

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

**Thursday, May 10, 2018**



**REVISED 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 - Mascoma Valley Regional School District Apportionment Change Request – *DEBRA FORD, MVSR School District Business Administrator*
  - B. 9:45 AM – Student/Litchfield School Board – SB-FY-18-01-009
  - C. 10:15 AM – Student/Rye School Board – SB-FY-18-02-011
  - D. 10:45 AM - Student/Rochester School Board – SB-FY-18-02-012
  - E. 11:15 AM – Approval of Professional Educator Preparation Programs at New Hampshire Technical Institute (NHTI) – *MARY FORD, NHDOE Liaison Consultant*
- V. **OPEN BOARD DISCUSSIONS**
  - A. Rule Making Petition under Ed 215
- VI. **LEGISLATIVE ISSUES/RULES**
  - A. 12:00-12:30 AM – **PUBLIC HEARING** – Basic Academic Skills (Ed 513.01) Amendment to Existing Rules in Response to HB 1498
  - B. 12:30 AM - 1:00 PM – **PUBLIC HEARING** – Mathematics Teacher; General Requirements (Ed 507.26); Middle Level (Ed 507.27); Upper Level (Ed 612.17); Mathematics – Middle Level (Ed 612.17) and Mathematics – Upper Level (Ed 612.18)
  - C. Initial Proposal – Educational Interpreter/Transliterater for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36) – (REMOVE FROM TABLE)
  - D. Initial Proposal – Digital Learning Specialist (Ed 507.22 and Ed 612.19)

- E. Adopt – Specialist in Assessment of Intellectual Functioning (SAIF) (Ed 507.19 and Ed 614.08)
- F. Code of Ethics (Ed 505.07 and Ed 610.02) and Code of Conduct (Ed 501) Suggested Amendments

**VII. REPORTS AND NEW DEPARTMENT BUSINESS**

- A. The Founders Academy charter extension request
- B. Next Charter School charter extension request

**VIII. OLD BUSINESS**

**IX. CONSENT AGENDA**

- A. Meeting Minutes of April 12, 2018
- B. Tuition Agreement – Stratford and Northumberland School Districts
- C. A.R.E.A. Agreement between Rochester School Department and the Wakefield School District

**X. TABLED ITEMS**

- A. Initial Proposal – Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)

**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.*

**MASCOMA VALLEY REGIONAL SCHOOL DISTRICT - SAU #62**

547 US Route 4 - P. O. Box 789, Enfield, NH 03748

Telephone (603) 632-5563 (TDD & Voice)

www.mvrsl.org

FAX (603) 632-4181

**Patrick Andrew, Superintendent**

Barbara McCarthy, Special Education Director/504 Coordinator

Debra Ford, Business Administrator

Nancie Murphy, Director of Curriculum

David Allen, Director of Technology

Diane Adam, Title IX

Kendra Kearney, Social Worker

**RECEIVED**

**APR 02 2018**

**STATE DEPARTMENT  
OF EDUCATION**

March 29, 2018

Drew Cline, Chairman  
NH State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Re: Apportionment Basis Change

Dear Chairman Cline:

The Mascoma Valley Regional School District voters approved Warrant Article 9, to change the basis for apportionment of school district costs among the five towns, pursuant to the recommendation of the School Board and the Subcommittee on Apportionment, to one based on 100% average daily membership averaged over the most recent three years available.

Mascoma Valley Regional School District was organized on April 21, 1962 prior to July 1, 1963. This apportionment basis change request is in accordance with RSA 195:7 and 195:9.

Enclosed are the certified warrant articles, the certified voting results and the report of the subcommittee on apportionment. Please let me know if you need any further information.

Sincerely,



Debra Ford  
Business Administrator

CC: Patrick Andrew, Superintendent  
Claudette Hebert, School Board Chair

Encls.

**2018 WARRANT ARTICLES**  
**Mascoma Valley Regional School District**  
**County of Grafton**  
**State of New Hampshire**

**To the inhabitants of the Mascoma Valley Regional School District in the County of Grafton, in the state of New Hampshire, consisting of the Towns of Canaan, Dorchester, Enfield, Grafton and Orange qualified to vote in district affairs.**

You are hereby notified to meet on Saturday, February 3, 2018 at 9:00 AM at the Mascoma Valley Regional High School Auditorium in Canaan, New Hampshire, for the first session of the Annual School District Meeting to hear explanation, discuss and debate the subjects in Warrant Articles 5-11. Articles 5-11 may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended at the February 3rd session shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

You are also hereby notified to meet again on Tuesday, March 13, 2018 for the second session of the Annual School District Meeting to vote by official ballot to elect officers, to vote questions required by law to be inserted on said official ballot, and to vote on all warrant articles from the first session. Location and polling hours for the March 13, 2018 sessions are as follows:

TOWN	VOTING LOCATION	POLLING HOURS
Town of Canaan	Canaan Hall - Race Track	8:00 am – 7:00 PM
Town of Dorchester	Dorchester Town Hall	11:00 am – 7:00 PM
Town of Enfield	Whitney Hall Auditorium	8:00 am – 7:00 PM
Town of Grafton	Grafton Fire & Ambulance Station	8:00 am – 7:00 PM
Town of Orange	Orange Town Hall	11:00 am – 7:00 PM

**Article 1: To Choose School District Moderator**

To choose by ballot one (1) School District Moderator to be elected at large to serve a two (2) year term ending in 2020.

**Article 2: To Choose School District Clerk**

To choose by ballot one (1) School District Clerk to be elected at large to serve a three (3) year term ending in 2021.

**Article 3: To Choose School Board Members**

To choose by ballot two (2) members of the School Board, each to be elected at large. One to serve a three (3) year term ending in 2021 from the Town of Canaan; one to serve a three (3) year term ending in 2021 from the Town of Enfield.

**Article 4: To Choose District Budget Committee Members**

To choose by ballot two (2) members of the District Budget Committee, each to be elected at large. One to serve a three (3) year term ending in 2021 from the Town of Canaan, one to serve a three (3) year term ending in 2021 from the Town of Enfield.

**Article 5: Operating Budget**

Shall the Mascoma Valley Regional School District raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first deliberative session, for the purposes set forth therein, totaling Twenty-Seven Million, Two Hundred Fifty Thousand, Four Hundred Seventy-Five (\$27,250,475) Dollars? Should this article be defeated, the default budget shall be Twenty-Seven Million, Eight Hundred Thirty-Three Thousand, Nine Hundred Eighty-One (\$27,833,981) Dollars, which is the same as last year, with certain adjustments required by previous action of the Mascoma Valley Regional School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI to take up the issue of a revised operating budget only.

(Majority vote required)

School Board Recommends (7:0:0)

Budget Committee Recommends (7:0:0)

**Article 6: Fund Facilities Capital Reserve for the Capital Improvement Plan**

Shall the Mascoma Valley Regional School District vote to raise and appropriate a sum of up to One Hundred Thousand (\$100,000) Dollars to be added to the Facilities Capital Reserve Fund previously established to fund the



Capital Improvement Plan, this sum to come from the June 30<sup>th</sup> fund balance available for transfer on July 1<sup>st</sup>? No amount to be raised from additional taxation.

**(Majority vote required)**

**School Board Recommends (7:0:0)**

**Budget Committee Recommends (7:0:0)**

**Article 7: Fund Special Education Capital Reserve**

Shall the Mascoma Valley Regional School District vote to raise and appropriate a sum of up to Fifty Thousand (\$50,000) Dollars to be added to the Special Education Capital Reserve Fund previously established, this sum to come from June 30<sup>th</sup> fund balance available for transfer on July 1<sup>st</sup>? No amount to be raised from additional taxation.

**(Majority vote required)**

**School Board Recommends (7:0:0)**

**Budget Committee Recommends (7:0:0)**

**Article 8: Fund Computer & Computer Accessories Capital Reserve**

Shall the Mascoma Valley Regional School District vote to raise and appropriate a sum of up to Twenty-Five Thousand (\$25,000) Dollars to be added to the Computer and Computer Accessories Capital Reserve Fund previously established, this sum to come from June 30<sup>th</sup> fund balance available for transfer on July 1<sup>st</sup>? No amount to be raised from additional taxation.

**(Majority vote required)**

**School Board Recommends (7:0:0)**

**Budget Committee Recommends (7:0:0)**

**Article 9: To Change Apportionment Basis**

Shall the Mascoma Valley Regional School District vote, pursuant to the recommendation of the School Board and the Subcommittee on Apportionment, to change the basis for apportionment of school district costs among the five towns to one based on 100% average daily membership averaged over the most recent three years available; said change to be implemented July 1, 2018, pursuant to NH RSA 195:8? The implementation of this article, if passed, is contingent on the approval of the State Board of Education.

