

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

Thursday, April 12, 2018



AGENDA

- I. **CALL TO ORDER** - 9:00 AM
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (LIMITED TO 5 MINUTES, BOARD WILL ASK CLARIFYING QUESTIONS ONLY, OTHERWISE NO FEEDBACK PROVIDED)
- IV. **SPECIAL PRESENTATIONS** (TIMES ARE APPROXIMATE)
 - A. 9:15 AM - Teacher of the Year and Finalists – LORI KINCAID, Public Information Officer
 - B. 9:45 AM - Academy for Science and Design Revised Charter – JENNIFER CAVA, ASD Director
 - C. 10:15 AM - Academy for Science and Design Renewal – JENNIFER CAVA, ASD Director
 - D. 10:45 AM - Great Bay Charter School request to add grade six for the 2018-2019 school year – PETER STACKHOUSE, Executive Director
 - E. 11:00 AM - Great Bay Charter School name change request – PETER STACKHOUSE, Executive Director
- V. **OPEN BOARD DISCUSSIONS**
- VI. **LEGISLATIVE ISSUES/RULES**
 - A. 1:00-1:30 PM – **PUBLIC HEARING** – Professional Code of Conduct and Investigations (Ed 501)
 - B. 1:30-2:00 PM – **PUBLIC HEARING** – Professional Education Requirements (Ed 505.07 and Ed 610.02) - “Guiding Principles: The Code of Ethics for New Hampshire Educators”
 - C. Conditional Approval Response – Alternative Education and Career and Technical Education (Ed 1300)
 - D. Initial Proposal – Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)

- E. Final Proposal - Special Education Aid (Ed 1128)
- F. Final Proposal - Highly Qualified Teacher and Core Academic Subjects (Ed 1102 and Ed 1113)
- G. Adopt - Alternative Education and Career and Technical Education (Ed 1300)
- VII. REPORTS AND NEW DEPARTMENT BUSINESS
 - A. Virtual Learning Academy Charter School charter extension request
- VIII. OLD BUSINESS
- IX. CONSENT AGENDA
 - A. Meeting Minutes of March 21, 2018
- X. TABLED ITEMS
- XI. NONPUBLIC SESSION
- XII. ADJOURNMENT – 2:00 PM

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.



Teacher of the Year Process

Teachers may be nominated or self apply. Each candidate submits a written application containing biographical and professional information, essays on topics ranging from personal teaching philosophy to the issues facing education, and letters of endorsement. The Teacher of the Year Selection Committee meets to choose semi-finalists from the applications received. The Committee then visits semi-finalists' schools where they observe the teacher in class, interview school personnel, community members, parents and students, as well as the semi-finalist. Over the summer finalists present their professional portfolios and give a speech on education to the Committee. The Committee then selects the NH Teacher of the Year.

(Committee members: State Board of Education, Chair or designee; NH Association of School Principals, Director; NH School Administrators Association, Director; Former Teacher of the Year(s); Commissioner of Education or designee; and the NH Teacher of the Year Coordinator.)

A Teacher of the Year candidate should be an exceptionally dedicated, knowledgeable, and skilled person from any state-approved or accredited school, pre-kindergarten through grade twelve, who is certified in the State of NH, demonstrates leadership and intends to continue in the teaching profession. This individual has the respect and admiration of their colleagues and;

- is an expert in their field who guides students of all backgrounds and abilities to achieve excellence;
- collaborates with colleagues, students, and families to create a school culture of respect and success;
- deliberately connects the classroom and key stakeholders to foster a strong community at large;
- demonstrates leadership and innovation in and outside of the classroom walls that embodies lifelong learning;
- expresses themselves in an engaging and articulate way;
- and be committed to improving education.

They must be poised, articulate, and possess the energy to work under a taxing schedule. The New Hampshire Teacher of the Year carries out his or her duties while maintaining a full classroom load.

The Department of Education not only administers and presents awards to recognize leadership in education, these national and statewide awards build community awareness of our educators while providing positive messages about the teaching profession as a whole. The purpose of the

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program is to select a teacher who is capable of speaking for and energizing the teaching profession, and representing the positive contributions of all teachers statewide.

The Teacher of the Year Program does not attempt to single out any individual as the best teacher in New Hampshire, but rather to honor one teacher who represents all the excellent teachers in our State. Selecting a Teacher of the Year is an exceptional way to celebrate the many outstanding and dedicated people teaching in New Hampshire schools.

The National Teacher of the Year Program is a project of the Council of Chief State School Officers in partnership with the Voya Foundation. It is the mission of the National Teacher of the Year Program to honor our nation's greatest teachers while providing rigorous professional learning for teachers to be leaders and advocates.

Nominations or applications can be sent to Lori Kincaid, NH Teacher of the Year Coordinator, New Hampshire Department of Education, 101 Pleasant Street, Concord, NH 03301 or email Lori.Kincaid@doe.nh.gov. If you have any questions, please phone Ms. Kincaid at (603) 271-6646. Additional information and applications may be downloaded from the Department's Web site at www.education.nh.gov/recognition/index.htm.

Some of the opportunities as Teacher of the Year

- Attend National Teacher of the Year Conference
- Address the NH State Board of Education
- Attend National Teacher of the Year Announcement Ceremonies in Washington, DC
- Attend Education Commission of the States (ECS) National Forum
- Attend Space Camp
- Attend National Teacher of the Year Next Steps Conference
- Attend the College Football Playoff weekend with on field recognition

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ACADEMY FOR SCIENCE AND DESIGN

CHARTER REVISION PENDING APPROVAL, April 2018

ORIGINAL CHARTER APPLICATION APPROVED DECEMBER 2007

Summary of Proposed Changes Submitted to NH State Board of Education

Peter Bewley, Jr., Chairman of the Board of Trustees, Academy for Science and Design
Jennifer Cava, Director, Academy for Science and Design

Dear Members of the New Hampshire State Board of Education,

After a decade of operation, the Academy for Science and Design (ASD) has celebrated many successes, endured several challenges, and learned a great deal along the way. On behalf of the many stakeholders in our community who have participated in the revision of our school's Charter in an effort to more accurately reflect the ways in which our school approaches teaching and learning, I would like to thank you for your time and consideration of our proposed Charter Revision.

As requested by the New Hampshire Department of Education, I have created a summary of the proposed revisions. I look forward to discussing this with you further on April 12th, 2018.

Best Regards,

Jenn Cava
Director
Academy for Science and Design

ASD Original Charter Application 2007	ASD Proposed Charter Revision 2017
Introduction (pgs. 2-4)	Executive Summary (pg. 3) <i>Revised to reflect new location/context, historical information</i>
Educational Mission/Vision (pg. 8)	<p>Educational Mission, Vision, and Core Values (pgs. 4-5) <i>Significant work was put into full revision of school's Mission/Vision, as well as the addition of Core Values. This work was completed over the course of a year, with critical input from many stakeholders.</i></p> <p><i>Proposed Revision of Vision Statement: The Academy for Science and Design's STEM-focused program is advancing global citizenship by fostering curiosity, innovation, and leadership for all learners.</i></p> <p><i>Proposed Revision of Mission Statement: Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.</i></p> <p><i>Proposed Addition of Core Values: To support the aforementioned mission and vision statements, the Academy for Science and Design subscribes to the following core beliefs:</i></p> <ul style="list-style-type: none"> <i>Curiosity is a catalyst for learning</i> <i>Students deserve to be challenged</i> <i>We are all global citizens</i> <i>Teachers are also learners</i> <i>Industry partners are essential</i>
Governance and Organizational Structure and Plan (pgs. 9-11)	<p>Governance and Organizational Structure, Methods by which Trustees and their Terms (pgs. 6-8) <i>Language updated to contemporize, reduction in detail that is now covered in approved Board policies and established procedures, removal of list of initial Board officers (2007)</i></p>
General Description of Proposed or Potential Location of Facilities (pg. 11)	General Description of Proposed or Potential Location of Facilities (pg. 6) <i>Revised to remove the</i>

	<i>consideration of overnight/boarding options for students</i>
Maximum Number, Grade or Age Levels, and, as applicable, other information about pupils served (pgs. 11-12)	Maximum Number, Grade or Age Levels, and, as applicable, other information about pupils served (pgs.8-9) **Amendment made in 2010 to add Grade 6. Amendment in 2014 to increase cap to 525. <i>Revised to include statement: The long-term student enrollment target is expected to be approximately 525 students. The school has an enrollment cap of 600 students to accommodate expected fluctuations in grade level populations, to be specified by Board policy.</i>
Curriculum that Meets or Exceeds State Standards in the Subjects Offered/Special Curriculum Features (pgs. 12-15)	Curriculum that Meets or Exceeds State Standards in the Subject Areas Offered/Curriculum Features (pgs.9-12) <i>Significant revisions to this section driven by school faculty and department heads. Revision includes language highlighting the importance of both exploratory courses in STEM as well as in-depth, specialized courses. Under “Special Curriculum Features,” addition of Integrated Courses, SPARK Conferences, Senior Research Project and Learning Studios, Varied Assessments, College and Career Readiness, Advisory Program, and Internship. Revision has removed Immersions/Seminars, Arts, Active Engagement, Sharing Community, Culture of Mutual Support, Focus on Student Health, Nutrition, and Well-Being, Genuine Achievement is Valued, Challenging Material and Provision for Acceleration, Course Accomplishment, Diverse Learning Spaces, Mentoring, and Entrepreneurial Ventures. Several of the removed features are reflected/represented in other portions of the revised Charter.</i>
Academic and Other Learning Goals and Objectives (pg. 15)	Academic and Other Learning Goals and Objectives (pgs. 12-13) <i>Minor changes/rewording in revision—some goals combined in revision. Removal of digital portfolios.</i>
Achievement Tests to be Used to Measure Pupil Academic and Other Goal Achievement (pgs. 15-16)	Achievement Tests to be Used to Measure Pupil Academic and Other Goal Achievement (pg. 13) <i>Revised to use language that will sustain changes to specific statewide tests (use of “summative results from standardized testing”) rather than NWEA, for example.</i>
Graduation Requirements (pg. 16)	Graduation Requirements (pg. 13-14) <i>While the school maintains the requirement of 5 credits of math for graduation, the revised Charter removes the requirement that the fifth credit be specifically Calculus, making Statistics an alternative for fulfilling this requirement. The revision also simplifies/reorganizes the listing of credits, allowing for more detailed descriptions of course options to be reflected in the annually approved Program of Studies.</i>

<p>Staffing Overview (pg. 17-18)</p>	<p>Staffing Overview (pg. 14) Revision removes a great deal of language connected to the early planning of the school, and the more simplified version states: “The Academy for Science and Design is committed to recruiting and retaining highly qualified faculty and staff members. In addition to meeting all state requirements for public Charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, ASD seeks to employ a diverse group of individuals who:</p> <ul style="list-style-type: none"> • Possess strong backgrounds/certifications from educational programs and experiences • Have unique industry experience in STEM-related fields • Are committed to the mission/vision of the school <p>Rather than keeping the extensive position descriptions for staffing in the original charter, the revised charter states that: “The Director, in collaboration with the ASD Board of Trustees, develops an organizational structure with clear job responsibilities for all other administrators. This structure is reviewed and adjusted annually to meet the needs of the school.” It continues to explain that: “The Director, in collaboration with the ASD Board of Trustees, will maintain a faculty and staff that promotes a high-quality academic program as well as provides needed support for guidance/student services”</p>
<p>Personnel Compensation Plan (pgs. 19-20)</p>	<p>Personnel Compensation Plan (pg. 15) Language is revised, no substantive changes</p>
<p>Pupil Transportation Plan (pg. 20)</p>	<p>Pupil Transportation Plan (pgs. 15-16) Revision includes updated RSA 194-B:2</p>
<p>Statement of Assurances Related to Non-Discrimination According to Relevant State and Federal Laws (pg. 20)</p>	<p>Statement of Assurances Related to Non-Discrimination According to Relevant State and Federal Laws (pg. 16) Revised language reflects more current non-discrimination clause</p>
<p>Method of Coordinating with a Pupil’s Local Education Agency (LEA) for Matters Pertaining to Any Special Education Programs (pgs. 20-22)</p>	<p>Method of Coordinating with a Pupil’s Local Education Agency (LEA) for Matters Pertaining to Any Special Education Programs (pgs. 16-17) Language is revised, revision includes the additional statement: “The Academy for Science and Design-initiates and participates in the Special Education process for students who are not identified and continues participation through the Special Education Process Sequence outlined in Ed. 1104.01 Sequence of Special Education Process.”</p> <p>Revision removes language (original Charter has 10 steps listed) specific to the procedure of coordination</p>

	<p><i>of special education. The revised Charter states that, "The Academy for Science and Design follows all rules outlined in New Hampshire Rules for the Education of Children with Disabilities in accordance with all RSAs as well as Special Education technical advisories and communication from the New Hampshire Department of Education." The revised Charter also states that, "The Academy for Science and Design encourages all interested students to apply and discusses the program with families including supports and resources provided by the charter school in collaboration with the LEA."</i></p>
Admission Procedures (pgs. 22-24)	<p>Admission Procedures (pgs. 17-18) <i>Revision to admission criteria eligibility to reduce from 4 to 2 criteria. Original Charter states that the applicant must demonstrate interest in sciences and academic study, as well as that an Admissions Committee must agree that the applicant is likely to benefit from specific charter school program. These are removed in the revision.</i></p> <p><i>The revised criteria are as follows:</i></p> <p><i>1)The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects. ASD will verify records by requesting copies directly from the sending districts.</i></p> <p><i>2) The applicant and his/her parent/guardian acknowledge full understanding of and willingness to participate in the Mission of the school, its policies, program, and expectations.</i></p> <p><i>Revision reflects a highly simplified Application Process, removing required interviews, portfolios, and recommendation letters.</i></p> <p><i>Revision adds explanation of the lottery process for admission, stating: "Students seeking enrollment must complete ASD's application process. When there are more applicants that have completed the application requirements than available spaces in any grade or program, a lottery will be conducted. Only New Hampshire residents are eligible for the Lottery. Out of state applicants may be admitted at the current out-of-state tuition in the event that there are insufficient New Hampshire applicants to fill the available openings.</i></p> <p><i>Applicants who are not admitted from the lottery will be placed on a wait-list in the order their names are</i></p>

	<i>drawn, according to grade or program. Should an opening occur, placement will be offered based on waiting list order. Once the school year has begun, applicants requesting to transfer to ASD will be invited to complete an application package and once successfully completed, will be placed at the bottom of the wait list according to grade or program. Complete applications received after lottery application deadline will be time-stamped and added to the Wait-List in the order received."</i>
Philosophy of Student Governance and Discipline (pgs. 24-25)	Philosophy of Student Governance and Discipline (pgs. 18-19) <i>Revised/updated language, addition of Student Council, Removal of requirement that all students and staff will be trained in mediation techniques</i>
Method of Administering Fiscal Accounts and Reporting (pgs. 25-26)	Method of Administering Fiscal Accounts and Reporting (pg. 19) <i>Revised section simplified significantly (removal of many procedural items) and replacement with the statement that, "The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V). "</i>
Annual Budget, Including All Sources of Funding (pgs. 26-27)	Annual Budget, Including All Sources of Funding (pgs. 19-21) <i>Revision includes changes to the plan for Sources of Revenue, such as removal of plan to fundraise \$10,000,000 by year 3. Revision also references the Finance Committee's involvement in budget development. An updated 5-year budget is attached to the revised Charter (Appendix A)</i>
School Calendar Arrangement, Number, and Duration of Days Pupils are to be Served (pg. 27)	School Calendar Arrangement, Number, and Duration of Days Pupils are to be Served (pg. 21) <i>Revision includes updated RSA's</i>
Provision for Providing Continuing Evidence of Adequate Insurance Coverage (pg. 27)	Provision for Providing Continuing Evidence of Adequate Insurance Coverage (pg. 21) <i>Language is revised, no substantive changes</i>
Identity of Consultants to be Used for Various Services (pg. 27-28)	Identity of Consultants to be Used for Various Services (pgs. 21-22) <i>Language is revised, no substantive changes</i>
Philosophy of Parent Involvement, Related Plans and Procedures (pg. 28)	Philosophy of Parent Involvement, Related Plans and Procedures (pg. 22) <i>Language is revised, no substantive changes</i>
Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision Making about their Choice of School (pg. 28)	Plan to Develop and Disseminate Information to Assist Parents and Pupils with Decision Making about their Choice of School (pgs. 22-23) <i>Language is revised, no substantive changes</i>
Global Harmless Clause (pgs. 28-29)	Global Harmless Clause (pg. 23) <i>No change made</i>
Severability Provisions and Statement of Assurance (pg. 29)	Severability Provisions and Statement of Assurance (pg. 23) <i>No change made</i>

Provision for Dissolution of a Charter School (pgs. 29-30)	Provision for Dissolution of a Charter School (pgs. 29-30) <i>No change made</i>
<i>(Accountability Plan)</i>	Accountability Plan (pg. 25) <i>Revised Charter adds the following language related to an Accountability Plan (Appendix B) The Academy for Science and Design provides all required annual reports of progress regarding governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach. In addition to all accountability reporting required by state agencies, the Academy for Science and Design maintains and updates an Accountability Plan that is used to measure progress.</i>

ACADEMY FOR SCIENCE AND DESIGN

REVISED CHARTER APPLICATION APPROVED BY ASD BOARD OF TRUSTEES NOVEMBER 8, 2017

ORIGINAL CHARTER APPLICATION APPROVED BY NH STATE BOE DECEMBER 2007

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EXECUTIVE SUMMARY

Established as a STEM-focused public Charter school in 2007, the Academy for Science and Design (ASD) has endeavored to meet the challenge of economic and societal change following the decline of the state's textile industry and expansion of Boston's high-tech corridor into the southern New Hampshire region. The school is located on the outskirts of Nashua, New Hampshire's second largest and increasingly diverse city, reflecting an expanding immigrant population and its integration into the community. Though approximately half of ASD's current 525 students, grades 6-12, enroll from the Nashua area, the school enrolls students from thirty-three other towns, some rural, but most reflecting the broader region's economic interest in science/technology-based industry.

The Academy for Science and Design celebrated its tenth year of operation in 2017, having launched in response to the need for a pipeline of students sufficiently inspired and equipped to continue their learning in a STEM field and eventually to lead the development of STEM industry in New Hampshire. After rapid enrollment increases over its first six years, the school has now reached the milestone of maintaining its optimal "small school" size, giving students a personal sense of belonging while they explore the rich and varied world of ASD's learning opportunities. The school is now recognized nationwide for providing to all students an exceptional design of rigorous, engaging STEM coursework combined with a unique approach to personalized learning across the arts and sciences. ASD succeeds with students who are already high-achieving and strongly motivated, but in line with its open-door policy also encourages and engages students who are merely curious about STEM and need the kind of academic, personal, and social supports necessary to transform their interest and potential into outstanding achievement.

After the initial Charter Application was approved by the New Hampshire State Board of Education in 2007, the Academy for Science and Design has amended its Charter on three occasions. The first amendment approved in 2008 resulted in an increase to the size of the Board or Trustees, as well as other Board-related operational matters. The second amendment was made in 2010, adding Grade 6 to the existing 7-12 program. In 2015, the Academy for Science and Design was granted an amendment to the Charter raising the enrollment cap from 450 students to 525 students. During the school's second Charter Renewal process in the Fall of 2017, the school made significant revisions to its charter, demonstrating a response to the needs of its student population, as well as to the role the Academy for Science and Design has as a New Hampshire public charter school.

EDUCATIONAL MISSION, VISION, & CORE VALUES

VISION

The Academy for Science and Design's STEM-focused program is advancing global citizenship by fostering curiosity, innovation, and leadership for all learners.

In constructing the school's original charter, founders envisioned New Hampshire having a world-class high school for science truly based on competitive educational programs and cutting edge international applications in order to address the growing national concern for science and math education. Founders envisioned not only a school excellent for academics, but also for the well-being of students--a school not only beneficial for students who attend, but also for the State as a whole. Further, founders envisioned ASD to be a resource to other education providers, to broaden the scope of curriculum in STEM subjects, to strengthen connections to NH colleges, and to engage with local businesses. Finally, the vision of students graduating from the Academy for Science and Design held by the original founders in 2007 was one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives, as well as those faced by others at the local, national, and global level.

Over the last decade, ASD's strategies for encouraging and challenging all students to fulfill their potential as lifelong learners, innovators, and leaders have evolved into a unique approach to personalized learning across the entire school experience, including opportunities for students' self-directed inquiries and project development outside the classroom in either direct or indirect relationship with teachers' pre-established coursework. These independent inquiries and projects often inform the ongoing refinements teachers make to their courses. ASD continues to have an emphasis on being a "world class" school that promotes a global understanding for all students, empowering them to make positive contributions to the larger world around them. To ensure that all students benefit academically, personally, and socially from this synergistic approach to learning as a community, ASD has developed a culture of encouragement for individual inquiry and risk-taking, supported school-wide by teachers, administrators, students, and the ASD Board of Trustees; as well by the school's large network of volunteers, parents, and industry partners.

MISSION:

Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.

Serving as both a public, open-enrollment middle school and a high school with a STEM-focus, the Academy for Science and Design is committed to engaging a diversity of student learners at both of these levels through an exemplary structure for broadening student access to STEM-focused

learning opportunities. Accordingly, ASD's program design is the school's signature strategy for the academic success of the variety of students who enter the school - a strategy focused on providing early exposure to opportunities in STEM that younger students may be unaware of, and then encouraging and supporting those students as they pursue a highly personalized pathway to a specialized STEM field in high school.

ASD's middle school program provides younger students the chance to explore, where by design all students are exposed to aerospace, physics, environmental science, engineering, computer science, biology, and chemistry. Students completing ASD's middle school program enter high school either as students continuing into ASD's more specialized STEM curriculum or as students moving into district or private institutions with both a keen awareness of these fields, and knowledge about their potential interests and abilities to continue to study such fields. These exploratory courses, often taught by industry professionals, combined with their engagement in ASD's many planned and incidental learning experiences described earlier in this application, have a profound and lasting impact on students, including those who may have been only curious about STEM upon enrolling in ASD.

Students who choose to continue into ASD's high school program, or students who enter the high school program from other institutions, are empowered to declare an area of specialization within STEM, allowing them to explore more deeply into a field of their own choice. This deeper understanding culminates in a capstone senior project, in tandem with an internship experience, giving students an authentic opportunity to demonstrate their ability and interest to continue their studies beyond the walls of ASD. A remarkable sense of ownership over their high school education is reflected in ASD graduates' continued support of the mission of the school as alumnae, often inspired to return to share their experiences with students still progressing through the program.

To support the aforementioned mission and vision statements, the Academy for Science and Design subscribes to the following core beliefs:

- *Curiosity is a catalyst for learning*
- *Students deserve to be challenged*
- *We are all global citizens*
- *Teachers are also learners*
- *Industry partners are essential*

The core beliefs of the Academy for Science and Design (ASD) reflect the school's dedication to inspiring, engaging, and challenging our students to become the next generation of problem-solvers, students with not only highly developed academic abilities, but also with a keen global awareness and commitment to improving the lives of others. This latter objective, addressed through an approach that engages students in designing solutions to real-world problems, drives student learning across the ASD curriculum.

GOVERNANCE AND ORGANIZATIONAL STRUCTURE, METHODS BY WHICH TRUSTEES AND THEIR TERMS ARE DETERMINED

BOARD OF TRUSTEES

The Academy for Science and Design (ASD), a 501c (3) organization, is governed by a Board of Trustees (the Board), that has general supervisory control and authority over operations of the school, in accordance with RSA 194-B:5. ASD's Board has been in operation for 11 years as of the date of this Charter update; as such, numerous Board Policies and supporting processes have been set in place to define and guide the structure of Board Governance and ASD operation.

MEMBERSHIP:

Trustee membership is balanced by Board approved policy (BBB) and process, with members comprised of both "ASD Parents" and "External or non-parents", to the degree possible, to represent a diverse set of individuals committed to ASD's educational mission, strategy and sustainability. Whether an external or parent member, a focus is placed on:

- STEM -- both national and international -- business, science, engineering and educational communities (Universities/educational community)
- Operations -- finance, business, personnel, project/program management, legal and educational
- Outreach -- financial stakeholders and partnerships, grants, revenue to ASD outside State aid, local/national community and legislative ties

The Board sets forth the number of trustees, their terms, recruitment and vetting process, through established Board approved policies and a documented process. In addition to its voting members, the Board may establish non-voting *ex officio* members and/or advisors, which at present include ASD's Director, and representatives from both the faculty and student body (both of the later appointed annually).

OFFICERS

Officer roles, as well as details for election/replacement are described in established Board approved policies.

Board Officers include: Chair, Vice-Chair, Secretary, Treasurer and Clerk. Officers are elected by a majority vote of those present at the annual organizational meeting and serve until the next annual

meeting. Should a replacement officer be needed, a majority vote will ensue and the replacement will serve until the next annual meeting.

Officer roles, and details for election/replacement are described in established Board approved policies.

GOVERNANCE

The Board has authority to set policy and make decisions that serve the mission, strategy and sustainability of ASD, and has oversight and authority to render final decisions on matters (at a minimum) pertaining to:

- Appointment of Board Committees and Advisory Members
- Setting policy
- Hiring and dismissal of personnel
- ASD Director -- Annual review / future goal setting / contract as needed
- Approval and oversight of annual budget and fund-raising programs
- Delineation of educational priorities
- Growth and strategic plan
- Professional salary and compensation program
- Reviewing/approving significant or multi-year contracts, e.g., for facilities and benefit programs
- Appeals, if not resolved first by Administration
- Any other matters that are not administrative in nature and/or *that* are prescribed in statute or rule

The Board may delegate responsibility to Administration to manage certain items on behalf of the Board, by motion with vote.

COMMITTEES

The Board maintains subcommittees and advisory committees as it deems necessary to pursue specific topics. Committees meet and complete work outside of monthly Board meetings, reporting to the Board and bringing forth items for approval. On occasion, the Board may specifically vote to delegate a subcommittee to act on behalf of the Board.

BOARD OF ADVISORS

The Board may be augmented by a Board of Advisors, non-voting, who represent science industries, academia, research, international relations, adjunct and faculty, legislators, and topics of interest to the board.

OPERATIONS

The Board has regularly scheduled monthly meetings and follows New Hampshire Right to Know Law, RSA 91-A in the keeping of its minutes.

GENERAL DESCRIPTION OF PROPOSED OR POTENTIAL LOCATION OF FACILITIES

The current location for Academy for Science and Design (Nashua, New Hampshire) exists within the area intended by the original founders of the school, which is along the Concord to Nashua corridor. Should the school need to relocate, efforts will be made to remain along the aforementioned corridor. Locating the school along this corridor supports the needs of students commuting from other towns, as well as supports the school's mission by providing reasonable access to surrounding industries and higher educational institutions.

MAXIMUM NUMBER, GRADE OR AGE LEVELS, AND OTHER INFORMATION ABOUT PUPILS SERVED

ENROLLMENT

After rapid expansion in the first five years of operation, an amendment to the Charter in 2010 to create a sixth grade, and a Charter amendment in 2015 to raise the enrollment cap from 450 students to 525 students, the Academy for Science and Design currently serves 525 students in grades 6-12.

The long-term student enrollment target is expected to be approximately 525 students. The school has an enrollment cap of 600 students to accommodate expected fluctuations in grade level populations, to be specified by Board policy.

INFORMATION ABOUT PUPILS SERVED

The Academy for Science and Design is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study in all areas, but uniquely specialized in science, mathematics, technology, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectations,
- Have an interest in Science, Technology, Engineering, and/or Mathematics
- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students 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

CURRICULUM THAT MEETS OR EXCEEDS STATE STANDARDS IN THE SUBJECT AREAS OFFERED

The curriculum at the Academy for Science & Design provides students with a well-rounded and rigorous foundation in math and science, while meeting the state requirements for graduation in all areas of study. Students of all grade levels and learning styles are challenged to think critically and logically, apply information, find and analyze evidence, work individually and in groups, share information electronically, and communicate clearly in both written and oral forms. The ultimate goal is to prepare students for a continuously evolving academic and technological world.

The number of credits required for graduation from ASD meets or exceeds state requirements in each curricular area.

CURRICULUM FEATURES

EXPLORATORY STEM COURSES AND IN-DEPTH, SPECIALIZED COURSES

The breadth of required courses provides for a stimulating introduction to many STEM fields, affording students the opportunity to explore unfamiliar content or fields they may not delve into on their own. Elective courses in all areas provide students with the opportunity to pursue more in-depth study of fields of their choice. Several of these advanced level courses provide students with the opportunity to earn college credit while still in high school. Faculty are encouraged to develop new electives inspired by their interests and those of the students.

Although not required, students are encouraged to focus their advanced electives in one of the Areas of Specialization offered by the school. These areas currently are:

- **Computer Science**
- **Engineering**
- **Applied Laboratory Science**
- **Environmental Science**
- **Aeronautics and Astronautics**
- **Mathematics**

INTEGRATED COURSES

The integrated design of certain courses offered at ASD is consistent with the school's learning standard for synthesizing knowledge from multiple subject areas to address essential questions. The school continues to develop curriculum for these courses.

INSTRUCTION

Instructional methods employed at the Academy for Science and Design are multidimensional. They include explicit teaching of foundational knowledge by teachers inside the classroom as well as self-directed student learning of basic content outside the classroom via technology resources, with the latter providing classroom time for interaction, practice, individual interventions, and problem/project-based activities. These methods vary depending on subject matter and the pedagogical strengths of individual teachers, with the constant being the individual student and his or her academic, personal, and social growth.

SPARK CONFERENCES

SPARK Conferences (**S**ymposium **P**romoting **A**dvancement of **R**ead-**W**orld **K**nowledge) expose students to various STEM careers, relevant topics, and issues in the realm of science and technology, as well as to cultivate their unique interests and talents. Several times throughout the year, students have the opportunity to sign up for and experience a program of seminars and short immersion courses. Presenters at SPARK include members of the ASD school community such as faculty, high school students, and parents. In addition, SPARK presenters come from local community organizations, higher education, and the corporate sphere. These presenters believe it is critical to enlighten and inspire our young leaders of tomorrow through exposure to experiences, ideas, and challenges that will help them to become creative and energetic leaders.

SENIOR RESEARCH PROJECT AND LEARNING STUDIOS

The Senior Research Project provides an opportunity for students to show local, national, and/or global understandings of the technical and social issues inherent in the application of science and engineering. Students are expected to be self-directed during the project, using skills such as

initiative, logical and analytical thinking, reasoned and ethical judgment, well-integrated knowledge, and leadership.

While enrolled in Learning Studios, students design and implement an authentic project to address a problem requiring collaboration across subjects. The project requires extensive research, analysis, and collaboration with faculty and classmates, and since topics are dependent on student interest and their chosen area of specialization, students of greater and lesser ability support one another around their mutual interest in solving the problem at hand, making use of each student's individual contributions as well as knowledge acquired from their regular courses.

TECHNOLOGY

The Academy for Science and Design believes that it is vital that students explore, utilize, and understand the role of technology in education and in society. Teachers, in all curricular areas, integrate technology use into their instruction and assessment.

COLLEGE AND CAREER READINESS

The ASD curriculum supports college and career readiness in a variety of ways. Required courses are geared to college and university recommendations for preparation, and ASD offers a number of college-level courses to give many students a head start in college preparedness. Another important support is ASD's emphasis on developing in students a strong knowledge base upon which they can base thoughtful and original arguments or hypotheses. Perhaps most important to college/career preparedness, however, is the experience ASD students acquire in self-direction: developing original and worthwhile ideas, establishing priorities and organizing one's time, identifying key resources, working well with others on a team, and persevering in completing a project.

VARIED ASSESSMENTS

Consistent with the multidimensional nature of teaching and learning at ASD, assessments for measuring and informing progress are varied as well. They include formative tests designed by teachers to assess understanding of ideas and information, and they include common summative assessments prepared by teachers of the same subject. During periods of explicit instruction, teachers are also adept in the use of monitoring strategies to ascertain group and individual progress. During the relatively greater amount of class time spent with hands-on, interactive learning, teachers' noted observations and conferences with individual students are also used to analyze and improve student performance.

In view of ASD's emphasis on project/problem-based and self-directed learning, performance assessment plays a significant role in measuring individual progress of students, given its ability to

assess a much greater range of cognitive and non-cognitive abilities than traditional testing alone. Rubrics are used to measure the quality of student projects and performances, capturing not only the quality of the process and final product, but also self-direction skills such as initiative, organization, resourcefulness, ethical judgment, persistence, and leadership. Assessments by teachers and self-assessments by students are used in combination, reflecting ASD's synergistic view of teaching and learning itself.

ADVISORY PROGRAM

The Advisory Program at the Academy for Science and Design supports students' social, academic, and emotional growth. Student advisory groups are comprised of approximately fifteen to twenty students who meet daily with a faculty advisor who moves along with the students as they progress through the academic program. In addition to engaging in team-building, learning organizational skills, and planning for college and career, students build lasting relationships with their faculty advisor as well as with their peers.

INTERNSHIP

The internship requirement at ASD provides invaluable work experience, outside the school setting, prior to graduation. The process of applying for and securing an internship helps students develop an understanding of the steps involved to successfully gain employment; the transition from the classroom to the workplace develops an appreciation for the application of knowledge to real world problems and solutions.

ACADEMIC AND OTHER LEARNING GOALS AND OBJECTIVES

- 100% of the academic courses have succinctly stated learning goals and objectives,
- More than 80% of students are proficient or advanced in reading, science, and mathematics on state assessments
- 100% of graduating students earn 5 credits in mathematics
- 100% of middle school students enroll in Algebra 1
- 100% of graduates complete internship experiences in science-related field, with specialists, industry leaders or entrepreneurs

- 100% of graduates have a post-graduation plan,
- 90% of graduates plan to attend a college,
- 100% of students participate in volunteer activities both on campus and off campus,
- All students contribute to a respectful community environment.

ACHIEVEMENT TESTS TO BE USED TO MEASURE PUPIL ACADEMIC AND OTHER GOAL ACHIEVEMENT

The School measures student achievement using a wide array of methods. Teachers use both formative assessments to inform their instruction and approach in the classroom. Summative results from standardized testing, are also analyzed during yearly planning for making curriculum adjustments and focusing professional development. Data for improving school performance overall is generated through continuous interaction among the school director, school staff, parents, and community partners, as well as through surveys for indicating areas of concern.

GRADUATION REQUIREMENTS

The Academy for Science and Design maintains the graduation requirements listed below. The school defines “credit” as the completion of a year-long program with demonstrated content mastery. Partial credits are awarded for semester long classes or in situations where a sequence of classes is required to complete study of the material. The Program of Studies includes all required courses of study and is updated annually and approved by the Board of Trustees.

Of the 28.5 credits required to graduate, 26.5 are accrued through academic courses, as detailed in the following table. The other 2 credits are distributed between Stewardship (0.5), Internship (0.5), and the Senior Project (1).

Mathematics	5 credits
Applied Laboratory Science	3 credits
Engineering	1 credit
Computer Science	1 credit

World Language and Cultural Studies	3 credits
English Language and Literature	4 credits
Social Science and History	3 credits
Visual and Performing Arts	1 credit
Health and Fitness	1.5 credits
Learning Studios	1 credit
Advanced Electives, Area of Specialization	3 credits

STAFFING OVERVIEW

The Academy for Science and Design is committed to recruiting and retaining highly qualified faculty and staff members. In addition to meeting all state requirements for public Charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, ASD seeks to employ a diverse group of individuals who:

- Possess strong backgrounds/certifications from educational programs and experiences
- Have unique industry experience in STEM-related fields
- Are committed to the mission/vision of the school

SCHOOL LEADERSHIP

The Director is responsible for the daily operational management of the school, but additionally sits as a non-voting member on the Board of Trustees and all Board Committees, providing insight and direction at the school-level and the Board level. The Director also bears additional responsibilities such as direct interaction with members of the New Hampshire Department of Education, members of the State Board of Education, corporate partners, and state legislators.

The Director, in collaboration with the ASD Board of Trustees, develops an organizational structure with clear job responsibilities for all other administrators. This structure is reviewed and adjusted annually to meet the needs of the school.

The Director, in collaboration with the ASD Board of Trustees, will maintain a faculty and staff that promotes a high-quality academic program as well as provides needed support for guidance/student services.

PERSONNEL COMPENSATION PLAN

COMPENSATION

The philosophy of staffing and compensation is to recruit and retain highly motivated and talented personnel, committed to the excellence described in this charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS

The Board will continue to explore benefit program options that support employee retention.

The school honors state and federal guidelines that may apply to employees such as official holidays, family leave, disability, and civic duty.

PUPIL TRANSPORTATION PLAN

Charter school students will have access to transportation to the class program 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 currently states:

RSA 194-B:2, Attendance at a chartered public 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 chartered public school is located shall be provided transportation to that school by the district on the same terms and conditions as provided for non-chartered public schools in the district and utilizing the same regular bus schedules and routes that are provided to pupils attending non-chartered public schools within that district.

The Academy for Science and Design makes an effort to assist parents and students without access to bus transportation who wish to coordinate shared transportation.

STATEMENT OF ASSURANCES RELATED TO NON-DISCRIMINATION

Academy for Science and Design Chartered Public School does not discriminate on the basis of race, color, national origin, sex, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations. The lack of English language skills shall not be a barrier to admission or participation in the district's activities and programs. Academy for Science and Design Chartered Public School also does not discriminate in its hiring or employment practices.

The Board of Trustees has developed and adopted a policy and has administrative procedures to address complaints or concerns.

METHOD OF COORDINATING WITH A PUPIL'S LOCAL EDUCATION AGENCY (LEA) FOR MATTERS PERTAINING TO ANY SPECIAL EDUCATION PROGRAMS

The Academy for Science and Design follows all rules outlined in New Hampshire Rules for the Education of Children with Disabilities in accordance with all RSAs as well as Special Education technical advisories and communication from the New Hampshire Department of Education.

Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding. The Academy for Science and Design will respect the LEA's responsibility under statute for handling special education decision-making, and provides a liaison as a member of the IEP team

The Academy for Science and Design-initiates and participates in the Special Education process for students who are not identified and continues participation through the Special Education Process Sequence outlined in Ed. 1104.01 Sequence of Special Education Process.

The sequence of the special education process shall be: (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

The Academy for Science and Design encourages all interested students to apply and discusses the program with families including supports and resources provided by the charter school in collaboration with the LEA.

ADMISSION PROCEDURES

ELIGIBILITY

The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meet the school's admission criteria may apply. The school may accept out-of-state students at a fee to be set annually, on a space available basis.

There are two criteria for admission eligibility:

- 1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects. ASD will verify records by requesting copies directly from the sending districts.
- 2) The applicant and his/her parent/guardian acknowledges full understanding of and willingness to participate in the Mission of the school, its policies, program, and expectations.

Students seeking enrollment must complete ASD's application process. When there are more applicants that have completed the application requirements than available spaces in any grade or program, a lottery will be conducted. Only New Hampshire residents are eligible for the Lottery. Out of state applicants may be admitted at the current out-of-state tuition in the event that there are insufficient New Hampshire applicants to fill the available openings.

Applicants who are not admitted from the lottery will be placed on a wait-list in the order their names are drawn, according to grade or program. Should an opening occur, placement will be offered based on waiting list order. Once the school year has begun, applicants requesting to transfer to ASD will be invited to complete an application package and once successfully completed, will be placed at the bottom of the wait list according to grade or program. Complete applications received after lottery application deadline will be time-stamped and added to the Wait-List in the order received.

All non-New Hampshire resident applicants on the waiting list will be moved in numerical order to waiting list positions following all New Hampshire applicants, regardless of the order New Hampshire resident applications are received.

APPLICATION RELATED DATES AND PUBLIC NOTIFICATION

While applications are accepted throughout the year, an application deadline to be eligible for the admissions lottery will be set and publicly posted by the start of each academic year for admission to ASD in the following academic year.

This information will be made public in the following venues:

- ASD website
- A New Hampshire state-wide newspaper
- Posted in the ASD lobby
- Notification sent by email to all current ASD families, faculty, board members and founders

APPLICATION PACKAGE

All required forms in the application package will be available at ASD as well as online and must include all information required to meet this ASD Charter and NH State requirements (RSA 194-B).

PHILOSOPHY OF STUDENT GOVERNANCE AND DISCIPLINE

The Academy for Science and Design is committed to promoting a respectful and safe environment for all members of the school community. The school's student governance philosophy involves high expectations for respectful and responsible behavior and logical consequences for behavior that does not meet expectations. The school has clear expectations for student behavior as outlined in the Parent & Student Handbook. Students are encouraged to access school counselors and advisors to assist with problem solving and conflict resolution through mediation.

The Academy for Science and Design Board of Trustees develops policies that conform to and support state law in all required areas including the areas of bullying, harassment, violence, drugs and alcohol, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy. The school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions

in RSA 193:13 (Suspension and Expulsion of Pupils) and RSA 194-B, 9,III, a pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the Director and staff in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil.

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. The Student Council is elected annually, serves as the voice of the student body, and is integral to the school's culture.

METHOD OF ADMINISTERING FISCAL ACCOUNTS AND REPORTING

The Academy for Science and Design follows public school accounting guidelines and utilizes internal accounting controls necessary to safeguard its assets. The Academy for Science and Design maintains accurate financial records in accordance with Generally Accepted Accounting Principles (GAAP) for non-profit corporations. An annual financial audit is prepared by an independent, certified public accountant.

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees also adopts policies for the financial management of the school.

Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B: 101-V).

ANNUAL BUDGET, INCLUDING ALL SOURCES OF FUNDING

The Academy for Science and Design will use the State's average high school tuition cost as guideline for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:11 (2014)

In partnership with the Finance Committee, the Director and Business Manager develop an annual budget. This budget is approved by the ASD Board of Trustees prior to each fiscal year, and reported to all entities required by law. The Academy for Science and Design recognizes that the long-term sustainability of a charter school requires a long-term fiscal plan.

See Appendix A for the 5 Year Projected Expenditure and Revenue Budget

ADDITIONAL SOURCES OF REVENUE

To obtain incremental funding and support for activities essential to high-quality STEM education and to pedagogical innovation, core elements of the Academy's mission, a number of focused efforts are being or will be undertaken:

1. An Annual Campaign and associated events, such as an Annual Gala, to encourage financial support from students' parents, Board members, and members of the surrounding community.
1. Substantial expansion of the Academy's outreach and engagement program to cultivate valuable supporting relationships with STEM-focused companies, particularly in New Hampshire and the Northeast, with the goal of obtaining financial support as well as in-kind contributions such as field trips, student internships, SPARK program presenters, Senior project panelists and corporate sponsorships and partnerships.
2. Initiation of an outreach program to identify entrepreneurs and high-net-worth prospective philanthropists who have STEM-related successes and a desire to promote STEM education.
3. Continual exploration of potential STEM-related grants and resources through local, regional and national programs.
4. Expansion of additional teaching opportunities such as fee-based summer school programs.
5. Ventures primarily operated by student organizations that will produce some amount of revenue while providing entrepreneurial experiences for those students.

The Academy has set a five-year goal to achieve \$500,000 annually from some combination of the above revenue-focused initiatives. There is an initial dependency on some level of volunteer

support for some of these programs but it is anticipated that the Academy's administration will increasingly assume responsibility as revenues from these efforts increase.

SCHOOL CALENDAR ARRANGEMENT, NUMBER AND DURATION OF DAYS PUPILS ARE TO BE SERVED

The Academy for Science and Design School Calendar is developed by the Director and approved by the Board of Trustees. The Director ensures the school calendar maintains compliance with all requirements as set forth by Ed 306.18 and Ed 306.19.

A chartered public school shall provide instruction for at least the number of days required by state law. A chartered public school shall comply with compulsory attendance laws as provided in RSA 189:1, 189:1-a, and 193:1. Innovative scheduling resulting in at least that number of attendance hours required under RSA 186-C:15, 189:1, 189:1-a, and 193:1 and current state board attendance rules shall be encouraged.

PROVISION FOR PROVIDING CONTINUING EVIDENCE OF ADEQUATE INSURANCE COVERAGE

The Academy for Science and Design, pursuant to all related laws and regulations at the local, state, and national level, maintains a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, liability insurance, and facility coverage.

IDENTITY OF CONSULTANTS TO BE USED FOR VARIOUS SERVICES

During the period of planning and development, the Academy for Science and Design required numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

Specialists involved in the first year of planning and development at the Academy for Science and Design included:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,
- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
- Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
- Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
- Fred Wetzel, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

The Academy for Science and Design remains open to future involvement from these specialists, as well as others whose unique talents and expertise could inform best practices at the school.

PHILOSOPHY OF PARENT INVOLVEMENT, RELATED PLANS AND PROCEDURES

The high level of family engagement at the Academy for Science and Design is directly related to the school's highly effective school-to-home communication and its continued efforts to reach out to families for feedback about the program. Families receive regular communications from the school through various methods, including social media channels.

Families engage with the program in the following ways including, but not limited to: financial contributions, volunteering, resource sharing, advocacy, providing feedback to school personnel, and networking with potential community partners.

PLAN TO DEVELOP AND DISSEMINATE INFORMATION TO ASSIST PARENTS AND PUPILS WITH DECISION-MAKING ABOUT THEIR CHOICE OF SCHOOL

To assure that all New Hampshire residents have equal opportunity to apply to the Academy for Science and Design, a public relations effort will be initiated each year with application details and deadlines. Admissions information will be placed in a statewide newspaper advertisement each year, posted in the admissions portion of the school website and hung in the school lobby.

GLOBAL HOLD HARMLESS CLAUSE

The Academy for Science and Design agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the “indemnified parties”) from any and all claims, demands, actions or causes of action at law or in equity, and all damages, costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties’ own acts and omissions.

The Academy for Science and Design, 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, employees, 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.

SEVERABILITY PROVISIONS AND STATEMENT OF ASSURANCE

If the provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

PROVISION FOR DISSOLUTION OF THE CHARTER SCHOOL

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legally liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school boards to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design

PLAN FOR EDUCATION OF PUPILS SHOULD THE CHARTER SCHOOL 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 local public school, 2) application to a high school, including a different chartered public school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities.

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

ACCOUNTABILITY PLAN

The Academy for Science and Design provides all required annual reports of progress regarding governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach. In addition to all accountability reporting required by state agencies, the Academy for Science and Design maintains and updates an Accountability Plan that is used to measure progress.

[APPENDIX A 5-YEAR PROJECTED EXPENDITURE AND REVENUE BUDGET](#)

[APPENDIX B SCHOOL ACCOUNTABILITY PLAN](#)

[APPENDIX C ORIGINAL CHARTER APPLICATION JANUARY 2006](#)

ASD Budget FY 2018 Five Year Projection

Assumptions:

- * Budget assumes a 2.5% increase in outside services and contracts.
- * Where possible, costs will decrease in subsequent years if funding does not increase, to keep the budget in the black.
- * Rent increase is as contracted, 25 cents per s/f per year.
- * FICA is 8%.
- * (520- 525) is the student headcount

Income

	Annual Budget 2018 (520)	Annual Budget 2019 (525)	Annual Budget 2020 (525)	Annual Budget 2021 (525)	Annual Budget 2022 (525)
Trust Agency 2016 2017	10,000.00	10,250.00	10,506.25	10,768.91	11,038.13
1300 · Tuition					
1314 · Summer School	25,000.00	25,625.00	26,265.63	26,922.27	27,595.32
1325 · Special Ed Case Mgmt Services	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Total 1300 · Tuition	35,000.00	35,625.00	36,265.63	36,922.27	37,595.32
1500 · Earnings on Investments					
1501 · Interest Income	660.00	660.00	660.00	660.00	660.00
Total 1500 · Earnings on Investments	660.00	660.00	660.00	660.00	660.00
1700 · Revenues - Student Activities					
1711 · Yearbook Revenues	5,000.00	5,125.00	5,253.13	5,384.45	5,519.06
1715 · FLL Revenues	2,800.00	2,870.00	2,941.75	3,015.29	3,090.68
1720 · Student council income	100.00	102.50	105.06	107.69	110.38
1740 · PSAT Fees collected	1,300.00	1,332.50	1,365.81	1,399.96	1,434.96
1741 · Field trip income	24,000.00	24,600.00	25,215.00	25,845.38	26,491.51
1742 · Technology Students Association	12,000.00	12,300.00	12,607.50	12,922.69	13,245.75
1746 · Chorus	50.00	51.25	52.53	53.84	55.19
1755 · DI Income	250.00	256.25	262.66	269.22	275.95
1760 · Theatre Group Revenue	2,500.00	2,562.50	2,626.56	2,692.23	2,759.53
1765 · Graduation	2,300.00	2,357.50	2,416.44	2,476.85	2,538.77
1770 · Cross Country	2,000.00	2,050.00	2,101.25	2,153.78	2,207.63
1775 · Science Bowl Revenue	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81
1785 · AP exam	4,000.00	4,100.00	4,202.50	4,307.56	4,415.25
1700 · Revenues - Student Activities - Other	10,100.00	10,352.50	10,611.31	10,876.60	11,148.51
Total 1700 · Revenues - Student Activities	67,400.00	69,085.00	70,812.13	72,582.43	74,396.99

ASD Budget FY 2018 Five Year Projection

1900 · Other Revenue-Local sources					
1910 · Rental income/fees	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
1920 · Parent & family contributions	150,000.00	150,000.00	150,000.00	150,000.00	170,000.00
1921 · Fundraising Income	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
1925 · Corporate contrib & matching	30,000.00	30,000.00	30,000.00	30,000.00	30,000.00
1927 · Staff Contributions	50.00	50.00	50.00	50.00	50.00
1929 · Board Contributions	500.00	500.00	500.00	500.00	500.00
1940 · Lost/Damaged Book Payments	25.00	25.00	25.00	25.00	25.00
Total 1900 · Other Revenue-Local sources	191,775.00	191,775.00	191,775.00	191,775.00	211,775.00
3100 · - State Grants in Aid					
3112 · Per Pupil Aid	3,430,580.00	3,463,566.75	3,463,566.75	3,463,566.75	3,463,566.75
3100 · - State Grants in Aid - Other	12,000.00	12,000.00	12,000.00	12,000.00	12,000.00
Total 3100 · - State Grants in Aid	3,442,580.00	3,475,566.75	3,475,566.75	3,475,566.75	3,475,566.75
4200 · Unrest Grant Fed thru State					
4202 · - Title IIA	5,600.00	5,600.00	5,600.00	5,600.00	5,600.00
Total 4200 · Unrest Grant Fed thru State	5,600.00	5,600.00	5,600.00	5,600.00	5,600.00
Total Income	3,753,015.00	3,788,561.75	3,791,185.75	3,793,875.35	3,816,632.19
Gross Profit	3,753,015.00	3,788,561.75	3,791,185.75	3,793,875.35	3,816,632.19
Expense					
Trust Agency	10,000.00	10,250.00	10,506.25	10,768.91	11,038.13
1100000 · INSTRUCTIONAL SERVICES					
1100110 · Salaries, Teachers	1,299,630.00	1,332,120.75	1,365,423.77	1,399,559.36	1,434,548.35
1100122 · Substitutes	11,000.00	11,000.00	11,000.00	11,000.00	11,000.00
1100151 · Addtl Compensation to Teachers	60,000.00	60,000.00	60,000.00	50,000.00	50,000.00
1100211 · Group Health Insurance	92,000.00	94,300.00	96,657.50	99,073.94	101,550.79
1100220 · FICA/Medicare	103,970.00	106,569.66	109,233.90	111,964.75	114,763.87
1100250 · Unemployment	20,000.00	20,500.00	21,012.50	21,537.81	22,076.26
1100260 · Workers Compensation	10,000.00	10,250.00	10,506.25	10,768.91	11,038.13
1100290 · Employee Benefits - other	10,000.00	10,000.00	10,002.00	10,004.00	10,006.00
1100320 · Contracted Services	18,491.00	18,953.28	19,427.11	19,912.78	20,410.60
1100581 · shipping/freight	500.00	500.00	500.00	500.00	500.00

Partial page cover letter, written and signed by Robert E. Myers, Ph.D., President and Michael Fishbein, Ph.D., Provost and Vice President, Daniel Webster College

[First paragraph missing.]

[XM] that the competition arising from such powers as India and China... (XM) news reports suggest. And yet, these nations and those around (XM) the prosperity of their own peoples are working hard to develop their (XM) and to claim a stake in fields we have previously conceived as a private (XM). The Academy will be part of the counterweight necessary to the (XM) scientific and technical leadership. New Hampshire can and should (XM)

The College supports both the value and the structure of public (XM) that the planned diversity represented by the existence (XM) Academy is not inimical. We believe the Academy will (XM) our State. It will allow local high schools to reconsider (XM) prepares a small portion of the school-going population.

For all of these reasons, we expect to lend our support (XM) time and circumstances allow, to participate in the (XM) and to propagate the lessons learned.

We look forward to your endorsement of this proposal.

Cordially,

Robert E. Myers, Ph.D.
President
Michael Fishbein, Ph.D.

Michael Fishbein, Ph.D.
Provost and Vice President

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Introduction

Science high schools and science education are a national priority. We are a culture continually shocked by national and international reports of American students' lack of international competitiveness in science and mathematics. Regardless of our personal interests-health, national, security, sustainability, industry, quality of human living-we can only imagine new generations of decision-makers with increasingly less background making increasingly sophisticated public policy decisions.

Reports say, students attending above-average schools in the U.S. demonstrate less preparedness and advancement in international competitions than their international peers. A recent news report suggested that "when students from forty countries are tested, the Americans place twenty-fifth. "In math and science, our nation's 4th graders are among the top students in the world. By 8th grade, our nation's students have dropped to middle of the industrialized nations. By 12th grade, US students score near the bottom of all industrialized nations. And while a corresponding body of literature assures us these reports are inaccurate, science schools are considered imperative to assure every student so motivated can access a science-specialized learning environment with like-minded peers. If any one school type is guaranteed corporate and college support, it is a statewide school for science.

"U.S. science and mathematics education is lagging, and American students aren't being readied for "the gathering storm" of foreign competition". (Committee on Prospering in the Global Economy of the 21st Century, created by the National Academy of Sciences and the National Academy of Engineering. Washington Post, October 13, 2005)

"As the world becomes increasingly technologically driven, students need to be more deeply grounded in underlying science, mathematics, and engineering disciplines." (Thomas Magnanti, Dean of the School of Engineering, MIT. Before the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness. May 19, 2005)

"On September 16, 2005, IBM announced that it will help address the critical shortage of math and science teachers by leveraging the brains and backgrounds of some of its most experienced employees enabling them to become fully accredited teachers in their local communities upon electing to leave the company." (www.ibm.com)

Decades of study of American labor trends, college preparedness, economics, and K-12 student achievement supports national initiatives in math/science education. All over America states have schools for science, mathematics, engineering, and technology. Specialized science high schools are so important that schools are initiated by acts of the legislature (Maine), governors and mayors (Colorado, Virginia, South Carolina), colleges Idaho, Massachusetts), and public school systems themselves (e.g. New York, Virginia). Dozens of outstanding science and mathematics schools have opened under the nation's public chartered school program. There are good reasons for New Hampshire to forge ahead now.

The Academy for Science and Design will be a school of choice for all middle/high school students in New Hampshire. Most students will likely attend from within an hour of the Concord to Nashua corridor. This area has in excess of 30,000 students in grades 7-12. With a maximum enrollment of 450 students, the charter school would draw less than 1.5% of the students in and around the corridor.

The Academy for Science and Design will address several need areas for New Hampshire:

1. Provide a world class, well-rounded education with a heavy emphasis on science, engineering, mathematics, and design,
2. Connect students to businesses before entering college,
3. Connect students to colleges in New Hampshire so in-state institutions become a natural path for graduates' continuing education,
4. Provide a sophisticated placement site for teacher training in critical shortage subjects of science and mathematics, growing the pool of highly trained teachers in math and science.

To understand the specific relevance of a science high school for New Hampshire, one must first look to our labor demographics. New Hampshire has the second highest percentage of high tech workers per capita in the United States. Core industries in New Hampshire include electronics, engineering, health services and management services. "One of the projected fastest growing sectors [in the New Hampshire economy] is professional, scientific, and technical services at a rate of 5.7%. All industry groups within this sector are growing in employment, led by management, scientific, and technical consulting services at 13.5 percent. This industry group is a prime employer of highly-skilled and highly-paid occupations. Other industry groups found in this sector include computer systems design; related, scientific research and development services; and accounting services. All of these industry groups are projected to grow faster than average" (Source: *Economic Conditions in New Hampshire*, January 2006).

Approximately 16 percent of all workers in the state are engaged in manufacturing. New Hampshire ranks 8 for in-migration of workers. Employers unable to find skilled workers in New Hampshire must seek personnel from other regions and countries. A New Hampshire school for science will increase interest and preparation for technologically sophisticated careers currently outsourced due to the lack of qualified New Hampshire applicants. Strong economic indicators support a world class science academy for New Hampshire students seeking more comprehensive and advanced science and engineering programs.

"Manufacturing in New Hampshire is becoming more technologically sophisticated".

"There is a concern about an erosion of skills and that the available manufacturing jobs (many in engineering) and available workers are just not good matches. Among others, areas for improvement are computer training, teaming, problem analysis and technical proficiency." (NH Manufacturing Roundtable, September 2004).

"A priority has to be high technology workforce development. The State and its educational institution—from kindergarten through graduate education—need to focus more on engaging and educating New Hampshire students in key areas related to a high technology economy. These include science, engineering, mathematics, computer

science and business fields. Also, the general educational attainment level has to be improved to ensure a strong high technology future, as there is a strong and clear link between high technology employment concentration and the percent of adults with a four-year college degree." (High Technology in New Hampshire: The Future is Now, April 2005, Network NH).

In addition, New Hampshire's colleges are expanding into increasingly sophisticated science fields, all connected to local and global markets. Within our few colleges we find degree programs in traditional areas of biology, chemistry, physics and math but also in biotechnology, meteorology (Plymouth State); aviation, aeronautical and mechanical engineering, computer science (Daniel Webster College); chemical, civil, electrical, computer, environmental, and mechanical engineering; mathematics, statistics, and computer science (University of New Hampshire); electrical and mechanical engineering technology (UNH-Manchester); and dozens of other specialty science-related degree programs. Virtually all of these programs are connected to American and international science, technology, and engineering industries that advise on state-of-the-art developments. A school highly integrated with these college programs will increase interest in New Hampshire's post graduate offerings.

The Academy for Science and Design, first and foremost, will offer a full range of academic courses according to a solid philosophy of quality as defined by The National Research Council in its 1996 report: *Analysis to Action*. The Council provided these characteristics of good courses:

- Are problem-driven
- Emphasize critical thinking
- Provide hands-on experience
- Are relevant to topics students find in life
- Offer both the process and concepts of a discipline
- Show links between related disciplines
- Place subject in a broader personal, historical, cultural, social, and political context
- Provide intellectual tools needed to explore new ideas

For all the compelling issues and needs cited, this proposal is being advanced. If approved, the Academy for Science and Design will become a premier science high school in our region and greatly increase opportunities for our youth.

CHARTER APPLICATION

January 20, 2006

[Scanned in version. Edited by K. Glossop. Only changes are to fix typos.]

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Academy for Science and Design

(a) Educational mission.

The mission of the charter school founders is to create a world class, standard setting middle/high school that specializes in science, mathematics, engineering, and design.

The school will graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications. The school will be recognized for its outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

VISION

In constructing this proposal, founders envision New Hampshire having a world class high school for science that is truly based on competitive educational programs and cutting edge international applications. The school would address the growing national concern for science and math education.

Founders envision not only a school excellent for academics, but also for the well being of students--a school not only beneficial for students who attend, but also for the state as a whole. A resource to other public education providers, the Academy for Science and Design will broaden the scope of curriculum in chemistry, physics, engineering, computer science, environmental science, mathematics, and global sustainability.

Founders envision the school evolving as a center for teacher training, producing an ample supply of highly qualified teachers in science and mathematics with breadth of understanding, especially in engineering and global sustainability.

Founders envision a school so significantly connected to New Hampshire colleges that in-state institutions become a natural path for graduates' continuing education -- a phenomenon with many potential benefits to colleges.

Founders envision a school highly supported by businesses providing case study, hands on, research-based, real world opportunities and from this, students will intrinsically grasp the role of science and mathematics in all aspects of modern life.

Finally, the vision of students graduating from Academy for Science and Design is one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives.

(b) Governance and organizational structure and plan.

BOARD OF TRUSTEES

In accordance with RSA 194-B: §5, the Academy for Science and Design will be governed by an eleven-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 school's stated goals.

