult literature;

5. Literature by and about women; and

6. Literature by and about minorities;

d. How significant works relate to and influence each other in terms of:

1. Genre;

2. Theme or style; and

3. Social and intellectual contexts;

e. Strategies for analysis, interpretation, and evaluation of various works in the following major genres:

1. Fiction;

2. Non-fiction;
 3. Drama;
 4. Poetry;
 5. Informational texts; and
 6. Media;
- (5) In the area of speaking and listening, knowledge of:
- a. The strategies speakers use to present information, ideas, and feelings in a range of social contexts from informal to formal discourse; and
 - b. The processes speakers use to adjust a spoken message for different audiences and purposes;
- (6) In the area of media literacy, knowledge of:
- a. How media and technology can be used to present and interpret the human experience;
 - b. How visual and informational media can support or distort messages;
 - c. How to select and use digital resources to support and enhance instruction; and
 - d. How to make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations; and
- (7) In the area of language uses pedagogy, the ability to:
- a. Apply and model grammatical rules in reading and writing;
 - b. Explain how the application of grammatical rules affects meaning;
 - c. Show how diction, tone, and voice vary according to audience;
 - d. Trace how English has changed and developed over time;
 - e. Distinguish and appreciate regional, ethnic, and standard dialects;
 - f. Model how language functions in different contexts and how to make effective choices about meaning or style;
 - g. Apply and model strategies to determine or clarify the meaning of unknown or multiple meaning words;

h. Show how figurative language, word relationships and nuances in word meaning changes meaning; and

i. Address the literacy needs of students whose primary language is not English;

(8) In the area of reading pedagogy, the ability to:

a. Guide students to employ a variety of reading strategies according to their purpose for reading at the literal, inferential, and evaluative levels;

b. Design instruction to assist students' comprehension with increasing text complexity;

c. Design instruction to enhance students' strategies to expand their vocabulary;

d. Foster and promote independent and reflective readers who enjoy reading; and

e. Implement a variety of assessments to evaluate, monitor, and adjust instruction;

(9) In the area of writing pedagogy, the ability to:

a. Model and guide students as they plan, draft, revise, edit, publish, and share writing for a variety of purposes;

b. Develop students' competence with writing on demand, writing to learn, writing to demonstrate understanding, and writing creatively;

c. Offer constructive and focused response to students' writing;

d. Present authors' works as models to encourage diversity in students' writing;

e. Guide students in proofreading their work with an understanding of how audience, purpose, and formality of form impact language usage; and

f. Implement a variety of assessments, including student writing portfolios, to monitor and evaluate student growth and adjust instruction;

(10) In the area of literature pedagogy, the ability to:

a. Provide opportunities and guide students to analyze, evaluate, and appreciate literature;

b. Provide an environment in which students develop and support critical insights in response to literature;

c. Guide students to read, discuss, and write about literature through various critical lenses such as but not limited to gender, religion, ethnicity, or socio-economic conditions as appropriate; and

d. Guide students in the understanding and appreciation for literary devices and rhetorical strategies;

(11) In the area of speaking and listening pedagogy, the ability to:

- a. Provide opportunities for students to practice different forms of classroom discourse, including formal and informal conversations and presentations;
- b. Explain how speakers and listeners establish and maintain contact with their audience;
- c. Promote civil and participatory discourse;
- d. Guide students to listen critically and speak purposefully and articulately; and
- e. Explain how bias, propaganda, persuasion, and point of view are expressed;

(12) In the area of media literacy pedagogy, the ability to:

- a. Guide students to construct and interpret meaning from images and information provided by media and technology;
- b. Guide students to select, evaluate, and analyze digital resources critically;
- c. Guide students to quote or paraphrase the data and conclusions of others to support claims and reasoning in their work;
- d. Help students to recognize bias, propaganda, persuasion, point of view, and intellectual property.

Readopt with amendment and renumber Ed 507.241, effective 08/14/2009 (Doc #9525), as Ed 507.53 to read as follows:

Ed 507.53 English Language Arts Teacher For Grades 5-8.

(a) A candidate for certification as an English language arts teacher for grades 5-8 shall have the skills, competencies and knowledge, gained through a combination of academic and supervised practical experience, as outlined in Ed 507.24(c).

Readopt with amendment Ed 612.05, effective 08/14/2009 (Doc #9525), to read as follows:

Ed 612.05 English Language Arts For Grades 5-12.

(a) The English language arts program for grades 5-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.24(c).

Readopt with amendment and renumber Ed 612.051, effective 08/14/2009 (Doc #9525), as Ed 612.35 to read as follows:

Ed 612.35 English Language Arts For Grades 5-8.

(a) The English language arts program for grades 5- 8 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.24(c).

Appendix I

RULE	STATUTE
Ed 507.24	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 507.53	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.05	RSA 186:8, IV; RSA 186:11, X(c)
Ed 612.35	RSA 186:8, IV; RSA 186:11, X(c)

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	N/A

	endorsement	
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, ~~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 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)

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 a 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)

Adopt Ed 320, effective 7-16-16 (Document # 11139 Interim EXPIRED), 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 of a child may apply at to the school board of residence to~~ ***Any person having custody of the a child may 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 507.28, effective 10-16-09 (Doc #9566), as amended effective 1-17-14 (Doc #10506), to read as follows:

Ed 507.28 ~~Middle Level Science Teacher For Grades 5-8. The following requirements shall apply to the certification of a middle level science teacher for grades 5-8:~~

(a) To be certified as a ~~middle level~~ science teacher for grades 5-8, the candidate shall:

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

~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29; and~~

~~(3) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and~~

~~(4) Meet the requirements of (bc) below.~~

(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 science for grades 5-8 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 ~~middle level~~ science teacher for grades 5-8 shall have the following skills, competencies, and knowledge, ~~gained through a combination of academic and supervised practical experiences;~~ in the following areas:

~~(1) In the area of fundamental content knowledge, T~~the candidate shall have the ability to: *comprehend, apply, evaluate, analyze, and synthesize, and communicate knowledge in earth and space science, life science, and physical science as follows:*

~~a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of~~*In the area of earth and space science, earth's place in the universe, including, but not limited to:*

~~1. Earth-space sciences in the following areas~~*Earth-sun-moon relationships, including origins, structure, and resultant effects on earth;*

2. Origin, components, characteristics, and motions of the solar system;

3. Relationships among the solar system, milky way galaxy, and the universe;

4. Instruments to observe space and the information gained to determine scale properties; and

5. History of the earth, including, but not limited to, age as determined by rock strata, and the geological time scale;

~~(i) Land, atmosphere, and ocean systems including gradual and catastrophic changes on Earth;~~

~~(ii) Properties, measurements, and classification of Earth materials;~~

- ~~(iii) Changes in the earth including land formation, erosion, evolution, and distribution of living things~~
- ~~(iv) Energy flow and transformation in Earth systems due to oxygen, carbon, and nitrogen~~
- ~~(v) Hydrological features of Earth including distribution and use of water;~~
- ~~(vi) Atmosphere, weather, and climate;~~
- ~~(vii) Origin, evolution, and planetary behaviors of Earth;~~
- ~~(viii) Origin, evolution, properties, and behaviors of the universe;~~
- ~~(ix) Fundamentals of investigating and interrelating sciences as systems including geology, oceanography, meteorology, and astronomy;~~
- ~~(x) Sources and limits of natural resources;~~
- ~~(xi) Applications of Earth space sciences to environmental quality and to personal and community health and welfare;~~
- ~~(xii) Applications of Earth space sciences to society, business, industry, and health fields;~~
- ~~(xiii) Dating of Earth and other objects in the universe;~~
- ~~(xiv) Structures of objects and systems in space; and~~
- ~~(xv) Interactions among populations, resources, and environments;~~

2. Life sciences in the following areas:

- ~~(i) Cycles of matter and flow of energy, through living and nonliving pathways;~~
- ~~(ii) Multiple systems of classification of organisms including animals, plants, fungi, microorganisms, and viruses;~~
- ~~(iii) Natural selection, adaptation, diversity, and speciation;~~
- ~~(iv) Ecological systems, including population dynamics and environmental quality;~~
- ~~(v) General concepts of reproduction, genetics, and heredity;~~
- ~~(vi) Basic structure, function, and reproduction of cells;~~
- ~~(vii) Human anatomy and physiology, including development, allergies, and personal and community health issues;~~
- ~~(viii) Behavior of living systems and the role of feedback in their regulation;~~
- ~~(ix) Applications of biology and biotechnology in society, business, industry, and health fields;~~

~~(x) Factors governing the structures, functions, and behaviors of living systems; and~~

~~(xi) Levels of organization from cells to biomes; and~~

~~3. Physical science in the following areas:~~

~~(i) Properties and applications of sound, light, magnetism, and electricity;~~

~~(ii) Types of energy, energy sources, and simple transformations of energy;~~

~~(iii) Energy flow, both kinetic and potential, in physical and chemical systems, including simple machines;~~

~~(iv) States of matter, including chemical and physical changes, and bonding in relation to molecular behavior and energy;~~

~~(v) Classification of matter, elements, compounds, and energy;~~

~~(vi) Properties of matter, including mass, solubility, and density;~~

~~(vii) Chemical nature of the earth and its living organisms;~~

~~(viii) Nature of radioactive substances;~~

~~(ix) Chemical, electrical, and radiation hazards; and~~

~~(x) Conservation of matter and energy, including energy transfer and flow in physical and chemical systems;~~

~~b. Explain concepts, solve problems through full and partial inquiries, guide field experiences, and perform laboratory techniques in the life, Earth space, and physical sciences. *In the area of earth and space science, earth's systems, including, but not limited to;*~~

~~1. Materials cycles through the earth driven by a flow of energy;~~

~~2. Geoscience processes that reshape the earth's surface;~~

~~3. Weather and climate, including, but not limited to:~~

~~(i) Role of the water cycle and how it's driven by energy from the sun and gravity;~~

~~(ii) Role of air masses in changing weather conditions; and~~

~~(iii) Role of uneven heating causes circulating patters in the oceans and atmosphere that determine regional climates; and~~

~~c. Design and conduct scientific research in Earth space, life, or physical science. *In the area of earth science, earth and human activity, including, but not limited to:*~~

- 1. The uneven distribution of Earth's natural resources resulting from geoscience processes;*
- 2. Natural events showing patterns and providing data for prediction and mitigation;*
- 3. The role of human impact on the environment, methods for monitoring, and minimizing the resulting effects;*
- 4. Evidence of increased human population and its relationship to consumption of natural resources and impact on the earth's systems; and*
- 5. Evidence and factors that have caused global temperature changes over time;*

d. ~~Apply mathematical and statistical concepts, at least through the level of college algebra and statistics~~ *In the area of life science, the structure and processes from molecules to organisms, including, but not limited to:*

- 1. Structure and function of unicellular organisms, multicellular organisms, and interactions of subsystems within an organism;*
- 2. Growth and reproduction: including genetic, behavioral, and environmental conditions and how they influence reproduction of plants and animals;*
- 3. Cycling of matter and flow of energy: including chemical processes of photosynthesis and respiration; and*
- 4. Information processing: how organisms respond to stimuli in the environments; and*

e. ~~Explain and solve problems in the fundamentals of life, Earth space, and physical sciences equivalent to those taught in an introductory college course, including basic concepts and laboratory techniques; and~~ *In the area of life science, ecosystems, their interactions, energy and dynamics, including, but not limited to:*

- 1. Independent relationships in ecosystems: including biotic and abiotic influences, competition, or symbiosis among organisms based on limited resources, and cycling of matter and flow of energy to determine changes in population; and*
- 2. Human impact and influences on the ecosystem; and*

f. ~~Explain historical development and perspectives in life, physical, and Earth space sciences, including contributions of significant figures and underrepresented groups; and~~ *In the area of life science, heredity, and the inheritance and variation of traits;*

- 1. Growth and development of organisms including asexual and sexual reproduction, inheritance, and variation of genetic traits in resulting offspring and alterations to genes; and*

g. In the area of life science, biological evolution regarding unity and diversity, including, but not limited to:

- 1. Evidence of common ancestry diversity: including fossil record, comparing anatomical characteristics of past to present organisms, and embryological development of different species;*
- 2. Natural and artificial selection: including the role of each on traits and changes in population over time; and*
- 3. Adaptation: impact on the distribution of traits in a population over time; and*

h. In the area of physical science, matter and its interactions, including but not limited to:

- 1. Structure and properties of matter, including, but not limited to:*
 - (i) Atomic structure of molecules;*
 - (ii) Physical and chemical properties and changes;*
 - (iii) Characteristics and properties of solids, liquids, and gases; and*
 - (iv) Relationship among states of matter, molecular motion, and temperature; and*
- 2. Chemical reactions: including the process of chemical reactions, law of conservation of mass and law of conservation of energy; and*

i. In the area of physical science, motion and stability regarding forces and interactions, including, but not limited to:

- 1. Forces and motion: including Newton's laws of motion; and*
- 2. Interactions: including characteristics, behavior, and influencing factors of electromagnetic and gravitational forces and fields; and*

j. In the area of physical science, energy, including, but not limited to:

- 1. The relationships of potential and kinetic energy;*
- 2. Energy transfer; and*
- 3. Relationship between energy and forces; and*

k. In the area of physical science, waves and their applications in technologies for information transfer, including, but not limited to:

- 1. Properties and behaviors of different types of waves; and*

2. Role of digital signals in communication; and

1. Understand and be able to apply mathematical concepts and techniques including, but not limited to variable analysis as related to physical science at least through the level of college statistics.

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

~~b. Design activities and investigations which teach literacy through integrating:~~

~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~

~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~

~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~c. Relate middle school science to natural and technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~d. Model and teach safe laboratory and field practices, including:~~

~~1. Personal safety;~~

~~2. Equipment storage and upkeep;~~

~~3. Safe and ethical handling of animals and other organisms; and~~

~~4. Chemistry and waste inventory, handling, and disposal;~~

~~e. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

~~1. Systems and energy;~~

~~2. Models and scale;~~

~~3. Patterns of change, including constancy or stability;~~

~~4. Form and function;~~

~~5. Evolution; and~~

~~6. Nature of science and inquiry;~~

~~f. Integrate knowledge from the history and philosophy of science into Earth space science instruction;~~

~~g. Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~h. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of middle school science, including the recommendations of national curriculum projects and scientific groups; and~~

~~i. Organize, present, and evaluate Earth space science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for middle school students of all ability levels and learning styles.~~

Readopt with amendment Ed 612.22, effective 10-16-09 (Doc #9566), to read as follows:

Ed 612.22 Middle Level Science For Grades 5-9.

~~(a) *In addition to meeting the program requirements* A middle level science program for grades 5-9 shall meet the science program general requirements of Ed 612.23 *the science program for grades 5-8 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.28 (c).*~~

~~(b) In compliance with RSA 193-C:3, IV (f) and consistent with RSA 193-C:3, III, the teacher preparation program in middle level science for grades 5-9 shall require candidate competency in the teaching of middle level science, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~(c) The middle level science program for grades 5-9 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:~~

~~(1) In the area of fundamental content knowledge, the candidate shall have the ability to:~~

~~a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of:~~

~~1. Earth space science in the following areas:~~

~~(i) Land, atmosphere, and ocean systems including gradual and catastrophic changes on Earth;~~

~~(ii) Properties, measurements, and classification of Earth materials;~~

~~(iii) Changes in the earth including land formation, erosion, evolution, and distribution of living things;~~

~~(iv) Energy flow and transformation in Earth systems due to oxygen, carbon, and nitrogen;~~

~~(v) Hydrological features of Earth including distribution and use of water;~~

~~(vi) Atmosphere, weather, and climate;~~

~~(vii) Origin, evolution, and planetary behaviors of Earth;~~

- ~~(viii) Origin, evolution, properties, and behaviors of the universe;~~
- ~~(ix) Fundamentals of investigating and interrelating Earth space science as a system including geology, oceanography, meteorology, and astronomy;~~
- ~~(x) Sources and limits of natural resources;~~
- ~~(xi) Applications of Earth space science to environmental quality and to personal and community health and welfare;~~
- ~~(xii) Applications of Earth space science to society, business, industry, and health fields;~~
- ~~(xiii) Dating of Earth and other objects in the universe;~~
- ~~(xiv) Structures of objects and systems in space; and~~
- ~~(xv) Interactions among populations, resources, and environments;~~

~~2. Life sciences in the following areas:~~

- ~~(i) Cycles of matter and flow of energy, through living and nonliving pathways;~~
- ~~(ii) Multiple systems of classification of organisms including animals, plants, fungi, microorganisms, and viruses;~~
- ~~(iii) Natural selection, adaptation, diversity, and speciation;~~
- ~~(iv) Ecological systems, including population dynamics and environmental quality;~~
- ~~(v) General concepts of reproduction, genetics, and heredity;~~
- ~~(vi) Basic structure, function, and reproduction of cells;~~
- ~~(vii) Human anatomy and physiology, including development, allergies, and personal and community health issues;~~
- ~~(viii) Behavior of living systems and the role of feedback in their regulation;~~
- ~~(ix) Applications of biology and biotechnology in society, business, industry, and health fields;~~
- ~~(x) Factors governing the structures, functions, and behaviors of living systems; and~~
- ~~(xi) Levels of organization from cells to biomes;~~

~~3. Physical science in the following areas:~~

- ~~(i) Properties and applications of sound, light, magnetism, and electricity;~~
- ~~(ii) Types of energy, energy sources, and simple transformations of energy;~~

- ~~(iii) Energy flow, both kinetic and potential, in physical and chemical systems, including simple machines;~~
- ~~(iv) States of matter, including chemical and physical changes, and bonding in relation to molecular behavior and energy;~~
- ~~(v) Classification of matter, elements, compounds, and energy;~~
- ~~(vi) Properties of matter, including mass, solubility, and density;~~
- ~~(vii) Chemical nature of the earth and its living organisms;~~
- ~~(viii) Nature of radioactive substances;~~
- ~~(ix) Chemical, electrical, and radiation hazards; and~~
- ~~(x) Conservation of matter and energy, including energy transfer and flow in physical and chemical systems; and~~

~~b. Explain concepts, solve problems through full and partial inquiries, guide field experiences, and perform laboratory techniques in the life, Earth space, and physical sciences;~~

~~c. Design and conduct scientific research in Earth space, life, or physical science;~~

~~d. Apply mathematical and statistical concepts, at least through the level of college algebra and statistics;~~

~~e. Explain and solve problems in the fundamentals of life, Earth space, and physical sciences equivalent to those taught in an introductory college course, including basic concepts and laboratory techniques; and~~

~~f. Explain historical development and perspectives in life, physical, and Earth space sciences, including contributions of significant figures and underrepresented groups; and~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

~~b. Design activities and investigations which teach literacy through integrating:~~

- ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~
- ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~
- ~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~e. Relate middle school science to natural and technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~d. Model and teach safe laboratory and field practices, including:~~

- ~~1. Personal safety;~~
- ~~2. Equipment storage and upkeep;~~
- ~~3. Safe and ethical handling of animals and other organisms; and~~
- ~~4. Chemistry and waste inventory, handling, and disposal;~~

~~e. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

- ~~1. Systems and energy;~~
- ~~2. Models and scale;~~
- ~~3. Patterns of change, including constancy or stability;~~
- ~~4. Form and function;~~
- ~~5. Evolution; and~~
- ~~6. Nature of science and inquiry;~~

~~f. Integrate knowledge from the history and philosophy of science into Earth space science instruction;~~

~~g. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~h. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of middle school science, including the recommendations of national curriculum projects and scientific groups; and~~

~~i. Organize, present, and evaluate Earth space science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for middle school students of all ability levels and learning styles.~~

Appendix I

RULE	STATUTE
Ed 507.28	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.22	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.28, effective 10-16-09 (Doc #9566), as amended effective 1-17-14 (Doc #10506), to read as follows:

Ed 507.28 Science Teacher For Grades 5-8.