**(Majority vote required)**

**School Board Recommends (7:0:0)**

**Article 10: To Grant an Easement - SAU**

Shall the Mascoma Valley Regional School District authorize the School Board to convey an easement for access and storm water drainage on a portion of Map 15, Lot 010-000 ( SAU Office) to Agree Limited Partnership and further authorize the School Board to enter into a boundary line agreement transferring a portion of the paved driveway on Map 15, Lot 010-000 (SAU Office) to Agree Limited Partnership on such terms and conditions that the School Board determines are in the best interest of the District?

**(Majority vote required)**

**School Board Recommends (7:0:0)**

**Article 11: To Grant an Easement - CES**

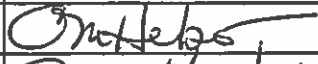

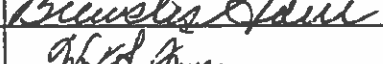




Shall the Mascoma Valley Regional School District authorize the School Board to convey an easement to Liberty Utilities to install, own, operate and maintain ball field lights at the Canaan Elementary School on such terms and conditions that the School Board determines are in the best interest of the District?

**(Majority vote required)**

**School Board Recommends (7:0:0)**

Given under our hands, this 27<sup>th</sup> day of February, 2018

We certify and attest that on or before January 17, 2018, we posted a true and attested copy of the within Warrant at the place of meeting, Mascoma Valley Regional High School and like copies at Canaan Hall – Race Track, Enfield Town Offices, Grafton Fire Station, Dorchester Town Hall and Orange Town House.

Printed Name	Position	Signature
Claudette Hebert	School Board Chair	
Timothy Josephson	School Board Vice Chair	
Brewster Gove	School Board Secretary	
Wayne Morrison	School Board Member	
Danielle Thompson	School Board Member	
Kathleen Stacy	School Board Member	
Bob Cusick	School Board Member	

MARCH 13, 2018 VOTING RESULTS

VOTING RESULTS: RE ARTICLE 1 - SCHOOL DISTRICT MODERATOR

One 2-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Bonnie J. Haubrich	328	47	366	243	56	1040
write-ins	3	2	1	3	1	10
blanks	91	11	58	37	6	203
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 2 - SCHOOL DISTRICT CLERK

One 3-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Kamala Tupper	329	45	358	207	54	993
write-ins	4	1	1	2	0	8
blanks	89	14	66	74	9	252
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 3 - SCHOOL BOARD - CANAAN

One 3-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Timothy Josephson	323	41	328	179	51	922
Write-in	12	2	1	1	1	17
blanks	87	17	96	103	11	314
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 3 - SCHOOL BOARD - ENFIELD

One 3-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Bridget Labrie	293	43	373	178	51	938
write-ins	4	1	5	1	0	11
blanks	125	16	47	104	12	304
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 4 - BUDGET COMMITTEE - CANAAN

One 3-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Eleanor J. Davis	150	26	151	112	13	452
Philip Smith, Jr.	190	16	144	64	27	441
write-ins	6	1	3	0	1	11
blanks	76	17	127	107	22	349
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 4 - BUDGET COMMITTEE - ENFIELD

One 3-Year Term	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
Daniel J. Kiley	283	42	360	173	49	907
write-ins	4	1	8	1	0	14
blanks	135	17	57	109	14	332
	422	60	425	283	63	1253

MARCH 13, 2018 VOTING RESULTS

VOTING RESULTS: RE ARTICLE 5 - OPERATING BUDGET						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	349	48	344	173	50	964
NO	68	9	77	91	12	257
blanks	5	3	4	19	1	32
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 6 - FUND FACILITIES CAPITAL RESERVE FOR CIP						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	289	34	348	129	46	846
NO	125	23	75	133	16	372
blanks	8	3	2	21	1	35
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 7 - FUND SPECIAL EDUCATION CAPITAL RESERVE						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	296	40	352	138	46	872
NO	120	18	67	123	15	343
blanks	6	2	6	22	2	38
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 8 - FUND COMPUTER CAPITAL RESERVE						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	300	37	350	140	46	873
NO	117	20	66	124	15	342
blanks	5	3	9	19	2	38
	422	60	425	283	63	1253

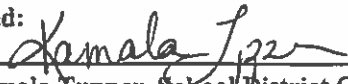
VOTING RESULTS: RE ARTICLE 9 - TO CHANGE APPORTIONMENT BASIS						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	316	36	279	133	48	812
NO	97	19	134	121	13	384
blanks	9	5	12	29	2	57
	422	60	425	283	63	1253

VOTING RESULTS: RE ARTICLE 10 - TO GRANT AN EASEMENT - SAU						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	317	41	354	166	50	928
NO	95	15	58	91	8	267
blanks	10	4	13	26	5	58
	422	60	425	283	63	1253

MARCH 13, 2018 VOTING RESULTS

VOTING RESULTS: RE ARTICLE 11 - TO GRANT AN EASEMENT - CES						
	Canaan	Dorchester	Enfield	Grafton	Orange	Totals
YES	308	39	349	159	47	902
NO	106	18	67	99	13	303
blanks	8	3	9	25	3	48
	422	60	425	283	63	1253

Respectfully Submitted:

  
 Kamala Tupper, School District Clerk  
 Date: 3/14/18

# **Report of the Mascoma Valley Regional School District Sub-Committee on Apportionment**

**As unanimously approved by the Apportionment Committee at the  
August 21, 2017 meeting**

## **Committee Members:**

**James Fenn**, Chair Sub-Committee on Apportionment, Enfield, NH  
**Albert “John” Franz**, Resident, Dorchester, NH  
**Catherine Mullholland**, Resident, Grafton, NH  
**Scott Sanborn**, Resident, Orange, NH  
**Charles Townsend**, Resident Canaan, NH  
**Claudette “Cookie” Hebert**, Mascoma Valley Regional School Board Chair, Dorchester, NH  
**Wayne Morrison**, Mascoma Valley Regional School Board Member, Canaan, NH  
**Danielle Thompson**, Mascoma Valley Regional School Board Member, Enfield, NH

## **Meeting Dates and Location:**

**May 15, 2017 Mascoma Valley Regional High School**  
**June 5, 2017 Mascoma Valley Regional High School**  
**June 19, 2017 Mascoma Valley Regional High School**  
**July 17, 2017 Mascoma Valley Regional High School**  
**July 31, 2017 Mascoma Valley Regional High School**  
**August 7, 2017 Mascoma Valley Regional High School**  
**August 21, 2017 Mascoma Valley Regional High School**

Complete minutes of the Mascoma Valley Region School Board Apportionment Subcommittee meetings and copies of information reviewed at meetings are available at [www.mvrds.org](http://www.mvrds.org) under the headings of “school board” and “apportionment study”.

## Summary findings of the committee:

The Sub-Committee of the Mascoma Valley Regional School Board to Study Apportionment met in a series of publicly warned meetings to study and recommend to the Mascoma Valley Regional School Board, potential changes to the apportionment formula used by the district to raise funds for schools. Debate was genuine, thoughtful and civil. All members of the committee participated in discussion. There was opportunity for public comment at all meetings and thoughtful input by members of the public was made at each meeting. After a review of an array of different apportionment formulas used by districts across the state, a proposed change to 50% Average Daily Membership and 50% Equalized Property Valuation was taken off the table for consideration as it was generally agreed by the committee that the financial impact was too drastic. Five different apportionment formulas were seriously scrutinized.

- 1) The current formula which uses 100% Average Daily Membership based on the Average Daily Membership of the previous year.
- 2) A formula using 100% Average Daily Membership averaged for the past three years.
- 3) A formula using 80% Average Daily Membership and 20% Equalized Property Valuation of each town averaged for the past three years.
- 4) A formula using 90% Average Daily Membership and 10% Equalized Property Valuation of each town averaged for the past three years.
- 5) A formula using 95% Average Daily Membership and 5% Equalized Property Valuation of each town averaged for the past three years.

The Committee unanimously agreed to recommend changing to a formula that uses a three year average as a means of smoothing out the sometimes dramatic changes in tax rate experienced in the smaller three towns of Dorchester, Grafton and Orange due to fluctuations in enrollment.

The Committee was split in its recommendation of an apportionment to the full School Board at its July 31<sup>st</sup> meeting and again split in their final vote on August 7th. John Franz, James Fenn, Scott Sanborn, Cookie Hebert, Danielle Thompson and Wayne Morrison favored formula number 2, (100% Average Daily Membership averaged over three years). Those supporting 100% ADM averaged over three years cited simplicity, fairness and support of the district voters as primary reasons for recommending this formula.

Charles Townsend and Catherine Mullholland advocated for formula number 3, (80% ADM and 20% EV) and have offered the following minority report.

All members agreed that the apportionment formula should be reviewed on a regular basis such as every five years.

Respectfully Submitted,

Patrick A. Andrew, Superintendent

**Mascoma Valley Regional School District**  
**Minority Report**  
**as accepted by the**  
**Apportionment Study Committee**  
**On August 21, 2017**

Two members of the Apportionment Study Committee, Catherine Mulholland of Grafton and Charles Townsend of Canaan, are filing this Minority Report.