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

- Two (2) representing the business and engineering community,
- Two (2) representing the college and school industry,
- Two (2) with expertise in international perspectives and/or design applications,
- Two (2) founders or major contributors to the school,
- Two (2) parents,
- One (1) head of school.

The Board of Trustees can establish *ex officio* board members and/or advisors who will be non-voting.

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 January of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the term of office 1 complete the unexpired term of the absent officer.

GOVERNANCE

The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission and vision of the school and will have oversight and authority to render final decisions on matters pertaining to:

- Approval and oversight of annual budget and fund-raising programs,
- Hiring of professional personnel,
- Setting policy,
- Appointment of board advisory members or committees,
- Delineation of educational priorities,
- Oversight for the school's growth plan,
- Establishing professional salary and compensation program,
- Reviewing and approving significant contracts, e.g., for facilities and benefit programs,
- Appeals,
- Any other matters that are not administrative in nature and/or *that* are prescribed in statute or rule.

COMMITTEES

The Board of Trustees will have subcommittees and advisory committees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will be for board recruitment and finance (for focus on financial sustainability).

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 colleges,
- Develop and secure connections to businesses,
- Develop and secure connections to donors,
- Develop and secure connections to government,
- Pursue a teacher certification contract,
- Develop and secure connections to public schools,
- Develop and employ a strategic marketing campaign,
- Assist with facility and program decisions.

BOARD OF ADVISORS

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

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

The initial trustees will be drawn from founders, project supporters, and design team members who have already participated in the development or review of this charter. The President and Provost of Daniel Webster College will assure the first meeting is called and a Board chairperson is elected.

Terms of trustees will be staggered, five-year terms. Approximately one half of the initial trustees will be appointed for two-, three-, or four-year terms to establish initial staggered terms and governance stability~ 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.

The Board of Trustees, once operating, will select and appoint future trustees, define future board terms, and vote policies for board governance and filling vacancies. For purposes of conducting business, the Board will follow 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 communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance within two months of charter award and before the school begins to operate. Prospective board members will participate in training in general governance and financial management.

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

Founders are working with specialists in real estate and in public and private industries to locate available properties large enough to house the school program for 40-120 during the first 2 years and for 200-450 students by the 4th or 5th year. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options. The location sought is along the Concord to Nashua corridor, where driving from any locations is possible by major roadways and there a number of industries and colleges.

The school makes no commitment at this time to boarding facilities for studies; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing. During the first 5 years of the school's first charter, the Board will at least study overnight options, e.g. an a-state exchange program or dorm facility.

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

ENROLLMENT

During its opening year, the charter school will accept up to 100 students, anticipated in grades 8-10, as the board decides. The exact capacity for enrollment in the 1st year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New, incoming classes will be added each year thereafter until the school is fully enrolled. The school will serve a maximum of 450 students in grades 7-12.

This state-sponsored charter school will be an open enrollment school of choice. For state-sponsored student placements, the school will comply with statutory provisions that govern acceptances. As of December 2005, a provision of RSA 194-B restricts one district's enrollments to not more than 10% of the resident pupils in any grade in one school year without local school board approval.

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 high schools.

INFORMATION ABOUT PUPILS SERVED

The mission of this charter school is clearly tied to world class standards and teaching for mastery in areas of science and mathematics. This is an academic middle/high school with uncompromising standards of achievement. The school is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study

in all areas, but uniquely specialized in science, mathematics, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectation of academic achievement,
- Have interests in mathematics, science and/or engineering and the many careers that relate to these fields,
- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students 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 state standards in the subject areas offered.

The curriculum will support the school's mission:

- to create a world class, standards-setting middle/high school that specializes in science, mathematics, engineering, and design.
- to graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications.
- to have a school recognized for an outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

Students will have stimulating and interesting courses with standards and competencies that meet or exceed New Hampshire standards. The solid foundation will be augmented and enhanced by routine seminar and immersion experiences created and pursue by the interests and talents of students, faculty, and others.

By mid-10th grade, students will be challenged to select an area of specialization for their senior thesis. The program of electives and independent study will essentially provide 11th and 12th grade students to have major and minor areas of specialization. The school, through its alliances with business and colleges, will also have areas of specialization anticipated to be: aeronautics and aviation; chemistry and bio-medicine; mathematics and physics; space, astronomy, and astronautics; environment and sustainability; architecture and engineering (mechanical, civil, electrical); and computer science, system design, and simulation.

Founders envision an emphasis on design, application, and implication as well cross-pollination among all areas of study.

The list below represents anticipated special features of the curriculum followed by goals, assessments, and course requirements for graduation.

SPECIAL CURRICULUM FEATURES

Curriculum:

The school will offer a high-standards college-preparatory program specializing in mathematics, applied lab sciences, and design. The course of study will include English/literature, social sciences/history, world language, reading/writing, health and personal fitness, and arts. The school will have generalized emphasis on applications, design, sustainability, relevance, and research/presentation.

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 faculty. Project-based learning, case studies, real-world applications, hands-on projects, and self-selected apprenticeships and research projects will emphasize and develop student interest and talent. The Academy of Science and Design instructional methods will be based on effective schools research—understanding how young people learn best—and the achievement results.

Students will have a role in planning their educational program. Teachers will both present information and facilitate student pursuit of independent learning.

Immersion/Seminars:

A regular program of seminars and short immersion courses will expose students to career and subject specialties, enhancing student appreciation of the breadth of opportunities and challenges that are available to them.

Project Orientation:

Individual projects and special assignments will be a style of instruction, cap and encouraging student pursuit of their own interests. Course study and assignments will largely be project-based, using real-world contexts.

Technology:

The Academy for Science and Design will offer specific elective classes in computer science and graphic design as well as integrating state-of-the-art information and communication technology. The school will strive to provide students access to current technology.

Arts:

Course and seminar offerings will expand student appreciation of culture, design, and artistic expression. Art will connect to classroom learning through exhibits, performances, concerts, and residencies taking place in local museums, colleges, galleries, theatres and the school.

Active Engagement:

Students will be actively engaged in learning and have experiences that require different kinds of

thinking. Their assignments will include written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, products, and oral presentations.

Sharing Community:

Students will be expected to participate in public exhibitions, performances, competitions, and demonstrations, as individuals or in collaboration with others. The art of public speaking and presentation will be included in the school's curriculum.

A Culture of Mutual Support:

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

Focus on Student Health, Nutrition, and Well-Being:

Concern for student health, nutrition, and well-being will assure that meals, snacks, breaks, exercise, and seminars will guide program decisions in these areas. Exercise will be incorporated into each day.

Genuine Achievement is Valued:

Students will accomplish their coursework and earn grade or program advancement based on clear expectations. Students will know how grades or advancement decisions are determined and that their own accomplishments reflect meeting a consistent standard.

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 opportunities to pursue other courses and subjects.

Course Accomplishment:

Student learning will be measured by the mastery of standards, not seat time. 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 the Academy for Science and Design campus well as in diverse learning environments, e.g., local courthouses, businesses, research institutes, and college campuses. "School" and "schooling" will not be based on place.

Mentoring:

Each student will have a mentor for school and personal planning activities. Time and staffing resources will be allocated as needed.

Senior Advisory:

College-preparatory portfolios will include demonstrations of competencies, resume, and portfolio demonstrating the scope and variety of accomplishments. The portfolio itself is electronic, allowing students to change and adjust the information as needed to reflect changes in their own learning and experience.

Entrepreneurial Ventures:

Entrepreneurial ideas will be fostered by the Academy for Science and Design and operated largely by students.

Courses:

All course offerings will meet or exceed requirements for a New Hampshire high school diploma.

(g) Academic and other learning goals and objectives.

- All academic courses will have succinctly stated learning goals and objectives,
- Measures of progress will demonstrate >75% of students proficient or advanced in science and mathematics from year to year,
- Standardized assessments will demonstrate that >75% students are proficient or advanced in reading,
- >90% of students will demonstrate mastery of the content of Algebra I and II,
- 100% of students will have immersion experience opportunities in science, with specialists, industry leaders and entrepreneurs,
- 100% of Students will maintain digital portfolios,
- 100% of students graduating will have a post-graduation plan,
- 90% of students will plan to attend a college,
- Females and unrepresented minorities of both genders will pursue post graduate programs that make use of their accomplishments in science and mathematics in numbers that exceed state norms,
- 100% of our students' parents or guardians will make a commitment to be involved with our school,
- 100% students will have given public presentations,
- All students will have contributed to a respectful community environment.

(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 assessed by a variety of strategies including course material examinations, individualized skill reviews in literacy areas, portfolios of student projects, state testing and national standardized tests.

State Test	As required for grades 7 - 12
PSAT	Grade 10
SAT-1	Grade 11 (and/or ACT)
SAT-2	Required (1) in Science; required (1) in elective area.
NWEA	Basic assessment tool to measure and monitor literacy in areas of reading, writing, and basic arithmetic.

(i) Graduation requirements.

The Academy for Science and Design will have minimum graduation requirements, listed below. The school will consider unique circumstances where students are seeking early college admission.

The school's definition of "credit" shall be completion of a year-long program with demonstrated content mastery. The school will accommodate students whose grasp of content requires more or less than one year.

Graduation requirements were researched to satisfy requirements for acceptance to notable colleges and universities.

- Applied Mathematics through Calculus (4 credits),
- Applied Laboratory Science & Engineering (5 credits; 4 required plus 1 credit elective):
- Biological Science (1 credit),
- Chemistry (1 credit),
- Physics (1 credit),
- Engineering (1 credit),
- Potential elective advanced science courses (0.5 credit): Such as; advanced electronics, aeronautics, anatomy, anthropology, archaeology, aviation, biochemistry, botany, computational sciences, computer programming, design technology, environmental science, ethics in science, forensic science, forestry, history of science, marine biology, natural history, numerical modeling, oceanography, physiology, population biology, renewable energy, space science, sustainable agricultural science transportation sciences
- Computer Science (0.5 credit),
- World Language and Cultural Studies (3 credits),
- English/Literature (4 credits),
- Social Science/History (2 credits); law, world and US history, business/marketing, political science, geography,
- Visual and Performing Arts (1 credit); dance, drama/theater, music or visual art
- Health and Fitness Personal Program (2 credits),
- Electives (2 credits),
- Stewardship Project (0.5 credits),
- Junior Apprenticeship/Mentorship project (0.5 credits),
- Senior Research Project (0.5 credit).

(j) Staffing overview.

PERIOD OF PLANNING AND ORGANIZATIONAL DEVELOPMENT

The time period from authorization until 4-6 months before the school opens to students is considered the Period of Planning and Organizational Development. Planners have considered this period consuming approximately one year, based on an assumption of authorization by March 2006.

During this time of planning and organizational development, project staff will include start-up coordinators, as-needed consulting specialists, personnel from other organizations, and volunteers. Tasks related to school development include overall planning and coordination; materials development & marketing; curriculum development and course design; board initiation and governance training; administration systems setup; strategic planning; financial operations; revenue initiatives; facility initiatives; dissemination of information to schools, parents, and colleges; outreach to selected corporations; research and visitation.

Given the school's size and scope and the importance of the school's connectedness to colleges, businesses, and corporations, the basic planning period staffing will include 1.4 FTE administrative/coordination personnel, 0.5 administrative assistance, .25 IT personnel, 0.25 financial officer, and contracted specialists, as needed, in various capacities.

PERIOD OF SCHOOL READINESS TO OPEN

The time period 4-6 months prior to school opening is considered the Readiness to Open period when key school staff will be recruited and brought on board. By this time a clearer sense of school staffing will have been decided, particularly in areas of school governance. Size of school will determine numbers of personnel required. In general, classes with labs will strive for a staff: student average ratio of 1:10-15 and typical non-lab classes will strive for a staff: student average ratio of 1:16-1:22. These ratio computations address core subjects and do not include fitness, arts, language, guidance, internship coordination, specialists, etc. The school will plan for teaching assistants.

PERIOD OF FIRST YEAR OPERATIONS

In staffing the Academy for Science and Design, the Board of Trustees will comply with RSA 194-B: 14, Section IV, requiring the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification or having at least three years of teaching experience.

The following table provides an example of staffing based on 60 students in the first year and growth at the rate of 60 students each year thereafter. The charter requests up to 450 students. The growth plan will be determined by the Board based on facility selection and capacity, student applications, and program quality and stability.

The Academy for Science and Design will seek personnel whose backgrounds have at least two competencies so that they might cover more than one subject. Additionally, the curriculum planning intends to integrate and cross-pollinate course content.

Estimates provided in the following table are based on full-time equivalent (FTE).

	2006-07 Year 1 Planning	2007-08 Year 2	2008-09 Year 3
Assumptions:			
Student Population	0	60	120
Teaching Functions	1.5	5.0	9.0
Teaching Assistant Functions	0.5	2.5	4.0
Health, Nutrition, & Fitness functions	0.4	0.8	1.0
Literacy Support and Special Programs Functions	0.4	1.0	1.0
Research and development Functions	0.2	0.2	0.2
Head of School Functions	0.5	1.0	1.0
Administrative Assistant Functions	0.5	0.6	1.0
Student Governance and Mentorship Functions	0.0	0.4	1.0
Special Education Liaison Functions	0.2	0.3	0.4
Grant-writer/fundraiser Functions	0.5	0.5	0.5
Superintendent Office Functions	1.9	1.9	0.8
Total Full Time Equivalents	6.6	14.2	19.9

SELECTED POSITION DESCRIPTIONS

HEAD OF SCHOOL

This individual will lead the standards-setting educational program according to the vision of its creators. In this role, the head of school will:

- Mentor faculty and students to maximize achievements consistent with the Academy for Science and Design's vision and philosophy,
- Assure the school is administered according to board policy, its budget, and requirements that apply,
- Establish a school culture built on respect, responsibility, support, and common goals of excellence,
- Develop public outreach and relationships with partners, parents, and sending districts,
- Assist faculty with all aspects of school, as needed,
- Assure coordination of personnel functions and recommend or engage contracted and salaried personnel within guidelines proposed by the board of trustees,
- Assume overall responsibility for supervision of staff and students,
- Provide liaison to the State Board of Education, safeguarding and advocating for the freedoms from bureaucracy intended by state and federal law,
- Develop and oversee schedules created in collaboration with faculty,
- Assure the individual and collective assessment programs are meaningful and provide accountability for progress and achievements,
- Initiate and sustain ongoing, inclusive dialogue for ever-improving the school culture and

- parent relationships, according to the school's belief in standards, openness, and support,
- Promote safety and good health practices by adherence to public codes/regulations and the Academy for Science and Design standards,
- Assure the board or its designee is apprised of issues of importance,
- Fulfill other responsibilities as required by the board.

STUDENT GOVERNANCE, MENTORSHIP, AND GUIDANCE SUPERVISOR

The person or persons assigned this responsibility will collaborate with others to assist all students in their academic, personal and social development. Related tasks include:

- Facilitate both faculty and students in their quest for excellence,
- Research and bring to faculty models of student governance, mentorship and guidance,
- Work to assure the systems, policies, and programs of student governance, mentorship, and guidance are meaningful, progressive, and successful,
- Assist students in selecting coursework and activities within the Academy for Science and Design and the larger community that leads to realization of their personal education plans,
- Establish a confidential system of student records,
- Maintain files of school and community resources and agencies as may be needed for a broad range of educational, psychological, personal or health related needs of individual students or families,
- Teach as necessary.

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

COMPENSATION

The philosophy of staffing and compensation is to recruit highly motivated and talented personnel, committed to the excellence described in the charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. When the school opens, the anticipated initial compensation range for teachers is \$25,000 to \$50,000/year, depending on financial resources of the school. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS

The Board will determine benefit program options and leave philosophy and policy during the period of planning and development. With reasonable funding, the goal would be to offer options that include health, disability, and retirement.

The school's program of leave will honor state and federal guidelines that may apply such as official holidays, family leave, disability, and civic duty.

(1) Pupil transportation plan, including reasonable provision from the charter schools' own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Charter school students will have access to transportation to the class program 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 as 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.

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.

We foresee students applying from many different school districts; this is the pattern with science academies in other small city areas. One goal of charter school personnel will be to assist parents and students who wish to coordinate personal transportation. For students in secondary district special education programs, the charter school will assist with transportation arrangements, e.g., identifying shared routes.

(m) Statement of assurances related to non-discrimination according to relevant state and federal laws.

The Academy for Science and Design shall not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by law.

The Board of Trustees shall develop and adopt a policy and will have administrative procedures to address complaints or concerns.

(n) Method of coordinating with a pupil's local education agency (LEA) for matters pertaining to any special education programs

or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.

The charter school will discuss the school with any parent and will accept applications for review from any parent or student. Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement, from the IEP team or Superintendent of Schools.

RSA 194-B:1 1, §111, states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include: 1) the district concurring on the parent's or student's desire for choice and attendance at this school, and assuring whatever services the student needs continue to be received, 2) the parent accepting or rejecting the district-proposed education plan in full or in part, 3) the district concurring with the choice placement as a general placement and providing the special services needed after hours, 4) an education plan of short duration or one that allows for a trial period in the charter school to assess suitability for a student and the services needed, if any, in the charter school environment, 5) the parent refusing special services and matriculating the student without services, should the charter school find this acceptable in a particular instance, and 6) should the placement be disputed, either the parent or the school district initiating the resolution of disagreements through provisions of the Department of Education.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

The Academy for Science and Design will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison that collaborates with the local education agency on individual student matters.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

In 1994, Section Ed 1102.11 defined "educational decision making process" in RSA 186-C:14 11(b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 200 rules revised, the special education process is defined as: 1) referral, 2) evaluation, 3) determine eligibility, 4) development of an IEP (individualized education plan), and 5) placement.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORINATING

The school will assure that a person is designated to be the liaison for special education and, if needed, will employ or contract with an appropriate specialist to oversee proper handling of special education matters. The school responsibilities are:

1. To assure that districts are alerted about requests for admission.
2. To provide information about the school to the sending district, and when possible, attend meetings for the purpose of district review of choice requests.
3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district's procedures.

4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.
5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.
6. To alert the sending district of pre-referral issues that rise to a level of concern or needing district attention.
7. To meet with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g. should the charter school schedule and call a required meeting or should the LEA.
8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within the charter school and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration.
9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner.
10. To work with the district and articulate services or accommodations the students need, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures.

ELIGIBILITY

The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meets the school's admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are four criteria for admission eligibility:

- 1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects (verification of last grade completed by sending school district or department of education).
- 2) The applicant student demonstrates interest in sciences and academic study.
- 3) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations.
- 4) The Admissions Committee agrees that the applicant is likely to benefit from this specific charter school program.

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 school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. The Academy for Science and Design will have a web site with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at the Academy for Science and Design is positive, if the student is enrolled. The Academy for Science and Design offers a unique opportunity for students to become deeply involved in their own education. There is an expectation for students to make a commitment to excellence and strive to be genuinely involved with opportunities the school provides. Student involvement begins at the time of application.

1. The student will submit a completed school application package that will include a personal statement of interest in the school and student questionnaire. A Portfolio is optional for students applying to grades 7 and 8 but required for students applying for grades 9-12. Portfolio contents allow students to offer materials that enhance the Admissions Committees understanding of the student. Examples of portfolio material may include artistic work, creative writing, science or math projects, and audio or video tapes. Letters of Recommendation are optional and may be submitted if the student believes another individual can contribute valuable information to the application.
2. The student's parent or legal guardian will provide additional application components: a completed educational history, transcripts from previous schools attended, and releases of information needed for obtaining health, academic, and special records from prior school years.
3. Once the application is complete, the applying student and parent or guardian will be invited for a visit to the charter school. During the school's first year, the facility may not be ready at time of interview.
4. The student and parent meet with the Admissions Committee or designated staff and review the program and share expectations and interests.
5. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign a statement of acceptance of the policies and programs of the school. This confirms the student's intent to be an applicant for the school.
6. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission, but such students are continued in the lottery pool.
7. The school will have one or more admission decision deadlines. Dates and guidelines for admissions decision-making and lottery will be available to applicants.

8. Once accepted, the student will have an orientation and may need to provide or be available so the school can obtain additional information, e.g., skill screenings to determine levels of literacy (reading, writing, and math) and subject understanding.
9. New students must successfully complete the orientation that typically precedes school starting.

For special education admissions, the process differs in that the student's sending school's Evaluation and Placement Team is responsible for the placement decision, the IEP, official meetings, and assuring that a representative of the charter school and parents are part of official meetings.

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

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. A program of student government will serve as the voice of the student body and this shall be integral to the school's culture. The purpose of student governance will include working for the welfare of the school and students.

The school is committed to a respectful and safe environment for all. Accordingly, student governance philosophy involves high expectations for respectful and responsible behavior on and off campus and logical consequences when this is not the case. The school will have clear expectations for responsible academic and interpersonal student behavior and an honor system. The school will not allow hazing, harassment, unsafe behavior, disrespect, or unlawful behavior.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition and reward. 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.

The Board of Trustees will adopt policies that conform to and support state law in areas of harassment, fighting, drugs, alcohol, smoking, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy.

With a goal of helping students develop maturity and responsibility, the school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils). A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil).

COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION

Every student and staff member will be trained in mediation techniques, which will be the intervention of choice for resolving interpersonal conflicts within the school community.

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

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

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. In addition, a discretionary account will be set up, and the School Administrator as well as the Treasurer will have check-writing authority for this account. Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

The school district will make timely transfers of any funds due the Academy for Science and Design at least in accordance with timelines proscribed by the legislature and/or Department of Education.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (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, the Academy for Science and Design will produce an annual report which will include, at a minimum, the following elements:

- A general progress report to establish the initial school program 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 the Academy,
- 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,
- Commentary about successes in program, collaboration, or goal achievement,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School's asset, liabilities and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding.

The Academy for Science and Design will use the state's average high school tuition cost as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:

The following budgeted amounts are provided as estimates and include revenue and expenditure components. The school vision is raising \$500,000-\$ 1,000,000 before the school opens and an endowment in the vicinity of \$10,000,000. A multiyear commitment has been received to privately fund the marketing and development campaign to meet endowment goals and locate facility. This effort will begin in March.

See Appendix A for Projected Expenditure and Revenue Budget

ENTREPRENEURIAL SOURCES OF REVENUE

In addition to sources of revenue guaranteed, the Academy for Science and Design has planned revenue streams from other sources based on a comprehensive marketing and development program.

1. The school will have a marketing and development program, with a goal of raising \$500,000 to \$1,000,000 in its first year and \$10,000,000 by year 3. Funding for this program will be supported, in part, by philanthropy.
2. Fee-based, science immersion programs and other outreach are anticipated, such as tutoring or online courses.
3. Computer technology initiatives, e.g. services or businesses.
4. Fundraising events, such as science & technology-oriented benefit dinners.

5. Entrepreneurial ventures will be fostered by the Academy for Science and Design and operated largely by students, e.g. café, eco-tourism, “green” store, and other ideas will be pursued.

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

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any existing provisions for exception that may be pursued. Major holidays will follow the school calendar of the district in which the school is based.

The Academy for Science and Design has several signature features that have bearing on how school days are used, e.g. opportunity for college courses which may be on a different calendar schedule and mastery learning, which allows students to finish courses when content is mastered instead of when a number of seated hours are completed.

All school policy on time use and calendar will be in conformance with laws that apply.

(t) Provision for providing continuing evidence of adequate insurance coverage.

The Academy for Science and Design, pursuant to RSA 194-B:!, III, will be a public school subject to the same protections as any public school under RSA 50 (b) which provides for Limited General Liability for the charter school and its agents.

The Academy for Science and Design will pursue a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, board errors and omissions, and facility coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(u) Identity of consultants to be used for various services, if known.

During the period of planning and development, the Academy for Science and Design project will require numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

At this time the specialists who have agreed to participate in first year of planning and development, include:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,

- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
- Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
- Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
- Fred Wetzel, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

(v) Philosophy of parent involvement and related plans and procedures.

Parent involvement is a core philosophical commitment of this school. Moreover, the broadest and most inclusive definition of 'parent' will assure a student support system embraced by faculty, members of the student body, and non-family mentors.

The school will have a well-defined parent involvement initiative. Regular parent/student/school communications can be expected. Parents can expect clear standards, high expectations, and a commitment to their student's success. The school will have expectation for parents that include committing to the school's program and assuring home support for student studies.

Not all students have parents to share in their achievement interests. The school will identify business and community members who are available as mentors, providing guidance specific to student interests and future aspirations.

(w) A plan to develop and disseminate information to assist parents 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, 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 foundations.

(x) A global hold harmless clause.

The Academy for Science and Design agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "indemnified parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages, costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the

charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

The Academy for Science and Design, 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, employees, 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.

If the provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

(z) Provision for dissolution of the charter school including disposition of its assets.

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the

property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legal liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design.

(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.

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 local public high school, 2) application to a public high school, including a different chartered public high school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities.

Official records of all the students would be transferred in a timely manner to the receiving school. 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 t the date of opening.

The Academy for Science and Design will provide annual reports of progress that covers governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach.

Planning				1st Year Start	2nd Year Start
FY06-07	FY07-08	FY08-09			
Notes					
INSTRUCTIONAL SERVICES					
	110 Salaries, Teachers	1	\$60,000	\$200,000	\$360,000
	115 Salaries, Support Staff: teacher asst.	2	\$10,000	\$50,000	\$80,000
	122 Substitutes	3	\$0	\$6,000	\$8,000
	200 Benefit Contributions, Required		\$5,600	\$20,000	\$35,200
	290 Benefit Programs, optional		\$7,000	\$25,000	\$44,000
	320 Consultants & Contracted Support	4	\$24,000	\$14,000	\$16,000
	580 Instructional Travel		\$2,400	\$4,000	\$6,000
	591 Contracted Arts Programs		\$3,600	\$5,000	\$7,000
	610 Supplies		\$32,000	\$12,000	\$14,000
	640 Textbooks and Core Instruction Program		\$36,000	\$36,000	\$36,000
	650 Computer Software, Licenses,Connectivity		\$36,000	\$36,000	\$36,000
	733 Fumiture&Equipment		\$27,800	\$14,600	\$15,000
	738 Computers & Communications Equipment		\$28,000		
	SUBTOTAL		\$272,400	\$450,600	\$685,200
	SPECIAL EDUCATION				
	110 Teacher/Liaison, Special Education		\$5,000	\$8,000	\$20,000
	320 Contracted Special Services (Other)		\$2,000	\$6,000	\$10,000
	SUBTOTAL		\$7,000	\$14,000	\$30,000
	STUDENT SUPPORT SERVICES		\$15,000	\$20,000	
	110 Guidance, Mentorship Development, etc				
	200 Benefit Contributions Required		\$0		
	290 Benefit Programs, Optional		\$0		
	370 Testing/Appraisal Services		\$11,000		
	320 Contract Services		\$10,000		
	610 Supplies/Support Services		\$1,200		

738 Computers & Communications				\$0
Equipment	\$0	\$1,400		
SUBTOTAL		\$23,600	\$36,100	\$48,200

Appendix A

EXPENDITURE BUDGET

ANTICIPATED ANTICIPATE:
EXPENSES EXPENSES
ANTICIPATED
EXPENSES

2130		HEALTH SERVICES			
2130	320	Nurse Services, Contract	\$2,500	\$2,600	
2130	610	Supplies & Equipment	\$500	\$500	
2130	650	Computer Software & Fees, Health	\$500	\$300	\$300
2222		SUBTOTAL	\$5,600	\$10,800	
		LIBRARY/RESEARCH PROGRAM	\$5,800		
2222	320	Library / Media Personnel	\$0	\$10,000	\$10,000
2222	320	Contracted Services, IT	\$12,500	\$25,000	\$40,000
2222	641	Books/Media & Equipment, Library	\$14,000	\$10,000	\$10,000
2222	650	Computer Software & Fees, Library	\$10,000	\$14,000	\$18,000
		SUBTOTAL	\$36,500	\$59,000	\$78,000
2300		ADMINISTRATION SUPPORT SERVICES			
2300	110	School Coordinator/Director, Salary	7 \$72,000	\$55,000	\$55,000
2300	110	Support Staff	8 \$15,000	\$22,000	\$30,000
2300	200	Benefit Contributions ,Required	\$6,960	\$6,160	\$6,800
2300	290	Benefit Programs, Optional	\$4,350	\$7,700	\$8,500
2300	320	Contracted Services, Board/Management	9 \$12,000	\$12,000	\$12,000
2300	520	Board/School Liability Insurance	\$6,000	\$7,500	\$8,000
2300	534	Postage	\$3,000	\$4,600	\$5,000
2300	540	Marketing/Advertising	\$10,000	\$10,000	\$10,000
2300	550	Printing	\$4,000	\$4,000	\$4,000
2300	580	Travel	\$4,000	\$4,000	\$4,000
2300	610	Supplies/Equipment & Furniture	\$2,200	\$1,400	\$1,400
2300	641	Reference Books	10 \$800	\$800	\$800
2300	738	Computers & Communications	\$4,400	\$1,800	\$1,800

2300	650	Equipment				
		Computer Software,		\$3,400	\$3,400	\$3,400
2300	810	Services & Fees,				
		Dues & Fees		\$2,000	\$2,000	\$2,000
2300	320	Audit		\$6,000	\$6,200	\$6,400
2300	320	Legal Services		\$6,000	\$4,000	\$4,000
		SUBTOTAL		\$162,110	\$152,560	\$163,100
2600		OPERATION AND				
		MAINTENANCE OF				
		FACILITIES				
2600	320	Custodian, Contracted				
2600	420	Trash, Plowing,				
		Grounds, Cleaning				
		Etc.				
2600	622	Electricity				
2600	624	Oil				
		SUBTOTAL		\$60,000	\$50,000	\$50,000
						0
2700		STUDENT TRANSPORTATION				
2700	510	Student Transportation Services	12	\$20,000	\$6,000	\$8,000
3000		SUBTOTAL		\$20,000	\$6,000	\$8,000
		OPERATION OF FOOD				
		SERVICES				
3000	570	Food Services	13	\$0	\$6,000	\$8,000
		SUBTOTAL		\$0	\$6,000	\$8,000
TOTAL ANTICIPATED			14	\$587,210	\$780,060	\$1,081,300
EXPENDITURES						

1. Teacher positions estimated at \$40,000 average, based on statewide statistic estimates the range of salaries as \$25,000 to \$50,000. Statewide data indicate FY2005, the av. salary of 15,298 teachers was \$43,941.
2. Teacher assistant estimates based on \$20,000 for 1 FTE
3. The Board of Trustees will set substitute rates and leave allowances.
4. This anticipates significant curriculum module development, estimated at \$1 module.
5. Computer purchases reflect classroom setup needs.
6. Special education liaison duties are outlined in the charter, e.g. setting up relationships with LEAs
7. Due to the size and scope of this initiative, 1.4 FTE is needed for the planning and development year. Services will be akin to central office services and will in people.
8. Anticipates 0.5 FTE Admin Assist during planning and 1.0 FTE office staff school has 100 students
9. Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialist for projects or concerns
10. Board members will all have reference materials regarding state laws, Robe charter documents.
11. Anticipates a facility that needs some finding for renovation and code compliance finds in this category will be requested unless needed. Future years anticipate mortgage or rent expense.

12. Anticipates purchase of one school van or bus.
13. Anticipates a healthy nutrition program for students with budget requirement.
14. Balance will be moved forward in accordance with proper accounting procedures.

FISCAL YEAR		Planning 2006-07	1st Year Start 2007-08	2n Year d Start -09 20 08 rear get
ESTIMATED STUDENT ENROLLMENT		0	60	1 0
Revenue Sources	Note	1st year budget	2nd year budget	bu
Local Revenue				
State Revenue (per pupil allocation)	1	\$0	\$210,000	\$420,000
State & Federal Grants	2	\$287,000	\$150,000	\$150,000
Other Grants		\$100,000	\$100,000	\$100,000
Foundation Awards		\$50,000	\$100,000	\$100,000
Parent/School Revenue		\$20,000	\$40,000	\$60,000
Gifts & Philanthropic Contributions		\$500,000	\$800,000	\$2,0
Other Revenue	3	\$5,000	\$16,000	\$20,000
Total Estimated Revenue	4	\$962,000	\$1,416,000	\$2,803,000

FOOTNOTES:

- 1 Solely based on statute, January 2006. During the planning year there will be no students.
- 2 \$287,000 represents one half of the planning year needs. The \$60,000 included for facility is an estimate and will not be requested until need is confirmed.
- 3 Would include event and food receipts.
- 4 Revenue balances will be transferred to trust or savings accounts according o appropriate procedures.

ASD Budget FY 2018 Five Year Projection

1100585 · Professional Development	15,600.00	15,600.00	15,600.00	15,600.00	15,600.00
1100610 · Supplies	6,000.00	6,000.00	6,000.00	6,000.00	6,000.00
1100640 · Textbooks & Workbooks	40,000.00	40,000.00	40,000.00	40,000.00	10,000.00
1100650 · Computer Software	6,000.00	6,000.00	6,000.00	6,000.00	2,000.00
1100733 · Furniture and Equipment	5,000.00	5,000.00	5,000.00	3,000.00	2,000.00
1100738 · Computer & Network Equip	36,300.00	37,207.50	38,137.69	39,091.13	40,068.41
Total 1100000 · INSTRUCTIONAL SERVICES	1,734,491.00	1,774,001.19	1,814,500.71	1,844,012.68	1,851,562.40
1400000 · OTHER INSTRUCTIONAL PROGRAM					
1430110 · Summer School Regular Salaries	15,000.00	15,375.00	15,759.38	16,153.36	16,557.19
1430310 · Summer School Admin Svcs	5,000.00	5,125.00	5,253.13	5,384.45	5,519.06
1400000 · OTHER INSTRUCTIONAL PROGRAM - Other	250.00	250.00	250.00	250.00	250.00
Total 1400000 · OTHER INSTRUCTIONAL PROGRAM	20,250.00	20,750.00	21,262.50	21,787.81	22,326.26
1700000 · Expenses Student Activities					
1700106 · Science Olympiad expenses	250.00	256.25	262.66	269.22	275.95
1700111 · Yearbook	5,000.00	5,125.00	5,253.13	5,384.45	5,519.06
1700113 · 6th grade planners	500.00	512.50	525.31	538.45	551.91
1700115 · FLL Expenses	2,800.00	2,870.00	2,941.75	3,015.29	3,090.68
1700140 · PSAT expenses	1,300.00	1,332.50	1,365.81	1,399.96	1,434.96
1700141 · Field Trip Expenditures		0.00	0.00	0.00	0.00
Spark Activities	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81
1700141 · Field Trip Expenditures - Other	23,000.00	23,575.00	24,164.38	24,768.48	25,387.70
Total 1700141 · Field Trip Expenditures	24,000.00	24,600.00	25,215.00	25,845.38	26,491.51
1700142 · Technology Student Association	12,000.00	12,300.00	12,607.50	12,922.69	13,245.75
1700155 · DI expenditures	250.00	256.25	262.66	269.22	275.95
1700160 · Theatre Group Expenditures	2,500.00	2,562.50	2,626.56	2,692.23	2,759.53
1700165 · Graduation	2,300.00	2,357.50	2,416.44	2,476.85	2,538.77
1700170 · Cross Country	2,000.00	2,050.00	2,101.25	2,153.78	2,207.63
1700175 · Science Bowl Exp	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81
1700185 · AP Exam	4,000.00	4,100.00	4,202.50	4,307.56	4,415.25
1700196 · band c/o ASDEF	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81
1700198 · math counts	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81
1700199 · Track and Field	1,000.00	1,025.00	1,050.63	1,076.89	1,103.81

ASD Budget FY 2018 Five Year Projection

1700000 · Expenses Student Activities - Other	<u>6,500.00</u>	<u>6,662.50</u>	<u>6,829.06</u>	<u>6,999.79</u>	<u>7,174.78</u>
Total 1700000 · Expenses Student Activities	67,400.00	69,085.00	70,812.13	72,582.43	74,396.99
2100000 · STUDENT SUPPORT SERVICES					
2100110 · Guidance, Mentorship Development	144,000.00	147,600.00	151,290.00	155,072.25	158,949.06
2100211 · Group Health Insurance	1,000.00	11,808.00	12,103.20	12,405.78	12,715.92
2100220 · FICA/Medicare	11,760.00	11,760.00	11,760.00	11,760.00	11,760.00
2100610 · Supplies	25.00	25.00	25.00	25.00	25.00
2110890 · Attend/Social Work Misc	500.00	500.00	500.00	500.00	500.00
2123370 · Testing Services	<u>3,500.00</u>	<u>3,500.00</u>	<u>3,500.00</u>	<u>3,500.00</u>	<u>3,500.00</u>
Total 2100000 · STUDENT SUPPORT SERVICES	160,785.00	175,193.00	179,178.20	183,263.03	187,449.98
2130000 · HEALTH SERVICES					
2130320 · Nurse Services, Contracted	<u>33,000.00</u>	<u>33,825.00</u>	<u>34,670.63</u>	<u>35,537.39</u>	<u>36,425.83</u>
Total 2130000 · HEALTH SERVICES	33,000.00	33,825.00	34,670.63	35,537.39	36,425.83
2300000 · ADMINISTRATION SUPPORT SERVICES					
2300110 · Salaries, Director	85,000.00	87,125.00	89,303.13	91,535.70	93,824.10
2300115 · Salaries, Support Staff	259,044.00	265,520.10	272,158.10	278,962.06	285,936.11
2300211 · Group Health Insurance	75,000.00	76,875.00	78,796.88	80,766.80	82,785.97
2300220 · FICA/Medicare	29,000.00	28,211.61	28,916.90	29,639.82	30,380.82
2300290 · Employee Benefits-Other	1,000.00	1,000.00	1,000.00	1,000.00	1,000.00
2300534 · Postage	1,200.00	1,200.00	1,200.00	1,200.00	1,200.00
2300540 · Marketing/Advertising	6,000.00	6,000.00	6,000.00	6,000.00	2,000.00
2300545 · Fundraising Costs	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00
2300550 · Printing	24,000.00	24,600.00	25,215.00	25,845.38	26,491.51
2300580 · Travel	1,200.00	1,200.00	1,200.00	1,200.00	1,000.00
2300585 · Professional Development	5,000.00	5,000.00	5,000.00	5,000.00	2,500.00
2300603 · Food	1,900.00	1,900.00	1,900.00	1,900.00	1,000.00
2300610 · Supplies	4,000.00	4,000.00	4,000.00	4,000.00	2,000.00
2300810 · Dues & Fees, Memberships	8,000.00	8,000.00	8,000.00	8,000.00	5,000.00
2317320 · Audit Fees	23,000.00	23,575.00	24,164.38	24,768.48	25,387.70
2317391 · Payroll Fees	5,000.00	5,125.00	5,253.13	5,384.45	5,519.06
2318320 · Legal Services	<u>5,000.00</u>	<u>5,000.00</u>	<u>5,002.00</u>	<u>5,004.00</u>	<u>5,006.00</u>

ASD Budget FY 2018 Five Year Projection

Total 2300000 · ADMINISTRATION SUPPORT SERVICES	<u>535,344.00</u>	<u>546,331.71</u>	<u>559,109.50</u>	<u>572,206.69</u>	<u>573,031.26</u>
2310890 · School Board Miscellaneous					
2310891 · Board Appreciation	<u>500.00</u>	<u>500.00</u>	<u>500.00</u>	<u>500.00</u>	<u>500.00</u>
Total 2310890 · School Board Miscellaneous	500.00	500.00	500.00	500.00	500.00
2400000 · - Support Services - School Adm					
2409603 · Graduation - Food	500.00	500.00	500.00	500.00	500.00
2490600 · - Graduation supplies	<u>50.00</u>	<u>50.00</u>	<u>50.00</u>	<u>50.00</u>	<u>50.00</u>
Total 2400000 · - Support Services - School Adm	550.00	550.00	550.00	550.00	550.00
2510000 · Fiscal Services					
2510830 · Interest Expense	<u>25.00</u>	<u>25.00</u>	<u>25.00</u>	<u>25.00</u>	<u>25.00</u>
Total 2510000 · Fiscal Services	25.00	25.00	25.00	25.00	25.00
2600000 · FACILITIES OP & MAINTENANCE					
2600200 · Benefits, Required	15,000.00	15,000.00	15,000.00	15,000.00	15,000.00
2600330 · Custodian, Contracted	50,000.00	51,250.00	52,531.25	53,844.53	55,190.64
2600410 · Cable/Internet	4,585.00	4,585.00	4,587.00	4,589.00	2,000.00
2600420 · Trash, Plowing & Grounds	10,000.00	10,250.00	10,506.25	10,768.91	11,038.13
2600430 · Building Repairs services	42,000.00	42,000.00	42,000.00	22,000.00	10,000.00
2600431 · Building Renovations	29,000.00	29,000.00	29,000.00	29,000.00	10,000.00
2600441 · Lease/Rent					
2600443 · Property Tax	80,000.00	82,000.00	84,050.00	86,151.25	88,305.03
2600445 · CAM	110,000.00	112,750.00	115,568.75	118,457.97	121,419.42
2600441 · Lease/Rent - Other	<u>467,810.00</u>	<u>484,517.50</u>	<u>501,225.00</u>	<u>517,932.50</u>	<u>554,689.00</u>
Total 2600441 · Lease/Rent	657,810.00	679,267.50	700,843.75	722,541.72	764,413.45
2600520 · Insurance	18,000.00	18,450.00	18,911.25	19,384.03	19,868.63
2600531 · Phone/Internet	22,000.00	22,550.00	23,113.75	23,691.59	24,283.88
2600610 · Supplies, Building & Grounds	500.00	512.50	502.00	504.00	506.00
2600621 · Gas/Heat	25,000.00	25,625.00	26,265.63	26,922.27	27,595.32
2600622 · Electricity	90,000.00	92,250.00	94,556.25	96,920.16	99,343.16
2600730 · Building Plumbing	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
2620430 · Building maintenance services	<u>25,000.00</u>	<u>25,000.00</u>	<u>25,000.00</u>	<u>10,000.00</u>	<u>10,000.00</u>
Total 2600000 · Facilities & Maintenance	<u>998,895.00</u>	<u>1,025,740.00</u>	<u>1,052,817.13</u>	<u>1,045,166.20</u>	<u>1,059,239.22</u>

ASD Budget FY 2018 Five Year Projection

Total Expense	<u>3,561,240.00</u>	<u>3,656,250.89</u>	<u>3,743,932.04</u>	<u>3,786,400.14</u>	<u>3,816,545.06</u>
Net Ordinary Income	<u>191,775.00</u>	<u>132,310.86</u>	<u>47,253.71</u>	<u>7,475.21</u>	<u>87.13</u>
Net Income	<u><u>191,775.00</u></u>	<u><u>132,310.86</u></u>	<u><u>47,253.71</u></u>	<u><u>7,475.21</u></u>	<u><u>87.13</u></u>

Academy for Science and Design

2017-2022 Accountability Plan

Mission Statement:

Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.

1. The school is making progress toward achieving its mission

Criteria	Objectives	Measures
Academic Excellence	1. Students will demonstrate high interest and outstanding achievement in the subjects of science, mathematics, engineering, and design, including their applications in real-world settings. 2. Students will develop skills and deep understanding across the curriculum, with emphasis on academic, social, and personal preparation for success in college as well as for active and responsible leadership in career and community life.	Progress toward academic excellence as defined in the school's mission is demonstrated by the following and detailed further under Guideline #3: - Sustaining numbers of students who apply to and enroll in the school - Exceptional levels of achievement on standardized tests in mathematics and science - Increasing numbers of students who excel in project-based and extended learning - Exceptional levels of achievement on standardized tests in reading - Documentation of growth in students' self-efficacy, social skills, preparation for college, and leadership
Program Quality & Innovation	1. The school will offer a high-standard, college-preparatory program specializing in mathematics, applied lab sciences, and design. 2. The school will provide subject-specific and cross-disciplinary opportunities for students to engage in project-based/inquiry learning, real-world laboratory experiences, internships with industry partners, advanced coursework through area colleges and online resources, and other effective practices in active, engaged learning.	Progress toward programmatic quality as defined in the school's mission is demonstrated by the following and detailed further under Guideline #3: - The school's established course offerings across the STEM subject areas - Documentation of engaged, "anytime, anywhere" learning opportunities provided by individual teachers, by collaborating groups of teachers, and by the school as a whole
Organizational Strength & Innovation	1. The school's Board of Trustees will set policy and make decisions that serve the mission and vision of the school. 2. Board committees and advisors will pursue opportunities to link the academics and program of the school with industry and higher education partners to provide extended learning opportunities for students. 3. The school will be open to all interested students and organized to facilitate learning in a small, personalized setting 4. The school's faculty and staff will include strong representation by individuals with significant work experience in the STEM subject areas 5. The school will encourage and support job-embedded, collaborative forms of professional growth for teachers focused especially on improving students' motivation, achievement, and persistence in STEM learning as students move through the program. 6. The school's administration will strengthen school organization in terms of its culture of professional collaboration, responsiveness to parents and students, openness to innovation, and its position of state leadership as a unique model of STEM-focused quality education.	Progress toward organizational capacity to achieve the mission of the school is demonstrated by the following and detailed further under Guideline #4: - Parent satisfaction with the actions of the Board to govern the school appropriately and in line with the school's mission - Parent satisfaction that students are offered significant opportunities for off-campus, project-based, and blended learning related to the STEM disciplines - Consistent levels of student enrollment - Ongoing parent satisfaction with the school's climate for learning - Records to specify personnel with unique, mission-related work experience - Records to describe professional growth plans and activities of teachers to strengthen their content knowledge, teaching skills, and capacity to collaborate effectively with their colleagues. - Parent, faculty, and staff satisfaction with the quality of leadership demonstrated by the school's administrative personnel

2. The school is using public funds responsibly

Criteria	Objectives	Measures
Quarterly Financial Reports	1. The school's quarterly financial reports will comply with accepted standards of public school accounting. 2. The school's quarterly financial reports will demonstrate reasonable and prudent planning.	- State financial reports are determined compliant with acceptable standards - State financial reports of account balances are determined to show that expenditures are in line with available resources
Purchasing and Billing	The school's purchasing and billing practices will meet acceptable standards for public school accounting.	- Internal and external audits reflect acceptable standards
External Audits	The school will provide an annual external audit with no material defects.	- Annual audits are approved as submitted
Board Minutes	The school's Board minutes will indicate clear communication of accurate information about the school's financial condition.	- Board minutes are determined to contain accurate information about the school's finances

3. The school promotes student attainment of expected knowledge and skills

Criteria	Objectives	Measures
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APPENDIX B: ASD ACCOUNTABILITY PLAN

State Proficiency Standards	<ol style="list-style-type: none"> 1. The school's curriculum will be aligned with state-adopted content and performance standards for all applicable subject areas. 2. Students will exceed the average performance of New Hampshire students on standardized testing at the middle and high school levels 3. Students will show continuous improvement in their performance on state assessments of mathematics, science, and reading. 	<ul style="list-style-type: none"> - Ongoing faculty review of materials, methods, and student work to confirm alignment or make appropriate adjustments in applicable courses to include the following: <ul style="list-style-type: none"> - Applied Mathematics through Calculus - Applied Laboratory Science & Engineering - Biological Science - Chemistry - Physics - Engineering - Computer Science - English/Literature - World Language and Cultural Studies - Social Science/History - Visual and Performing Arts - Health and Fitness Personal Program - State test scores to indicate the following performance levels each year: <ul style="list-style-type: none"> >75% of students proficient or advanced in science and mathematics >75% of students proficient or advanced in reading >75% of students scoring higher than the state average on the PSAT and SAT >75% of students showing an increase in their performance in science and mathematics over the prior year >75% of students showing an increase in their performance in reading over the prior year 	
ASD Proficiency Standards	<ol style="list-style-type: none"> 1. Students will master the content of the STEM gateway course of Algebra I 2. Students will demonstrate deep understanding of subject-specific content and interdisciplinary topics across the curriculum. 3. Students will develop interest and competence in advanced STEM fields that often lie beyond the typical course offerings in public schools. 4. Students will succeed in meeting the individual objectives of extended STEM or STEM-related learning opportunities such as internships and collaborative projects with science professionals, industry leaders, and local entrepreneurs; early college coursework; and e-learning experiences through online resources. 5. All seniors will complete a capstone project that represents a culmination of each student's learning and research within STEM, while also incorporating skills and understandings from other subjects across the curriculum. 	<ul style="list-style-type: none"> - Teacher-designed assessments to indicate >80% of students demonstrating >80% mastery of the content of mathematics courses - Teacher-designed tests and performance assessment results to indicate students' conceptual understanding and application skills across the curriculum - Class attendance records and student work samples to show participation and performance in electives such as advanced electronics, aeronautics, anatomy, anthropology, archaeology, aviation, biochemistry, botany, computational sciences, computer programming, design technology, environmental science, ethics in science, forensic science, forestry, history of science, marine biology, natural history, numerical modeling, oceanography, physiology, population biology, renewable energy, space science, sustainable agricultural science, and transportation sciences. - Composite school record and individual student portfolios to indicate percentage of students completing the objectives of extended learning opportunities each year - 100% of senior projects assessed at the exemplary or proficient level on a locally designed rubric, including a measure for each student's public presentation 	
Other ASD Learning Goals	<ol style="list-style-type: none"> 1. All students will make an active, stewardship contribution to improving the physical environment or cultural climate of the school each year. 2. Students will be prepared to enter college with the motivation and academic background for pursuing any career field of the students' interest, and especially for choosing further studies toward a STEM-related career at a rate that exceeds state norms. 	<ul style="list-style-type: none"> - Composite school record to indicate the percentage of students completing school stewardship project each year - School guidance records to indicate the post-graduation plans of all students, with at least 90% students planning to attend higher education - School guidance records for students accepted to college to indicate plans to study a STEM career field at a rate that exceeds state norms 	

4. The school is sustainable

Criteria	Objectives	Measures	
Responsible & Effective Governance	<ol style="list-style-type: none"> 1. The Board will govern in accordance with public meeting laws and regulations. 2. The Board will operate in ways appropriate to its community leadership role in setting school policy and providing effective oversight of the school's program and operations. 	<ul style="list-style-type: none"> - Documentation of meetings as recorded in Board minutes. - Satisfaction of parents and school staff with the conduct of the Board in managing its governance responsibilities properly and effectively 	
Efficient Management Systems	<ol style="list-style-type: none"> 1. The school will implement clear and well-understood systems for decision-making and communication. 2. The school will delineate and support clear roles and responsibilities among and between administrative personnel and teaching staff. 3. The school community will conduct interim and long-range planning processes to review progress, make mid-course corrections, and establish priorities for ongoing growth and development. 	<ul style="list-style-type: none"> - Flow charts and position descriptions established to clarify communications and professional role delineation - Percentage of school staff who are satisfied with the clarity and day-to-day interactions of administration and staff to manage the school operations effectively - Annual reports and other documentation of progress reviews and subsequent action. 	

APPENDIX B: ASD ACCOUNTABILITY PLAN

Instructional Quality Assurance	<p>1. The school will communicate and reinforce clear standards and expectations for instruction based on current research findings and the corresponding vision of the school that emphasizes personalized, active learning aimed at in-depth understanding of essential ideas and real-world skills, especially as related to STEM</p> <p>2. The school will implement a high quality system of teacher evaluation that includes measures for best-practice instruction, the quality of student work produced, and related professional growth plans focused on improving student learning.</p> <p>3. The school director will function as an instructional leader capable of modeling and coaching high quality teaching in the classroom.</p>	<ul style="list-style-type: none"> - Reports on progress of the school's evaluation design to effect teachers' growth in ability to improve student learning - Percentage of teachers satisfied that their evaluation process and related professional growth activities are implemented effectively and beneficially. - Percentage of teachers satisfied that the instructional leadership role of the school director is helping to assure the quality of teaching and learning throughout the school 	
Quality Special Needs Services	The school will partner with the local LEA to facilitate high quality services to students with special education needs.	<ul style="list-style-type: none"> - Documentation of the initial referral phase in cooperation with the local LEAs as well as subsequent contacts with sending school districts for special education services. - Documentation provided by the school's special education coordinator to ensure that all 504 plans and IEPs are followed 	
Safe, Clean Facilities	The school will meet all criteria for safety, fire, and health codes in its locale (Merrimack School District)	<ul style="list-style-type: none"> - Documentation of fire drills and other required safety procedures. - Percentage of parents who affirm the safety and cleanliness of the school's physical condition. 	
Caring, Respectful Environment for Students and Adults	<p>1. The school will promote a safe and caring school philosophy and expect courteous and respectful attitudes and behavior from all members of the school community.</p> <p>2. The school will develop and implement all required policies and procedures for ensuring the safety of students from threat of bullying in any form, as well as any other potential danger to students' and adults' physical or emotional well-being at school.</p>	<ul style="list-style-type: none"> - Discipline incidents reports to indicate numbers and types of disciplinary offenses - Percentage of teachers, parents, and students who agree that students are safe at school, are learning the importance of caring and respect for others, and are treated fairly in school. - Percentage of school staff who agree that the school succeeds in fostering a climate of professional and personal courtesy and respect across the school community. 	
Viable Financial Plan	<p>1. The Board and school leadership will implement effective systems to enable responsible fiscal oversight of the school.</p> <p>2. The school will develop an annual budget that can be sustained by its enrollment and is in support of student achievement.</p> <p>3. The Board will demonstrate long-term fiscal oversight through appropriate planning processes.</p>	<ul style="list-style-type: none"> - Documentation of finance, funding, and strategic planning committee meetings focused on fiscal planning and monitoring - Financial reports to show that the annual budget is sustained by the school's enrollment - Financial reports to indicate a history of positive net assets and adequate cash flow to sustain operations and support the academic program 	
Sustaining Enrollment Pattern	The school will implement the student recruitment and enrollment process as described in its charter and as defined by statute and regulations to ensure its enrollment will be sufficient to sustain its program and meet its plans for growth and stability.	<ul style="list-style-type: none"> - Student enrollment records to report continuing enrollment in accord with the school's plans for growth and stability 	
Experienced, Certified Teachers	<p>1. The school will employ experienced, certified teachers at a rate that meets or exceeds state percentage requirements for charter schools.</p> <p>2. The school will employ individuals with unique work experience related to STEM subject matter who also possess a strong talent for engaging students in learning.</p>	<ul style="list-style-type: none"> - Personnel reports to indicate compliance with state requirements for charter schools - Personnel records to detail the specific experience and qualifications of teachers with STEM-related work experience 	
Retention of Quality Staff	<p>1. The school will establish an educational climate resulting in a purposeful, professionally gratifying learning environment and reasonable rates of retention for administrators, teachers, and staff.</p> <p>2. The Board will consider providing additional enhancements in areas of competitive employee benefits and bonuses as additional incentives for improving the retention of quality teaching staff, contingent upon available resources.</p>	<ul style="list-style-type: none"> - Staffing reports to track staff retention rates - Exit interviews to determine reasons for resignation that could be addressed by potential new policies and practices in the future 	
Parent Satisfaction	<p>1. The school will provide timely and readily accessible information to parents on the academic performance of their children, including online access to school events, classroom activities, assignments, and grades.</p> <p>2. Teachers and administrators will respond professionally and empathetically with parents concerned about the academic, personal, and social growth of their children.</p> <p>3. Parents will be invited to support the vision and sustainability of the school in numerous ways, including volunteer services and financial gifts.</p>	<ul style="list-style-type: none"> - Percentage of parents satisfied with the academic programming of the school. - Percentage of parents satisfied with the school-family interactions of the school. - Percentage of parents satisfied with the quality of school communications. 	

Partial page cover letter, written and signed by Robert E. Myers, Ph.D., President and Michael Fishbein, Ph.D., Provost and Vice President, Daniel Webster College

[First paragraph missing.]

[XM] that the competition arising from such powers as India and China... (XM) news reports suggest. And yet, these nations and those around (XM) the prosperity of their own peoples are working hard to develop their (XM) and to claim a stake in fields we have previously conceived as a private (XM). The Academy will be part of the counterweight necessary to the (XM) scientific and technical leadership. New Hampshire can and should (XM)

The College supports both the value and the structure of public (XM) that the planned diversity represented by the existence (XM) Academy is not inimical. We believe the Academy will (XM) our State. It will allow local high schools to reconsider (XM) prepares a small portion of the school-going population.

For all of these reasons, we expect to lend our support (XM) time and circumstances allow, to participate in the (XM) and to propagate the lessons learned.

We look forward to your endorsement of this proposal.

Cordially,

Robert E. Myers, Ph.D.
President
Michael Fishbein, Ph.D.

Michael Fishbein, Ph.D.
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Introduction

Science high schools and science education are a national priority. We are a culture continually shocked by national and international reports of American students' lack of international competitiveness in science and mathematics. Regardless of our personal interests-health, national, security, sustainability, industry, quality of human living-we can only imagine new generations of decision-makers with increasingly less background making increasingly sophisticated public policy decisions.

Reports say, students attending above-average schools in the U.S. demonstrate less preparedness and advancement in international competitions than their international peers. A recent news report suggested that "when students from forty countries are tested, the Americans place twenty-fifth. "In math and science, our nation's 4th graders are among the top students in the world. By 8th grade, our nation's students have dropped to middle of the industrialized nations. By 12th grade, US students score near the bottom of all industrialized nations. And while a corresponding body of literature assures us these reports are inaccurate, science schools are considered imperative to assure every student so motivated can access a science-specialized learning environment with like-minded peers. If any one school type is guaranteed corporate and college support, it is a statewide school for science.

"U.S. science and mathematics education is lagging, and American students aren't being readied for "the gathering storm" of foreign competition". (Committee on Prospering in the Global Economy of the 21st Century, created by the National Academy of Sciences and the National Academy of Engineering. Washington Post, October 13, 2005)

"As the world becomes increasingly technologically driven, students need to be more deeply grounded in underlying science, mathematics, and engineering disciplines." (Thomas Magnanti, Dean of the School of Engineering, MIT. Before the Committee on Education and the Workforce Subcommittee on 21st Century Competitiveness. May 19, 2005)

"On September 16, 2005, IBM announced that it will help address the critical shortage of math and science teachers by leveraging the brains and backgrounds of some of its most experienced employees enabling them to become fully accredited teachers in their local communities upon electing to leave the company." (www.ibm.com)

Decades of study of American labor trends, college preparedness, economics, and K-12 student achievement supports national initiatives in math/science education. All over America states have schools for science, mathematics, engineering, and technology. Specialized science high schools are so important that schools are initiated by acts of the legislature (Maine), governors and mayors (Colorado, Virginia, South Carolina), colleges Idaho, Massachusetts), and public school systems themselves (e.g. New York, Virginia). Dozens of outstanding science and mathematics schools have opened under the nation's public chartered school program. There are good reasons for New Hampshire to forge ahead now.

The Academy for Science and Design will be a school of choice for all middle/high school students in New Hampshire. Most students will likely attend from within an hour of the Concord to Nashua corridor. This area has in excess of 30,000 students in grades 7-12. With a maximum enrollment of 450 students, the charter school would draw less than 1.5% of the students in and around the corridor.

The Academy for Science and Design will address several need areas for New Hampshire:

1. Provide a world class, well-rounded education with a heavy emphasis on science, engineering, mathematics, and design,
2. Connect students to businesses before entering college,
3. Connect students to colleges in New Hampshire so in-state institutions become a natural path for graduates' continuing education,
4. Provide a sophisticated placement site for teacher training in critical shortage subjects of science and mathematics, growing the pool of highly trained teachers in math and science.

To understand the specific relevance of a science high school for New Hampshire, one must first look to our labor demographics. New Hampshire has the second highest percentage of high tech workers per capita in the United States. Core industries in New Hampshire include electronics, engineering, health services and management services. "One of the projected fastest growing sectors [in the New Hampshire economy] is professional, scientific, and technical services at a rate of 5.7%. All industry groups within this sector are growing in employment, led by management, scientific, and technical consulting services at 13.5 percent. This industry group is a prime employer of highly-skilled and highly-paid occupations. Other industry groups found in this sector include computer systems design; related, scientific research and development services; and accounting services. All of these industry groups are projected to grow faster than average" (Source: *Economic Conditions in New Hampshire*, January 2006).

Approximately 16 percent of all workers in the state are engaged in manufacturing. New Hampshire ranks 8 for in-migration of workers. Employers unable to find skilled workers in New Hampshire must seek personnel from other regions and countries. A New Hampshire school for science will increase interest and preparation for technologically sophisticated careers currently outsourced due to the lack of qualified New Hampshire applicants. Strong economic indicators support a world class science academy for New Hampshire students seeking more comprehensive and advanced science and engineering programs.

"Manufacturing in New Hampshire is becoming more technologically sophisticated".