(a) To be certified as a science teacher for grades 5-8, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29; and
- (2) Meet the requirements of (c) below.

(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 science for grades 5-8 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 science teacher for grades 5-8 shall have skills, competencies, and knowledge-in the following areas:

(1) The candidate shall have the ability to: comprehend, apply, evaluate, analyze, and synthesize, and communicate knowledge in earth and space science, life science, and physical science as follows:

a. In the area of earth and space science, earth's place in the universe, including, but not limited to:

1. Earth-sun-moon relationships, including origins, structure, and resultant effects on earth;
2. Origin, components, characteristics, and motions of the solar system;
3. Relationships among the solar system, milky way galaxy, and the universe;
4. Instruments to observe space and the information gained to determine scale properties; and
5. History of the earth, including, but not limited to, age as determined by rock strata, and the geological time scale;

b. In the area of earth and space science, earth's systems, including, but not limited to:

1. Materials cycles through the earth driven by a flow of energy;
2. Geoscience processes that reshape the earth's surface;
3. Weather and climate, including, but not limited to:
 - (i) Role of the water cycle and how it's driven by energy from the sun and gravity;

(ii) Role of air masses in changing weather conditions; and

(iii) Role of uneven heating causes circulating patterns in the oceans and atmosphere that determine regional climates;

c. In the area of earth science, earth and human activity, including, but not limited to:

1. The uneven distribution of Earth's natural resources resulting from geoscience processes;
2. Natural events showing patterns and providing data for prediction and mitigation;
3. The role of human impact on the environment, methods for monitoring, and minimizing the resulting effects;
4. Evidence of increased human population and its relationship to consumption of natural resources and impact on the earth's systems; and
5. Evidence and factors that have caused global temperature changes over time;

d. In the area of life science, the structure and processes from molecules to organisms, including, but not limited to:

1. Structure and function of unicellular organisms, multicellular organisms, and interactions of subsystems within an organism;
2. Growth and reproduction: including genetic, behavioral, and environmental conditions and how they influence reproduction of plants and animals;
3. Cycling of matter and flow of energy: including chemical processes of photosynthesis and respiration; and
4. Information processing: how organisms respond to stimuli in the environments;

e. In the area of life science, ecosystems, their interactions, energy and dynamics, including, but not limited to:

1. Independent relationships in ecosystems: including biotic and abiotic influences, competition, or symbiosis among organisms based on limited resources, and cycling of matter and flow of energy to determine changes in population; and
2. Human impact and influences on the ecosystem;

f. In the area of life science, heredity, and the inheritance and variation of traits growth and development of organisms including asexual and sexual reproduction, inheritance, and variation of genetic traits in resulting offspring and alterations to genes;

g. In the area of life science, biological evolution regarding unity and diversity, including, but not limited to:

1. Evidence of common ancestry diversity: including fossil record, comparing anatomical characteristics of past to present organisms, and embryological development of different species;
2. Natural and artificial selection: including the role of each on traits and changes in population over time; and
3. Adaptation: impact on the distribution of traits in a population over time; ~~and~~

h. In the area of physical science, matter and its interactions, including but not limited to:

1. Structure and properties of matter, including, but not limited to:
 - (i) Atomic structure of molecules;
 - (ii) Physical and chemical properties and changes;
 - (iii) Characteristics and properties of solids, liquids, and gases; and
 - (iv) Relationship among states of matter, molecular motion, and temperature; and
2. Chemical reactions: including the process of chemical reactions, law of conservation of mass and law of conservation of energy;

i. In the area of physical science, motion and stability regarding forces and interactions, including, but not limited to:

1. Forces and motion: including Newton's laws of motion; and
2. Interactions: including characteristics, behavior, and influencing factors of electromagnetic and gravitational forces and fields;

j. In the area of physical science, energy, including, but not limited to:

1. The relationships of potential and kinetic energy;
2. Energy transfer; and
3. Relationship between energy and forces;

k. In the area of physical science, waves and their applications in technologies for information transfer, including, but not limited to:

1. Properties and behaviors of different types of waves; and

2. Role of digital signals in communication; and

1. Understand and be able to apply mathematical concepts and techniques including, but not limited to variable analysis as related to physical science at least through the level of college statistics.

Readopt with amendment Ed 612.22, effective 10-16-09 (Doc #9566), to read as follows:

Ed 612.22 Science For Grades 5-8.

(a) In addition to meeting the program requirements of Ed 612.23 the science program for grades 5-8 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.28 (c).

Appendix I

RULE	STATUTE
Ed 507.28	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.22	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.29, effective 10-16-09 (Doc. #9566), as amended effective 01-17-14 (Doc #10506), to read as follows:

Ed 507.29 Science Teacher; General Requirements.

(a) To be certified as science teacher, the candidate shall have:

- (1) At least a bachelor's degree; and
- (2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.

(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 science 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.

~~(ac)~~ In addition to meeting the requirements for certification under Ed 507.28 for ~~middle level~~ science teacher for grades 5-8, Ed 507.30 for ~~Earth~~ **and** space science teacher, Ed 507.31 for life sciences teacher, Ed 507.32 for chemistry teacher, Ed 507.33 for physics teacher, or Ed 507.51 for educator in physical science **teacher** for grades 7-12 a science teacher shall have the qualifications listed in ~~(b)~~ **(d)** and ~~(ee)~~ 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 science teacher shall demonstrate competence in the teaching of science, including techniques for enhancing student learning in the area(s) of science to be taught and the use of assessment results to improve instruction.~~

~~(ed)~~ Qualifications for a science teacher shall include the following skills, competencies, and knowledge ***In the area of instructional performance, the candidate shall demonstrate:***

~~(1) Knowledge of the nature of scientific evidence and ability to use models for explanations~~
Proficiency in the use of the scientific method as demonstrated by the ability to:

a. Integrate the science practices throughout lessons by:

- 1. Asking questions for science and defining problems for engineering;***
- 2. Developing and using models;***
- 3. Planning and carrying out investigations;***
- 4. Analyzing and interpreting data;***
- 5. Using mathematics and computational thinking;***
- 6. Constructing explanations for science and designing solutions for engineering;***
- 7. Engaging in argument from evidence; and***

8. Obtaining, evaluating, and communicating information;

b. Design and teach grade level appropriate laboratory activities incorporating scientific processes, promoting scientific habits of mind, and meeting needs of diverse learners;

c. Use scientific drawings, diagrams, data tables, models, and graphing essential to science investigations and expression of ideas;

d. Design learning activities fostering questioning, open-ended investigations, the development of cooperative group skills, and promoting practice in decision making and problem solving;

e. Use methods of teaching reading, writing, communication, and study skills essential to the effective mastery of grade level science content;

f. Design activities and investigations integrating appropriate quantitative literacy skills and concepts; and

h. Organize, present, and evaluate science ideas in a manner emphasizing conceptual understanding of phenomena and optimizing learning experiences for students of all ability levels and learning styles; and

~~(2) Ability to use measurement as a way of knowing and organizing observations of constancy and change~~ ***Scientific content knowledge that enables the integration of the common themes exhibited in all of the sciences into teaching and course design including::***

a. Systems and system models;

b. Energy and matter;

c. Cause and effect;

d. Scale, proportion, and quantity;

e. Patterns of change, including constancy or stability;

f. Structure and function;

g. Stability, change, and evolution; and

h. Nature of science and inquiry;

~~(3) Skill in using multiple ways of organizing perceptions of the world and how systems organize the studies and knowledge of science~~ ***The ability to make connections that::***

a. Establish relationships among all sciences and reflect the role of science systems in science literacy;

b. Relate the sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues; and

c. Integrate knowledge from the history and philosophy of science into science instruction;

~~(4) Knowledge of the evolution of natural systems and factors that result in evolution or equilibrium;~~

~~(5) Knowledge of interrelationships of form, function, and behaviors in living and non-living systems;~~

(64) Knowledge of science *field and laboratory* safety and emergency procedures, including legal and ethical responsibilities of science teachers for:

a. The welfare of their students and care for living organisms as appropriate to the area of study; and

~~***b. The proper treatment of animals; and***~~

~~***eb. The proper maintenance, storage and disposal of laboratory materials or chemicals using the Globally Harmonized System for Hazard Communication of 2007 available as specified in Appendix II;***~~

~~(86) Twenty-first century skills using information technology to acquire and analyze data, and to collect and communicate information ***Knowledge and skills to integrate technological tools for learning, analysis and reporting, including, but not limited to:***~~

~~***a. Skills to plan, design, deliver, and incorporate active learning and collaboration;***~~

~~***b. Collect and analyze data using information technology; and***~~

~~***c. Communicate information effectively;***~~

(7) Knowledge and skills of computing and computational thinking as it relates to science, including, but not limited to:

a. Visualizations of scientific concepts; and

b. Modeling and simulating engineering design to communicate science understanding; and

~~(98) Ability to practice good digital citizenship by understanding the social, ethical, legal, and human issues surrounding the use of technology in schools ***and model safe, ethical, and legal practice with digital tools and resources;*** and~~

~~(10) Demonstration of technology skills necessary to plan, design, deliver, and incorporate active learning and collaboration in the online environment.~~

(e) The candidate shall demonstrate knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher.

Readopt with amendment Ed 612.23, effective 10-16-09 (Doc # 9566), to read as follows:

Ed 612.23 Science Program; General Requirements.

(a) In addition to meeting the program requirements under Ed 612.22 for ~~middle-level~~ science for grades 5-98, Ed 612.24 for Earth *and* space science for grades 7-12, Ed 612.25 for life sciences for grades 7-12, Ed 612.26 for chemistry for grades 7-12, ~~or~~ Ed 612.27 for physics for grades 7-12, *or Ed 612.34 for physical science grades 7-12, a program for science general requirements* program shall meet the requirements listed in (b) below provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.29(d-f).

~~(b) A preparation program for science education in grades 7-12 shall provide the teaching candidate with the following skills, competencies, and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the area of science education:~~

- ~~(1) Knowledge of the nature of scientific evidence and ability to use models for explanations;~~
- ~~(2) Ability to use measurement as a way of knowing and organizing observations of constancy and change;~~
- ~~(3) Skill in using multiple ways of organizing perceptions of the world and how systems organize the studies and knowledge of science;~~
- ~~(4) Knowledge of the evolution of natural systems and factors that result in evolution or equilibrium;~~
- ~~(5) Knowledge of interrelationships of form, function, and behaviors in living and non-living systems;~~
- ~~(6) Knowledge of science safety and emergency procedures, including legal and ethical responsibilities of science teachers for:~~
 - ~~a. The welfare of their students;~~
 - ~~b. The proper treatment of animals; and~~
 - ~~c. The maintenance and disposal of materials;~~
- ~~(7) Knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher;~~
- ~~(8) Twenty first-century skills using information technology to acquire and analyze data, and to collect and communicate information;~~
- ~~(9) Ability to practice good digital citizenship by understanding the social, ethical, legal, and human issues surrounding the use of technology in schools; and~~

~~(10) Demonstration of technology skills necessary to plan, design, deliver, and incorporate active learning and collaboration in the online environment.~~

Appendix I

RULE	STATUTE
Ed 507.29	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.23	RSA 186:8, IV; RSA 186:11, X(c)

Appendix II

Rule	Title	Obtain At
Ed 507.29(e)(4)b	The Globally Harmonized System for Hazard Communication of 2007	http://www.unece.org/trans/danger/publi/ghs/ghs_rev02/02files_e.html

Readopt with amendment Ed 507.29, effective 10-16-09 (Doc. #9566), as amended effective 01-17-14 (Doc #10506), to read as follows:

Ed 507.29 Science Teacher; General Requirements.

(a) To be certified as science teacher, the candidate shall have:

- (1) At least a bachelor's degree; and
- (2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.

(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 science 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.

(~~a~~c) In addition to meeting the requirements for certification under Ed 507.28 for science teacher for grades 5-8, Ed 507.30 for earth and space science teacher, Ed 507.31 for life sciences teacher, Ed 507.32 for chemistry teacher, Ed 507.33 for physics teacher, or Ed 507.51 for educator in physical science teacher for grades 7-12 a science teacher shall have the qualifications listed in (d) and (e) below.

(d) In the area of instructional performance, the candidate shall demonstrate:

(1) Proficiency in the use of the scientific method as demonstrated by the ability to:

a. Integrate the science practices throughout lessons by:

1. Asking questions for science and defining problems for engineering;
2. Developing and using models;
3. Planning and carrying out investigations;
4. Analyzing and interpreting data;
5. Using mathematics and computational thinking;
6. Constructing explanations for science and designing solutions for engineering;
7. Engaging in argument from evidence; and
8. Obtaining, evaluating, and communicating information;

b. Design and teach grade level appropriate laboratory activities incorporating scientific processes, promoting scientific habits of mind, and meeting needs of diverse learners;

c. Use scientific drawings, diagrams, data tables, models, and graphing essential to science investigations and expression of ideas;

- d. Design learning activities fostering questioning, open-ended investigations, the development of cooperative group skills, and promoting practice in decision making and problem solving;
- e. Use methods of teaching reading, writing, communication, and study skills essential to the effective mastery of grade level science content;
- f. Design activities and investigations integrating appropriate quantitative literacy skills and concepts; and
- h. Organize, present, and evaluate science ideas in a manner emphasizing conceptual understanding of phenomena and optimizing learning experiences for students of all ability levels and learning styles; and

(2) Scientific content knowledge that enables the integration of the common themes exhibited in all of the sciences into teaching and course design including:

- a. Systems and system models;
- b. Energy and matter;
- c. Cause and effect;
- d. Scale, proportion, and quantity;
- e. Patterns of change, including constancy or stability;
- f. Structure and function;
- g. Stability, change, and evolution; and
- h. Nature of science and inquiry;

(3) The ability to make connections that:

- a. Establish relationships among all sciences and reflect the role of science systems in science literacy;
- b. Relate the sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues; and
- c. Integrate knowledge from the history and philosophy of science into science instruction;

(4) Knowledge of field and laboratory safety and emergency procedures, including legal and ethical responsibilities of science teachers for:

- a. The welfare of their students and care for living organisms as appropriate to the area of study; and

b. The proper maintenance, storage and disposal of laboratory materials or chemicals using the Globally Harmonized System for Hazard Communication of 2007 available as specified in Appendix II;

(6) Knowledge and skills to integrate technological tools for learning, analysis and reporting, including, but not limited to:

- a. Skills to plan, design, deliver, and incorporate active learning and collaboration;
- b. Collect and analyze data using information technology; and
- c. Communicate information effectively;

(7) Knowledge and skills of computing and computational thinking as it relates to science, including, but not limited to:

- a. Visualizations of scientific concepts; and
- b. Modeling and simulating engineering design to communicate science understanding; and

(8) Ability to practice good digital citizenship and model safe, ethical, and legal practice with digital tools and resources; ~~and~~

(e) The candidate shall demonstrate knowledge of the organizations, agencies, and journals that contribute to the professional growth of the science teacher.

Readopt with amendment Ed 612.23, effective 10-16-09 (Doc # 9566), to read as follows:

Ed 612.23 Science Program; General Requirements.

(a) In addition to meeting the program requirements under Ed 612.22 for science for grades 5-8, Ed 612.24 for Earth and space science for grades 7-12, Ed 612.25 for life sciences for grades 7-12, Ed 612.26 for chemistry for grades 7-12, Ed 612.27 for physics for grades 7-12, or Ed 612.34 for physical science grades 7-12, a program for science general requirements shall provide the candidate with the skills, competencies, and knowledge through a combination of academic and supervised practical experiences as outlined in Ed 507.29(c-e).

Appendix I

RULE	STATUTE
Ed 507.29	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.23	RSA 186:8, IV; RSA 186:11, X(c)

Appendix II

Rule	Title	Obtain At
Ed 507.29(e)(4)b	The Globally Harmonized System for Hazard Communication of 2007	http://www.unece.org/trans/danger/publi/ghs/ghs_rev02/02files_e.html

Readopt with amendment Ed 507.30, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.30 Earth **and** Space Science Teacher For Grades 7-12. ~~The following requirements shall apply to the certification of an Earth space science teacher for grades 7-12:~~

(a) To be certified as an earth **and** space science teacher for grades 7-12, the candidate shall:

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

~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;~~
and

~~(3) Qualify for certification under one of the alternatives in Ed 505.01—Ed 505.05; and~~

~~(4) Meet the requirements of (b) below.~~

(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 earth and space science 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.

~~(b) A candidate for certification as an Earth and space science teacher for grades 7-12 shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised practical experiences, in the following areas:~~

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of:

~~1. Land, atmosphere, and ocean systems, including gradual and catastrophic changes on Earth~~ ***Structure of earth systems, such as the geosphere, atmosphere, hydrosphere, and biosphere, including the properties, measurements, and classification of their constituent materials and structures;***

~~2. Properties, measurements, and classification of Earth materials~~ ***Changes in earth systems to include the geosphere, atmosphere, hydrosphere, and biosphere, including the gradual and catastrophic changes that occur in those systems at different spatial and temporal ranges, such as tectonic activity, weather and climate, population dynamics, and the evolution of life;***

~~3. Changes in the earth including land formation, erosion, evolution, and distribution of living things~~ ***Relationships between earth systems to include the geosphere, atmosphere, hydrosphere, and biosphere, including, but not limited to the flow of energy and matter between and among those systems;***

~~4. Geochemical cycles, including biotic and abiotic systems~~ ***The origin, evolution, properties, and behavior of planetary and geologic structures, including the use of relative and absolute dating techniques to derive systems of chronological dating such as the geologic time scale;***

- ~~5. Energy flow and transformation in Earth systems and Earth as a system~~***The origin, evolution, properties and behavior of the universe, including energy, matter, and astronomical objects;***
 - ~~6. Hydrological features of Earth, including distribution and use of water~~***Fundamentals of investigating and interrelating the fields of study within earth space sciences, including geology, oceanography, meteorology, and astronomy;***
 - ~~7. Atmosphere, weather, and climate~~***The impact of human activity on earth systems, including the geosphere, atmosphere, hydrosphere, and biosphere;***
 - ~~8. Origin, evolution, and planetary behaviors of Earth~~***The application of earth space sciences relating to societal issues such as environmental quality, personal and community health and welfare, and business and industry; and***
 - ~~9. Origin, evolution, properties, and behaviors of the universe, including energy and matter and structures and functions~~***The application of earth space sciences relating to the sources, limits, and management of renewable and nonrenewable natural resources;***
 - ~~10. Fundamentals of investigating and interrelating Earth space sciences as systems including geology, oceanography, meteorology and astronomy;~~
 - ~~11. Sources and limits of natural resources;~~
 - ~~12. Applications of Earth space sciences relating to environmental quality and to personal and community health and welfare;~~
 - ~~13. Applications of Earth space sciences relating to society, business, industry, and health fields; and~~
 - ~~14. Dating of Earth and other objects in the universe;~~
- b. Apply knowledge of Earth space sciences through ~~full and partial inquiries~~***inquiry***, field experiences, laboratory investigations, and the use of scientific models ***and scientific research***;
- c. ~~Design and conduct scientific research in Earth space sciences;~~
- d. ~~Understand and be able to A~~apply mathematical ***concepts and techniques including, but not limited to data analysis*** and ~~statistical concepts~~***modeling as they relate to earth and space systems***, at least through the level of college calculus and statistics ***as they relate to earth and space***;
- e. ~~Explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, earth space science, incorporating the fundamental concepts of chemistry, physics, and life sciences, including basic concepts and laboratory techniques; and~~
- f. ~~Examine concepts in Earth space sciences, including evolution, ecology, population dynamics, and flow of energy and matter through Earth systems; and~~

~~g. Explain *the* historical development and perspective in *of* Earth *and* space sciences, including contributions of significant figures and underrepresented groups, and the evolution of theories in Earth *and* space sciences; and.~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

~~b. Design activities and investigations which teach literacy through integrating:~~

~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~

~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~

~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~c. Demonstrate connections among all sciences and understand the role of Earth space science systems in science literacy;~~

~~d. Relate Earth space sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~e. Model and teach safe laboratory and field practices, including:~~

~~1. Personal safety;~~

~~2. Equipment storage and upkeep;~~

~~3. Safe and ethical handling of animals and other organisms; and~~

~~4. Chemistry and waste inventory, handling, and disposal;~~

~~f. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

~~1. Systems and energy;~~

~~2. Models and scale;~~

~~3. Patterns of change, including constancy or stability;~~

~~4. Form and function;~~

~~5. Evolution; and~~

~~6. Nature of science and inquiry;~~

~~g. Integrate knowledge from the history and philosophy of science into Earth space sciences instruction;~~

- ~~h. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~
- ~~i. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of Earth space sciences, including the recommendations of national curriculum projects and scientific groups; and~~
- ~~j. Organize, present, and evaluate Earth space sciences ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Readopt with amendment Ed 612.24, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.24 Earth and Space Science For Grades 7-12.