The Mascoma School District is composed of five towns, most of which have very high school tax rates. Out of 260 towns and districts reported by the NH Department of Education in 2016, Canaan had the 7<sup>th</sup> highest school tax rate, Grafton ranked 38<sup>th</sup> and Enfield came in at 75<sup>th</sup>. The single greatest reason for Enfield's lower ranking is the high value of properties in the town.

New Hampshire has a state law that allows for basing the apportionment of education cost in Cooperative School districts on two factors: the ability of towns to pay based on the relative share of tax base available and on the relative number of pupils from each town.

Most of the Cooperative School districts in New Hampshire apportion half of the cost to the town's share of the total tax base and half to the number of pupils. This 50/50 apportionment system recognizes the tax base as the way to pay for the cost of education and the number of kids as the source of the cost. The Mascoma School District is one of only ten cooperative districts that considers only the number of students when allocating school costs.

The smaller, less wealthy towns are seeing their pupil numbers increase since more affordable housing is available in these towns. At the same time, the wealthy towns have declining pupil enrollments and are seeing their property values continue to climb.

In Canaan last year a 900 square foot home, appraised at \$150,000 was taxed \$3,097 for the school portion of the tax bill. In Grafton that same home was taxed at \$2,537. In Enfield, with a tax base 1.5 times that of Canaan and 4.5 times that of Grafton, the equivalent home was taxed only \$2,280. Canaan's tax was 36% higher and Grafton's 11% higher on the same house in 2016. For Canaan, this formula penalizes the family living in the 900 square foot home by \$817 over the family living in the 900 square foot home in Enfield.

The members from Canaan and Grafton had requested a change in the apportionment formula to at least partially consider the size of the tax base, as other SAUs do. Initially we requested to apportion 20% based on the town's share of the tax base and 80% of the cost based on the pupil count. The Canaan and Grafton members even considered and supported a formula that was only 10% based on the tax base and 90% on student count. Even with the initial 20/80 formula Canaan would end up with a tax bill substantially higher than Enfield's.

In voting in favor of a formula based 100% on student counts, the majority of the Apportionment Study Committee does not acknowledge the unfairness of this formula for property poor towns with young families, and has proposed to lock in the current broken system for another 5 years. Every time the school district costs increase it will take proportionately more money from the property poor towns with children. People speaking at the committee hearings disparaged Canaan for being a family friendly town with affordable housing, and made this part of their justification for not believing the



formula should be changed.

While we were willing to compromise and accept only a small portion of equalized valuation in the formula, we continue to believe that the fairest formula would be to create one unified grand list for all five towns and tax all properties as if we were in fact a single community taking care of our children together. The vote passed by the majority drives the costs as nearly as possible to families of school children. This is not a cooperative model. Locking in this model will continue to exacerbate the problem as costs continue to rise.

Catherine Mulholland

Charles Townsend

# Institutional Program Approval Report

**NHTI, Concord's Community College**

The New Hampshire Department of Education

April 15, 2018

*This report details NHTI, Concord's Community College's Institutional Program Approval Process completed in February 2018. Findings are included on individual PEPP, the institution's clinical practice model and systems for candidate and program assessment.*

## *Table of Contents*

Section I:	Executive Summary
Section II:	Clinical Partnerships and Clinical Practice
Section III:	Quality Control System: Candidate Assessment System and Program Assessment System
Section IV:	Specific Certification Programs
Appendices	

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
PROGRAM APPROVAL REPORT  
For  
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**NHTI, Concord's Community College  
Teacher Education Preparation Program**

<b>Alana Mosley</b>	<b>Co-Chair</b>	<b>CTE</b>
<b>Suzanne Canali</b>	<b>Co-Chair</b>	<b>CTE</b>
<b>Mary Ford</b>	<b>NHDOE Liaison Consultant</b>	<b>NH DOE</b>

<b>Professional Educator Preparation Programs</b>	<b>NH Standard</b>	<b>Reviewer</b>
General Special Education (K-12)	Ed 612.07	Barbara Cohen
English for Speakers of Other Languages [ESOL K-12]	Ed 612.06	Nicole Decoteau
Mathematics Education (5-8)	Ed 612.17	Megan Paddack
Mathematics Education (7-12)	Ed 612.18	Megan Paddack
Life Sciences (7-12)	Ed 612.25	Doug Gilroy
Chemistry (7-12)	Ed 612.26	Doug Gilroy
Earth Space Science (7-12)	Ed 612.24	Nicole Gugliucci
Physical Science (7-12)*	Ed 612.34	Nicole Gugliucci
Physics (7-12)	Ed 612.27	Nicole Gugliucci
Middle Level Science (5-9)	Ed 612.22	Doug Gilroy

\*no candidates are currently enrolled and NHTI has not enrolled students for the last three years. The NH-DOE has decided to continue this endorsement and the program was reviewed for re-approval.

## Section I: Executive Summary

### A. Context

“WE ARE ALL TEACHERS. WE ARE ALL LEARNERS.”

#### MISSION

NHTI is a dynamic public institution of higher learning providing accessible, rigorous education, serving students, businesses, and the community by creating pathways for lifelong learning, career advancement, and civic engagement.

#### VISION

By strengthening and expanding partnerships across the education and business spectrum, NHTI will create an environment that fosters innovative teaching and learning, supports economic vitality, and meets the needs of a diverse community of global citizens.

#### EDUCATION PROGRAM MISSION

The mission of the NHTI education programs is to prepare effective, knowledgeable educators who demonstrate the critical skills and dispositions needed for teaching *all* learners in today’s diverse classrooms. Candidates are prepared to become reflective educators and life-long learners.

NHTI is situated in south central New Hampshire in the capital city of Concord. The campus, located on 240 acres of fields and woods with frontage on the Merrimack River was opened in 1965 under the name *New Hampshire Technical Institute* with three engineering technology programs. In 2008, the name of the College was changed to *NHTI, Concord's Community College*, to honor its past and reflect its future growth. This comprehensive community college, with 90 academic programs and a full campus life, is accredited by the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges.

NHTI’s Teacher Education Preparation Program (TECP) began in 2005 and had its last full program review in 2008. (please refer to section B for explanation of timeline). The 2018 review team consisted of five reviewers of ten programs, two co-chairs, and a representative from the Department of Education. NHTI’s TECP is in clear alignment with its institutional mission and vision as it serves New Hampshire’s critical shortage areas in educator credentialing. TECP competencies have been designed to align with the institutional mission and are outlined in its conceptual framework (*Appendix C*). The conceptual framework identifies competencies in Content Knowledge, Pedagogy, Knowledge of Learners, Knowledge of Self, Teacher as Leader, and Knowledge of Schools as Systems. The framework design reflects research-based decision-making, best practices from the Charlotte Danielson model, and is aligned with both the New Hampshire Professional Education Standards and the INTASC Standards.

Program implementation is designed around the basic tenets of adult learning theory (Knowles, 1984). Candidates are actively involved in the planning of their program. Faculty, content mentors, and cooperating teachers work collaboratively with each candidate to utilize individual knowledge and life experiences in the design of the program of study for preparing and attaining a career as an educator. The design of the TECP conceptual framework meets the NH Ed 606 standards using the cycle of planning, implementing, assessing and revising. (*see Appendix C*).

These programs were developed to complement the mission of NHTI, meeting workforce needs by addressing critical shortage teaching areas in New Hampshire (mathematics, science, special education, and ESOL). All TECP programs have the following elements in place: a mission statement, student learning outcomes, curriculum maps, assessment tools and benchmarks with rubrics aligned to Ed 610s and respective Ed 612s.. The programs are reviewed annually both through the annual reporting system to the NH Department of Education (through the Council of Teacher Education) and at the college level through its annual department reporting schedule.

NHTI chooses to focus on teacher certification critical shortage areas that are needed across the state. NHTI is in a unique position as a small program, to provide individualized programming for specific critical shortage certifications, with a full accountability system, ensuring candidate and program effectiveness. The table below provides the number of completers across all program for 2015, 2016 and 2017.

<b>Professional Educator Preparation Programs</b>	<b>Completers</b>			
	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>Total</b>
General Special Education (K-12)	7	5	9	21
English for Speakers of Other Languages [ESOL K-12]	3	5	3	11
Mathematics Education (5-8)	1	0	2	3
Mathematics Education (7-12)	1	1	0	2
Life Sciences (7-12)	0	2	2	4
Chemistry (7-12)	0	0	1	1
Earth Space Science (7-12)	0	0	0	0
Physical Science (7-12)*	0	0	0	0
Physics (7-12)	1	1	1	3
Middle Level Science (5-9)	1	1	1	3
Totals	14	15	19	48

## B. Introduction and Overview of Visit

The NHTI TECP programs began in 2005. Its last state approval visit was in 2008. The TECP was granted full approval through 2015, with no recommendation areas to address. NHTI's 2015 review was delayed twice because Program Approval Standards were undergoing dramatic revisions. The first deferment occurred in 2013. All program reviews were placed on a one-year hiatus, to accommodate the roll-out of the new Ed 600s. This postponed NHTI's visit to the 2016-2017 academic year. In 2015, a second deferment occurred, accommodating proposed changes to the Ed 604s and Ed 605s, moving NHTI's Program Approval On-Site Visit to February 12 – February 14, 2018.