"There is a concern about an erosion of skills and that the available manufacturing jobs (many in engineering) and available workers are just not good matches. Among others, areas for improvement are computer training, teaming, problem analysis and technical proficiency." (NH Manufacturing Roundtable, September 2004).

"A priority has to be high technology workforce development. The State and its educational institution—from kindergarten through graduate education—need to focus more on engaging and educating New Hampshire students in key areas related to a high technology economy. These include science, engineering, mathematics, computer

science and business fields. Also, the general educational attainment level has to be improved to ensure a strong high technology future, as there is a strong and clear link between high technology employment concentration and the percent of adults with a four-year college degree." (High Technology in New Hampshire: The Future is Now, April 2005, Network NH).

In addition, New Hampshire's colleges are expanding into increasingly sophisticated science fields, all connected to local and global markets. Within our few colleges we find degree programs in traditional areas of biology, chemistry, physics and math but also in biotechnology, meteorology (Plymouth State); aviation, aeronautical and mechanical engineering, computer science (Daniel Webster College); chemical, civil, electrical, computer, environmental, and mechanical engineering; mathematics, statistics, and computer science (University of New Hampshire); electrical and mechanical engineering technology (UNH-Manchester); and dozens of other specialty science-related degree programs. Virtually all of these programs are connected to American and international science, technology, and engineering industries that advise on state-of-the-art developments. A school highly integrated with these college programs will increase interest in New Hampshire's post graduate offerings.

The Academy for Science and Design, first and foremost, will offer a full range of academic courses according to a solid philosophy of quality as defined by The National Research Council in its 1996 report: *Analysis to Action*. The Council provided these characteristics of good courses:

- Are problem-driven
- Emphasize critical thinking
- Provide hands-on experience
- Are relevant to topics students find in life
- Offer both the process and concepts of a discipline
- Show links between related disciplines
- Place subject in a broader personal, historical, cultural, social, and political context
- Provide intellectual tools needed to explore new ideas

For all the compelling issues and needs cited, this proposal is being advanced. If approved, the Academy for Science and Design will become a premier science high school in our region and greatly increase opportunities for our youth.

CHARTER APPLICATION

January 20, 2006

[Scanned in version. Edited by K. Glossop. Only changes are to fix typos.]

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Academy for Science and Design

(a) Educational mission.

The mission of the charter school founders is to create a world class, standard setting middle/high school that specializes in science, mathematics, engineering, and design.

The school will graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications. The school will be recognized for its outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

VISION

In constructing this proposal, founders envision New Hampshire having a world class high school for science that is truly based on competitive educational programs and cutting edge international applications. The school would address the growing national concern for science and math education.

Founders envision not only a school excellent for academics, but also for the well being of students--a school not only beneficial for students who attend, but also for the state as a whole. A resource to other public education providers, the Academy for Science and Design will broaden the scope of curriculum in chemistry, physics, engineering, computer science, environmental science, mathematics, and global sustainability.

Founders envision the school evolving as a center for teacher training, producing an ample supply of highly qualified teachers in science and mathematics with breadth of understanding, especially in engineering and global sustainability.

Founders envision a school so significantly connected to New Hampshire colleges that in-state institutions become a natural path for graduates' continuing education -- a phenomenon with many potential benefits to colleges.

Founders envision a school highly supported by businesses providing case study, hands on, research-based, real world opportunities and from this, students will intrinsically grasp the role of science and mathematics in all aspects of modern life.

Finally, the vision of students graduating from Academy for Science and Design is one of capable and confident young adults with the curiosity, understanding, and ability to address the challenges of their lives.

(b) Governance and organizational structure and plan.

BOARD OF TRUSTEES

In accordance with RSA 194-B: §5, the Academy for Science and Design will be governed by an eleven-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 school's stated goals.

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

- Two (2) representing the business and engineering community,
- Two (2) representing the college and school industry,
- Two (2) with expertise in international perspectives and/or design applications,
- Two (2) founders or major contributors to the school,
- Two (2) parents,
- One (1) head of school.

The Board of Trustees can establish *ex officio* board members and/or advisors who will be non-voting.

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 January of each year and shall serve until the next annual organizational meeting. If a replacement officer is needed, the term of office 1 complete the unexpired term of the absent officer.

GOVERNANCE

The Board of Trustees will exercise its authority to set policy and make decisions that serve the mission and vision of the school and will have oversight and authority to render final decisions on matters pertaining to:

- Approval and oversight of annual budget and fund-raising programs,
- Hiring of professional personnel,
- Setting policy,
- Appointment of board advisory members or committees,
- Delineation of educational priorities,
- Oversight for the school's growth plan,
- Establishing professional salary and compensation program,
- Reviewing and approving significant contracts, e.g., for facilities and benefit programs,
- Appeals,
- Any other matters that are not administrative in nature and/or *that* are prescribed in statute or rule.

COMMITTEES

The Board of Trustees will have subcommittees and advisory committees as it deems necessary to pursue specific topics and report back to the board for action. On occasion, the Board may specifically vote to delegate a subcommittee to act. Initial subcommittees will be for board recruitment and finance (for focus on financial sustainability).

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 colleges,
- Develop and secure connections to businesses,
- Develop and secure connections to donors,
- Develop and secure connections to government,
- Pursue a teacher certification contract,
- Develop and secure connections to public schools,
- Develop and employ a strategic marketing campaign,
- Assist with facility and program decisions.

BOARD OF ADVISORS

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

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

The initial trustees will be drawn from founders, project supporters, and design team members who have already participated in the development or review of this charter. The President and Provost of Daniel Webster College will assure the first meeting is called and a Board chairperson is elected.

Terms of trustees will be staggered, five-year terms. Approximately one half of the initial trustees will be appointed for two-, three-, or four-year terms to establish initial staggered terms and governance stability~ 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.

The Board of Trustees, once operating, will select and appoint future trustees, define future board terms, and vote policies for board governance and filling vacancies. For purposes of conducting business, the Board will follow 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 communication systems. Records and minutes of meetings will be kept in accordance with statutory guidelines.

The Board of Trustees will begin governance within two months of charter award and before the school begins to operate. Prospective board members will participate in training in general governance and financial management.

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

Founders are working with specialists in real estate and in public and private industries to locate available properties large enough to house the school program for 40-120 during the first 2 years and for 200-450 students by the 4th or 5th year. Once the charter is approved, the initial trustees will pursue, negotiate, and arrange facility options. The location sought is along the Concord to Nashua corridor, where driving from any locations is possible by major roadways and there a number of industries and colleges.

The school makes no commitment at this time to boarding facilities for studies; however, it is anticipated that students from distances too far for daily travel may seek attendance and assistance locating overnight housing. During the first 5 years of the school's first charter, the Board will at least study overnight options, e.g. an a-state exchange program or dorm facility.

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

ENROLLMENT

During its opening year, the charter school will accept up to 100 students, anticipated in grades 8-10, as the board decides. The exact capacity for enrollment in the 1st year is highly dependent on the space chosen and the ability to make needed renovations, if applicable. New, incoming classes will be added each year thereafter until the school is fully enrolled. The school will serve a maximum of 450 students in grades 7-12.

This state-sponsored charter school will be an open enrollment school of choice. For state-sponsored student placements, the school will comply with statutory provisions that govern acceptances. As of December 2005, a provision of RSA 194-B restricts one district's enrollments to not more than 10% of the resident pupils in any grade in one school year without local school board approval.

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 high schools.

INFORMATION ABOUT PUPILS SERVED

The mission of this charter school is clearly tied to world class standards and teaching for mastery in areas of science and mathematics. This is an academic middle/high school with uncompromising standards of achievement. The school is designed for students from all academic and economic backgrounds who seek a public school with challenging academic study

in all areas, but uniquely specialized in science, mathematics, and engineering.

Students who are apt to choose the Academy for Science and Design, will:

- Seek the challenge of a school based on high standards and expectation of academic achievement,
- Have interests in mathematics, science and/or engineering and the many careers that relate to these fields,
- Welcome off-campus opportunities for learning, e.g. research and apprenticeships
- in different learning environments,
- Desire a program where students 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 state standards in the subject areas offered.

The curriculum will support the school's mission:

- to create a world class, standards-setting middle/high school that specializes in science, mathematics, engineering, and design.
- to graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications.
- to have a school recognized for an outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

Students will have stimulating and interesting courses with standards and competencies that meet or exceed New Hampshire standards. The solid foundation will be augmented and enhanced by routine seminar and immersion experiences created and pursue by the interests and talents of students, faculty, and others.

By mid-10th grade, students will be challenged to select an area of specialization for their senior thesis. The program of electives and independent study will essentially provide 11th and 12th grade students to have major and minor areas of specialization. The school, through its alliances with business and colleges, will also have areas of specialization anticipated to be: aeronautics and aviation; chemistry and bio-medicine; mathematics and physics; space, astronomy, and astronautics; environment and sustainability; architecture and engineering (mechanical, civil, electrical); and computer science, system design, and simulation.

Founders envision an emphasis on design, application, and implication as well cross-pollination among all areas of study.

The list below represents anticipated special features of the curriculum followed by goals, assessments, and course requirements for graduation.

SPECIAL CURRICULUM FEATURES

Curriculum:

The school will offer a high-standards college-preparatory program specializing in mathematics, applied lab sciences, and design. The course of study will include English/literature, social sciences/history, world language, reading/writing, health and personal fitness, and arts. The school will have generalized emphasis on applications, design, sustainability, relevance, and research/presentation.

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 faculty. Project-based learning, case studies, real-world applications, hands-on projects, and self-selected apprenticeships and research projects will emphasize and develop student interest and talent. The Academy of Science and Design instructional methods will be based on effective schools research—understanding how young people learn best—and the achievement results.

Students will have a role in planning their educational program. Teachers will both present information and facilitate student pursuit of independent learning.

Immersion/Seminars:

A regular program of seminars and short immersion courses will expose students to career and subject specialties, enhancing student appreciation of the breadth of opportunities and challenges that are available to them.

Project Orientation:

Individual projects and special assignments will be a style of instruction, cap and encouraging student pursuit of their own interests. Course study and assignments will largely be project-based, using real-world contexts.

Technology:

The Academy for Science and Design will offer specific elective classes in computer science and graphic design as well as integrating state-of-the-art information and communication technology. The school will strive to provide students access to current technology.

Arts:

Course and seminar offerings will expand student appreciation of culture, design, and artistic expression. Art will connect to classroom learning through exhibits, performances, concerts, and residencies taking place in local museums, colleges, galleries, theatres and the school.

Active Engagement:

Students will be actively engaged in learning and have experiences that require different kinds of

thinking. Their assignments will include written analysis of their own and others' work, reflective journals, quantitative and qualitative studies, products, and oral presentations.

Sharing Community:

Students will be expected to participate in public exhibitions, performances, competitions, and demonstrations, as individuals or in collaboration with others. The art of public speaking and presentation will be included in the school's curriculum.

A Culture of Mutual Support:

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

Focus on Student Health, Nutrition, and Well-Being:

Concern for student health, nutrition, and well-being will assure that meals, snacks, breaks, exercise, and seminars will guide program decisions in these areas. Exercise will be incorporated into each day.

Genuine Achievement is Valued:

Students will accomplish their coursework and earn grade or program advancement based on clear expectations. Students will know how grades or advancement decisions are determined and that their own accomplishments reflect meeting a consistent standard.

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 opportunities to pursue other courses and subjects.

Course Accomplishment:

Student learning will be measured by the mastery of standards, not seat time. 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 the Academy for Science and Design campus well as in diverse learning environments, e.g., local courthouses, businesses, research institutes, and college campuses. "School" and "schooling" will not be based on place.

Mentoring:

Each student will have a mentor for school and personal planning activities. Time and staffing resources will be allocated as needed.

Senior Advisory:

College-preparatory portfolios will include demonstrations of competencies, resume, and portfolio demonstrating the scope and variety of accomplishments. The portfolio itself is electronic, allowing students to change and adjust the information as needed to reflect changes in their own learning and experience.

Entrepreneurial Ventures:

Entrepreneurial ideas will be fostered by the Academy for Science and Design and operated largely by students.

Courses:

All course offerings will meet or exceed requirements for a New Hampshire high school diploma.

(g) Academic and other learning goals and objectives.

- All academic courses will have succinctly stated learning goals and objectives,
- Measures of progress will demonstrate >75% of students proficient or advanced in science and mathematics from year to year,
- Standardized assessments will demonstrate that >75% students are proficient or advanced in reading,
- >90% of students will demonstrate mastery of the content of Algebra I and II,
- 100% of students will have immersion experience opportunities in science, with specialists, industry leaders and entrepreneurs,
- 100% of Students will maintain digital portfolios,
- 100% of students graduating will have a post-graduation plan,
- 90% of students will plan to attend a college,
- Females and unrepresented minorities of both genders will pursue post graduate programs that make use of their accomplishments in science and mathematics in numbers that exceed state norms,
- 100% of our students' parents or guardians will make a commitment to be involved with our school,
- 100% students will have given public presentations,
- All students will have contributed to a respectful community environment.

(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 assessed by a variety of strategies including course material examinations, individualized skill reviews in literacy areas, portfolios of student projects, state testing and national standardized tests.

State Test	As required for grades 7 - 12
PSAT	Grade 10
SAT-1	Grade 11 (and/or ACT)
SAT-2	Required (1) in Science; required (1) in elective area.
NWEA	Basic assessment tool to measure and monitor literacy in areas of reading, writing, and basic arithmetic.

(i) Graduation requirements.

The Academy for Science and Design will have minimum graduation requirements, listed below. The school will consider unique circumstances where students are seeking early college admission.

The school's definition of "credit" shall be completion of a year-long program with demonstrated content mastery. The school will accommodate students whose grasp of content requires more or less than one year.

Graduation requirements were researched to satisfy requirements for acceptance to notable colleges and universities.

- Applied Mathematics through Calculus (4 credits),
- Applied Laboratory Science & Engineering (5 credits; 4 required plus 1 credit elective):
- Biological Science (1 credit),
- Chemistry (1 credit),
- Physics (1 credit),
- Engineering (1 credit),
- Potential elective advanced science courses (0.5 credit): Such as; advanced electronics, aeronautics, anatomy, anthropology, archaeology, aviation, biochemistry, botany, computational sciences, computer programming, design technology, environmental science, ethics in science, forensic science, forestry, history of science, marine biology, natural history, numerical modeling, oceanography, physiology, population biology, renewable energy, space science, sustainable agricultural science transportation sciences
- Computer Science (0.5 credit),
- World Language and Cultural Studies (3 credits),
- English/Literature (4 credits),
- Social Science/History (2 credits); law, world and US history, business/marketing, political science, geography,
- Visual and Performing Arts (1 credit); dance, drama/theater, music or visual art
- Health and Fitness Personal Program (2 credits),
- Electives (2 credits),
- Stewardship Project (0.5 credits),
- Junior Apprenticeship/Mentorship project (0.5 credits),
- Senior Research Project (0.5 credit).

(j) Staffing overview.

PERIOD OF PLANNING AND ORGANIZATIONAL DEVELOPMENT

The time period from authorization until 4-6 months before the school opens to students is considered the Period of Planning and Organizational Development. Planners have considered this period consuming approximately one year, based on an assumption of authorization by March 2006.

During this time of planning and organizational development, project staff will include start-up coordinators, as-needed consulting specialists, personnel from other organizations, and volunteers. Tasks related to school development include overall planning and coordination; materials development & marketing; curriculum development and course design; board initiation and governance training; administration systems setup; strategic planning; financial operations; revenue initiatives; facility initiatives; dissemination of information to schools, parents, and colleges; outreach to selected corporations; research and visitation.

Given the school's size and scope and the importance of the school's connectedness to colleges, businesses, and corporations, the basic planning period staffing will include 1.4 FTE administrative/coordination personnel, 0.5 administrative assistance, .25 IT personnel, 0.25 financial officer, and contracted specialists, as needed, in various capacities.

PERIOD OF SCHOOL READINESS TO OPEN

The time period 4-6 months prior to school opening is considered the Readiness to Open period when key school staff will be recruited and brought on board. By this time a clearer sense of school staffing will have been decided, particularly in areas of school governance. Size of school will determine numbers of personnel required. In general, classes with labs will strive for a staff: student average ratio of 1:10-15 and typical non-lab classes will strive for a staff: student average ratio of 1:16-1:22. These ratio computations address core subjects and do not include fitness, arts, language, guidance, internship coordination, specialists, etc. The school will plan for teaching assistants.

PERIOD OF FIRST YEAR OPERATIONS

In staffing the Academy for Science and Design, the Board of Trustees will comply with RSA 194-B: 14, Section IV, requiring the teaching staff of a charter school to consist of a minimum of fifty percent of teachers with New Hampshire certification or having at least three years of teaching experience.

The following table provides an example of staffing based on 60 students in the first year and growth at the rate of 60 students each year thereafter. The charter requests up to 450 students. The growth plan will be determined by the Board based on facility selection and capacity, student applications, and program quality and stability.

The Academy for Science and Design will seek personnel whose backgrounds have at least two competencies so that they might cover more than one subject. Additionally, the curriculum planning intends to integrate and cross-pollinate course content.

Estimates provided in the following table are based on full-time equivalent (FTE).

	2006-07 Year 1 Planning	2007-08 Year 2	2008-09 Year 3
Assumptions:			
Student Population	0	60	120
Teaching Functions	1.5	5.0	9.0
Teaching Assistant Functions	0.5	2.5	4.0
Health, Nutrition, & Fitness functions	0.4	0.8	1.0
Literacy Support and Special Programs Functions	0.4	1.0	1.0
Research and development Functions	0.2	0.2	0.2
Head of School Functions	0.5	1.0	1.0
Administrative Assistant Functions	0.5	0.6	1.0
Student Governance and Mentorship Functions	0.0	0.4	1.0
Special Education Liaison Functions	0.2	0.3	0.4
Grant-writer/fundraiser Functions	0.5	0.5	0.5
Superintendent Office Functions	1.9	1.9	0.8
Total Full Time Equivalents	6.6	14.2	19.9

SELECTED POSITION DESCRIPTIONS

HEAD OF SCHOOL

This individual will lead the standards-setting educational program according to the vision of its creators. In this role, the head of school will:

- Mentor faculty and students to maximize achievements consistent with the Academy for Science and Design's vision and philosophy,
- Assure the school is administered according to board policy, its budget, and requirements that apply,
- Establish a school culture built on respect, responsibility, support, and common goals of excellence,
- Develop public outreach and relationships with partners, parents, and sending districts,
- Assist faculty with all aspects of school, as needed,
- Assure coordination of personnel functions and recommend or engage contracted and salaried personnel within guidelines proposed by the board of trustees,
- Assume overall responsibility for supervision of staff and students,
- Provide liaison to the State Board of Education, safeguarding and advocating for the freedoms from bureaucracy intended by state and federal law,
- Develop and oversee schedules created in collaboration with faculty,
- Assure the individual and collective assessment programs are meaningful and provide accountability for progress and achievements,
- Initiate and sustain ongoing, inclusive dialogue for ever-improving the school culture and

- parent relationships, according to the school's belief in standards, openness, and support,
- Promote safety and good health practices by adherence to public codes/regulations and the Academy for Science and Design standards,
- Assure the board or its designee is apprised of issues of importance,
- Fulfill other responsibilities as required by the board.

STUDENT GOVERNANCE, MENTORSHIP, AND GUIDANCE SUPERVISOR

The person or persons assigned this responsibility will collaborate with others to assist all students in their academic, personal and social development. Related tasks include:

- Facilitate both faculty and students in their quest for excellence,
- Research and bring to faculty models of student governance, mentorship and guidance,
- Work to assure the systems, policies, and programs of student governance, mentorship, and guidance are meaningful, progressive, and successful,
- Assist students in selecting coursework and activities within the Academy for Science and Design and the larger community that leads to realization of their personal education plans,
- Establish a confidential system of student records,
- Maintain files of school and community resources and agencies as may be needed for a broad range of educational, psychological, personal or health related needs of individual students or families,
- Teach as necessary.

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

COMPENSATION

The philosophy of staffing and compensation is to recruit highly motivated and talented personnel, committed to the excellence described in the charter and the philosophy of instruction and support. The school requires faculty who embrace teamwork within and across traditional subject disciplines.

The philosophy of compensation is based on whole school accomplishments, value, fairness, and freedoms afforded charter schools from traditional track and step compensation models. When the school opens, the anticipated initial compensation range for teachers is \$25,000 to \$50,000/year, depending on financial resources of the school. Additional compensation may be incurred by assuming extra responsibility in needed areas and through board-approved bonuses.

BENEFITS

The Board will determine benefit program options and leave philosophy and policy during the period of planning and development. With reasonable funding, the goal would be to offer options that include health, disability, and retirement.

The school's program of leave will honor state and federal guidelines that may apply such as official holidays, family leave, disability, and civic duty.

(1) Pupil transportation plan, including reasonable provision from the charter schools' own resources for transportation of pupils residing outside the district in which the charter school is physically located.

Charter school students will have access to transportation to the class program 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 as 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.

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.

We foresee students applying from many different school districts; this is the pattern with science academies in other small city areas. One goal of charter school personnel will be to assist parents and students who wish to coordinate personal transportation. For students in secondary district special education programs, the charter school will assist with transportation arrangements, e.g., identifying shared routes.

(m) Statement of assurances related to non-discrimination according to relevant state and federal laws.

The Academy for Science and Design shall not discriminate on the basis of race, color, religion, national or ethnic origin, age, sex, sexual orientation, disability or marital status in the selection of students or staff or in the administration of its educational programs or in any other way as is prohibited by law.

The Board of Trustees shall develop and adopt a policy and will have administrative procedures to address complaints or concerns.

(n) Method of coordinating with a pupil's local education agency (LEA) for matters pertaining to any special education programs

or services including method of compliance with all federal and state laws pertaining to educationally disabled pupils.

The charter school will discuss the school with any parent and will accept applications for review from any parent or student. Under New Hampshire's charter school statute, RSA 194-B: 11, III, the local school district continues to be responsible for special education funding and decision-making for any child whose parents seek the child's attendance at a charter school. Placement at the school will require an LEA endorsement, from the IEP team or Superintendent of Schools.

RSA 194-B:1 1, §111, states that all options available to the parent and the local education agency are retained. Regarding special education, options now available to parents and the local district include: 1) the district concurring on the parent's or student's desire for choice and attendance at this school, and assuring whatever services the student needs continue to be received, 2) the parent accepting or rejecting the district-proposed education plan in full or in part, 3) the district concurring with the choice placement as a general placement and providing the special services needed after hours, 4) an education plan of short duration or one that allows for a trial period in the charter school to assess suitability for a student and the services needed, if any, in the charter school environment, 5) the parent refusing special services and matriculating the student without services, should the charter school find this acceptable in a particular instance, and 6) should the placement be disputed, either the parent or the school district initiating the resolution of disagreements through provisions of the Department of Education.

COORDINATING WITH A PUPIL'S SCHOOL DISTRICT

The Academy for Science and Design will respect the LEA's responsibility under statute for handling special education decision-making, and have a charter school liaison that collaborates with the local education agency on individual student matters.

CURRENT SCHOOL DISTRICT SPECIAL EDUCATION RESPONSIBILITY

In 1994, Section Ed 1102.11 defined "educational decision making process" in RSA 186-C:14 11(b), as the "identification, evaluation, and placement, as well as the hearing, mediation, and appeal procedures." Under ED 1106.01 in the 200 rules revised, the special education process is defined as: 1) referral, 2) evaluation, 3) determine eligibility, 4) development of an IEP (individualized education plan), and 5) placement.

CHARTER SCHOOL RESPONSIBILITY AND METHOD OF COORINATING

The school will assure that a person is designated to be the liaison for special education and, if needed, will employ or contract with an appropriate specialist to oversee proper handling of special education matters. The school responsibilities are:

1. To assure that districts are alerted about requests for admission.
2. To provide information about the school to the sending district, and when possible, attend meetings for the purpose of district review of choice requests.
3. To obtain copies of parent rights provided to parents by districts and to assist parents who want choice to understand their own district's procedures.

4. To obtain copies of any IEP that is in place, and assure that each teacher and service provider listed as having responsibility for implementing the IEP has a complete copy of this document and explanation as to what is required of the charter school.
5. To keep name, address, phone, and email for the person(s) in each district who are responsible for special education vis-à-vis students attending the charter school, and make contact, when needed.
6. To alert the sending district of pre-referral issues that rise to a level of concern or needing district attention.
7. To meet with special education administrators or their designees to understand how districts would like certain procedures to take place, e.g. should the charter school schedule and call a required meeting or should the LEA.
8. To notify the LEA if the IEP written in one setting does not seem pertinent for the student's needs within the charter school and to ask for a review of the IEP when a portion of the IEP seems inadequate, unneeded, inappropriate, or too long in duration.
9. To assist the local education agency in development of the IEP and procedures designed to ensure that individualized education programs are monitored in a regular and systematic manner.
10. To work with the district and articulate services or accommodations the students need, from the charter school's perspective, and to continue the dialogue about concerns until they are reviewed.

(o) Admission Procedures.

ELIGIBILITY

The Academy for Science and Design is an open enrollment, public school. New Hampshire students who meets the school's admission criteria may apply. The school may accept out-of-state students on a space-available basis.

There are four criteria for admission eligibility:

- 1) The applicant student will have successfully completed the school year preceding admission with credits or creditable work in all core subjects (verification of last grade completed by sending school district or department of education).
- 2) The applicant student demonstrates interest in sciences and academic study.
- 3) The applicant student and his/her parent will agree to the mission of the school, its policies, program, and expectations.
- 4) The Admissions Committee agrees that the applicant is likely to benefit from this specific charter school program.

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 school will provide its program information, application procedures, and application forms to New Hampshire public school personnel. The Academy for Science and Design will have a web site with complete application procedures and forms available online.

The application process allows the school to understand student needs and abilities to ensure experience at the Academy for Science and Design is positive, if the student is enrolled. The Academy for Science and Design offers a unique opportunity for students to become deeply involved in their own education. There is an expectation for students to make a commitment to excellence and strive to be genuinely involved with opportunities the school provides. Student involvement begins at the time of application.

1. The student will submit a completed school application package that will include a personal statement of interest in the school and student questionnaire. A Portfolio is optional for students applying to grades 7 and 8 but required for students applying for grades 9-12. Portfolio contents allow students to offer materials that enhance the Admissions Committees understanding of the student. Examples of portfolio material may include artistic work, creative writing, science or math projects, and audio or video tapes. Letters of Recommendation are optional and may be submitted if the student believes another individual can contribute valuable information to the application.
2. The student's parent or legal guardian will provide additional application components: a completed educational history, transcripts from previous schools attended, and releases of information needed for obtaining health, academic, and special records from prior school years.
3. Once the application is complete, the applying student and parent or guardian will be invited for a visit to the charter school. During the school's first year, the facility may not be ready at time of interview.
4. The student and parent meet with the Admissions Committee or designated staff and review the program and share expectations and interests.
5. The student and parent will review the responsibilities, rules, and commitments needed to attend and sign a statement of acceptance of the policies and programs of the school. This confirms the student's intent to be an applicant for the school.
6. If a student is enrolled in a school district special education program, the respective special education department will be notified of the student's request for admission, but such students are continued in the lottery pool.
7. The school will have one or more admission decision deadlines. Dates and guidelines for admissions decision-making and lottery will be available to applicants.

8. Once accepted, the student will have an orientation and may need to provide or be available so the school can obtain additional information, e.g., skill screenings to determine levels of literacy (reading, writing, and math) and subject understanding.
9. New students must successfully complete the orientation that typically precedes school starting.

For special education admissions, the process differs in that the student's sending school's Evaluation and Placement Team is responsible for the placement decision, the IEP, official meetings, and assuring that a representative of the charter school and parents are part of official meetings.

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

The Academy for Science and Design is committed to providing students opportunities for leadership and citizenship. A program of student government will serve as the voice of the student body and this shall be integral to the school's culture. The purpose of student governance will include working for the welfare of the school and students.

The school is committed to a respectful and safe environment for all. Accordingly, student governance philosophy involves high expectations for respectful and responsible behavior on and off campus and logical consequences when this is not the case. The school will have clear expectations for responsible academic and interpersonal student behavior and an honor system. The school will not allow hazing, harassment, unsafe behavior, disrespect, or unlawful behavior.

In addition to clear and fair guidelines for unacceptable and dangerous behavior, the school will strive to equally provide opportunities for positive recognition and reward. 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.

The Board of Trustees will adopt policies that conform to and support state law in areas of harassment, fighting, drugs, alcohol, smoking, weapons, and other dangerous behavior. A student may be suspended or expelled in accordance with statute and policy.

With a goal of helping students develop maturity and responsibility, the school will provide fair and age appropriate due process in administering student discipline and will comply with current suspension and expulsion provisions in RSA 193:13 (Suspension and Expulsion of Pupils). A pupil may withdraw from a charter school based on criteria determined by the Board of Trustees consistent with the advice of the principal and teachers in conformance with RSA 193:13. No public school shall be obligated to enroll an expelled pupil).

COMMITMENT TO MEDIATION AND DISPUTE RESOLUTION

Every student and staff member will be trained in mediation techniques, which will be the intervention of choice for resolving interpersonal conflicts within the school community.

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

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

The Academy for Science and Design Board of Trustees will appoint a Treasurer who will provide the oversight necessary to monitor the school's financial status. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on Conflict of Interest for board members and faculty.

A general account will be set up for the administration of funds, and the Treasurer will be the only person with check-writing authority. In addition, a discretionary account will be set up, and the School Administrator as well as the Treasurer will have check-writing authority for this account. Any funds transferred from the school district will be to the general fund only. The Board of Trustees will establish a maximum cap for discretionary expenditures.

Except for emergency purchases cleared with the school's administrator, all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Each individual with check writing authority will be covered by a fidelity bond in accordance with guidelines of New Hampshire Department of Revenue Administration. Accounting activities will consist primarily of the bi-weekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due vendors of the school.

The school district will make timely transfers of any funds due the Academy for Science and Design at least in accordance with timelines proscribed by the legislature and/or Department of Education.

The Academy for Science and Design shall comply with all requirements specified in the law pertaining to reporting requirements (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, the Academy for Science and Design will produce an annual report which will include, at a minimum, the following elements:

- A general progress report to establish the initial school program 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 the Academy,
- 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,
- Commentary about successes in program, collaboration, or goal achievement,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying Charter School's asset, liabilities and fund balances or equities,
- Projections of income and expenses for the upcoming school year.

(r) Annual budget, including all sources of funding.

The Academy for Science and Design will use the state's average high school tuition cost as a basis for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:

The following budgeted amounts are provided as estimates and include revenue and expenditure components. The school vision is raising \$500,000-\$ 1,000,000 before the school opens and an endowment in the vicinity of \$10,000,000. A multiyear commitment has been received to privately fund the marketing and development campaign to meet endowment goals and locate facility. This effort will begin in March.

See Appendix A for Projected Expenditure and Revenue Budget

ENTREPRENEURIAL SOURCES OF REVENUE

In addition to sources of revenue guaranteed, the Academy for Science and Design has planned revenue streams from other sources based on a comprehensive marketing and development program.

1. The school will have a marketing and development program, with a goal of raising \$500,000 to \$1,000,000 in its first year and \$10,000,000 by year 3. Funding for this program will be supported, in part, by philanthropy.
2. Fee-based, science immersion programs and other outreach are anticipated, such as tutoring or online courses.
3. Computer technology initiatives, e.g. services or businesses.
4. Fundraising events, such as science & technology-oriented benefit dinners.

5. Entrepreneurial ventures will be fostered by the Academy for Science and Design and operated largely by students, e.g. café, eco-tourism, “green” store, and other ideas will be pursued.

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

Annually, the Board of Trustees will approve a school calendar that conforms to laws and rules of the state as to number and duration of days required by law, including any existing provisions for exception that may be pursued. Major holidays will follow the school calendar of the district in which the school is based.

The Academy for Science and Design has several signature features that have bearing on how school days are used, e.g. opportunity for college courses which may be on a different calendar schedule and mastery learning, which allows students to finish courses when content is mastered instead of when a number of seated hours are completed.

All school policy on time use and calendar will be in conformance with laws that apply.

(t) Provision for providing continuing evidence of adequate insurance coverage.

The Academy for Science and Design, pursuant to RSA 194-B:!, III, will be a public school subject to the same protections as any public school under RSA 50 (b) which provides for Limited General Liability for the charter school and its agents.

The Academy for Science and Design will pursue a comprehensive insurance program that provides protections needed for a public charter school, including worker compensation, board errors and omissions, and facility coverage. The insurance program will be in place as the first Board of Trustees begins its duties.

(u) Identity of consultants to be used for various services, if known.

During the period of planning and development, the Academy for Science and Design project will require numerous tasks addressed by specialists in fields of charter schools, assessment, school administration, insurance, finance, public relations, curriculum and instruction, foreign language, business and technology, science and engineering, marketing, and strategic planning.

At this time the specialists who have agreed to participate in first year of planning and development, include:

- Matora Fiorey, Ph.D., specialist in chemistry; founder,
- David Guo, Ph.D., specialist in aeronautical engineering and Chinese education,
- Susan Hollins, Ph.D., specialist in charter schools and school administration; founder,

- Barbara Hopkins, specialist in math/science grant programs and school business partnerships,
- Annette Kurman, specialist in public relations, currently at Daniel Webster College,
- Marc Lessard, Ph.D., specialist in space science, physics, and engineering; currently faculty at University of New Hampshire,
- Alexander Slocum, Ph.D., specialist in engineering, design, and invention; currently faculty at Massachusetts Institute of Technology,
- Fred Wetzel, Ph.D., specialist in independent teacher preparation programs and advanced placement programs.

All of the above-named specialists have intimate knowledge and commitment to New Hampshire's students, schools, and economy.

(v) Philosophy of parent involvement and related plans and procedures.

Parent involvement is a core philosophical commitment of this school. Moreover, the broadest and most inclusive definition of 'parent' will assure a student support system embraced by faculty, members of the student body, and non-family mentors.

The school will have a well-defined parent involvement initiative. Regular parent/student/school communications can be expected. Parents can expect clear standards, high expectations, and a commitment to their student's success. The school will have expectation for parents that include committing to the school's program and assuring home support for student studies.

Not all students have parents to share in their achievement interests. The school will identify business and community members who are available as mentors, providing guidance specific to student interests and future aspirations.

(w) A plan to develop and disseminate information to assist parents 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, 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 foundations.

(x) A global hold harmless clause.

The Academy for Science and Design agrees to indemnify and hold harmless any sending district which sends students to the charter school, and their officers, directors, board members, agents, and employees (the "indemnified parties") from any and all claims, demands, actions or causes of action at law or in equity, and all damages, costs, losses, and expenses resulting from any act of omission by the charter school, its agents, employees or staff, relating to the operation of the

charter school. The charter school shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts and omissions.

The Academy for Science and Design, 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, employees, 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.

If the provision of the Contract is determined to be unenforceable or invalid for any reason, the remainder of the Contract shall remain in effect unless otherwise terminated by one or both of the parties in accordance with the terms contained herein.

(z) Provision for dissolution of the charter school including disposition of its assets.

The Board of Trustees, in the event of dissolution, would develop a prompt but strategic plan that addressed debt obligation, contracts, and assets.

All property which the Academy for Science and Design has leased, borrowed or contracted for use shall be returned or handled according to contractual prearrangement.

Disposal of other property, furniture, supplies, equipment, vehicles, and the like will be handled as follows:

1. The board will first consider any debt obligation and will research the disposal of property, etc., that best enables the Trustees to meet its debts.
2. Once debt obligations are met, any remaining property and assets of the school will be distributed depending on how it was obtained. Items obtained through federal or state charter school funding will be offered to other charter schools. Assets provided with funds from local school districts will be offered to public schools in a manner deemed fair and appropriate, e.g., either returned to the district that provided the asset or valued or liquidated and distributed on a participation basis. Items that schools do not want will be consigned in the most beneficial manner with the proceeds reverting to the New Hampshire's charter school support fund.
3. All property personally or individually owned by the employees of the charter school shall be exempt from distribution of property as prescribed herein and shall remain the

property of the individual teachers and staff. Such property includes, but is not limited to, albums, curricular manuals, personal mementos and other material or apparatus that have been personally financed or acquired or personally developed by teachers and staff.

All outstanding debts/encumbrances for which the charter school is legal liable will be properly settled with the creditor of record. Under no circumstances shall a sending school district be liable for any obligations of the dissolved charter school. The Academy for Science and Design shall coordinate any planned or voluntary bankruptcy filing with the area school board to facilitate reintegration of its students. A minimum notice of 120 days for voluntary dissolution of the charter school will be given to school districts with students at the Academy for Science and Design.

(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.

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 local public high school, 2) application to a public high school, including a different chartered public high school, if available, 3) depending on age, early admission into a post graduate program, or 4) other available options based on parent and student priorities.

Official records of all the students would be transferred in a timely manner to the receiving school. 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 t the date of opening.

The Academy for Science and Design will provide annual reports of progress that covers governance, financial operations, student enrollment, progress toward meeting goals, parent involvement, and outreach.

Planning				1st Year Start	2nd Year Start
FY06-07	FY07-08	FY08-09			
Notes					
INSTRUCTIONAL SERVICES					
	110 Salaries, Teachers	1	\$60,000	\$200,000	\$360,000
	115 Salaries, Support Staff: teacher asst.	2	\$10,000	\$50,000	\$80,000
	122 Substitutes	3	\$0	\$6,000	\$8,000
	200 Benefit Contributions, Required		\$5,600	\$20,000	\$35,200
	290 Benefit Programs, optional		\$7,000	\$25,000	\$44,000
	320 Consultants & Contracted Support	4	\$24,000	\$14,000	\$16,000
	580 Instructional Travel		\$2,400	\$4,000	\$6,000
	591 Contracted Arts Programs		\$3,600	\$5,000	\$7,000
	610 Supplies		\$32,000	\$12,000	\$14,000
	640 Textbooks and Core Instruction Program		\$36,000	\$36,000	\$36,000
	650 Computer Software, Licenses,Connectivity		\$36,000	\$36,000	\$36,000
	733 Fumiture&Equipment		\$27,800	\$14,600	\$15,000
	738 Computers & Communications Equipment		\$28,000		
	SUBTOTAL		\$272,400	\$450,600	\$685,200
	SPECIAL EDUCATION				
	110 Teacher/Liaison, Special Education		\$5,000	\$8,000	\$20,000
	320 Contracted Special Services (Other)		\$2,000	\$6,000	\$10,000
	SUBTOTAL		\$7,000	\$14,000	\$30,000
	STUDENT SUPPORT SERVICES		\$15,000	\$20,000	
	110 Guidance, Mentorship Development, etc				
	200 Benefit Contributions Required		\$0		
	290 Benefit Programs, Optional		\$0		
	370 Testing/Appraisal Services		\$11,000		
	320 Contract Services		\$10,000		
	610 Supplies/Support Services		\$1,200		

738 Computers & Communications					\$0
Equipment	\$0	\$1,400			
SUBTOTAL		\$23,600	\$36,100	\$48,200	

Appendix A

EXPENDITURE BUDGET

ANTICIPATED ANTICIPATE:
EXPENSES EXPENSES
ANTICIPATED
EXPENSES

2130		HEALTH SERVICES			
2130	320	Nurse Services, Contract	\$2,500	\$2,600	
2130	610	Supplies & Equipment	\$500	\$500	
2130	650	Computer Software & Fees, Health	\$500	\$300	\$300
2222		SUBTOTAL	\$5,600	\$10,800	
		LIBRARY/RESEARCH PROGRAM	\$5,800		
2222	320	Library / Media Personnel	\$0	\$10,000	\$10,000
2222	320	Contracted Services, IT	\$12,500	\$25,000	\$40,000
2222	641	Books/Media & Equipment, Library	\$14,000	\$10,000	\$10,000
2222	650	Computer Software & Fees, Library	\$10,000	\$14,000	\$18,000
		SUBTOTAL	\$36,500	\$59,000	\$78,000
2300		ADMINISTRATION SUPPORT SERVICES			
2300	110	School Coordinator/Director, Salary	7 \$72,000	\$55,000	\$55,000
2300	110	Support Staff	8 \$15,000	\$22,000	\$30,000
2300	200	Benefit Contributions ,Required	\$6,960	\$6,160	\$6,800
2300	290	Benefit Programs, Optional	\$4,350	\$7,700	\$8,500
2300	320	Contracted Services, Board/Management	9 \$12,000	\$12,000	\$12,000
2300	520	Board/School Liability Insurance	\$6,000	\$7,500	\$8,000
2300	534	Postage	\$3,000	\$4,600	\$5,000
2300	540	Marketing/Advertising	\$10,000	\$10,000	\$10,000
2300	550	Printing	\$4,000	\$4,000	\$4,000
2300	580	Travel	\$4,000	\$4,000	\$4,000
2300	610	Supplies/Equipment & Furniture	\$2,200	\$1,400	\$1,400
2300	641	Reference Books	10 \$800	\$800	\$800
2300	738	Computers & Communications	\$4,400	\$1,800	\$1,800

2300	650	Equipment				
		Computer Software,		\$3,400	\$3,400	\$3,400
2300	810	Services & Fees,				
		Dues & Fees		\$2,000	\$2,000	\$2,000
2300	320	Audit		\$6,000	\$6,200	\$6,400
2300	320	Legal Services		\$6,000	\$4,000	\$4,000
		SUBTOTAL		\$162,110	\$152,560	\$163,100
2600		OPERATION AND				
		MAINTENANCE OF				
		FACILITIES				
2600	320	Custodian, Contracted				
2600	420	Trash, Plowing,				
		Grounds, Cleaning				
		Etc.				
2600	622	Electricity				
2600	624	Oil				
		SUBTOTAL		\$60,000	\$50,000	\$50,000
						0
2700		STUDENT TRANSPORTATION				
2700	510	Student Transportation Services	12	\$20,000	\$6,000	\$8,000
3000		SUBTOTAL		\$20,000	\$6,000	\$8,000
		OPERATION OF FOOD				
		SERVICES				
3000	570	Food Services	13	\$0	\$6,000	\$8,000
		SUBTOTAL		\$0	\$6,000	\$8,000
TOTAL ANTICIPATED			14	\$587,210	\$780,060	\$1,081,300
EXPENDITURES						

1. Teacher positions estimated at \$40,000 average, based on statewide statistic estimates the range of salaries as \$25,000 to \$50,000. Statewide data indicate FY2005, the av. salary of 15,298 teachers was \$43,941.
2. Teacher assistant estimates based on \$20,000 for 1 FTE
3. The Board of Trustees will set substitute rates and leave allowances.
4. This anticipates significant curriculum module development, estimated at \$1 module.
5. Computer purchases reflect classroom setup needs.
6. Special education liaison duties are outlined in the charter, e.g. setting up relationships with LEAs
7. Due to the size and scope of this initiative, 1.4 FTE is needed for the planning and development year. Services will be akin to central office services and will in people.
8. Anticipates 0.5 FTE Admin Assist during planning and 1.0 FTE office staff school has 100 students
9. Anticipates the Board needing specific consultation services each year, e.g. training, research reports, specialist for projects or concerns
10. Board members will all have reference materials regarding state laws, Robe charter documents.
11. Anticipates a facility that needs some finding for renovation and code compliance finds in this category will be requested unless needed. Future years anticipate mortgage or rent expense.

12. Anticipates purchase of one school van or bus.
13. Anticipates a healthy nutrition program for students with budget requirement.
14. Balance will be moved forward in accordance with proper accounting procedures.

FISCAL YEAR		Planning 2006-07	1st Year Start 2007-08	2n Year d Start -09 20 08 rear get
ESTIMATED STUDENT ENROLLMENT		0	60	1 0
Revenue Sources	Note	1st year budget	2nd year budget	bu
Local Revenue				
State Revenue (per pupil allocation)	1	\$0	\$210,000	\$420,000
State & Federal Grants	2	\$287,000	\$150,000	\$150,000
Other Grants		\$100,000	\$100,000	\$100,000
Foundation Awards		\$50,000	\$100,000	\$100,000
Parent/School Revenue		\$20,000	\$40,000	\$60,000
Gifts & Philanthropic Contributions		\$500,000	\$800,000	\$2,0
Other Revenue	3	\$5,000	\$16,000	\$20,000
Total Estimated Revenue	4	\$962,000	\$1,416,000	\$2,803,000

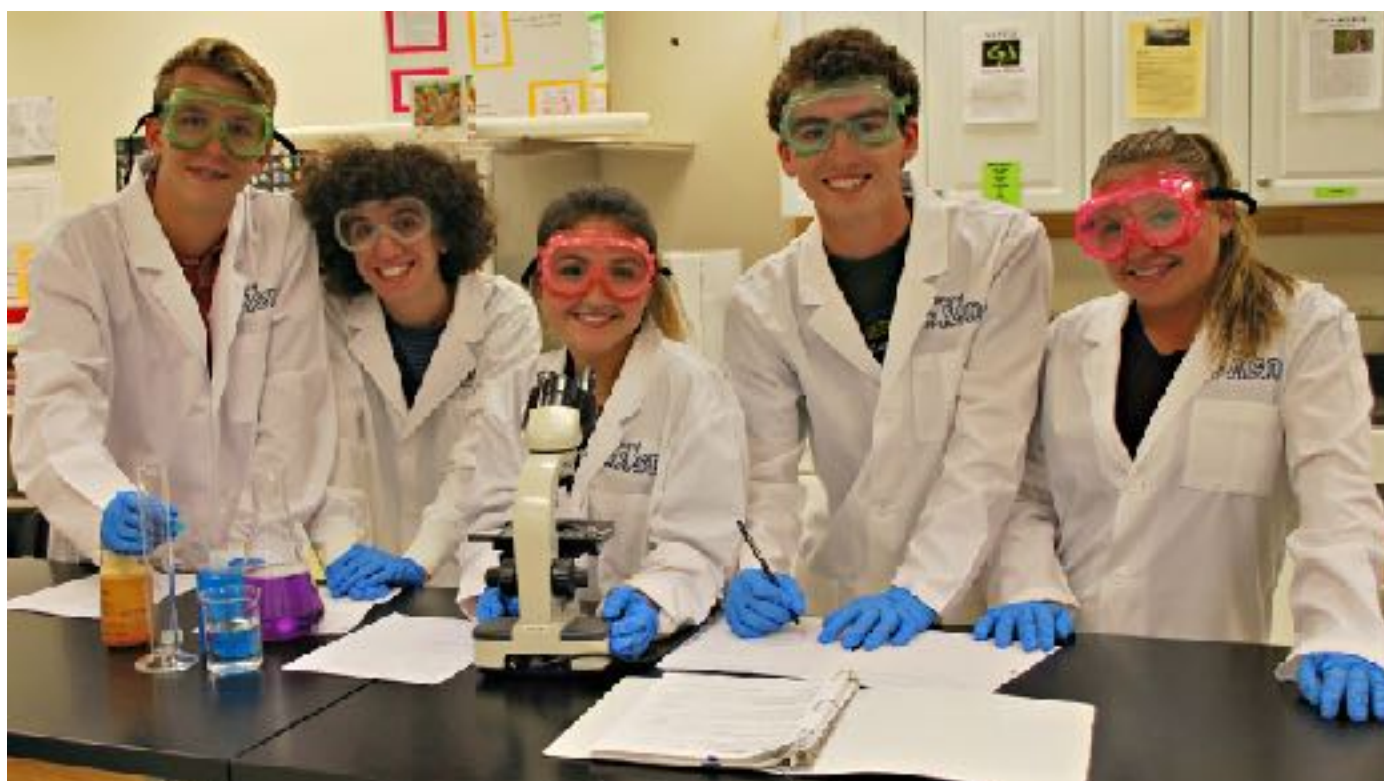
FOOTNOTES:

- 1 Solely based on statute, January 2006. During the planning year there will be no students.
- 2 \$287,000 represents one half of the planning year needs. The \$60,000 included for facility is an estimate and will not be requested until need is confirmed.
- 3 Would include event and food receipts.
- 4 Revenue balances will be transferred to trust or savings accounts according o appropriate procedures.

Application for Charter Reauthorization

Academy for Science and Design

Fall 2017



Prepared by Jennifer Cava, Director

Executive Summary

As a high-performing New Hampshire public Charter school, the Academy for Science and Design (ASD) has worked hard to meet the challenge of economic and societal change following the decline of the state's textile industry and expansion of Boston's high-tech corridor into the southern New Hampshire region. Established as a charter school and STEM specialty school in 2007, ASD is located on the outskirts of Nashua, New Hampshire's second largest and increasingly diverse city, reflecting an expanding immigrant population and its integration into the community. Though approximately half of ASD's current 525 students, grades 6-12, enroll from the Nashua area, the school enrolls students from thirty-three other towns, some rural, but most reflecting the broader region's economic interest in science / technology-based industry.

Having launched in response to the need for a pipeline of students sufficiently inspired and equipped to continue their learning in a STEM field and eventually to lead the development of STEM industry in New Hampshire, ASD is celebrating its tenth year of operation after a successful reauthorization of its Charter by the State Board of Education in 2012. After rapid enrollment increases over its first six years, the school has now reached the milestone of maintaining its optimal "small school" size, giving students a personal sense of belonging while they explore the rich and varied world of ASD's learning opportunities. The school is now recognized statewide for providing to all students an exceptional design of rigorous, engaging STEM coursework combined with a unique approach to personalized learning across the arts and sciences. ASD succeeds with students who are already high-achieving and strongly motivated, but in line with its open-door policy also encourages and engages students who are merely curious about STEM and need the kind of academic, personal, and social supports necessary to transform their interest and potential into outstanding achievement. The entire community of ASD students includes many who receive accommodations under a Section 504 plan as well as many whose learning disabilities and emotional conditions are addressed by ASD's dedicated teachers, often in collaboration with sending school districts. Also notable is the school's success in attracting increasing numbers of female students into STEM, evidenced by the higher percentage (47%) of female student participants in ASD's recent public lottery for enrollment in 2017-18.

As mentioned above, ASD's strategies for encouraging and challenging all students to fulfill their potential have evolved into a unique approach to personalized learning across the entire school experience. To ensure that all students benefit academically, personally, and socially from this synergistic approach to learning as a community, ASD has developed a culture of encouragement for individual inquiry and risk-taking, supported school-wide by teachers, administrators, and students, as well by the school's large network of volunteers, parents, and industry partners.

A visitor who spends a day at ASD will see the above approach in action through the following kinds of learning activities:

- A group of students crowd around a table in one of the common areas of the school, engrossed in reconstructing the skeleton of a snapping turtle collected from the bank of a nearby pond. The skeleton will later be used for instruction in Biology and Environmental Science courses.
- To complete the Senior Project requirement, a student in the common area works on building a Farnsworth-Hirsch nuclear fusor for later testing of its ability to destroy cancerous tumors, while another student works on her outreach program to spread knowledge of the HPV vaccine.
- Ten students leave school for a day at BAE Systems to participate in engineering activities and meet with engineers to plan problem-solving projects in conjunction with their Foundations in Engineering course.
- A student with Autism who had been mocked in his previous school for his fixation on computer-generated music is persuaded by students to join the school musical's technical team.
- Two government officials stop by to honor two all-female teams for winning the top two state awards for student-designed iPhone applications in the Verizon App Challenge.

Through its innovative design for learning, ASD offers an environment that nourishes the minds of our students and encourages them to use their valuable abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens for improving our democracy.



Is the Academy for Science and Design making progress toward achieving its mission?

Responses to each of the key questions addressed in this application include the objectives outlined in the Academy for Science and Design's Accountability Plan (see attached) for the Charter period of 2012-2017

- **What progress has the school made toward achieving its academic goals?**

Goal: Students will demonstrate high interest and outstanding achievement in the subjects of science, mathematics, engineering, technology, and design, including their applications in real-world settings.

Goal: Students will develop skills and deep understanding across curriculum, with emphasis on academic, social, and personal preparation for success in college as well as for active and responsible leadership in career and community life.

The academic program at the Academy for Science and Design reflects the school's dedication to inspiring, engaging, and challenging our students to become the next generation of problem-solvers, students with not only highly developed academic abilities, but also with a keen global awareness and commitment to improving the lives of others. This latter objective, addressed through an approach that engages students in designing solutions to real-world problems, drives civic learning across the ASD curriculum.

A majority of the English Language Arts courses at ASD are integrated with the school's Social Studies/History program and co-taught as a three year sequence of Humanities I, II, and III. This integrated design is also consistent with a school learning standard for synthesizing knowledge from multiple subject areas to address essential questions. Students learn foundational skills of reading and writing in an authentic context of inquiry, ensuring greater retention of those skills as students continue through school.

ASD students acquire important factual knowledge as basis for applying that knowledge to form valid arguments in response to issues of the present. Accordingly, coursework in the Humanities moves chronologically from the scientific, political, economic, and cultural origins of civilization to the development of world regions - Africa, Asia,

Europe, and the Americas - including their literature, geography, histories, governments, and cultures, and culminating with the literature, history, government, and economics of the United States, with emphasis on the key historical foundations of current policy debates.

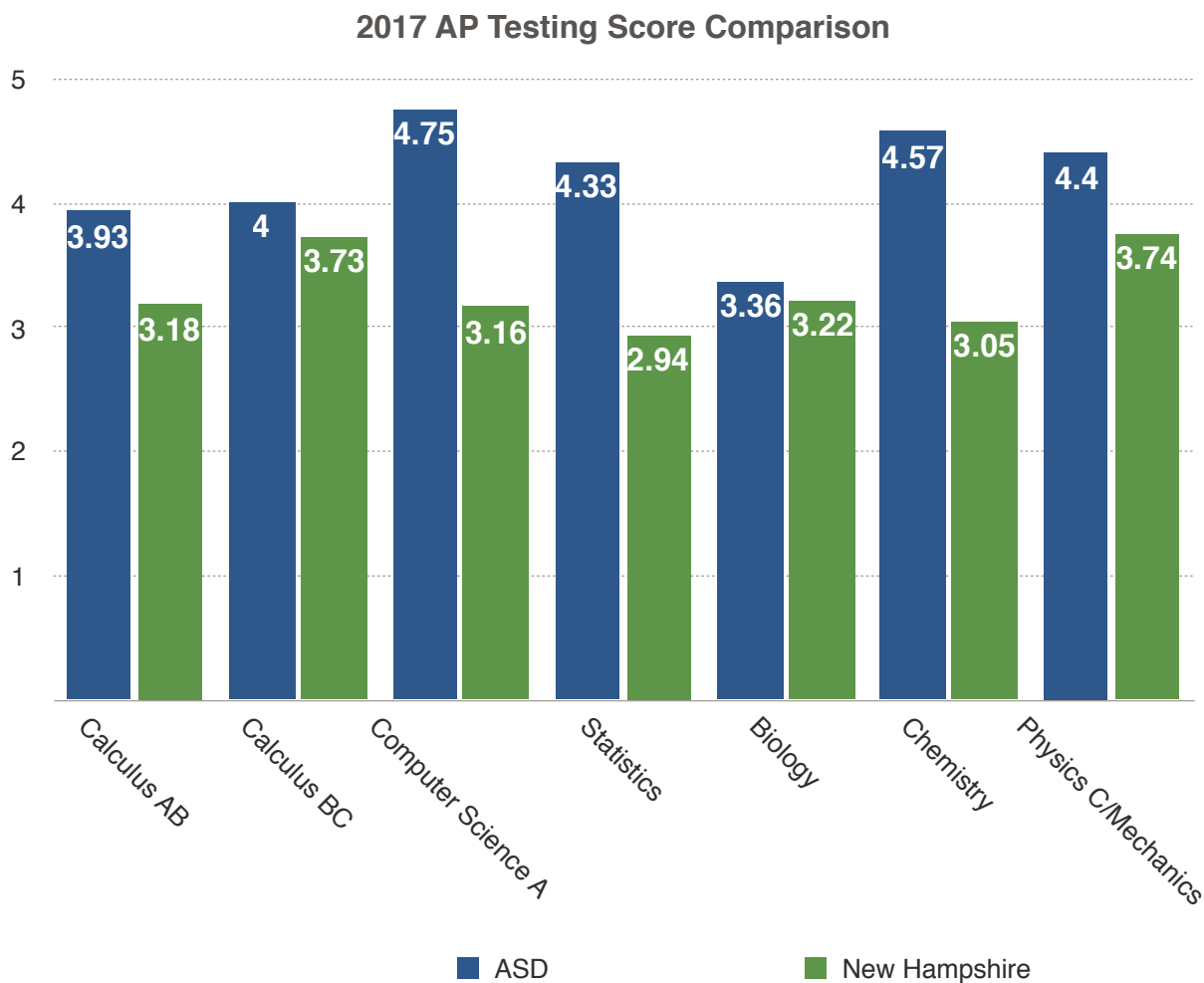
Consistent with ASD's standards for understanding and applying mathematical concepts, the mathematics curriculum is designed around the principle that growth in the understanding and application of mathematical concepts is a continuing and ordered process. Accordingly, the program creates opportunities for recurring and varied contacts with the essential principles, processes, language, and notation of mathematics - woven, uniquely into a three-year course sequence that integrates Geometry, Algebra II, Precalculus, and Trigonometry so that concepts can be taught to support course work in other subject areas, such as Physics. Additionally, every graduate of ASD successfully completes a college-level Calculus course.

ASD's science curriculum reflects the school's belief in the benefit of exposing middle school students to as many fields of science as possible and then offering opportunities for those students to study those fields in depth as high school students. Accordingly, sixth grade students take daily classes in Engineering and Technology in addition to their core science course. In subsequent years, students learn biology and chemistry through an integrated class entitled Integrated Biology and Chemistry to provide hands-on learning and laboratory experience in line with the school's emphasis on learning and practicing the scientific method. Since these courses are taken in tandem with courses such as Aerospace, Experimental Physics, Foundations in Computer Science, Introduction to Environmental Science, and Technology Design, ASD has seen great success in motivating students who need such breadth of opportunity in order to build their confidence for exploring or specializing later at greater depth. At the high school level, for example, specialty opportunities exist in such electives as Concepts in Atmospheric Flight, Elementary Quantum Theory, Behavioral Ecology, and Environmental Engineering - and including college-level courses in Chemistry, Biology, Computer Science, and Physics.

ASD's social studies curriculum, integrated into the Humanities curriculum as discussed above, provides students with knowledge of and background in American and other world cultures and histories as the foundation for developing interpretive skills, such as reading comprehension and analysis, historical thinking and problem solving, primary

source interpretation, and developing an argument using supporting evidence. Middle school students explore history through the course "History of Science and Technology," giving students an overview of science and technology throughout history, including how science and technology influence each other and human development as a whole. technology. In another required course, "Current Events in Science and Technology," students engage in problem-solving tasks related to civic awareness and responsibility as they consider the same social and ethical implications of progress faced by scientists and engineers.

Student performance on subject-specific Advanced Placement exams demonstrates outstanding achievement in the areas of science, engineering, technology and mathematics. This achievement has been consistent over the years that students have taken these exams, although smaller numbers of test-takers create difficulties in the analysis of the school's progress. Below are the most recent scores (2016-2017) on STEM-related AP assessments for students at the Academy for Science and Design as compared to other New Hampshire students:



The Academy for Science and Design's visual and performing arts curriculum demonstrates the school's belief that the integration of creative thought and discipline is essential to long term success, as well as encourages students to view the world from varying perspectives. Courses available to all students at all grade levels are Visual Art and Band, and can be taken multiple times. One elective available to high school students that integrates the arts with science is a unique course entitled, "Creative Computing." This course combines aesthetic principles and creative practices from the arts with theory and methodology from computer science. Students learn how to visually and creatively communicate information by initially moving through the foundational skills in layout, digital rendering, and typography before moving on to study color theory and the psychological and compositional effects of color in print and digital media. Students are also welcome to design "Independent Study in the Arts" contracts, within which they design their own course of study in order to pursue an area of the arts not currently taught at ASD. Students are required to complete 1 credit of Art for graduation.

ASD requires all students to complete a Health/Wellness program, as well as physical education, for graduation, as the school believes that a healthy lifestyle is necessary for success in academics and career, and is essential maintaining a positive outlook on life. ASD's Health and Wellness course is designed to help students comprehend concepts related to health promotion and disease prevention; learn how to access valid health information and health-promoting products and services; demonstrate the ability to practice pro-health behaviors and reduce health-related risk taking; analyze the influence of culture, media, technology, and other factors on health; demonstrate the ability to use interpersonal communication skills to enhance physical/mental/emotional health; and demonstrate the ability to advocate for personal health. In addition to the Health course, students can either complete a PE contract, requiring an athletic coach or trainer to acknowledge that a student has completed at least 27 hours of athletic activity each semester, or can work with a physical trainer who is employed by the school to set individualized goals and work towards those goals with an assessment at the end of the semester. ASD requires 1.5 credits of Health and Physical Education for Graduation.