~~(a) In addition to meeting the program requirements under A teacher preparation program in chemistry for grades 7-12 shall meet the science program general requirements of Ed 612.23, the earth and space science program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.30(c).~~

~~(b) In compliance with RSA 193 C:3, IV(f) and consistent with RSA 193 C:3, III, the teacher preparation program in Earth space science for grades 7-12 shall require candidate competency in the teaching of Earth space science, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~——(c) The Earth space science program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:~~

~~(1) In the area of fundamental content knowledge, the candidate shall have the ability to:~~

~~a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of:~~

- ~~1. Land, atmosphere, and ocean systems, including gradual and catastrophic changes on Earth;~~
- ~~2. Properties, measurements, and classification of Earth materials;~~
- ~~3. Changes in the earth including land formation, erosion, evolution, and distribution of living things;~~
- ~~4. Geochemical cycles, including biotic and abiotic systems;~~
- ~~5. Energy flow and transformation in Earth systems and Earth as a system;~~
- ~~6. Hydrological features of Earth, including distribution and use of water;~~
- ~~7. Atmosphere, weather, and climate;~~
- ~~8. Origin, evolution, and planetary behaviors of Earth;~~

- ~~9. Origin, evolution, properties, and behaviors of the universe, including energy and matter and structures and functions;~~
 - ~~10. Fundamentals of investigating and interrelating Earth space science as a system including geology, oceanography, meteorology and astronomy;~~
 - ~~11. Sources and limits of natural resources;~~
 - ~~12. Applications of Earth space science relating to environmental quality and to personal and community health and welfare;~~
 - ~~13. Applications of Earth space science relating to society, business, industry, and health fields; and~~
 - ~~14. Dating of Earth and other objects in the universe;~~
- ~~b. Apply knowledge of Earth space science through full and partial inquiries, field experiences, laboratory investigations, and the use of scientific models;~~
- ~~c. Design and conduct scientific research in Earth space science;~~
- ~~d. Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;~~
- ~~e. Explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, including basic concepts and laboratory techniques;~~
- ~~f. Examine concepts in Earth space science, including evolution, ecology, population dynamics, and flow of energy and matter through Earth systems; and~~
- ~~g. Explain historical development and perspective in Earth space science, including contributions of significant figures and underrepresented groups, and the evolution of theories in Earth space science; and~~
- ~~(2) In the area of instructional performance, the candidate shall have the ability to:~~
- ~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~
 - ~~b. Design activities and investigations which teach literacy through integrating:~~
 - ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~
 - ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~
 - ~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~e. Demonstrate connections among all sciences and understand the role of Earth space science systems in science literacy;~~

~~d. Relate Earth space science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~e. Model and teach safe laboratory and field practices, including:~~

- ~~1. Personal safety;~~
- ~~2. Equipment storage and upkeep;~~
- ~~3. Safe and ethical handling of animals and other organisms; and~~
- ~~4. Chemistry and waste inventory, handling, and disposal;~~

~~f. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

- ~~1. Systems and energy;~~
- ~~2. Models and scale;~~
- ~~3. Patterns of change, including constancy or stability;~~
- ~~4. Form and function;~~
- ~~5. Evolution; and~~
- ~~6. Nature of science and inquiry;~~

~~g. Integrate knowledge from the history and philosophy of science into Earth space science instruction;~~

~~h. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~i. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of Earth space science, including the recommendations of national curriculum projects and scientific groups; and~~

~~j. Organize, present, and evaluate Earth space science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Appendix I

RULE	STATUTE
Ed 507.30	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.24	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.30, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.30 Earth and Space Science Teacher For Grades 7-12.

(a) To be certified as an earth and space science teacher for grades 7-12, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29; and
- (2) Meet the requirements of (b) below.

(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 earth and space science 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 earth and space science teacher for grades 7-12 shall have skills, competencies, and knowledge-in the following areas:

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of:

1. Structure of earth systems, such as the geosphere, atmosphere, hydrosphere, and biosphere, including the properties, measurements, and classification of their constituent materials and structures;
2. Changes in earth systems to include the geosphere, atmosphere, hydrosphere, and biosphere, including the gradual and catastrophic changes that occur in those systems at different spatial and temporal ranges, such as tectonic activity, weather and climate, population dynamics, and the evolution of life;
3. Relationships between earth systems to include the geosphere, atmosphere, hydrosphere, and biosphere, including, but not limited to the flow of energy and matter between and among those systems;
4. The origin, evolution, properties, and behavior of planetary and geologic structures, including the use of relative and absolute dating techniques to derive systems of chronological dating such as the geologic time scale;
5. The origin, evolution, properties and behavior of the universe, including energy, matter, and astronomical objects;
6. Fundamentals of investigating and interrelating the fields of study within earth space sciences, including geology, oceanography, meteorology, and astronomy;
7. The impact of human activity on earth systems, including the geosphere, atmosphere, hydrosphere, and biosphere;
8. The application of earth space sciences relating to societal issues such as environmental quality, personal and community health and welfare, and business and industry; and

9. The application of earth space sciences relating to the sources, limits, and management of renewable and nonrenewable natural resources;
- b. Apply knowledge of Earth space sciences through inquiry, field experiences, laboratory investigations, and the use of scientific models and scientific research;
- c. Understand and be able to apply mathematical concepts and techniques including, but not limited to data analysis and modeling as they relate to earth and space systems, at least through the level of college statistics;

Readopt with amendment Ed 612.24, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.24 Earth and Space Science For Grades 7-12.

(a) In addition to meeting the program requirements under Ed 612.23, the earth and space science program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.30(c).

Appendix I

RULE	STATUTE
Ed 507.30	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.24	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.31, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.31 Life Sciences Teacher For Grades 7-12. ~~The following requirements shall apply to the certification of a life sciences teacher for grades 7-12:~~

(a) To be certified as a life sciences teacher for grades 7-12, the candidate shall:

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

~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;~~
~~and~~

~~(3) Qualify for certification under one of the alternatives in Ed 505.01—Ed 505.05; and~~

(42) Meet the requirements of (bc) below.

(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 life science 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.

(bc) A candidate for certification as a life sciences teacher for grades 7-12 shall have the following skills, competencies, and knowledge, ~~gained through a combination of academic and supervised practical experiences,~~ in the following areas:

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. ~~Comprehend, apply, evaluate, analyze, and synthesize knowledge of~~*Explain concepts, solve problems, use models, and perform both field and laboratory experiences in the following fundamental areas of life science:*

1. ~~Life processes in living systems, including organization of matter and energy~~*Structure and functions, from molecules to organisms, as follows;*

(i) Evidence for structure of DNA determining structure of proteins;

(ii) Hierarchical organization of interacting systems; and

(iii) Feedback mechanisms that ensure homeostasis, including, but not limited to human systems;

2. ~~Similarities and differences among animals, plants, fungi, microorganisms, and viruses~~*Inheritance and variation of traits as follows;*

(i) Role of mitosis to maintain complex organisms;

(ii) Role of DNA and chromosomes in coding instructions that are passed through generations;

(iii) *New genetic combinations are a result of meiosis and ~~or~~ mutations; and*

(iv) *Statistics and probability to explain the variation and distribution of expressed traits;*

3. ~~Principles and practices of biological classification;~~ *Matter and energy in organisms and ecosystems as follows:*

(i) *Role of photosynthesis, respiration, and ~~or~~ fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere;*

(ii) *Carbon based molecules form the basis for life;*

(iii) *Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions; and*

(iv) *Cycling of matter and flow of energy among organisms and ecosystems;*

4. ~~Theory and principles of biological evolution;~~ *Interdependent relationships in ecosystems; and*

5. ~~Ecological systems, including population dynamics, environmental quality, and personal and community health~~ *Natural selection and evolution;*

6. ~~General concepts of genetics and heredity;~~

7. ~~Cells and multicellular systems;~~

8. ~~Human anatomy and physiology, including development;~~

9. ~~Regulation of biological systems, including homeostatic mechanisms; and~~

10. ~~Applications of biology and biotechnology in society, business, industry, and health fields;~~

b. ~~Apply knowledge of interrelationship of living organisms with their biotic and physical environment through full and partial inquiries, field experiences, laboratory investigations, and use of scientific models~~ *Understand and be able to Apply mathematical concepts and techniques including, but not limited to modeling, statistical concepts, and variable analysis as they apply to life science, at least through the level of college statistics and manipulation of variables as they apply to life science.;*

e. ~~Design and conduct scientific research in life sciences~~ *Explain and solve problems in life science, incorporating the fundamental concepts of chemistry, physics, and earth space science, including basic concepts and laboratory techniques.;*

d. ~~Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;~~

~~e. Explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, including basic concepts and laboratory techniques;~~

~~f. Examine concepts in Earth space sciences, including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes on Earth; and~~

~~g. Explain historical development and perspectives in life sciences, including contributions of significant figures and underrepresented groups, and the evolution of theories in life sciences; and~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

~~b. Design activities and investigations which teach literacy through integrating:~~

~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~

~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~

~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~c. Demonstrate connections among all sciences and understand the role of life sciences in science literacy;~~

~~d. Relate life sciences to natural and technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~e. Model and teach safe laboratory and field practices, including:~~

~~1. Personal safety;~~

~~2. Equipment use, storage, and upkeep;~~

~~3. Safe and ethical handling of animals and other organisms; and~~

~~4. Chemical and waste inventory, handling, and disposal;~~

~~f. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

~~1. Systems and energy;~~

~~2. Models and scale;~~

~~3. Patterns of change, including constancy or stability;~~

~~4. Form and function;~~

~~5. Evolution; and~~

~~6. Nature of science and inquiry;~~

~~g. Integrate knowledge from the history and philosophy of science into life sciences instruction;~~

~~h. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~i. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of life sciences, including the recommendations of national curriculum projects and scientific groups; and~~

~~j. Organize, present, and evaluate life sciences ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Readopt with amendment Ed 612.25, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.25 Life Sciences For Grades 7-12.

(a) *In addition to meeting the program requirements under A teacher preparation program in life sciences for grades 7-12 shall meet the science program general requirements of Ed 612.23, the life science program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.31(c).*

~~(b) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in life sciences for grades 7-12 shall require candidate competency in the teaching of life sciences, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~—— (c) The life sciences program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:~~

~~(1) In the area of fundamental content knowledge, the candidate shall have the ability to:~~

~~a. Comprehend, apply, evaluate, analyze, and synthesize knowledge of:~~

~~1. Life processes in living systems, including organization of matter and energy;~~

~~2. Similarities and differences among animals, plants, fungi, microorganisms, and viruses;~~

- ~~3. Principles and practices of biological classification;~~
 - ~~4. Theory and principles of biological evolution;~~
 - ~~5. Ecological systems, including population dynamics, environmental quality, and personal and community health;~~
 - ~~6. General concepts of genetics and heredity;~~
 - ~~7. Cells and multicellular systems;~~
 - ~~8. Human anatomy and physiology, including development;~~
 - ~~9. Regulation of biological systems, including homeostatic mechanisms; and~~
 - ~~10. Applications of biology and biotechnology in society, business, industry, and health fields;~~
- ~~b. Apply knowledge of interrelationship of living organisms with their biotic and physical environment through full and partial inquiries, field experiences, laboratory investigations, and use of scientific models;~~
- ~~c. Design and conduct scientific research in life sciences;~~
- ~~d. Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;~~
- ~~e. Explain and solve problems in the fundamentals of chemistry and physics equivalent to those taught in introductory college chemistry and college physics courses, including basic concepts and laboratory techniques;~~
- ~~f. Examine concepts in Earth space science, including energy and geochemical cycles, climate, oceans, weather, natural resources, and changes on Earth; and~~
- ~~g. Explain historical development and perspectives in life sciences, including contributions of significant figures and underrepresented groups, and the evolution of theories in life sciences; and~~
- ~~(2) In the area of instructional performance, the candidate shall have the ability to:~~
- ~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet the needs of diverse learners;~~
 - ~~b. Design and teach literacy through integrating:~~
 - ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of life sciences content;~~
 - ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~

- ~~3. Appropriate numeracy skills and concepts into a science lesson;~~
- ~~e. Demonstrate connections among all sciences and understand the role of life sciences in science literacy;~~
- ~~d. Relate life sciences to natural and technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~
- ~~e. Model and teach safe laboratory and field practices, including:~~
 - ~~1. Personal safety;~~
 - ~~2. Equipment use, storage, and upkeep;~~
 - ~~3. Safe and ethical handling of animals and other organisms; and~~
 - ~~4. Chemical and waste inventory, handling, and disposal;~~
- ~~f. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~
 - ~~1. Systems and energy;~~
 - ~~2. Models and scale;~~
 - ~~3. Patterns of change, including constancy or stability;~~
 - ~~4. Form and function;~~
 - ~~5. Evolution; and~~
 - ~~6. Nature of science and inquiry;~~
- ~~g. Integrate knowledge from the history and philosophy of science into life sciences instruction;~~
- ~~h. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~
- ~~i. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of life sciences, including the recommendations of national curriculum projects and scientific groups; and~~
- ~~j. Organize, present, and evaluate life sciences ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Appendix I

RULE	STATUTE
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Ed 507.31	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.25	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.31, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.31 Life Sciences Teacher For Grades 7-12.

(a) To be certified as a life sciences teacher for grades 7-12, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29; and
- (2) Meet the requirements of (b) below.

(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 life science 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 life sciences teacher for grades 7-12 shall have skills, competencies, and knowledge in the following areas:

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. Explain concepts, solve problems, use models, and perform both field and laboratory experiences in the following fundamental areas of life science:

1. Structure and functions, from molecules to organisms, as follows:

- (i) Evidence for structure of DNA determining structure of proteins;
- (ii) Hierarchical organization of interacting systems; and
- (iii) Feedback mechanisms that ensure homeostasis, including, but not limited to human systems;

2. Inheritance and variation of traits as follows:

- (i) Role of mitosis to maintain complex organisms;
- (ii) Role of DNA and chromosomes in coding instructions that are passed through generations;
- (iii) New genetic combinations are a result of meiosis and/or mutations; and
- (iv) Statistics and probability to explain the variation and distribution of expressed traits;

3. Matter and energy in organisms and ecosystems as follows:

- (i) Role of photosynthesis, respiration, and ~~or~~ fermentation in the needs of organisms as well as in the cycling of carbon in the biosphere, atmosphere, hydrosphere and geosphere;

- (ii) Carbon based molecules form the basis for life;
- (iii) Explain the cycling of matter and flow of energy in aerobic and anaerobic conditions; and
- (iv) Cycling of matter and flow of energy among organisms and ecosystems;
- 4. Interdependent relationships in ecosystems; and
- 5. Natural selection and evolution; and
- b. Understand and be able to apply mathematical concepts and techniques including, but not limited to modeling and variable analysis as they apply to life science, at least through the level of college statistics.

Readopt with amendment Ed 612.25, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.25 Life Sciences For Grades 7-12.

(a) In addition to meeting the program requirements under Ed 612.23, the life science program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.31(c).

Appendix I

RULE	STATUTE
Ed 507.31	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.25	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.32, effective 10-16-09 (Doc #9566), to read as follows:

Ed 507.32 Chemistry Teacher For Grades 7-12. ~~The following requirements shall apply to the certification of a chemistry teacher for grades 7-12:~~

(a) To be certified as a chemistry teacher for grades 7-12, the candidate shall:

- ~~(1) Have at least a bachelor's degree;~~
- ~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;~~
- ~~(3) Qualify for certification under one of the alternatives in Ed 505.01—Ed 505.05~~**Meet the qualifications for certification as a physical science teacher as provided in Ed 507.51;** and
- (43) Meet the requirements of (bc) below.

(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 these candidates for certification as educators in chemistry by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs, and artifacts of professional practice.