NHTI's TECP was actively engaged in program improvement during this time, piloting processes such as :

- Moving the assessment system from paper and spreadsheets to implementing TaskStream, a 21<sup>st</sup> century technological resource to support its own interrater reliability when evaluating programs and candidates;
- Establishing consistent benchmarks across all programs;
- Linking key assessments to NH governing rules;
- Implementing and designing data points for relevant NH TCAP performance assessments;

- Piloting its own TCAP model for the special education field in New Hampshire; and
- Redefining its cycles of assessment for the program and for all candidates.

These initiatives were documented in NHTI's 2016 and 2017 annual reports to the NH Department of Education.

A Memorandum of Understanding was developed between the New Hampshire Department of Education (NHDOE) and NHTI to identify the process, materials, report templates and standards that would be used during the 2018 review. The MOU (Appendix A), signed by all parties in December 2017, specifies language requiring the review team to report on NHTI's plan to address proposed changes in governing rules. The review team would not assess attainment of any proposed rules that have not been officially adopted.

NHTI hosted a training meeting with the TECP Director of Teacher Education, the Education Department Faculty, the Vice President of Academic Affairs, President of the institution, and members of the Review Team on January 18, 2018. NHTI rolled out its report and made it electronically accessible at this time. The NHDOE representative, team chairs, and all five reviewers received a link to NHTI Self-Assessment materials through its electronic accountability management system, TaskStream, allowing the team to review in preparation for the on-site visit. A general schedule was shared.

The on-site visit for program approval occurred on February 12<sup>th</sup> – 13<sup>th</sup>, 2018 at NHTI, Concord's Community College (Appendix B, Agenda). On each day of the visit, framing/orientation meetings were offered to establish a shared understanding of the scope of work to be completed, and an overview of any updates, if necessary. Each day concluded with an exit meeting with the institution, NHDOE Liaison, and Co-Chairs of the visit. Between framing and exit meetings, the review team engaged in a series of interviews with stakeholders from across the institution and partner school districts. The purpose of such interviews was to clarify information/evidence shared by the institution, to expand upon what was provided, and to verify claims and evidence submitted by the institution. The site visit concluded with an exit interview detailing preliminary findings of the review.

## **C. Key Findings**

### **1. Commendations**

The review team would like to highlight the following commendations:

- NHTI chooses to focus on teacher certification critical shortage areas that are needed across the state. Because they are choosing critical shortage areas, they are choosing to do what other institutions are unable to do because of low enrollments. The impact of this commendation supports NHTI's unique position as a small program requiring more time to collect larger data samples. Despite small numbers, the program has a full accountability system in place.
- NHTI should be commended for its commitment to candidates who are career changers. These career changers are impacting the profile and expertise of educators in NH to include teachers with experience in industry, finance, etc. This commitment promotes countless possibilities to reinforce the State of New Hampshire's focus on competency-based education.

- NHTI has developed a comprehensive supervision and support structure, which ensures feedback and meaningful expectations for teacher candidates from all supervising and cooperating educators:
  - candidates have weekly meetings with methods faculty;
  - supervisors meet monthly with field placement coordinator;
  - supervisors complete at least six visits at each placement;
  - weekly reflection communications from student teachers;
  - advisory board meets a minimum of once per semester;
  - Supporting the cooperating teachers through training, notebook, biweekly meetings with NHTI TECP Supervisors, and the willingness to have the difficult conversations with the teacher candidates.

## **2. Recommendations that Require Responsive Action: N/A**

### **3. Suggestions**

- The team has made one, overarching suggestion for NHTI's TCEP program, to formalize and better articulate the processes they currently utilize to assess the Ed 612s across all programs. NHTI referenced the use of transcript review to determine applicants' expertise in their content area. Initially, the review team was concerned that NHTI's assessment of the Ed 612s solely relied upon transcript documentation of courses and grades to assess content knowledge and skills. However, the Team discovered multiple sources of Ed 612 assessment evidence through a series of interviews with Admissions, TCAP administrators, faculty and students. The TECP program has systematized varied and frequent content assessments across all programs upon acceptance to the program. These internal processes were not clearly identified in NHTI's report.
- The team identified key assessments during the 3-day site-visit. Assessment methodologies of the Ed 612s are understood by TECP faculty; however, they are not clearly articulated and understood by all constituents outside the department. This could cause assumptions that assessing content area standards is the sole responsibility of admissions and is no longer assessed in candidates' pedagogy. The Ed 612s are evaluated across all gates of assessment by TECP Faculty, Cooperating Educators and Content-Specific Faculty in such areas as Biology, Chemistry, Mathematics, Earth Science, Life Science, Physical Science and Physics. The intention of this suggestion is to better inform candidates, faculty and staff that the Ed 610s and Ed 612s are codependent and the responsibility is shared across all evaluators. Clearer articulation of shared ownership/oversight can only reinforce consistency of content assessment. It will also influence consistent use of resources available to candidates, cooperating teachers, faculty, and supervisors. NHTI will report on its status regarding this suggestion in its 2019 IHE Annual Report.
- In addition to this suggestion, the review team supports NHTI's current plan to extend its disposition surveys of all candidates throughout the program. NHTI started a universal disposition evaluation in all education coursework prior to student teaching this past year. They plan to integrate this disposition process into the TaskStream LAT System, collecting dispositional data from education faculty, cooperating teachers and supervisors on a consistent basis.



## Section II: Clinical Practice Model

### A. Clinical Practice Model

#### 1. Brief Description of Clinical Practice Model

The clinical experiences are at the heart of the NHTI TECP program. NHTI has developed a structure to support many and varied opportunities for practice (lesson design and implementation, assessment, classroom management, communication skills, IEP meetings, progress meetings, staff meetings, pre-student teaching clinical experiences and capstone student teaching clinical experiences). The quality of clinical experiences is monitored through clinical coursework, required hours of practice, the type of clinical experience, the quality of clinical practitioners, partnerships, and practice. The clinical experience is designed carefully, to allow the student teacher/practicum student to have multiple opportunities to perform the *full range* of teaching responsibilities through the capstone experience. Although many field placements begin with brief periods of observation and move toward the candidate assuming all teaching roles, student teachers/practicum students are required to observe with the teacher *prior* to the teaching experience semester and have the opportunity to prepare in advance for the placement.

The NHTI clinical experiences are described as early field clinical experiences (prior to student teaching/practicum) and capstone clinical experiences (student teaching/practicum). Early field experiences take place during all phases of the TECP coursework and are embedded as required components of specific courses. The capstone clinical experience occurs at the end of the TECP, when the candidate has successfully completed all previous coursework and requirements.

The TECP has been building an evidence-based system centered on a continuous improvement model consistent with the recent changes in the New Hampshire Program Approval Standards. NHTI has viewed this as an important endeavor, devoting a great deal of time and resources to this effort for the last two years and currently continues this as a work-in-progress. NHTI has been guided by the pertinent research, the NH Standards for Program Approval and the CAEP standards relevant to educator preparation.

Using the CEEDAR (2017) guidelines, the TECP examined the coursework, analyzed the data, and made changes to the required KEY Assignments linked to the Clinical experiences. These changes involved the incorporation of evidence-based practice in the coursework with tangible results (i.e. candidates' performance on KEY assessments). NHTI understands that this is a continuous process, and intends to expand their research and analysis to include their K-12 partners, as they intentionally plan, execute, and evaluate the quality of the early field experiences. Additionally, NHTI will also use their Advisory Board as part of the feedback loop to inform their focus on continuous improvement regarding clinical practices.

The data which is collected to document the clinical practice experiences of the Teacher Candidate is organized by pre-capstone student teaching clinical experiences and capstone student teaching clinical experiences.

Below are the assessed Pre-Capstone Student Teaching Clinical Experiences, all of which are uploaded to the TaskStream LAT system for future analysis and decision-making:

- Case Study Instruction
- Micro-Teaching
- College Constructed Teaching Environment
- Field Experience Aligned with Coursework
- Video Analysis
- Tutoring
- Lesson Study
- Coaching
- Action/Practitioner Research
- Deliberative Practice in Controlled Environment
- Deliberative Practice in Uncontrolled Environment

Assessed Capstone Student Teaching Experiences:

- Completion of NHTCAP
- Observations from College Supervisor
- Observations from Cooperating Practitioner
- Disposition Surveys
- Passing Grade in Student Teaching
- Final Student Teaching Evaluation
- Completed Certification Specific Portfolio/e-Portfolio

## **2. Summary of Findings on the Unit's Clinical Partnership Process**

While the standards around the assessment of clinical partnerships have not gone through Rule-making yet, NHTI has a model in place that is consistent with their mission, and one they plan to continue to formalize and expand.