ASD offers four Foreign Language courses on campus: Mandarin, German, Spanish, and Latin. In order to support their varied interests, students are welcome to pursue the study of any other foreign language of their choice if using an approved program. Students

have independently pursued many different languages, including American Sign Language, French, Hindi, and Hebrew. Students are required to complete 3 credits of a foreign language for graduation, but many continue on to study for 4 or 5.

Technology today is an ever-changing field, with advancements emerging almost every day. Consequently, ASD's curriculum is designed to shape the groundwork for continuous learning. Beginning in the sixth grade, ASD offers both formal technology instruction in computer classes and technology integration into the regular classroom. Beginning with exposure in the middle school years through an Exploring Computer Science course subtitled, "The Algebra Inside your Video Game," students learn computer programming principles and program design while applying algebraic and geometric concepts to create video games. Middle school students are also required to spend a semester studying Technology Design, providing a foundation for engineering-related skills, and focusing on creative problem-solving on both an individual and group level. All ASD high school students are required to enroll in "Foundations of Computer Science" as well as "Foundations of Engineering" in order to gain a practical understanding of both fields and how they can be applied to all other subjects. Students who specialize in technology-related courses in high school have a myriad of electives from which to select. These electives adapt to meet the most current recommendations from industry professionals in the field.

According to the most recent survey distributed to ASD's parent and student community, 65% report being *Highly Satisfied* for the school's overall academic program with an additional 30% stating that they are *Satisfied*. In terms of the variety of STEM courses available for students to enroll in, 60% report being *Highly Satisfied* and 35% are currently *Satisfied* with the various options the school makes available in terms of STEM-related courses.

- **What progress has the school made toward achieving its programmatic goals?**

Goal: The school will offer a high-standard, college-preparatory program specializing in mathematics, applied lab sciences, and design.

Goal: The school will provide subject-specific and cross-disciplinary opportunities for students to engage in project-based/inquiry learning, real-world laboratory experiences, internships with industry partners, advanced coursework, and other effective practices in active, engaged learning.

Serving as both a public, open-enrollment middle school and a high school with a STEM-specialty focus, the success of the Academy for Science and Design is based on its commitment to engage a diversity of student learners at both of these levels through an exemplary structure for broadening student access to STEM-focused learning opportunities. Accordingly, ASD's program design is the school's signature strategy for the academic success of the variety of students who enter the school - a strategy focused on providing early exposure to opportunities in STEM that younger students may be unaware of, and then encouraging and supporting those students as they pursue a highly personalized pathway to a specialized STEM field in high school.

ASD's middle school program provides younger students the chance to explore, where by design all students are exposed to aerospace, physics, environmental science, engineering, computer science, biology, and chemistry. Students completing ASD's middle school program enter high school either as students continuing into ASD's more specialized STEM curriculum or as students moving into district or private institutions with both a keen awareness of these fields, and knowledge about their potential interests and abilities to continue to study such fields. These exploratory courses, often taught by industry professionals, combined with their engagement in ASD's many planned and incidental learning experiences described earlier in this application, have a profound and lasting impact on students, including those who may have been only curious about STEM upon enrolling in ASD.

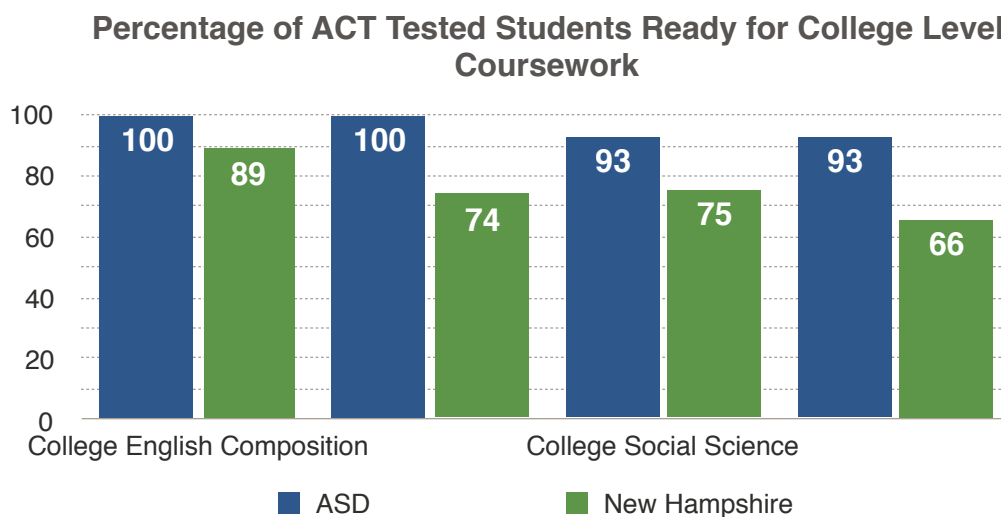
Students who choose to continue into ASD's high school program, or students who enter the high school program from other institutions, are empowered to declare an area of specialization within STEM, allowing them to explore more deeply into a field of their own choice. This deeper understanding culminates in a capstone senior project, in tandem with an internship experience that requires 100+ hours of industry experience under the mentorship of an industry professional, giving students an authentic opportunity to demonstrate their ability and interest to continue their studies beyond the walls of ASD.

Currently, 100% of ASD graduates continue into higher education, with a vast majority selecting STEM majors.

A remarkable sense of ownership over their high school education is reflected in ASD graduates' continued support of the mission of the school as alumnae, often inspired to return to share their experiences with students still progressing through the program. These graduates leave little doubt in the minds of our many types of students that the ASD experience will set them on a successful course.

The ASD curriculum supports college and career readiness in a variety of ways. Required courses are geared to college and university recommendations for preparation, and ASD offers a number of college-level courses to give many students a head start in college preparedness. Another important support is ASD's emphasis on developing in students a strong knowledge base upon which they can base thoughtful and original arguments or hypotheses. ASD seniors also take a writing course "Writing for the Real World," focused on meeting the writing standards of college professors, as well as developing familiarity with documents most common in the corporate world. Perhaps most important to college/career preparedness, however, is the experience ASD students acquire in self-direction: developing original and worthwhile ideas, establishing priorities and organizing one's time, identifying key resources, working well with others on a team, and persevering in completing a project.

As demonstrated by the ACT scores earned by ASD's rising Juniors and Seniors in the 2016-2017 academic year, our program supports an exceptionally high level of college and career readiness



Instructional methods employed at the Academy for Science and Design are multidimensional. They including explicit teaching of foundational knowledge by teachers inside the classroom as well as self-directed student learning of basic content outside the classroom via technology resources, with the latter providing classroom time for interaction, practice, individual interventions, and problem/project-based activities. These methods vary depending on subject matter and the pedagogical strengths of individual teachers, with the constant being the individual student and his or her academic, personal, and social growth.

One example of how ASD's multidimensional approach is used to ensure high levels of learning is a course called "Learning Studios," taken by all juniors. In this course, students design and implement an authentic project to address a problem requiring collaboration across subjects. The project requires extensive research, analysis, and collaboration with faculty and classmates, and since topics are dependent on student interest and their chosen area of specialization, students of greater and lesser ability support one another around their mutual interest in solving the problem at hand, making use of each student's individual contributions as well as knowledge acquired from their regular courses. For example, when the Director of ASD was scheduled to pitch an idea to an Entrepreneurs Association for a \$20,000 grant, teams of students in Learning Studios designed optimal spaces for self-directed student learning, drawing upon coursework in engineering, health and wellness, technology design, and even psychology to develop plans to share with the Director. As Seniors, students then apply the skills developed in Learning Studios to a year-long Senior Project.

An obvious value of focusing on the growth of individual students through the approach described above is that the needs of every student are clearly revealed in multiple contexts for student-centered, rather than teacher-centered, learning. Consequently, interventions at ASD remain central to the ongoing process of addressing individual needs, rather than being consigned to the periphery of the program. The multidimensional structure of ASD's instructional approach offers continuous opportunities for teachers and staff to address academic and personal difficulties of students through one-on-one tutoring; student-to-student peer tutoring; flexible small-grouping; individual counseling; and other interventions often employed in collaboration with special education and community

specialists to address the specific needs of ASD's approximately one in nine students requiring Special Education Services or accommodations under Section 504.

Consistent with the multidimensional nature of teaching and learning at ASD, assessments for measuring and informing progress are varied as well. They include formative tests designed by teachers to assess understanding of ideas and information, and they include common summative assessments prepared by teachers of the same subject. During periods of explicit instruction, teachers are also adept in the use of monitoring strategies to ascertain group and individual progress. During the relatively greater amount of class time spent with hands-on, interactive learning, teachers' noted observations and conferences with individual students are also used to analyze and improve student performance.

In view of ASD's emphasis on project/problem-based and self-directed learning, performance assessment plays a significant role in measuring individual progress of students, given its ability to assess a much greater range of cognitive and non-cognitive abilities than traditional testing alone. Rubrics are used to measure the quality of student projects and performances, capturing not only the quality of the process and final product, but also self-direction skills such as initiative, organization, resourcefulness, ethical judgment, persistence, and leadership. Assessments by teachers and self-assessments by students are used in combination, reflecting ASD's synergistic view of teaching and learning itself.

Given ASD's current high performance, methods for ensuring maintenance of this level include the above mentioned evaluation tools for charting and improving performance; continued networking for sharing best practices; regular input from the school's active board and its committees, including monthly meetings for strategic planning; ongoing faculty and administrative research on exemplary school models of educational innovation; and outreach to high quality, external organizations for gaining needed perspective on ways to leverage further improvement.

- **What progress has the school made toward achieving its organizational goals?**

Goal: The Board of Trustees will set policy and make decisions that serve the mission and vision of the school, as well as pursue opportunities to link the academics and program of the school with industry and higher education partners to provide extended learning opportunities for students.

After the New Hampshire State Board of Education last renewed ASD's Charter, the ASD Board of Trustees has focused on a number of initiatives to advance our school's progress toward ASD's organizational goals. Having already put in place a large number of policies at the time of the last charter renewal, the focus in the last five years has been on Sustainability (identified by Strategic Planning), Operations and Outreach. Below is a list of key decisions and supports that the ASD Board of Trustees has provided to the school.

- A five-year budget projection was developed and maintained for use by a number of committees and administration.
- Schedules have been put in place, enabling prudent preparation of the annual budget, new hires/renewals/wage actions, and annual performance review and goal setting for the Director.
- A committee dedicated to Facilities was established to address ASD's second largest expense and area of vulnerability. The lease was amended to include additional pre-negotiated renewal options through 2032. Efforts are underway to lower cost through potential procurement of a building (existing or different location).
- A committee dedicated to Trustee Membership was established to put a process in place to recruit and vet new board members; to be more mindful of filling areas of need, which at present is with outreach and higher education.
- A Retirement Plan was enabled for employees, addressing a long term request. Salary increases and bonuses have been distributed to bring equity across the employees and to be more in range with local Districts.

Board members and the administration engage with industry for a variety of purposes. Key elements of corporate engagement include the search for internships, senior project mentors and reviewers, and other industry programs such as BAE Systems' FOCUS, WIT, and Engineering Career Day.

Goal: The school's administration will strengthen school organization in terms of its culture of professional collaboration, responsiveness to parents and students, openness to innovation, and its position of state leadership as a model of STEM-focused quality education.

The Director at the Academy for Science and Design recognizes that strong leadership is vital to the school's success, and that leadership is most effective when it is distributed among a team of skilled, empowered educators. The Leadership Team at ASD includes the Director, Assistant Director, Curriculum and Program Manager, Admissions/Marketing/Communications Manager, Registrar, and Office Manager. The full team meets monthly on the day following Board of Trustees meetings, with subsets of the team meeting weekly to troubleshoot problems, plan for upcoming activities, and provide the Director with various information relevant to the roles of the individuals.

The distribution of leadership continues into the faculty, with teachers serving as Department Heads in the core subject areas. Department Heads work more directly with the faculty in their department, offering support, performing informal walk-through observations and feedback, and providing recommendations regarding their department to the Director through weekly meetings. Additionally, faculty and staff members who are interested in taking on other leadership roles within the building are empowered by the Director to do so. For example, a faculty member voiced an interest in the development of a "Sick Bank" as a place for individuals to support colleagues who may suffer a hardship due to extensive absences from school. The Director encouraged the faculty member to develop a committee and to be the head of that committee. Similarly, the Director appoints a faculty member to be the Principal of ASD's Summer Program each year, with the freedom to design the program the way he or she wishes, working in collaboration with other educators in the building.

The role of the Director is essentially a hybrid between that of a school Principal and that of a district Superintendent. She is responsible for the daily operational management of the school, but additionally sits as a non-voting member on the Board of Trustees and all Board Committees, providing insight and direction at the school-level and the Board level. The Director also bears additional responsibilities such as direct interaction with members of the New Hampshire Department of Education, members of the State Board of Education, corporate partners, and state legislators. It is for this reason that a distributed leadership that empowers others to make decisions and continue to progress is essential, and often those responsibilities result in the Director being off site. This approach to leadership reinforces the school's approach towards educating its students, which is to provide support, an inspiring and trusting environment, and the resources necessary to succeed.

Goal: The school will encourage and support job-embedded, collaborative forms of professional growth for teachers focused especially on improving students' motivation, achievement, and persistence in STEM learning as students move through the program.

Professional growth activities at the Academy for Science and Design are designed to support the ongoing efforts of faculty, staff, and administration to build an effective environment for student-centered learning. Central to those efforts is the school staff's shared commitment to being reflective practitioners: professionals whose routine work at the school includes integrated opportunities for gaining perspective on one's own performance and for developing insight into the ways of becoming more effective.

In support of this process, and with the needs of teachers specifically in mind, ASD has developed a Professional Growth manual which documents the process of annual goal setting, ongoing reflection, and subsequent growth activity that characterize the school's approach to professional development. In support of this process, the Director, with support from the Assistant Director, Curriculum Coordinator, and Department Heads, forms a team to help individual teachers target their strengths and weaknesses, develop appropriate ways to measure their progress towards self-determined goals, and identify appropriate resources - both within and external to the school - for supporting them. Mirroring the effort to encourage ASD's students to be self-directed, the school administration strives to create a professional environment of self-efficacy - encouraging teachers to forge their own path towards continuous improvement.

Among other features of ASD's professional development environment is a weekly, teacher-led seminar for discussing a variety of emerging concerns - curricular and other issues impacting school culture. In addition, educators at ASD engage in monthly meetings to share best practices with colleagues. These meetings set the stage for follow-on mentoring of educators by their own colleagues, or for personal research or participation in relevant coursework or other programs outside ASD. As a charter school, ASD also has the additional flexibility to employ both certified teachers from traditional educator training programs as well as industry professionals with practical expertise in fields related to the subjects and courses they were hired to teach. ASD's professional development program draws upon this variety of backgrounds by encouraging traditional teachers to acquire real-world contextual

knowledge from the industry professionals, while the industry professionals learn pedagogical strategies from the traditional teachers.

As a recognized state leader of educational innovation, ASD also engages in outreach activities that focus on sharing best practices among educators statewide. Among these activities is ASD's hosting of the statewide Best Practices Conference for five consecutive years on behalf of the New Hampshire Charter School Association. ASD's leadership in this regard has resulted in building an expanding network of innovative teachers, administrators, and others interested in professional improvement to benefit students.

According to the most recent Teacher Satisfaction survey distributed to ASD Faculty members, 33% report being *Highly Satisfied* with the Professional Development opportunities at school, with an additional 54% reporting that they are *Satisfied*.

2. Is the Academy for Science and Design responsibly using public funds?

Responses to each of the key questions addressed in this application include the goals/objectives outlined in the Academy for Science and Design's Accountability Plan (see attached) for the Charter period of 2012-2017

- Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?**

Goal: The school's quarterly financial reports will comply with accepted standards of public school accounting.

The quarterly financial reports provided to the NH Department of Education have been determined to be in compliance with accepted standards of public school accounting by ASD's auditors, Nathan Wechsler & Company, a certified public accounting firm located in Concord, New Hampshire. The school complies with all financial reporting requirements of the NH Department of Education, as well as with all other regulations pertaining to 501(c)3 organizations.

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- **Do the school's purchasing and billing practices meets acceptable standards for public school accounting?**

Goal: The school's purchasing and billing practices will meet acceptable standards for public school accounting.

Due to the multiple checks and balances that have been put into place, including approvals/ reviews by various administrators and Board Officers, purchasing and billing practices at the Academy for Science and Design meet acceptable standards for public school accounting, as supported by the multiple audits performed by Nathan Wechsler & Company.

- **Has the school provided an annual external audit with no material defects?**

Goal: The school will provide annual external audits with no material defects.

Each year, ASD has successfully completed an external audit with findings that have been satisfactory to the ASD Board of Trustees. While the external audit has many commendations for the school's fiscal planning, organization, accountability, etc., there has been one material weakness shown in the audit connected to the financial statement preparation. According to Nathan Wechsler & Company, preparation of financial statements must only be done by a CPA firm due to the complexities and constantly changing reporting standards. Beginning in fiscal year 2018, ASD will have all financial statements prepared by a Certified Public Accountant who has recently been employed by the school. It should be noted that the school's auditing company has found the financial statements prepared in previous years to be of a high quality, demonstrating reasonable and prudent planning.

- **Do the school's quarterly financial reports demonstrate reasonable and prudent planning?**

Goal: The school's quarterly financial reports will demonstrate reasonable and prudent planning.

ASD's quarterly financial reports demonstrate that expenditures have always been in line with available resources, as the school is dedicated to exercising reasonable and prudent fiscal planning and reporting. Monthly and Quarterly reports are reviewed by the school administration, the ASD Board of Trustees Finance Committee, the ASD Board Treasurer, the Board Chairman, and monthly reports are distributed to all members of the Board of Trustees.

- **Do the Board of Trustees' meeting minutes indicate clear communication of accurate information about the school's financial condition?**

Goal: The school's Board minutes will indicate clear communication of accurate information about the school's financial condition.

Minutes for ASD Board of Trustees meetings include clear communication between school administration and members of the Board about the school's financial condition. These minutes are located on the school's public website under "Governance." Monthly financial statements are emailed to all Board members prior to the monthly meeting, reviewed in the public meeting, and attached to the minutes. The Board of Trustees reviews and approves the annual budget. The Chairman of the Finance Committee brings the budget forward to the full Board after review and revision in the Finance Committee.

3. Is the Academy for Science and Design promoting student attainment of expected knowledge and skills?

Responses to each of the key questions addressed in this application include the objectives outlined in the Academy for Science and Design's Accountability Plan (see attached) for the Charter period of 2012-2017

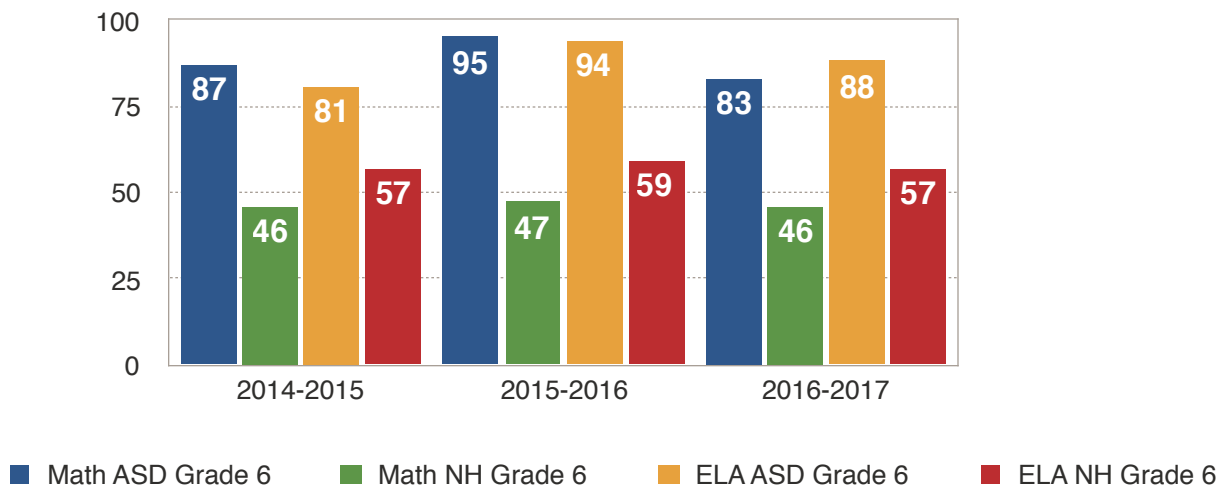
- **Are students meeting proficiency standards as measured by state assessments?**

Goal: Students will exceed the average performance on state assessments such as Smarter Balanced, NECAP, and school-based SAT.

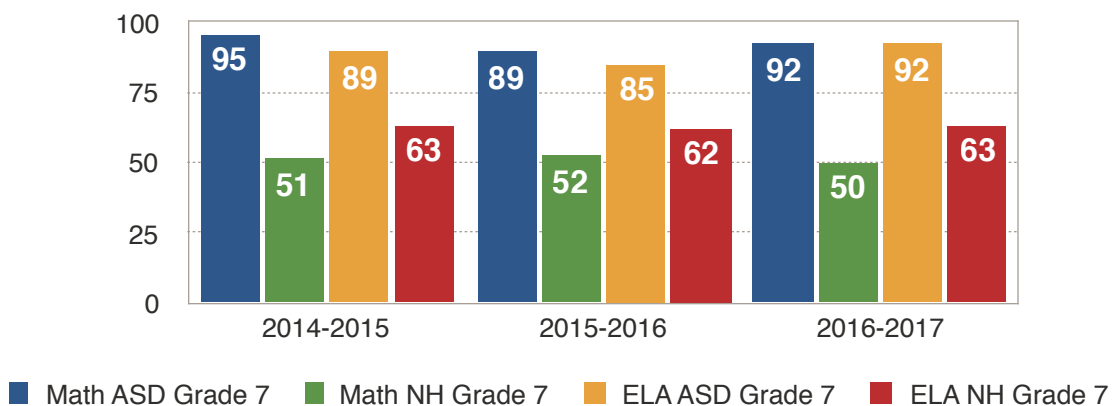
Summative results from standardized testing (Smarter Balanced and College Board) are analyzed during yearly planning for making curriculum adjustments and focusing professional development. Data for improving school performance overall is generated through continuous interaction among the school director, school staff, parents, and community partners, as well as through surveys for indicating areas of concern.

An examination of the performance of ASD 6th-8th graders on the Smarter Balanced Assessment over the past three years demonstrates that the school has met this goal in our Accountability Plan. The data below shows a high rate of success for ASD students that is consistent across grades and testing years.

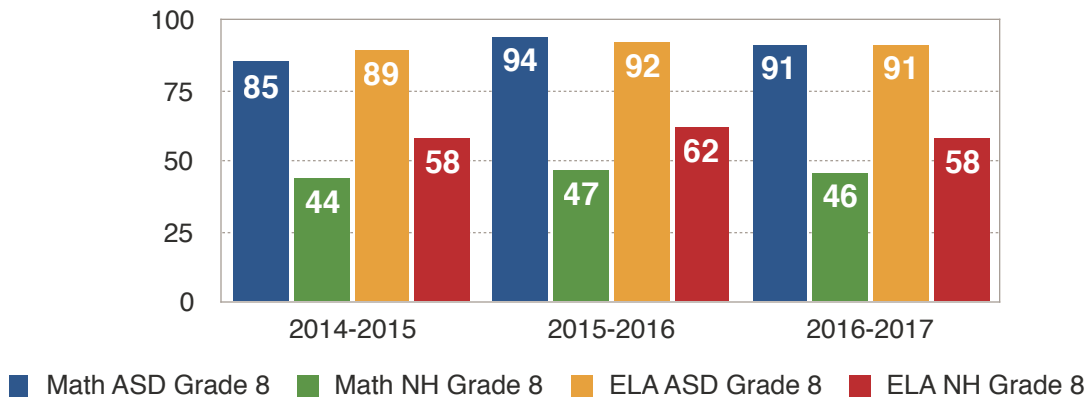
Percentage of ASD Students Demonstrating Proficiency and Above for Grade 6 Smarter Balanced Test with Comparison to State Performance



Percentage of ASD Students Demonstrating Proficiency and Above for Grade 7 Smarter Balanced Test with Comparison to State Performance

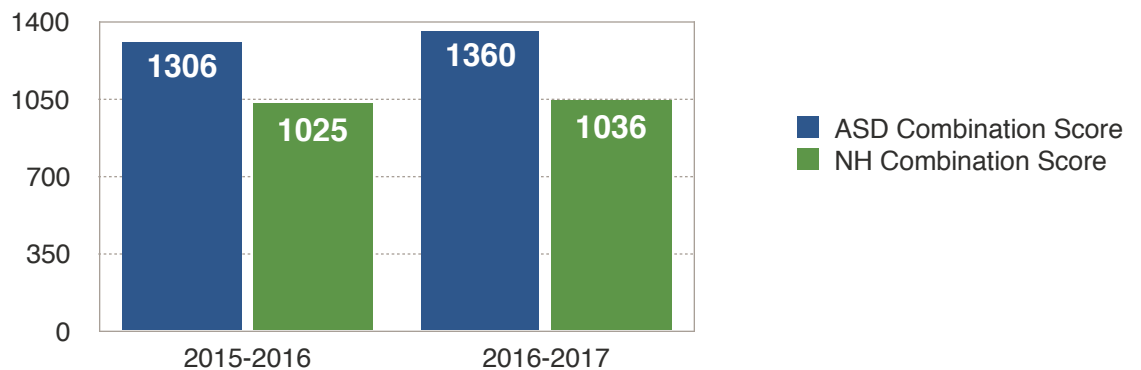


Percentage of ASD Students Demonstrating Proficiency and Above for Grade 8 Smarter Balanced Test with Comparison to State Performance



The school-based SAT test given to all ASD Juniors is another indicator of the school's ability to meet and exceed state proficiency standards. The chart below represents the combined score (Mathematics & English Reading/Writing Score) for both the Academy for Science and Design and the state of New Hampshire.

School-Based SAT Score Comparison



- **Are students making progress towards meeting state proficiency standards?**

Goal: Students who are below proficiency on state assessments will make progress toward state proficiency standards.

While a large number of students at ASD demonstrate proficiency on state assessments such as the Smarter Balanced test, it is important to the mission of the school to promote success for all students. Students who do not show proficiency on state assessments, or show a pattern of difficulty meeting expectations on school-based assessments, are supported through interventions provided by the faculty, administration, and other outside entities. These interventions include, but are not limited to: referral to the local LEA of the student's sending district to initiate evaluations as part of the Special Education process, inclusion in a Directed Study program designed to support executive functioning skills and development of study / organizational habits, support in establishing relationships with outside tutors and specialists, after school support, and participation in a peer tutoring program implemented at the school in the 2015-2016 academic year.

An examination of the last three years of Smarter Balanced Testing show that while the interventions currently in place may be supporting keeping a fairly consistent number of students at proficiency, the school is not seeing a decrease in the numbers of students below proficiency, as demonstrated on the state assessment. Administration and the faculty will continue to explore new interventions and programming options to further increase student success.

Grade Level	ASD Math 2015	ASD Math 2016	ASD Math 2017
6	87%	95%	83%
7	95%	89%	92%
8	85%	94%	91%
11	96%	No longer tested	No longer tested

Grade Level	ELA 2015	ELA 2016	ELA 2017
6	81%	94%	88%
7	89%	85%	92%
8	89%	92%	91%
11	96%	NA	NA

-
- **Are students meeting reasonable defined measures of proficiency?**

Goal: Students will exceed the average performance on New Hampshire Students on standardized assessments, as well as demonstrate proficiency as defined by the school's Mastery requirement.

In addition to analysis of all standardized assessments, an additional measure for proficiency is related to the students' mastery of course materials. At ASD, the concept of "mastery" has, from the founding of the school, been defined as a final grade of 80% or higher in a course. Students must earn a mastery grade or higher in a course to enroll in any subsequent course. This level of performance is separate from the school's granting credit for a course, which happens with a grade of 70% or above.

In most years, approximately 90% of the students demonstrate mastery in their courses and move ahead with no issues. The progress of those students who do not meet this standard depends on the final grade they earned in a class.

Students who earn a final grade of 69% or below in a course must repeat that course at ASD the following year. They have not earned credit in the course, so retaking it is the only option.

Students who earned a final grade of 70-79% have earned credit, but have not demonstrated the level of comprehension that the school deems necessary before that student moves on to the next course. Students in this situation are given the opportunity to demonstrate that level of mastery by completing additional work over the summer. These individualized assignments focus on those areas where the student was below mastery during the school year. Completion of this work does not guarantee a pass into the next course; the work must demonstrate the appropriate level of understanding. Students may also choose to repeat the course rather than complete the recovery work.

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- **Are students making progress toward any non-academic goals as established within its Charter?**

Goal: All students will make an active, stewardship contribution to improving the physical environment or cultural climate of their school and/or community.

With regard to opportunities for civic learning and engagement, ASD requires that each student complete a minimum of 150 hours of community service to gain a deeper sense of themselves, their abilities and gifts, the needs of strangers, and their connectedness to the larger world. This stewardship may be performed at any time during the students' high school career, from the summer before freshman year until the last day of classes in senior year. Students are strongly encouraged to complete at least 100 hours of service by the end of their sophomore year. Students may elect to engage in a single activity or many activities, over an extended period or concentrated period of time.

Community service activities are those which students perform to benefit at least one other unrelated person and for which they receive no compensation. In most cases students will be working under the auspices of an organization – town government, school, non-profit organization, hospital, nursing home, or day care.

In order to receive stewardship credit, a student must turn in a verification form (available online) that has been signed by the student, his/her advisor, a parent/guardian, and the activity supervisor. 100% of ASD graduates have completed this requirement.

Goal: Students will succeed in meeting the objectives of extended STEM and STEM-related learning opportunities such as internships and collaborative projects with science professionals, industry professionals, and local entrepreneurs.

Community partnerships are critical to ASD's commitment to nourish the next generation of leaders in science and technology. Area businesses, educational institutions, and private individuals have had the generosity, vision, and creativity to find many ways of supporting the school. This support has come in the form of internships, mentorships, resource sharing, and donations of funding, goods, and services.

The internship requirement at ASD provides invaluable work experience, outside the school setting, prior to graduation. The process of apply for and securing an internship develop an understanding of the steps involved to successfully gain employment; the transition from the classroom to the workplace develops an appreciation for the application of knowledge to real world problems and solutions. Most internships encompass approximately 100 hours of employment. The Academy for Science and Design has had tremendous success in locating and securing internship opportunities for many students, adding opportunities at the following companies in 2016-2017 alone: *Greater Nashua Humane Society, Paula Media and Entertainment LLC, VMware Inc., Finish Line PDS, SilverTech Inc., ImageXpert Inc., Northwoods Software Corporation, Manchester Community College Nursing Program, BAE Systems FOCUS Program, All Girl Shave Club, and Nashua Community College's Life Science and Chemistry Lab.*

The most successful vehicle for community engagement (and also family engagement) has been ASD's SPARK Conferences (**S**ymposium **P**romoting **A**dvancement of **R**ead-**W**orld **K**nowledge). SPARK Conferences were created by the school's director to expose students to various STEM careers, relevant topics, and issues in the realm of science and technology, as well as to cultivate their unique interests and talents. Presenters at SPARK include members of the ASD school community such as faculty, high school students, and parents. In addition, SPARK presenters come from local community organizations, higher education, and the corporate sphere. These presenters believe it is critical to enlighten and inspire our young leaders of tomorrow through exposure to experiences, ideas, and challenges that will help them to become creative and energetic leaders. Examples of some of the industry partners who have supported ASD's SPARK Conferences by providing sessions for the school's student population include: *American Medical Response, American Red Cross, BAE Systems, ChartaCloud Technologies, Coca-Cola of New England, Dyn Corp, Geophysical Survey Systems, Inc., ISC2/Center for Cyber Safety & Education, MITRE, Nashua Community College, Portsmouth Naval Shipyard, and Tata Consultancy Services.*

4. Is the school sustainable?

Responses to each of the key questions addressed in this application include the objectives outlined in the Academy for Science and Design's Accountability Plan (see attached) for the Charter period of 2012-2017

- **Does the school’s governing board function effectively and in accordance with public meeting laws and regulations?**

Goal: The Board will govern in accordance with public meeting laws and regulations.

Goal: The Board will operate in ways appropriate to its community leadership role in setting school policy and providing effective oversight of the school’s program and operations.

The Academy for Science and Design is governed by a 15-member Board of Trustees that has general supervisory control and authority over the operations of the school. The Board has a statutory responsibility for reporting progress and achievement of the school’s stated goals to the State of New Hampshire Department of Education. The Board meets the 2nd Wednesday of the month, 6:30-8:30pm, at the Academy for Science and Design.

Trustee selection is based upon personal and professional background, commitment to the school’s mission, and support and sustainability while representing the diversity of stakeholders and contributors to the extent possible. The Board is currently recruiting to fill the remaining available seats from interested members of the community who share the school’s vision.

While the Board acts as one body, it works through committees to support the administration and the school in various areas of governance and activities. Committees and the number of committees can change. The Board specifically reviews and considers its committees at its Annual Board Meeting in June but new committee's can be called or dissolved at any time. The Board may approve sub-committees to complete a very specific task.

The Board Policy committee, in cooperation with the Director and Assistant Director, reviews, updates, and creates policies to ensure compliance with RSAs, state Board of Education requirements, local regulations and prudent operational needs. The Policy Committee continuously reviews policies on a regular basis. The committee typically processes about a dozen policies per year. During the 2016-2017 school year the committee engaged with the Charter Assessment Office of the NH Board of Education to identify missing policies and

policies requiring updates due to changes in laws. As a result, the Policy committee created or updated about 20 policies during the 2016-2017 school year.

The Director provides clear, detailed information as requested for the various board committees. The information is provided in a timely manner and assists the committees with necessary information used in recommendations to the board.

- **Has the school established systems to manage operations efficiently?**

Goal: The school will implement clear and well-understood systems for decision-making and communication.

Each member of the school administration has a clearly defined job title, with roles and responsibilities appropriate for their position in the organization. Members of administration meet weekly as a team under the title of “L Team” (leadership). Additionally, there are clearly established roles for three Department Heads in the building: Humanities, Math, and Science. Procedures for problem-solving/ decision making are clearly communicated to the rest of the faculty/ staff are reviewed and updated annually.

Having the advantage of ten years of operation to draw experience from, ASD has developed many valuable manuals, procedures, and systems for managing the day to day operations of the school. All manuals and procedures can easily be located by any member of the school community electronically, either through the school’s website or through the school’s accounts on Google Drive.

Students’ academic progress and attendance is communicated to parents through the use of student management software (Focus). Teachers post all student assignments on Focus so that students and parents are able to plan ahead and stay connected to the course work. All members of the school community are given an account on Focus, as well as an email account on asdnh.org.

- **Are there systems in place to assure instructional quality?**

Goal: The school will implement a high quality system of teacher evaluation that includes measures for best-practice instruction, the quality of student work produced, and professional growth plans focused on improving student learning.

ASD's shared vision and clear sense of purpose also helps teachers feel valued and supported as members of the ASD community. Beyond the opportunities teachers have for exerting leadership in shaping the school's academic program, teachers' perspective on school policy is also valued by their having representation on the school's Board of Trustees. The ASD Director also works to instill a spirit of trust and collegiality among the entire faculty by having an open door to teachers with academic or personal concerns, or who have ideas for improving the school program. Teachers are expected to design their own classroom policies and procedures within broad parameters of school policy, which also contributes to their sense of value as professionals.

In 2015, the Director collaborated with other administrations on the development of a manual and process for Teacher Evaluation and Professional Goal Setting. This manual was shared with the faculty at the start of the academic year and implemented over the course of the year. While an entire process is in place for faculty goal setting, largely based on Danielson's Domains of teaching, the Director noted that there needed to be more support in the effort to link student-data to goal setting. This led to the Director's development of a Tiered system which establishes a criteria for data-driven decisions as well as through administration's training on the use of standardized testing data, as well as professional development in the realm of competency-based assessments, performance assessments, and ASD's Accountability Plan. ASD faculty members, administration, and Board Committee members have reviewed the Tiered System, and after one full year of development, the system is being fully implemented in the 2017-2018 academic year. Below is a summary of how each of the systems blend qualifications such as degrees and certifications with performance-based, data-driven attributes. The Director is currently working to develop a long-term fiscal plan for implementation of this system, by which there would be a salary scale tied directly to the Tier the faculty member holds.

Tier 1 Characteristics (Must fulfill all 3 traits)

- Bachelor's Degree
- Beginning Years 1-3 teaching at ASD, or equivalent teaching/industry experience

- Teacher adheres to all professional requirements per the Employee Manual

Tier 2 Characteristics (Must fulfill 6 of 8 traits)

- Bachelor's Degree in field relevant to position OR Masters' degree+
- Beginning years 4-5 teaching at ASD, or equivalent teaching experience
- Brings 3+ years of relevant industry experience
- Teacher Certification complete for 2+ years, through traditional teacher education program or Alt Cert
- Teacher adheres to all professional requirements per the Employee Manual + takes on some additional responsibilities that aid program improvement or community building
 - Demonstrates student growth/success through teacher's instruction (measures can be student work, common assessments, etc.)
 - Demonstrates innovative practices in instruction, specific to mission/ vision of ASD
 - Evidence of reflective teaching practices

Tier 3 Characteristics (Must fulfill 7 of 9 traits)

- Masters' Degree+ in field relevant to position
- Beginning years 6+ teaching at ASD, or equivalent teaching experience
- Brings 5+ years of related industry experience
- Teacher Certification complete for 5+ years, through traditional teacher education program or Alt Cert
- Teacher adheres to all professional requirements per the Employee Manual + takes on many additional responsibilities that aid program improvement or community building
 - Demonstrates high levels of student growth/success through teacher's instruction (measures can be student work, common assessments, etc.) and dissemination of instructional practices to other faculty at ASD and beyond
 - Demonstrates exemplary innovative practices in instruction, specific to mission/ vision of ASD
 - Evidence of reflective teaching practices, including systemic means of reflection
 - Takes on leadership roles within school community

- **Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?**

Goal: The school will partner with LEA's to facilitate high quality services that meet the needs of all special education students.

ASD faculty and staff understand and appreciate our responsibility to work collaboratively and professionally with the LEAs from surrounding districts. We approach

all interactions and meetings with the LEA as an opportunity to work as a team with the ultimate goal of student growth, progress and success with their academic

ASD faculty and staff participate in the Special Education process from the referral through Evaluation, Identification, and the IEP review / progress monitoring. ASD staff, in conjunction with the LEA, provide direct special education and related services as indicated in the IEP. Several ASD students receive the related services of Occupational Therapy, Physical Therapy and Speech and Language Therapy; these services are typically coordinated with outside providers or LEA district employees. Often related or special education services take place at ASD during the student's school day, and ASD staff works to schedule these services during a student's study hall period as not to interrupt their instructional time. When ASD incurs a cost for special education and /or related services, an invoice for reimbursement of services is sent to the LEA.

The Assistant Director and /or school counselors work with the LEAs and the contracted service providers to ensure that students are receiving all related and special education services dictated by the IEP. ASD staff work in consultation with the service providers to support goals associated with those services. Student growth and progress is monitored by ASD staff and the IEP team /LEA in quarterly progress reports, frequent communication, and progress review meetings. ASD has developed programs such as Ready, Set, Go and Directed Study to provide special education support to our students with executive functioning challenges.

- **Are physical facilities safe, clean, and suitable for the purposes of the school?**

Goal The school will meet all criteria for fire, safety, and health codes required by national, state, and local agencies.

The Academy for Science and Design is in full compliance with all national, state, and local regulations governing the facility. Significant efforts have been made over the past few years to continue to improve the cleanliness and visual appeal of the building and classrooms. Positive relationships have been developed between the school and local city

officials who conduct various inspections, as well as who assist in any repairs or upgrades that are needed.

One of the greatest challenges that the school has faced is in updating the technology infrastructure to support a network that is free from disruptions. In the Fall of 2017, school administration collaborated with members of the Board and community members to create a committee to address the problem. The committee made the decision to engage an off site, IT company, All Covered, to develop and implement a technology plan.

- **Is the school emotionally safe for children and adults, free from bullying?**

Goal: The school will promote a safe and caring school philosophy and expect courteous and respectful attitudes from all members of the school community.

Goal: The school will develop and implement all required policies and procedures for ensuring the safety of students from threat of bullying in any form, as well as any other potential danger to students' and adults' physical or emotional well being at school.

The supportive and engaging environment at the Academy for Science and Design has been a pillar of the school's success from the very first days the school opened its doors to only thirty students. While rapid expansion in the early years of the school required adjustments to maintain the unique culture among an ever-growing student population and faculty, the spirit of the school and its members has remained similar to that of the early days of the school, with a strong feeling of connectedness and purpose.

Aside from the intrinsically motivating features of the academic program described earlier, students are also motivated by the school's unified support of its mission as a STEM specialty school and its commitment to a spirit of "all for one and one for all." One notable program that supports our students' social, academic, and emotional growth is ASD's Advisory Program. Student advisory groups are comprised of approximately fifteen students who meet daily with a faculty advisor who moves along with the students as they progress through the academic program. In addition to engaging in team-building, learning organizational skills, and planning for college and career, students build lasting relationships with their faculty advisor as well as with their peers. Often, advisories will initiate activities

that support surrounding community organizations, such as the Nashua Soup Kitchen or the Nashua Children’s Home. Many students also volunteer to participate in ASD’s Peer Tutoring program, assisting peers who are struggling in various courses - which demonstrates and strengthens their interest in elevating others’ success and in seeing themselves as a part of a larger community of learners. Especially motivating for Junior and Senior students is the "private" space they have in a common workspace and lounge adjacent to the High School Advisor and High School Guidance Counselor’s office. Not monitored as a traditional “classroom,” the students feel trusted and motivated to work independently and responsibly.

Student safety is taken very seriously at ASD, with numerous efforts to ensure that proactive steps are taken to protect students’ physical and emotional well being, including an emphasis on the damaging effects of bullying and cyberbullying. Below is data taken from the most recent Parent/Student satisfaction survey with responses indicating the percentage of students who feel emotionally, intellectually, physically, and socially safe while at school:

	OFTEN UNSAFE	SOMETIMES UNSAFE	NEUTRAL	SOMEWHAT SAFE	VERY SAFE
Emotionally	0.00%	2.38%	8.73%	15.87%	73.02%
Intellectually	0.79%	0.79%	5.56%	11.11%	81.75%
Physically	0.00%	0.80%	5.60%	8.80%	84.80%
Socially	0.00%	2.38%	7.14%	14.29%	76.19%

- **Does the school have a viable financial plan to support its program?**

Goal: The Board and school leadership will implement effective systems to enable responsible fiscal oversight of the school.

Goal: The school will develop an annual budget that can be sustained by its enrollment and is in support of student achievement.

Goal: The Board will demonstrate long-term fiscal oversight through appropriate planning processes.

The Board Finance committee, in conjunction with the Business Manager and school Director, continually assesses the financial health of ASD. The finance committee has established a five year outlook of income and expenses to evaluate the long term financial viability of ASD. As a result of the five year outlook estimates the Board has established a Facility Committee to investigate the possibility of purchasing a property or better managing the lease costs on the existing property. The ultimate goal of the Facility Committee is to stabilize facility costs to allow for salary growth to retain and attract quality teachers and to improve other capital infrastructure. This Board Committee advises the full Board of Trustees in decisions and planning processes.

- **Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?**

Goal: The school will implement an admissions and enrollment process in compliance with all state and federal regulations that ensures sustainability for its program, as well as supports the quality and stability of the program.

Applications for enrollment at ASD continue to grow, with the current Wait List for 2017-2018 over three times larger than it was for the 2015-2016 academic year. A great deal of work has been done in the realm of "admissions," notably the removal of all placement tests, simplification of the application itself, and removal of all requests for recommendations from previous teachers. This was done very intentionally to address the perception that the school is "selecting" students. The Director has led the initiative over the last five years to focus instead on helping students to "select" the school. This is done through an engaging and informative "Admissions Open House" that is offered at several points in the year. It is required for entry into the lottery, but the day gives all applicants (or those interested in

applying) the opportunity to listen to panels of current ASD students talk about their experiences at the school, participate in a laboratory activity with ASD teachers, and chat with ASD administration about the academic program and all other related information. These sessions have gotten very positive feedback from parent and student participants, and people have reported feeling welcome and informed.

Below is more specific data related to the applicants for grades 6-9 seeking enrollment from 2014-present (numbers of applicants at the 10th-12th grade levels are too low to report in a chart.). One notable observation is the increased numbers of female applicants to the school over the last four years

Grade 6	Total # Applicants	# Siblings/ Exempt	% Nashua Residents	Male/Female Ratio
2014-2015	168	25	No data	No data
2015-2016	165	42	60%	73 F; 92 M
2016-2017	187	36	65%	83 F; 104 M
2017-2018	193	43	56%	98 F; 95 M

Grade 7	Total # Applicants	# Siblings/ Exempt	% Nashua Residents	Male/Female Ratio
2014-2015	44	10	No data	No data
2015-2016	42	1	45%	16 F; 26 M
2016-2017	49	6	47%	18 F; 31 M
2017-2018	58	8	57%	23 F; 35 M

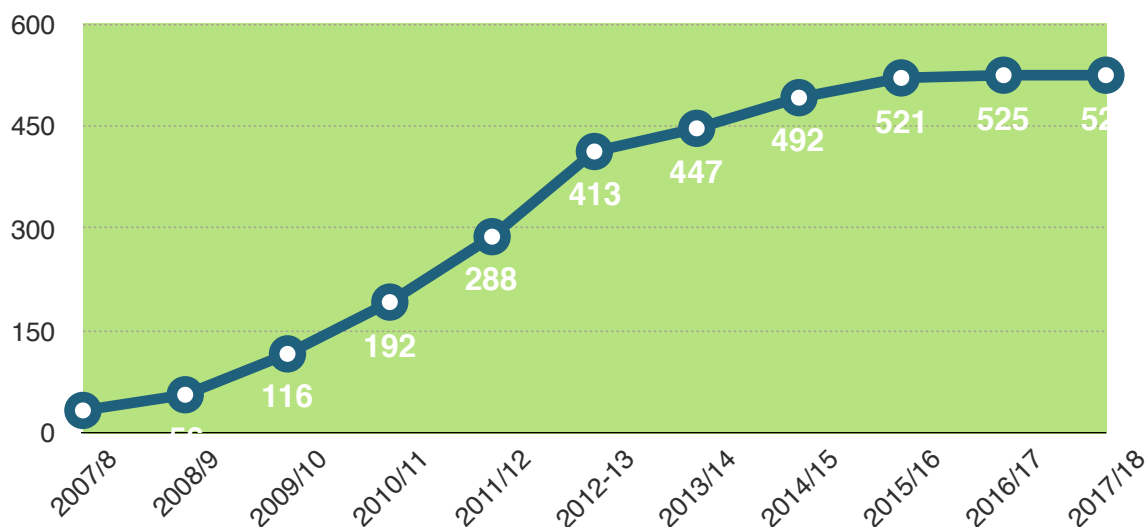
Grade 8	Total # Applicants	# Siblings/ Exempt	% Nashua Residents	Male/Female Ratio
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2014-2015	13	1	No data	No data
2015-2016	8	1	37%	3 F; 5 M
2016-2017	16	1	38%	7 F; 9 M
2017-2018	14	2	14%	4 F; 10 M

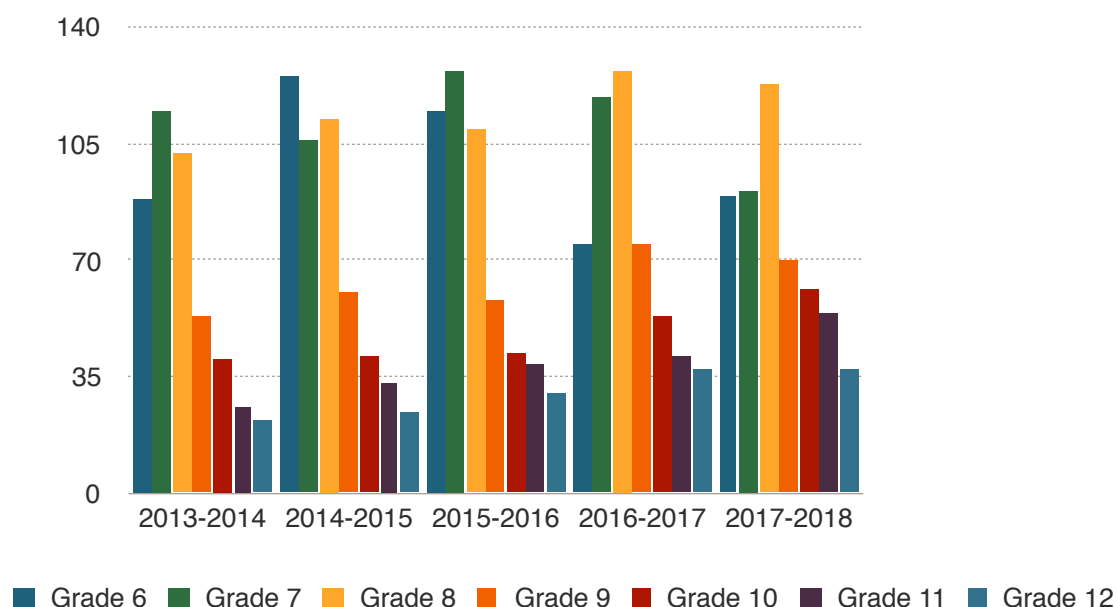
Grade 9	Total # Applicants	# Siblings/ Exempt	% Nashua Residents	Male/Female Ratio
2014-2015	9	1	No data	No data
2015-2016	13	0	16%	4 F; 9 M
2016-2017	21	1	15%	6 F; 15 M
2017-2018	25	2	20%	12 F; 13 M

Student enrollment at the Academy for Science and Design rapidly rose to the cap set by the State BOE. After an amendment to ASD's Charter in 2012 to raise the enrollment cap from 450 students to 525 students to accommodate the school's sixth grade program, the enrollment has settled comfortably and consistently at 525 students. The result of this is an increased ability for school administration to plan and make projections to ensure high program quality.

• Total Student Enrollment from 2007-present



Enrollment Numbers by Grade Level, 2013-present



- **Does the school employ teachers who meet state requirements for experience and/or certification?**

Goal: The school will employ experienced, certified teachers at a rate that meets or exceed state percentage standards for charter schools.

Currently, there are 30 full time instructors at the Academy for Science and Design. The school exceeds state requirements experience and/or certification as 18 of these instructors are Certified Teachers in the State of New Hampshire, with 14 instructors also designated as Highly Qualified (HQT.). Two additional instructors are on the path to complete alternative certification over the next academic year. Among the 30 full time instructors at ASD, 15 of them have a minimum of 10 years teaching experience.

Goal: The school will employ individuals with unique work experience related to STEM subject matter who also possess a strong talent for engaging students in learning.

Among the faculty and staff at the Academy for Science and Design are many individuals who have unique work experience related to STEM subject matter, including but not limited to: twelve years in the finance industry, twenty-five years industry experience in engineering, ten years experience in semiconductor sales, former IBM Technology Consultant, seven years managing environmental projects for the Department of the Army, twelve years experience as a scientist developing technology to detect trace explosives, ten years experience working on Boston's "Big Dig," ten years of experience developing programs and services for visitors with disabilities at the Museum of Science, previous employment in the aerospace industry, twelve years experience as a computer software engineer, and ten years corporate experience as a Marketing Communications Director.

Many individuals employed by ASD also bring strong backgrounds and talents from educational programs and experiences. The school Director is a Certified NH Principal, with a Masters in Education from Brown University and ten years of previous teaching experience. Many other administrators and teachers hold advanced degrees and extensive experience in the field of education.

- **Does the school demonstrate an ability to retain skilled and qualified staff?**

Goal: The school will establish an educational climate resulting in a purposeful, professionally gratifying learning environment and reasonable rates of retention for administrators, teachers, and staff.

When given the opportunity to respond anonymously to a Faculty / Staff Motivation and Satisfaction survey at the conclusion of the 2016-2017 academic year, 56% of ASD faculty report being *Highly Satisfied* in terms of overall job satisfaction, while 44% report being *Satisfied*. There were no individuals who reported being *Dissatisfied* or *Highly Dissatisfied*. As the school's limited budget does not support highly competitive salaries for public school teachers, careful attention has been paid to promoting a culture and climate for the teaching staff that supports a solid retention rate. Currently, the average retention rate for full time instructors and administrators is 90% annually.

Goal: The Board will consider providing additional enhancements in areas of competitive employee benefits and bonuses as additional incentives for improving the retention of quality teaching staff, contingent upon available resources.

The Board of Trustees and ASD administration have collaborated on efforts to create additional incentives for supporting increased employee retention. In 2014, a Retirement Plan was enabled for employees. Salary increases and performance bonuses have been distributed to bring equity across the employees and to be more in range with local Districts. The Director also considers her work with teacher compensation, particularly in regard to the newly implemented Tiered teacher salary schedule, but also in regard to additional compensation such as a “Loyalty Reward” approved by the Board of Trustees in 2016 which distributed bonuses to employees based on longevity of employment at ASD, to be excellent enhancements in terms of employee benefits. The Tiered salary schedule as well as the recognition for previous years of loyalty had a very positive effect on the faculty and staff, with 100% of the employees reporting being either *Highly Satisfied* or *Satisfied* with both.

- **Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?**

Goal: The school will provide timely and readily accessible information to parents on the academic performance of their children, including online access to school events, classroom activities, assignments, and grades.

Goal: Teachers and administrators will respond professionally and empathetically with parents concerned about the academic, personal, and social growth of their children.

Family engagement is directly related the school’s highly effective school-to-home communication perviously mentioned and its continued efforts to reach out to families for feedback about the program. Families receive regular communications from the school by way of a Weekly Bulletin, as well as through various social media channels. The director of the school has an open invitation to participate in a quarterly “Director’s Chat” and sends anonymous surveys to families with questions regarding every aspect of the school. The Academy for Science and Design has improved the frequency and quality of communications

from the school to home, including the use of social media formats Facebook and Twitter for engaging students and families and connecting to community partners.

According to the most recent Parent/Student Satisfaction survey, 63% of respondents report finding school to home communications to be *Highly Effective*, while 36% view school to home communications to be *Effective*.

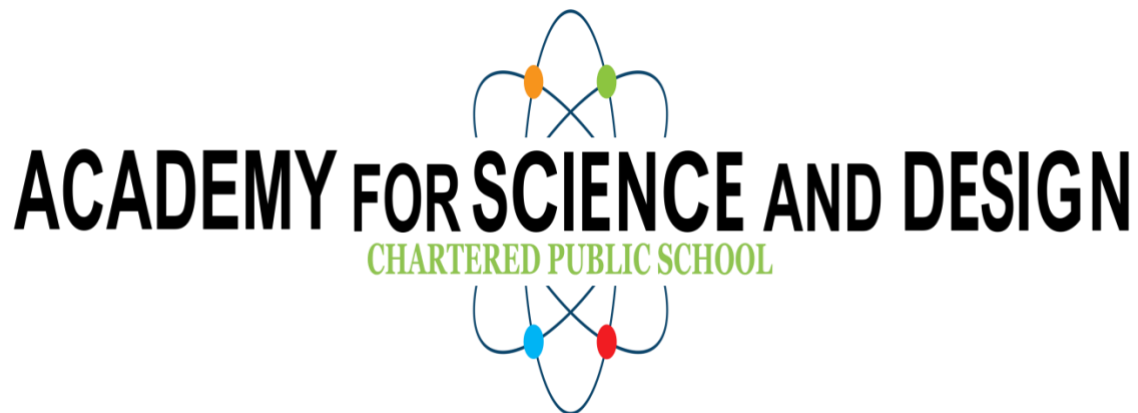
Goal: Parents will be invited to support the vision and sustainability of the school in numerous ways, including volunteer services and financial gifts.

Family engagement at the Academy for Science and Design is evident in many different ways. Each year, ASD runs an Annual Fund in an effort to close the gap left by the limited funding received by the state. Over the last decade, the Annual Fund has raised close to one million dollars in family contributions, with approximately 50% of families contributing an average of \$50.00 per month. The table below shows the totals raised during the last five Annual Campaigns.

2012-2013	\$159,722.57
2013-2014	\$144,038.14
2014-2015	\$170,272.90
2015-2016	\$160,022.00
2016-2017	\$157,427.42

Additionally, ASD families can always be seen providing volunteer support throughout the building. For example, in the 2015-2016 academic year, 30% of ASD families volunteered for a total of 4,418 hours. Volunteers are celebrated at an annual luncheon, and an ASD Volunteer of the Year is recognized on a plaque in the lobby.

There are two significant family-related events, a Fall Festival and a Spring Gala. The Board of Trustees is comprised of 50% parent members, and welcomes feedback from families at any time.



CHARTER SCHOOL RENEWAL VISITATION REPORT

***NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS***

**Academy for Science and Design
486 Amherst Street, Nashua, NH 03063
Date of Site Visitation: October 5, 2017**

ACADEMY OF SCIENCE AND DESIGN CHARTER SCHOOL
CHARTER SCHOOL RENEWAL
VISITATION REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

II. SCHOOL PROFILE

The Academy for Science and Design (ASD) was approved by the New Hampshire State Board of Education in March of 2006, and opened in September of 2007. ASD is an innovative public Charter School that is part of the effort to transform the educational terrain in New Hampshire. Our school works to provide authentic learning experiences for students in grades six through twelve, fostering their curiosity and aptitude for leadership in college and beyond. The lens through which we are developing and preparing future leaders is within the framework of a STEM education. We define STEM as the preparation of students for competency in the following disciplines: Science, Technology, Engineering, and Mathematics. ASD's total enrollment has grown to 525 students.

School Mission Statement

Through our innovative STEM-focused program, the Academy for Science and Design fosters an environment that inspires, nurtures, and challenges every student; cultivating their individual abilities to lead advancements in science and technology, as well as to become thoughtful, compassionate, and engaged citizens.

School Goals

Academic:

- 100% of the academic courses have succinctly stated learning goals and objectives.
- More than 80% of students are proficient or advanced in reading, science, and mathematics on state assessments.

- 100% of graduating students earn credit in college level calculus.
- 100% of middle school students enroll in Algebra 1.
- 100% of graduates complete internship experiences in science-related field, with specialists, industry leaders or entrepreneurs.
- 100% of graduates have a post-graduation plan.
- 90% of graduates plan to attend a college.
- 100% of students participate in volunteer activities both on campus and off campus.
- All students contribute to a respectful community environment.

III Renewal On-Site Visitation

On October 17th, 2017, the renewal on-site visitation for the Academy for Science and Design was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

The On-site Visiting Team: David Quigley, Marjorie Schoonmaker, David Benedetto

The visiting team conducted interviews, classroom observations, and reviewed documents and focused on the following:

- implementation of the charter school's mission,
- effectiveness of the charter school in terms of cost accounting and financial reporting,
- implementation and effectiveness of the curriculum and defined measures of competencies,
- indicators that the charter school and the board of trustees function effectively, and
- that there are systems in place for school sustainability.