~~(bc) A candidate for certification as a chemistry teacher for grades 7-12 shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised practical experiences, in the following areas:~~

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. ~~Comprehend, apply, evaluate, analyze, and synthesize physical science core knowledge of:~~ **Explain concepts, solve problems, and perform laboratory techniques that explore and develop an understanding and application of the following fundamental areas of chemistry:**

~~1. Properties of matter, including mass, solubility, and density~~**Structure and properties of matter, including, but not limited to:**

- (i) **Bonding and intermolecular forces;**
- (ii) **Relationship between molecular structure and the function of designed materials;**
- (iii) **Chemical engineering;**
- (iv) **Coordination complexes;**
- (v) **Molecular Orbital Theory;**
- (vi) **Organic chemistry and functional groups in biochemistry, biological compounds, and natural products; and**
- (vii) **Gas Laws;**

~~2. Factors affecting the position, motion, and behavior of objects~~***Chemical reactions and energy, including, but not limited to;***

- (i) Reaction thermodynamics including exothermic & endothermic reactions, entropy, and Gibbs free energy;***
- (ii) Product prediction in chemical Reactions, based on patterns of chemical properties;***
- (iii) Complex reaction dynamics, including kinetics and equilibrium;***
- (iv) Mathematics of reactions, including mole concept, stoichiometry, and Laws of Composition and Conservation, and aqueous equilibria from Acid/Base systems to solubility;***
- (v) Application of electrochemistry and REDOX reactions;***
- (vi) Energy in chemical processes;***
- (vii) Wave-Particle duality of nature, including the relationship between frequency, wavelength, and speed; and***
- (viii) Changes in matter due to the absorption of electromagnetic radiation;***

~~3. Conservation of matter and energy, including energy transfer and flow in physical and chemical systems~~***Nuclear and environmental processes, including, but not limited to;***

- (i) Environmental and atmospheric chemistry, including ground water pollution, plastics, and disposal of fuels; and***
- (ii) Applications of chemistry in community health and environmental quality;***

~~4. Types of energy, energy sources, and simple transformations of energy~~***Engineering design processes, including, but not limited to;***

- (i) Analyze a major global challenge to specify qualitative and quantitative criteria and constraints to solutions;***
- (ii) Design a solution to a complex real-world problem accounting for constraints, cost, safety, reliability, and social, cultural, and environmental impacts;***
- (iii) Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.***

~~5. Classification of matter, elements, compounds, and energy;~~

- ~~6. Potential and kinetic energies and concepts of work, including simple machines;~~
- ~~7. Properties and applications of sound, light, magnetism, and electricity;~~
- ~~8. Variations in the physical and chemical states of matter;~~
- ~~9. Changes among states of matter;~~
- ~~10. Combinations of matter to form solutions, mixtures, and compounds with different properties;~~
- ~~11. States of matter and bonding in relation to molecular behavior and energy;~~
- ~~12. The chemical nature of the earth and its living organisms;~~
- ~~13. The nature of radioactive substances; and~~
- ~~14. Chemical, electrical, and radiation hazards;~~

~~b. Comprehend, apply, evaluate, analyze, and synthesize specific chemistry knowledge of:~~

- ~~1. Fundamental structures of atoms, molecules, and compounds including basic principles of ionic, covalent, and metallic bonding;~~
- ~~2. Physical and chemical properties and classification of elements, including periodicity;~~
- ~~3. Chemical kinetics and thermodynamics;~~
- ~~4. Mole concept, stoichiometry, and laws of composition;~~
- ~~5. Acids and bases, oxidation-reduction chemistry, electrochemistry, and solution chemistry;~~
- ~~6. Chemical reactivity and molecular structure, including electronic and steric effects;~~
- ~~7. Fundamental biochemistry, including major biological compounds and natural products;~~
- ~~8. Functional and polyfunctional group chemistry;~~
- ~~9. Issues related to environmental and atmospheric chemistry, including groundwater pollution, disposal of plastics, and development of alternative fuels;~~
- ~~10. Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;~~
- ~~11. Superconductors and principles of metallurgy;~~
- ~~12. Lewis adducts and coordination compounds;~~
- ~~13. Solvent system concepts including non-aqueous solvents;~~

~~14. Organic synthesis and organic reaction mechanisms, including energy flow through chemical systems; and~~

~~15. Applications of chemistry in personal and community health and environmental quality;~~

~~eb. Apply knowledge of chemistry and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models; and~~

~~d. Design and conduct scientific research in chemistry;~~

~~ec. Understand and be able to Aapply mathematical and statistical concepts and techniques including, but not limited to modeling and variable analysis at least through the level of college calculus and statistics;.~~

~~fd. Explain and solve problems in **chemistry, incorporating** the fundamentals **concepts** of **biology, physics,** life sciences and **Eearth and** space sciences equivalent to those taught in introductory college courses, including basic concepts and laboratory techniques; and~~

~~g. Explain historical development and perspectives in chemistry, including contributions of significant figures and underrepresented groups, and the evolution of theories in physical sciences; and~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

~~b. Design activities and investigations which teach literacy through integrating:~~

~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~

~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~

~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

~~c. Relate physical sciences and chemistry to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~d. Model and teach safe laboratory and field practices, including:~~

~~1. Personal safety;~~

~~2. Proper and safe use of specific chemistry equipment, including fume hoods, demonstration shields, and other specific laboratory equipment;~~

~~3. Equipment storage and upkeep; and~~

~~4. Chemistry and waste inventory, handling, and disposal;~~

~~e. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

~~1. Systems and energy;~~

~~2. Models and scale;~~

~~3. Patterns of change, including constancy or stability;~~

~~4. Form and function;~~

~~5. Evolution; and~~

~~6. Nature of science and inquiry;~~

~~f. Integrate knowledge from the history and philosophy of science into physical science and chemistry instruction;~~

~~g. Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~h. Select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of physical sciences and chemistry, including the recommendations of national curriculum projects and scientific groups; and~~

~~i. Organize, present, and evaluate physical science and chemistry ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Readopt with amendment Ed 612.26, effective 10-16-09 (Doc #9566), to read as follows:

Ed 612.26 Chemistry For Grades 7-12.

(a) *In addition to meeting the program requirements under A teacher preparation program in chemistry for grades 7-12 shall meet the science program general requirements of Ed 612.23, the chemistry program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.32(c).*

~~—(b) In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in chemistry for grades 7-12 shall require candidate competency in the teaching of chemistry, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~(c) The chemistry program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:~~

~~(1) In the area of fundamental content knowledge, the candidate shall have the ability to:~~

~~a. Comprehend, apply, evaluate, analyze, and synthesize physical science core knowledge of:~~

- ~~1. Properties of matter, including mass, solubility, and density;~~
- ~~2. Factors affecting the position, motion, and behavior of objects;~~
- ~~3. Conservation of matter and energy, including energy transfer and flow in physical and chemical systems;~~
- ~~4. Types of energy, energy sources, and simple transformations of energy;~~
- ~~5. Classification of matter, elements, compounds, and energy;~~
- ~~6. Potential and kinetic energies and concepts of work, including simple machines;~~
- ~~7. Properties and applications of sound, light, magnetism, and electricity;~~
- ~~8. Variations in the physical and chemical states of matter;~~
- ~~9. Changes among states of matter;~~
- ~~10. Combinations of matter to form solutions, mixtures, and compounds with different properties;~~
- ~~11. States of matter and bonding in relation to molecular behavior and energy;~~
- ~~12. The chemical nature of the earth and its living organisms;~~
- ~~13. The nature of radioactive substances; and~~
- ~~14. Chemical, electrical, and radiation hazards;~~

~~b. Comprehend, apply, evaluate, analyze, and synthesize specific chemistry knowledge of:~~

- ~~1. Fundamental structures of atoms, molecules, and compounds including basic principles of ionic, covalent, and metallic bonding;~~
- ~~2. Physical and chemical properties and classification of elements, including periodicity;~~
- ~~3. Chemical kinetics and thermodynamics;~~
- ~~4. Mole concept, stoichiometry, and laws of composition;~~
- ~~5. Acids and bases, oxidation-reduction chemistry, electrochemistry, and solution chemistry;~~

- ~~6. Chemical reactivity and molecular structure, including electronic and steric effects;~~
 - ~~7. Fundamental biochemistry, including major biological compounds and natural products;~~
 - ~~8. Functional and polyfunctional group chemistry;~~
 - ~~9. Issues related to environmental and atmospheric chemistry, including groundwater pollution, disposal of plastics, and development of alternative fuels;~~
 - ~~10. Molecular orbital theory, aromaticity, metallic and ionic structures, and correlation to properties of matter;~~
 - ~~11. Superconductors and principles of metallurgy;~~
 - ~~12. Lewis adducts and coordination compounds;~~
 - ~~13. Solvent system concepts including non aqueous solvents;~~
 - ~~14. Organic synthesis and organic reaction mechanisms, including energy flow through chemical systems; and~~
 - ~~15. Applications of chemistry in personal and community health and environmental quality;~~
- ~~c. Apply knowledge of chemistry and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models;~~
- ~~d. Design and conduct scientific research in chemistry;~~
- ~~e. Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;~~
- ~~f. Explain and solve problems in the fundamentals of life sciences and Earth space sciences equivalent to those taught in introductory college courses, including basic concepts and laboratory techniques; and~~
- ~~g. Explain historical development and perspectives in chemistry, including contributions of significant figures and underrepresented groups, and the evolution of theories in physical sciences; and~~
- ~~(2) In the area of instructional performance, the candidate shall have the ability to:~~
- ~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~
 - ~~b. Design activities and investigations which teach literacy through integrating:~~

- ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~
 - ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~
 - ~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~
- ~~e. Relate physical sciences and chemistry to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~
- ~~d. Model and teach safe laboratory and field practices, including:~~
- ~~1. Personal safety;~~
 - ~~2. Proper and safe use of specific chemistry equipment, including fume hoods, demonstration shields, and other specific laboratory equipment;~~
 - ~~3. Equipment storage and upkeep; and~~
 - ~~4. Chemistry and waste inventory, handling, and disposal;~~
- ~~e. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~
- ~~1. Systems and energy;~~
 - ~~2. Models and scale;~~
 - ~~3. Patterns of change, including constancy or stability;~~
 - ~~4. Form and function;~~
 - ~~5. Evolution; and~~
 - ~~6. Nature of science and inquiry;~~
- ~~f. Integrate knowledge from the history and philosophy of science into physical science and chemistry instruction;~~
- ~~g. Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~
- ~~h. Select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of physical sciences and chemistry, including the recommendations of national curriculum projects and scientific groups; and~~
- ~~i. Organize, present, and evaluate physical science and chemistry ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Appendix I

RULE	STATUTE
Ed 507.32	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.26	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.32, effective 10-16-09 (Doc #9566), to read as follows:

Ed 507.32 Chemistry Teacher For Grades 7-12.

(a) To be certified as a chemistry teacher for grades 7-12, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;
- (2) Meet the qualifications for certification as a physical science teacher as provided in Ed 507.51; and
- (3) Meet the requirements of (c) below.

(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 these candidates for certification as educators in chemistry by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs, and artifacts of professional practice.

(c) A candidate for certification as a chemistry teacher for grades 7-12 shall have skills, competencies, and knowledge in the following areas:

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. Explain concepts, solve problems, and perform laboratory techniques that explore and develop an understanding and application of the following fundamental areas of chemistry:

1. Structure and properties of matter, including, but not limited to:

- (i) Bonding and intermolecular forces;
- (ii) Relationship between molecular structure and the function of designed materials;
- (iii) Chemical engineering;
- (iv) Coordination complexes;
- (v) Molecular Orbital Theory;
- (vi) Organic chemistry and functional groups in biochemistry, biological compounds, and natural products; and
- (vii) Gas Laws;

2. Chemical reactions and energy, including, but not limited to:

- (i) Reaction thermodynamics including exothermic & endothermic reactions, entropy, and Gibbs free energy;

- (ii) Product prediction in chemical Reactions, based on patterns of chemical properties;
 - (iii) Complex reaction dynamics, including kinetics and equilibrium;
 - (iv) Mathematics of reactions, including mole concept, stoichiometry, and Laws of Composition and Conservation, and aqueous equilibria from Acid/Base systems to solubility;
 - (v) Application of electrochemistry and REDOX reactions;
 - (vi) Energy in chemical processes;
 - (vii) Wave-Particle duality of nature, including the relationship between frequency, wavelength, and speed; and
 - (viii) Changes in matter due to the absorption of electromagnetic radiation;
3. Nuclear and environmental processes, including, but not limited to:
- (i) Environmental and atmospheric chemistry, including ground water pollution, plastics, and disposal of fuels; and
 - (ii) Applications of chemistry in community health and environmental quality;
4. Engineering design processes, including, but not limited to:
- (i) Analyze a major global challenge to specify qualitative and quantitative criteria and constraints to solutions;
 - (ii) Design a solution to a complex real-world problem accounting for constraints, cost, safety, reliability, and social, cultural, and environmental impacts;
 - (iii) Use a computer simulation to model the impact of proposed solutions to a complex real-world problem.
- b. Apply knowledge of chemistry and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models; and
- c. Understand and be able to apply mathematical concepts and techniques including, but not limited to modeling and variable analysis at least through the level of college calculus and statistics.

Readopt with amendment Ed 612.26, effective 10-16-09 (Doc #9566), to read as follows:

Ed 612.26 Chemistry For Grades 7-12.

(a) In addition to meeting the program requirements under Ed 612.23, the chemistry program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.32(c).

Appendix I

RULE	STATUTE
Ed 507.32	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.26	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.33, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.33 Physics Teacher For Grades 7-12. ~~The following requirements shall apply to the certification of a physics teacher for grades 7-12:~~

(a) To be certified as a physics teacher for grades 7-12, the candidate shall:

- ~~(1) Have at least a bachelor's degree;~~
- ~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;~~
- ~~(3) Qualify for certification under one of the alternatives in Ed 505.01—Ed 505.05~~**Meet the qualifications for certification as a physical science teacher as provided in Ed 507.51;** and
- (43) Meet the requirements of (bc) below.

(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 physics 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.

~~(bc) A candidate for certification as a physics teacher for grades 7-12 shall have the following skills, competencies and knowledge, gained through a combination of academic and supervised practical experiences, in the following areas:~~

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

~~a. Comprehend, apply, evaluate, analyze, and synthesize physical science core knowledge of:~~

- ~~1. Properties of matter, including mass, solubility, and density;~~
- ~~2. Factors affecting the position, motion, and behavior of objects;~~
- ~~3. Conservation of matter and energy, including energy transfer and flow in physical and chemical systems;~~
- ~~4. Types of energy, energy sources, and simple transformations of energy;~~
- ~~5. Classification of matter, elements, compounds, and energy;~~
- ~~6. Potential and kinetic energies and concepts of work, including simple machines;~~
- ~~7. Properties and applications of sound, light, magnetism, and electricity;~~
- ~~8. Variations in the physical and chemical states of matter;~~
- ~~9. Changes among states of matter;~~
- ~~10. Combinations of matter to form solutions, mixtures, and compounds with different properties;~~

- ~~11. States of matter and bonding in relation to molecular behavior and energy;~~
- ~~12. Chemical nature of Earth and its living organisms;~~
- ~~13. Nature of radioactive substances; and~~
- ~~14. Chemical, electrical, and radiation hazards;~~

ba. Comprehend, apply, **quantify**, evaluate, analyze, and synthesize specific physics knowledge of:

1. Energy, **including kinetic, potential, heat, and rest**~~work, and power~~;
2. Newtonian principles and laws **as they apply to statics and dynamics**, including, **but not limited to, friction, inclines, circular motion, the rotation of rigid bodies, and fluid mechanics and knowledge of how these principles are used in** ~~motion, major forces, momentum, and engineering applications~~;
3. **Thermodynamics, including the ideal gas law, entropy, heat engines, and thermodynamic cycles, kinetic and ensemble theory**~~laws of thermodynamics and relationships between energy and matter, and conservation of energy, mass, momentum, and charge~~;
4. **Conservation laws and the relationships between conserved quantities, including the conservation of energy, mass, linear and angular momentum, and charge**;
45. **Classical Wave theory, of sound, the and electromagnetism, including the electromagnetic spectrum, optics, and light behavior, including wave-particle duality and models**;
56. Electricity, **electrostatics, electrodynamics**, and magnetism, including, **but not limited to, circuit theory and the propagation and generation** ~~the electric and magnetic phenomena of electric and magnetic fields, vector analysis, energy, potential, capacitance, and inductance~~;
67. Fundamental forces of gravity, electromagnetism, weak nuclear force, and strong nuclear force including, **but not limited to, unified field theories**~~the spectrum of known fundamental particles, the standard model, and its known shortcomings~~;
78. ~~Kinetic molecular motion and atomic models of nuclear and subatomic structures and behavior in~~ **Nuclear physics, including, but not limited to** ~~matter-energy duality, reactivity, radioactivity, nuclear reactors, fission, and fusion~~;
8. ~~Angular rotation and momentum, centripetal forces, and vector analysis~~;
9. Quantum mechanics, **including wave-particle duality** ~~space-time relationships~~, and special relativity, **including Lorentz transformations, time dilations, length contraction, and conversion of rest mass into energy**;
10. Applications of physics in environmental quality and to personal and community health, ~~including the following issues related to physics~~:

- ~~(i) Disposal of nuclear waste;~~
- ~~(ii) Light pollution; and~~
- ~~(iii) Shielding communication systems.~~

~~11. Historical development and cosmological perspectives in physics, including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and~~

~~12b. Applications of physics for design, engineering, and technology in society, business, industry, and health fields;~~

c. Apply knowledge of physics and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models; **and**

d. ~~Design and conduct scientific research in physics;~~

ed. Understand and be able to aApply mathematical ~~and statistical~~ concepts ***and techniques, including, but not limited to modeling and vector and variable analysis*** at least through the level of college calculus, ~~vector analysis, equations~~ and statistics; ***and***

f. ~~Explain and solve problems in the fundamentals of physics and physical science equivalent to those taught in introductory college courses, including basic concepts and laboratory techniques; and~~

g. ~~Explain historical development and perspectives in physics and physical science, including contributions of significant figures and underrepresented groups, and the evolution of theories in physical sciences; and~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

a. ~~Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~

b. ~~Design activities and investigations which teach literacy through integrating:~~

- ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~
- ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~
- ~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~

c. ~~Relate physics and physical sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

d. ~~Model and teach safe laboratory and field practices, including:~~

- ~~1. Personal safety;~~

- ~~2. Equipment storage and upkeep;~~
 - ~~3. Safe and ethical handling of animals and other organisms; and~~
 - ~~4. Chemistry and waste inventory, handling, and disposal;~~
- e. ~~Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~
- ~~1. Systems and energy;~~
 - ~~2. Models and scale;~~
 - ~~3. Patterns of change, including constancy or stability;~~
 - ~~4. Form and function;~~
 - ~~5. Evolution; and~~
 - ~~6. Nature of science and inquiry;~~
- f. ~~Integrate knowledge from the history and philosophy of science into physical science and physics instruction;~~
- g. ~~Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~
- h. ~~Select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of physics and physical science, including the recommendations of national curriculum projects and scientific groups; and~~
- i. ~~Organize, present, and evaluate physics and physical science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Readopt with amendment Ed 612.27, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.27 Physics For Grades 7-12.

(a) ***In addition to meeting the program requirements under*** ~~A teacher preparation program in physics for grades 7-12 shall meet the science program general requirements of Ed 612.23,~~ ***the physics program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.33(c).***

(b) ~~In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in physics for grades 7-12 shall require candidate competency in the teaching of physics, including techniques for enhancing student learning in this area and the use of assessment results to improve instruction.~~

~~(c) The physics program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience in the following areas:~~

~~(1) In the area of fundamental content knowledge, the candidate shall have the ability to:~~

~~a. Comprehend, apply, evaluate, analyze, and synthesize physical science core knowledge of:~~

- ~~1. Properties of matter, including mass, solubility, and density;~~
- ~~2. Factors affecting the position, motion, and behavior of objects;~~
- ~~3. Conservation of matter and energy, including energy transfer and flow in physical and chemical systems;~~
- ~~4. Types of energy, energy sources, and simple transformations of energy;~~
- ~~5. Classification of matter, elements, compounds, and energy;~~
- ~~6. Potential and kinetic energies and concepts of work, including simple machines;~~
- ~~7. Properties and applications of sound, light, magnetism, and electricity;~~
- ~~8. Variations in the physical and chemical states of matter;~~
- ~~9. Changes among states of matter;~~
- ~~10. Combinations of matter to form solutions, mixtures, and compounds with different properties;~~
- ~~11. States of matter and bonding in relation to molecular behavior and energy;~~
- ~~12. Chemical nature of Earth and its living organisms;~~
- ~~13. Nature of radioactive substances; and~~
- ~~14. Chemical, electrical, and radiation hazards;~~

~~b. Comprehend, apply, evaluate, analyze, and synthesize specific physics knowledge of:~~

- ~~1. Energy, work, and power;~~
- ~~2. Newtonian principles and laws including motion, major forces, momentum, and engineering applications;~~
- ~~3. The laws of thermodynamics and relationships between energy and matter, and conservation of energy, mass, momentum, and charge;~~
- ~~4. Wave theory, sound, the electromagnetic spectrum, optics, and light behavior, including wave-particle duality and models;~~

- ~~5. Electricity and magnetism, including the electric and magnetic phenomena of electric and magnetic fields, vector analysis, energy, potential, capacitance, and inductance;~~
 - ~~6. Fundamental forces of gravity, electromagnetism, weak nuclear force, and strong nuclear force including unified field theories;~~
 - ~~7. Kinetic molecular motion and atomic models of nuclear and subatomic structures and behavior in nuclear physics, including matter energy duality, reactivity, radioactivity, nuclear reactors, fission, and fusion;~~
 - ~~8. Angular rotation and momentum, centripetal forces, and vector analysis;~~
 - ~~9. Quantum mechanics, space-time relationships, and special relativity;~~
 - ~~10. Applications of physics in environmental quality and to personal and community health, including the following issues related to physics:~~
 - ~~(i) Disposal of nuclear waste;~~
 - ~~(ii) Light pollution; and~~
 - ~~(iii) Shielding communication systems.~~
 - ~~11. Historical development and cosmological perspectives in physics, including contributions of significant figures and underrepresented groups, and evolution of theories in physics; and~~
 - ~~12. Applications of physics for design, engineering, and technology in society, business, industry, and health fields;~~
- ~~e. Apply knowledge of physics and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models;~~
- ~~d. Design and conduct scientific research in physics;~~
- ~~e. Apply mathematical and statistical concepts, at least through the level of college calculus and statistics;~~
- ~~f. Explain and solve problems in the fundamentals of physics and physical science equivalent to those taught in introductory college courses, including basic concepts and laboratory techniques; and~~
- ~~g. Explain historical development and perspectives in physics and physical science, including contributions of significant figures and underrepresented groups, and the evolution of theories in physical sciences; and~~
- ~~(2) In the area of instructional performance, the candidate shall have the ability to:~~
- ~~a. Design and teach laboratory activities which incorporate scientific processes, promote scientific habits of mind, and meet needs of diverse learners;~~
 - ~~b. Design activities and investigations which teach literacy through integrating:~~

- ~~1. The knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of middle school science content;~~
 - ~~2. The use of scientific drawings, diagrams, bulleted lists, and graphing essential to science investigations and expression of ideas; and~~
 - ~~3. Appropriate quantitative literacy skills and concepts into a science lesson;~~
- ~~e. Relate physics and physical sciences to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~
- ~~d. Model and teach safe laboratory and field practices, including:~~
- ~~1. Personal safety;~~
 - ~~2. Equipment storage and upkeep;~~
 - ~~3. Safe and ethical handling of animals and other organisms; and~~
 - ~~4. Chemistry and waste inventory, handling, and disposal;~~
- ~~e. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~
- ~~1. Systems and energy;~~
 - ~~2. Models and scale;~~
 - ~~3. Patterns of change, including constancy or stability;~~
 - ~~4. Form and function;~~
 - ~~5. Evolution; and~~
 - ~~6. Nature of science and inquiry;~~
- ~~f. Integrate knowledge from the history and philosophy of science into physical science and physics instruction;~~
- ~~g. Design learning activities which foster questioning, open-ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~
- ~~h. Select, adapt, evaluate, and use age-appropriate strategies and materials for the learning of physics and physical science, including the recommendations of national curriculum projects and scientific groups; and~~
- ~~i. Organize, present, and evaluate physics and physical science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels and learning styles.~~

Appendix I

RULE	STATUTE
Ed 507.33	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.27	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.33, effective 10/16/09 (Doc #9566), to read as follows:

Ed 507.33 Physics Teacher For Grades 7-12.