- There are many nearby schools where NHTI places candidates for early field experience, as well as the capstone experience. These are local candidates being prepared in critical shortage areas, who benefit from field placements near where they live and may work. This relationship also benefits the schools, with candidates being available for recruitment as long term substitute teachers or as permanent hires.
- Because NHTI also accepts candidates from towns outside the local region, districts who are not near other teacher preparation programs have a better chance of filling their critical shortage areas with individuals who already have ties to the area. This provides a service to both candidates and distant districts.
- NHTI is pro-active in bringing in guest speakers and professional development opportunities that address current hot topics and needs in education and local school districts. These educational presentations are hosted in the public schools and on the Concord campus. Administrators and local teachers are always invited to attend. This sharing of learning opportunities enriches the program candidates along with school personnel from area districts.
- NHTI has an advisory group with a range of participants from the region. The membership includes current and retired teachers and administrators, as well as alumni

from the program. This collaborative group brings a variety of perspectives to all their conversations. Not only do these conversational sessions inform the program about needs for curriculum revision, but they inform the advisory group members about how to better support and mentor candidates and new teachers, as well as more experienced educators. This group exchanges ideas that may lead to the more broadly attended professional development offerings mentioned in the bullet above. All group members and NHTI faculty share a deep respect and appreciation for the engagement of all.

- NHTI is strongly driven to provide personalized planning for every candidate that they accept. Each plan is developed to meet the individuals where they are, while ensuring they experience the full range of clinical experiences expected for the certification they are seeking.
- Experiences are varied and include K-12 classrooms as well as summer schools and camps. This provides for diversity while developing a candidate's confidence and accommodating their employment status.

### **3. Commendations:**

- Through consistent communication and collaboration with candidates and K-12 personnel, NHTI is developing a multi-modal approach that benefits the State by increasing the number of certified teachers in critical shortage areas and geographic locations where they are needed. They are to be commended for the multiple and diverse beneficial relationships in which they are participating.

### **4. Recommendations that require responsive action. N/A**

## **Section III: Quality Control System: Candidate Assessment System and Program Assessment System**

### **A. The Institution's Candidate Assessment System**

#### **1. Summary of Findings on the Unit's Candidate Assessment System**

The TECP candidate assessment system follows a well-defined process that informs program assessment. There are three gates or passageways for candidates to enter and complete to result in recommendation for NH educator certification. The TECP uses Taskstream Learning Achievement Tasks (LAT) to record, manage, and analyze the data in these three gates

The data which are collected across the three gates or passageways include:

- Admissions
  - Resume
  - Application
  - Transcripts
  - Recommendations
  - Educator Endorsements
  - Praxis Core Scores
- Coursework and Clinical Practice
  - Key Assignments
  - Clinical Practice associated with specific courses
  - Capstone Student Teaching Application
    - Letters of Recommendation
    - Disposition Self-Assessment

- Interview
  - GPA
  - Disposition Assessments
  - Cooperating Teacher Feedback
  - Scores on Key Assignments
- Capstone Experience
  - Cooperating Teacher
    - Observations
    - Midterm Evaluation
    - Disposition Assessment
    - Final Evaluation
  - NH Teacher Candidates Assessment of Performance
  - Capstone Portfolio
  - PRAXIS II Scores

All key components of NHTI's candidate data management and assessment systems are stored and evaluated in TaskStream (LAT). Comprehensive visuals of these systems are available to view in *Appendix C and D*. Candidate assessment from all programs include:

- Interview scores. The TECP candidates are interviewed before acceptance and the interview is rated using a rubric. The mean scores for candidates indicate that for the areas assessed, the candidates scored *above* a 3 on a 4-point scale (4 exceeds) for the areas examined: interest in field, problem solving skills, self-reflection, and social skills.
- Praxis Core Academic Skills Scores. The mean scores for this group of TECP candidates are all *above* the qualifying NH scores.
- Praxis II. Mathematics and Science candidates take and pass Praxis II before student teaching. The TECP candidates' performance is *above* the NH passing score sets. Special Education and ESOL candidates do not have a NH Praxis II requirement
- Cumulative GPA of Candidates. The mean GPA of the TECP candidates is 3.32. Candidate content knowledge is initially screened through transcript review upon application to the program. Candidates' GPAs are above the current minimum GPA required. The TECP is currently reviewing this requirement and recommending that the TECP raise the entry GPA requirement to 3.0 in the coming year.
- KEY Assessments: Coursework, Early Fieldwork, Subject Mentor Ed 612s Mean Scores, Capstone Clinical Experience Evaluations. These key assessments are collected throughout TECP coursework and are evaluated in Gates 2 and 3 of the TaskStream LAT System (Appendix C). The median score for each KEY assessment for this group is 3.32 on a 4-point scale. Overall, these scores are all *above* the required 3.0 threshold. All of the NH Ed 610.02 (Professional Education Standards) and the ED 612 (Content Standards) are mapped to the ED 610 for Supervisor assessments, but assessed separately by content experts throughout student teaching. The minimum threshold of 3 is universal for all rubrics.
- Dispositional Survey Data. At this time, NHTI follows a paper dispositional survey process throughout the program. The dispositions of all candidates are assessed at various points across the gateways: (a) Admissions Interview; (b) Admission Self-Assessment; (c) Capstone Student Teaching Application Self-Assessment; and (d) Cooperating Teacher's Assessment. NHTI is moving away from only surveying dispositions of concern to surveying all students in all education coursework. Over time, the intent is to place all disposition evaluations into the

TaskStream LAT System from its current paper process. NHTI evidenced many instances where candidates are using results of these surveys to develop self-goals for use in student teaching.

- NH TCAP. NHTI has been using TCAP data to inform candidate and programmatic decisions. The mean scores for candidates were reported in each respective program review. On average, the candidates' scores indicate above threshold scores (planning, assessing, reflecting) (mean =3), except in the area of Using Academic Language, with mean scores of 2.67. Because of this data, NHTI has added additional content and assessments in its Reading and Language Course and the Content Literacy course beginning this Spring 2018. The development of Academic Language assessment is an active topic among NH Institutions of Higher Education. NHTI is actively participating in the work to calibrate the assessment of Academic Language across institutions.
- Employment in the Field. Although NH IHE's do not have access to a statewide system to survey all employers regarding educator preparation candidate hires, NHTI has followed the recommendations of its advisory board by using continued employment as an indicator of candidate assessment and conducting surveys to measure candidate and program effectiveness.
- Processes of Gate System. The system analysis includes looking at all parts of the system (gates 1,2,3) to determine if candidates move on to the next stage of the program.
- Department meetings, Supervisor's meetings, and Advisory Board Meetings. These are formative tools used to identify and address immediate candidate and program needs. NHTI has implemented several professional development opportunities for cooperating teachers to better support candidates because of these meetings.
- Alumni Surveys, Completer Surveys, Student Teaching Supervisor Surveys, Cooperating Teacher Surveys. Completer Surveys and Student Teaching Surveys are sent out each Spring. The cycle for Alumni Surveys will be one year out regarding program effectiveness and a 2-5-year cycle for the case study format for program effectiveness, about impact of teaching on P-12 learning as mentioned in previous commendations. At present, the Alumni and Completer Surveys indicate overall satisfaction with program effectiveness.

Of the 68 completers in the last 5 years, NHTI has employment data on 50:

- 44 are employed in NH public schools
- 1 is working out of state
- 5 are employed as NH educators in settings other than public schools
- They do not have current employment information for 18 of 68 completers

## **2. Commendations:**

- A total of nineteen participants were present at the candidate and completer meeting with this review team held February 12 at 5:00 pm. It is evident that candidates are not only satisfied with their education, they are committed to the TECPs ongoing mission and feel compelled to contribute to its continuing growth and success.

## **3. Recommendations that require responsive action: N/A**

## **4. Suggestions:**

- The review team supports NHTI's plans to implement dispositional data into the TaskStream LAT system, as resources allow.

- The team suggests NHTI use the data it collects from all candidate assessment sources also to evaluate its survey instruments. As NHTI gathers more candidate and completer data over the next several years, NHTI may need to refine the questions they are asking in their surveys.
- The overall consistent suggestion across all programs is a formalized and articulated process to document the ED 612 standards are met across all certification programs:
  - General Special Education, K-12
  - English for Speakers of Other Languages, K-12
  - Mathematics Education, Grades 5-8
  - Mathematics Education, Grades 7-12
  - Life Sciences, Grades 7-12
  - Chemistry, Grades 7-12
  - Earth/Space Sciences, Grades 7-12
  - Physical Science, Grades 7-12
  - Physics, Grades 7-12
  - Middle Level Science, Grades 5-9.

## **B. The Institution's Program Assessment System**

NHTI's program assessment system compiles and analyzes eight key indicators to inform continuous improvement decisions (*Appendix F*):

- Candidate Selection Profile
- Knowledge and Skills for Teaching
- Contribution to State Needs
- Clinical Practice
- Program Assessment
- Candidate Assessment
- Processes
- Curriculum.