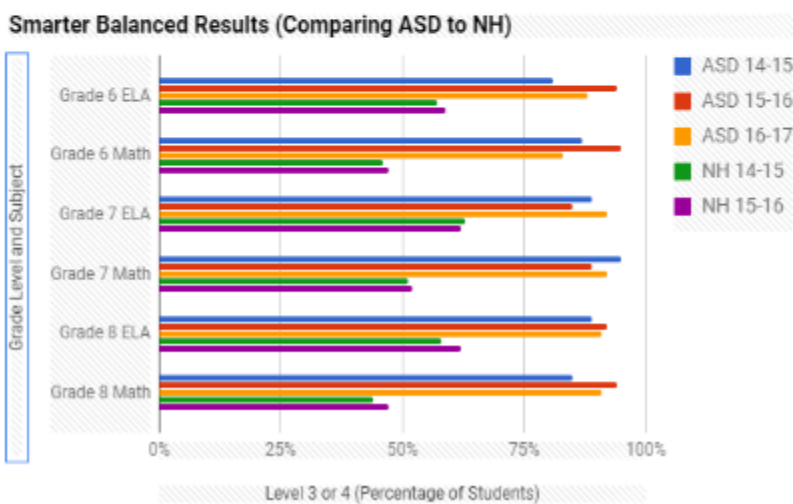
The following school documents were reviewed:

- Application for Renewal of Charter
- Board meeting minutes
- School Curriculum
- Financial Reports
- Academic Achievement Data
- Grade level sequencing and Core Knowledge Curriculum Documents
- Report Cards
- Class Schedules and Faculty List with Certifications
- Student and Staff Handbooks
- School Policies

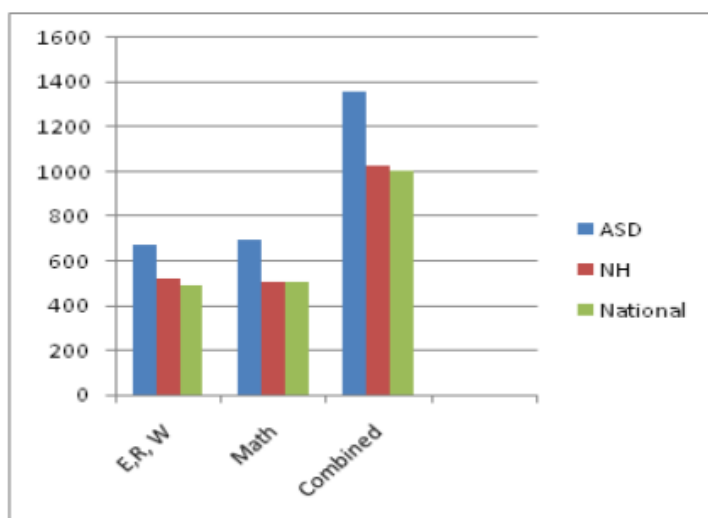
Student Achievement

Smarter Balanced Results

The Smarter Balanced Assessment is a computer based, adaptive test being delivered to schools in the State of New Hampshire as the standardized reading, writing, and math assessment. ASD students enrolled in grades 6,7, and 8 participate in Smarter Balanced Testing each spring. The students are tested in Language Arts and Mathematics in two sections: the Computer Adaptive Test (CAT) and the Performance Task. The graphs below represent ASD's baseline after the first year of Smarter Balanced Assessment.



Class of 2018 Mean SAT Scores
(Based on most recent published averages)



Governance/Leadership

The Academy for Science and Design Charter School is governed by a 15-member Board of Trustees that has general supervisory control and authority over the operations of the school. The Board has a statutory responsibility for reporting progress and achievement of the school's stated goals to the State of New Hampshire Department of Education. The Board meets the 2nd Wednesday of the month, 6:30-8:30pm, at the Academy for Science and Design.

Trustee membership is balanced by Board approved policy (BBB) and process, with members comprised of both "ASD Parents" and "External or non-parents", to the degree possible, to represent a diverse set of individuals committed to ASD's educational mission, strategy and sustainability. Whether an external or parent member, a focus is placed on:

- STEM -- both national and international -- business, science, engineering and educational communities (Universities/educational community)
- Operations -- finance, business, personnel, project/program management, legal and educational
- Outreach -- financial stakeholders and partnerships, grants, revenue to ASD outside State aid, local/national community and legislative ties

The Board sets forth the number of trustees, their terms, recruitment and vetting process, through established Board approved policies and a documented process. In addition to its voting members, the Board may establish non-voting *ex officio* members and/or advisors, which at present include ASD's Director, and representatives from both the faculty and student body (both of the later appointed annually).

While the Board acts as one body, it works through committees to support the administration and the school in various areas of governance and activities. Committees and the number of committees can change. The Board specifically reviews and considers its committees at its Annual Board Meeting in June but new committees can be called or dissolved at any time. The Board may approve sub-committees to complete a very specific task.

Staffing

The Academy for Science and Design is committed to recruiting and retaining highly qualified faculty and staff members. In addition to meeting all state requirements for public Charter schools in relationship to required certifications and criminal background checks, as well as all state and federal employment laws, ASD seeks to employ a diverse group of individuals who:

- Possess strong backgrounds/certifications from educational programs and experiences
- Have unique industry experience in STEM-related fields
- Are committed to the mission/vision of the school

School Staff: 4
School Teachers: 32
Instructional Support: 1
Librarians: NA
Specialists: 4
Admin Support: 8
All Other Support: 4 - Department Chairpersons

Parent Involvement

The high level of family engagement at the Academy for Science and Design is directly related to the school's highly effective school-to-home communication and its continued efforts to reach out to families for feedback about the program. Families receive regular communications from the school through methods, including social media channels.

Families engage with the program in the following ways including, but not limited to: financial contributions, volunteering, resource sharing, advocacy, providing feedback to school personnel, and networking with potential community partners.

Funding

The Academy for Science and Design will use the State's average high school tuition cost as a basis for the foundation for shaping its own budget, attempting to comply with the 80% of average per pupil funding guideline of 194-B:11 (2014)

In partnership with the Finance Committee, the Director and Business Manager develop an annual budget. This budget will be approved by the ASD Board of Trustees prior to each fiscal year, and reported to all entities required by law. The Academy for Science and Design recognizes that the long-term sustainability of a charter school requires a long-term fiscal plan.

A 5-year projected expenditure and revenue budget is included in the Charter Revision, pages 25 through 30.

Additional sources of revenue:

To obtain incremental funding and support for activities essential to high-quality STEM education and to pedagogical innovation, core elements of the Academy's mission, a number of focused efforts are being or will be undertaken:

1. An Annual Campaign and associated events, such as an Annual Gala
2. Substantial expansion of the Academy's outreach and engagement program to cultivate valuable supporting relationships with STEM-focused companies, particularly in New Hampshire and the Northeast, with the goal of obtaining financial support as well as in-kind contributions such as field trips, student internships, SPARK program presenters, Senior project panelists and corporate sponsorships and partnerships.
3. Initiation of an outreach program to identify entrepreneurs and high-net-worth prospective philanthropists who have STEM-related successes and a desire to promote STEM education.
4. Continual exploration of potential STEM-related grants and resources through local, regional and national programs.
5. Expansion of additional teaching opportunities such as fee-based summer school programs.
6. Ventures primarily operated by student organizations that will produce some amount of revenue while providing entrepreneurial experiences for those students.

Transportation

Charter school students will have access to transportation to the class program 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 RSA 194B:2

IV. Constituent Group Interviews

The Academy for Science and Design made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit. The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming. A primary interest was to gain insight to the understanding of staff and faculty regarding the personal and educational needs of the students at the Academy for Science and Design.

Board of Trustees

The Board has supported an increase in staff to include three Guidance Counselor positions. The Advisory Program is unique due to the small class size and having the same teacher through the years. The Advisory has created a comfort zone to learn how to become established in a community. Inclusion of visitations from upper level students to different advisory groups has broken some barriers to class segregation.

Prior to Jen Cava becoming Director, there had been a large amount of turnover of the position. Having consistency between the Board and Director is making for smoother transitions and implementations.

The ASD is leasing a commercial facility, and are, therefore, responsible for the repairs and upkeep of the building. Since they are leasing the building, they are not allowed to contract a bond out with the town to pay for potential major repairs. They are also financially responsible for the town taxes of the building, being classified as "commercial/ business"; the tax percentage is quite higher than a typical school building. They are concerned with creating a competitive salary and benefit package for their teachers. They have offered a 401K Retirement Fund, but have not been able to place matching funds into the account. The Board has created a five year outlook on finances.

The Board discussed professional opportunities that are available for their teachers. There is some money in the budget for individuals to use. Grants are another alternative to receiving funds for their professional development. The Board feels that there are many opportunities through UNH to receive professional development. All teachers are given the opportunity, approximately 3 hours a month, to receive internal professional development hours.

It was also stated that all Charter Schools participate in the Best Practices Conference. The school believes they would be able to offer professional development to other schools, should they be invited.

Discussion of the Accountability Plan:

The Board stated that the Accountability Plan does include amendments to the Charter. Currently, it has been sent to the Board for review. It is on the agenda for the October Board meeting for discussion. The goal is to move it to the November Board meeting for a vote. If there is more discussion than expected, the vote will be considered in the December Board meeting. Once the vote is complete, it will be recorded in the minutes of the meeting. The record will be submitted to the NH Department of Education for their files.

Parent Interviews

The overarching question posed to parents was what their interpretation of the challenges for ASD was. Finance was the first response. It was stated that no money goes into the appearance of the school, again, because they are leasing the building and not owning it.

Teacher retention, purchasing the building, funding of labs were all discussion points of funding issues.

Another challenge is the misperceptions of the local community. It was felt that many in the local communities don't know about the school. It is perceived that ASD is for the elite students, there is recruitment of only top local students, private school expectation level, and ASD is taking money from local high schools to fund our school.

A parent stated that she is concerned about not only local perception, but also college's perception. Her son tried to apply for a west coast college; she was told his GPA didn't meet the standards required for entry. Her son's GPA was lower than what he could have earned at a local high school. However, what he learned in his program of studies she felt exceeded what he would have learned at the local high school. She felt that there needs to be open clear communication concerning ASD. Would the use of a public relation program promote the dispelling of these perceptions?

Parents were asked why some students only come for the middle school program while others stay for the middle and high school program. One parent stated one reason was because of the reputation of a middle school in the district. Parents want to remove their children from negative influences and feel ASD will provide that opportunity. Other parents stated that there are more opportunities at the high school including many extra-curricular activities such as marching band, sports, and clubs. Another stated there are more class options and a higher variety of AP Courses available to the grades.

In closing, parents were asked, what was the best experience they could relay about ASD? The response was, "Our children are challenged, but not stressed! Students don't know the true extent of how they are being challenged. When they enter college they are well prepared for the expectations to be successful there."

Key takeaways:

- (+) full-year computer science requirement for all HS students
- (+) full-year of technology / engineering for MS students
- (+) full range of STEM activities (various branches of engineering, computer science, pre-medicine, etc.)
- (+) work-based learning / internships for many students
- (+) strong culture of success
- (+) strong community
- (+) seems like a lot of faculty collaboration and interdisciplinary learning, even blurring the lines between STEM and the humanities.

Comments on challenges associated with culture of success:

- Attrition is a challenge. It is a tough balance to have a rigorous curriculum and high expectations, but still ensure that ample supports are provided for students. I am convinced that strong supports are provided, but I wonder if the culture of success can actually be a detriment to students who are still developing their abilities.
- Along those lines, I wonder if students who do not view themselves as being as high-achieving as their peers feel as though they are fully a "part of the family."
- I also wonder if students feel it's "top-tier university or bust." There are many paths to success and many measures of success.
- That said, I believe that these are difficult considerations and I strongly sense that ASD leadership is actively engaging with these considerations in an effort to make ASD the best possible school for ALL students who attend.

Student Interviews

When students were asked if they felt challenged in their education there was a resounding yes. Many felt that many adults served as motivators through their educational endeavors. They are given opportunities to apply core concepts through a variety of venues such as bridge building, building a tiny house, and senior project. The Humanities Class offers the opportunity to “practice” for their senior project. A student stated that is project based and has more of a guiding principal theory of instruction. He felt that going through the Humanities Class gave him the foundational knowledge needed to successfully complete his senior project.

A student stated that the Theater Club helped him with public speaking and made a good Segway into his community relationships. The students praised the ability to create clubs of their own interests. There is a well-defined procedure in organizing a club including approval from administration and obtaining a teacher/adult to “run” the club. For those students interested in sports, the school works hard to create an individual schedule that will accommodate the inclusion of the sport.

When students were asked about their general education courses and the instructional methods used, many students stated that it is very discussion based. They said often they are asked, “What do you observe, what do you feel, what do you think about...”. They stated that teachers are often facilitators of conversations. Students are also encouraged to become the “teacher” in the classroom. Also, outside of a classroom, students are often asked to be peer-tutors for those struggling in their academics.

A question was posed concerning bullying. Did students feel it existed in their school? Quickly, it was stated it was not allowed. There are open discussions during Advisory time to discuss what bullying is, how it looks, and how to stop it from happening. There are many activities through the year that include whole school grouping, so the stigma of class separation is not promoted; instead the idea of a community is supported. Having a senior eat lunch with a 7th grader is not an uncommon site in the cafeteria.

Students stated that the grading system is done through Focus. All students and parents have access to their accounts and can monitor their status at any time. Mastery of a topic includes a final score of 80% or better to move to the next level course. The final score for the course is based on a mixture of projects, tests, and homework grades. If a student receives a final score between 70 and 79%, they are given the opportunity to attend summer school. At the end of summer school, they are required to take the same final exam for their course. If students score an 80% or better on the final, they are allowed to advance to the next level course. If they receive a score below 80%, the expectation is to repeat the course. There is time build into their academic schedule to “catch-up” to their peers should they need to repeat a course. Students were asked about the inclusion of their parents into their educational environment. It was stated that many parents volunteer at the school and can often be seen in the classrooms. The school holds a volunteering class to define the expectations of roles. There are traditional avenues for parents to attend the school such as parent/teacher conferences, family nights, theater presentations, and educational evenings.

Staff Interviews

- Board member discussion. Mostly discussions here were on high-level board things - more a concern for David Q. I feel as though my primary duty this day was to focus on STEM and Computer Science: curriculum, instruction, student supports, etc.
- Discussion with department heads.

- I had a great discussion with the humanities dept. Head. Seemed to have a very interdisciplinary view, and incorporate things that blur the lines between STEM and Humanities (e.g. social sciences, science & technology impacts on society, etc.)
- Also had some time to speak with Math and Science dept. Heads. Although STEM is integrated, there are still separate classes - I think this is logical at the HS level. For example, incorporating elements of science and technology into the math courses, and vice-versa. That way each of the courses are reinforcing one-another. It seems all around that there is strong faculty collaboration (this also came up in faculty focus group).
- Also happy that Engineering is included with Science dept. And Computer Science with Math dept. This is very logical. Note that having these distinctions does not hinder interdisciplinary learning and integration between subjects.
- Faculty focus group:

When teachers were asked what they liked most about teaching at ASD, most spoke to the curriculum. They felt they could update the curriculum regularly, there was more flexibility with the curriculum and pace of the course, and the curriculum instruction could be modified and adapted at any point in order to meet the needs of the individuals or class as a whole.

The teachers stated that though the school is promoted as science and math, that humanities are well intertwined creating a well-rounded student. Each class can be found to have mixed abilities with students supporting each other. The sense of community is a true culture embedded throughout the school. The teachers instill a growth mindset throughout instruction for their students.

When asked about what potential drawbacks they encounter teaching at ASD, the overwhelming response was their competitive pay schedule and not being part of the statewide NH retirement system. Many who came to the school took a substantial pay reduction, but the benefits of their instructional freedom seemed to be a good offset.

Another issue is the classroom resources. An English class only has one copy of the book "Lord of the Flies" as their classroom set. It was stated that in order to have better labs, materials are required, and funding is not supported for those materials.

IV. Commendations and Recommendations

A. Progress Toward Meeting Mission

Academy of Science and design has demonstrated outstanding progress towards meeting its academic, programmatic and organizational goals as outlined in this document.

B. Responsible Use of Public Funds

The Academy of Science and Design has demonstrated responsible use of public funds. Quarterly financial reports are provided and comply with accepted standards of public school accounting. The school's annual financial report is submitted in a timely manner and the annual audited financial report reveals no significant material defects. Reasonable and prudent planning is evident in the financial reports. However, the school is only partially in compliance with publicly available Board of Directors meeting minutes. In practice, ASD's website contains Agendas for the past five years but does not provide public access to the minutes. Upon requesting the hardcopies of the minutes the ED made them immediately available. In the

future, ASD should consider updating and making available for public consumption, their Monthly Board of Trustees Meetings.

C. Indicators of School's Sustainability

Commendations

- High quality educational experience for students.
- A strong sense of community is persuasive throughout the school.
- A Blue Ribbon Award School for Excellence in Education.
- There is strong and positive parent and family engagement at the Academy for Science and Design School. The sustaining commitment of the parents and their promotion of the school in the greater community are impressive.
- The proactive stance of the Academy of Science and Design's Board of Trustees and their strong leadership has been instrumental in the growth and success of the school.
- The school made significant revisions to its charter, demonstrating a response to the needs of its student population, as well as to the role the Academy for Science and Design has as a New Hampshire public charter school.

D. Promoting Student Attainment of Expected Knowledge and Skills

Academy of Science and Design has demonstrated exceptional progress toward promoting student attainment of expected knowledge and skills, as outlined in the annual report.

V. Overall Findings

In accordance with the criteria for Charter School Renewal, the Academy for Science and Design meets the requirements for: Progress toward Meeting Mission; Responsible Use of Public Funds; Indicators of School's Sustainability; and, Promoting Student Attainment of Expected Knowledge and Skills.

Academy for Science and Design is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team

Lead Evaluators:

David Quigley

Marjorie Schoonmaker

David Benedetto



30 Linden Street
Exeter, New Hampshire 03833
(603) 775 – 8638
www.gbcs.org

RECEIVED

NOV 22 2017

STATE DEPARTMENT
OF EDUCATION

November 17, 2017

Mr. Frank Edelbut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut:

With the approval of the Great Bay Charter School Board of Trustees, I am writing to request that our school be authorized to add grade six for the 2018-2019 school year. This request is made with the full understanding that we will remain within our authorized annual enrollment target of 170 students creating no additional financial impact.

This request is brought about as we have been routinely contacted by parents of current fifth grade students seeking alternative educational options for their students transitioning from K-5 elementary to 6-8 middle schools. Over the past three years, we have turned away inquiring sixth grade parents only to be disappointed by unsustainable seventh grade numbers. Our current lowest grade transition is clearly mismatched to the prevailing area need with most students already having made transitions to area 6-8 middle schools.

It is our expectation that the addition of grade six would not only balance and sustain our middle school enrollment, but also enhance our "lower school" program by offering diversity, parent involvement, and a more realistic expectation for a sustainable entry point into our younger grades.

In our current configuration as a grade seven through twelve school, we already possess the staff, facility, and expertise to incorporate sixth grade in this timeframe. It is our hope to be able to inform prospective new parents/students for our annual spring information period this March and begin enrolling students for grade six beginning in the fall.

I would be happy to answer any questions you may have as this proposal is considered. Thank you in advance for your assistance.

Sincerely,

A handwritten signature in blue ink, appearing to read "Peter E. Stackhouse".

Peter E. Stackhouse,
Executive Director

New Hampshire Department of Education
Public School Approval Program
Bureau of School Safety and Facility Management
101 Pleasant Street, Concord, NH 03301-3852
Telephone: (603) 271-8049

SCHOOL STATUS CHANGE REQUEST FORM

Directions: Public schools should use this form to notify the Department of Education of district approved changes identified in Part A – F below. Be sure to: 1) complete the applicable sections below 2) sign the bottom of this form, 3) attach the school board minutes approving the changes, and 4) return this form and attachments to the above address or email a copy to Marielana.Blanchard@doe.nh.gov. **A separate form should be used for EACH school undergoing a change in status.**

SCHOOL INFORMATION

Today's Date: November 30, 2017

Name of School: Great Bay eLearning Charter School

School ID Number:

Town: Exeter

SAU #: 401

Contact: Peter Stackhouse

Title: Executive Director

Phone Number: (603) 775-8638

Email address: pstackhouse@gbecs.org

PART A: CHANGING FACILITY LOCATION

New address:

PART B: RENAMEING SCHOOL

Old name: Great Bay eLearning Charter School

New name: Great Bay Charter School

Effective date: 10/17/2017

PART C: ADDING OR DROPPING GRADE LEVELS (circle applicable grades)

Grade levels ADDED: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Effective date:

Grade levels DROPPED: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Effective date:

PART D: CHANGING GRADE STATUS

Old Status: Elementary -- Middle -- High School (Circle one, two, or three)

Effective date:

New Status: Elementary -- Middle -- High School (Circle one, two, or three)

Effective date:

PART E: CLOSING SCHOOL

Effective date (month/day/year):

PART F: OPENING SCHOOL

Effective date:

Circle grades to be taught at this new facility: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Status: Elementary -- Middle -- High School (Circle one, two, or three)

Fax number:

Principal name:

Principal's email address:

Superintendent Name: Peter Stackhouse

Signature: 

Date: 11/30/17

PLEASE ATTACH SCHOOL BOARD MINUTES APPROVING THESE CHANGES.

Great Bay eLearning Charter School Minutes
Thursday November 16, 2017 4:30
Tuck Learning Campus, 2nd Floor, Room 213

Present: Lucy Cushman, Bill Perkins, Bill DaGiau, Lisa Gillis

Absent: Roy Morrisette, Kim Casey, Ben Hillyard

1. CALL TO ORDER: The meeting was called to order at 4:30 pm.
2. NON-PUBLIC SESSION –To discuss a student matter under c.
(May be called at any time in accordance with Chapter 91-A: 3II, a, b, c, d, e or i)
3. APPROVAL OF MINUTES
 - 3.1 Public Minutes – **A motion by Lucy Cushman, seconded by Bill DaGiau, and unanimously approved to approve the September 21, 2017 minutes.**
4. VISITORS -none
5. BUSINESS AND FINANCIAL
 - 5.1 Financial Report
The YTD Financial Statements were handed out and reviewed
 - 5.2 Human Resources
Representatives from HealthTrust met with Mr. Stackhouse to review the 2018-2019 rates. We will see increases in Health and Dental, a decrease in STD, and no charge to LTD.
 - 5.3 Business Office
The audit is ongoing with extensions filed for the NH and IRS reports.
6. GENERAL CORRESPONDENCE - none
7. ADMINISTRATIVE REPORT
 - 7.1 Directors' Report – Peter Stackhouse
Our annual Holiday Gift Card Fundraiser has started; the last order before Christmas will be placed on Monday, Dec 18th.
GBeCS Family Bowling Night will be held at the Exeter Bowling Lanes from 6:30-8:30.
We have partnered with the Austin17 House for a float entry in the Exeter Holiday Parade on Dec 2nd.
The Winter Exhibition for students will be on Wednesday January 12th from 6-7:30.
 - 7.1.1 Enrollment Report as of 11/16/17

	8/17	9/20	11/16	Current M/F
7 th	5	8	9	5/3
8 th	13	16	16	7/9
9 th	20	19	20	10/9
10 th	41	35	34	20/15
11 th	34	32	33	23/9
12 th	22	26	27	14/10
 - 7.2 GBeCS Policies - none
8. EMPLOYEES - none

9. BOARD REPORTS - none

9.1 Resignations and/or Nominations

10. BUILDING AND GROUNDS - none

11. PUPIL RELATED MATTERS - none

12. OLD BUSINESS

The official name change at the Department of Education is pending with one additional step remaining.

13. NEW BUSINESS

A motion by Lucy Cushman, seconded by Bill DaGiau and unanimously approved to approve finalization of the process for the formal name change of the school from “Great Bay eLearning Charter School” to “Great Bay Charter School.” This process will involve filing with the Department of Education for our official name change with the DOE database. It also affirms that the following steps have already been taken:

- **Email Communication was undertaken between Peter Stackhouse and members of the Board of Trustees (October 2017) requesting to begin the process and receiving unanimous positive responses from majority in return**
- **Application was filed with NH Secretary of State for name change**
- **Initial denial was received pending letter from NH Department of Education approving the change**
- **Letter was requested and sent by NH Department of Education to Secretary of State approving the change**
- **Approval by NH Secretary of State was granted 10/17/2017**

A motion by Bill DaGiau seconded by Lisa Gillis and unanimously approved to grant the GBeCS administration permission to apply to the Commissioner and/or NH Board of Education for the potential addition of grade six for the 2018-2019 school year.

This approval is to begin the process to obtain authorization and potentially enter our enrollment period with the sixth grade option in place. It is expected that further information including staffing, facility, and other logistical information will be presented at the January meeting. It is unlikely that waiting until mid-January to begin the process could result in decision at the NH Board by our February/mid-March information and enrollment period.

14. AGENDA ITEMS GOING FORWARD

15. ADJOURNMENT: Next meeting is scheduled for January 11, 2018. **A motion by Bill DaGiau, and seconded by Lisa Gillis and approved to adjourn the meeting at 5:15 pm.**

FEB 22 2018

APPENDIX II-C

VI, A MM

4/4

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE

See page one of the instructions regarding additional notice.

Notice Number 2018-35

Rule Number Ed 501.01; Ed 501.02; Ed 502.01,
Ed 510; Ed 511 and Ed 512

1. Agency Name & Address:

State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

2. RSA Authority:

RSA 21-N:9, II(s) and (cc)
RSA 186:8, III-V

3. Federal Authority:

4. Type of Action:

Adoption XAmendment Repeal XReadoption Readoption w/amendment X

5. Short Title: Certification Standards for Educators on Code of Professional Conduct,
Investigations and Disciplinary Proceeding and Denial of Certification

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 501.01 specifies the purpose of the rules in Ed 500 on certification standards for educational personnel. It is being readopted with amendment to include the development and administration of a code of ethics and a code of conduct for educators as being within the statutory responsibilities of the State Board of Education.

Ed 501.02 on definitions is being readopted with amendment to clarify existing definitions as well as add definitions for terms not previously defined.

Ed 502.01 on confidentiality of educator certification records is being readopted with amendment to add "and revocation, if applicable" to Ed 502.01(a)(3) on credential status information available to the general public.

Part Ed 510 currently addresses disciplinary proceedings but will now specify, and be titled, "Principles of Professional Conduct." Four new sections have been added to the beginning of this part, and the current Ed 510.01 titled "Duty to Report" is being readopted with amendment and renumbered as Ed 510.05 to clarify these procedures. Current sections Ed 510.02 through Ed 510.04 are being readopted with amendments and renumbered in Part Ed 511. The existing Ed 510.05 on voluntary surrender of a credential is being repealed.

A new Part Ed 511 is being proposed, which will be titled "Investigations and Disciplinary Proceedings." It will contain a new Ed 511.01 on investigations, and the current Ed 510.02 through Ed 510.04 are being readopted with amendments and renumbered as sections within Ed 511 as described above. The existing Ed 511.03 on grounds for reinstatement is being readopted with amendment and renumbered as Ed 511.05.

The existing Part Ed 511 on denial, suspension, or revocation of certified personnel is being renumbered as Part Ed 512, and the title has been changed to "Denial of Certification." Part Ed 511 will contain the current Ed 508.07 and Ed 511.01 on denial and grounds for denial, which are being readopted with amendments and renumbered as Ed 512.01 and Ed 512.02. The existing Ed 511.02 through Ed 511.06 on grounds for suspension or revocation, effects of certificate surrender, investigations, and due process for denial are being repealed.

The existing Ed 512 on the professional development master plan and certification and Ed 513 on requirements for initial certification are being renumbered as Ed 513 and Ed 514.

6. (b) Brief description of the groups affected:

Public, private and charter school credentialed educators and administrators, students and parents of students and institutes of higher education are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

RULE	STATUTE
Ed 501.01-501.02	RSA 186:8, II; RSA 189:39
Ed 502.01	RSA 186:11, X(a)
Ed 510	RSA 186:11, X(a)
Ed 511	RSA 189:14-a, b and c
Ed 512	RSA 186:11, X(a)

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Program Assistant II**

Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**

Phone #: **(603) 271-2408**

Fax#: **(603) 271-4134**

E-mail: **amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 19, 2018**

☒ Fax

☒ E-mail

☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 12, 2018 at 1:00 p.m.**

Place: **Department of Education
State Board Room, 101 Pleasant St. Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:030 , dated 2/21/18

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements and process for revocation and suspension of educator credentials. These processes are already in place and being updated to reflect current practices. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues and do not impose a cost on political subdivisions. Therefore, there is no violation of Part I, Article 28-a.

Prepared by
Office of Legislative Budget Assistant

LBAO
FIS 18:030
02/21/18

Fiscal Impact Statement for State Board of Education rules governing Code of Professional Conduct for Educators. [Ed 501.01; Ed 501.02; Ed 502.01; Ed 510; Ed 511 and Ed 512]

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rule to the existing rule. Not applicable to Ed 510.01 through Ed 510.04 or Ed 511.01, as these are new rules.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- Unclear:** Where is this specified?
- (a) Develop and administer credential standards for educational personnel;
 - (b) ~~Provide oversight and discipline of credential holders;~~ *Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;*
 - (c) Develop *and administer a code of ethical*s for all credential holders and to inform members of the public of the *ethical* and professional standards *conduct* to be followed by *applicable* to credential holders;

Unclear: How do these differ?

Edit: Delete.
 - (d) ~~Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders~~ *Define unethical conduct which justifies disciplinary sanction against an educators credential*; and

Edit: "educator's"

Edit: "Specify"
 - (e) Provide *oversight of* adjudicatory proceedings required for ~~the oversight and discipline of~~ credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

- Edit:** "shall"
- (a) "Administrator" means the administrator of the bureau of credentialing.

Edit: End (a)-(s) with semi-colons.
 - (b) "Board" means the state board of education created by RSA 21-N:10.
 - (c) "Bureau" means the bureau of credentialing, division of program support, department of education.
 - (d) "Certificate" means the actual form of approval when a credential is granted.
 - (e) "Commissioner" means the commissioner, department of education.
 - (f) "Credential" means the approved certification of an educator.
 - (g) *"Denial" is the refusal to grant an initial certification to an applicant for a credential.*
 - (gh) "Department" means the New Hampshire department of education.
 - (hi) "Director" means the director, division of program support.
 - (ij) "Division" means the division of program support.
- Edit:** "means"

(~~j~~k) "Educator" means any ~~professional employee~~ **individual** of any school district whose position ~~requires~~**holds** certification **issued** by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term.

(~~k~~l) "Endorsement" means the specific subject area for which the credential is issued.

(~~l~~m) "Intern license" means the authorization granted to applicants pursuant to Ed 505.03(e), Ed 505.04 and Ed 505.05 to perform educational services while the plans are being implemented.

Edit: "under the cited rules"

(~~m~~n) "Mentor" means a person who:

Edit: comma

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a certified educator with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program.

(~~n~~o) "Permission to employ" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a temporary vacancy.

Edit: no cap

(p) "**Professional Conduct**" **means a set of established professional norms and behaviors which extend beyond the workplace.**

Edit: "means"

(q) "**Reprimand**" **is a formal admonishment of a credentialed educator, as defined in Ed 501.02(k), for his or her conduct but is not a suspension or revocation of a teaching credential.**

(r) "**Revocation**" **means the department has permanently taken a teaching credential away from an educator.**

(~~s~~t) "Statement of eligibility" means a certificate issued by the department of education that indicates that an individual has successfully met the entry requirements of:

(1) Alternative 4 certification; **or**

(2) Alternative 5 certification; **or**

(3) ~~Highly qualified teacher.~~

(t) "**Suspension**" **means the department has taken a teaching credential away from an educator for a specified period of time.**

Edit: "; and"

(u) "**Student**" **means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution and includes individuals through ~~one~~ months after graduation.**

Edit: Delete.

Edit: "9"

Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Educator Certification Records.

Edit: comma

(a) Pursuant to RSA 91-A:5, ~~V~~the following limited credential status information shall be available to the general public, upon written or verbal request:

Edit: Delete.

- (1) The name of the educator;
 - (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
 - (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, *and revocation, if applicable*; and
 - (4) The school, if known or stated, where the educator is currently employed.
- (b) The provisions of this section shall not require the release of information related to:
- (1) Informal or formal investigations; or
 - (2) Board or hearing officer records from adjudicatory proceedings involving the educator when such adjudicatory proceeding is not open to the public in accordance with Ed 200.
- (c) The complete record of a credential holder shall be released by the division upon written request to the following:
- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's certification record is relevant to the proceeding;
 - (2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
 - (3) A certifying agency of another jurisdiction for:
 - a. Purposes of certification of the credential holder in the other jurisdiction; or
 - b. An investigation of the credential holder by the other jurisdiction, when:
 1. The credential holder was the subject of a formal investigation under Ed 510; or

Edit: "board"

2. Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) As standard operating procedure, the bureau shall report to all of the following entities any discipline ordered against a credential holder:

(1) Each superintendent of school in N.H.;

(2) Each state department of education;

(3) Each department of education for the territories of the United States; and

(4) The National Association of State Directors of Teacher Education and Certification Educator Identification Clearing House.

Note to Agency:
For an adoption, the text should not have been annotated.

Adopt Ed 510.01 – 510.04, cited and to read as follows:

Unclear: What principle? Note that the section title is not rule text. Applies here and subsequently.

PART Ed 510 PRINCIPLES OF PROFESSIONAL CONDUCT

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals.

Edit: move

(a) *In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:*

Edit: Insert "shall" before "apply".

Edit: Delete. Here and subsequently, avoid solitary subdivisions.

(1) *An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a fellow professional;*

(2) *An educator shall self-report, within 2 business days, if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;*

Unclear: What about sexual orientation, as specified in RSA 354-A:1?

(3) *An educator shall not falsify his or her professional qualifications;*

(4) *An educator shall not be in possession of alcohol or controlled drugs, or under the influence of alcohol or controlled drugs, in the presence of students while students are in their care either on or off school grounds; and*

Unclear: Unnecessary?

Edit: "shall have"

(5) *An educator has a duty to report as outlined in Ed 510.05.*

Ed 510.02 Principle 2—Responsibility to Students.

(a) *In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:*

Edit: Insert "shall" before "apply".

Unclear: What constitutes abandonment in this context?

(1) *An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a student;*

See Ed 510.01(a)(1).

(2) *An educator shall not engage in a dereliction of duty which shall constitute an abandonment of students in his or her care, either on or off school grounds;*

(3) *An educator shall not provide alcohol or controlled drugs to students, facilitate the use of alcohol or controlled drugs for students, or knowingly allow students to use alcohol or controlled drugs while the educator is on or off duty;*

(4) *An educator shall not solicit a student, as defined in Ed 501.02(u), to engage in a sexual relationship, sexual activity or both; and*

Edit: comma

(5) *An educator shall not engage in a sexual relationship, sexual activity or both with a student as defined in Ed 502.01(u).*

Unclear: Unnecessary?

Ed 510.03 Principle 3—Responsibility to the School Community.

Edit: "shall"

(a) *In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:*

Unclear: What exactly is being prohibited?

(1) *An educator shall not make an unjust or prejudicial distinction on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a parent or guardian of a student or other member of the community who is on the school property;*

(2) *An educator shall not accept gratuities, gifts or favors that might impair or appear to impair professional judgment;*

Edit: comma

(3) *An educator shall not misuse funds intended for use in or by the school, to include funds which are collected from parents and students; and*

Unclear: Who determines this? May be too broad for uniform application.

(4) *An educator shall not intentionally alter or misrepresent student assessment results or official school records.*

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology.

Edit: "shall"

(a) *In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:*

(1) *An educator shall not solicit a student, as defined in Ed 501(t), to engage in any illegal activity via electronic media;*

(2) *An educator shall not engage in harassment, stalking, or bullying via electronic media; and*

Edit: "(a)(3)"

Edit: "shall be determined by considering:"

(3) *An educator shall not engage in inappropriate communication via electronic media. For the purposes of this section, inappropriate communication, considering the intent, timing, subject matter, and amount of communication, is defined to include, but not be limited to:*

Edit: (b)

Edit: "; and"

Edit: "a. The"

Edit: "b. Whether."

Unclear: If the rule is to prohibit these things, the rule must be clearer as to what, specifically, is prohibited.

- Edit: "1. The" → *a. Whether the communication made was covert in nature;*
- Edit: "2. The" → *b. Whether the communication could reasonably be interpreted as solicitous, sexually explicit or romantic in nature; and*
- Edit: "3. The" → *c. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the educator or the student.*
- Edit: comma

Readopt with amendment and renumber Ed 510.01, effective 2-23-12 (Doc #10089), as Ed 510.05 to read as follows:

Ed 510.015 Duty to Report. Edit: "shall have"

(a) Each principal has a duty to report to the superintendent of the school district or SAU where the principal is employed, if the principal has been notified of, or is personally aware that an educator has violated any of the rules of professional conduct as enumerated in Ed 510.01-.04, which occurred on or off duty.

Edit: "510"

(ab) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report all charges of misconduct against a credential holder within the school district or school administrative unit to the director or designee any of the following to the office of credentialing:-

Unclear: How determined, and by whom?

Edit: "510"

(1) Any confirmed violation of the principles of professional conduct as enumerated in Ed 510.01-.04 by an educator, as defined in Ed 501.02(k), which occurred on or off duty;

Edit: "in"

(2) When a superintendent has knowledge that an educator, as defined by Ed 501.02(k) has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

Edit: comma

(3) Misconduct or unprofessional conduct by an educator, as defined by Ed 501.02(k), which occurred on or off duty where the nature or circumstances of the educator's conduct would:

Edit: comma

a. Potentially place a student(s), as defined in Ed 501.02(t), in physical or emotional jeopardy;

Unclear: May be too vague for uniform application.

b. So detract from the educator's professional standing as to render the educator unfit for continued certification; or

c. Create an inability for the educator to carry out his or her assigned duties.

Unclear: Are these terms defined?

(bc) Educators having reason to suspect that another educator has abused or neglected a student shall report the same to:

Edit: "who have"

(1) The department of health and human services, pursuant to RSA 169-C:29; and

(2) The bureau office of credentialing.

Unclear: How determined, and by whom? Are these terms defined? Is unprofessional conduct the "violation of principles" in (b)(1)? Does (b)(3) limit the mandatory reporting in (b)(1) of any continued violation?

Unclear: How would the Office be aware there is something to investigate?

(ed) Failure to report any charges of misconduct or incidence of suspected misconduct shall result in disciplinary actions being taken against the non-reporting educator by the board. *The office of credentialing shall undertake an investigation, as enumerated in Ed 510.06, if an educator, principal, superintendent, chief executive officer, or headmaster fails to make a report as required by Ed 510.05(a), (b), or (c).*

Edit: "511.01"

(de) ~~The bureau~~ *office of credentialing* shall ~~conduct~~ *undertake* an investigation, *as enumerated in Ed 510.06, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above* ~~whenever it receives a report under (a) or (b) above.~~

Adopt Ed 511.01, cited and to read as follows:

PART ~~Ed 510~~ *511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS*

Ed 511.01 Investigations.

Edit: Since there is no intro language for this section, all the paragraphs should end in periods.

Unclear: Who is this? From in Dept? Outside?

(a) *Investigations shall be handled by the department and shall be conducted by the office of credentialing or designee;*

Unclear: Too broad and subjective.

(b) *An investigation shall be undertaken if the office of credentialing or designee deems it necessary to examine acts of possible misconduct by an educator which have come to the attention of the department either through direct reporting or other means;*

(c) *Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against an educator;*

(d) *Educators shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the educator's credential pending the investigation;*

Edit: "including"

(e) *The department shall interview all people, to include the educator, who might have information which might be relevant to the investigation;*

(f) *Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis;*

Unclear: How? Does the Dept. have subpoena power?

(g) *The department shall obtain any and all documentation which might be relevant to the investigation;*

(h) *Once the investigation is complete, the following procedures shall apply:*

(1) *The department shall create a report which documents the results of the investigation;*

Edit: "proposed"

(2) *The educator shall be notified in writing of any discipline as set forth below and the specific grounds upon which the discipline is based; or*

See comment to 511.02(a)(1)-(3).

(3) *If no disciplinary sanction is imposed, the department shall notify the educator in writing that the investigation is closed;*

Unclear: Except as allowed under RSA 541-A:30, III, no discipline can be imposed without the opportunity for a hearing. Ed 511.03 indicates a hearing if the director decides it is required.

(i) Investigatory reports and all information gathered during the course of the investigations shall be confidential, with the following exceptions:

Edit: "an investigation"

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the educator;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the educator in the other jurisdiction; or

2. An investigation of the educator by the other jurisdiction when:

(i) The educator was the subject of a formal investigation under Ed 510; or

(ii) Disciplinary action was taken against the educator by the state board of education pursuant to Ed 510;

Edit: "board"

c. Other state licensing board investigators or prosecutors; and

Unclear: Other states'?

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03, effective 2-23-12 (Doc #10089), as Ed 511.02 to read as follows:

Ed 5101.032 Disciplinary Sanctions.

Unclear: It appears that this rule should be after the rules on hearings? A determination of misconduct cannot be made until after the educator has been given an opportunity for a hearing. See comment to 511.04.

(a) If the ~~board~~ department determines that ~~an~~ credential holder educator, as defined by Ed 501.02(k), has committed misconduct, the ~~board~~ department shall impose one of the following disciplinary sanctions, as determined to be appropriate by the ~~board~~ department under the circumstances of each case:

(1) Suspension; ~~or~~

(2) Revocation; ~~or~~

(3) *Reprimand.*

Unclear: Ed 511.03(a)(3) refers to action by the Board. There does not appear to be authority to change this from Board to Department.

Unclear: What criteria apply in determining which sanction to impose?

(b) ~~The board shall impose disciplinary sanction pursuant to this chapter against an individual who has committed a violation of RSA 189:14-c in this state or in another state or territory of the United States or a foreign country.~~

(b) All state disciplinary action shall be documented in writing and set out the terms of the discipline. The educator shall receive a copy of the discipline in writing and a copy shall be placed in the educator's electronic credentialing file at the department once it is signed by all required parties, to include the educator;

Edit: comma

Edit: "including"

Edit: period

Unclear: Does not appear to be authority for permanent revocation.

(c) Any educator whose credential is revoked shall be prohibited from applying or reapplying for any other teaching credential in New Hampshire; and

Edit: "whose credential has"

(d) The department shall maintain a list of all educators who have been revoked or who are under suspension and such list shall be published on the department's website.

Edit: comma

Readopt with amendment and renumber Ed 510.02, effective 2-23-12 (Doc #10089), as Ed 511.03 to read as follows:

Ed 510.023 Disciplinary Hearings.

(a) Adjudicatory proceedings/disciplinary hearings shall be commenced pursuant to Ed 200 after the following:

(1) Completion of an informal or formal investigation;

See comment to Ed 511.01(h)(2).

(2) Filing of a written report and recommendation; and

Unclear: Who presides? Who is the prosecutor? Who does "director" refer to?

(3) A determination by the director that a disciplinary action before the board is required in accordance with the provisions of Ed 200.

(b) The provisions of Ed 200 shall apply to all disciplinary hearings.

Readopt with amendment and renumber Ed 510.04, effective 2-23-12 (Doc #10089), as Ed 511.04 to read as follows:

Ed 510.04 Status of a Credential Pending Completion of Disciplinary Proceeding. ~~A credential shall be suspended prior to a hearing if the board makes a determination that there is imminent peril to the public health, safety or welfare and commences its hearing within 10 days, in accordance with RSA 541-A:30, III, or the holder voluntarily agrees to such a suspension.~~

(a) When the department receives information indicating that an educator has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's teaching credential and any and all endorsements shall be immediately suspended pending an investigation by the department.

(b) The department shall notify the educator and the employing school district that the educator's credential has been/suspended pending an investigation by the department.

(c) The educator shall have a right to request an adjudicative proceeding to commence not later than 15 working days after the suspension of the credential. Such hearings shall be governed by the process set forth in Ed 200. A request for an adjudicative proceeding must be made in writing.

Unclear and Legis. Intent: In the case of a summary suspension, this allows a hearing to be requested, and the hearing will be held not more than 15 days after the suspension. RSA 541-A:30, III requires a hearing (unless waived), and requires the hearing to be held within 10 days.

Edit: "shall"

Repeal Ed 510.05, effective 2-23-12 (Doc #10089), as follows:

Reminder: Here and subsequently, the struck through text must appear in the fixed text of the FP.

~~Ed 510.05 Voluntary Surrender of a Credential.~~

~~—— (a) If a certified educator offers to surrender his/her credential voluntarily, the bureau shall automatically revoke the credential.~~

~~—— (b) A statement indicating the educator's request to surrender his/her credential voluntarily and the reason surrounding the circumstances of the request shall be made a part of the educator's certification record with the bureau.~~

~~—— (c) The rules of confidentiality of Ed 502 shall apply to the maintenance and release of information concerning voluntary surrender of a teaching credential.~~

Readopt with amendment and renumber Ed 511.03, effective 2-23-12 (Doc #10089), as Ed 511.05 to read as follows:

Ed 511.035 Grounds for Reinstatement *After Suspension*.

(a) A certificate or endorsement ~~that~~ **which** has been suspended ~~or revoked~~ shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all **terms and** conditions ~~that have been placed on~~ **regarding possible** reinstatement have been satisfied; ~~or and~~

(2) An educator whose ~~certification~~ **credential** has been ~~revoked~~ demonstrates by clear and convincing evidence that he/~~or~~ she has corrected the deficiencies ~~or~~ conduct ~~that which~~ led to the original ~~revocation~~ **suspension**.

Edit: "suspended"

(b) ~~A certificate or endorsement, including one that is limited in time, level or scope shall be issued by the board subject to terms it deems necessary for ensuring compliance with certification requirements and professional standards if the certificate has been suspended or revoked. Upon reinstatement, the department may issue a certificate or endorsement which is limited in time, level, or scope or subject to other terms as the department deems necessary.~~

Change the Part heading and renumber Part Ed 511 as Part Ed 512 to read as follows:

PART Ed 5142 ~~DENIAL, OF CERTIFICATION SUSPENSION, OR REVOCATION FOR~~
CERTIFIED PERSONNEL

Readopt with amendment and renumber Ed 508.07, effective 6-15-13 (Doc. #10362) as Ed 512.01, and renumber the existing Ed 512 and Ed 513 as Ed 513 and Ed 514, so that Ed 512.01 reads as follows:

Ed 508.07512.01 Denial of Initial Application.

Unclear: An agency cannot use "may" to indicate its own discretion. Violates RSA 541-A.

(a) An application for a New Hampshire credential shall be denied if the applicant has **been charged pending disposition for or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in** ~~a criminal record in this state or any other state, territory or country consisting of.~~

Edit: comma

(1) Any felony including but not limited to:

- a. Homicide;
- b. Child pornography;
- c. Aggravated felonious sexual assault;
- d. Felonious sexual assault; or
- e. Kidnapping;

(2) Manufacturing, selling, administering, dispensing or distributing a controlled substance(s) on school property in violation of any law; or

(3) Child abuse.

(b) An application for a New Hampshire credential shall be denied if there is documentary evidence in the form of a statement bearing the signature of the superintendent, in the case of a public school, or of the chief administrative officer, in the case of a nonpublic school, and after an investigation by the bureau establishes that the applicant has engaged in the following:

(1) Sexual misconduct within the educational setting;

Unclear: Be more specific. The principles that relate to sexual misconduct in 510.02 and .04 are more specific. See, e.g., 510.02(a)(4) and 510.04(b)(2) and (3).

(2) Noncompliance with the professional development requirement of Ed 512; or

(3) Any act or combination of acts which when considered together would be contrary to ~~ethical standards~~ *the principles* of professional conduct as outlined in Ed 514~~0~~, including but not limited to:

a. The applicant or someone acting on behalf of the applicant has submitted false information to the bureau in connection with the application; or

Unclear: What about ethics, since Ed 501.01(c) and (d) refer to ethics or ethical conduct?

b. The applicant has been disciplined by another licensing body, provided that the ethical requirements of the licensing body are equivalent with the ~~ethical requirements~~ *principles of professional conduct* as outlined in Ed 510.

(c) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.

Readopt with amendment and renumber Ed 511.01, effective 2-23-12 (Doc. #10089), as Ed 512.02 to read as follows:

Edit: comma

Ed 514~~2.04~~2 Grounds For Denial of *Endorsement, Renewal or Reinstatement* License for Educator Certification.

Edit: Delete "or".

(a) A license for educator certification or an endorsement, or renewal or reinstatement shall be denied by the board based on the following grounds:

Edit: comma

(1) Failure to meet the conditions for issuance of the certificate or endorsement or renewal or reinstatement;

(2) Conviction of a felony:

a. ~~That might place students in potential physical or emotional jeopardy; and~~

b. ~~When the board determines that either the nature or circumstances of the offense, or the moral turpitude associated with the crime, render the individual unqualified or unfit for licensure based on the educator's:~~

1. ~~Inability to perform assigned duties; and~~

2. ~~Loss of respect within the community;~~ *If the applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory or country;*

Unclear: How is this determined? Based on what?

(3) **Incompetence;**

Unclear: See Ed 511.01(c). Is there a temporary delay on the decision?

(34) ~~Misconduct or unprofessional conduct, on or off duty;~~ *If the applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04*

Edit: "; or"

a. ~~That might place students in potential physical or emotional jeopardy;~~

b. ~~Where the board determines that the nature or circumstances of the conduct so detract from the educator's professional standing as to render him/her unfit or unqualified for licensure based on the educator's inability to perform assigned duties; and~~

c. ~~Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties; or~~

(45) Falsification or misrepresentation of information provided in connection with an application for licensure for certified personnel or endorsement, renewal or reinstatement.

Repeal Ed 511.02 – 511.06, effective 2-23-12 (Doc. #10089), as follows:

Ed 511.02 Grounds for Suspension or Revocation of Educator's Certification:

~~(a) A certificate for an educator or an endorsement shall be suspended or revoked based on the following grounds:~~

~~(1) Incompetence;~~

~~(2) Conviction of a felony;~~

- a. ~~That would potentially place a student or students in physical or emotional jeopardy;~~
- b. ~~When the board determines that either the nature or circumstances of the crime, or the moral turpitude associated with the crime render the individual unfit for continued certification; and~~
- c. ~~When the underlying behavior or circumstances of the offense render the educator unfit for continued certification based on the educator's inability to perform assigned duties;~~

~~(3) Misconduct or unprofessional conduct, on or off duty:~~

- a. ~~That would potentially place a student or students in physical or emotional jeopardy;~~
- b. ~~Where the nature or circumstances of the conduct so detract from the educator's professional standing as to render the educator unfit for continued certification based on the educator's inability to perform assigned duties; and~~
- c. ~~Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties;~~

~~(4) Falsification or misrepresentation of information provided in connection with an application for certification or endorsement or renewal or reinstatement discovered subsequent to issuance of the certificate;~~

~~(5) If the individual is a superintendent, assignment of duties by the superintendent to an individual who does not hold the appropriate certificate or endorsement for the duties assigned, except as otherwise provided in RSA 189:39-b;~~

~~(6) If the individual is a principal, to report to the superintendent any allegations or conduct by an educator for which there is credible evidence of a potential professional conduct violation that might constitute ground for suspension or revocation of an educator's certificate or endorsement; or~~

~~(7) If the individual is a superintendent, failure to report to the director or designee any allegations or conduct by an educator for which there is credible evidence of a professional conduct violation that might constitute grounds for suspension or revocation of an educator's certificate or endorsement.~~

~~—— Ed 511.04 Effects of Certificate Surrender.~~

~~—— (a) A licensee may surrender the license at any time.~~

~~—— (b) Surrender or nonrenewal of a certificate shall not preclude the board from investigating or completing a disciplinary proceeding based upon the licensee's conduct while the certificate was still in effect. Such investigations and proceedings shall be handled in the same manner as other disciplinary investigations and proceedings.~~

~~—— (c) An educator who surrenders a certificate shall have no right or privilege in New Hampshire. An educator who reapplies for a certificate in New Hampshire after surrender shall meet all the requirements in effect for new applicants as set forth in statute or rules at that time.~~

~~—— (d) An educator who surrenders a license as part of a settlement of pending misconduct allegations shall make a written settlement offer to the board before the close of the record in a disciplinary hearing.~~

~~—— (e) Any settlement agreement reached under (d), above, shall include the following concessions:~~

~~(1) That certificate surrender has occurred in settlement of pending disciplinary allegations;~~

~~(2) That the facts or conduct upon which the surrender is based is not contested; and~~

~~(3) That the pending allegations shall be issues to be resolved in any future application the educator submits in New Hampshire.~~

~~—— Ed 511.05 Investigations.~~

~~—— (a) The department shall conduct such investigations as it deems necessary to examine acts of possible misconduct that come to its attention through complaints or other means.~~

~~—— (b) The director or designee shall appoint a member of the department, or other knowledgeable persons to conduct the investigation.~~

~~—— (c) The director or designee shall provide the following information to the person conducting the investigation:~~

~~(1) The statutory or regulatory authority for the investigation;~~

~~(2) Any statutes or rules believed to have been, or about to be, violated;~~

~~(3) The identity of the persons, or class of persons, that are subject of the investigation;~~

~~(4) The general nature of the conduct being investigated; and~~

~~(5) The date upon which the investigating officer shall report his or her findings and recommendations to the board.~~

~~—— (d) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against a licensee.~~

~~—— (e) When an investigation occurs, an investigator designated by the director or designee shall contact such persons and examine such records and other documents as are reasonably necessary to make a recommendation as to whether further board action should be taken on the allegations in question.~~

~~—— (f) Investigations, including those based upon allegations in a complaint shall be conducted on an ex parte basis.~~

~~—— (g) Once the investigator completes the investigation, the following procedures shall apply:~~

~~(1) The investigator shall file a written report with the director or designee including:~~

~~_____ a. A recommendation for action by the board; and~~

~~_____ b. The specific grounds listed in Ed 511.02 upon which the recommendation is based;~~

~~(2) The director or designee shall review the investigator's report and recommendation based on a review of the case in relation to the grounds listed in Ed 511.02 to:~~

~~a. Confirm, deny, or amend the investigator's recommendation and report; and~~

~~b. Provide a written recommendation and report;~~

~~(3) If the director determines that disciplinary proceedings are warranted, the director shall notify the educator, and initiate a disciplinary hearing before the board under the procedures established in Ed 200; and~~

~~(4) The board shall not be consulted regarding the director's decision to hold a disciplinary hearing.~~

~~_____ (h) Investigatory reports and all information gathered by an investigator shall be confidential, with the following exceptions:~~

~~(1) The investigator's report shall be made available to the parties in any adjudicatory proceeding resulting therefrom;~~

~~(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to:~~

~~a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;~~

~~b. A certifying agency of another jurisdiction for:~~

~~1. Purposes of certification of the credential holder in the other jurisdiction; or~~

~~2. An investigation of the credential holder by the other jurisdiction, when:~~

~~(i) The credential holder was the subject of a formal investigation under Ed 510; or~~

~~(ii) Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;~~

~~c. Board investigators or prosecutors; and~~

~~d. Expert witnesses or assistants retained by board prosecutor or investigators in the same or related disciplinary matters; and~~

(3) Whether or not further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to persons to whom the licensee has given a release.

— (i) The educator shall be notified promptly of the nature of any allegations that result in an investigation pursuant to (e) above.

— (j) If further disciplinary proceedings are to be conducted as a result of an investigation, the licensee shall be given the opportunity to respond, in writing, to the investigator prior to the initiation of disciplinary proceedings.

— Ed 511.06 Due Process for Denial of Licensure for an Educator or Endorsement or Renewal or Reinstatement.

— (a) If, after written application for certification, the department concludes that an applicant should be denied a license or endorsement or renewal or reinstatement the department shall notify the applicant in writing of the grounds for the denial.

— (b) The department shall provide an applicant with a description of the procedures for appeal of a denial of a license for an educator or endorsement and shall explain that the applicant may appeal the denial to the board in accordance with the procedures established in Ed 200.

— (c) An applicant shall file an appeal in writing within 10 days of receipt of the denial in order for an appeal to be accepted by the board.

APPENDIX I

RULE	STATUTE
Ed 501	RSA 186:8, II; RSA 189:39
Ed 502	RSA 186:11, X(a)
Ed 510	RSA 186:11, X(a)
Ed 511	RSA 186:11, X(a); RSA 189:14-a, b and c
Ed 512	RSA 186:11, X(a)

Edit: "I(b) and (c)"

TITLE XV EDUCATION

CHAPTER 186 THE STATE SCHOOL ORGANIZATION

State Board of Education

Section 186:11

186:11 Duties of State Board of Education. –

The state board of education shall, in addition to the duties assigned by RSA 21-N:11:

I. [Repealed.]

II. Supervision. Supervise the expenditure of all moneys appropriated for public schools, and inspect all institutions in which or by which such moneys are used.

III. Budget: Information. Prepare a budget for such expenditures, give to the public information as to the educational conditions in different parts of the state and the opportunities open to pupils in the public schools, and all such further information in respect to educational matters as will promote the cause of education. For this purpose it may employ lecturers and publish and distribute books and pamphlets on education and educational subjects.

IV, V. [Repealed.]

VI. School Registers. Prescribe the form of the register to be kept concerning the schools, the form of blanks and inquiries for the returns to be made by the school boards, and seasonably send the same to the clerks of the several cities and towns for the use of the school boards therein.

VII. Public Documents. Keep on file in its office and distribute all state documents in relation to public schools and education.

VIII. District Returns. Preserve in accessible form the returns of school boards and of all other officers required to make returns to the board.

IX. Instruction as to Child Abuse Prevention, Youth Suicide Prevention, Intoxicants, Drugs, HIV/AIDS, and Sexually Transmitted Diseases.

(a) Direct the department to develop academic standards to serve as a guide and reference in health, physiology, and hygiene as they relate to the effects of alcohol and other drugs, child abuse, human immunodeficiency virus (HIV)/acquired immunodeficiency syndrome (AIDS), and sexually transmitted diseases on the human system, and which are designed to help students lead longer, healthier lives.

(b) Provide information about HIV/AIDS to all public and private schools to facilitate the delivery of appropriate courses and programs.

(c) Review HIV/AIDS curriculum materials to assure relevancy in assisting students to become health-literate citizens and lead longer, healthier lives.

(d) Provide information about youth suicide prevention to all public and private schools to facilitate the delivery of appropriate courses and programs.

(e) Submit a report no later than December 1, 2010, and biennially thereafter, prepared in conjunction with the commissioner of the department of education, to the chairpersons of the house and senate education committees, the house health, human services and elderly affairs committee, and the senate health and human services committee, detailing the state's efforts in fulfilling the policies relating to health education in kindergarten through grade 12 as set forth in subparagraphs (a)-(d).

IX-a. [Repealed.]

IX-b. Health and Sex Education. Require school districts to adopt a policy allowing an exception to a particular unit of health or sex education instruction based on religious objections. Such policy shall include a provision for alternative learning sufficient to enable the child to meet state requirements for health education.

IX-c. Require school districts to adopt a policy allowing an exception to specific course material based on a parent's or legal guardian's determination that the material is objectionable. Such policy shall include a provision requiring the parent or legal guardian to notify the school principal or designee in writing of the specific material to which they object and a provision requiring an alternative agreed upon by the school district and the parent, at the parent's expense, sufficient to enable the child to meet state requirements for education in the particular subject area. The policy shall also require the school district or classroom teacher to provide parents and legal guardians not less than 2 weeks advance notice of curriculum course material used for instruction of human sexuality or human sexual education. The policy shall address the method of delivering notification to a parent or legal guardian. To the extent practicable, a school district shall make curriculum course materials available to parents or legal guardians for review upon request. The name of the parent or legal guardian and any specific reasons disclosed to school officials for the objection to the material shall not be public information and shall be excluded from access under RSA 91-A.

IX-d. Require school districts to adopt a policy governing the administration of non-academic surveys or questionnaires to students. The policy shall require school districts to notify a parent or legal guardian of a non-academic survey or questionnaire and its purpose. The policy shall provide that no student shall be required to volunteer for or submit to a non-academic survey or questionnaire, as defined in this paragraph, without written consent of a parent or legal guardian unless the student is an adult or an emancipated minor. The policy shall include an exception from the consent requirement for the youth risk behavior survey developed by the Centers for Disease Control and Prevention. The policy shall also allow a parent or legal guardian to opt-out of the youth risk behavior survey developed by the Centers for Disease Control and Prevention. The school district shall make such surveys or questionnaires available, at the school and on the school or school district's website, for review by a student's parent or legal guardian at least 10 days prior to distribution to students. In this paragraph, "non-academic survey or questionnaire" means surveys, questionnaires, or other documents designed to elicit information about a student's social behavior, family life, religion, politics, sexual orientation, sexual activity, drug use, or any other information not related to a student's academics.

X. Adopt rules, pursuant to RSA 541-A, relative to:

(a) Certification of teachers, supervisors, and administrators in the public schools. The state board shall also examine the qualifications of candidates for those positions and issue certificates to those who meet the requirements of said rules.

(b) Fees to be paid to the commissioner of education for the administration of proficiency exams and other competence evaluations and other related fees including, but not limited to, fees for late filing and duplicate credentials, and for the issuance of educational credentials. These fees must bear a reasonable relationship to the actual costs related to such activities. Funds collected from these fees shall be expended only for purposes of fulfilling the requirements of this paragraph. No portion of the funds collected from these fees shall lapse, nor be used for any other purpose than fulfilling the requirements of this paragraph, nor be transferred to any other appropriation.

(c) Approval of professional preparation programs.

(d) Procedures for the electronic certification of educational credentials.

(e) Establishment and enforcement of a code of ethics for certified educational personnel as provided in RSA 21-N:9, II(cc).

XI. [Repealed.]

XII. Vocational Education. Cooperate with the U.S. Department of Education for the purpose of carrying the Carl D. Perkins Vocational Education Act of 1984 and its successor acts into effect insofar as that act relates to this state.