(a) To be certified as a physics teacher for grades 7-12, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;
- (2) Meet the qualifications for certification as a physical science teacher as provided in Ed 507.51; and
- (3) Meet the requirements of (c) below.

(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 physics 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 physics teacher for grades 7-12 shall have skills, competencies and knowledge in the following areas:

(1) In the area of fundamental content knowledge, the candidate shall have the ability to:

a. Comprehend, apply, quantify, evaluate, analyze, and synthesize specific physics knowledge of:

1. Energy, including kinetic, potential, heat, and rest;
2. Newtonian principles and laws as they apply to statics and dynamics, including, but not limited to, friction, inclines, circular motion, the rotation of rigid bodies, and fluid mechanics and knowledge of how these principles are used in engineering applications;
3. Thermodynamics, including the ideal gas law, entropy, heat engines, and thermodynamic cycles, kinetic and ensemble theory;
4. Conservation laws and the relationships between conserved quantities, including the conservation of energy, mass, linear and angular momentum, and charge;
5. Classical wave theory of sound and electromagnetism, including the electromagnetic spectrum, optics, and light behavior;
6. Electricity, electrostatics, electrodynamics, and magnetism, including, but not limited to, circuit theory and the propagation and generation of electric and magnetic fields;
7. Fundamental forces of gravity, electromagnetism, weak nuclear force, and strong nuclear force including, but not limited to, the spectrum of known fundamental particles, the standard model, and its known shortcomings;

8. Nuclear physics, including, but not limited to reactivity, radioactivity, nuclear reactors, fission, and fusion;
 9. Quantum mechanics, including wave-particle duality and special relativity, including Lorentz transformations, time dilations, length contraction, and conversion of rest mass into energy;
 10. Applications of physics in environmental quality and to personal and community health;
- b. Applications of physics for design, engineering, and technology in society, business, industry, and health fields;
 - c. Apply knowledge of physics and physical science concepts through full and partial inquiries, laboratory investigations, and the use of scientific models; and
 - d. Understand and be able to apply mathematical concepts and techniques, including, but not limited to modeling and vector and variable analysis at least through the level of college calculus and statistics.

Readopt with amendment Ed 612.27, effective 10/16/09 (Doc #9566), to read as follows:

Ed 612.27 Physics For Grades 7-12.

(a) In addition to meeting the program requirements under of Ed 612.23, the physics program for grades 7-12 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.33(c).

Appendix I

RULE	STATUTE
Ed 507.33	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.27	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.51, effective 1-17-14 (Doc #10506), to read as follows:

Ed 507.51 Physical Science For Grades 7-12. ~~The following requirements shall apply to the certification of an educator in physical science for grades 7-12:~~

(a) To be certified as a physical science teacher for grades 7-12, the candidate shall:

- ~~(1) Have at least a bachelor's degree;~~
- ~~(2) Meet the qualifications for certification as a science teacher as provided in Ed 507.29;~~
- ~~(3) Qualify for certification under one of the alternatives in Ed 505.01—Ed 505.05; and~~
- (42) Meet the requirements of (bc) below.

(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 physical science 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.

~~(bc) A candidate for certification as an educator in physical science for grades 7-12 shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised practical experiences, in the following areas:~~

(1) In the area of fundamental knowledge, the candidate shall have the ability to:

a. Represent visually and verbally how the world works at ~~the an~~ atomic, *micro, and macro* and molecular levels;

b. *Demonstrate content knowledge* ~~Explain concepts, solve problems, and perform laboratory techniques at an introductory level in the following fundamental areas of chemistry:~~

1. ~~Inorganic~~ *Structure and properties of matter, including, but not limited to:*

- (i) *Atomic structure and substructure;*
- (ii) *Periodic table and organization;*
- (iii) *Electrical forces between atoms; and*
- (iv) *Types of bonds and behavior of substances, such as solubility, conductivity, and malleability;*

2. ~~Organic~~ *Chemical reactions, including, but not limited to:*

- (i) *Exothermic and endothermic reactions;*
- (ii) *Chemical reactions, products, and conservation laws;*

(iii) *Kinetic, thermal, and bond energy; and*

(iv) *Transformation of processes;*

3. ~~Physical~~ *Nuclear processes, including, but not limited to:*

(i) *Fusion, fission, and radioactive decays; and*

(ii) *Applications of nuclear energy;*

4. ~~Analytical chemistry;~~

c. *Demonstrate content knowledge* ~~Explain concepts, solve problems, and perform laboratory techniques at an introductory level in the following fundamental areas of physics:~~

1. ~~Mechanics~~ *Relationship between energy, forces and matter, including, but not limited to:*

(i) *Newton's laws of motion;*

(ii) *Conservation of momentum;*

(iii) *Universal law of gravitation;*

(iv) *Coulomb's law;*

(v) *Electrical and magnetic forces; and*

(vi) *Electromagnetic spectrum;*

2. ~~Conservation laws~~ *Waves, including, but not limited to, properties of waves, interactions with matter and other waves, and electromagnetic radiation as follows:*

(i) *Magnetic and electrical forces and the electromagnetic spectrum;*

(ii) *Particle and wave models of electromagnetic radiation;*

(iii) *Electromagnetic interaction with matter; and*

(iv) *Information technologies and instrumentation that transmit data through electromagnetic waves; and*

3. ~~Electricity;~~

4. ~~Magnetism;~~

~~5. Waves; and~~

~~6. Optics;~~

~~d. *Understand and be able to* Apply mathematical concepts *and techniques including, but not limited to variable analysis as related to physical science,* related to at least through the level of introductory calculus and *or introductory college* statistics;.~~

~~e. Apply computer technology, including hardware and software, to acquire and analyze data, and to collect and communicate information; and~~

~~f. Integrate knowledge from the history and philosophy of science into physical science instruction; and~~

~~(2) In the area of instructional performance, the candidate shall have the ability to:~~

~~a. Design and teach laboratory activities which incorporate scientific processes and promote scientific habits of mind;~~

~~b. Integrate the knowledge of the methods of teaching reading, writing, communication, and study skills essential to the effective mastery of physical science content;~~

~~c. Relate science to technological issues that influence society and the ethical and moral consequences of decisions related to those issues;~~

~~d. Model and teach safe laboratory and field practices, including personal safety and equipment storage and upkeep, and waste handling and disposal;~~

~~e. Identify the organizations, agencies and journals that contribute to the professional growth of the physical science teacher;~~

~~f. Integrate the common themes exhibited in all of the sciences into teaching and course design including:~~

~~1. Systems;~~

~~2. Models;~~

~~3. Constancy or stability;~~

~~4. Change;~~

~~5. Evolution; and~~

~~6. Scale;~~

~~g. Design learning activities which foster questioning, open ended investigations, the development of cooperative group skills, and promote practice in decision making and problem solving;~~

~~h. Select, adapt, evaluate, and use age appropriate strategies and materials for the learning of physical science, including the recommendations of national curriculum projects and scientific groups, and the framework; and~~

~~i. Organize, present, and evaluate physical science ideas in a manner which emphasizes conceptual understanding and in ways which provide for optimal learning experiences for students of all ability levels.~~

Adopt Ed 612.34 to read as follows:

Ed 612.34 Physical Science for Grades 7-12. In addition to meeting the program requirements under Ed 612.23, the physical science program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.51(c).

Appendix I

RULE	STATUTE
Ed 507.51	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.34	RSA 186:8, IV; RSA 186:11, X(c)

Readopt with amendment Ed 507.51, effective 1-17-14 (Doc #10506), to read as follows:

Ed 507.51 Physical Science For Grades 7-12.

(a) To be certified as a physical science teacher for grades 7-12, the candidate shall:

- (1) Meet the qualifications for certification as a science teacher as provided in Ed 507.29; and
- (2) Meet the requirements of (c) below.

(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 physical science 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 educator in physical science for grades 7-12 shall skills, competencies, and knowledge-in the following areas:

(1) In the area of fundamental knowledge, the candidate shall have the ability to:

a. Represent visually and verbally how the world works at the atomic, micro, and macro levels;

b. Demonstrate content knowledge in the following fundamental areas of chemistry:

1. Structure and properties of matter, including, but not limited to:

- (i) Atomic structure and substructure;
- (ii) Periodic table and organization;
- (iii) Electrical forces between atoms; and
- (iv) Types of bonds and behavior of substances, such as solubility, conductivity, and malleability;

2. Chemical reactions, including, but not limited to:

- (i) Exothermic and endothermic reactions;
- (ii) Chemical reactions, products, and conservation laws;
- (iii) Kinetic, thermal, and bond energy; and
- (iv) Transformation of processes;

3. Nuclear processes, including, but not limited to:

- (i) Fusion, fission, and radioactive decays; and
 - (ii) Applications of nuclear energy;
- c. Demonstrate content knowledge in the following fundamental areas of physics:
- 1. Relationship between energy, forces and matter, including, but not limited to:
 - (i) Newton’s laws of motion;
 - (ii) Conservation of momentum;
 - (iii) Universal law of gravitation;
 - (iv) Coulomb’s law;
 - (v) Electrical and magnetic forces; and
 - (vi) Electromagnetic spectrum;
 - 2. Waves, including, but not limited to, properties of waves, interactions with matter and other waves, and electromagnetic radiation as follows:
 - (i) Magnetic and electrical forces and the electromagnetic spectrum;
 - (ii) Particle and wave models of electromagnetic radiation;
 - (iii) Electromagnetic interaction with matter; and
 - (iv) Information technologies and instrumentation that transmit data through electromagnetic waves; and
- d. Understand and be able to apply mathematical concepts and techniques including, but not limited to variable analysis as related to physical science at least through the level of college statistics;.

Adopt Ed 612.34 to read as follows:

Ed 612.34 Physical Science for Grades 7-12. In addition to meeting the program requirements under Ed 612.23, the physical science program for grades 7-12 shall provide the teaching candidate with the skills, competencies and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.51(c).

Appendix I

RULE	STATUTE
Ed 507.51	RSA 186:8, III- IV, RSA 186:11,X(a)
Ed 612.34	RSA 186:8, IV; RSA 186:11, X(c)

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Joe Crawford

WORK ADDRESS: 5 Hood Rd. Derry, NH 03038
(please include position/title) Director - Next Charter School

LENGTH OF SERVICE: 4+ years

WORK TELEPHONE: 603 490 2168

WORK EMAIL: j.crawford@nextcharterschool.org

HOME ADDRESS: 6 Faith Dr. Derry, NH 03038

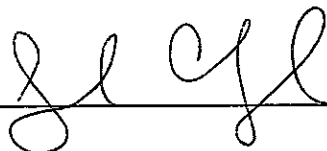
HOME TELEPHONE: 603 490 2168

PERSONAL EMAIL: joseph.k.crawford@gmail.com

Please attach:

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

SIGNATURE: _____



DATE: _____

10/20/17

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.

Joseph Crawford

6 Faith Dr. Derry, NH 03038

m-603.490.2168

joseph.k.crawford@gmail.com

EDUCATION & CERTIFICATIONS

University of New Hampshire, Durham, NH
M. Ed. Educational Administration and Supervision
NH Principal Certification, 0003

Dec. 2008

Boston University, Boston, MA
B.S. Elementary Education, History Minor
NH Elementary Education Certification, 1812

May 2000

WORK EXPERIENCE

Director, Next Charter School, Derry, NH

June 2012-

- Co-founded organization
- Developed charter and successfully petitioned NH Board of Ed. for school approval
- Manage school finance and budget (~\$1,000,000 annual budget)
- Collaborate with board of trustees to develop policy
- Collaborate with staff to develop curriculum
- Oversee human resources
- Maintain facility and negotiate with DCSD regarding lease agreements
- Develop and maintain community relationships
- Partner with local businesses and non-profits to provide internship opportunities
- Manage student discipline and record-keeping

Adjunct Faculty, Southern New Hampshire University, Manchester, NH

Sept. 2012-

- Develop, modify, and implement course curriculum:
 - EDU 547: Curriculum Development
 - EDU 552: Assessment for and of Learning
 - EDU 565: Methods of Teaching Social Studies
 - EDU 582: Educational Factors of Diversity
 - EDU 610: School Ethics and Law
 - EDU 780: School Organizational Leadership

Assistant Principal, Gilbert H. Hood Middle School, Derry, NH

May 2005-

- Supervised and evaluated professional and support staff
- Facilitated the design and implementation of curriculum
- Developed grants
- Coordinated student intervention teams
- Supervised and facilitated the implementation of NWEA and NECAP testing
- Collaborated with school leaders around school improvement initiatives
- Supervised and facilitated student discipline
- Designed and implemented school advisory curriculum
- Scheduled 700-800 students

June 2012

Social Studies Teacher/Team Leader, Gilbert H. Hood Middle School, Derry, NH

Aug. 2000-

- Taught Social Studies to 130-150 students
- Designed and implemented Social Studies curriculum
- Participated in community involvement action team
- Facilitated daily team/parent meetings
- Looped from 6th to 7th grade with students and teachers
- Collaborated with school administration

June 2002

&

Aug. 2003-

May 2005

Classroom Teacher, Lowell Community Charter School, Lowell, MA

Aug. 2002-

June 2003

- Taught 5th grade to 45 students
- Designed and implemented curriculum
- Collaborated with administration around school-wide discipline
- Facilitated student-led conferencing

RELATED KNOWLEDGE & SKILLS

Competency-Based Instruction & Assessment

Project-Based Learning

Advisory

MS Word/Excel

PowerSchool

Curriculum Mapping

Performance Plus

NWEA

Keynote/Powerpoint

iPhoto/iMovie

PLC

Understanding by Design

Response to Intervention

Google Apps for Ed.

Differentiated Instruction

JumpRope

Developmental Designs

PROFESSIONAL REFERENCES

Justin Krieger, Principal, West Running Brook Middle School, Derry, NH

603.432.1215

Kim Crowley, Capstone Coordinator, Next Charter School, Derry, NH

603.289.1963

Mary Ann Connors-Krikorian, Superintendent, Derry Cooperative School District, Derry, NH

603.432.1210

Austin Garofalo, Asst. Superintendent, Derry Cooperative School District, Derry, NH

603.432.1210

Todd DeMitchell, Education Department Chair, UNH, Durham, NH

603.862.5043

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

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:27 a.m. at the State Department of Education, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Cindy Chagnon, Drew Cline, Chairman, Bill Duncan, Gary Groleau, and Helen Honorow were present. Kate Cassady and Ann Lane were unable to attend due to other commitments. Frank Edelblut, Commissioner of Education was also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Chairman Cline led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Attorney Michelle Wangerin, NH Legal Assistance, asked the Board to re-open the rule-making process that had begun last year for the Manifest Educational Hardship rules. She explained that they had gone through a stakeholder meeting process the previous year, which resulted in a group of

regulations that she strongly encouraged the Board to adopt. She also expressed some concern with opening up the Manifest Educational process to private schools, as it may become a back door option for school choice as well as litigation and noted this would be a waste of resources for school districts and the State. Commissioner Edelblut asked if she could provide statistics on the number of manifest educational hardship cases being sought through NH Legal Assistance and if any cases had been brought before the State Board. Attorney Wangerin explained that they outline the process to families and provide them with school policy, the law, and the regulations and often refer them back to their local school board. She was additionally asked to provide the number of referrals that her office is making to school boards. Attorney Wangerin estimated that of the cases that come to their office, they identify perhaps 10 a year that would fit into Manifest Educational Hardship.

Bonnie Dunham, a private citizen, also asked that the rule-making process be re-opened for Manifest Educational Hardship. She requested that stakeholder meetings be held to gather input and taken into account the needs of children with disabilities. Ms. Dunham underscored that it should not be a back door for school choice.

Jim O'Shaughnessy, private citizen, encouraged the State Board to start the rule-making process and to adopt regulations for Manifest Educational Hardship. He provided a historical overview of Manifest Education Hardship and

how it has become the parent school choice method through litigation. He also noted that parents are now using it to address special education placement issues, which becomes confusing for school boards. Mr. O'Shaughnessy would like to see the State Board be more objective and address what the law provides, what the stakeholders are looking at, and the impact on the State as a whole.

There was no additional public comment.

AGENDA ITEM IV. OPEN STATE BOARD DISCUSSION

A. Advisory Panel Recommendation for Social Studies

The following members are recommended by Chairman Cline:

- 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 Morrisette, *Chair, Social Studies Department, Berlin High School*

Chairman Cline acknowledged that the advisory panel still needed representation in the areas of elementary/middle school educators and economics and asked for suggestions. He will also be asking members of the advisory panel for suggestions.

Chairman Cline opened up discussion on the Board's expectations of the advisory panel. Discussion ensued and it was suggested that the advisory panel look at the social studies standards and provide suggestions to the Board on what should be taught at each grade span level. It was agreed that Chairman Cline and Cindy Chagnon would represent the Board on the advisory panel and report back to the Board with regular updates. It was noted that the advisory panel will be a resource for not only the State Board but also for the Department.

MOTION: Bill Duncan made the motion, seconded by Cindy Chagnon that the State Board accepts Chairman Cline's advisory panel recommendations with the knowledge that additional educators will be added. The advisory panel will be tasked with setting expectations at each grade span level.

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

During a pause in the discussion, Commissioner Edelblut introduced Ms. Christine Brennan, the Department's new Deputy Commissioner, who will begin on Friday, October 20.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. Manifest Educational Hardship (Ed 320)

At the September 2017 Board meeting there was a vote to bring forward the February 2017 Manifest Educational Hardship rules, which were withdrawn in March 2017, and open them for discussion for possible adoption as interim rules.

It was noted by Cindy Chagnon that the February 2017 rules came about at the end of a very inclusive process involving stakeholder groups, which resulted in a proposal that would work for parents and districts.