All TECP programs have the following elements in place: a mission statement, student learning outcomes, curriculum maps, assessment tools, and benchmarks (with rubrics). The programs are reviewed annually both through the annual reporting system to the NH Department of Education (through the Council of Teacher Education) and at the college level through our annual department reports.

The review team's examination of its program assessment system included careful review of reports, as well as several interviews with all constituent groups including TECP candidates and alums, cooperating teachers, TECP faculty, specific content faculty and department heads and the advisory board. NHTI is actively using its program assessment systems to prioritize issues, enhance program elements, and make data informed decisions to build capacity. A table of NHTI's most recent data-driven decisions and actions are detailed in *Appendix E*.

Taskstream, NHTI's Learning Achievement System (LAT), is used to collect evidence of student achievement, provide formative comments to students, score student KEY assessments with consistent rubrics, analyze performance by outcome or assessment, and manage clinical placements and internship data. The TECP identified a variety of performance benchmarks to continually assess program effectiveness. They have integrated external advisement (e.g. advisory boards, cooperating teachers, principals, employers) to provide feedback on data derived from these assessments as well as on the assessments themselves.

NHTI's TECP has developed an organizational process through which data is collected on all aspects of TECP activities, and analyzed to determine patterns, trends, and progress. The analysis of this information is used to determine changes for improving the quality of their programs, faculty, candidates, policies, procedures and practices of the TECP, and ultimately the effectiveness of teacher candidates.

Assessment tools include direct, indirect, formative, and summative assessments (*Appendix D*). Types of direct assessment at the program level include evaluations of specific Ed 612 content standards, and evaluation of the professional education standards in the culminating capstone course (student teaching or practicum and methods). This includes:

- Evaluations of student teaching with specific reference to the Ed 610s and Ed 612s
- Seminar-embedded assessments
- Content-specific certification exams (NH-TCAP and Praxis II)
- Capstone Portfolio reviews of Ed 612s
- KEY assessments of Ed 610s and 612s.

Examples of indirect assessment measures include:

- Student surveys
- Focus groups
- Alumni surveys
- Employer feedback (in process)
- Advisory board feedback, and
- Job placement data.

## **1. Summary of Findings on the Unit's Program Assessment System**

- Candidate Selectivity. Since 2007:
  - 186 applicants applied to NHTI TECPs.
  - 6 applicants were denied admittance.
  - 33 accepted students withdrew before completion or never began taking courses.
  - 4 candidates were counseled out of the program.
- Processes of Gate System. The system analysis includes looking at all parts of the system (gates 1,2,3) to determine if the results indicate successful TECP candidates. The TECP data above indicates that not all candidates are admitted if they do not meet the criteria and not all candidates complete the program if they do not meet criteria.
- Department meetings, Supervisors meetings, and Advisory board meetings. Based on the data and the data decisions made, the TECP has regular input regarding the effectiveness of the processes used resulting in effective programming. Communication processes are well established and effectively implemented.
  - Department meetings occur weekly to discuss data on program and candidate effectiveness, advising concerns, and curriculum findings and/or changes.
  - The advisory board meets once a semester. The Chair of this group, in collaboration with the TECP director, creates mutually beneficial agendas and goals. For example, the board asked the TECP to consider providing professional development on the topic of anxiety in children and teachers. A local specialist in anxiety treatment was hired and presented to over 120 participants from partner schools, TECP faculty, candidates, board members, and cooperating teachers.

- Student teaching supervisors meet monthly. These meetings were regarded as vital by all supervisors interviewed. Because of these meetings, they reported feeling able to be more effective communicators with the cooperating teachers, the candidates, and the methods instructors about the NHTI student teaching experience and requirements.
- Surveys. Surveys and student teaching surveys are sent out each Spring. The cycle for alumni surveys will be one year out regarding program effectiveness and a 2-5-year cycle for the Case study format for program effectiveness around the impact of teaching on P-12 learning. At present, the alumni and completer surveys indicate overall satisfaction with program effectiveness.
  - Recent completers overall (94.32%) indicated the program met their expectations and prepared them.
  - Recent supervisors and CT's rated the TECP "effective" in preparing educators and supportive of their efforts working with candidates (79.99%) (20% indicated *not applicable*).
  - Alumni survey indicated (n=12) the majority (73.95%) reported an overall preparedness for teaching based on the NHTI program. A total 83.31% of the respondents indicated they would have (and have) recommended the program to others. Some areas of the survey seemed to indicate a need for more training in instructional technology. In contrast, completers and candidates (n=19) stated the exact opposite when the review team asked about technology training. They felt it was effective. The TCEP will be able to make more insightful decisions about program assessment as cycles of data are collected over longer periods of time.

## **2. Commendation:**

- Even though NHTI does not have plans for CAEP accreditation now, they have adopted many national accountability standards. Most notably, NHTI has designed a case study model to assess program impact on P-12 learning using *five multiple measures*: Completer employment data; Focus group interviewers of program completers done by advisory board members who are not teaching faculty; Examination of specific (e.g. grade specific) statewide test data in specific districts where TECP completers employed; Completer survey data; Employer survey. This case study will be piloted at the end of the spring 2018 semester.

## **3. Suggestion:**

- The review team recommends NHTI design its system of data analysis around longer cycles of data collection to ensure there is enough data to reference. Many small educator preparation programs consider three years as one cycle of data (n=10).

## **4. Recommendations that Require Responsive Action: N/A**



## **Section IV: Specific Certification Programs**

**Institution: NHTI, Concord's Community College**

**Name of Program: General Special Education**

**Program Number: Ed 612.07**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Barbara D. Cohen, Ed.D.**

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### **Commendations:**

- All NHTI Faculty, Supervising Faculty, Cooperating Teachers and Students are passionate about their role in the program and NHTI's commitment to the field of Special Education.
- Heather Wood, Ed.D., Coordinator of the Educational Excellence Center and full-time faculty member, designed the NH Teacher Candidate Assessment of Performance (NH TCAP) in General Special Education for all NH PEPPs.
- Nineteen students, five of whom were from the General Special Education Program, volunteered to meet with the program reviewers. These students spoke very highly of the program and made several positive comments. A sample is below:
  - a. The work was important to candidate growth and not a waste of time.
  - b. Syllabi were nicely aligned with the standards.
  - c. Every course was applicable to the certification I was seeking
  - d. I learned how to use coursework to solve issues at work
  - e. The staff were consistently available
  - f. Lessons contained multiple competencies
  - g. There was an emphasis on constant reflection
  - h. NHTI offers professional development seminars to which students and alumni are invited

### **Suggestions:**

- Continue to use your data to drive your program decisions. An example is as follows: When asked for suggestions for program improvement, two alumni discussed how the portfolio was an "end-of-program surprise". However, this feedback was given to the TCEP Program, and now, early on, teacher candidates are given information as to all the requirements, including summative assessments (i.e. portfolio, NH TCAP).
- It is suggested that the NHTI TECP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.07 Standards are met.

**Recommendations that require responsive action: N/A**

**Annual Report to Address the Following Suggestion:**

- It is suggested that the NHTI TECP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.07 Standards are met.

**Program/Certification Standards (Ed 612.07):**

- Rating: 3 - Effective

**Evidence Supporting the rating includes:**

The NHTI TECP General Special Education Program ensures the mastery of the Ed 612.07 standards through the admissions process, coursework, assessment of candidates' portfolios, Clinical Experience Evaluations and Employment in the Field.

- Admissions and Candidate Preparedness:
  - GPA of Candidates. The mean GPA of the TECP candidates is 3.32. The mean GPA of the special education candidates is 3.18 which is above the TECP requirement. Candidates are screened through a rigorous transcript review upon application to the program. Overall, TECP Candidates GPA's are above the current minimum GPA required. The TECP is currently reviewing this requirement and recommending that the TECP raise the entry GPA requirement to 3.0 in the coming year.
  - Interview scores. The TECP candidates are interviewed before acceptance and the interview is rated using a rubric. The mean scores for the special education candidates indicate that for the areas assessed, the candidates scored *above* a 3 on a 4-point scale (4 exceeds) for the areas examined (interest in field (3.45) problem solving skills (3.09) self-reflection (3.09) and slightly below in social skills (2.9).
  - Praxis Core Academic Skills Scores. The mean scores for this group of special education candidates are *above* the NH qualifying scores. TECP Candidates' Reading score mean is 182 and (the qualifying score is 156), TECP Writing mean score is 169 and (the qualifying score is 162), TECP math mean score is 190 and (the qualifying score is 150).
- Coursework:
  - KEY assessment mean scores. These key assessments are collected throughout the TECP coursework and evaluated in Gate 2 of the LAT. The KEY assessments collect data related to the specific special education and professional education standards. Typically, KEY assessments often have scores that reach or exceed the threshold for performance. Candidates have opportunities to use instructor feedback during the draft phase of a KEY assessment to improve performance to meet competency. The average scores for the KEY assessments for this group are all *at or above* 3 on a 4-point rubric. The average for the areas ranges from 3.24-4.0. These scores are all *above* the required 3.0 threshold. The area with the lowest mean scores (although still above the required threshold) is in assessment related to identifying case recommendations. This is an area that each candidate would receive more opportunity for skill development in the capstone clinical practice experience.
- Clinical Experience and Capstone Experience
  - Currently, there are 29 candidates enrolled in the program. The capstone scores examined in this section are based on *special education* completers. In the last 5 years, thirty-six (36) candidates have been recommended for certification. All the areas of the NH Ed 610.02 (Professional Education Standards) and the ED 612 (Content Standards which are mapped to the ED 610) are assessed. The threshold to be met is minimum of 3 on the rubric. The area (mean) scores for this group indicates meeting (or exceeding) the TECP threshold. The overall score for this group (4.0) exceeds the threshold.