XIII. Education for Persons with Disabilities. Prepare, develop and administer plans to provide educational facilities for persons with disabilities.

XIV. Lectures. Lecture on educational subjects in as many cities and towns in this state as the time occupied by the commissioner's other duties will permit.

XV. Truant Officers. Report frequently to the chairman of the several school boards the relative efficiency of the several truant officers in the state.

XVI. [Repealed.]

XVII. District Contracts. Examine contracts made by districts with academies, high schools and other literary institutions, for the purpose of deciding whether they are calculated to promote the cause of education.

XVIII. School Attendance. Enforce the laws relative to school attendance and the employment of minors; and

for this purpose the board and its deputies are vested with the power given by law to truant officers.

XIX. School Laws. Compile and issue, at the close of each session of the legislature, an edition of the school laws.

XX-XXIV. [Repealed.]

XXV. Assistants. Employ as many supervisors, inspectors, stenographers, accountants, clerks and agents as may be necessary to enable it to perform the duties imposed on it by law.

XXVI. Conferences. Hold conferences from time to time with superintendents, other school administrative unit personnel, principals, and teachers, or their representatives, for the purpose of inspiring mutual cooperation in the carrying on of their work and of unifying educational aims and practices.

XXVII. Programs. Prepare, publish and distribute such school programs, outlines of work and courses of study as will best promote education interests of the state.

XXVIII. Health. Have authority to employ a competent person or persons to examine and care for the health of pupils, subject to the provisions of RSA 200.

XXIX. Adopt rules, pursuant to RSA 541-A, relative to reasonable criteria for approving non-public schools for the purpose of compulsory attendance requirements. The rules may contain criteria for conditional approval as specified by the state board. The state board of education may, upon request, designate which schools meet those criteria, and may, upon the request of a non-public school, approve or disapprove its education program and curriculum.

XXIX-a. Adopt rules pursuant to RSA 541-A, relative to establishing a process for receiving, investigating, and resolving complaints from parents or legal guardians concerning school safety and school violence in nonpublic schools.

XXX. [Repealed.]

XXXI. Driver Education. Establish jointly with the department of safety, teacher qualifications, course content and standards, in connection with the driver education program conducted in secondary schools in this state; and adopt such rules as may be necessary to carry out the program and supervise the driver education program in the secondary schools of the state. Driver education instructors shall not be required to be certified as secondary school teachers. Although authority is shared by the departments of safety and education, those regulations, directions and procedures that have a direct or indirect relationship to a life or safety issue shall rest with the department of safety as the final and ultimate authority.

XXXII. Learning Disability Teacher. Establish the qualifications, conditions and exceptions for providing a learning disability teacher in each school district.

XXXIII. Discrimination. Ensure that there shall be no unlawful discrimination in any public school against any person on the basis of sex, race, creed, color, marital status, or national origin in educational programs, and that there shall be no denial to any person on the basis of sex, race, creed, color, marital status, national origin, or economic status of the benefits of educational programs or activities.

XXXIV. Missing Child Education Program. Administer the missing child education program as established in RSA 193:31.

XXXV. Certification Standards for the Credential of Master Teacher. Adopt rules creating the educational credential of master teacher based on the provisions of RSA 189:14-f.

XXXVI. Pupil Safety and Violence Prevention. Develop and distribute to school districts a technical assistance advisory for the purpose of providing guidance to school districts on the implementation of pupil safety and violence prevention policies as required under RSA 193-F.

XXXVII. School Resource Officers. Require each school district in the state to which a school resource officer is assigned to develop and implement a policy which shall include, at a minimum, a requirement for a signed memorandum of understanding between the school district and the law enforcement agency from which the school resource officer is deployed.

Source. 1919, 106:9. 1921, 85, I:8. PL 116:11. 1929, 145:3. 1939, 8:1. RL 134:11. 1953, 243:1-4. RSA 186:11. 1957, 252:1, 2. 1961, 196:1-3. 1963, 117:2; 147:1; 303:7; 305:1-3. 1965, 199:1; 339:4. 1967, 448:1. 1969, 69:1-3. 1971, 371:4, 5; 443:4. 1973, 140:15; 209:2; 242:1. 1974, 28:1. 1975, 23:1; 207:1; 505:6. 1977, 432:1; 452:6. 1979, 53:1; 459:4, 9, 10. 1981, 318:1. 1985, 318:4. 1986, 41:8-10, 29, II. 1987, 161:1. 1988, 262:7. 1989, 266:37. 1990, 28:1; 140:2, III. 1992, 123:1. 1993, 322:9, I, II. 1996, 298:5, I. 1998, 174:4, 5; 314:3; 389:8, 9. 1999, 157:1. 2000, 190:2. 2003, 39:1; 186:2. 2005, 92:1, eff. Aug. 6, 2005. 2008, 251:1, 4, 5, eff. Aug. 23, 2008. 2009, 105:1, eff. June 15, 2009; 280:1, eff. Sept. 27, 2009. 2011, 271:1, eff. Jan. 1, 2012. 2014, 62:1, eff. July

26, 2014. 2015, 161:6, eff. Aug. 25, 2015. 2016, 14:1, eff. Jan. 1, 2017; 84:2, eff. July 18, 2016. 2017, 9:1, eff. June 16, 2017; 22:2, eff. June 24, 2017; 251:1, eff. Sept. 16, 2017.

TITLE LV

PROCEEDINGS IN SPECIAL CASES

CHAPTER 541-A

ADMINISTRATIVE PROCEDURE ACT

Section 541-A:30

541-A:30 Agency Action Against Licensees. –

- I. If a timely and sufficient application has been made in accordance with agency rules for renewal of a license for any activity of a continuing nature that does not automatically expire by law, the existing license shall not expire until the agency has taken final action upon the application for renewal. If the agency's final action is unfavorable, the license shall not expire until the last day for seeking judicial review of the agency's action, or a later date fixed by the reviewing court.
- II. An agency shall not revoke, suspend, modify, annul, withdraw, or amend a license unless the agency first gives notice to the licensee of the facts or conduct upon which the agency intends to base its action, and gives the licensee an opportunity, through an adjudicative proceeding, to show compliance with all lawful requirements for the retention of the license.
- III. If the agency finds that public health, safety or welfare requires emergency action and incorporates a finding to that effect in its order, immediate suspension of a license may be ordered pending an adjudicative proceeding. The agency shall commence this adjudicative proceeding not later than 10 working days after the date of the agency order suspending the license. A record of the proceeding shall be made by a certified shorthand court reporter provided by the agency. Unless expressly waived by the licensee, agency failure to commence an adjudicative proceeding within 10 working days shall mean that the suspension order is automatically vacated. The agency shall not again suspend the license for the same conduct which formed the basis of the vacated suspension without granting the licensee prior notice and an opportunity for an adjudicative proceeding.

Source. 1994, 412:1. 1999, 331:1, eff. Sept. 14, 1999.

Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) ~~Provide oversight and discipline of credential holders;~~ ***Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;***
- (c) Develop ***and administer a code of ethicals for all credential holders and to inform members of the public of the ethical*** and professional standards ~~conduct to be followed by~~ ***applicable to*** credential holders;
- (d) ~~Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders~~ ***Define unethical conduct which justifies disciplinary sanction against an educators credential;*** and
- (e) Provide ***oversight of*** adjudicatory proceedings required for ~~the oversight and~~ discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

- (a) "Administrator" means the administrator of the bureau of credentialing.
- (b) "Board" means the state board of education created by RSA 21-N:10.
- (c) "Bureau" means the bureau of credentialing, division of program support, department of education.
- (d) "Certificate" means the actual form of approval when a credential is granted.
- (e) "Commissioner" means the commissioner, department of education.
- (f) "Credential" means the approved certification of an educator.
- (g) ***“Denial” is the refusal to grant an initial certification to an applicant for a credential.***
- (g~~h~~) "Department" means the New Hampshire department of education.
- (h~~i~~) "Director" means the director, division of program support.
- (i~~j~~) "Division" means the division of program support.

~~(j)~~ **(k)** “Educator” means any ~~professional employee~~ **individual** of any school district whose position ~~requires~~ **holds** certification **issued** by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term.

~~(k)~~ **(l)** “Endorsement” means the specific subject area for which the credential is issued.

~~(m)~~ **(n)** “Intern license” means the authorization granted to applicants pursuant to Ed 505.03(e), Ed 505.04 and Ed 505.05 to perform educational services while the plans are being implemented.

~~(nn)~~ **(m)** “Mentor” means a person who:

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a certified educator with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program.

~~(no)~~ **(o)** “Permission to employ” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a temporary vacancy.

(p) “*Professional Conduct*” means a set of established professional norms and behaviors which extend beyond the workplace.

(q) “*Reprimand*” is a formal admonishment of a credentialed educator, as defined in Ed 501.02(k), for his or her conduct but is not a suspension or revocation of a teaching credential.

(r) “*Revocation*” means the department has permanently taken a teaching credential away from an educator.

~~(os)~~ **(s)** “Statement of eligibility” means a certificate issued by the department of education that indicates that an individual has successfully met the entry requirements of:

(1) Alternative 4 certification; **or**

(2) Alternative 5 certification; ~~or~~

~~(3) Highly qualified teacher.~~

(t) “*Suspension*” means the department has taken a teaching credential away from an educator for a specified period of time.

(u) “*Student*” means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution and includes individuals through nine months after graduation.

Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Educator Certification Records.

(a) Pursuant to RSA 91-A:5, V the following limited credential status information shall be available to the general public, upon written or verbal request:

- (1) The name of the educator;
- (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
- (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, *and revocation, if applicable*; and
- (4) The school, if known or stated, where the educator is currently employed.

(b) The provisions of this section shall not require the release of information related to:

- (1) Informal or formal investigations; or
- (2) Board or hearing officer records from adjudicatory proceedings involving the educator when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's certification record is relevant to the proceeding;
- (2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
- (3) A certifying agency of another jurisdiction for:
 - a. Purposes of certification of the credential holder in the other jurisdiction; or
 - b. An investigation of the credential holder by the other jurisdiction, when:
 1. The credential holder was the subject of a formal investigation under Ed 510;or

2. Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) As standard operating procedure, the bureau shall report to all of the following entities any discipline ordered against a credential holder:

(1) Each superintendent of school in N.H.;

(2) Each state department of education;

(3) Each department of education for the territories of the United States; and

(4) The National Association of State Directors of Teacher Education and Certification Educator Identification Clearing House.

Readopt with amendment Ed 510.01, effective 2-23-12 (Doc. #10089), to read as follows:

PART Ed 510 ~~PROCEEDINGS~~ ***PRINCIPLES OF PROFESSIONAL CONDUCT***

Adopt Ed 510.01, and renumber the existing Ed 510.01 as Ed 510.05, so that Ed 510.01 reads as follows:

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

(1) An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a fellow professional;

(2) An educator shall self-report, within 2 business days, if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) An educator shall not falsify his or her professional qualifications;

(4) An educator shall not be in possession of alcohol or controlled drugs, or under the influence of alcohol or controlled drugs, in the presence of students while students are in their care either on or off school grounds; and

(5) An educator has a duty to report as outlined in Ed 510.05.

Adopt Ed 510.02, and renumber the existing Ed 510.02 as Ed 510.09, so that Ed 510.02 reads as follows:

Ed 510.02 Principle 2—Responsibility to Students

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

- (1) An educator shall not discriminate on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a student;*
- (2) An educator shall not engage in a dereliction of duty which shall constitute an abandonment of students in his or her care, either on or off school grounds;*
- (3) An educator shall not provide alcohol or controlled drugs to students, facilitate the use of alcohol or controlled drugs for students, or knowingly allow students to use alcohol or controlled drugs while the educator is on or off duty;*
- (4) An educator shall not solicit a student, as defined in Ed 501.02(u), to engage in a sexual relationship, sexual activity or both; and*
- (5) An educator shall not engage in a sexual relationship, sexual activity or both with a student as defined in Ed 502.01(u).*

Adopt Ed 510.03, and renumber the existing Ed 510.03 as Ed 510.07, so that Ed 510.03 reads as follows:

Ed 510.03 Principle 3—Responsibility to the School Community

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

- (1) An educator shall not make an unjust or prejudicial distinction on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a parent or guardian of a student or other member of the community who is on the school property;*
- (2) An educator shall not accept gratuities, gifts or favors that might impair or appear to impair professional judgment;*
- (3) An educator shall not misuse funds intended for use in or by the school, to include funds which are collected from parents and students; and*
- (4) An educator shall not intentionally alter or misrepresent student assessment results or official school records.*

Adopt Ed 510.04, and renumber the existing Ed 510.04 as Ed 510.08, so that Ed 510.04 reads as follows:

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder:

- (1) An educator shall not solicit a student, as defined in Ed 501(t), to engage in any illegal activity via electronic media;***
- (2) An educator shall not engage in harassment, stalking, or bullying via electronic media; and***
- (3) An educator shall not engage in inappropriate communication via electronic media. For the purposes of this section, inappropriate communication, considering the intent, timing, subject matter, and amount of communication, is defined to include, but not be limited to:***
 - a. Whether the communication made was covert in nature;***
 - b. Whether the communication could reasonably be interpreted as solicitous, sexually explicit or romantic in nature; and***
 - c. Whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the educator or the student.***

Readopt with amendment and renumber Ed 510.01as Ed 510.05, effective 2-23-12 (Doc #10089) to read as follows:

Ed 510.045 Duty to Report.

(a) Each principal has a duty to report to the superintendent of the school district or SAU where the principal is employed, if the principal has been notified of, or is personally aware that an educator has violated any of the rules of professional conduct as enumerated in Ed 510.01-.04, which occurred on or off duty.

(ab) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report all charges of misconduct against a credential holder within the school district or school administrative unit to the director or designee any of the following to the office of credentialing:-

- (1) Any confirmed violation of the principles of professional conduct as enumerated in Ed 510.01-.04 by an educator, as defined in Ed 501.02(k), which occurred on or off duty;***
- (2) When a superintendent has knowledge that an educator, as defined by Ed 501.02(k) has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and***
- (3) Misconduct or unprofessional conduct by an educator, as defined by Ed 501.02(k), which occurred on or off duty where the nature or circumstances of the educator's conduct would:***
 - a. Potentially place a student(s), as defined in Ed 501.02(t), in physical or emotional jeopardy;***

b. So detract from the educator's professional standing as to render the educator unfit for continued certification; or

c. Create an inability for the educator to carry out his or her assigned duties.

(bc) Educators having reason to suspect that another educator has abused or neglected a student shall report the same to:

(1) The department of health and human services, pursuant to RSA 169-C:29; and

(2) The ~~bureau~~ *office of credentialing*.

~~(ed) Failure to report any charges of misconduct or incidence of suspected misconduct shall result in disciplinary actions being taken against the non-reporting educator by the board.~~ *The office of credentialing shall undertake an investigation, as enumerated in Ed 510.06, if an educator, principal, superintendent, chief executive officer, or headmaster fails to make a report as required by Ed 510.05(a), (b), or (c).*

~~(de) The bureau office of credentialing shall conduct~~ *undertake an investigation, as enumerated in Ed 510.06, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above whenever it receives a report under (a) or (b) above.*

Adopt Part 511 and renumber the existing Part 511 as 512 to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Adopt Ed 511.01, and renumber the existing Ed 511.01 as Ed 512.02, so that Ed 511.01 reads as follows:

Ed 511.01 Investigations.

(a) Investigations shall be handled by the department and shall be conducted by the office of credentialing or designee;

(b) An investigation shall be undertaken if the office of credentialing or designee deems it necessary to examine acts of possible misconduct by an educator which have come to the attention of the department either through direct reporting or other means;

(c) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against an educator;

(d) Educators shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the educator's credential pending the investigation;

(e) The department shall interview all people, to include the educator, who might have information which might be relevant to the investigation;

(f) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis;

(g) The department shall obtain any and all documentation which might be relevant to the investigation;

(h) Once the investigation is complete, the following procedures shall apply:

(1) The department shall create a report which documents the results of the investigation;

(2) The educator shall be notified in writing of any discipline as set forth below and the specific grounds upon which the discipline is based; or

(3) If no disciplinary sanction is imposed, the department shall notify the educator in writing that the investigation is closed;

(i) Investigatory reports and all information gathered during the course of the investigations shall be confidential, with the following exceptions:

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the educator;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the educator in the other jurisdiction; or

2. An investigation of the educator by the other jurisdiction when:

(i) The educator was the subject of a formal investigation under Ed 510; or

(ii) Disciplinary action was taken against the educator by the state board of education pursuant to Ed 510;

c. Other state licensing board investigators or prosecutors; and

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03 as Ed 511.02, effective 2-23-12 (Doc #10089) to read as follows:

Ed 510.032 Disciplinary Sanctions.

(a) If the ~~board~~ **department** determines that an ~~credential holder~~ **educator, as defined by Ed 501.02(k)**, has committed misconduct, the ~~board~~ **department** shall impose one of the following disciplinary sanctions, as determined to be appropriate by the ~~board~~ **department** under the circumstances of each case:

(1) Suspension; ~~or~~

(2) Revocation; **or**

(3) **Reprimand.**

~~(b) The board shall impose disciplinary sanction pursuant to this chapter against an individual who has committed a violation of RSA 189:14-e in this state or in another state or territory of the United States or a foreign country.~~

(b) All state disciplinary action shall be documented in writing and set out the terms of the discipline. The educator shall receive a copy of the discipline in writing and a copy shall be placed in the educator's electronic credentialing file at the department once it is signed by all required parties, to include the educator;

(c) Any educator whose credential is revoked shall be prohibited from applying or reapplying for any other teaching credential in New Hampshire; and

(d) The department shall maintain a list of all educators who have been revoked or who are under suspension and such list shall be published on the department's website.

Readopt with amendment and renumber Ed 510.02 as Ed 511.03, effective 2-23-12 (Doc #10089) to read as follows:

Ed 510.023 Disciplinary Hearings.

(a) Adjudicatory proceedings/disciplinary hearings shall be commenced pursuant to Ed 200 after the following:

(1) Completion of an informal or formal investigation;

(2) Filing of a written report and recommendation; and

(3) A determination by the director that a disciplinary action before the board is required in accordance with the provisions of Ed 200.

(b) The provisions of Ed 200 shall apply to all disciplinary hearings.

Readopt with amendment and renumber Ed 510.04 as Ed 511.4, effective 2-23-12 (Doc #10089) to read as follows:

~~Ed 510.04 Status of a Credential Pending Completion of Disciplinary Proceeding. A credential shall be suspended prior to a hearing if the board makes a determination that there is imminent peril to the public health, safety or welfare and commences its hearing within 10 days, in accordance with RSA 541-A:30, III, or the holder voluntarily agrees to such a suspension.~~

(a) When the department receives information indicating that an educator has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's teaching credential and any and all endorsements shall be immediately suspended pending an investigation by the department.

(b) The department shall notify the educator and the employing school district that the educator's credential has been suspended pending an investigation by the department.

(c) The educator shall have a right to request an adjudicative proceeding to commence not later than 15 working days after the suspension of the credential. Such hearings shall be governed by the process set forth in Ed 200. A request for an adjudicative proceeding must be made in writing.

~~Ed 510.05 Voluntary Surrender of a Credential.~~

~~—— (a) If a certified educator offers to surrender his/her credential voluntarily, the bureau shall automatically revoke the credential.~~

~~—— (b) A statement indicating the educator's request to surrender his/her credential voluntarily and the reason surrounding the circumstances of the request shall be made a part of the educator's certification record with the bureau.~~

~~—— (c) The rules of confidentiality of Ed 502 shall apply to the maintenance and release of information concerning voluntary surrender of a teaching credential.~~

Readopt with amendment and renumber Ed 511.03 as Ed 511.05, effective 2-23-12 (Doc #10089) to read as follows:

Ed 511.035 Grounds for Reinstatement *After Suspension.*

(a) A certificate or endorsement ~~that~~ **which** has been suspended ~~or revoked~~ shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all **terms and** conditions ~~that have been placed on~~ **regarding possible** reinstatement have been satisfied; ~~or and~~

(2) An educator whose ~~certification~~ **credential** has been revoked demonstrates by clear and convincing evidence that he ~~or~~ she has corrected the deficiencies or conduct ~~that~~ **which** led to the original ~~revocation~~ **suspension**.

(b) ~~A certificate or endorsement, including one that is limited in time, level or scope shall be issued by the board subject to terms it deems necessary for ensuring compliance with certification requirements and professional standards if the certificate has been suspended or revoked. Upon~~

reinstatement, the department may issue a certificate or endorsement which is limited in time, level, or scope or subject to other terms as the department deems necessary.

Readopt and renumber Part 511 as Part 512 to read as follows:

PART Ed 5142 DENIAL, ~~OF CERTIFICATION~~ SUSPENSION, OR REVOCATION FOR
CERTIFIED PERSONNEL

Readopt with amendment and renumber Ed 508.07 as Ed 512.01, effective 6-15-13 (Doc. #10362) to read as follows:

Ed ~~508.07~~511.01 Denial of Initial Application.

(a) An application for a New Hampshire credential shall be denied if the applicant has *been charged pending disposition for or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in* a criminal record in this state or any other state, territory or country consisting of:

~~(1) Any felony including but not limited to:~~

~~a. Homicide;~~

~~b. Child pornography;~~

~~c. Aggravated felonious sexual assault;~~

~~d. Felonious sexual assault; or~~

~~e. Kidnapping;~~

~~(2) Manufacturing, selling, administering, dispensing or distributing a controlled substance(s) on school property in violation of any law; or~~

~~(3) Child abuse.~~

(b) An application for a New Hampshire credential shall be denied if there is documentary evidence in the form of a statement bearing the signature of the superintendent, in the case of a public school, or of the chief administrative officer, in the case of a nonpublic school, and after an investigation by the bureau establishes that the applicant has engaged in the following:

(1) Sexual misconduct within the educational setting;

(2) Noncompliance with the professional development requirement of Ed 512; or

(3) Any act or combination of acts which when considered together would be contrary to ~~ethical standards~~ *the principles* of professional conduct as outlined in Ed 5140, including but not limited to:

a. The applicant or someone acting on behalf of the applicant has submitted false information to the bureau in connection with the application; or

b. The applicant has been disciplined by another licensing body, provided that the ethical requirements of the licensing body are equivalent with the ~~ethical requirements~~ ***principles of professional conduct*** as outlined in Ed 510.

(c) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.

Readopt with amendment and renumber Ed 511.01 as Ed 512.02, effective 2-23-12 (Doc. #10089), to read as follows:

Ed 514.042 Grounds For Denial of ***Endorsement, Renewal or Reinstatement License for Educator Certification.***

(a) A license for educator certification or an endorsement, or renewal or reinstatement shall be denied by the board based on the following grounds:

(1) Failure to meet the conditions for issuance of the certificate or endorsement or renewal or reinstatement;

(2) ~~Conviction of a felony:~~

~~a. That might place students in potential physical or emotional jeopardy; and~~

~~b. When the board determines that either the nature or circumstances of the offense, or the moral turpitude associated with the crime, render the individual unqualified or unfit for licensure based on the educator's:~~

~~1. Inability to perform assigned duties; and~~

~~2. Loss of respect within the community;~~ ***If the applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory or country;***

(3) ***Incompetence;***

~~(34) Misconduct or unprofessional conduct, on or off duty;~~ ***If the applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04***

~~a. That might place students in potential physical or emotional jeopardy;~~

~~b. Where the board determines that the nature or circumstances of the conduct so detract from the educator's professional standing as to render him/her unfit or~~

~~unqualified for licensure based on the educator's inability to perform assigned duties;
and~~

~~c. Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties; or~~

(45) Falsification or misrepresentation of information provided in connection with an application for licensure for certified personnel or endorsement, renewal or reinstatement.

Ed 511.02 ~~Grounds for Suspension or Revocation of Educator's Certification.~~

~~—— (a) A certificate for an educator or an endorsement shall be suspended or revoked based on the following grounds:~~

~~(1) Incompetence;~~

~~(2) Conviction of a felony:~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. When the board determines that either the nature or circumstances of the crime, or the moral turpitude associated with the crime render the individual unfit for continued certification; and~~

~~c. When the underlying behavior or circumstances of the offense render the educator unfit for continued certification based on the educator's inability to perform assigned duties;~~

~~(3) Misconduct or unprofessional conduct, on or off duty:~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. Where the nature or circumstances of the conduct so detract from the educator's professional standing as to render the educator unfit for continued certification based on the educator's inability to perform assigned duties; and~~

~~c. Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties;~~

~~(4) Falsification or misrepresentation of information provided in connection with an application for certification or endorsement or renewal or reinstatement discovered subsequent to issuance of the certificate;~~

~~(5) If the individual is a superintendent, assignment of duties by the superintendent to an individual who does not hold the appropriate certificate or endorsement for the duties assigned, except as otherwise provided in RSA 189:39 b;~~

~~(6) If the individual is a principal, to report to the superintendent any allegations or conduct by an educator for which there is credible evidence of a potential professional conduct violation that might constitute ground for suspension or revocation of an educator's certificate or endorsement; or~~

~~(7) If the individual is a superintendent, failure to report to the director or designee any allegations or conduct by an educator for which there is credible evidence of a professional conduct violation that might constitute grounds for suspension or revocation of an educator's certificate or endorsement.~~

~~—— Ed 511.04 Effects of Certificate Surrender.~~

~~—— (a) A licensee may surrender the license at any time.~~

~~—— (b) Surrender or nonrenewal of a certificate shall not preclude the board from investigating or completing a disciplinary proceeding based upon the licensee's conduct while the certificate was still in effect. Such investigations and proceedings shall be handled in the same manner as other disciplinary investigations and proceedings.~~

~~—— (c) An educator who surrenders a certificate shall have no right or privilege in New Hampshire. An educator who reapplies for a certificate in New Hampshire after surrender shall meet all the requirements in effect for new applicants as set forth in statute or rules at that time.~~

~~—— (d) An educator who surrenders a license as part of a settlement of pending misconduct allegations shall make a written settlement offer to the board before the close of the record in a disciplinary hearing.~~

~~—— (e) Any settlement agreement reached under (d), above, shall include the following concessions:~~

~~(1) That certificate surrender has occurred in settlement of pending disciplinary allegations;~~

~~(2) That the facts or conduct upon which the surrender is based is not contested; and~~

~~(3) That the pending allegations shall be issues to be resolved in any future application the educator submits in New Hampshire.~~

~~—— Ed 511.05 Investigations.~~

~~—— (a) The department shall conduct such investigations as it deems necessary to examine acts of possible misconduct that come to its attention through complaints or other means.~~

~~—— (b) The director or designee shall appoint a member of the department, or other knowledgeable persons to conduct the investigation.~~

~~—— (c) The director or designee shall provide the following information to the person conducting the investigation:~~

~~(1) The statutory or regulatory authority for the investigation;~~

~~(2) Any statutes or rules believed to have been, or about to be, violated;~~

- ~~(3) The identity of the persons, or class of persons, that are subject of the investigation;~~
 - ~~(4) The general nature of the conduct being investigated; and~~
 - ~~(5) The date upon which the investigating officer shall report his or her findings and recommendations to the board.~~
- ~~—— (d) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against a licensee.~~
- ~~—— (e) When an investigation occurs, an investigator designated by the director or designee shall contact such persons and examine such records and other documents as are reasonably necessary to make a recommendation as to whether further board action should be taken on the allegations in question.~~
- ~~—— (f) Investigations, including those based upon allegations in a complaint shall be conducted on an ex parte basis.~~
- ~~—— (g) Once the investigator completes the investigation, the following procedures shall apply:~~
- ~~(1) The investigator shall file a written report with the director or designee including:~~
 - ~~a. A recommendation for action by the board; and~~
 - ~~b. The specific grounds listed in Ed 511.02 upon which the recommendation is based;~~
 - ~~(2) The director or designee shall review the investigator's report and recommendation based on a review of the case in relation to the grounds listed in Ed 511.02 to:~~
 - ~~a. Confirm, deny, or amend the investigator's recommendation and report; and~~
 - ~~b. Provide a written recommendation and report;~~
- ~~(3) If the director determines that disciplinary proceedings are warranted, the director shall notify the educator, and initiate a disciplinary hearing before the board under the procedures established in Ed 200; and~~
- ~~(4) The board shall not be consulted regarding the director's decision to hold a disciplinary hearing.~~
- ~~—— (h) Investigatory reports and all information gathered by an investigator shall be confidential, with the following exceptions:~~

- ~~(1) The investigator's report shall be made available to the parties in any adjudicatory proceeding resulting therefrom;~~
- ~~(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to:~~
- ~~a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;~~
 - ~~b. A certifying agency of another jurisdiction for:~~
 - ~~1. Purposes of certification of the credential holder in the other jurisdiction; or~~
 - ~~2. An investigation of the credential holder by the other jurisdiction, when:~~
 - ~~(i) The credential holder was the subject of a formal investigation under Ed 510; or~~
 - ~~(ii) Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;~~
 - ~~c. Board investigators or prosecutors; and~~
 - ~~d. Expert witnesses or assistants retained by board prosecutor or investigators in the same or related disciplinary matters; and~~
- ~~(3) Whether or not further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to persons to whom the licensee has given a release.~~
- ~~—— (i) The educator shall be notified promptly of the nature of any allegations that result in an investigation pursuant to (c) above.~~
- ~~—— (j) If further disciplinary proceedings are to be conducted as a result of an investigation, the licensee shall be given the opportunity to respond, in writing, to the investigator prior to the initiation of disciplinary proceedings.~~
- ~~—— Ed 511.06 Due Process for Denial of Licensure for an Educator or Endorsement or Renewal or Reinstatement.~~
- ~~—— (a) If, after written application for certification, the department concludes that an applicant should be denied a license or endorsement or renewal or reinstatement the department shall notify the applicant in writing of the grounds for the denial.~~
- ~~—— (b) The department shall provide an applicant with a description of the procedures for appeal of a denial of a license for an educator or endorsement and shall explain that the applicant may appeal the denial to the board in accordance with the procedures established in Ed 200.~~

~~_____ (c) An applicant shall file an appeal in writing within 10 days of receipt of the denial in order for an appeal to be accepted by the board.~~

DRAFT

FEB 22 2019

APPENDIX II-C

4/4

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE

See page one of the instructions regarding additional notice.

Notice Number 2018-36

Rule Number Ed 505.07 and Ed 610.02

1. Agency Name & Address:

State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

2. RSA Authority: RSA 21-N:9, II(r); RSA 186:11, X(c)

3. Federal Authority:

4. Type of Action:

Adoption

Amendment

Repeal

Readoption

Readoption w/amendment X

5. Short Title: Professional Education Requirements

6. (a) Summary of what the rule says and of any proposed amendments:

This proposal seeks to add a new competency in the area of professional ethics to the professional education requirements in Ed 610.02 for educators going through an approved educator preparation program as well as for educators in Ed 505.07 seeking certification through an alternative route listed in Ed 505.03, 505.04 or 505.05. This proposal adds Ed 505.07(e)(1) stating that educators are required to adhere to ethical principles and professional norms outlined in a new document titled "Guiding Principles: The Code of Ethics for New Hampshire Educators". This document will be part of a public hearing. In addition, this proposal adds Ed 505.07(e)(2) which requires all educators to adhere to the new principles of professional conduct being added to Ed 510 in a separate proposal.

Ed 610.02 has been amended to strike all of the language that is identical in the existing Ed 505.07 and simply references back to Ed 505.07(a) - (e).

6. (b) Brief description of the groups affected:

Public, private and charter school credentialed educators and administrators, students and parents of students and institutes of higher education are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

RULE	STATUTE
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 610.02	RSA 21-N:9, II(r); RSA 186:11, X(c)

APPENDIX II-C (Continued)

RULEMAKING NOTICE FORM - Page 2

7. 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
		TTY/TDD Access:	Relay NH 1-800-735-2964 or dial 711 (in NH)

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 19, 2018**

☒ Fax ☒ E-mail ☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 12, 2018 at 1:30 p.m.**

Place: **Department of Education, State Board Room
101 Pleasant St. Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:031, dated 2/21/18

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the credentialing and professional education requirements for educator certification. These processes are already in place and are only being amended to add knowledge of a certification standard which shall be met by an educator. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues and do not impose a cost on political subdivisions. Therefore, there is no violation of Part I, Article 28-a.

**Prepared by
Office of Legislative Budget Assistant**

LBAO
FIS 18:031
02/21/18

Fiscal Impact Statement for State Board of Education rules governing Professional Education Requirements. [Ed 505.07 and Ed 610.02]

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rule to the existing rule.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

IP 2018-36

Readopt with amendment Ed 505.07, effective 12-17-11 (Doc #10046), to read as follows

Ed 505.07 Professional Education Requirements; Alternatives 3, 4, and 5.

In addition to the requirements in Ed 505.03 for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, an applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed shall demonstrate evidence of the following:

(a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

- a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
- b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

- a. An understanding of individual differences and diverse cultures and communities;
- b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
- c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

- a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

- a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
- b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:

- a. Engage learners in their own growth;
- b. Document learner progress;
- c. Provide learner feedback; and
- d. Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3) Learning facilitation strategies, as demonstrated by:

a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and

Edit: Delete.

b. An ability to build skills in accessing, applying, and communicating information; and

(d) In the area of professional responsibility:

(1) Reflection and continuous growth, as demonstrated by:

a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and

b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

Edit: "; and"

Unclear: Does not follow from intro language of section. Compare with (a)-(d).

(e) *In the area of professional ethics as demonstrated by:*

(1) Adherence to ethical principles and professional norms of the profession as outlined in the Commissioner's Task Force for Educator Ethics "Guiding Principles: The Code

Unclear and Legis. Intent: This document cannot be incorporated by reference as it is created by or on behalf of the agency. The requirements must be written out in the rules. See RSA 541-A:12, III. Also, because the document was apparently intended as guidance, and not as a "rule" as defined in RSA 541-A:1, XV, it is unclear to adopt it as a rule by requiring "adherence" to it.

Edit: Replace "as referenced" with "available as noted".

of Ethics for New Hampshire Educators", February 2018 as referenced in appendix II; and

(2) Adherence to the principles of professional conduct as outlined in Ed 510.01 through Ed 510.04.

Readopt with amendment Ed 610.02, effective 12-17-11 (Doc #10046), to read as follows:

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following: *the requirements detailed in Ed 505.07(a)-(e).*

~~(a) In the area of the learner and learning:~~

~~(1) Learner development, as demonstrated by:~~

- ~~a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and~~
- ~~b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;~~

~~(2) Learning differences, as demonstrated by:~~

- ~~a. An understanding of individual differences and diverse cultures and communities;~~
- ~~b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and~~
- ~~c. The ability to employ universal design principles and assistive technology; and~~

~~(3) Learning environment, as demonstrated by:~~

- ~~a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and~~
- ~~b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;~~

~~(b) In the area of content:~~

~~(1) Content knowledge, as demonstrated by:~~

- ~~a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and~~

~~b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and~~

~~(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;~~

~~(c) In the area of learning facilitation practice:~~

~~(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:~~

~~a. Engage learners in their own growth;~~

~~b. Document learner progress;~~

~~c. Provide learner feedback; and~~

~~d. Inform the educator's ongoing planning and instructional practices;~~

~~(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and~~

~~(3) Learning facilitation strategies, as demonstrated by:~~

~~a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and~~

~~b. An ability to build skills in accessing, applying, and communicating information; and~~

~~(d) In the area of professional responsibility:~~

~~(1) Reflection and continuous growth, as demonstrated by:~~

~~a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and~~

~~b. Ability to adapt practice to meet the needs of each learner; and~~

~~(2) Collaboration, as demonstrated by:~~

~~a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.~~

APPENDIX I

RULE	STATUTE
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 610.02	RSA 21-N:9, II(r); RSA 186:11, X(c)

APPENDIX II

Rule	Title	Obtain At
Ed 505.07(e)(1)	Guiding Principles: The Code of Ethics for New Hampshire Educators, February 2018	<u>www.education.nh.gov</u>

Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This "Code of Ethics for New Hampshire Educators" is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The Code of Ethics is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the Code of Ethics for New Hampshire Educators should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This Code of Ethics for Educators is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The Code of Ethics for New Hampshire Educators is applicable to all aspects of an educator's life.

The Code of Ethics for educators establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The Code of Ethics for New Hampshire Educators establishes guidance for educators.

Definitions

The term “student” as used in The Code of Ethics for New Hampshire Educators means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. “Student” includes individuals through nine months after graduation.

Principle I—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones’ professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;
- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague’s professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones’ professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle II—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator’s obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;

- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator's career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students.

Commissioner's Task Force on Educator Ethics

Membership

Adam Marcoux (NH AFT)

Barrett Christina (NHSBA)

Carl Ladd (NHSAA)

Dean Cascadden (NHSAA), 2017

Diana Fenton (NHDOE)

Dianna Terrell (PSB), 2016

Doug Ley (NH AFT)

Frank Hoell (CTE), 2017

Gail Adams-Davis (NHASP)

Helen Honorow (NHSBE), 2016

Irv Richardson (NEA NH)

KimberlyYarlott (PSB)

Laura Waiselewski (CTE), 2016

Lorrain Tacconi-Moore (NHSAA)

Michael Perez (NHASP)

Nancy Morse (NEA NH)

Nicole Heimarck (NHDOE)

Phil Littlefield (NHSAA)

Suzanne Canali (CTE)

Virginia Clifford (NHDOE,) 2016

Readopt with amendment, Ed 505.07 effective 12-17-11 (Doc #10046), to read as follows

Ed 505.07 Professional Education Requirements; Alternatives 3, 4, and 5.

In addition to the requirements in Ed 505.03 for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, an applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed shall demonstrate evidence of the following:

(a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

- a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
- b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

- a. An understanding of individual differences and diverse cultures and communities;
- b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
- c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

- a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(b) In the area of content:

(1) Content knowledge, as demonstrated by:

- a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and
- b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and

(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;

(c) In the area of learning facilitation practice:

(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:

- a. Engage learners in their own growth;
- b. Document learner progress;
- c. Provide learner feedback; and
- d. Inform the educator's ongoing planning and instructional practices;

(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and

(3) Learning facilitation strategies, as demonstrated by:

- a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and
- b. An ability to build skills in accessing, applying, and communicating information; and

(d) In the area of professional responsibility:

(1) Reflection and continuous growth, as demonstrated by:

- a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and
- b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.

(e) In the area of professional ethics as demonstrated by:

(1) Adherence to ethical principles and professional norms of the profession as outlined in the Commissioner's Task Force for Educator Ethics "Guiding Principles:

The Code of Ethics for New Hampshire Educators”, February 2018 as referenced in appendix II; and

(2) Adherence to the principles of professional conduct as outlined in Ed 510.01 through Ed 510.04.

Readopt with amendment, Ed 610.02 effective 12-17-11 (Doc #10046), to read as follows:

Ed 610.02 Professional Education Requirements. To promote the learning of all students, each professional educator preparation program shall require each graduate of the program to demonstrate evidence of the following: *the requirements detailed in Ed 505.07(a)-(e).*

~~(a) In the area of the learner and learning:~~

~~(1) Learner development, as demonstrated by:~~

- ~~a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and~~
- ~~b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;~~

~~(2) Learning differences, as demonstrated by:~~

- ~~a. An understanding of individual differences and diverse cultures and communities;~~
- ~~b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and~~
- ~~c. The ability to employ universal design principles and assistive technology; and~~

~~(3) Learning environment, as demonstrated by:~~

- ~~a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner’s interests and passions; and~~
- ~~b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;~~

~~(b) In the area of content:~~

~~(1) Content knowledge, as demonstrated by:~~

- ~~a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and~~

~~b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners; and~~

~~(2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues;~~

~~(c) In the area of learning facilitation practice:~~

~~(1) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to:~~

~~a. Engage learners in their own growth;~~

~~b. Document learner progress;~~

~~c. Provide learner feedback; and~~

~~d. Inform the educator's ongoing planning and instructional practices;~~

~~(2) Planning for learning facilitation, as demonstrated by an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and~~

~~(3) Learning facilitation strategies, as demonstrated by:~~

~~a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and~~

~~b. An ability to build skills in accessing, applying, and communicating information; and~~

~~(d) In the area of professional responsibility:~~

~~(1) Reflection and continuous growth, as demonstrated by:~~

~~a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community; and~~

~~b. Ability to adapt practice to meet the needs of each learner; and~~

~~(2) Collaboration, as demonstrated by:~~

~~a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being.~~

APPENDIX II

Rule	Title	Obtain At
Ed 505.07(e)(1)	Guiding Principles: The Code of Ethics for New Hampshire Educators, February 2018	www.education.nh.gov

Guiding Principles: The Code of Ethics for New Hampshire Educators

Statement of Purpose

A New Hampshire educator is entrusted by the state and the public with a responsibility to teach New Hampshire's children the skills and model the values that will make each child a knowledgeable, capable, and engaged member of a democratic society. The educator accepts the responsibility to practice within the educational profession according to the highest ethical standards and aspires to continuously and consistently make decisions which are, first and foremost, within the best interests of the student.

This "Code of Ethics for New Hampshire Educators" is created as a set of guiding principles which articulate the responsibilities common to all members of the education profession. The Code of Ethics is designed to provide guidance to educators in the decision making process involving their interactions with students, the school community, colleagues, parents, and the public. The principles set forth in the Code of Ethics for New Hampshire Educators should be interpreted with reference to the context of the classroom, the learning community, and the educational profession.

This Code of Ethics for Educators is created upon the recognition that teaching is a profession. As such, there is an acknowledgement within the educational field that The Code of Ethics for New Hampshire Educators is applicable to all aspects of an educator's life.

The Code of Ethics for educators establishes guidance for all school personnel and is not intended to be a basis for civil liability nor is it designed to be a basis for employment action. The Code of Ethics for New Hampshire Educators establishes guidance for educators.

Definitions

The term “student” as used in The Code of Ethics for New Hampshire Educators means an individual who is enrolled or participating in any class or program from preschool through grade-12 at any school or education institution. “Student” includes individuals through nine months after graduation.

Principle I—Responsibility and Commitment to the Student

An educator holds a position which is imbued with public trust. As such, one of the educator’s obligations is to ensure that each student is treated with dignity and respect. An educator also establishes and maintains appropriate verbal, physical, emotional and social boundaries with every student.

In fulfillment of this principle, the educator:

- Interacts with students within appropriate settings;
- Communicates with students in a clear, respectful, and culturally sensitive manner;
- Considers the potential implications and possible perception of accepting a gift from a student and considers the potential implications and possible perception of giving a gift to a student;
- Considers the ramifications and possible perceptions of entering into an adult relationship of any kind with a former student, including but not limited to, any potential harm to the former student, public perception, and the possible impact on the professional educator’s career;
- Recognizes and respects confidential information acquired in the course of employment regarding individual student safety, education, health, and personal information of students and their families.

Principle II—Responsibility and Commitment to the Education Profession and Colleagues

The educator is committed to a high level of professional ethics at all times. As such, the educator is expected to uphold and adhere to laws, regulations, policies, and procedures which are relevant to the educational profession regardless of personal viewpoints. There is also a recognition that the decisions and actions that the educator makes, whether inside or outside of the school and classroom, may be reflective of ones’ professional judgment.

In addition to holding oneself accountable to a high level of professional ethics, the educator encourages colleagues to meet the same high standards and to engage in discussions with appropriate colleagues on ethical matters.

In fulfillment of this principle, the educator:

- Values honesty and established commitments;

- Respects intellectual property and ownership rights when using or sharing materials such as lesson plans, research and assessment, curricula, syllabi, or gradebooks;
- Recognizes the possible impact and ramifications upon a colleague's professional reputation when speaking about a colleague in public and private communications;
- Communicates with colleagues in a clear, respectful, and culturally sensitive manner;
- Considers the ramifications of accepting or offering any gratuity, gift or favor which would influence or appear to influence ones' professional decisions; and
- Considers the ramifications of using institutional or professional privileges for personal or partisan advantage

Principle III—Responsibility and Commitment to the School Community

The educator models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. The educator acts in the best interests of all students by advocating for equitable educational opportunities and endeavoring to present facts with fidelity to the content and without distortion, bias or personal prejudice.

In fulfillment of this principle, the educator:

- Communicates with parents and guardians in a respectful manner which represents students' best interests;
- Has an awareness and respect of the confidential nature of material received and communicated from a variety of audiences.
- Commits to equality, equity, and inclusion of colleagues, staff, students, parents or guardians and other members of the school community;
- Respects diversity amongst colleagues, staff, students, parents or guardians, and other members of the school community;
- Considers and recognizes the potential ramifications of having a personal relationship with colleagues, staff, students, parents, or guardians and other members of the school community in consideration of the role and the perception of the educator within the classroom and the community; and
- Recognizes that the professional educator often serves multiple roles within the school, as such must consider that the varied relationships have the potential to impair ones' objectivity.

Principle IV - Responsible and ethical use of technology as it relates to students, schools, and other educational professionals

The educator considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology.

In fulfillment of this principle, the professional educator:

- Utilizes social media responsibly, transparently and primarily for the purpose of teaching and learning;
- Considers the ramifications and public perception of using social media;
- Exercises prudence to establish and maintain appropriate professional boundaries of time and place in all electronic communications with students.

Commissioner's Task Force on Educator Ethics

Membership

Adam Marcoux (NH AFT)

Barrett Christina (NHSBA)

Carl Ladd (NHSAA)

Dean Cascadden (NHSAA), 2017

Diana Fenton (NHDOE)

Dianna Terrell (PSB), 2016

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Gail Adams-Davis (NHASP)

Helen Honorow (NHSBE), 2016

Irv Richardson (NEA NH)

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Michael Perez (NHASP)

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Nicole Heimarck (NHDOE)

Phil Littlefield (NHSAA)

Suzanne Canali (CTE)

Virginia Clifford (NHDOE,) 2016

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 AND REGIONAL 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) “Qualified project” means a qualified project as defined in RSA 188-E:10, I(f);
- (c) “Receiving board” means the board of education in the receiving district where a high school has been designated under RSA 188-E to ~~provide~~ **as** a regional career and technical education center to serve the region. The receiving district can be a single district or a cooperative district in accordance with the organization of that particular region;
- (d) “Region” means a collection of sending and receiving districts and at least one regional career and technical education center that are all parties to an agreement that defines the relationships among them;
- (e) “Regional career and technical education center” means a receiving ~~school district~~ **board** for secondary education which has been designated by the commissioner under RSA 188-E:1 as part of a high school regional career and technical education program;
- (f) “Transportation cost” means the reimbursable amount of the total 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 1305.03; and
- (g) “Tuition cost” means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed 1305.02.

PART Ed 1302 PLANNING, DESIGNATION, AND IMPLEMENTATION OF A NEW REGIONAL CAREER AND TECHNICAL EDUCATION CENTER FOR CAREER AND TECHNICAL EDUCATION

Ed 1302.01 Purpose. The purpose of this part 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~~ Board.

- (a) The receiving board, in accepting designation as a regional career and technical education 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 career and technical education center.

(b) The region as defined in Ed 1301.01(d) 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 career and technical education center.

(c) In addition to 1302.02(a) and (b), the process for constructing a new regional career and technical education center shall follow the requirements in Ed 1303.

PART Ed 1303 RENOVATION OF EXISTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

Ed 1303.01 Purpose. The purpose of this part 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 career and technical education center providing assurances that:

- a. A need related to the labor market exists for new skills and competencies of students that is directly linked to new equipment requirements or other requests for renovation;
- 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', pursuant to RSA 188-E:4-a, validation;

(2) A program design description for each program to be included in the regional career and technical education 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;

(3) The proposed site of the renovation; and

(4) The total cost of renovations taking into account the specific financial responsibilities of the receiving ~~district~~ **board**, which includes the following:

- a. Acquisition of sufficient land for construction or expansion of the center including any easements or rights-of-way that might be necessary;
- b. Acquisition of sufficient land for parking or long term agreements to utilize off-site parking;

- c. Environmental and geotechnical studies necessary to ensure that the proposed construction can be completed at the site;
- d. 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, and municipal code enforcement authority;
- e. Site work outside 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, and landscaping;
- f. Planning, design, and construction of utilities including electrical power, water, sewer, natural gas, and communications to a point one foot outside the building entrance for each specific utility;
- g. Planning, design, and construction of roadways and sidewalks;
- h. Planning, design, and construction of parking facilities;
- i. Other site requirements as identified by the department based on Ed 321;
- j. Provision of a clerk of the works to manage the construction project;
- k. Legal review of construction contracts;
- l. Builders risk and accident liability insurance during construction;
- m. Property and liability insurance following construction; and
- n. Development of equipment specifications lists and purchasing.

(b) The receiving board shall provide the site for parking and other related areas for the regional career and technical education center pursuant to RSA 188-E:3, II not covered under the state grant for construction of regional career and technical education centers. 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 career and technical education center, such as a long-term agreement, an easement, or right-of-way.

(c) The application shall include the final plans, program descriptions, equipment lists, and total cost for the construction or renovation of a regional career and technical education 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~~ **board**, shall complete a thorough review of the application, with particular emphasis upon need as related to the labor market, enrollment, and programs. The allotment of specific funds shall be determined after a review of the application by the department as provided in Ed 1302 and in consultation with representatives of the regional career and technical education center.

(b) The department shall approve and recommend the project and the final plan for legislative action as a qualified project pursuant to the capital budget timeline identified in RSA 188-E:10, I(c) and capital budget procedure identified in RSA 9:3-a when the plan, as set forth in the application, appears to be both educationally and fiscally acceptable, as ~~defined~~ **required** by Ed 1303.02.

(c) Prioritization of funds of approved renovation projects shall follow the timeline established in Ed 1303.05.

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 reimbursement 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~~ **regional career and technical education center shall include only programs which conform to the approved qualified project;**
- (e) A designation of enrollment quotas for individual programs in each district as determined by the parties to the agreement;
- (f) The end date of the agreement as determined by mutual agreement of the parties;
- (g) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;
- (h) Assurances of ongoing maintenance of 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 career and technical education center as set forth in Table 1303-1 below shall be the determining factor in prioritizing the order in which renovation projects are to be included in the capital budget request:

<u>Table 1303-1 Opening Dates for Regional Career and Technical Education Centers</u>		
Regional Career and Technical Education 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 - Derry	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 career and technical education 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 shall include a change in project cost of 5% or greater or the addition or removal of a career and technical education program, or any substantial change which alters the scope of the project.

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, respectively, per RSA 188-E:4-a.

PART Ed 1305 TUITION AND TRANSPORTATION COST DETERMINATIONS

Ed 1305.01 Purpose. The purpose of this part 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; and

(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.

(b) 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 shall be 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 *does* 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 *either* a "NH Pre-Engineering and Technology Application (*Grades K-5*)," ~~June March 2017~~ *March 2018* edition "*NH Pre-Engineering and Technology Application (Grades 6-12)*" *March 2018* edition, ~~which is aligned to the 7 engineering design process principles identified in the New Hampshire Technology/Engineering Education Curriculum Guide that~~ *to* 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. Shows how ~~receiving~~ district expenditures complement the development of the engineering technology program;

b. Provides a list of expenditures by the ~~receiving~~ district and includes 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 ***by submitting the current course load, college transcript, teaching certification, and résumé; and***

(4) ***Submit a final funding report providing:***

(a) Outcomes and key achievements;

(b) Number of students served, disaggregated by gender; and

(c) Impact/benefits of course/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~~ ***NH Pre-Engineering and Technology Application*** that the school submits under Ed 1306.01(a)(1) above 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 career and technical education 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 that are aligned to the standards established by the National Automotive Technicians Education Foundation (NATEF); and

(3) Demonstrate the statutorily required 50/50 match of public and private funds which:

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; 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 career and technical education 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 *as defined by Ed 306* or a chartered public school as defined in RSA 194-B:1, ~~III~~V 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 which shall include, but not be limited to, registration fees, supplies, and equipment necessary for competition. ~~Travel costs are not permitted~~ ***Grant funds shall not be used for travel costs.*** Grant recipients shall submit a report to the department detailing how the grant funds were spent at the end of each fiscal year for which grant funds are received.

(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. *An eligible* 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 its first robotics team or club that is associated with the school;

(b) It has at least one coach or adult advisor;

(c) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education, or technical school for the purpose of participation in a robotics competition;

(d) A sponsor, business entity, institution of higher education, or technical school will contribute funds, technical resources, or both to allow for the school to participate in the competition;

(e) It has developed a 2-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 complete and submit a grant application on the “Student Support and Academic Enrichment Application for Funds,” form October 2017 edition, by email as indicated on the application.

(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~~ 2 years as set forth in Ed 1307.04(c).

(d) Pursuant to RSA 188-E:25, VII, no school shall receive more than one grant every ~~two~~ 2 years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant. However, it shall not support more than one team in any one of the 3 areas enumerated in Ed 1307.04(c)(1)-(3).

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 1307.06(b). 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 1307.05.

(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 reported pursuant to Ed 306.23. 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 shall be awarded and funds made available by October 31 of each year.

(b) The department shall disburse-grant funds as a single payment each year of the grant after approval of the robotics program.

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 507.35, effective 12-21-12 (Doc. #10245), to read as follows:

Ed 507.35 Educational Interpreter/Transliterators for Children and Youth Ages 3-21.

(a) For purposes of this section, the following definitions shall apply:

- (1) "Educational interpreter" means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are ~~hearing~~ **not fluent in signed language**;
- (2) "Interpreting" means the process of accurately conveying information between American Sign Language (ASL) and English; and
- (3) "Transliterating" means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) ~~The following requirements shall apply to the certification of an educational interpreter/transliterators for children and youth ages 3 to 21 years~~ **To be certified as an educational interpreter/transliterators for children and youth ages 3 to 21 years a candidate shall meet the following requirements:**

- (1) Hold a minimum of an ~~Associate~~ **Bachelor's** Degree;
- (2) Receive a passing ~~grade score~~ on the ~~Educational Interpreter Performance Assessment Written Test (EIPA-WT)~~ **state board designated written examination in educational interpreting or comparable examination as determined by the office of credentialing as specified in (c); and**
- (3) Meet one of the following entry level requirements relative to ~~education and experience~~ **the practical skills of interpreting:**
 - a. Receive a passing ~~grade score~~ as determined by ~~on the State Board-designated of Education on the practical examination in signing for the EIPA Performance Test (EIPA-PT) as specified in (c)~~ **for educational interpreting, or a comparable examination; or**
 - b. Hold a current national certification from either national office of the Registry of Interpreters of the Deaf (RID) or National Association of the Deaf (NAD) of at least level III; ~~or~~
 - c. ~~Educational Interpreter certification from another state whose standards are equivalent to Ed 507.35.~~

(c) ~~A Candidates for certification as an educational interpreter/transliterators the EIPA-WT and EIPA Performance Test shall have demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in signing in the following areas:~~

(1) A knowledge of history of ~~general interpreting/transliterating such as~~ ***and practices of:***

a. Educational interpreting/transliterating; and

b. ~~Relevant federal, state and local organizations~~ ***Community interpreting and transliterating;***

(2) The ability to identify ***and appropriately utilize*** resources that serve students who are deaf/ ***or*** hard of hearing, ~~(D/HH)~~ including:

a. Services;

b. Programs; ~~and~~

c. Agencies; ***and***

d. Federal, state, and local organizations;

(3) A knowledge of the ~~National Registry of Interpreters for the Deaf Code of Professional Conduct~~ ***educational interpreter performance assessment's (EIPA)"Guidelines of Professional Conduct for Educational Interpreters", August 2007 edition, as referenced in Appendix II;***

(4) The ability to establish an environment allowing for effective interpreting and transliterating in a wide variety of educational settings; and

(5) A knowledge of different modes of communication which shall include but not limited to:

a. ***America Sign Language*** (ASL);

b. ***Conceptually accurate signed English*** (CASE);

~~bc.~~ Pidgin signed English (PSE);

~~ed.~~ Manually coded English;

~~de.~~ Oral;

~~ef.~~ Cued speech; and

~~fg.~~ Tactile;

(6) In the area of the process of interpreting/transliterating, the ability to match the child's communication mode(s) as determined by the Individualized Education Program (IEP) team specified in Ed 1109.03 or the 504 team ~~in one of the following:~~

a. ~~Simultaneously and consecutively interpret accurately, both expressively and receptively;~~

~~b. Simultaneously and consecutively transliterate accurately, both expressively and receptively; or~~

~~c. Simultaneously and consecutively orally transliterate accurately, both expressively and receptively;~~

(7) In the area of the professional roles, responsibilities and practices:

a. Knowledge of ~~federal~~ ***the Americans with Disabilities Act (ADA), the Individuals with Disabilities Act (IDEA)/section 504 of the Rehabilitation Act,*** and state laws ***statutes*** and ~~rules~~ ***regulations*** that pertain to students who are deaf and hard of hearing and how they are applied;

~~b. Knowledge of state child protection laws and school policies regarding how to report child abuse/neglect and explain the appropriate protocol to follow the laws and rules;~~

~~cb.~~ Knowledge of American deaf culture and how it is distinguished from general American culture;

~~dc.~~ Knowledge of the role and responsibilities of an educational interpreter/transliterators in ~~all~~ educational settings, ***including public forums,*** for children and youth ages 3 through 21;

~~e. The ability to interpret/transliterate accurately in a public forum; and~~

~~fd.~~ Knowledge of hearing loss, ***cochlear implants,*** and amplification ***devices*** ~~in for~~ deaf and hard of hearing children;

(8) In the area of child development:

a. How students learn and develop cognitively, linguistically, socially, ~~morally~~ ***ethically,*** emotionally, and physically; and

b. How the development of language in deaf students impacts their development cognitively, linguistically, socially, ~~morally~~ ***ethically,*** and emotionally;

(9) ~~In the area of principles and philosophies of public education:~~

~~a. Respect for the students' varied talents and perspectives;~~

~~b. Knowledge and understanding of public schools as complex organizations within a larger community; and~~

~~c. Effective collaboration with school staff, parents, and others to support students' learning and well-being;~~

(10) In the area of IEP and 504 process in educational settings in:

- a. ~~Basic~~ **K**nowledge of the ~~individualized education program (IEP)~~ *special education* process as specified in Ed 1109; and the 504 process; and
- b. ~~The ability to~~ **Collaboaratively** work with *other* members of the ~~IEP/504 educational~~ team, contributing information about the child's language including:
 1. Most effective mode(s) of communication; ~~and~~
 2. Use of practical and functional language; ~~and~~
 3. *Use of social and academic language; and*
 4. *Student's ability to comprehend interpreted information.*

~~(11) In the area of general studies:~~

- a. ~~A command of language, including the language of words, mathematics and other common terms typically found in preschool through grade 12 curriculum;~~
- b. ~~The ability to comprehend reading materials commonly found in preschool through grade 12 educational programs and curriculum, including:~~
 1. ~~Mass media and social media;~~
 2. ~~Newspapers; and~~
 3. ~~Magazines;~~
- c. ~~The ability to write coherently using:~~
 1. ~~Correct spelling;~~
 2. ~~Grammar;~~
 3. ~~Punctuation; and~~
 4. ~~Appropriate vocabulary;~~
- d. ~~Sufficient cultural literacy including understanding of major principal events and significant figures in American and world cultures and other such information commonly presented in preschool through grade 12 curriculum;~~
- e. ~~Logical thinking and problem solving ability which draws on a large spectrum of knowledge in the humanities, sciences and the arts; and~~
- f. ~~The ability to utilize technology/assistive technology to enhance and support the instruction of students who are deaf and hard of hearing.~~

~~(d) Candidates shall participate in professional development for both personal growth and school district's master plan program improvement as specified in Ed 512.03(e) individual professional development plan, Ed 512.04 criteria for recertification of educators under the professional development master plan and Ed 512.05 criteria for recertification of educators not under the local professional development master plan.~~

Adopt Ed 612.26 as follows:

Ed 612.26 Educational Interpreter/Transliterator for Children and Youth Ages 3-21. The educational interpreter/transliterator for children and youth ages 3-21 program shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences as outlined in 507.35(c).

Appendix I

RULE	STATUTE
Ed 507.35	RSA 186:11, X(a)

Appendix II

Rule	Title	Obtain at
Ed 507.35(c)(3)	Educational Interpreter Performance Assessment's (EIPA)"Guidelines of Professional Conduct for Educational Interpreters", August 2007 edition	Available for download online at https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf

Readopt with amendment Ed 1128, effective 3-24-17 (Doc #12141), to read as follows:

PART Ed 1128 SPECIAL EDUCATION AID

Ed 1128.01 Definitions. The following definitions shall apply for the purposes of Ed 1128.

(a) “Special education aid” means financial assistance for special education costs distributed under RSA 186-C:18, III to a responsible school district.

(b) “Contributed funds” means funds contributed to defray the cost of a special education and by any party or agency other than the LEA.