Commissioner Edelblut stated that the current proposal lacks fidelity to the law in some substantive ways, and referenced the alternative proposal that he brought before the Board in March 2017. He commented that as important as the stakeholder group is that there was no one representing families. The current proposal places burdens on parents that do not exist in the statute and creates confusion for school boards in terms of their role versus the role of the superintendent. Legal evidentiary burdens are placed on parents and school

boards that do not exist in the law including requiring clear and convincing evidence of manifest education hardship. The law was put in place to provide parents an opportunity to advocate on behalf of their student and therefore, he disagreed with moving the original February 2017 rules forward.

It was pointed out by Helen Honorow that according to the advice of counsel to the Board, the regulations do have fidelity with the law and noted that the Board had gone through the process and were at the final adoption stage back in February 2017. She argued that organizations like NH Legal Assistance do represent families. She noted that while school boards and superintendents have budgets and taxpayer money to be concerned about, she respectfully disagreed with the notion that they somehow have a separate role and that they absolutely represent children and the families they are serving.

Chairman Cline noted that there is a bill currently being drafted dealing with Manifest Educational Hardship and the Board may have to open the rules up again depending on the outcome of the bill.

Commissioner Edelblut advised that a technical advisory has been issued by the Department to provide clarity to Manifest Educational Hardship and to lessen confusion. Helen Honorow noted that a technical advisory is not mandatory. The Board has an obligation to move forward, and if the legislature ultimately comes up with a statute that changes whatever rule is adopted, it

obviously has to change. For the Board to just wait again, however, is a mistake and does a disservice to everyone who has to deal with the statute and lack of rules.

MOTION: Bill Duncan made the motion, seconded by Helen Honorow, that the State Board adopts what is in the Board packet as Final Proposal, which was adopted in February 2017 as an initial proposal and that a public hearing be scheduled at the next meeting.

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

B. Initial Proposal--Robotics Education Grant Fund (Ed 1410)

Attorney Fenton explained that the initial proposal will go through the rule-making process and will be open for public comment. The proposal is very similar to the interim rule. Some changes were made based on feedback from the field including the following:

- The Fund was narrowed down to include newly established robotics teams.

- Schools will be allowed to have multiple teams at different grade levels (i.e., elementary and middle school).
- Language was added regarding how the business office would distribute the grants.

MOTION: Cindy Chagnon made the motion, seconded by Gary Groleau, that the State Board approves the initial proposal for Ed 1410 Robotics Education Grant Fund.

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

C. Conditional Approval--School Nurse Certification (Ed 306.12, Ed 504.07, Ed 505 various sections, Ed 508.06 and Ed 512.07)

Attorney Fenton updated the Board on where they were in the process, based on recommendations in a letter from the Office of Legislative Services. One of the recommendations was to amend the words referencing the application and the other was for the Board to seek legislation in the upcoming session clarifying its authority to create the School Nurse I certification in Ed 504.07. She informed the Board that a Legislative Service Request (LSR) had been filed that would address this issue. Commissioner Edelblut further clarified that Representatives Hill and Ladd were aware of the issue and Representative

Hill had drafted the LSR. Discussion ensued regarding legislation involving school nurse certification.

Chairman Cline stated that he would not want the Board to anticipate legislation or get involved in the legislative debate and suggested that the Board send a letter to the Joint Legislative Committee on Administrative Rules (JLCAR) requesting clarity on the Board's authority to create an alternative path, which the Board believes it has.

MOTION: Cindy Chagnon made the motion, seconded by Gary Groleau, that the State Board of Education approve the conditional approval response for school nurse certification to include a response regarding the condition that the Board will seek legislation in the upcoming session clarifying its authority to create a school nurse certification in Ed 504.07 and authorize Chairman Drew Cline to draft the letter on its behalf.

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

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

Chairman Cline provided some background and commented that the proposal is a slight improvement over past ones, and it would be a good idea to move forward. The Board could then have more serious conversation about how to increase the rigor for hiring social studies teachers. There needs to be a bigger conversation about cut scores, exams, and raising our standards. His recommendation was for the Board to move forward.

MOTION: Cindy Chagnon made the motion, seconded by Bill Duncan, for the State Board of Education to approve the final proposal for Ed 507.27, Ed 507.54, Ed 612.28 and 612.29, Social Studies Teacher.

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

E. Conditional Approval--Computer Science Educators (Ed 500.00 and Ed 612.33)

There were concerns over the fiscal impact on educators. This is a new certification, and there was concern that teachers who are already teaching computer science would now be required to get this endorsement in addition to endorsements they already have. It was explained that teachers who are teaching computer science are endorsed already, but they are not endorsed in

the correct area for computer science. This would allow them to have the correct endorsement, and they wouldn't have to carry both. There is an exception in the proposal where teachers are allowed to apply prior to June 30, 2019 and prove they are already teaching computer science so that they do not have to get additional college credit to be certified.

MOTION: Cindy Chagnon made the motion, seconded by Bill Duncan, for the State Board of Education to approve the conditional approval response for Ed 505.05A, alternative site-based certification plan, Ed 507.52, computer science teacher, and Ed 612.33, computer science education.

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

Helen Honorow mentioned the need to look at rigor and content knowledge requirements in all areas, not just computer science. Chairman Cline agreed and asked if the Department could provide the Board with a summary report on how the GPA requirements contained within the rules work. He further clarified that the the Board's intent is not to raise GPA requirements, but to have a better understanding of measuring content knowledge.

AGENDA ITEM VII. REPORT AND NEW DEPARTMENT BUSINESS

A. Nominations for Professional Standards Board (PSB)

Category II - Higher Education and Education Administration

Cindy Chagnon raised the question as to why a private school administrator would be interested in serving on the PSB. Commissioner Edelblut explained that Mr. Burbach would bring a different perspective to the PSB. Bill Duncan mentioned that he had spoken to Mr. Burbach the day before and Mr. Burbach realized it would not be a good fit and that he wanted to withdraw his application.

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 English UNH

MOTION: Bill Duncan made the motion, seconded by Cindy Chagnon, that the State Board of Education approves the nomination of Vince Connelly and table Brian Burbach's nomination until his intention to serve on the PSB could be clarified.

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

B. Annual Report on NH Public Charter Schools

David Quigley provided an overview of a one-page report he distributed to the Board and also showed the Board a video. The report included public charter school statistics and "newsworthy" items. Mr. Quigley noted that there are some great, innovative schools that are part of the charter school community. There was a suggestion that the information in the "newsworthy" section be expanded to include additional schools. Another suggestion was to include information on schools that have taken on the mission of addressing the drop-out rate. Those are important success stories.

Mr. Quigley's findings were summarized as follows:

- It is important for the Department to foster educational innovation, encourage support and lead by example.
- In 2017, NH public charter schools are significantly underfunded, but the answer is not more State funding. The answer needs to be innovative and be shifted or changed in different areas to increase revenue coming into schools so they can take care of the needs of every child in the classroom. The schools doing really well in NH are those that have strong relationships with local SAUs. They are

getting partial funding from local schools, which brings up the revenue per child.

- Identify and establish new approaches for public charter schools to lessen the financial burden.
- Work to change the public perception of charter schools.
- Improve procedures/processes by disseminating best practices and providing assistance to struggling schools.
- Facilitate regional workshops to train professionals in the steps for creating a public charter school.

Cindy Chagnon thanked Mr. Quigley for the report and agreed that better communication on best practices is needed throughout the State involving all public schools, which includes charters. Gary Groleau and Bill Duncan agreed and thanked Mr. Quigley for his great work. Helen Honorow asked for clarification on what was being included in the report to the joint legislative oversight committee from the information provided by Mr. Quigley, as much of the information includes observations. Commissioner Edelblut responded that only the first section of the report that included the statistics would be submitted along with the video.

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

Commissioner Edelblut distributed Michael Seidel's resume and letter to the Governor to the Board and noted that it has been several months since there has been a director for the Division of Higher Education and outlined the nomination process to the Board. The Higher Education Commission Board has been actively recruiting for the position, and a nomination from the Governor is being prepared. It is a requirement for the Commissioner to consult on the nomination with the State Board of Education and Commissioner Edelblut stated this is why he was before the Board today to fulfill that obligation. He noted that a great topic of discussion during the nomination process was the nominee's lack of higher education background and noted that the position is transaction-oriented and did not detract from the appropriateness of the nomination. Bill Duncan noted that there are benefits to having someone in the position that has been deeply embedded in higher education, and those benefits would not be available with this nominee. Cindy Chagnon stated that she too was "not excited" with the lack of higher education background. There was concern voiced that the nominee's resume did not have anything to do with being a director of higher education, and the individual does not seem to present with the necessary skills.

Commissioner Edelblut thanked the State Board for their consult and reiterated that the Higher Education Commission Board is supporting the nomination and believes the individual will do a good job of supporting them.

D. DOE Aspiration - Organization

Commissioner Edelblut asked for and was granted by the Legislature the authority to restructure the Department of Education. He provided an overview of the process and presented a draft of the reorganization for input from the State Board and noted there will continue to be four divisions, and he presented the objectives of those divisions and an overview of the reorganization. Commissioner Edelblut welcomed input and advice emails from Board members regarding the reorganization. It was suggested that a side-by-side graphic representation of where things are now and where they are going to go would be helpful.

There was a request that the Commissioner and Chairman provide written information in Board packets prior to the meeting so that it can be reviewed before the meeting.

AGENDA ITEM VIII. OLD BUSINESS

There was no old business to address.

AGENDA ITEM IX. CONSENT AGENDA

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

Chairman Cline requested that the minutes be changed to reflect his abstaining from voting.

MOTION: Cindy Chagnon made the motion, seconded by Bill Duncan, to approve the minutes from State Board of Education meetings held on August 24, 2017 and September 19, 2017, as amended.

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

B. Non-Public School Approval Designation Report

C. Public School Approval Designation Report

MOTION: Bill Duncan made the motion, seconded by Cindy Chagnon, that the State Board of Education approves the remainder of the consent agenda, Items B & 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 Nonpublic session.

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 1:10 p.m.

MOTION: Cindy Chagnon made the motion, seconded by Helen Honorow, to adjourn the meeting at 1:10 p.m.

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

Secretary

AGREEMENT

THIS AGREEMENT is made this 1st day of September, 2017, by and between the CORNISH SCHOOL DISTRICT, situated in the County of Sullivan, State of New Hampshire (hereinafter called "Cornish"), and CLAREMONT SCHOOL DISTRICT of Claremont, County of Sullivan, State of New Hampshire (hereinafter called "CLAREMONT").

WHEREAS Cornish does not maintain a high school within the Town of Cornish, but is desirous of establishing the Claremont High School as one of its high schools maintained by the District pursuant to RSA 194:22, thus offering the District pupils who seek a high school education the opportunity to attend high school in Claremont;

WHEREAS Claremont acknowledges that Cornish may establish more than one high school maintained by Cornish pursuant to RSA 194:22, and that Cornish may also contract with other public school districts and public academies to provide Cornish pupils who seek a high school education the opportunity to attend high schools at such other schools;

WHEREAS Claremont and Cornish currently have an agreement to cover students entering Claremont in 2016-2017 who will be seniors in June 2020 and it is the intent of Cornish and Claremont that this Agreement commence on July 1, 2017.

WHEREAS Claremont is willing to receive the pupils sent by Cornish and afford them such courses of instruction at a tuition to be determined annually pursuant to the terms of this Agreement.

NOW THEREFORE in consideration of the mutual promises contained herein, parties hereto agree as follows:

1. (A) Claremont agrees that it will provide an approved high school program to any and all Cornish students sent to Claremont by Cornish.
(B) Claremont shall provide Cornish students with access to the same education a opportunities that it provides to Claremont students. Cornish students shall be treated in same fashion as Claremont students and shall be subject to the same disciplinary procedures and protections as Claremont students.

2. **Claremont High School Approval and Accreditation** - Claremont agrees that during the term of this Agreement, Claremont will provide a course of studies for grades 9/12 and such facilities and equipment so that at all times during the term of this Agreement, Claremont High School (1) will qualify as approved high schools according to New Hampshire statutes (NH RSA 194:22 and 194:23) (for the purposes of this Agreement an "approved high school" is school approved for attendance under RSA 194:23-b which is either approved or conditionally approved under Ed 306.28 or is approved by the State Department of Education under an alternative method of compliance with Ed 306.29, as amended) and (2) is accredited by the New England Association of Secondary Schools and Colleges, Inc. or suitable alternative.

3. **Special Education**- It is Claremont's intention to continue to provide schooling for educationally disabled/Section 504/IDEA students not requiring special schools or special

facilities. In addition, Claremont will, at the request of Cornish, offer facilities and programs then currently offered by Claremont to Cornish students comparable to those offered by public high schools of like size in New Hampshire for educationally disabled/Section 504/IDEA children; and Cornish will be charged the costs of such programs for each pupil from Cornish enrolled in such programs. Cornish will continue to be the district of liability for all Cornish students. All of Claremont's costs for special education and related services for Cornish students shall be borne solely by Cornish. Such special education costs shall be billed in addition to the costs of tuition paid by Cornish as calculated pursuant to Paragraph 9, below. Cornish shall also be responsible for all transportation arrangements and transportation costs related to its educationally disabled/section 504/idea students. In addition, Cornish shall be responsible for the costs of retaining its own legal representation in special education and 504 matters pertaining to Cornish students which result in a due process hearing or any other legal proceeding. Claremont shall be responsible for defending itself against allegations by third parties, parents, guardians or students that it has engaged in any form of disability-based discrimination. In the event that Cornish is the subject of a complaint to the Office of Civil Rights or New Hampshire DOE regarding conduct by Claremont, Claremont shall be responsible for the costs of responding to the complaint. In the event that Claremont is the subject of a complaint to the Office of Civil Rights or New Hampshire DOE regarding the conduct of Cornish, Cornish shall be responsible for the costs of responding to the complaint.

4. **Enrollment-** (A) Cornish may send, and Claremont agrees to accept, up to one hundred percent (100%) of the Cornish resident pupils who are qualified to attend grades 9 through 12 to Claremont during the term of this contract. Claremont will not be obligated to accept any Foreign Exchange Students from Cornish.

(B) Cornish, in its sole discretion, may place or enroll as many students as it determines at public schools or public academies outside of Claremont.

(C) By April 15, Cornish must notify Claremont in writing of the number and names of students in each grade level who plan to attend Claremont in the next school year, which school they will attend.

(D) Students from Cornish who are enrolled in Claremont during the term of this Agreement will be allowed to graduate from Claremont after the end of the term of this Agreement; and the terms of this Agreement will survive for the duration of those students' enrollment.

5. **Cornish and Claremont Meetings** - The parties agree that the Claremont School District Board of Directors and the Cornish School Board may, at the request of either party, meet up

to at least two (2) times each year at Claremont and at such other times as the parties shall agree, so that the Claremont School District Board of Directors may have the benefit of the suggestions and recommendations of the Cornish School Board on curriculum, financial matters and policies for the Claremont High School. These meetings will be held, if possible, during the last full week of the fall and winter terms. Cornish will be advised of any major changes in policies, curricula and other school programs and services in Claremont. Further, the

Superintendent or designee of Claremont may meet twice annually with the Superintendent of schools or other administrators from Cornish to advise on matters of policy, curricula, facilities, programs, and services. The principal of the Cornish Elementary School may meet with the designated administrator for Claremont two (2) times each year on matters of curricula, programs, and services.

6. **Career Guidance Services** - Career Guidance Services by Claremont shall be made available to all high school pupils of Cornish attending Claremont as well as for grade placement and subject placement at Claremont schools.

7. **Student Records.** Cornish will have reasonable access to educational records for pupils residing within Cornish consistent with the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g. Without limiting the generality of the foregoing, Claremont shall, at the request of Cornish, provide Cornish with report cards, attendance records, SAT scores, other achievement test scores, advance placement and honors class enrollment, honors awarded, and college placement for Cornish students. Claremont and Cornish further agree to work cooperatively and communicate regarding class advancement as set forth below.

(A) Class Advancement Notification: Claremont shall provide student report cards to Cornish following each semester. When the report cards are provided to Cornish, Claremont shall also provide a report to Cornish which identifies any student who may not be on target to adequately complete any educational or credit requirements for advancement into the next grade level.

8. **Discipline** — Claremont will be legally responsible for student discipline, while students are under the jurisdiction of Claremont and any matters arising out of such discipline, including any alleged violations of students' rights, will be the sole responsibility of Claremont. All Cornish students attending Claremont schools shall be subject to all applicable rules and regulations of Claremont during the term of this Agreement. Claremont and Cornish agree to work cooperatively and communicate regarding disciplinary hearings and expulsions as set forth below.

(A) Expulsion: At such time that any Cornish student and/or parent is provided with written notice of an upcoming disciplinary hearing before the Claremont Board of School Committee for gross misconduct or neglect or refusal to conform to the rules or regulations of the Claremont High School, Claremont shall also send a copy of such letter to Cornish's superintendent. Any such expulsion hearing shall be held pursuant to the rules and regulations set forth in the Claremont student policies.

9. **Tuition and Payment Schedule**

(A) Claremont shall charge tuition to Cornish in an amount equal to what is charged to other Districts.

(B) Cornish agrees to pay Claremont tuition for the following year based upon the tuition rate announced by Claremont by January 15 of each year. Payments shall be in two (2) installments with half on November 1 and the remaining half on April 1 of each school

year. Billing shall be on the basis of students enrolled in Claremont high schools as of October 1, provided billing shall be based on a daily rate for partial enrollment for students who enroll after October 1 or withdraw before May 1 of any school year. The daily rate will be calculated by dividing the annual Claremont tuition rate by the number of school days in Claremont.

10. **Tuition Adjustments** - In the event that the final tuition rate paid by Cornish to Claremont during the preceding school year is greater than the estimated tuition rate paid to Claremont that year, Cornish shall pay Claremont an amount equal to the tuition difference for Cornish students who were enrolled in Claremont the prior year on the following November 1 in addition to the payment of the estimated tuition due on that date. If the final rate is not available by the November 1 billing, then the adjustment will be paid on April 1. In the event that the term of this contract is not extended, any amounts due from Cornish by reason of the fact that the estimated tuition was underestimated, shall be paid to Claremont on or before December 3th following the termination of the contract.

11. **Tuition Due Dates** - The parties agree that tuition payments are due twenty (20) days from the date of the bill or the dates set forth in paragraph 10, whichever is later.

12. **Term** - The initial term of this agreement shall be for a period of five (5) years commencing July 1, 2017 and expiring June 30, 2022, subject to the other provisions of this Agreement. Cornish shall have the option to extend the agreement for an additional five (5) years, on the same terms and conditions, by sending written notification to Claremont on or before April 1, 2022. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall terminate on June 30, 2018.

13. **Contract Language Change** - In July of 2020, either party may give notice, as provided above, of a desire to change some language in the contract. If such changes are agreed to by the parties, the contract will be so amended. Any and all such changes to the contract language shall be agreed upon and made on or before June 30 of that year. In the event that no agreement can be reached as to contract language changes, the contract will remain in force for the remainder of the term, unless otherwise amended, by mutual Written agreement of the parties.

14. **Authorization** — Cornish agrees that the Cornish School Board is duly authorized to take any and all action and do any and all things necessary or convenient to carry out this contract, and any such action taken by the Cornish School Board shall be binding upon Cornish (except as otherwise provided herein).

15. **Student Transportation** — No transportation services for Cornish students shall be provided by Claremont.

16. **State Board of Education Approval** - The parties agree that this contract shall be binding after approval of the contract by the Cornish School Board and after the

execution of the contract by Claremont, and after approval by the New Hampshire State Board of Education. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall terminate on June 30, 2018.

17. Amendment — Any amendment to this Agreement shall be in writing and approved by the Cornish School Board, the Claremont School Board, and the New Hampshire State Board of Education.