- TECP Special Education Candidate Student Teaching Evaluation Mean Scores (out of possible 4) (N=9)
  - Theoretical Foundations: 3.33
  - Characteristics of Learners: 3.44
  - Learning Differences: 3.33
  - Learning and Social Environments: 3.55
  - Assessment: 3.11
  - Instructional Planning and Strategies: 3.22
  - Language Development and Differences: 3.11
  - Professional and Ethical Practice: 3.33
  - Special Education Law: 3.22
  - Collaboration: 3.44
  - Engagement: 3.22
  - Overall Final Evaluation: 4.00
- Assessment of Portfolio
  - Candidates complete a portfolio that addresses the Ed 612.07 standards. This portfolio is completed during the Special Education Methods course that candidates take during the capstone student teaching experience.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states:  
 “All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing.”
    - The second is a “Portfolio Mark Off” matrix created by the current instructor of this course.
  - The NH TCAP is still in the introductory phases. NHTI is working on calibrating rubrics and assessments. At the time of this writing, there was only one candidate’s scores to examine. The Academic Language Score was (2.67). Even though this was data from one candidate, a decision was made to add additional content to address this area in the TECP’s Reading and Language Course and the Content Literacy course which will be offered Spring 2018.
- Employment in the Field
  - Of the 36 completers of the **General Special Education program**, data was successfully collected on 28 (i.e. 78% of completers). Twenty-five (25) of those are employed by NH public schools, two (2) are employed as educators in alternative educational settings in NH and 1 is employed out-of-state. NHTI was unable to gather data on the remaining eight (8) completers.

**Institution: NHTI, Concord's Community College**

**Name of Program: English for Speakers of Other Languages**

**Program Number: Ed 612.06**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Nicole Decoteau**

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**Commendations:**

- The ESOL Program Director, Dawn Higgins, was knowledgeable, passionate, and committed to maintaining high standards for herself and her students.

**Suggestions:**

- It is recommended that program leaders learn more about the Praxis II English for Speakers of Other Languages Test, Test # 5362. This test is not currently required for NH State Certification, but this may change in the future. Additionally, requiring this test, would provide further validation of the rigor of this program.
- It is suggested that NHTI support the IHE network in developing a TCAP specific to ESOL
- It is recommended that the NHTI TECP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.06 Standards are met.

**Recommendations that require responsive action: N/A**

**Annual Report to Address the Following Suggestion:**

- It is suggested that the NHTI TECP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.06 Standards are met.

**Program/Certification Standards (Ed 612.07):**

- Rating: 3 - Effective

**Evidence Supporting the rating includes:**

The NHTI TECP English for Speakers of Other Languages Program ensures the mastery of the Ed 612.06 standards through the admissions process, coursework, assessment of candidates' portfolios, clinical Experience evaluations and employment in the field.

- Admissions and Candidate Preparedness:
  - GPA of Candidates. The mean GPA of the TECP candidates is 3.32. The mean GPA of the ESOL candidates is 3.5, which is above the TECP requirement. Candidates are screened through a rigorous transcript review upon application to the program. Overall,

TECP Candidates GPA's are above the current minimum GPA required. The TECP is currently reviewing this requirement and recommending that the TECP raise the entry GPA requirement to 3.0 in the coming year.

- Interview scores. The TECP candidates are interviewed before acceptance and the interview is rated using a rubric. The mean scores for the ESOL candidates indicate that for the areas assessed, the candidates scored *above* a 3 on a 4-point scale (4 exceeds) for the areas examined (interest in field (3.9) problem solving skills (3.5) self-reflection (3.7) and slightly below in the area of social skills (3.6).
- Praxis Core Academic Skills Scores. The mean scores for this group of ESOL candidates are *above* the NH qualifying scores. TECP Candidates' Reading score mean is 199 and (the qualifying score is 156), TECP Writing mean score is 185 and (the qualifying score is 162), TECP math mean score is 189 and (the qualifying score is 150).

- Coursework:

- KEY assessment mean scores. These key assessments are collected throughout the TECP coursework in evaluated in Gate 2 of the LAT. The KEY assessments collect data related to the specific ESOL and professional education standards. The LAT for the ESOL program was the last program to be set up and we are still working to gather enough data (data set is small) to effectively analyze these KEY assessments with regard to the ESOL standards. Typically, KEY assessments often have scores that reach or exceed the threshold for performance. Candidates have opportunities to use instructor feedback during the draft phase of a KEY assessment to improve performance to meet competency. The average scores for the KEY assessments for this group is are all *at or above* 3 on a 4-point rubric. The average for the areas ranges from 3.0-4.0. (*See excel spreadsheet for each KEY assessment average*). These scores are all *at or above* the required 3.0 thresholds. The area with the lowest mean scores (although still above the required threshold) is in the area of assessment related to classroom environment. Perhaps this is the case with this group because envisioning the classroom environment is not one classroom model. Candidates are expected to observe various classroom settings (pull out, push in, team teaching, etc) during the entire program. Candidates will have experience with pull out, push-in, team teaching, and structured English models and will receive more opportunity for skill development in the area during capstone clinical practice experience.
- Course syllabi presented evidence of rigorous classes that addressed current topics and relevant concerns in the ESOL discipline:
  - a) Second language literacy and acquisition
  - b) Linguistics and discourse awareness
  - c) Scaffolding and accommodations for ESOL students

- Clinical Experience and Capstone Experience

- Capstone Clinical experience evaluations. Currently, we have 12 candidates enrolled in the program. The capstone scores examined in this section are based on ESOL completers. In the last 5 years, we have recommended 10 candidates for certification. All areas of the NH Ed 610.02 (Professional Education Standards) and the ED 612 (Content Standards which are mapped to the ED 610) are assessed. The threshold to be met is minimum of 3 on the rubric. The area (mean) scores for this group indicate meeting (or exceeding) the TECP threshold. The overall score for this group (3.5) exceeds the threshold. (n=4)
  - Content Knowledge 3.5

- Characteristics of Learners: 3.44
  - Pedagogy 4.0
  - Knowledge of Self as Teacher and Learner 3.5
  - Teacher as Leader 3.5
  - Knowledge of Schools as a System 3.4
  - Overall evaluation 3.5
- Assessment of Portfolio
  - Candidates complete a portfolio that addresses the Ed 612.07 standards. This portfolio is completed during the Special Education Methods course that candidates take during the capstone student teaching experience.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states:  
 “All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing.”
    - The second is a “Portfolio Mark Off” matrix created by the current instructor of this course.
- Employment in the Field
  - Employment in the Field. The TECP has recommended 68 candidates for certification in the last 5 years. Although NH IHE’s do not have a current have a system in place for surveying all employers about educator preparation, we do have employment data on the TECP math completers (listed above). The advisory board, comprised of administrators and educators in the field, has encouraged us to use *continued employment* as an indicator of candidate and program effectiveness. Based on this data, the TECP can make some assumptions about the overall effectiveness of the program related to employability as 78% of those we were able to collect data on who were recommended for certification are all employed. 70% of those recommended for certification in the last 5 years are employed in the field.
    - Of the 68 completers in the last 5 years, NHTI was able to gather employment data on 74% (*see list*). We have information that: 44 are employed in NH public schools. (65% of completers, 88% of those for which we have data) 1 is working out of state (1%) 5 are employed at as NH educators in settings other than public schools. We do not have current employment information for 18 completers.
    - Of the 10 Completers in ESOL, NHTI was able to gather employment data for 7 (70%)
      - 5 of those are employed in a NH public school.
      - 2 of those are employed as educators at an alternative setting in NH
      - We were unable to gather data on 3.

**Institution:** NHTI, Concord's Community College

**Name of Program:** Middle Level Mathematics

**Program Number:** Ed 612.17

**Recommendation for Program Approval:** Full Approval for 7 Years.

**Reviewer Name(s):** Megan Paddack, Ph.D.

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**Commendations:**

- Faculty, administration, cooperating teachers, current students, and alumni that participated in this review are passionate educators.
- The cooperating teachers and the alumni/ current student groups spoke very highly and positively about their entire experience with NHTI's PEPP program and the faculty.
- The current Mathematics and Physics Department Chair and the instructor of the math methods course are highly engaged within the field of mathematics education and have a clear interest in graduating only qualified and passionate teaching professionals.