(c) “Direct costs” means those costs which can be identified specifically with the provision of special education and related services, as included in a child’s IEP.

(d) “Emergency assistance” means funds appropriated for special education costs as provided in 186-C:18, III.

(e) “Indirect costs” means those costs which have been incurred for common or joint objectives and which cannot be identified with the provision of special education and related services as included in a particular child’s IEP.

(f) “Responsible school district” means a school district which is responsible for a child with a disability for whom the costs of special education exceed the formula established by RSA 186-C:18, III.

Ed 1128.02 Reimbursement. A responsible school district shall be reimbursed for special education aid if the requirements of this section are met.

(a) The special education costs for which the district is seeking payment shall exceed the statutory threshold established by RSA 186-C:18, III.

(b) Each child with a disability for whom the responsible district is seeking special education aid reimbursement shall be:

(1) Enrolled in an approved special education program that:

a. Provides FAPE; and

b. Meets the requirements established in:

1. Ed 1128.02;
2. Ed 1128.03;
3. Ed 1128.05; or
4. Ed 1117; or

(2) In a placement for which a hearing officer, pursuant to Ed 1123, orders the responsible school district to reimburse parents in accordance with 34 CFR 300.148.

(c) The responsible school district shall report evaluation, placement, and eligible cost data for a child with a disability for special education aid in accordance with Ed 1128.07.

(d) The information entered into NHSEIS under Ed 1128.04 shall be verified on the “Superintendent’s Verification of SPECIAL EDUCATION AID” form ***completed***, signed and dated by an individual authorized to make application for special education aid on behalf of the responsible school district. The verification form shall be submitted to the department no later than 4:30 p.m. on August 15 or, if August 15 falls on a weekend, no later than 4:30 p.m. on the next business day.

Ed 1128.03 Limitations on Reimbursement. A responsible school district shall:

(a) Be eligible for reimbursement only for those direct costs which are included in the IEP of a child with a disability, and which qualify as special education and related services; and

(b) Not be reimbursed for:

- (1) Costs which exceed rates established by Ed 1129 for tuition, instruction, room and board, and related services; or
- (2) Indirect costs.

Ed 1128.04 Application for Special Education Aid. To apply for the special education aid, a responsible school district shall:

(a) Enter the following program information into the NHSEIS database system:

- (1) Instructional costs;
- (2) Room and board costs;
- (3) Tuition costs;
- (4) Costs for related services, for which the department has approved a rate under Ed 1129, including:
 - a. Counseling, both individual and group;
 - b. Occupational therapy, both individual and group;
 - c. Physical therapy, both individual and group; and
 - d. Speech pathology, both individual and group;
- (5) Costs for related services for which the department had not approved a rate under Ed 1129, provided such services are included in the IEP of the child with a disability;
- (6) Transportation costs;
- (7) Exceptional costs, including diagnostic costs for services defined under Ed 1107; and
- (8) Any contributed funds; and

(b) Send supporting documentation to the department for:

- (1) Transportation costs under (a)(6) above in excess of \$5,000;
- (2) Exceptional costs under (a)(7);
- (3) Instruction, room and board, and tuition costs from out-of-state facilities, if applicable;

- (4) Instructional costs from public programs; and
- (5) All related services when no rate is set.

Ed 1128.05 Calculation of Cost of Special Education. The cost of special education for a particular child with a disability shall equal the costs entered into NHSEIS under Ed 1128.04(a)(1) – (7), less contributed funds entered into NHSEIS under Ed 1128.04(a)(8).

Ed 1128.06 Emergency Assistance.

- (a) Emergency assistance shall be available pursuant to RSA 186-C 18, III.
- (b) When a responsible school district applies for emergency assistance, it shall:
 - (1) Enter information into NHSEIS as provided in Ed 1128.04(a); and
 - (2) Supply supporting documentation as provided in Ed 1128.04(b).
- (c) An application for emergency assistance for the school year in progress shall be submitted to the department by a responsible school district no later than 4:30 p.m. on the first Friday of May.
- (d) On applications for emergency assistance, a responsible school district shall document that:
 - (1) The district could not have anticipated the need of this child with a disability for a comprehensive special educational program;
 - (2) The district is experiencing a financial crisis and could not, through line item budget transfers or other financial management techniques, appropriate the funds necessary to provide this child with a disability with FAPE; and
 - (3) There are no other sources of financial support available to assist the district with the funding of this placement.
- (e) If a responsible school district receives emergency assistance funds for certain children with a disability, it shall not receive special education for these same children.

Ed 1128.07 Proration. Pursuant to RSA 186-C:18,IX, when a child with a disability transfers from one responsible school district to another during the school year, the following shall apply to the proration of special education aid and emergency assistance among responsible districts:

- (a) Each district shall be reimbursed for only each school day on which the child was a resident of the district; and
- (b) Each district shall file separate application forms.

Ed 1128.08 State Aid For In-District Programs.

- (a) For the purposes of this section, “s[S]upplemental costs” means the difference between the district’s average per pupil cost and the cost of education for the child with a disability.
- (b) A liable school district shall be reimbursed for the development or maintenance of an in-district special education program, under this paragraph, if the following requirements are met:

- (1) The costs for which the district is seeking reimbursement shall establish or support a school district-based program for a child with disabilities who was in an out-of-district placement in the previous school year as required in RSA 186-C:18, XI;
 - (2) The in-district program shall be approved pursuant to the provisions of Ed 1126.02;
 - (3) The child for whom the district is seeking reimbursement shall have been placed in the in-district program pursuant to the provisions of Ed 1111.02;
 - (4) The child for whom the district shall be seeking reimbursement *shall be* ~~is~~ receiving a FAPE;
 - (5) The liable school district shall report eligible cost data for a child with a disability pursuant to Ed 1128.04, (a), (1) through (5) and in accordance with Ed 1128.07, if applicable;
 - (6) The information entered into NHSEIS under Ed 1128.04 shall be verified on *the “Superintendent’s Verification of SPECIAL EDUCATION AID”* ~~[a state aid verification]~~ form signed and dated by an individual authorized to make application for state aid on behalf of the liable school district;
 - (7) The verification form shall be submitted to the department no later than 4:30 p.m. on August 15 or, if August 15 falls on a weekend, no later than 4:30 p.m. on the next business day; and
 - (8) Payment to the school district, under this paragraph, shall be on or before January 1.
- (c) Limitations on reimbursement shall be as follows:
- (1) A liable school district shall be eligible for reimbursement under this paragraph only for children with disabilities whose placement has changed from an out-of-district placement to an in-district program developed or maintained by the responsible school district, and only for:
 - a. The direct costs that are included in the IEP in accordance with (b) (5) above; and
 - b. The direct costs that qualify as special education and related services, that allow the student with disabilities to be educated in the local school district program;
 - (2) A liable school district shall not be reimbursed for:
 - a. Costs which exceed rates established by Ed 1129 for tuition, instruction, and related services;
 - b. Indirect costs; or
 - c. Contributed funds;
 - (3) The reimbursement amount the school district shall receive shall be the greater of:
 - a. The supplemental costs incurred by the school district to educate the child in the in-district program; or
 - b. The amount the school district received for the child in the last year of the out-of-district program, prior to placing the student in the in-district program, under this paragraph; and

- (4) The reimbursement under (c) (3) above shall be made for 3 years, as follows:
- a. Reimbursement under (c) (3) a. above the supplemental amount for all 3 years; or
 - b. Reimbursement under (c) (3) b. above:
 - 1. In year one, 70 percent of the total amount in (c) (3) b. above;
 - 2. In year 2, 50 percent of the total amount in (c) (3) b. above; and,
 - 3. In year 3, 30 percent of the total amount in (c) (3) above.
- (d) Funds distributed under RSA 186-C:18, XI shall be:
- (1) Made in accordance with the provisions of (b) above;
 - (2) Prorated in accordance with RSA 186-C:18, III (a), if insufficient funds are appropriated; and
 - (3) Used to assist school districts in meeting special education aid costs in their special education programs to the extent that they are not used to fund the program set out in RSA 186-C:18, XI.

RULE	STATUTE
Ed 1128.01-1128.07	RSA 186-C:18
Ed 1128.08	RSA 186-C:18, XI(b)

Amend Ed 1102.01, effective 3-24-17 (Doc. #12141), by deleting (y) and readopting and renumbering (z)-(ab) as (y)-(aa), so that Ed 1120.01 (y)-(aa) are cited and read as follows:

PART Ed 1102 DEFINITIONS

Ed 1102.01 Definitions A-C.

(y) “Court” means a court of competent jurisdiction.

(z) “Curriculum” means all of the courses and other educational opportunities offered by the responsible local education agency.

(aa) “Curriculum for preschoolers” means all of the organized educational activities, experiences, or both that are offered within the early childhood program to address all aspects of development and to promote meaningful learning experiences regarding preschoolers, their families and their community.

Readopt with amendment Ed 1102.03, effective 3-24-17 (Doc. #12141), to read as follows:

Ed 1102.03 Definitions H-M.

(a) “Health care facility” means any hospital, nursing home, sheltered home or other facility licensed under RSA 151.

(b) “Health evaluation” means an evaluation that provides the IEP team with information on the child’s physical condition and *can* ~~may~~ include, but is not limited to:

- (1) A physical assessment, health screening, or both;
- (2) A review of a child’s medical history;
- (3) Classroom observations of the child with health related concerns; and
- (4) Identification of health barriers to learning, as determined by the IEP team.

(c) “Home education” means “home education” as defined in RSA 193-A:4, and includes the term homeschooling.

(d) “Home for children” means:

- (1) Any orphanage, or institution for the care, treatment, or custody of children;
- (2) As defined by RSA 170-E: 25 any child care agency, child care institution, experiential wilderness facility, and independent living home; or
- (3) Any residential school approved under RSA 186-C:5.

(e) “Home instruction” means a home-based LEA placement as detailed in Ed 1111.04 that provides home instruction for school-aged children.

(f) “Independent educational evaluation” means “independent educational evaluation” as defined in 34 CFR 300.502(a)(3)(i).

(g) “Individualized education program[?] (IEP)” means “individualized education program” as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(h) “Individualized education program team[?] (IEP team)” means “individualized education program team” as defined in 34 CFR 300.23 and which meets the requirements in Ed 1103.01(b) and (c).

(i) “Individualized family service plan[?] or (IFSP)” means “individualized family service plan” as detailed in 34 CFR 300.323. The term includes individualized family support plans.

(j) “Individuals with Disabilities Education Act (IDEA) and Individuals with Disabilities Education Improvement Act (IDEIA)” each mean the Individuals with Disabilities Education Act, 20 U.S.C. 1400, et seq., as amended by the Individuals with Disabilities Education Improvement Act of 2004, and as implemented by the U.S. Department of Education’s regulations, 34 CFR 300 et seq.

(k) “Interim alternative educational setting” means the setting, as determined by the IEP team pursuant to 34 CFR 300.530(g) through 34 CFR 300.532, in which a child with a disability receives services when removed from placement for disciplinary reasons.

(l) “Interpreter services” means interpreting services provided by an interpreter for the deaf and hard of hearing who is licensed in accordance with Int 300 and RSA 326-I:2,IV that are necessary for a parent, surrogate parent, guardian, or adult student to participate in the special education process.

(m) “Interpreting services for a child with a disability” means “interpreting services for a child with a disability” as defined in 34 CFR 300.34(c)(4) and 300.322(e).

(n) “Local education agency[?] (LEA)” means “local education agency” as defined in 34 CFR 300.28.

(o) “Local school board” means the elected governing body of the LEA which is responsible for providing elementary and secondary education to all children who reside in the district.

(p) “Local school district” means the political subdivisions of the state as defined in RSA 194:1, RSA 195:1, and RSA 195-A:1,I.

(q) “Local school board officials” means the administrators of the local school district.

(r) “Manifestation determination” means the process by which the IEP team determines whether the behavior that violated a student code of conduct is a manifestation of a student’s disability pursuant to 34 CFR 300.530(e).

(s) “Mediation” means an alternative dispute resolution process in which an impartial mediator assists the parties in resolving issues in dispute pursuant to RSA 186-C:24.

(t) “Migratory child with disabilities” means a “migratory child” as defined in 20 U.S.C. 6399(2) who has been identified as a child with a disability.

(u) “Modification” means any change in instruction or evaluation determined necessary by the IEP team that impacts the rigor, validity or both, of the subject matter being taught or assessed.

Readopt with amendment Ed 1113.12, effective 3-24-17 (Doc. #12141), to read as follows:

Ed 1113.12 Personnel Standards.

(a) Personnel providing services to children with disabilities in public elementary and secondary schools shall be *appropriately and adequately trained as required by 34 CFR 300.156*.

(b) Paraprofessional personnel providing services to children with disabilities shall:

- (1) Work under the supervision of a certified special education teacher;
- (2) Be supervised and observed by a certified special education teacher under whom they work as often as deemed necessary by the LEA, but no less than once each week;
- (3) Implement a plan designed by the certified educator;
- (4) Monitor the behavior of children with whom they are working; and
- (5) Assist in the provision of special education and related services.

(c) Paraprofessional personnel providing services to children with disabilities shall not:

- (1) Design programs;
- (2) Evaluate the effectiveness of programs;
- (3) Assume responsibilities of a teacher or a substitute teacher; or
- (4) Instruct a child with a disability.

RULE	STATUTE
Ed 1102.01 (y) [deleted], (y), (z), (aa) [formerly (z), (aa), (ab)]	RSA 186-C:16, 20 U.S.C 6301 [ESEA as amended by ESSA P.L. 114-95]
Ed 1102.03	RSA 186-C:16, 20 U.S.C 6301 [ESEA as amended by ESSA P.L. 114-95]
Ed 1113.12	34 CFR 300.18 and 34 CFR 300.156, RSA 186-C:16,VIII, RSA 186-C:16, 20 U.S.C 6301 [ESEA as amended by ESSA P.L. 114-95]

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

March 23, 2018

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

Re: Waiver of Conditional Approval Response Deadline for Final Proposal 2017-147

Dear Board Members:

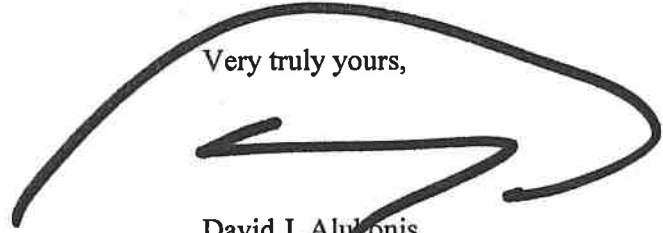
In a letter dated March 23, 2018, Amanda Phelps, Administrative Rules Coordinator for the Department of Education, requested, on behalf of the N. H. Board of Education (Board), a waiver pursuant to RSA 541-A:40, IV of the deadline for responding to the conditional approval on March 16, 2018 by the Joint Legislative Committee on Administrative Rules (JLCAR) of the Board's Final Proposal 2017-147. This Final Proposal contained a readoption with amendments of Ed 1300 on alternative education programs and Ed 1400 on career and technical education, combining them as Ed 1300 on alternative education and regional career and technical education. The Board was required pursuant to RSA 541-A:13, V(a) to submit a response to the conditional approval within 7 days of the next regularly scheduled meeting of the Board, which was March 21, 2018. The 7th day was March 28, 2018.

As provided by RSA 541-A:40, IV, as the Director of the Office of Legislative Services I have the authority to waive, for good cause shown, any deadline contained in RSA 541-A after consultation with the Chair and Vice-Chair of the JLCAR. In her letter Ms. Phelps indicates that the March meeting of the Board was originally scheduled for March 8 but was postponed to March 21 due to bad weather. This was too late to place the conditional approval response on the Board's agenda for consideration. The Board's next meeting is on April 12, so the request letter asks for a new deadline of April 19 to respond. Absent a waiver, the JLCAR's conditional approval would convert into a preliminary objection after March 28 pursuant to RSA 541-A:13, V(a), requiring a Board response and subsequent action by the JLCAR pursuant to RSA 541-A:13, V(c). This would further delay adoption of the rules.

I have consulted with the JLCAR Chair and Vice-Chair. Given the circumstances stated in Ms. Phelps' letter, I agree that good cause exists for waiving the conditional approval response deadline and hereby grant the waiver, with a new deadline of April 19, 2018 as requested.

If you have any questions relative to the conditional approval or the response, please contact legal staff in Administrative Rules at 271-3680.

Very truly yours,

A large, stylized handwritten signature in black ink, consisting of a large loop at the top and a horizontal stroke with a small upward flick at the end.

David J. Alukonis
Director

DJA/SFE

cc: Scott F. Eaton, Administrative Rules Director
Amanda Phelps, Administrative Rules Coordinator, Dept. of Education

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

March 16, 2018

Board of Education
c/o NH Department of Education
101 Pleasant Street
Concord, NH 03301

Re: Conditional Approval with Recommendation of Final Proposal 2017-147

Dear Board Members:

At its meeting on March 16, 2018, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2017-147 of the Department of Education (Department) containing a readoption with amendments of Ed 1300 on alternative education programs and Ed 1400 on career and technical education as Ed 1300 on alternative education and regional career and technical education. The Committee's approval was conditioned on amending Final Proposal 2017-147 as specified in the Department's conditional approval request, received March 15, 2018. A copy of the Conditional Approval Request 2017-147, as annotated by Committee staff, is enclosed for your information.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days following the Board's next regularly scheduled meeting, which is March 21, 2018. In this instance the 7th day is Wednesday, March 28, 2018. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

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

The Committee's approval of the Final Proposal was made with the recommendation that the Board seek legislative changes to address the comments made by Committee staff on page 7 and 10 of the Conditional Approval Request.

State Board of Education
FP 2017-147
March 16, 2018
Page 2

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

If you have any questions concerning the provisions of RSA 541-A relative to objections, responses, or adoptions, please call Christina Muñiz at 271-3680.

Sincerely,

Christina R. Muñiz
Committee Attorney

Enc.

cc: Diana Fenton, Esq., Department of Education

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 AND REGIONAL 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) “Qualified project” means a qualified project as defined in RSA 188-E:10, I(f);
- (c) “Receiving board” means the board of education in the receiving district where a high school has been designated under RSA 188-E as a regional career and technical education center to serve the region. The receiving district can be a single district or a cooperative district in accordance with the organization of that particular region;
- (d) “Region” means a collection of sending and receiving districts and at least one regional career and technical education center that are all parties to an agreement that defines the relationships among them;
- (e) “Regional career and technical education center” means a receiving board for secondary education which has been designated by the commissioner under RSA 188-E:1 as part of a high school regional career and technical education program;
- (f) “Transportation cost” means the reimbursable amount of the total 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 1305.03; and
- (g) “Tuition cost” means the reimbursable amount of education cost for a sending district student who attends a regional career and technical education program or an alternative education program related to RSA 188-E:7, and as provided in Ed 1305.02.

PART Ed 1302 PLANNING, DESIGNATION, AND IMPLEMENTATION OF A NEW REGIONAL CAREER AND TECHNICAL EDUCATION CENTER FOR CAREER AND TECHNICAL EDUCATION

Ed 1302.01 Purpose. The purpose of this part is to implement the statutory provisions relative to planning new career and technical education facilities.

Ed 1302.02 Responsibility of School Boards for Receiving Board.

- (a) The receiving board, in accepting designation as a regional career and technical education 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 career and technical education center.

(b) The region as defined in Ed 1301.01(d) shall establish a regional advisory committee according to RSA 188-E:4-a, to advise the receiving 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 career and technical education center.

(c) In addition to 1302.02(a) and (b), the process for constructing a new regional career and technical education center shall follow the requirements in Ed 1303.

PART Ed 1303 RENOVATION OF EXISTING REGIONAL CAREER AND TECHNICAL EDUCATION CENTERS

Ed 1303.01 Purpose. The purpose of this part 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 career and technical education center providing assurances that:

- a. A need related to the labor market exists for new skills and competencies of students that is directly linked to new equipment requirements or other requests for renovation;
- 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', pursuant to RSA 188-E:4-a, validation;

(2) A program design description for each program to be included in the regional career and technical education 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;

(3) The proposed site of the renovation; and

(4) The total cost of renovations taking into account the specific financial responsibilities of the receiving board, which includes the following:

- a. Acquisition of sufficient land for construction or expansion of the center including any easements or rights-of-way that might be necessary;
- b. Acquisition of sufficient land for parking or long term agreements to utilize off-site parking;

- c. Environmental and geotechnical studies necessary to ensure that the proposed construction can be completed at the site;
- d. 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, and municipal code enforcement authority;
- e. Site work outside 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, and landscaping;
- f. Planning, design, and construction of utilities including electrical power, water, sewer, natural gas, and communications to a point one foot outside the building entrance for each specific utility;
- g. Planning, design, and construction of roadways and sidewalks;
- h. Planning, design, and construction of parking facilities;
- i. Other site requirements as identified by the department based on Ed 321;
- j. Provision of a clerk of the works to manage the construction project;
- k. Legal review of construction contracts;
- l. Builders risk and accident liability insurance during construction;
- m. Property and liability insurance following construction; and
- n. Development of equipment specifications lists and purchasing.

(b) The receiving board shall provide the site for parking and other related areas for the regional career and technical education center pursuant to RSA 188-E:3, II not covered under the state grant for construction of regional career and technical education centers. 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 career and technical education center, such as a long-term agreement, an easement, or right-of-way.

(c) The application shall include the final plans, program descriptions, equipment lists, and total cost for the construction or renovation of a regional career and technical education 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 board, shall complete a thorough review of the application, with particular emphasis upon need as related to the labor market, enrollment, and programs. The allotment of specific funds shall be determined after a review of the application by the department as provided in Ed 1302 and in consultation with representatives of the regional career and technical education center.

(b) The department shall approve and recommend the project and the final plan for legislative action as a qualified project pursuant to the capital budget timeline identified in RSA 188-E:10, I(c) and capital budget procedure identified in RSA 9:3-a when the plan, as set forth in the application, appears to be both educationally and fiscally acceptable, as required by Ed 1303.02.

(c) Prioritization of funds of approved renovation projects shall follow the timeline established in Ed 1303.05.

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 reimbursement 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 regional career and technical education center shall include only programs which conform to the approved qualified project;
- (e) A designation of enrollment quotas for individual programs in each district as determined by the parties to the agreement;
- (f) The end date of the agreement as determined by mutual agreement of the parties;
- (g) Assurances of cooperation with the master plans of both the sending and receiving district required under Ed 512;
- (h) Assurances of ongoing maintenance of 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 career and technical education center as set forth in Table 1303-1 below shall be the determining factor in prioritizing the order in which renovation projects are to be included in the capital budget request:

Table 1303-1 Opening Dates for Regional Career and Technical Education Centers

Regional Career and Technical Education 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 - Derry	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 career and technical education 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 shall include a change in project cost of 5% or greater or the addition or removal of a career and technical education program, or any substantial change which alters the scope of the project.

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, respectively, per RSA 188-E:4-a.

PART Ed 1305 TUITION AND TRANSPORTATION COST DETERMINATIONS

Ed 1305.01 Purpose. The purpose of this part 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; and

(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.

(b) 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 shall be 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 ~~does~~ 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 either a "NH Pre-Engineering and Technology Application (Grades K-5)," March 2018 edition "NH Pre-Engineering and Technology Application (Grades 6-12)" March 2018 edition to 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. Shows how ~~receiving~~ district expenditures complement the development of the engineering technology program;

b. Provides a list of expenditures by the ~~receiving~~ district and includes 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;

(3) Assure that certified educators delivering the program are trained to teach the engineering and technology program by submitting the current course load, college transcript, teaching certification, and résumé; and

(4) Submit a final funding report providing:

- (a) Outcomes and key achievements;
- (b) Number of students served, disaggregated by gender; and
- (c) Impact/benefits of course/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 “NH Pre-Engineering and Technology Application” that the school submits under Ed 1306.01(a)(1) above 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 career and technical education 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 that are aligned to the standards established by the National Automotive Technicians Education Foundation (NATEF)~~ *Adhere to the requirements as set forth in RSA 188-E:18;* and
- ~~(3) Demonstrate the statutorily required 50/50 match of public and private funds which:~~
 - ~~a. Shows how district expenditures complement the development of the automotive technology program;~~
 - ~~b. Provides a list of expenditures by the 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~~
- (43) 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 career and technical education 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 as ~~defined~~ **specified** by Ed 306 or a chartered public school as defined in RSA 194-B:1, ~~IHV~~ 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 which shall include, but not be limited to, registration fees, supplies, and equipment necessary for competition. Grant funds shall not be used for travel costs. Grant recipients shall submit a report to the department detailing how the grant funds were spent at the end of each fiscal year for which grant funds are received.

(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. *An eligible* 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 its first robotics team or club that is associated with the school;
- (b) It has at least one coach or adult advisor;
- (c) It has established a partnership with, or has a valid letter of commitment from, at least one sponsor, business entity, institution of higher education, or technical school for the purpose of participation in a robotics competition;
- (d) A sponsor, business entity, institution of higher education, or technical school will contribute funds, technical resources, or both to allow for the school to participate in the competition;
- (e) It has developed a 2-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 complete and submit a grant application on the “~~Student Support and Academic Enrichment~~ **NH Robotics Education Development Program** Application for Funds,” form ~~October 2017~~ **March 2018** edition, by email as indicated on the application.

(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~~ 2 years as set forth in Ed 1307.04(c).

(d) Pursuant to RSA 188-E:25, VII, no school shall receive more than one grant every ~~two~~ 2 years, however, a school district may receive multiple grant awards. A school may support multiple teams through the use of a single grant. However, it shall not support more than one team in any one of the 3 areas enumerated in Ed 1307.04(c)(1)-(3).

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 1307.06(b). 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 1307.05.

(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 reported pursuant to Ed 306.23. 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 shall be awarded and funds made available by October 31 of each year.

(b) The department shall disburse-grant funds as a single payment each year of the grant after approval of the robotics program.

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

TITLE XV EDUCATION

CHAPTER 188-E REGIONAL CAREER AND TECHNICAL EDUCATION (CTE)

Automotive Technology Curriculum and Advisory Council

Section 188-E:18

188-E:18 Automotive Technology Curriculum; Funding. –

- I. The department of education shall develop and implement an automotive technology curriculum in the regional career and technology education centers to provide statewide opportunities for high school students interested in careers in the automotive industry to enroll in a high quality automotive technology curriculum.
- II. The state board of education shall adopt rules, pursuant to RSA 541-A, relative to course content, curricular requirements, and general procedures for implementing the automotive technology curriculum. At a minimum, the curriculum shall include standards established by the National Automotive Technicians Education Foundation (NATEF).
- III. In developing and implementing an automotive technology curriculum, the efforts of the department of education shall complement existing public and private actions, and shall include the pursuit of innovative public-private partnerships with businesses, nongovernmental organizations, the community college system of New Hampshire, and other appropriate groups. Such partnerships shall at a minimum consist of a 50/50 match of public and private funds, or like kind compensation.
 - (a) Funding shall not exceed \$5,000 per automotive technology program or \$90,000 in total non-lapsing appropriations in a fiscal year. Such funding shall be used exclusively to assist an automotive technology program in obtaining or maintaining NATEF certification and may include instructor professional development, including ASE certification, automotive laboratory equipment, hand tools, maintenance of equipment or tools, learning resources, multimedia periodicals, and any other items deemed necessary to assist an automotive technology program in obtaining or maintaining NATEF certification.
 - (b) Automotive technology programs that will meet certification requirements within 2 years shall be given priority for funding. All other programs not eligible to be certified within the first 2 years shall be eligible for any remaining funding.
- IV. When appropriate, the department of education shall include in its biennial capital budget request funding for the planning, construction, and renovation of equipment necessary for the operation of automotive technology curriculum in the regional career and technical education centers.
- V. Regional career and technology education centers which implement the automotive technology curriculum shall be responsible for maintaining the program with funding requests made through the budgetary cycle.
- VI. Existing or new technical education centers that provide automotive technology education shall obtain program certification pursuant to paragraph II of this section prior to becoming eligible to receive state renovation and construction funds.

Source. 2003, 214:3. 2007, 361:18, eff. July 17, 2007. 2010, 368:23, eff. Dec. 31, 2010. 2017, 110:9, eff. Aug. 7, 2017.

TITLE XV EDUCATION

CHAPTER 188-E REGIONAL CAREER AND TECHNICAL EDUCATION (CTE)

Robotics Education Development Program and Robotics Education Fund

Section 188-E:24-a

188-E:24-a Robotics Education Development Program. –

I. There is established a robotics education development program in the department of education. The purpose of the program is to motivate public school students to pursue education and career opportunities in science, technology, engineering, and mathematics, while building critical life and work-related skills. Grants from the robotics education fund established in RSA 188-E:24 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. Grant funds shall be limited to the purchase of robotics kits, stipends for coaches, and the payment of associated costs from participation in competitions.

II. The commissioner shall establish eligibility criteria for grants to public schools and chartered public schools which require that the applying school demonstrates:

- (a) That it has established a partnership with at least one sponsor, business entity, institution of higher education, or technical school for the purpose of participation in a robotics program; and
- (b) That it has developed a budget.

III. A school shall submit a grant application to the department of education, division of career technology and adult learning, bureau of career development, between September 1 and September 30 of each year. Grants shall be awarded no later than October 31 of each year.

IV. The amount of the grant shall be sufficient to cover the costs of establishing and supporting a team for 2 years and shall be disbursed by the commissioner as a single payment.

V. No school shall receive more than one grant every 2 years, however, a school district may receive multiple grant awards.

VI. If the amount of grant funds requested exceeds the balance in the robotics education fund available in any year, the commissioner shall not prorate the grant awards, but shall assign preference to those schools with 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. Secondary preference shall be given to schools which did not receive a grant in the previous year due to lack of funds.

VII. The commissioner shall adopt rules pursuant to RSA 541-A, relative to developing grant application forms and procedures, and establishing criteria for awarding and disbursing grants.

VIII. No later than July 15, 2018, and annually thereafter, the department shall issue a report to the governor, senate president, speaker of the house of representatives, and the state library, detailing the number of grants awarded, the schools receiving grants and the grant amount, the schools that applied for grants but did not receive a grant due to insufficient funds, and the unencumbered balance of the robotics education fund.

Source. 2017, 156:156, eff. July 1, 2017.



March 28, 2018

Ms. Caitlin Davis, Director
Division of Program Support
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

Dear Ms. Davis:

I am writing to request an extension of Virtual Learning Academy's charter until the Department of Education is able to complete its portion of the process for our renewal. Listed below are the events that have occurred to date.

- Intent to renew charter submitted to the DOE March 17, 2016
- Annual report and renewal application completed in August
- Communicated with David Quigley, Interim Charter Administrator, in October 2017 about our renewal. He set a tentative date for the onsite evaluation team visit for the first week in December
- Our charter expired on November 21, 2017

For your information, I've attached our annual report which serves as our renewal application. I've also attached a copy of a letter that I received in 2012 which extended our charter during the last renewal cycle.

Sincerely,

Steve Kossakoski, Ph.D.
CEO, VLACS

www.vlacs.org



2017 ANNUAL REPORT

Submitted to:

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

From:

Steve Kossakoski, Ph.D.
Chief Executive Officer
30 Linden Street
Exeter, NH. 03833

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SECTION I: EXECUTIVE SUMMARY

During the Virtual Learning Academy Charter School's (VLACS) initial five-year renewal in 2012, the Executive Summary noted that "understanding the impact VLACS has had on the teaching and learning landscape of New Hampshire can perhaps best be seen through the 'disruptive innovation' lens presented in Clayton Christensen's et al book *Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns*." Five years later, at the 10-year mark of our initial launch, one could argue that VLACS has provided a positive disruptive force in the spirit of Christensen's disruptive innovation theory. Disruptive innovation needs to make its way back into the mainstream of the culture or institution it was disrupting; and VLACS has met that benchmark for the New Hampshire educational landscape as demonstrated in its relationship and success with students, parents, teachers, brick and mortar schools, the NHDOE, and state and local policymakers.

The mode of VLACS growth from year five to year ten has evolved from one of reformation to transformation. The built-in flexibilities that online education provides allowed students, families and brick and mortar schools to better personalize student opportunity that wasn't previously available until VLACS provided a quality option that better-equalized student options throughout New Hampshire. Transformation can be seen through the lens of competencies and customizing student opportunity to meet higher benchmarks for what it means to be well educated, as well as career, college, and citizenship ready. Some of the notable transformational benchmarks include:

- Enrollments in 2012 were 15,558 and are on a pace to almost double as we conclude our 10th year. All public high schools in New Hampshire and most middle schools have partnered with VLACS through our Partnership Program; allowing for a triad of support between a VLACS instructor, the home school and parents. These relationships have allowed brick and mortar schools, along with families, to create numerous flexible options for their students and children to choose personalized learning pathways.
- Home school enrollments continue to grow as parents and students better understand the flexibility of pace and customized learning options that best support their child's learning and understanding
- The customized learning options, aforementioned Partnership Program, enhanced guidance services, and a wide array of online documents like the VLACS eBook are illustrations of increased student support. Online supports offered through VLACS have expanded adult connections for students that extend well beyond the typical school day, week and academic year.
- VLACS continues to be a leader in New Hampshire's efforts to provide competency-based and personalized educational opportunities for students. The first effort was creating competencies for all its courses that students needed to meet to gain credit; then raising the bar by requiring all students to meet an 85% or better threshold for each competency assessment in order to receive credit. Perhaps most notable as these higher expectations were put in place was the fact that our course completion rate continued to improve from the 80% reported in 2012 to 90% in 2017. The 90% completion rate is exceptional for an online school environment.
- Continued recognition and awards on a state, regional and national scale, including at a Next Generation High School Initiative for new learning models presented at the White House; and most

recently in an article, *Smart List: 100 Middle and High Schools Worth Visiting*, published by Getting Smart, an educational advisory and advocacy group.

- Standardized measures of assessment such as the SATs, Advanced Placement tests, and a variety of NH state testing results have consistently met or exceeded state and/or national averages. Meeting standardized measures and having exceptionally high course completion rates demonstrates that offering an online option and allowing students choice and agency in selecting a flexible pathway that best suits their learning style can be successful with appropriate support. One of the leading, uncompromised supports continuing since VLACS' inception is the triad between instructor, student, and parent that includes a welcome call and monthly call with the triad as part of each course for each individual student.
- As our full-time student enrollments have grown, so has the list of postgraduate successes. Our first year that we awarded diplomas was 2010, and in our 2012 Charter Renewal Report it was noted that VLACS graduates had been accepted to 47 different colleges and universities. The number of college/university acceptances as of 2017 exceeds 200 and includes Ivy League schools as well as a representation of schools from all geographic regions of the country and a few international schools.

With the completion of a recent grant and the re-launching of our school to provide customized learning for students to choose from course, project, experience, team or college options, VLACS continues to be a transformational option for students, schools and organizations in New Hampshire. VLACS is one of the largest online schools in the country despite serving one of the least populated states. The strong relationships and trust built up between the school, individual students and parents; and brick and mortar schools are the primary drivers to our success in New Hampshire. We expect that our recently launched, and student funded, Adult Education Program will also provide some reform and transformational opportunities for New Hampshire residents that we will be able to report out in our next charter renewal process.

SECTION II: PROGRESS TOWARD ACHIEVEMENT OF MISSION

The VLACS mission is to *use the latest technology to provide students with anytime, unlimited access to a rigorous, personalized education that helps them learn today, graduate tomorrow and prepare for the future.*

Data gathered and monitored since VLACS' inception shows a clear ability to meet its mission; and highlights improvement across sectors, both from year to year and over the 10-year span of the school's service to New Hampshire students. Areas measured or monitored over that time include:

- *Student achievement and satisfaction with the learning experience and quality of instruction;*
- *Parent satisfaction with their student's experience while engaged in a VLACS course or pathway;*
- *Brick and Mortar Schools ability to partner with VLACS and create blended opportunities for students;*
- *Instructor satisfaction that expectations are met for training and ongoing professional development to support student success in an online environment;*

Specifically, to determine that student achievement is being met within the parameters of our mission; and ensure that students graduate prepared to meet college, career and citizenship readiness, we measure the following data:

- *Course/competency completion rates;*
- *State test and SAT results for our full-time students;*
- *Advanced Placement test results for all our students;*
- *Graduation rates;*
- *Post-graduation pathways our full-time students take to measure their college, career, and citizenship readiness.*

We continue to find most measurements used for our annual reviews, including our self -assessment surveys and NHDOE data, show satisfaction by stakeholders. Additionally, achievement rates continue to show progress and the feedback we receive from graduates indicates they were prepared to meet their college and career goals. As seen through the lens of our most recent 2017 graduation ceremony, the flexibility VLACS Pathways provided served our graduates well relative to career, college and citizenship readiness:

- Andrew was attending a Catholic boarding school that closed following his sophomore year and had a hard time matching his high school program with the offerings at his local public high school. A teacher at his school suggested VLACS as an alternative to consider, based on the positive experiences his children had with VLACS courses. Andrew found that VLACS offered the challenges he wanted; graduated with multiple college credits from SNHU; and will be attending Franciscan University in Ohio as a theology major with hopes of becoming a military chaplain through his ROTC experience.
- Emerson had a passion for videography and was able to pursue that passion through outside opportunities and the flexibility VLACS offers its students. Her pursuit and work with her VLACS Advisor resulted in a financial award that will enable her to purchase advanced videography equipment and pursue a career in video editing as a professional videographer.
- Teresina had shared that from the age of 10, she wanted to be a professional ballerina, and again, VLACS flexibility provided her the opportunity to spend up to 20 hours a week to traveling throughout the country to practice, perform and pursue her passion. Her efforts led to both a high school diploma and an opportunity to train and travel with the Nashville Ballet after graduation; allowing her to pursue her goal of becoming a professional ballerina. Additionally, she received a financial award to support her interests and efforts.

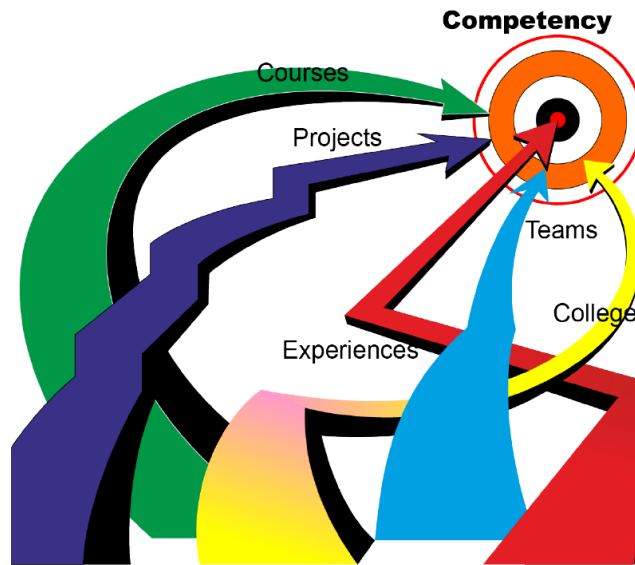
Consistent with our mission for personalization has been the development and implementation of customized learning pathways. Extensive work and development by our administrative, instructional and support staff has resulted in the re-launching of VLACS offerings through the following Pathways, which we refer to as customized learning:

- Courses (LTC)
- Projects (LTP)
- Experiences (LTE)

- Teams (LTT)*
- Early College

For an [expanded view and description of each Pathway](#), please refer to our website

Customized learning and granting of credit are based on meeting and demonstrating competency. In line with the VLACS philosophy, students have the advantage of customizing and combining pathways to earn credits beyond solely a course experience. Additionally, learning at VLACS doesn't need to be linear. A meaningful aspect of customizing learning is that students are able to engage in meeting a competency when he or she is most ready and/or when an experience presents itself that aligns with a competency needing to be met. The schematic below elucidates pathways and student options for meeting competency:



Last, VLACS philosophy of providing anytime, anyplace, any pace learning opportunities expanded beyond K-12 education with the piloting of adult education enrichment offerings during the later stages of 2015-16 academic year; and a full scope of offerings in 2016-17, including pathways to an adult education high school diploma. The program saw it's initial high school diploma graduate this year; and because the program is self-funded through tuitions, the possibilities for expansion are universal. As with much of VLACS offerings, the adult education program that promises to transform educational options for adults in New Hampshire beyond the traditional adult education models available

PROGRESS TOWARD ACADEMIC GOALS

Survey results indicate that students are accessing our courses both through high-speed connections and a variety of devices, and that the registration process continues to be easy or very easy for our students. The percentage of students indicating ease with access remained consistent again this year at 95%. Parent responses in this regard were equally high. This is particularly encouraging since we have greatly expanded our course offerings with competency-based options and requirements; and added pathways (courses, projects, experience, & teams) for students to truly customize their options and experience.

Part of accessing any course or pathway is a ‘welcome call’ from the instructor to the student and his/her parent/guardian. This is followed up with a monthly call between teacher/student/parent, along with regular asynchronous and synchronous contact between instructors and students to personalize the experience. Ninety-nine percent of both parents and students indicated that each course had been initiated by a welcome call, and the follow up monthly calls between instructor, student, and parent better ensures that course access remains consistent to meet student needs for customizing their experience.

Ease of accessing VLACS courses

Accessing my VLACS course is...	Very Easy	Easy	Difficult	Very Difficult
	62%	32%	5%	<1%

Other notable access related benchmarks reported out by students include:

- Ninety-two percent of students indicated they had no or minimal technical issues associated with VLACS applications, course materials, etc.
- Ninety- three percent of students indicated that VLACS’ LMS and Moodle were easy or very easy to use.
- Eighty-seven percent of students indicated that course questions were answered by an instructor within 24-48 hours and that time can be reduced through the availability of an academic help desk staffed by teachers during those times when their assigned instructor is unavailable.
- Sixty-eight percent of students indicated they spent 4-10 hours per week on each of their courses.

Contact initiated with instructor by student by video, voice, email, or text

At least...	Once per week	Once every 2 weeks	Once every 3 weeks	Once a month	Less than once every month	Never
Students Enrolled in NH Schools	17%	29%	17%	30%	7%	2%

Contact initiated by instructor to student by video, voice, email, or text

At least...	Once per week	Once every 2 weeks	Once every 3 weeks	Once a month	Less than once every month	Never
Students Enrolled in NH Schools	24%	29%	14%	27%	4%	2%

Students continued to share their preferences and experience with online VLACS courses with their brick and mortar school experience. Parents are also surveyed to determine their perceptions of the same questions. With the addition of new pathways and course options reaching 200, we added student survey questions to determine whether they found the experience engaging and the course materials helpful. Data

collected in an ongoing basis as students complete their pathway experience is helpful for assisting our ongoing design and improvements for the pathways currently offered, including our traditional courses pathway. Findings include: *A majority of students taking a VLACS course indicate they preferred VLACS courses equally or better compared to courses taken elsewhere.*

Course preferences - Students

Student Survey	Preferred VLACS course	Somewhat Prefers a VLACS Course	Liked Both Equally	Somewhat Prefers a Physical School Course	Preferred School Courses	Not Sure
Students Enrolled in NH Schools	28%	14%	16%	14%	13%	15%

Seventy-four percent of parents indicated their child they preferred VLACS courses equally or better compared to courses taken elsewhere.

Course preferences - Parents

Parent Survey	Prefers a VLACS course	Somewhat Prefers a VLACS Course	Likes Both Equally	Somewhat Prefers a Physical School Course	Prefers a Physical School course	Not Sure
My child has completed a middle or high school course & he/she	19%	11%	44%	12%	14%	Question not posed to parents

Additionally, with our new options; increasing course availability, including college courses that can lead to an associate's degree; and new pathways that include projects and experiences, parents continue to overwhelmingly express that all pathways available to students range from very good to excellent. Beyond the 200 course options/competency groupings, students can choose from 160 projects, 3 to 4 teams, and unlimited possibilities for experiences to meet credit requirements.

Particularly noteworthy in the survey results that follow is that the projects and experiences developed by VLACS are equally satisfying to high school students as the courses provided by outside vendors. This is an encouraging development and feedback to the grantors who provided VLACS funding to develop our multiple pathways and launch options that customize the student learning experience.

Satisfaction for the learning option son/daughter selected - Parents

	Excellent	Very Good	Good	Fair	Poor
Middle School Courses	49%	34%	12%	3%	2%
Middle School Projects	39%	31%	23%	4%	3%

High School Courses	47%	34%	14%	3%	2%
High School Projects	46%	32%	19%	2%	1%
High School Experiences	45%	35%	13%	5%	2%
High School AP Courses	47%	34%	14%	2%	3%
SNHU College Courses	56%	25%	12%	6%	1%
eStart Community College Courses	38%	30%	19%	5%	8%

Fifty-three percent of students responded that VLACS courses were as hard or harder than traditional high school or middle school courses, while 84% of parents indicated that they thought courses were as hard or harder than traditional high school courses. As previously reported and highlighted with individual parent survey comments (examples in concluding section of report), these trends continue to moderate as more students become experienced online learners; both by taking multiple VLACS courses and an increased use of blended learning opportunities at their home schools.

Comparison to traditional courses - Student

Student Survey	Much Harder	Harder	Equal	Easier	Much Easier	Don't Know
Compared to a traditional school, a VLACS course was...	5%	22%	26%	23%	8%	16%

Comparison to traditional courses – Parent

Parent Survey	Much Harder	Somewhat Harder	Same	Somewhat Easier	Easier
Compared to a traditional school, a VLACS course was...	5%	22%	57%	12%	4%

The addition of Learning Through Projects and Learning Through Experience along with a student's ability to garner a credit and/or meet multiple competencies by combining options from different pathways has meant that VLACS has had to develop more of its curriculum and content through its instructional design, administrative, and instructional personnel. As previously noted in parent satisfaction with their child's pathway learning option, VLACS development work in these areas has continued to meet the high standards and expectations laid out in its original charter application 10 years ago. Those standards and expectations have also held up with student survey responses to the quality of their course/pathway experience.

Eighty-one percent of students agreed or strongly agreed that the VLACS course captured his/her attention.

Captured attention - Student

VLACS course captured my attention	Strongly agree	Agree	Disagree	Strongly Disagree
	29%	52%	15%	4%

Ninety percent of students agreed or strongly agreed that the course materials (books, software, websites, videos, etc.) provided helped them to be successful in this course.

Course Materials - Student

	Strongly agree	Agree	Disagree	Strongly Disagree
Course Materials helped my success in this course	38%	54%	7%	<2%

For VLACS entire 10 years, communication with the instructors remains consistently high with both students and parents. Student/parent responses with the following survey questions are key benchmarks for determining the quality of relationships between instructors, students, and parents. As noted in other parts of this report, VLACS has an outstanding student success or completion rate that has consistently hovered at 90%, which is the same percentage of students that indicate they have a good to excellent level of communication with their instructors. Parents check in with an even higher percentage, rating the good to excellent quality of communication with instructors at 94%.

Communication – Students

Student survey	Excellent	Good	Fair	Poor
Communication with instructor	59%	31%	7%	3%

Communication – Parents

Parent survey	Excellent	Very Good	Good	Fair	Poor
Communication with instructor	56%	26%	12%	4%	2%

Additional data points gathered to support the quality of instruction beyond communication was to determine satisfaction with the instructional experience, both for the student and perception by their parents. The two areas measured annually in our annual reports concern the instructor's knowledge of the course and subject area; and the levels of encouragement offered by the instructor throughout the course. As cited with instructor communication satisfaction previously, these two areas continue to strongly correlate as success indicators for the high student success rate/course completions that VLACS experiences.

Students and parents agreed or strongly agreed that the instructor was helpful and encouraging at a 96% and 91% rate respectively.

Helpful instructors - Students

Student survey	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructor was Helpful & Encouraging	66%	30%	3%	1%

Helpful instructors - Parents

Parent survey	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Instructor was Helpful & Encouraging	64%	27%	6%	2%	<1%

Students and parents agreed or strongly agreed that the instructor was knowledgeable about the course and subject area and encouraging at a 99% and 94% rate respectively.

Instructor knowledgeable – Students

Student survey	Strongly Agree	Agree	Disagree	Strongly Disagree
Instructor was Knowledgeable about Course & Subject	76%	23%	1%	<1%

Instructor knowledgeable – Students

Parent Survey	Strongly Agree	Agree	Neither Agree or Disagree	Disagree	Strongly Disagree
Instructor was Knowledgeable about Course & Subject	66%	28%	5%	<1%	<1%

Parents continue to exceed our survey benchmarks when asked about their son /daughter taking additional VLACS courses, or recommending VLACS to other parents. The survey indicated that:

1. Eighty-eight percent of responding parents would encourage their child(ren) to take another VLACS course.
2. Ninety- five percent of responding parents would recommend VLACS to other parents.

Individual parent comments left as part of the survey process appear at the conclusion of this report following the question regarding 'parent satisfaction.' Also included are student comments.

PROGRESS TOWARD PROGRAMMATIC GOALS

It has always been the philosophy of VLACS that we should be at the forefront of what is possible for bringing the current and very best of online learning and program options to New Hampshire students. In our 2015-16 Annual Report, we introduced the notion of our program expansion and the dual tracks it created with expanded middle school, high school, and dual credit courses/pathways that allow students flexibilities to customize learning options. Additionally, the aforementioned adult education program was piloted during the later stages of 2015-16 after several years of planning.

As we complete the 2016 -17 academic year and enter our second decade as a school, we have not only robustly grown our programming to meet the many needs of close to 30,000 enrollments; we've also

transformed our programs to meet the possibilities and expectations of a 21st-century student and school; a school that allows for the customizing of the student experience for the best personal, student-centered outcomes and demonstrated understanding. Examples of the scope of our program offerings include:

- Over 200 middle and high school courses that include competency groupings that allow students the flexibility to take a complete course or individual competencies as needed, whether it be through courses, projects, experiences or teams.
- Pathways that allow students the flexibility to demonstrate the understanding and application of a competency in a manner he or she learns best. Additionally, students have opportunities to mix and match competencies across pathways to earn a typical course credit. During year one of LTP, VLACS had 43 students complete projects. Year two has seen over a 200% increase with 132 students completing or on track to complete projects. Year one of LTE during 2016-17 experienced much the same start with 37 completions and we expect similar growth going forward in 2017-18.
- With 30 Early College offerings from both the CCSNH eStart and SNHU, as well as 15 AP course offerings, students can earn an associate's degree or complete a substantial amount of college credit while in high school. During the 2016-17 academic year, 882 students enrolled in a dual credit course and 505 students enrolled in an AP course.

As was the case when VLACS began with 40 course offerings in 2008, the programs and options created are developed with the needs of students first and foremost, as well as to provide a level of access and equity throughout New Hampshire. VLACS programming levels the academic disparities between smaller and larger schools beyond the flexible advantages and conveniences it provides to everyone. Smaller schools and rural areas now have equal access to larger numbers of foreign languages, AP courses, and electives. Larger school districts schools, where students can sometimes fall through the cracks, now have more remediation and acceleration options. Some comments from this year's parent surveys show some of the advantages of VLACS programming:

- Acceleration- The geometry class was fantastic. It prepared my daughter to take the honors level math courses 2 years ahead of her public school peers, without the stress of time constraints to fit in everything.
- Dual Credit - VLACS and SNHU were an important part of my son's life for two years. He graduated from SNHU, with highest honors, before he graduated from high school. He could not have accomplished this without the support of VLACS personnel and the instructors.
- Rural/Equity- These sorts of rigorous classes simply aren't available at our poor rural school. VLACS gave my daughter a top-notch freshman year - with the same demanding expectations for competency one would find at a top prep school - and I couldn't be more pleased.
- Medical - Homeschooling children with severe medical trouble has been a challenge for us from the start and VLACS has made it SO much easier! We are so grateful for the encouragement and support we get when we contact them and ask for help. My children feel that they are getting an education on par with other children their age and we could not be happier

Central to our programmatic goals is that all available pathways must be flexible to an individual student's pace for understanding and demonstrating competency. All Pathway options must also be accessible from anyplace and at any time. Each year students identify the notion of 'any pace' as being the biggest flexibility advantage for their online success. Instructors consistently note that maintaining a relationship with students *and* parents means that anytime and anyplace are critical to a student's success; especially if a desired result is optimal parent support as part of the VLACS student experience. Instructors continue to identify that VLACS can provide an advantage for parents who must travel as part of their jobs. They note that welcome and/or monthly calls with students and parents are often made with students at home and parents in a different location out of state or country.

PROGRESS TOWARD ORGANIZATIONAL GOALS

VLACS' organizational goals continue to be centered on delivering outstanding customer service that is scalable to the demands brought on by steady enrollment increases; course/competency offerings which now exceed 200; and expanded pathways that experienced over 300% growth from year one to year two of the program's launch in 2015-16. As we reach year 10 as a school, we have an organizing system for communication that continues to meet or exceed the goals we have established for satisfaction for students, parents, partner schools and the public at large.

Since we started surveying specifically for levels of satisfaction regarding the quality of our communication efforts with students and parents by our guidance, admissions and technical staff, we have seen the percentages ranging from *good to excellent* continue to improve from 95% to 98% for students and 92% to 96% for parents. This consistently aligns with levels of satisfaction expressed by students and parents regarding their satisfaction with instructors. Additionally, all public high schools in New Hampshire are formally part of our partnership program, which indicates both satisfaction and confidence with blended opportunities that they can make available to students.

As an organization, VLACS additionally has systems in place to hire staff as needed to support increased enrollment, whether it be instructors to keep teacher/student ratio appropriate; or support staff and administrators to support instructors and the technical infrastructure necessary to keep the school up and running. In these regards we are very proud to be able to report that wait time for students to begin a course or server down time has been very minimal. A critical part of the scalability includes ongoing professional development and support at the point of need that is in place for instructors by the human resource Department and the office and support staff by the administration.

We continue to track the effectiveness of our communication with students and parents connected to current and new programming and target survey questions to monitor the quality of our customer service and professional development for all staff. The survey results continue to help us focus our professional development efforts at monthly support staff meetings; quarterly meetings for instructional staff; and our annual two-day Aspire Conference for all staff.

Results for the last three years of surveying the effectiveness of our communication and customer service follow:

Communication and Customer Service

	Excellent	Very Good	Good	Fair	Poor
Student Communication with Guidance, Admissions, Technical Assistance, etc.	2014- 15 47%	2014- 15 35%	2014- 15 13%	2014- 15 6%	2014- 15 1%
	2015-16 51%	2015-16 31%	2015-16 13%	2015-16 3%	2015-16 2%
	2016-17 62%	2016-17 26%	2016-17 10%	2016-17 1%	2016-17 1%

	Excellent	Very Good	Good	Fair	Poor
Parent Communication with Guidance, Admissions, Technical Assistance, etc.	2014- 15 49%	2014- 15 35%	2014- 15 11%	2014- 15 3%	2014- 15 2%
	2015-16 56%	2015-16 32%	2015-16 9%	2015-16 2%	2015-16 1%
	2016-17 62%	2016-17 26%	2016-17 8%	2016-17 3%	2016-17 1%

Apart from the feedback student and parent surveys provide to inform the areas of staff training and professional development that we need to address internally, we also rely on feedback from staff and administrators at schools throughout New Hampshire from which make up the majority of our student enrollments. We continue to offer regular, multiple trainings and outreach for school personnel from all over New Hampshire and maintain partnerships with every New Hampshire public high schools, most middle schools, and some elementary schools, charter schools and private schools. In addition to the regular face-to-face partnership trainings we offer:

- Continued, consistent communication with key personnel at each individual partner school to reach out for training, clarification and training or assistance. From year to year this is especially important with the addition of new programming and offerings that previously trained personnel will need to share with students looking to enroll in courses. Additionally, VLACS seeks out and contacts all schools who haven't attended a partnership training over a two year period to both ensure new hires receive orientation to the VLACS site and available offerings, and that previously trained partner school staff are aware of new opportunities.
- Specific training and support for schools looking to establish customized, flexible learning programs (blended learning options) that allow students to build in increasing anytime, any pace, any place alternatives.
- Bi-monthly Virtual Open Houses for current and prospective students and parents.
- Specific literature, including a dedicated Partnership website, that provides the most current up to date information for clarifying roles schools and parents play with VLACS along with necessary information to assist students with making the best choices and ensure the best experience.
- Regular informational digital newsletters to update information, changes and reminders to targeted audiences, including parents and partner schools.
- A bi-annual letter of updates to superintendents, principals, guidance directors, and special education directors.
- Recognizing that VLACS has both a growing home school student population and rapidly increasing full-time student enrollments, it is critical to note that all the supports in place and available to NH schools and communities are also available to individual parents and families. Families are increasingly looking for alternatives to traditional schools and larger numbers of

parents are attending our open houses; or accessing our guidance, admissions, or website services to be able to better consider the range of possibilities for their children.

SECTION II: RESPONSIBLE USE OF PUBLIC FUNDS

Based on annual independent auditor's reports, Board of Trustees' policies, and meeting minutes there is sufficient evidence to prove that the Virtual Learning Academy Charter School is using public funds responsibly; a measure that has been met for the school's initial 10 years.

QUARTERLY FINANCIAL REPORTS

VLACS continues to employ a Chief Financial Officer and produces quarterly reports. The reports are reviewed by both the CEO and the Board of Trustees; and submitted to the NHDOE as required.

PURCHASING AND BILLING PRACTICES MEET STANDARDS FOR PUBLIC SCHOOL ACCOUNTING

Purchasing and billing practices are governed by Board of Trustees policies and have been reviewed annually by an independent auditor.

TRUSTEE'S MINUTES INDICATE CLEAR COMMUNICATION OF ACCURATE INFORMATION ABOUT THE SCHOOL'S ACCOUNTING AND FINANCIAL CONDITION

Each meeting of the Board of Trustees includes the following financial information:

1. Trustees review all financial statements from the months prior to the meeting. Additional information regarding any financial transaction is provided to Trustees upon request. VLACS administrators answer all questions regarding the financial statements.
2. A majority of Board of Trustees members sign a copy of each month's Detail General Ledger, which is a record of all financial transactions.
3. The Board of Trustees approves an annual budget in May/June of each fiscal year.
4. The Trustees meet five times a year and all agendas include budget reviews. All Trustee meeting minutes can be found at <http://vlacs.org/about-vlacs/board-meeting-info/>

The 2016-17 audit was approved by the VLACS Board of Trustees at the November meeting. The audit is on file with the NH Department of Education. The school received a "clean" report as indicated by the independent auditor's opinion:

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Virtual Learning Academy Charter School, Exeter,

New Hampshire, as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

SECTION III: PROMOTING STUDENT ATTAINMENT OF EXPECTED KNOWLEDGE AND SKILLS

VLACS continues to utilize assessment data and measure student attainment of expected knowledge and skills across a broad spectrum; ranging from the traditional standardized tests like Common Core, SATs, and Advanced Placement exams to individual course competencies requiring all students to demonstrate a level of understanding at 85% or better. All assessment results, formative, summative, and alternative, aligns with our goals and mission that students are college, career, and citizenship ready post-graduation. VLACS continued measures of student understanding and meeting competency exceeds traditional, standard methods through its student-centered learning pathways allowing them to fulfill and demonstrate understanding of essential knowledge and skills in a customized manner best suited to their learning style. Those standardized and variable results follow below.

ARE STUDENTS MEETING PROFICIENCY STANDARDS AS MEASURED BY STATE ASSESSMENTS?

VLACS has the flexibility and capacity to admit full-time students on a rolling admissions basis, and this can present challenges given the fixed timing and conditions standardized testing can present. For example, during the Smarter Balanced testing period, VLACS provides satellite testing locations throughout the state that require students to travel and take tests in unfamiliar settings on unfamiliar equipment. Despite these challenges, our students continue to be consistently at or exceeding state averages. Our most recently NHDOE reported 2016-17 scaled scores for high school science (1136) exceeded the scaled score for all New Hampshire students(1135). VLACS student SAT combined 2016-17 average mean scores for Math and English Reading & Writing continue to exceed New Hampshire combined state averages.

Full-time middle school students experienced their second year of Smarter Balanced testing in 2016-17 and those students faced the same location, travel, and unfamiliar testing locations as our high school students have. The 2016-17 middle school testing cohort was larger and experienced improved test scores across all three grade levels; exceeding state averages at all 3 levels for English Language Arts and exceeding state averages in two of three grade levels for Math. Our grade eight students experienced their first year of Science NECAP testing. Science test averages remain down across New Hampshire. However, as is the case in Math and English Language Arts, VLACS students exceeded state averages in both proficiency and mean scaled scores.