18. Contract Dispute ~ Should either party have a complaint as to the operation or interpretation of this Agreement, that complaint shall be stated in writing to the Cornish Superintendent of Schools or the Claremont School District Board of Directors as the case may be, and each shall work together to resolve the issue.

If the Superintendent and the Claremont School District Board of Directors designee cannot resolve the dispute, it shall be presented to the Boards which shall jointly seek to resolve the issue. Should resolution prove impossible at the board level, the issue shall be referred to a private mediator jointly selected by the superintendents and paid for jointly by the parties. Should resolution prove impossible by the mediator, the issue shall be referred to the New Hampshire State Board of Education for a decision in accordance with administrative rules Ed 200, which decision may be appealed to a court of competent jurisdiction.

IN WITNESS WHEREOF, Claremont and Cornish have caused this Agreement to be executed by their duly authorized officers, on the day and year first above Written.

CLAREMONT SCHOOL DISTRICT

DATED: 9/25/17

By: [Signature]

Its

SUPERINTENDENT

duly authorized

CORNISH SCHOOL DISTRICT

DATED: August 29, 2017

By: [Signature]

Its

Superintendent

duly authorized

AGREEMENT

THIS AGREEMENT is made this 1st day of September, 2017, by and between the CORNISH SCHOOL DISTRICT, situated in the County of Sullivan, State of New Hampshire (hereinafter called "Cornish"), and the WINDSOR SCHOOL DISTRICT of Windsor, County of Windsor, State of Vermont (hereinafter called "Windsor").

WHEREAS Cornish does not maintain a high school within the Town of Cornish, but is desirous of establishing the Windsor High School as one of its high schools maintained by the District pursuant to RSA 194:22, thus offering the District pupils who seek a high school education the opportunity to attend high school in Windsor;

WHEREAS Windsor acknowledges that Cornish may establish more than one high school maintained by Cornish pursuant to RSA 194:22, and that Cornish may also contract with other public school districts and public academies to provide Cornish pupils who seek a high school education the opportunity to attend high schools at such other schools;

WHEREAS Windsor and Cornish currently have an agreement to cover students entering Windsor in 2016-2017 who will be seniors in June 2020 and it is the intent of Cornish and Windsor that this Agreement commence on July 1, 2017.

WHEREAS Windsor is willing to receive the pupils sent by Cornish and afford them such courses of instruction at a tuition to be determined annually pursuant to the terms of this Agreement.

WHEREAS the State of New Hampshire and the State of Vermont have entered into interstate agreements which permit New Hampshire students to attend accredited high schools in Vermont.

NOW THEREFORE in consideration of the mutual promises contained herein, parties hereto agree as follows:

1. (A) Windsor agrees that it will provide an approved high school program to any and all Cornish students sent to Windsor by Cornish.
- (B) Windsor shall provide Cornish students with access to the same education a opportunities that it provides to Windsor students. Cornish students shall be treated in same fashion as Windsor students and shall be subject to the same disciplinary procedures and protections as Windsor students.

2. Windsor High School Approval and Accreditation - Windsor agrees that during the term of this Agreement, Windsor will provide a course of studies for grades 9-12 and such facilities and equipment so that at all times during the term of this Agreement, Windsor High School (1) will qualify as an approved high school according to New Hampshire statutes (NH RSA 194:22 and 194:23-b) (for the purposes of this Agreement an "approved high school" is school approved for attendance under RSA 194:23-b II through an interstate agreement between New Hampshire and Vermont, as amended and (2) is accredited by the New England Association of Secondary Schools and Colleges, Inc. or suitable alternative.

3. Special Education- It is Windsor's intention to continue to provide schooling for educationally disabled/Section 504/IDEA students not requiring special schools or special facilities. In addition, Windsor will, at the request of Cornish, offer facilities and programs then

currently offered by Windsor to Cornish students comparable to those offered by public high schools of like size in New Hampshire for educationally disabled/Section 504/IDEA children; and Cornish will be charged the costs of such programs for each pupil from Cornish enrolled in such programs. Cornish will continue to be the district of liability for all Cornish students. All of Windsor's costs for special education and related services for Cornish students shall be borne solely by Cornish. Such special education costs shall be billed in addition to the costs of tuition paid by Cornish as calculated pursuant to Paragraph 9, below. Cornish shall also be responsible for all transportation arrangements and transportation costs related to its educationally disabled/section 504/idea students. In addition, Cornish shall be responsible for the costs of retaining its own legal representation in special education and 504 matters pertaining to Cornish students which result in a due process hearing or any other legal proceeding. Windsor shall be responsible for defending itself against allegations by third parties, parents, guardians or students that it has engaged in any form of disability-based discrimination. In the event that Cornish is the subject of a complaint to the Office of Civil Rights or the Vermont or New Hampshire DOE regarding conduct by Windsor, Windsor shall be responsible for the costs of responding to the complaint. In the event that Windsor is the subject of a complaint to the Office of Civil Rights or the Vermont or New Hampshire DOE regarding the conduct of Cornish, Cornish shall be responsible for the costs of responding to the complaint.

4. Enrollment- (A) Cornish may send, and Windsor agrees to accept, up to one hundred percent (100%) of the Cornish resident pupils who are qualified to attend grades 9 through 12 to Windsor during the term of this contract. Cornish will notify Windsor of any foreign exchange students who would like to attend Windsor HS, but Windsor will not be obligated to accept any Foreign Exchange Students from Cornish.

(B) Cornish, in its sole discretion, may place or enroll as many students as it determines at public schools or public academies outside of Windsor.

(C) By April 15, Cornish must notify Windsor in writing of the number and names of students in each grade level who plan to attend Windsor in the next school year, which school they will attend.

(D) Students from Cornish who are enrolled in Windsor during the term of this Agreement will be allowed to graduate from Windsor after the end of the term of this Agreement; and the terms of this Agreement will survive for the duration of those students' enrollment.

5. Cornish and Windsor Meetings - The parties agree that the Windsor School District Board of Directors and the Cornish School Board may, at the request of either party, meet up to at least two (2) times each year at Windsor and at such other times as the parties shall agree, so that the Windsor School District Board of Directors may have the benefit of the suggestions and recommendations of the Cornish School Board on curriculum, financial matters and policies for the Windsor High School. These meetings will be held, if possible, during the last full week of the fall and winter terms. Cornish will be advised of any major changes in policies, curricula and other school programs and services in Windsor. Further, the Superintendent or designee of Windsor may meet twice annually with the Superintendent of schools or other administrators from Cornish to advise on matters of policy, curricula, facilities, programs, and services. The principal of the Cornish Elementary School may meet with the

designated administrator for Windsor two (2) times each year on matters of curricula, programs, and services.

6. Career Guidance Services - Career Guidance Services by Windsor shall be made available to all high school pupils of Cornish attending Windsor as well as for grade placement and subject placement at Windsor schools.

7. Student Records. Cornish will have reasonable access to educational records for pupils residing within Cornish consistent with the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g. Without limiting the generality of the foregoing, Windsor shall, at the request of Cornish, provide Cornish with report cards, attendance records, SAT scores, other achievement test scores, advance placement and honors class enrollment, honors awarded, and college placement for Cornish students. Windsor and Cornish further agree to work cooperatively and communicate regarding class advancement as set forth below.

(A) Class Advancement Notification: Windsor shall provide student report cards to Cornish following each semester. When the report cards are provided to Cornish, Windsor shall also provide a report to Cornish which identifies any student who may not be on target to adequately complete any educational or credit requirements for advancement into the next grade level.

8. Discipline — Windsor will be legally responsible for student discipline, while students are under the jurisdiction of Windsor and any matters arising out of such discipline, including any alleged violations of students' rights, will be the sole responsibility of Windsor. All Cornish students attending Windsor schools shall be subject to all applicable rules and regulations of Windsor during the term of this Agreement. Windsor and Cornish agree to work cooperatively and communicate regarding disciplinary hearings and expulsions as set forth below.

(A) Expulsion: At such time that any Cornish student and/or parent is provided with written notice of an upcoming disciplinary hearing before the Windsor Board of School for gross misconduct or neglect or refusal to conform to the rules or regulations of the Windsor High School, Windsor shall also send a copy of such letter to Cornish's superintendent. Any such expulsion hearing shall be held pursuant to the rules and regulations set forth in the Windsor student policies.

9. Tuition and Payment Schedule

(A) Windsor shall charge tuition to Cornish in an amount equal to Windsor's standard announced tuition.

(B) Cornish agrees to pay Windsor tuition for the following year based upon the tuition rate announced by Windsor by January 15 of each year. Payments shall be in two (2) installments with half on November 1 and the remaining half on April 1 of each school year. Billing shall be on the basis of students enrolled in Windsor high schools as of October 1, provided billing shall be based on a daily rate for partial enrollment for students who enroll after October 1 or withdraw before May 1 of any school year. The daily rate will be calculated by dividing the annual Windsor tuition rate by the number of school days in Windsor.

10. Tuition Adjustments - In the event that the allowable tuition rate paid by Cornish to Windsor during the preceding school year is greater than the announced tuition rate paid to Windsor the preceding year, Cornish shall pay Windsor an amount equal to the tuition difference for Cornish students who were enrolled in Windsor the prior year on the following November 1 in addition to the payment of the estimated tuition due on that date. If the final rate is not available by the November 1 billing, then the adjustment will be paid on April 1. In the event that the term of this contract is not extended, any amounts due from Cornish by reason of the fact that the estimated tuition was underestimated, shall be paid to Windsor on or before December 30" following the termination of the contract.

11. Tuition Due Dates - The parties agree that tuition payments are due twenty (20) days from the date of the bill or the dates set forth in paragraph 10, whichever is later.

12. Term - The initial term of this agreement shall be for a period of five (5) years commencing July 1, 2017 and expiring June 30, 2022, subject to the other provisions of this Agreement. Cornish shall have the option, by mutual agreement with the Windsor School District, to extend the agreement for an additional five (5) years, on the same terms and conditions, by sending written notification to Windsor on or before April 1, 2022. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall terminate on June 30, 2018.

13. Contract Language Change - In July of 2020, either party may give notice, as provided above, of a desire to change some language in the contract. If such changes are agreed to by the parties, the contract will be so amended. Any and all such changes to the contract language shall be agreed upon and made on or before June 30 of that year. In the event that no agreement can be reached as to contract language changes, the contract will remain in force for the remainder of the term, unless otherwise amended, by mutual Written agreement of the parties.

14. Student Assessment. Cornish Students shall participate in Windsor's statewide student assessment program, as a means of complying with the requirements of RSA 193-C:6.

15. Authorization — Cornish agrees that the Cornish School Board is duly authorized to take any and all action and do any and all things necessary or convenient to carry out this contract, and any such action taken by the Cornish School Board shall be binding upon Cornish (except as otherwise provided herein).

16. Student Transportation — Windsor will provide transportation for Cornish students attending Windsor High School from the Cornish Elementary School to Windsor High School and back.

17. State Board of Education Approval - The parties agree that this contract shall be binding after approval of the contract by the Cornish School Board and after the execution of the contract by Windsor, and after approval by the New Hampshire State Board of

Education. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall terminate on June 30, 2018.

18. Amendment — Any amendment to this Agreement shall be in writing and approved by the Cornish SAU Board, the Windsor School Board, and the New Hampshire State Board of Education.

19. Contract Dispute ~ Should either party have a complaint as to the operation or interpretation of this Agreement, that complaint shall be stated in writing to the Cornish Superintendent of Schools or the Windsor School District Board of Directors as the case may be, and each shall work together to resolve the issue.

If the Superintendent and the Windsor School District Board of Directors designee cannot resolve the dispute, it shall be presented to the Boards which shall jointly seek to resolve the issue. Should resolution prove impossible at the board level, the issue shall be referred to a private mediator jointly selected by the superintendents and paid for jointly by the parties. Should resolution prove impossible by the mediator, the issue shall be referred to the New Hampshire State Board of Education for a decision in accordance with administrative rules Ed 200, which decision may be appealed to a court of competent jurisdiction.

IN WITNESS WHEREOF, Windsor and Cornish have caused this Agreement to be executed by their duly authorized officers, on the day and year first above Written.

DATED: 9/1/17

WINDSOR SCHOOL DISTRICT

By: [Signature]

Its SUPERINTENDENT, duly authorized

DATED: 9/14/17

CORNISH SCHOOL DISTRICT

By: [Signature]

Its 9/14/17, duly authorized

AGREEMENT

THIS AGREEMENT is made this 1st day of September, 2017, by and between the CORNISH SCHOOL DISTRICT, situated in the County of Sullivan, State of New Hampshire (hereinafter called "Cornish"), and the HARTFORD SCHOOL DISTRICT of Hartford, County of Windsor, State of Vermont (hereinafter called "Hartford").

WHEREAS Cornish does not maintain a high school within the Town of Cornish, but is desirous of establishing the Hartford High School as one of its high schools maintained by the District pursuant to RSA 194:22, thus offering the District pupils who seek a high school education the opportunity to attend high school in Hartford;

WHEREAS Hartford acknowledges that Cornish may establish more than one high school maintained by Cornish pursuant to RSA 194:22, and that Cornish may also contract with other public school districts and public academies to provide Cornish pupils who seek a high school education the opportunity to attend high schools at such other schools;

WHEREAS Hartford and Cornish currently have an agreement to cover students entering Hartford in 2016-2017 who will be seniors in June 2020 and it is the intent of Cornish and Hartford that this Agreement commence on July 1, 2017.

WHEREAS Hartford is willing to receive the pupils sent by Cornish and afford them such courses of instruction at a tuition to be determined annually pursuant to the terms of this Agreement.

WHEREAS the State of New Hampshire and the State of Vermont have entered into interstate agreements which permit New Hampshire students to attend accredited high schools in Vermont.

NOW THEREFORE in consideration of the mutual promises contained herein, parties hereto agree as follows:

1. (A) Hartford agrees that it will provide an approved high school program to any and all Cornish students sent to Hartford by Cornish.
(B) Hartford shall provide Cornish students with access to the same education opportunities that it provides to Hartford students. Cornish students shall be treated in same fashion as Hartford students and shall be subject to the same disciplinary procedures and protections as Hartford students.

2. Hartford High School Approval and Accreditation - Hartford agrees that during the term of this Agreement, Hartford will provide a course of studies for grades 9-12 and such facilities and equipment so that at all times during the term of this Agreement, Hartford High School (1) will qualify as an approved high school according to New Hampshire statutes (NH RSA 194:22 and 194:23-b) (for the purposes of this Agreement an "approved high school" is school approved for attendance under RSA 194:23-b II through an interstate agreement between New Hampshire and Vermont, as amended) and (2) is accredited by the New England Association of Secondary Schools and Colleges, Inc. or suitable alternative.

3. Special Education- It is Hartford's intention to continue to provide schooling for educationally disabled/Section 504/IDEA students not requiring special schools or special

facilities. In addition, Hartford will, at the request of Cornish, offer facilities and programs then currently offered by Hartford to Cornish students comparable to those offered by public high schools of like size in New Hampshire for educationally disabled/Section 504/IDEA children; and Cornish will be charged the costs of such programs for each pupil from Cornish enrolled in such programs. Cornish will continue to be the district of liability for all Cornish students. All of Hartford's costs for special education and related services for Cornish students shall be borne solely by Cornish. Such special education costs shall be billed in addition to the costs of tuition paid by Cornish as calculated pursuant to Paragraph 9, below. Cornish shall also be responsible for all transportation arrangements and transportation costs related to its educationally disabled/section 504/idea students. In addition, Cornish shall be responsible for the costs of retaining its own legal representation in special education and 504 matters pertaining to Cornish students which result in a due process hearing or any other legal proceeding. Hartford shall be responsible for defending itself against allegations by third parties, parents, guardians or students that it has engaged in any form of disability-based discrimination. In the event that Cornish is the subject of a complaint to the Office of Civil Rights or the Vermont or New Hampshire DOE regarding conduct by Hartford, Hartford shall be responsible for the costs of responding to the complaint. In the event that Hartford is the subject of a complaint to the Office of Civil Rights or the Vermont or New Hampshire DOE regarding the conduct of Cornish, Cornish shall be responsible for the costs of responding to the complaint.

4. Enrollment- (A) Cornish may send, and Hartford agrees to accept, up to one hundred percent (100%) of the Cornish resident pupils who are qualified to attend grades 9 through 12 to Hartford during the term of this contract. Hartford will not be obligated to accept any Foreign Exchange Students from Cornish.

(B) Cornish, in its sole discretion, may place or enroll as many students as it determines at public schools or public academies outside of Hartford.

(C) By April 15, Cornish must notify Hartford in writing of the number and names of students in each grade level who plan to attend Hartford in the next school year, which school they will attend.

(D) Students from Cornish who are enrolled in Hartford during the term of this Agreement will be allowed to graduate from Hartford after the end of the term of this Agreement; and the terms of this Agreement will survive for the duration of those students' enrollment.

5. Cornish and Hartford Meetings - The parties agree that the Hartford School District Board of Directors and the Cornish School Board may, at the request of either party, meet up to at least two (2) times each year at Hartford and at such other times as the parties shall agree, so that the Hartford School District Board of Directors may have the benefit of the suggestions and recommendations of the Cornish School Board on curriculum, financial matters and policies for the Hartford High School. These meetings will be held, if possible, during the last full week of the fall and winter terms. Cornish will be advised of any major changes in policies, curricula and other school programs and services in Hartford. Further, the Superintendent or designee of Hartford may meet twice annually with the Superintendent of schools or other administrators from Cornish to advise on matters of policy, curricula, facilities,

programs, and services. The principal of the Cornish Elementary School may meet with the designated administrator for Hartford two (2) times each year on matters of curricula, programs, and services.

6. Career Guidance Services - Career Guidance Services by Hartford shall be made available to all high school pupils of Cornish attending Hartford as well as for grade placement and subject placement at Hartford schools.

7. Student Records. Cornish will have reasonable access to educational records for pupils residing within Cornish consistent with the Family Education Rights and Privacy Act, 20 U.S.C. § 1232g. Without limiting the generality of the foregoing, Hartford shall, at the request of Cornish, provide Cornish with report cards, attendance records, SAT scores, other achievement test scores, advance placement and honors class enrollment, honors awarded, and college placement for Cornish students. Hartford and Cornish further agree to work cooperatively and communicate regarding class advancement as set forth below.

(A) Class Advancement Notification: Hartford shall provide student report cards to Cornish following each semester. When the report cards are provided to Cornish, Hartford shall also provide a report to Cornish which identifies any student who may not be on target to adequately complete any educational or credit requirements for advancement into the next grade level.

8. Discipline — Hartford will be legally responsible for student discipline, while students are under the jurisdiction of Hartford and any matters arising out of such discipline, including any alleged violations of students' rights, will be the sole responsibility of Hartford. All Cornish students attending Hartford schools shall be subject to all applicable rules and regulations of Hartford during the term of this Agreement. Hartford and Cornish agree to work cooperatively and communicate regarding disciplinary hearings and expulsions as set forth below.

(A) Expulsion: At such time that any Cornish student and/or parent is provided with written notice of an upcoming disciplinary hearing before the Hartford Board of School Committee for gross misconduct or neglect or refusal to conform to the rules or regulations of the Hartford High School, Hartford shall also send a copy of such letter to Cornish's superintendent. Any such expulsion hearing shall be held pursuant to the rules and regulations set forth in the Hartford student policies.

9. Tuition and Payment Schedule

(A) Hartford shall charge tuition to Cornish in an amount equal to Hartford's standard announced tuition.

(B) Cornish agrees to pay Hartford tuition for the following year based upon the tuition rate announced by Hartford by January 15 of each year. Payments shall be in two (2) installments with half on November 1 and the remaining half on April 1 of each school year. Billing shall be on the basis of students enrolled in Hartford high schools as of October 1, provided billing shall be based on a daily rate for partial enrollment for students who enroll after October 1 or withdraw before May 1 of any school year. The daily rate will be calculated by dividing the annual Hartford tuition rate by the number of school days in Hartford.