State testing results for middle and high school students follow:

2016-17 Smarter Balance and SAT Results for VLACS High School Students:

Science				
Scores by Period of Student Enrollment	Less than 6 Months	7-12 Months	13-18 Months	19 Months or more
4= Proficient with Distinction	0	0	0	0
3 =Proficient	3	1	4	2
2= Partially Proficient	2	6	4	9
1=Substantially Below Proficient	1	1	2	4

VLACS Scaled Science Score of 1136 equaled the New Hampshire Scaled Science Score of 1135

2016-17 Smarter Balance Results for VLACS Middle School Students:

Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
6 ELA	9	89	57	VLACS 2573 NH 2541
7 ELA	11	100	63	VLACS 2610 NH 2573
8 ELA	18	94	59	VLACS 2646 NH 2580

Grade	Number of Students Tested	% at Proficient or Above	% of NH Students at Proficient or Above	Scaled Scores
6 Math	10	50	46	VLACS 2545 NH 2537
7 Math	11	55	50	VLACS 2588 NH 2563
8 Math	19	74	46	VLACS 2605 NH 2569

2015-16 was the first year that the SATs became the statewide assessments for all NH grade 11 students. As with much of standardized testing results, VLACS students tend to score best in the English based reading and writing scores. The SAT scores for both math and English improved for 2016-17 and the combined mean score for VLACS students has exceeded the New Hampshire state average each of the two testing years.

SAT Results: 2015-16

	VLACS Average Score	State Average
Math	484	507
ERW	556	520
SAT Average Mean	1040	1027

SAT Results: 2016-17

	VLACS Average Score	State Average
Math	501	514
ERW	557	522
SAT Average Mean	1058	1036

ARE STUDENTS MEETING REASONABLY DEFINED MEASURES OF PROFICIENCY?

VLACS continued development of competency groupings/courses and implementation multiple Pathways for students having to demonstrate understanding at an 85% proficiency rate or better sets higher standards and expectations than traditional school settings. All appropriate courses are aligned with the Common Core Standards and as previously noted, 90% of enrolled students complete their competency groupings/courses to earn credit. We believe that given our core expectations that students must meet along with standardized measurement results, that it is fair to claim that VLACS students are meeting “reasonably defined measures of proficiency.” Additionally, a key component of VLACS mission is to ensure that graduates are college, career and citizenship ready.

From a college readiness perspective, perhaps one of the better measures of student success and proficiency is the continued rapid growth of our Early College Pathway, which continues to grow at a 20% to 30% increase in enrollments each year while maintaining a student success rate that is consistent with all our high school offerings. Since dual credit offerings began during the 2008-09 academic year, the percentage of students who have completed and passed courses to earn college credit is 87.4%.

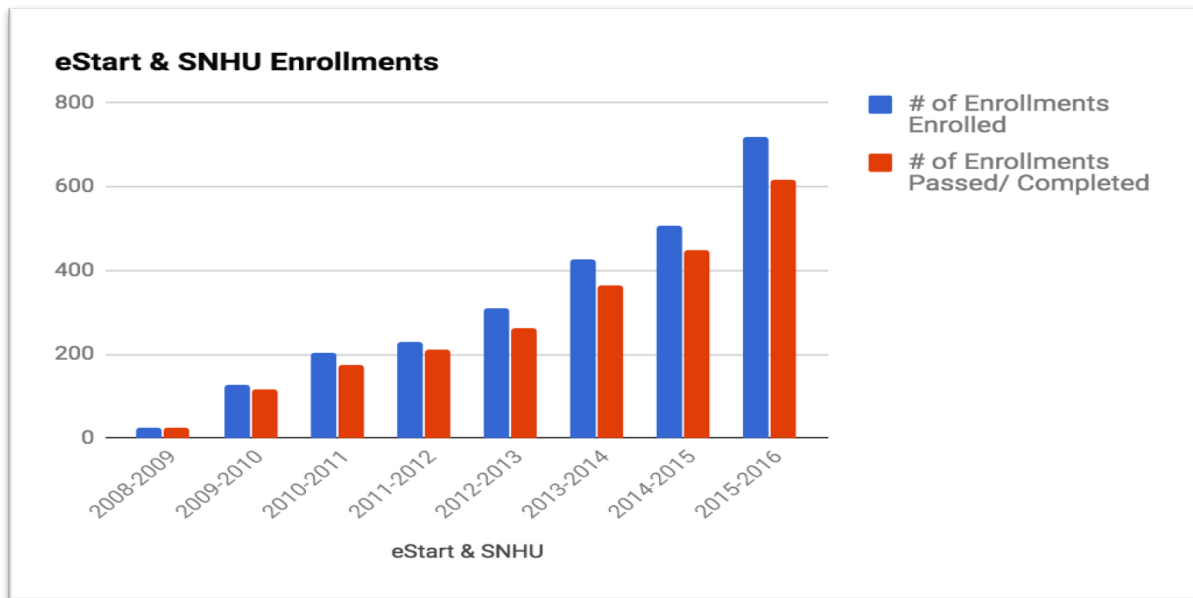
Students can take one dual credit course or enough to earn an associate’s degree. Over the past 2 years, we’ve had our first students able to meet both standards for a high school diploma and associates degree; and are entering college with two years completed. Currently, there are 34 VLACS students enrolled in a two-year program to earn both an associate’s degree and high school diploma. As indicated from the chart below many more students are able to use VLACS options along at their local schools to have a significant portion of college credit completed as they graduate high school. The average time it takes a high school student to complete a college course with VLACS is 152 days or 22 weeks, which reinforces the flexibility that allows for individual success through online options. Students generally are able to complete college work more quickly than the traditional high school calendar year; but are able to take about 4 weeks longer to complete a course than a traditional college semester would allow for.

The updated dual credit numbers are in the charts below:

	2015-16	2016-17 as of 6/30
CCSNH/eStart	225	273
SNHU	494	609
Total Dual Credit Enrollments	719*	882
Total Passed & Completed	631	650 (152 still active)
Percentage Passed & Completed	88%*	89%

*Percentage passed and completed doesn’t include the 138 students who were still enrolled and actively working in their SNHU courses as of 6/30/17. The percentages vary up and down by a few percentage points over the course of the year.

8-year growth in enrollments since dual credit offerings began in 2008-09:



While not experiencing the same rate of growth as our dual credit offerings, our Advanced Placement Course options also continue to rise in popularity. During the 2015-16 academic year, we had 105 students take an AP exam, and 81% of them qualified to receive college credit on the basis of the results. During the 2016-17 academic year, 139 students took their respective AP exam with 88% earning a score eligible for college credit. It should be noted that VLACS policy continues to be one that requires no GPA benchmark for students wanting to enroll in our Advanced Placement courses as long as prerequisite requirements are met.

Are students meeting reasonably defined measures of proficiency?

Although high school graduation rates continue to be a measure on which we focus and is a standard of comparison for a school district's success, VLACS can't be viewed through graduation and dropout rates in comparison with other New Hampshire public and charter schools. Over the past 3 years VLACS' annual dropout rates have ranged from a low of 1.87% to the most current 4.52% rate reported in February, 2017 on the NHDOE website. Using the latest NHDOE data, charter schools generally have a wider range of annual dropout rates, ranging from 0.00 to 31.0%. The broader range can be attributed to several factors, but we feel it is important to note a significant factor that negatively impacts our annual dropout rates as calculated by the NHDOE...TIME. The NHDOE system is based on a 180-day school year. VLACS flexible, anytime process customizes an academic timeframe that connects with an individual student's pace for meeting competency(ies).

As noted in several previous reports, there are challenges for determining drop out rate data because our competency-based, time flexible basis makes all student experience and time completion frames individualized. There are no 4-year graduation cohort groups for a full-time VLACS student, who can enroll at any stage of readiness; and depending on his/her rate of demonstrating understanding and completing competencies/courses, a student may graduate in less than 4 years or more than 4 years.

Relevant to dropout data, it should be noted that no matter how long a student takes to finish graduation credit requirements, the state reimbursement to VLACS would equate to four years or only for credits earned. In a traditional school, if a student takes 5 years to graduate, for example, the district will receive 5 years of state reimbursement; essentially receiving reimbursement for seat time along with earned and unearned credits. If dropout rates were to be calculated by factoring in graduation and state reimbursement for earned and unearned credits, VLACS would match up positively with most any school in New Hampshire regarding annual dropout rates, graduation rates and proficiency.

The bottom line is that by all measurable standards as well as our own expectations for meeting competencies, VLACS students exceed state proficiency standards when viewing standardized test scores and other academic standards of measurement including college and career readiness. VLACS' competency-based pathways require students to demonstrate understanding at 85% proficiency or better as a basis for earning credit. This means that a student who traditionally moves along in a brick and mortar school with an average or below average grade will not advance in a VLACS course/competency until meeting an 85% or better level of understanding. One example of how this impacts our graduation rates is the student whose 4 years are up on June 30 of any particular year, but may need to be continuing for several additional months to satisfactorily complete work and meet standards.

VLACS had 332 enrolled full-time middle and high school students over the course of the 2016-17 academic year with 72 graduating seniors. Seven of our graduates received New Hampshire Scholar status. We continue to have students accepted to Ivy League schools as well as a host of geographically diverse schools. Students were accepted to 110 different colleges and some of the new notable schools include: Brandeis University, Marquette University, Ohio State, and the University of California. We also have graduates accepted at a diversity of specialty schools ranging from theology to culinary arts to performing arts. Fifty-seven percent of our 2017 graduating class are enrolled in a 4 or 2-year college, while 33% of students went directly into employed positions or the military. Colleges where VLACS graduates were accepted are listed below the student numbers breakdown grid:

Student Post-Grad Plans

	Total Count	Seek Employment	2-year tech or community college	4-year college or university	Military	Other
Middle School	64					
High School	268					
Graduates	72	21	10	31	3	7

College Acceptances

- University of New Hampshire
- University of Maine
- University of Vermont
- UMass- Amherst
- UMass-Lowell
- University of Connecticut
- University of Hartford
- Quinnipiac University
- University of Rhode Island
- Plymouth State University
- Keene State College
- Northeastern University
- Southern New Hampshire Univ.
- Rivier University
- Colby Sawyer College
- Franklin Pierce
- Daniel Webster College
- Lesley Univ.
- Simmons College
- Wheelock College
- Emerson College
- Gordon College
- Curry College
- Salem State University
- Suffolk University
- New England College
- University of New England
- Thomas College
- Providence College
- Rhode Island College
- Johnson & Wales
- Roger Williams University
- Bryant University
- Mount Holyoke College
- Merrimack College
- Mount Ida College
- Green Mountain College
- Norwich University
- Marlboro College
- New England Institute of Technology
- Mass. College of Pharmacy
- Mass. College of Art & Design
- American Musical & Dramatic Academy(AMDA)
- Bay Path University
- Bay State College
- Granite State College
- Great Bay Community College
- Lakes Region Community College
- Nashua NH Community College
- White Mountain Community College
- New Hampshire Technical Institute
- Northern Essex Community College
- Borough of Manhattan C.C./SUNY
- Athens Technical College
- Dartmouth
- Harvard
- Brandeis Univ.
- American University
- Kings College(London)
- University of Minnesota
- Villanova University
- Temple University
- Drexel University
- St Joseph's University
- Rutgers University
- University of Scranton
- University of Delaware
- Hofstra University
- Syracuse University
- Niagara University
- Utica College
- Ithaca College
- Manhattan College
- SUNY @ Brockport
- Purchase College/SUNY
- Univ. Of Buffalo/SUNY
- Culinary Institute of NY
- Marquette University
- The Ohio State University
- Xavier University
- University of Akron
- Franciscan Univ. of Steubenville
- George Mason University
- Catholic University
- Brigham Young University
- University of Utah
- University of Nebraska
- Arizona State University
- University of Arizona
- Grand Canyon University
- University of California Santa Cruz
- University of Central Florida
- Florida International University
- Florida Gulf Coast University
- Florida Atlantic University
- Eckerd College
- Flagler College
- West Virginia University
- East Carolina University
- Morrisville State College
- Mount St. Mary's University
- Cazenovia College
- High Point University
- Washington & Jefferson College
- Augusta University
- Benedictine College
- Cedarville University
- Lindenwood University
- Marywood University
- Moravian College

ARE STUDENTS MAKING PROGRESS TOWARD ANY NON-ACADEMIC GOALS ESTABLISHED WITHIN ITS CHARTER?

The student advisory is the primary organizing system for meeting non-academic goals. This is especially true for an online school where many of our full-time students have flourished in non- school activities that are community, recreational, and performance based. The Advisory's focus is to create opportunity beyond academic measures and insure students meet the school's mission for college, career and citizenship readiness. This is accomplished by requiring the following as a condition of graduation:

- Development of a College, Career and Citizenship Ready Plan(C3 Plan) with specific goals to be met each year;
- Meeting Advisory competencies that include reflective components that are processed with the student, advisor and parent;
- Involvements in community service and job shadow/internship experiences that connect integrate in some cases with academic work;
- An exit process/experience is held for graduating seniors, which includes a Discussion Based Assessment and opportunity to reflect on their VLACS experience and potential possibilities for application post-graduation.

Students in traditional brick and mortar school settings typically don't have the built in flexibilities that an online school can offer to provide time to discover and pursue passions they may have that opportunities outside of school can provide. Some examples of non-academic advisory outcomes as seen through this years graduating class include:

- As part of a community service requirement a student exceeded her ten-hour requirement through assisting with teaching at a church kindergarten class. She discovered her passion for music through the experience and will pursue a degree in music studies.
- A student enjoyed the notion of volunteering as part of community service and internship opportunities by assisting with conservation efforts, feeding the homeless, and working with the Vocal ID App to lend a voice to those who don't have one.
- A student, and accomplished athlete, traveled to Boston two times a week for synchronized skating and won gold medals at the national level. Additionally, she participated in a community service program that provided skating lessons for children.
- A student volunteered to work at Big Brothers/Big Sisters, worked toward her LNA license and is going to college to hopefully become a pediatric physician.

In addition to advisory, VLACS continues to offer clubs, forums, and student center enhancements to provide and encourage opportunities for both full-time and part time students to participate in online interactions with each other. Currently, the following middle and high school clubs are available for student participation: book club, photography club, and writing club. With a new dedicated web page for school clubs, <http://vlacs.org/middle-high-school/programs-courses/student-clubs/> , and a coordinator to facilitate interest and new club options.

SECTION IV: SCHOOL SUSTAINABILITY

DOES THE SCHOOL'S GOVERNING BOARD FUNCTION EFFECTIVELY AND IN ACCORDANCE WITH PUBLIC MEETING LAWS?

The school's Board of Trustees meets on a regular basis and follows all public meeting laws and regulations. All school policies are available on the school's website. Board of Trustee meeting minutes can be found at <http://vlacs.org/about-vlacs/board-meeting-info/>

HAS THE SCHOOL ESTABLISHED SYSTEMS TO MANAGE OPERATIONS EFFICIENTLY?

The school has employed certified administrators and sufficient support staff to manage all school activities. Furthermore, the Board of Trustees adopted policies that guide the administration in the management of all schools operations including finance, personnel, and instruction; including the hiring of additional administrative and instructional staff as enrollments increase. These policies were reviewed and affirmed as part of our last charter renewal process in the fall of 2012 and subsequent visitation team report. With consistent rising enrollment, systems are also built to scale for administrative and instructional support to staff appropriately for either increasing or decreasing enrollments.

ARE SYSTEMS IN PLACE TO ASSURE INSTRUCTIONAL QUALITY?

Two documents, additional to a wide array of online and face-to-face professional development, continue to be used as guides for instructional quality. They are the *Instructor Phases of Development*, and *Instructional Standards and Expectations*. Instructors proceed through four phases of development during their VLACS career beginning with the hiring process; and then as an inductee, completing the process as a certified online instructor. Certified online instructors may also aspire to move through an additional phase where they can earn master instructor status. Throughout the development process, instructors are provided with support through mentors, peer coaches, and professional development activities. The *Instructional Standards and Expectations* are used to guide inductees and mentors through the initial training process.

VLACS has added a third tool consistent with the documents used for instructional quality to address the ongoing enrollment increases and subsequent hiring of additional instructors. The software program, Small Improvements, is designed to assist with the following:

- To what extent instructional standards are being met;
- To provide both formal and informal teaching and professional development assessments;
- To personalize individual and collective instructor learning needs.

The use of Small Improvements allows administrators and instructional support personnel to work more closely with instructors to ensure that a focal instructor expectation of student/teacher relationship is met and aligns well with the regular online classroom walkthroughs and instructional evaluations.

The regular walkthroughs conducted by VLACS administrators and coordinators document that instructional standards and expectations are being met. It should be noted that this area of instructional support is a key one for scaling to be sure instructors are fully supported and monitored with rising enrollments. Targeted professional development opportunities are constantly evolving to meet specific improvement needs identified through the evaluation process; train instructors in technology updates or new programs that impact teaching and learning; and provide informal online opportunities for instructors to meet for support and sharing ideas.

In addition to these processes and documents, the VLACS administrative staff continues to provide the necessary supports to assist instructors in their work; including an annual face-to-face Instructors Conference, *Aspire*, held in Exeter that is used for orienting staff to new technologies and policies along with the available follow up professional development to provide support. Frequent communication between instructors and the VLACS administrative office is regularly encouraged along with required quarterly staff meetings held online in the evening.

Growth Mindset was the point of emphasis introduced at the 2016 summer conference, and followed up at staff meetings and with professional development opportunities over the course of the 2016-17 academic year. The 2017 conference again focused on *Growth Mindset*. The emphasis going into year two will allow for deeper meaning and integration of growth mindset strategies into instruction and relationship building with students. Also, newly hired instructors over the 2016-17 school year will get better acclimated to the professional development effort.

VLACS continues to operate through a lens of several staff goals and provides support beyond the traditional professional development to address specific individual, cohort, and/or subject area needs at the point they are needed. Because of our online environment capabilities and the relational professional trust we have nurtured since our inception, instructors generally can have concerns addressed by office staff or other instructors at the point of need. Beyond the support systems in place, VLACS has established an ongoing system for determining instructor professional development needs. That system continues to use two staff goals (below) that each individual instructor responds to as part of an overall self-assessment. Administration uses the self-assessments that are aligned to the goals to define agendas and programs throughout the year for continual professional improvement.

Goal 1: VLACS staff members will indicate on an annual self-assessment that they are provided with the necessary professional development opportunities to advance their skills and understanding of the methods for delivering and supporting learning using distance learning technologies.

Goal 2: VLACS staff members will indicate on an annual self-assessment that they have the necessary resources to support their work with students.

VLACS mission of personalizing learning for all learners extends to our instructional and support staffs as well. Staff members continue to indicate they are provided the necessary professional development opportunities to advance their skills and understanding for delivering and supporting online learning. VLACS' continuing enrollment increases have resulted a need to increase the number of hiring cycles for

new instructors as well. New instructors continue to have strong mentoring support while they begin with a small number of students and get proficient with the technologies, protocols and expectations for instructor-student relationships and course outcomes. Support for all instructors is continual with increased support positions to conduct regular walkthroughs to identify and personalize needs to support the instructor-student learning relationship.

HAS THE SCHOOL ESTABLISHED AN APPROPRIATE RELATIONSHIP WITH THE LOCAL SCHOOL DISTRICT(S)?

Following year one of VLACS' inception, our Partnership Program has been the primary conduit to establishing and maintaining relationships with local school districts throughout New Hampshire. VLACS provides all New Hampshire schools with the opportunity to participate in regularly scheduled face-to-face and online training sessions where local school officials learn how the school can support all students; create flexible scheduling possibilities; and consider options for creating blended environments locally at their schools. The face-to-face training is offered onsite in Exeter, NH and online opportunities are regularly offered to support point of need training. Currently, all New Hampshire public high schools, most middle schools and some elementary schools are VLACS partners. Charter schools and private schools at all levels are also increasingly partnering with VLACS.

The initial training for our customized Learning Programs often includes teams of school personnel including central office/building administration, guidance, special education, blended learning lab facilitators, and technical/technician personnel. But schools also receive individual online follow up support as needed. Examples of support would include:

- As new systems or programs are implemented, individual contact is made with schools to determine training needs. Additionally, there are regularly scheduled online training sessions that schools can attend as they involve additional personnel or create new student options.
- Online, phone or video call, and email support is available at most times of day for schools to contact VLACS for assistance. Our guidance department, help desks, and administrative support staff are constantly interacting with and supporting New Hampshire schools.
- VLACS administrators are available to meet with special education personnel or to attend IEP meetings, as needed.

VLACS recognizes that the largest portion of its enrollments attend their local schools and supplement their program of studies with VLACS Pathways. As New Hampshire schools introduce more flexible options to students, VLACS has also initiated increased orientation and information access to schools and parents; examples were highlighted under Organizational Goals earlier in this report.

Last, all our survey results continue to score very highly for user friendliness and technical ease for navigating program options. The ease of enrolling for VLACS Pathways, ease of navigation, and the ease with which parents, schools and organizations can support student success is a critical factor that VLACS emphasizes as part of its relationship building with schools. The following student supports, which have been introduced in previous annual reports and grown over the years, continue to be modified and designed to meet increased enrollments and school needs:

- Academic help desks throughout the week targeting hours where student demand and needs are highest;

- Tutoring option where instructors can recommend a student receive specific help and needed support from skills coaches;
- Technical help desks;
- Online student center that offers help videos, resource and homework sites, and a page dedicated to online clubs available to all students.

ARE PHYSICAL FACILITIES SAFE, CLEAN AND SUITABLE FOR THE PURPOSES OF THE SCHOOL?

The school's offices remain located in a building owned by SAU 16, in Exeter, NH. The school district maintains the facilities that meet all local, state, and federal regulations. Due to the unique nature of the school, VLACS does not require traditional building based classrooms. However, there is enough space to both adequately provide office space and face to face professional development and training areas for instructional staff and Partnership Program participants. In addition, VLACS schedules testing areas in key locations throughout the state to accommodate students needing to access an area for mandated standardized testing.

IS THE SCHOOL EMOTIONALLY SAFE FOR CHILDREN AND ADULTS, FREE FROM BULLYING?

As an online school, many of the issues that typically plague traditional schools are not an issue. However, there is always the possibility that students could be affected by cyber-bullying or other negative behaviors. As per state law, VLACS is implementing all required changes to the Pupil Safety and Violence Protection Act (RSA 193-F:2) to ensure that students are able to learn in a safe online environment. VLACS has certified guidance counselors on staff who can assist students, instructors, and parents with any concerns. All VLACS personnel and students are required to annually review both bullying policies and bullying/safety issues of which to be aware. Additionally, the school's partnership with New Hampshire schools and guidance counselors, along with organizations that support children, who are available to assist students with issues related to online learning offers strong supports for students. Furthermore, currently, 100% of VLACS instructors have taken an online sensitivity training on bullying, which is required training before any instructor begins to teach any course.

DOES THE SCHOOL HAVE A VIABLE FINANCIAL PLAN TO SUPPORT ITS PROGRAM?

According to an independent auditor's report, the school continues to maintain a positive balance at the end of each fiscal year. The current funding rate, if adjusted for CPI on a regular basis, will be sufficient to support the school as it continues to grow, and the newly passed biennium budget that runs from July 1, 2015- June 30, 2017 should support New Hampshire enrollment requests.

Additionally, there has been more planning for out-of-state tuition support that will strengthen both the financial health and growth possibilities for VLACS. The recently launched website has an Adult Education portal with 31 courses and 7 projects that can be taken for enrichment purposes or for students wishing to pursue an adult education diploma. We had our first adult education diploma graduate in 2017 with more active students currently, and others with applications for admission in process. There are also students

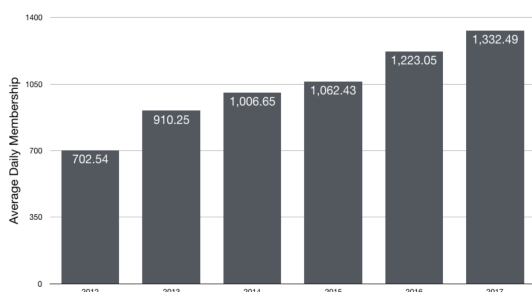
enrolled in the enrichment portion of the program and indications that a newly formed professional development arm of the program will get off the ground during the 2017-18 academic year. VLACS also continues to attract tuition based out of state students, and although out of state options haven't been actively marketed, the possibilities for expanding out of state, especially within the New England region offers possibilities for financially supporting the school.

ARE THERE SUFFICIENT INDICATIONS OF CONTINUING ENROLLMENT TO SUSTAIN THE SCHOOL'S PROGRAM?

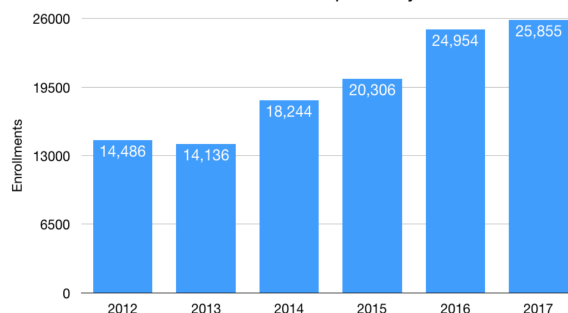
As previously noted, VLACS has now partnered with all New Hampshire public high schools, a large number of middle schools and an expanding number of home-schooled and full-time students. As a leader in competency development and pathways options built around competencies, students continue to be able to access and use our competencies in a variety of ways from traditional course use, to competency recovery, or to providing pathways for more customized student options.

The charts that follow show our continued growth from multiple perspectives since 5-year renewal process; and a breakdown of our enrollments along with the primary reasons students enrolled in a VLACS Pathway. Given the relationship we have with New Hampshire schools and families; and the support the school has received from the NHDOE and State Legislature, indications for sustained enrollments are quite promising.

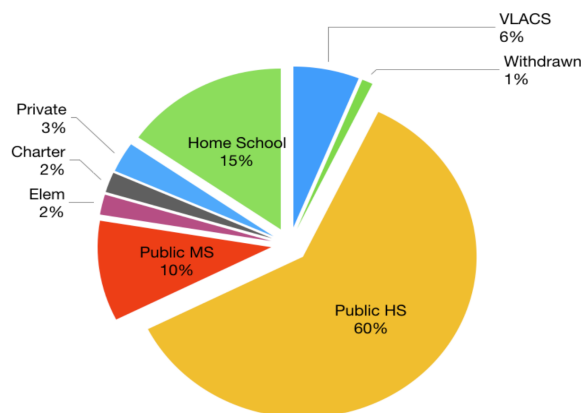
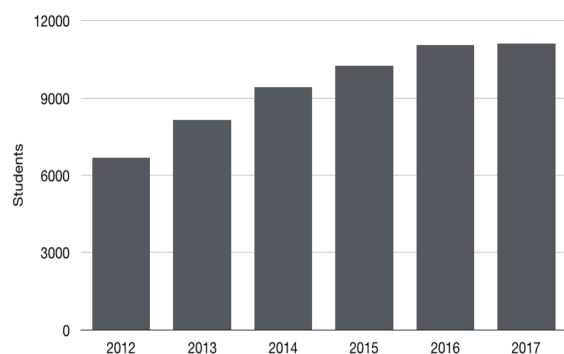
ADM by Year



Enrollment Requests by Year



Students by Year



DOES THE SCHOOL DEMONSTRATE AN ABILITY TO RETAIN SKILLED AND QUALIFIED STAFF?

Over the 10-year growth of VLACS, the school has been able to maintain it's high standard of all it's instructional and administrative staff being New Hampshire certified and highly qualified. The breakdown has been consistently fallen in the parameters of 97% of our staff with NH certification and the remaining 3% on a 'certification in progress' plan, either through Alternative Certification or through the interstate reciprocity agreement. It has been our policy to only hire instructors with classroom experience in a face-to-face setting to better insure that they have background in building the types of relationships needed with students for facilitating their online learning success.

Since our inception, flexibility for our instructors has also proven to be a primary factor for retention. While they are all New Hampshire certified, we have instructors who live in 11 states and are able to meet all of our professional development expectations, including the initial training and annual VLACS Aspire Conference held in Exeter each year. Some of our adjunct instructors teach full-time in brick and mortar schools and there are examples of a reciprocity that our instructors bring to their schools in the examples they set for working with students and parents. Many of our instructors have indicated that they use the protocols we use with parents and students in their face-to-face settings. Perhaps the most recent example of that reciprocal success is with one of our World Language instructors who awarded Teacher of the Year by Montana Association of Language Teachers

The hiring, training, and retention model we use allows us to hire and modify to instructional/student enrollment needs and to align with course/ learning pathways registrations. Recently, we added adult education instructors to the mix of hiring and found our system for hiring and training met the needs of the adult education program, along with training specific to projects and experiences. The degree breakdown for the total of VLACS instructors and administrators follows along with the certification/subject areas for our instructors:

VLACS Instructors Degrees and Certification

Degree Beyond Masters	Master's Degree	Bachelor's Degree	NH Certified	Certification in Progress
8%	69%	23%	97%	3%

VLACS Instructors by Subject

Subject	No. Instructors
Science	25
Social Studies	24
Mathematics	29
World Language	20

Computers / Business / Technology	16
English	30
Physical & Health Education	27
Music/Art	9
Guidance	5
Total	185

Additionally, the following personnel support instructors, students, and parents:

- 9 Administrative staff
- 20 Support staff that includes office support and instructional supervision
- 8 Technology and instructional design staff (also provides technical help desk support)
- 5 Skills Coaches that provide academic help desk support

DO PARENTS REPORT SATISFACTION WITH THE SCHOOL IN THE AREAS OF ACADEMIC PROGRAMMING, SCHOOL-FAMILY INTERACTIONS, AND ACCURATE AND TIMELY COMMUNICATION?

VLACS believes that a strong relationship with parents is key to a student's success and it attempts to address needs for improvement with parent communication primarily through its surveys, which elicit high levels of responses and comments. Parent surveys are aligned with student surveys and the results annually drive both instructor professional development and office training for responding to parent and student needs. Since its inception, VLACS has exceeded 90% and shown improvement in year-to-year results for its communication with parents; whether it be from instructors, school counseling, or office personnel.

We prioritize customer service and timely communication with all stakeholders, including parents, partner schools, and organizations that assist our online students in a face-to-face setting. It has been noted throughout our annual reports that many supports are in place to communicate with those constituents and systems that directly impact student experience and success. Those supports include: face-to-face and online trainings for staff and partnership schools; online open houses for all stakeholders; regular, periodic newsletters specifically tailored to each stakeholder group; technical and academic help desks that all stakeholders can access; and a well-trained customer service oriented office staff that receives regular professional development to better support the ongoing needs of all stakeholders as more options and opportunities become available to students through VLACS.

We close out the 2016-17 Annual Report with some comments from our most recent parent survey. Below is a representative sampling of some comments parents included while completing their surveys followed by some student comments regarding the quality of experience with their instructor:

PARENT SURVEY COMMENTS

VLACS is a great way to take more classes or retake one they have failed, it offers her the opportunity to go at her pace but also be responsible for doing the work on time.

I was pleased to discover VLACS courses are not as intimidating as I had expected. As a non techie parent it was much easier than I expected to get this up and running.

For our student, this continues to be a wonderful opportunity to take courses that either don't fit her public school schedule or help to accelerate progress. Our student is perhaps the model VLACS participant in that she is motivated, self-disciplined, and engaged in her education.

It was the best thing for our son to take online plus brick and mortar school, a hybrid. He needed the socialization of the brick and mortar but with ADHD, VLACS was the perfect choice for the courses he would have not been able to learn at his high school. He also took three years of Latin online, something that his High School didn't offer at all.

Excellent my daughter graduated with three college courses under her belt. She had to execute time management and discipline to manage all five rigorous courses. She had the opportunity to earn an income throughout the school year. This was made easier and more profitable because of her flexible schedule. She was supported through all five courses. College is going to seem like a vacation! She has gained confidence in her abilities and is proud of her achievements. She learned how much she loves language courses. One of her favorite courses was through VLACS. We can't say enough good things about our VLACS experience!

I loved the fact that there was time dedicated to working on VLACS in her school and she was able to work at home. She had quite a packed schedule this year and it was good that she was able to pace herself as needed.

I think VLACS is a great option when there is schedule conflict and /or teacher conflict my daughter enjoys taking VLACS and the study hall for all VLACS student she really enjoys

It was great experience with VLACS. My daughter was able to earn the high school credit in very short amount of time. VLACS has very knowledgeable and supportive teacher. We are very thankful to VLACS with my daughter's overall journey with VLACS.

Some requirements were difficult to complete but I was impressed by the willingness of both instructors to accommodate for some learning differences.

Great experience allowing my son to complete courses he may never had time to finish due to a car accident causing him to be homebound.

It's a great resource for rural communities with limited opportunities for acceleration within our own schools

It was fine. The amount of work was acceptable, the website worked perfectly and he was able to complete his physical science course on his own time freeing him up to take what he wanted in his public school.

I love the option having VLACS so that my son could excel at school. There aren't a lot of options for gifted kids in the public schools.

Teachers were very helpful and on top of missed assignments. They were very encouraging and determined to help our daughter finish the course

I was skeptical about our daughter taking an online course. It was truly an excellent experience for her. We so appreciated the highly organized nature of VLACS as well as the highly personalized interaction with the teacher. An excellent experience!

Very happy, it allowed my child to travel with her sport and still complete all classes

It was extremely helpful for my child to be able to get this course done in order to fulfill a graduation requirement where the school's schedule would not have allowed it. Also, my child learned a lot from the course.

It has been challenging at times to get our son to complete his VLACS course work on top of his other schoolwork. The VLACS course was more rigorous than we all expected - and that is a good thing!

VLACS saved my son- He had anxiety in the regular public school setting after testing off his IEP in 8th grade and VLACS has encouraged him and increased his academic confidence and now he wants to go to college.

Loved everything about it. The content was right to the point and relevant. The interactive video games were helpful in practicing what you were learning. Overall great experience.

STUDENT SURVEY COMMENTS REGARDING QUALITY OF EXPERIENCE WITH INSTRUCTOR:

I thought it was a wonderful experience. I learned a great deal about Gothic Literature and I finished the course very soon largely due to my instructor's quick replies to my questions and her encouragement.

Wonderful! I had a very, very hard time in her class, and there were times when I didn't submit anything for a while because I was stressing about other classes, and she was super understanding. Often I had to ask her to meet in the classroom so she could explain assignments to me. Her patience and encouragement were the only reasons I was able to finish- and three days before graduation, too!

She was always so kind towards me and understood my busy and difficult schedule. She would often times go out of her way to ensure I could meet with her in a voice call, even if it was outside of her office hours.

I really liked my instructor for this course, she was friendly, helpful, and all of her explanations were easy to follow and understand.

The instructor was very helpful and understanding and made it obvious that their priority was their students' success

Enjoyable, tenacious educator who really cares for what she does. Though I took a virtual class for one semester, Mrs. ... was honestly one of the top ten teachers I have ever had in my educational career.

I had a great experience with my instructor! Mrs. ... was very helpful and gave strong and interesting criticism to my work, which helped me learn more about the subject.

She is the best instructor I have ever had. She is able to touch base with me almost every day, and she is very knowledgeable in this certain subject. She is available most of the time to answer my questions, and she is up to date with calls and grading!

I really enjoyed working with my teacher. He was supportive, and he liked to discuss the information, instead of just making sure I did the assignment correctly. He would go above and beyond to make sure I learned all that I could in the class.

Commenting on their overall experience with VLACS, students commented:

It was much different than my regular middle school because it was online but there was always someone to help so that was nice.

Though it can be hard to stay motivated and I do miss public school, the range of courses and how it molds around you and your learning style is very helpful!

I have loved doing VLACS. It has helped me learn things I probably would have not learned. Almost all of my teachers have been wonderful and encouraging. Thank you so much for the great experience that you have given them.

I love taking VLACS courses. The courses help me to learn a lot and all my teachers have been amazing and really helped me to succeed. I always have a great experience with VLACS and will continue learning with them as long as possible.

It was fun, simple, encouraging, filled with ways to learn, and overall helpful with my continued learning on the subject matter.

Positive, I was able to work at my own pace. Although sometimes to the frustration of my instructor, I was able to take several weeks to accommodate my other responsibilities and then progress swiftly in smaller bits of time.

My overall experience with VLACS has been positive, as I have been able to take my work with me anywhere, providing an easily accessible way to learn.

I have really enjoyed VLACS, and it has helped me realize how much I loved to learn. I now enjoy school, and can't wait for next year.

I absolutely love VLACS so so much. It was the perfect learning course for me. VLACS helped me higher my GPA and really understand the material

I am pleased to say that VLACS has been the best academic experience for me yet! All instructors are eager to help, and the projects and collaborative assignments are very exciting.

VLACS has helped me immensely as a student with a chronic health issue. The 504 plan and customizable pace has given me a lot of space for when I'm ill. The teachers are very understanding and try to help me as much as they can when I'm behind or when I'm sick.

I like that VLACS gives you the opportunity to do courses that you don't want to take at regular school/can't fit into your schedule. I like how each instructor gives us a pace chart, and that we're free to go at any pace we'd like.

Was definitely interesting. Being my first online class, and not being completely motivated to get stuff done. It showed me that I needed to motivate and push my work ethic a little harder

I have had a wonderful experience with VLACS so far! I've never felt so secure at a school before, and I'm really happy to be a full-time student here. I really do not know where I'd be without it.

WHAT CHANGES HAVE BEEN MADE OR DOES VLACS PLAN TO MAKE REGARDING THE CHARTER? DOES VLACS WISH TO REFINE ITS CHARTER?

VLACS' original charter indicated intentions to apply to be a 'Follow the Child' designated school and its efforts and actions have all been in the spirit of meeting that goal. Consistent with the philosophy of Follow the Child and best practices identified by the NHDOE, VLACS has developed and implemented a customized learning model that serves the individual needs of students, maintains rigorous academic standards, and provides opportunities unlike any other school.

VLACS will continue to pursue the primary operating goal of preparing all students to be college, career, and citizenship ready. We believe that as our services evolve, we will be able to meet the needs of New Hampshire students from grades 4 through adulthood. Borrowing from the New Hampshire Business and Industry Association 2018 policy priority, we believe that we can achieve the following over the next five years:

- Increase awareness about careers in advanced manufacturing, technology, health care, and other key industries.
- Continue our role as a school that implements high standards through competency-based experiential and virtual education with opportunities for real-world learning to better prepare our students with the core 21st-century skills and professional behaviors necessary to be ready for post-secondary education and/or the workforce upon graduation from high school.
- Help reduce the cost of public higher education for students through innovative programs such as early college.
- Develop and implement adult education options where post 20-year-old students can build the skills and knowledge required to attend college or enter an advanced training program.
- Assist in building the talent pipeline for NH's workforce by increasing awareness about careers in advanced manufacturing, technology, health care, and other key industries.

- Engage students in real-world learning experiences with the goal of building skills and forming connections to New Hampshire employers before they consider taking their talents elsewhere.

To that end, we are planning to implement the following new programs during the next five years.

Industry Specific Experiences

Recent meetings with Dartmouth-Hitchcock Hospital and First Robotics Competitions serve as examples of the potential that exists for development of engaging partnerships that serve the needs of students and industry. Dartmouth-Hitchcock Hospital, in Lebanon, N.H. is one of the most highly regarded teaching hospitals in the country employing over 9,000 workers. In order to meet their staffing needs, the hospital has developed an apprenticeship program and has initiated partnerships with area high schools. Our discussions with hospital administrators have been focused on the development of badges and college curriculum that would lead to employment and admission to the hospital's apprenticeship program immediately after high school.

First Robotics aims to foster a culture where science and technology are valued and students are motivated to become future leaders in the field. The organization accomplishes its mission by sponsoring competitions where students develop and use science and technology with the support of industry experts. The New Hampshire based non-profit organization now serves over 400,000 students worldwide. We have begun meeting with First Robotics to develop plans to integrate academic credit, industry certifications and college certificates into the work that students do in preparation for First Robotics competitions.

We intend to continue our work with liaisons from Dartmouth-Hitchcock and First Robotics to ascertain program needs and goals; develop competencies and expectations; schedule job shadows, develop work-based projects, create internships; and gather resources and develop online curriculum for badges and certifications.

Badging/Micro Credentials and College Certificates

We will integrate stackable credentials into our customized learning model so that students, regardless of race, socioeconomic status, or location have the opportunity to engage in career and work-based learning activities that span the spectrum from career awareness to career preparation.

Badges, awarded by VLACS, will be available in STEM areas such as coding, robotics, engineering, and health and wellness. We also anticipate expanding to STEAM careers by adding badges in photography, video production, and graphic design. Badges will be designed for the career awareness and exploration stages, while college certificates, industry certifications, and degrees will advance students to the career preparation stage.

Student Advisory

Students require ongoing academic and career counseling and supports in order to maximize their potential. However, the authors of the Pathways to Prosperity report identified a major concern regarding traditional guidance and school counseling services: “America’s current system of career guidance and counseling is wholly inadequate, and many adolescents receive virtually no useful guidance. In our middle and high schools, the average ratio of students to counselors is nearly 500 to 1, a load that would strain even the most dedicated professional. Moreover, many counselors are more interested in students’ pressing personal, psychological and social problems, and do not have the expertise to provide high- quality career guidance” (Symonds, Schwartz, and Ferguson, 2011).

All full-time VLACS students are assigned to an advisor whose primary goal is to help every student become college, career, and citizenship ready. During a student's tenure at VLACS, the advisor serves as a student’s advocate, coach, counselor, and the primary contact for parents. Advisors build positive relationships with students and parents, or guardians, and guide students through the development of a college, career, and citizenship plan. Advisors also provide students with opportunities for academic and personal reflection and growth, identify students’ challenges and help them develop strategies to overcome these, and assist them with becoming college, career and citizenship ready.

We are planning to expand our successful advisory program on three fronts:

1. Improve and expand the curriculum and support that we provide to students during the development of their post-secondary plan. We will design a new continuum of age-appropriate career-related options that will allow middle and high school students to create a customized plan that moves them from the career awareness stage to career exploration and to career preparation.
2. Create a series of competency-based professional development options for experienced educators that will provide them with the skills and knowledge necessary to support students in a customized and/or student-centered learning environment. These professional development options will serve two purposes: (1) to advance the skills of our advisors and staff, and (2) provide schools and other education agencies with high-quality professional development through our adult education program.
3. Offer advisory services to part-time students. Given high caseloads carried by traditional counselors, schools will have the opportunity to use our advisory system as a supplemental service. Typically, homeschooled students do not have access to a career-based advisory system and opening our program to all students will make this a possibility for a growing homeschool population.

Elementary Education

To date, we have not found high-quality elementary level curriculum content, however, we have spoken with content providers who are producing content that is of interest to us. Our goal is to begin offering world language courses to students in grades four and five within the next two years.

Expand Early College Program

We plan to expand our early college/dual credit program by adding new college certificates and associate degree options for high school students. We hope to target high need career fields such as technology and health services.

Expand Adult Education

We will expand our offerings in two areas: (1) college and career preparation for adults, and (2) professional development for educators. There is a significant portion of the adult population of New Hampshire that do not have the requisite skills to enter college or to move into advanced training programs. It's our goal to expand our services so that adults can gain the skills and knowledge that they need to matriculate to the college of their choice or to enter a training program that requires college level reading and math skills.

Over the last decade, we have developed a unique set of services and skills that easily translate into a traditional school model. With this in mind, we will add educator professional development opportunities to our adult education program. Our offerings will include an array of courses designed to support competency-based learning, customized learning, and online-learning. Educators will have the opportunity to package courses and learning opportunities into micro-credentials, as well.

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M E M O R A N D U M

TO: Dr. Steve Kossakoski
Virtual Learning Academy Charter School

FROM: Roberta E. C. Tenney, Administrator
Office of School Standards

A handwritten signature in dark ink, appearing to read "RTenney".

DATE: May 17, 2012

SUBJECT: Charter Renewal Confirmation

On May 9, 2012, the Governor and Council approved the Department to enter into a contract with Southeastern Regional Education Service Center (SERESC) located in Bedford to serve as Lead Evaluator to conduct renewal on-site visitations for three (3) New Hampshire Charter Schools.

Upon discussing the details with Acting Director Richard Ayers of SERESC, the Department determined that all three on-site visitations, including Virtual Learning Academy Charter School, will take place in the fall 2012. This will allow sufficient time for SERESC to thoroughly prepare for each on-site visitation.

The Virtual Learning Academy Charter School's renewal term has been extended to December 31, 2012.

Thank you.

New Hampshire

State Board of Education

Minutes of the Wednesday, March 21, 2018 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:00 a.m. at the State Department of Education, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Sally Griffin, Anne Lane, and Phil Nazzaro. Helen Honorow was not able to attend due to a prior commitment. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education, were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Board members led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Margaret Drye, Plainfield, spoke in support of the parents in the Student/Grantham School Board presentation.

AGENDA ITEM IV. SPECIAL PRESENTATIONS

A. Student/Grantham School Board – SB-FY-18-12-002 – Ms. Tanya McIntire, parent, was sworn in and chose to have this case heard publicly. This process started nine years ago with a request for placement of her child under manifest educational hardship that ended with the case being dismissed. Ms. McIntire's son was diagnosed with a learning disability in the second grade. He was enrolled in Mid Vermont Christian school in Vermont for six years and did well. A request for financial assistance was denied. Ms. McIntire's son returned to the public school system in high school and his grades dropped to Ds and Cs. He is now enrolled at Holderness and is doing well. Documentation and letters were provided to the State Board. Ms. McIntire believes the Grantham School District has the money to pay tuition for her child's attendance at a private school and is asking the State Board to reject the recommendations of the Hearing Officer.

Attorney Jim O'Shaughnessy of Drummond Woodsum and Sydney Leggett, Superintendent of Grantham School District, represented the school district. Ms. Leggett was sworn in by Chairman Cline.

Attorney O'Shaughnessy reviewed the history of the case. He explained that the Grantham School District has an Authorized Regional Enrollment Agreement (A.R.E.A.) with Lebanon and Plainfield. The Grantham School

District, like every other school district in the state other than Croydon, does not have a private school tuition agreement with any private schools; therefore, the private school reassignment provision under RSA 193:3 does not apply in this case. This was another factor in the school board's denying the parents request for reassignment to Holderness. Attorney O'Shaughnessy provided background, stating the parents did litigate this same issue back in 2009 before a Hearings Officer and the State Board. The State Board in 2009 ruled that it did not have the authority to order placement under RSA 193:3 I and II to a private school. That rule hasn't changed and the State Board ruled properly under that law and that decision still applies. Attorney O'Shaughnessy also discussed the issue of collateral estoppel for a legal issue previously heard.

Chairman Cline asked if collateral estoppel would apply if the facts in a case change. Attorney O'Shaughnessy explained when it is a clear issue of law collateral estoppel would apply. He explained that the facts in cases can change. In this case the same issues of law apply.

Attorney O'Shaughnessy also explained that prior to the student returning to public school special education testing was done and those results were lost in the transition back to public school. He noted that as soon as the school district became aware of this they acted and are in the process of designing the student's Individualize Education Program (IEP) and discussing appropriate placement. Attorney O'Shaughnessy noted, as a matter of law, that school

districts can't send special education students or students requiring special education services to private schools that have not been approved as a special education private school. Holderness is not an approved special education private school.

The Grantham School District is asking the State Board to uphold the decision of the Hearing Officer. Attorney O'Shaughnessy noted as a matter of law, that neither the local school board nor the State Board have the authority to assign students to private schools.

Chairman Cline requested clarification that the C and D grades noted by Ms. McIntire are considered acceptable by the district. Ms. Leggett stated that the grades were not all C's and D's and the student had a 2.99 GPA.

Commissioner Edelblut noted that the student's SAT scores were below the state median and was concerned that this performance is considered adequate. Attorney O'Shaughnessy objected to the discussion about the SAT scores as they have never been on the record or presented to the Hearing Officer for consideration. He also stated that he is very reluctant to discuss the student's grades in a public forum.

Chairman Cline asked why a hearing was not conducted by a Hearings Officer. Attorney O'Shaughnessy responded that there was a hearing conducted

before a Hearings Officer. In response to Chairman Cline's question, he stated that the Hearing Officer at the hearing did not make a determination of manifest educational hardship.

Chairman Cline noted that this is the third appeals case of manifest educational hardship that has recently come before the State Board that at no time during the process was a determination made as to manifest educational hardship. The State Board cannot make a recommendation on a remedy until a determination is made on manifest educational hardship.

Attorney O'Shaughnessy interrupted the motion and requested his comments be on the record that this State Board is not following law and not abiding by its own past precedent. There are legal issues that are being ignored. The State Board is using this as opportunity to push back on school districts and make them re-litigate where the law is absolutely clear that the only role the State Board has is to decide whether there was a manifest educational hardship or not and if a parent is entitled to have their child reassigned to another public school.

Ms. Chagnon explained that the motion is to remand the matter back to the Hearing Officer for a determination, not the school district. Chairman Cline added that this process is to have a determination of manifest educational hardship before this can move forward.

Attorney O'Shaughnessy stated that this is the process under this State Board with Mr. Cline as the Chair and with Mr. Edelblut as commissioner that this is a political agenda being pursued through the State Board of Education.

Chairman Cline disputed the claim and noted the inappropriateness of accusing the State Board of a having political agenda.

MOTION: Cindy Gagnon made the following motion, seconded by Ann Lane that the State Board remand this matter back to the Hearing Officer for a determination of manifest educational hardship.

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

B. Student/Merrimack Valley School Board – SB-FY-17-06-005

The parties involved have opted not to present oral arguments. In this situation the State Board will base their determination and vote on the Hearing Officer's report and recommendation.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane that the State Board accept the Hearing Officer's report and adopt the Hearing Officer's recommendation.

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

C. Keene School District 6th Grade A.R.E.A. – Ms. Chagnon noted that they have been working under a contract and are now moving to an Authorized Regional Enrollment Agreement (A.R.E.A.) and have met all requirements.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the A.R.E.A. agreement between Keene and the School Districts of Stoddard, Sullivan, and Surry.

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

D. Program Approval Report for Rivier University's Professional Preparation Programs – Nicole Heimarck, with New Hampshire School Boards Association, previously of the New Hampshire Department of Education, is working with and presenting this project to ensure consistency and continuity for

the educator preparation programs. A packet was provided to the State Board that includes a program approval report for educator preparation programs at Rivier University. Ms. Heimarck introduced Megan Birch, faculty member at Plymouth State University and Michael Fournier, Principal at McKelvie Intermediate School in Bedford, who were part of the review and site visit team. She also introduced John Gleason, Dean of School of Education and Diane Monico, Director of Educator Preparation Programs at Rivier University.

The recommendation before the State Board is for a two-year conditional approval that includes two progress reports and a full revisit in December of 2019. The reasons for the recommendation are itemized in the report provided to the State Board. The review team felt there was not yet enough evidence/data to make a complete recommendation or to assign a numeric rating. The team was able to interview stakeholders and highlighted that the student body was consistent in their communication of having a sense of pride in their institution. The team noted that Rivier's programs focus on personalization for its students.

Ms. Chagnon stated she was in favor of this type of program and asked if they were working with students to make sure they not only know the subject matter but can teach it as well. Mr. Gleason explained that two years ago there was a separation of pedagogy and content to help better prepare teachers to teach content.

Ms. Monico explained there are specific methodology classes for students taught by practitioners. A program is being piloted where students are advising themselves. She noted that while there are changes occurring in majors, students are staying in the fields of education and are making the right decisions based on their experiences.

In response to Ms. Gagnon's question about varied placements it was explained that students are placed in a variety of schools and situations, and placement in Nashua schools is convenient for students without vehicles. Students are also placed in other communities and an attempt is made to get them more experience with different teachers, grade levels, and class sizes to allow students to figure out what they are good at and the population they might want to serve.

Ms. Lane asked Ms. Heimarck to provide examples of the kinds of outputs being sought. One area is data on where students are placed during the school year, in what districts, and with which teachers. Data will continue to be collected for continuous improvement in the program and the two-year time period provides the opportunity to collect the data and document whether the system is working.

Ms. Chagnon asked if there were problems getting field study placement opportunities. Ms. Monico stated the biggest issue is competition with other

institutions that may be able to offer transportation or other things Rivier can't provide. There is a strong relationship with school administrators and teachers and requests are being received for Rivier students because of positive past experiences.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education grant conditional program approval for two (2) years expiring on December 31, 2019, to Rivier University's Professional Preparation Programs. Within this two-year conditional approval, a full review of the institution's programs will occur prior to the December 31, 2019 expiration. Furthermore, Rivier University shall be required to submit two priority progress reports addressing findings, detailed in the January 18, 2018 report. The first progress report shall be submitted on or before September 30, 2018, the second priority progress report shall be submitted on or before March 31, 2019.

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

AGENDA ITEM V. OPEN BOARD DISCUSSIONS

It was noted that the Teacher of the Year candidates couldn't make it to today's meeting and will be at the April meeting.

Chairman Cline noted that there are still 50 minutes before the start of the first Public Hearing and will review whether or not the State Board can go into recess while waiting and suggested the recording continue during this time in order to ensure compliance with the Right to Know law.

In reference to the Teacher of the Year finalists, Ms. Chagnon invited everyone to attend a demo day on April 3 where the 24 candidates will be set up with displays and at the end of the day the committee will have to narrow the choices down to 8 finalists.

Chairman Cline called a recess. The Board will reconvene at 12:00 p.m.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. 12:00 to 12:30 PUBLIC HEARING – Special Education Aid (Ed 1128)

The Public Hearing opened at 12:00 p.m.

Bonnie Dunham of Merrimack, NH spoke on behalf of the State Advisory Committee for Education of Children with Disabilities as well as herself as a

private citizen, in support of the proposed changes, saying the language change is respectful and reflects the intent of the legislation and complies with HB 517.

The Public Hearing closed at 12:30 p.m.

B. 12:30 -1:00 PUBLIC HEARING – Highly Qualified Teacher and Core Academic Subjects (Ed 1102 and Ed 1113)

The Public Hearing opened at 12:30.

Bonnie Dunham of Merrimack, NH spoke in support of the changes regarding highly qualified teachers and core academic subjects. She expressed her support for removing the definition of highly qualified teacher but asks that the State Board revise Ed 1113.12(a) rather than remove it. Her proposed revision would be that "personnel providing services to children with disabilities in public elementary and secondary schools shall meet the requirements in 34 CFR 300.156 except as provided in Ed 1113.12 (b) and (c) for paraprofessional personnel." It is her opinion that only the reference to the definition of highly qualified teacher be kept.

The Public Hearing closed at 1:00

C. Initial Proposal – Non-Public School Approval (Ed 403.03, Ed 405.01 and Ed 407.01 – Attorney Diana Fenton, introduced Jane Levesque who works on nonpublic school issues for the Department. Ms. Levesque noted that the rule has not expired and that the changes are to update outdated provisions within the rule, such as paper copy versus electronic. The substantive change relates to Ed 405.01 Recognized Agencies for Program Approval. The listing of the agencies has been removed leaving the language on how a nonpublic school becomes accredited. This will alleviate having to make changes when agencies are added or removed from the list. The approved agencies will continue to be listed on the Department website. Also, a site visit has been added as a part of the accreditation process. Other changes are editorial in nature. Due to space restrictions Ed 407.01 is a change to "electronic copy" instead of "hard copy". There is legislation in progress to make this change. Mr. Nazzaro asked if the State Board can change this in advance of the legislation changes. Attorney Fenton reassured Mr. Nazzaro that the Office of Legislative Services attorneys will ensure both are in compliance.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approve the Initial Proposal Non-Public School Approval (Ed 403.03, Ed 405.01 and Ed 407.01) and a Public Hearing be held in May.

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

D. Initial Proposal – Basic Academic Skills (Ed 513.01) Amendment to Existing Rules in Response to HB 1498 – Ms. Amanda Phelps from the Bureau of Credentialing provided background information on the current proposed legislation and issues the credentialing office has identified in the event the legislation goes through. Mr. Michael Seidel, Director, Division of Higher Education – Higher Education, explained that this is an attempt to fix the problems with the legislation through a simpler rulemaking process. The intent of the legislation is to help provide alternative pathways for Career and Technical Education educators to be able to continue teaching and have the credentials; however, the proposed legislation would bypass other legislation such as educator credential suspension/revocation criminal background checks.

Chairman Cline expressed his concern at the confusion of having both legislation and the rule making in place. Mr. Seidel explained that he has been speaking with the legislators involved with the proposed bill and their hope is to have something passed as quickly as possible because there are a number of instructors currently in limbo. The legislators have seen the rewrite of the rules and agree that it meets the intent of what they are trying to do through legislation. There are a number of qualified instructors having trouble passing the praxis exams and a number of these instructors already have national or international

types of licenses that qualify them. The intent is to acknowledge these licenses as part of the qualifications.

Ms. Chagnon spoke of her concerns with changes giving superintendents the ability to certify and the confusion it would create. It was explained by Ms. Phelps that the rule requires the superintendent to provide a statement of eligibility to begin the alternative pathway process with the Department providing the certification. The legislation removes the certification from the Department and gives it to the superintendent to determine if someone is qualified or not.

Ms. Cassady questioned the use of the word “bypass” and requested clarification. Mr. Seidel explained that the language contained in the bill wasn’t inclusive enough and bypasses other legislation, such as educator credential suspension/revocation and criminal background checks that are already part of the Department’s processes. Mr. Seidel explained that within this rule the only deviation is that it provides an alternative pathway with additional supporting material counting towards requirements for someone to get their license.

Chairman Cline inquired about fields that do not have any type of industry certification or license such as journalists, broadcasters, and photographers and wanted to make sure barriers were not being put up for people in fields without credentials. Mr. Farr, who is on the CTE Board, thanked the Department for all their work on this and agreed with Chairman Cline that there are areas that have

no certification or license. The CTE Board has been looking at these areas to determine certification and make sure the certifications are rigorous enough to meet the Department's approval. They have completed approximately 90% and will complete the last 10% over the next year and acknowledged there may be some fields where alternative licensure or certification requirements may be harder to determine.

Mr. Steve Rothenberg, Director, Concord Regional Technology Center, explained that many people are making massive career changes after 20 years of experience in the field and by moving from the current teacher-prep based system to a model that is less traditional, but is reasonable with high standards, that takes into account industry experience and background will provide New Hampshire students with authentic teachers in their classrooms.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon that the State Board of Education approve the Initial Proposal Basic Academic Skills (Ed 513.01) Amendment to Existing Rules in Response to HB 1498, and hold a Public Hearing for this rule at the April 12, 2018 State Board of Education Meeting.

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

E. Final Proposal – Specialist in Assessment of Intellectual Functioning (SAIF), (Ed 507.19 and Ed 614.08) – Ms. Amanda Phelps from the Bureau of Credentialing explained that this rule came before the State Board in December with an adoption in January. The Office of Legislative Services (OLS) found an error in the adoption of the rule. In January the Board approved adoption of the rule which was not the conditional approval with changes and the wrong rule was adopted. Corrections have been made and reviewed by OLS, the Professional Standards Board, and the Bureau of Credentialing and now has to go through OLS once more.

MOTION: Sally Griffin made the following motion, seconded by Ann Lane, that the State Board of Education approve the Final Proposal Specialist in Assessment of Intellectual Functioning (SAIF), (Ed 507.19 and Ed 614.08).

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

F. Adopt – Manifest Educational Hardship (Ed 320) – Attorney Diana Fenton explained to the Board that OLS did provide additional comments stating this rule is about striking a delicate balance and any play with wording could

cause imbalance in the rule. JLCAR passed this without changes and it is now ready for a motion to adopt.

Attorney Fenton advised the State Board it has been brought to her attention that there is a party who wants changes added the rule and the party has requested the State Board process the changes as an emergency change prior to adoption. The proposal was distributed to the State Board.

Chairman Cline acknowledged receipt of the proposal and stated given the long history of this rule and not wanting to set precedent of taking rules on the fly without a thorough review by the State Board, at this time it is not a proper or advisable process to go through. The rule will go forward now as proposed and changes may be considered at a later time. Ms. Chagnon expressed her agreement and stated this has been a yearlong process representing a collaborative effort by all stakeholders involved and has been vetted many times including by the State Board. Changes at the last minute are not a good idea.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the Final Proposal for Ed 320 Manifest Educational Hardship, Version One, as amended.

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

Chairman Cline thanked everyone for all the hard work that went into this very serious and emotional issue.

AGENDA ITEM VII. REPORTS AND NEW DEPARTMENT BUSINESS

There were no reports or new department business.

AGENDA ITEM VIII. OLD BUSINESS

There was no old business.

AGENDA ITEM IX. CONSENT AGENDA

A. Meeting Minutes of February 8, 2018

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the Meeting Minutes of February 8, 2018.

VOTE: The motion was approved by vote of the 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 1:05 p.m.

MOTION: Kate Cassady made the following motion, seconded by Ann Lane, that the State Board of Education adjourn the meeting.

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

Secretary