10. Tuition Adjustments - In the event that the final tuition rate paid by Cornish to Hartford during the preceding school year is greater than the estimated tuition rate paid to Hartford that year, Cornish shall pay Hartford an amount equal to the tuition difference for Cornish students who were enrolled in Hartford the prior year on the following November 1 in addition to the payment of the estimated tuition due on that date. If the final rate is not available by the November 1 billing, then the adjustment will be paid on April 1. In the event that the term of this contract is not extended, any amounts due from Cornish by reason of the fact that the estimated tuition was underestimated, shall be paid to Hartford on or before December 30" following the termination of the contract.

11. Tuition Due Dates - The parties agree that tuition payments are due twenty (20) days from the date of the bill or the dates set forth in paragraph 10, whichever is later.

12. Term - The initial term of this agreement shall be for a period of five (5) years commencing July 1, 2017 and expiring June 30, 2022, subject to the other provisions of this Agreement. Cornish shall have the option to extend the agreement for an additional five (5) years, on the same terms and conditions, by sending written notification to Hartford on or before April 1, 2022. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall terminate on June 30, 2018.

13. Contract Language Change - In July of 2020, either party may give notice, as provided above, of a desire to change some language in the contract. If such changes are agreed to by the parties, the contract will be so amended. Any and all such changes to the contract language shall be agreed upon and made on or before June 30 of that year. In the event that no agreement can be reached as to contract language changes, the contract will remain in force for the remainder of the term, unless otherwise amended, by mutual Written agreement of the parties.

14. Student Assessment- Cornish Students shall participate in Hartford's statewide student assessment program, as a means of complying with the requirements of RSA 193-C:6.

15. Authorization - Cornish agrees that the Cornish School Board is duly authorized to take any and all action and do any and all things necessary or convenient to carry out this contract, and any such action taken by the Cornish School Board shall be binding upon Cornish (except as otherwise provided herein).

16. Student Transportation - No transportation services for Cornish students shall be provided by Hartford.

17. State Board of Education Approval - The parties agree that this contract shall be binding after approval of the contract by the Cornish School Board and after the execution of the contract by Hartford, and after approval by the New Hampshire State Board of Education. However, in the event the Cornish School District does not approve this long term agreement at its regular annual school district meeting in March, 2018 then this agreement shall

terminate on June 30, 2018.

18. Amendment — Any amendment to this Agreement shall be in writing and approved by the Cornish SAU Board, the Hartford School Board, and the New Hampshire State Board of Education.

19. Contract Dispute ~ Should either party have a complaint as to the operation or interpretation of this Agreement, that complaint shall be stated in writing to the Cornish Superintendent of Schools or the Hartford School District Board of Directors as the case may be, and each shall work together to resolve the issue.

If the Superintendent and the Hartford School District Board of Directors designee cannot resolve the dispute, it shall be presented to the Boards which shall jointly seek to resolve the issue. Should resolution prove impossible at the board level, the issue shall be referred to a private mediator jointly selected by the superintendents and paid for jointly by the parties. Should resolution prove impossible by the mediator, the issue shall be referred to the New Hampshire State Board of Education for a decision in accordance with administrative rules Ed 200, which decision may be appealed to a court of competent jurisdiction.

IN WITNESS WHEREOF, Hartford and Cornish have caused this Agreement to be executed by their duly authorized officers, on the day and year first above Written.

HARTFORD SCHOOL DISTRICT

DATED: 9/18/17

By: [Signature]
Its Superintendent, duly authorized

CORNISH SCHOOL DISTRICT

DATED: 8/29/2017

By: [Signature]
Its Superintendent, duly authorized

MARYANN CONNORS-KRIKORIAN
Interim Superintendent

AUSTIN E. GAROFALO
Interim Assistant Superintendent

CHRISTOPHER K. KELLAN
Assistant Superintendent For Student Services

JANE M. SIMARD
Business Administrator



Derry Cooperative School District #1
NH School Administrative Unit #10

IX, E

KATHERINE L. KENNEDY
Director, Human Resources

CARA J. KUEHL
Director, Federal Projects

JESSICA H. BENSON
Director, Supplemental Services

LISA J. LONG
Mathematics Coach

October 20, 2017

RECEIVED

OCT 25 2017

**STATE DEPARTMENT
OF EDUCATION**

Frank Edelblut
Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, New Hampshire 03301-3494

Dear Commissioner Edelblut:

Please find enclosed an amendment to the original Agreement between the Derry School District and Pinkerton Academy. This agreement has been signed by the Chair of the Derry School Board and the President of Pinkerton Academy's Board of Trustees.

If you need any further information, please contact Headmaster Griffin Morse at 437-5200, x3101 or me at 432-1210.

Sincerely,

Mary Ann Connors-Krikorian, Ed.D.

Mary Ann Connors-Krikorian, Ed.D.
Interim Superintendent of Schools

MACK/kh

Enclosure

cc: Gordon Graham, Esq.
Beth Deragon, Esq.
Griffin Morse
Dan McKenna
Dr. Timothy Butterfield

AGREEMENT

THIS AGREEMENT made this 18 day of September, 2017 by and between the DERRY SCHOOL DISTRICT, situated in the County of Rockingham, State of New Hampshire (hereinafter called the "District"), and PINKERTON ACADEMY of Derry, County of Rockingham, State of New Hampshire (hereinafter called the "Academy").

WHEREAS the District does not maintain a high school and is desirous of having the pupils who seek a high school education attend high school in said Academy; and

WHEREAS the Academy has provided a high school education to children of the District for many years and it is the intention of the Academy to continue to provide such services during the term of any agreement, and thereafter during such additional terms as the parties agree to have the Academy provide such services; and

WHEREAS the District and the Academy entered into a contract in 1962 and entered into the present contract in 2002, as subsequently amended, under which the Academy agreed to provide a comprehensive high school education for the high school pupils of the District and other school districts; and

WHEREAS the District and the Academy desire that this Agreement shall replace and supersede the contract entered into on March 12, 2002, as subsequently amended; and

WHEREAS in order to provide a high school education and a career and technical education, the Academy must hire teachers and other personnel and must construct, equip and maintain buildings and facilities as needed; and

WHEREAS the Academy is willing to receive the pupils and afford them such courses of instruction at a tuition to be determined annually on the basis of the per pupil cost of current expenses of operation and the cost of retiring debt for capital expenditures; and

WHEREAS the Academy would not undertake the construction and equipping of buildings and facilities and would not incur the loans therefore unless the contract with the District is of sufficient term to allow the amortization of such loans, coincident with the term of the contract.

NOW THEREFORE in consideration of the mutual promises contained herein, the parties hereto agree as follows:

The Academy agrees that in accordance with the terms of the contracts between the Academy and the contracting districts, it will provide an approved high school program to the contracting districts.

1. **Non-Contracting Districts** – Children of the Academy faculty and staff and not more than 75 other tuition-paying students may be admitted by the Academy from non-

contracting districts. These students shall pay tuition equal to that amount charged the contracting districts.

Further, that those students enrolled at the date of this agreement from non-contracting districts will be allowed to complete their program of studies until graduation.

2. **Academy Accreditation** – The Academy agrees that during the term of this contract, it will provide a course of studies for grades 9-12 and such facilities and equipment so that at all times during the term of this agreement, the Academy (1) qualifies as an approved high school according to New Hampshire statutes (NH R.S.A. 194:23 and 194:23-b) and (2) is accredited by the New England Association of Secondary Schools and Colleges, Inc. by the Commission on Independent Schools.

3. **Special Education and Enrollment Outside the Academy** – The District agrees to send and the Academy agrees to accept all of the pupils who are qualified to attend grades 9 through 12 to said Academy during the term of this contract, except for educationally disabled and exceptional students requiring special schools or special facilities, students who desire special vocational training not offered at said Academy, and students ordered by the State Board of Education to attend another school pursuant to NH R.S.A. 193:3. It is the Academy's intention to continue to provide schooling for educationally disabled and exceptional students not requiring special schools or special facilities. In addition, the Academy will, at the request of the district, offer facilities and programs comparable to those offered by public high schools of like size in New Hampshire for educationally disabled and exceptional children, and the District will be charged the costs of such programs for each pupil from the District enrolled in the programs.

It is specifically agreed that from time to time the School Board of the District for whatever reason it deems valid may allow up to 10% of its total high school population to enroll in another public high school provided that the Academy's total student population from all the Districts is not less than 2,500 students at the time of the request. However, the District must notify the Academy in writing of the number of students who plan to attend another high school by October 1st of the year preceding the student's departure. The District may in such cases pay tuition for such students to such other public high schools, and shall have no obligation to pay tuition to the Academy for such students.

The Academy shall be responsible for defending itself against allegations by third-parties, parents, guardians or students that it has engaged in any form of disability-based discrimination. In the event that the District is the subject of a complaint to the Office of Civil Rights regarding conduct by the Academy, the Academy shall be responsible for the costs of responding to the complaint. In the event the Academy is the subject of a complaint to the Office of Civil Rights concerning the conduct of the District, the District shall be responsible for the costs of responding to the complaint.

4. **Foreign Exchange Students** – Each year the Academy agrees to accept a maximum of four (4) foreign exchange students residing in the District. The number of foreign exchange students so enrolled will not be used in the calculation of the number of students for tuition purposes, as called for in Appendix A.

5. **District and Board of Trustees Meetings** – The parties agree that the Board of Trustees of the Academy and the School Board of the District will meet at least three (3) times each year at the Academy and at such other times as the parties shall agree, so that the Trustees may have the benefit of the suggestions and recommendations of the School Board on curriculum, financial matters and policies of the Academy and the sending districts. These meetings will be held on Thursday of the last full week of the fall and winter terms and spring terms.

The Academy agrees that there will be not less than four (4) members of the Board of Trustees who are residents of the District at all times during the term of this contract.

6. **Career Guidance Services** – Career Guidance Services by the Academy shall be made available to all high school pupils of the District as well as for grade placement and subject placement at the Academy.

7. **Student Records** – . The District will have reasonable access to educational records for pupils residing within the District, consistent with the Family Education Rights and Privacy Act, 20 U.S.C. Section 1232g. Without limiting the generality of the foregoing, the Board of Trustees of the Academy shall at the request of the District, provide the District with report cards, attendance records, SAT scores, other achievement test scores, advance placement and honor class enrollment, honors, awards and college placement for District students. The Academy and District further agree to work cooperatively to communicate regarding class advancement as set forth below:

(A) Class Advancement Notification: The Academy shall provide student report cards to the District following each semester. When the report cards are provided to the District, the Academy shall also provide a report to the District which identifies any student who may not be on target to adequately complete any educational or credit requirements for advancement into the next grade level.

8. **Discipline** –The Academy will be legally responsible for student discipline, while students are under jurisdiction of the Academy and any matters arising out of such discipline, including any alleged violations of students' rights, will be the sole responsibility of the Academy. Pinkerton Academy and the District further agree to work cooperatively and communicate regarding disciplinary hearings and expulsions as set forth below:

(A) Expulsion: At such time as any student and/or parent is provided with written notice of an upcoming disciplinary hearing before the Pinkerton Academy Board of Trustees for gross misconduct or neglect or refusal to conform to the rules or regulations of the school for which expulsion may be the result, Pinkerton Academy shall also send a copy of such letter to the District Superintendent. Any such expulsion hearing shall be held pursuant to the rules and regulations set forth in Pinkerton Academy Student Planner.

9. **Construction / Planning Committee** – From time to time, the Academy may borrow money, may refinance any loans, may lease real and personal property, acquire real estate, construct and reconstruct buildings.

Whenever any capital expenditure in excess of \$750,000 is contemplated, a Planning Committee shall be formed composed of four members of the Board of Trustees from the Academy, two Administrators from the Academy, a member of the School Board from each sending district, and one Superintendent chosen by and from the sending districts. The Planning Committee will study the need for such a capital expenditure and will participate in the planning for such capital expenditure. The Planning Committee will make its recommendations to a joint meeting of representatives of the Board of Trustees of the Academy and of the School Boards from the sending districts. If, in the opinion of the Board of Trustees, there is an emergency for such capital expenditure, the Planning Committee shall complete its recommendations and submit the same for consideration at a joint meeting of the Board of Trustees and School Board members, within 30 days of the date the Board of Trustees of the Academy request the School Boards to create a Planning Committee.

Notwithstanding the foregoing, the Board of Trustees reserves the right to make the final decision regarding the above capital expenditure which it determines to be in the best interest of the contracting parties and to include the expense thereof pursuant to paragraph 11 in the annual billings to the District.

10. **Payment Schedule** – The Academy will make a “good faith” effort annually to supply the School Board of the District and the State Board of Education a written estimate of the tuition charges for each pupil to be made by the Academy for the succeeding school year. Said estimate will be incorporated into the District’s annual budget. Further said, the estimate shall be based upon the total costs estimated pursuant to the following paragraph 11, divided by the estimated number of students attending the Academy. The District agrees to pay to the Academy such estimated tuition during the following school year in the following installments:

October 15	50%	of the estimated tuition
February 15	25%	of the estimated tuition
April 15	25%	of the estimated tuition

The payments on October 15, February 15, and April 15 will be based on the total number of students from the District enrolled at the Academy on the third Friday in September, January, and March, respectively, and will be adjusted to reflect the daily pro rata tuition charge for students who enroll or withdraw between:

- (1) The first day of school and the third Friday in September
- (2) The Monday following the third Friday in September and the third Friday in January
- (3) The Monday following the third Friday in January and the third Friday in March, respectively;

An additional adjustment of the estimated tuition will be made to reflect the daily pro rata tuition charge for students who enroll or withdraw between the Monday following the third Friday in March and the 180th school day. The District will be notified of the adjustment on or before June 30 and the settlement will be made on or before July 15. The daily pro rata tuition is equal to 1/180th of the estimated tuition or one part of the total number of school days required in a given school year by the State Board of Education as outlined in the State Standards for High Schools.

11. **(A) Accounting Requirement** – On or before September 30th of each year, the Treasurer of the Academy shall deliver to the School Board of the District and to the State Board of Education an itemized accounting for the prior school year. This will detail actual operating expenditures and amortization of all bonded capital expenditures and shall include principal and interest payments made by the Academy.

(B) Tuition Calculation – The Treasurer of the Academy shall also determine the actual tuition charge for the school year ended the prior June 30th, which shall be computed by dividing the actual average number of students enrolled in the Academy during the school year into the expenses computed in accordance with paragraph 11(A).

(C) Student Computation – The actual average number of students shall be computed by adding the actual number of students from the District enrolled in the Academy on the Friday of each week, beginning with the third Friday in September and ending with the second Friday in June, and dividing the sum thereof by the number of weeks during that period.

(D) Daily Tuition Rate Calculation – The District will pay the Academy the tuition computed in accordance with (A) and (B) for each student enrolled for the entire school year and the daily pro rata amount of the tuition for any student enrolled for less than the entire school year.

(E) Tuition Adjustments – In the event that the amount paid by the District during the preceding school years is less than the actual tuition due the Academy computed in accordance with this paragraph, the District shall pay such amount to the Academy on the following October 15, in addition to the payment of the estimated tuition due on that date. In the event that the tuition paid by the District during the preceding school year exceeds the actual tuition due the Academy, the Academy shall credit such sum on the payment of the estimated tuition due on the following October 15th.

(F) Tuition Refund – In the event that the term of this contract is not extended, any amounts due either party by reason of the fact that the estimated tuition was overestimated or underestimated, shall be paid to the other party on or before September 15th next following the termination of the contract.

12. **Tuition Due Dates** – The parties agree that tuition payments are due twenty (20) days from the date of the bill or the dates set forth in paragraph 10, whichever is later. The District agrees that if a payment is not made on or before the date called for above, the District

shall pay to the Academy, in addition to such payment, interest at the New York prime rate as reported in the Eastern section of the Wall Street Journal, on the date the payment was due. Such interest shall accrue daily as of the date payment is due to the Academy.

13. Terms –

(A) The initial term of this agreement shall be for a period of 20 years commencing July 1, 2002.

(B) In July of 2007 and every 5 years henceforth, the term of this agreement will be extended by 5 years unless either party notifies the other in writing prior to March 30 of that year of their intent not to extend the term by the additional 5 years.

14. Contract Language Change – In July of 2007 and every 5 years thereafter, either party may give notice, as provided above, of a desire to change some language in the contract. If such changes are agreed to by the parties, the contract will be so amended. Any and all such changes to the contract language shall be agreed upon and made on or before June 30 of that year. In the event that no agreement can be reached as to contract language changes, the contract will remain in force for the remainder of the term, unless otherwise amended, by mutual agreement of the parties on a subsequent 5-year anniversary of the contract.

15. Authorization – The District agrees that the School Board of the District is duly authorized to take any and all action and do any and all things necessary or convenient to carry out this contract, and any such action taken by the School Board shall be binding upon the District.

16. Financial Reporting – The written estimate of the proposed tuition charge called for under paragraph 10 and the itemized accounting called for under paragraph 11 shall be in the form of Appendix A.

17. State Board of Education Approval – The parties agree that this contract shall be binding after approval of the contract by the District and after the execution of the contract by the Trustees of the Academy, and approval by the State Board of Education pursuant to NH R.S.A. 194:22.

18. Student Transportation – The sending district will be responsible for transporting students to and from the District and the Academy.

19. Required Administrative Meetings – The District will be advised of any major changes in policies, curricula and other school programs and services at the Academy. Further, that the Headmaster or designee of the Academy shall meet twice annually with the superintendent of schools or other administrators from the Districts to advise on matters of policy, curricula, facilities, programs, and services. The principals of the middle schools of the District will meet with the designated administrator for the Academy two times each year on matters of curricula, programs, and services.

20. **Contract Dispute** – The parties further agree that in the event of any dispute regarding the performance or interpretation of the contract, or any statement of expense or any computation called for under this contract, such dispute shall be referred to arbitration before the Commissioner of Education in accordance with the provisions of NH R.S.A. 542. The decision of the Commissioner of Education in such matter shall be binding upon the parties, pursuant to NH R.S.A. 542.

IN WITNESS WHEREOF, the Academy has caused this Agreement to be executed by its duly authorized officers, and the School Board of the School District has executed this Agreement on the day and year first above written.

Concord, New Hampshire

Date 9/18/17

Approved by State Board of Education
Commissioner of Education

PINKERTON ACADEMY

[Signature]

Date 18/September 2017

[Signature]
Notary Public

DERRY SCHOOL DISTRICT

Chair [Signature]



I attend to the fact that this is a true copy

[Signature], Notary Public

KATHERINE L. KENNEDY, Notary Public
My Commission Expires October 5, 2021

APPENDIX A

INSTRUCTION:

Salaries – Teachers, Librarian, Nurse
Retirement & Group Insurance
Transportation
Social Security
Student Supplies
Textbooks – (Net of Receipts)
Library, Audio-Visual – (Net of Receipts)
Athletics – (Net of Receipts)
Other Instructional – (Net of Receipts)

TOTAL

OPERATION AND MAINTENANCE:

Salaries – Custodial, Grounds, Security
Custodial Fringe Benefits and Social Security
Custodial Supplies
Repairs – Buildings / Equipment / Grounds
Fuel – School
Electricity – Including Electric Heat
Water & Sewage
Snow & Waste Removal
Miscellaneous

TOTAL

GENERAL AND ADMINISTRATIVE:

Salaries – Administrative, Secretarial
New Hire Fringe Benefits and Social Security
Administration Expense
Insurance

TOTAL

NEW EQUIPMENT:

TOTAL

COST OF NEW FACILITIES:

Bond Expense
Amortization of Facilities (Principal & Interest)
Land & Building Improvements

TOTAL

TOTAL ACADEMY EXPENSE:

Number of Students
Cost Per Student