**Suggestion:**

- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendation that requires responsive action:** N/A

**Progress Report to Address the Following Recommendations:**

- N/A

**Annual Report to Address the Following Suggestion:**

- It is suggested that NHTI TCEP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.17 Standards are met.

**Program/Certification Standards (Ed 612.17):**

- Rating: 3 – Effective

**Evidence supporting the rating includes:**

NHTI states that they ensure the completion of the Ed 612.17 standards through the review of transcripts, assessment of candidates' portfolios, PRAXIS scores, Clinical Experience Evaluations, and Employment in the Field.

- Transcript Review Process:

- Initially in the review process, there was concern about the quality of the transcript reviews. It was unclear that previous reviews of transcripts accurately aligned with the 612.17. For example, in one transcript review, Calculus I and Calculus II were cited as past courses that indicated a candidate had met standards 612.17 (2), (3), (4), and (6) in their entirety. There are clearly standards in these sections that are outside of the scope of Calculus I and Calculus II. However, these reviews were conducted by a previous chair of NHTI's Mathematics Department.
- The current Mathematics and Physics Department Chair shared a document "Guidelines for Transcript Review Process for TECP". These guidelines are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
- The process outlined in this document is clearly adequate for a comprehensive review of candidates' transcripts.
- It is recommended that this process be reviewed by the TECP faculty, content specialists, and administrators.
- If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates' transcripts they should formalize this process.
- Assessment of Portfolios:
  - Candidates complete a portfolio that addresses the Ed 612.17 standards. This portfolio is completed during the Math Methods course that candidates take during student teaching.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states:  
"All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
    - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
  - The instructor of the methods course evaluates/assesses each candidate to ensure meeting of each standard in the 612.17 portfolio.
  - The process outlined by the instructor of this course is clearly adequate for a comprehensive assessment of the candidates' portfolio.
- PRAXIS Scores:
  - PRAXIS CORE: The mean scores for this group of math candidates are above the NH qualifying scores.
    - TECP Candidates' mean Reading score is 193 and (the qualifying score is 156)
    - TECP Writing mean score is 173 and (the qualifying score is 162)
    - TECP math mean score is 187 and (the qualifying score is 150).
  - PRAXIS II: The candidates' score for content knowledge is above the average. The mean score for the TECP candidates on the Praxis II for Middle Level Math is 175 (the NH qualifying score is 165).
- Clinical Experience Evaluations:



- The ED 612 (Content Standards which are mapped to the ED 610) are assessed. The threshold to be met is minimum of 3 on the rubric. The area (mean) scores for this group indicates meeting (or exceeding) the TECP threshold. The overall score for this group (4.0) exceeds the threshold.
  - Content Knowledge (3.0)
  - Pedagogy (3.0)
  - Knowledge of Self as Teacher and Learner (3.0)
  - Teacher as Leader (3.25)
  - Knowledge of Schools as a System (3.25)
- Employment in the Field:
  - Of the 7 completers in Mathematics, we could gather employment data on 5 (71%) All 5 of those are employed in NH public schools. NHTI's process; including review of transcripts, assessment of candidates' portfolios, PRAXIS scores, Clinical Experience Evaluations, and Employment in the Field, ensures each candidate meets the NH Ed 612.17 Standards.
  - NHTI should take ownership of, and pride in, the fact that they do a great job to ensure the Ed 612.17 competencies are met during their program. A common theme heard was that the 612's are met mostly through course work during candidates' previous degree programs and work experiences. During this review, it became clear that this was not the case, and that in fact NHTI was doing a great deal of this work themselves, and because of this, their program is even stronger than might first be recognized.

**Institution: NHTI, Concord's Community College**

**Name of Program: Secondary Mathematics**

**Program Number: Ed 612.18**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Megan Paddack, Ph.D.**

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**Commendations:**

- Faculty, administration, cooperating teachers, current students, and alumni that participated in this review are passionate educators.
- The cooperating teachers and the alumni/ current student groups spoke very highly and positively about their entire experience with NHTI's PEPP program and the faculty.
- The current Mathematics and Physics Department Chair and the instructor of the math methods course are highly engaged within the field of mathematics education and have a clear interest in graduating only qualified and passionate teaching professionals.

**Suggestion:**

- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendation that requires responsive action: N/A**

**Progress Report to Address the Following Recommendations:**

- N/A

**Annual Report to Address the Following Suggestion:**

- It is suggested that NHTI TCEP Program formalize and better articulate the processes they currently utilize to document that the Ed 612.18 Standards are met.

**Program/Certification Standards (Ed 612.18):**

- Rating: 3 – Effective

**Evidence supporting the rating includes:**

NHTI states that they ensure the completion of the Ed 612.18 standards through the review of transcripts, assessment of candidates' portfolios, PRAXIS scores, Clinical Experience Evaluations, and Employment in the Field.

- Transcript Review Process:

- Initially in the review process, there was concern about the quality of the transcript reviews. It was unclear that previous reviews of transcripts accurately aligned with the 612.18. For example, in one transcript review, “BS CHEM ENG” or the student’s BS in Chemical Engineering was cited as the indicator that a candidate met “Knowledge of Professional Standards” and “Numbers and Operations” in their entirety. There are clearly standards in these sections that are outside of the scope of a BS in Chemical Engineering. However, these reviews were conducted by a previous chair of NHTI’s Mathematics Department.
- The current Mathematics and Physics Department Chair shared a document “Guidelines for Transcript Review Process for TECP”. These guidelines are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
- The process outlined in this document is clearly adequate for a comprehensive review of candidates’ transcripts.
- It is recommended that this process be reviewed by the TECP faculty, content specialists, and administrators.
- If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates’ transcripts, they should formalize this process.
- Assessment of Portfolios:
  - Candidates complete a portfolio that addresses the Ed 612.18 standards. This portfolio is completed during the Math Methods course that candidates take during student teaching.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states:  
 “All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and is linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing.”
    - The second is a “Portfolio Mark Off” matrix created by the current instructor of this course.
  - The instructor of the methods course evaluates/assesses each candidate to ensure meeting of each standard in the 612.18 portfolio.
  - The process outlined by the instructor of this course is clearly adequate for a comprehensive assessment of the candidates’ portfolio.
- PRAXIS Scores:
  - PRAXIS CORE: The mean scores for this group of math candidates are above the NH qualifying scores.
    - TECP Candidates’ mean Reading score is 193 and (the qualifying score is 156)
    - TECP Writing mean score is 173 and (the qualifying score is 162)
    - TECP math mean score is 187 and (the qualifying score is 150).
  - PRAXIS II: The candidates’ score for content knowledge is above the average. The mean score for the TECP candidates on the Praxis II for Middle Level Math is 175 (the NH qualifying score is 165).
- Clinical Experience Evaluations:

- The ED 612 (Content Standards which are mapped to the ED 610) are assessed. The threshold to be met is minimum of 3 on the rubric. The area (mean) scores for this group indicates meeting (or exceeding) the TECP threshold. The overall score for this group (4.0) exceeds the threshold.
  - Content Knowledge (3.0)
  - Pedagogy (3.0)
  - Knowledge of Self as Teacher and Learner (3.0)
  - Teacher as Leader (3.25)
  - Knowledge of Schools as a System (3.25)
- Employment in the Field:
  - Of the 7 completers in Mathematics, we could gather employment data on 5 (71%) All 5 of those are employed in NH public schools. NHTI's process; including review of transcripts, assessment of candidates' portfolios, PRAXIS scores, Clinical Experience Evaluations, and Employment in the Field, ensures each candidate meets the NH Ed 612.17 Standards.
  - NHTI should take ownership of, and pride in, the fact that they do a great job to ensure the Ed 612.17 competencies are met during their program. A common theme heard was that the 612's are met mostly through course work during candidates' previous degree programs and work experiences. During this review, it became clear that this was not the case, and that in fact NHTI was doing a great deal of this work themselves, and because of this, their program is even stronger than might first be recognized.

**Institution: NHTI, Concord's Community College**

**Name of Program: Physics Education**

**Program Number: Ed 612.27**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Nicole Gugliucci, Ph.D.**

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**Commendations:**

- The NHTI TECP in Physics Education assesses compliance with Ed 612.27 standards through multiple methods, providing ample evidence of Teacher Candidate mastery of physics content. These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current chair of the Mathematics and Physics Department is dedicated to ensuring that candidates undergo a rigorous transcript review process in the Physics Education Program
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.27 standards.

**Suggestions:**

- The current Mathematics and Physics Department Chair shared a document “Guidelines for Transcript Review Process for TECP”. These guidelines are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates’ transcripts.
  - It is suggested that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates’ transcripts they should formalize this process.
- Additionally, an assessment tool for the Portfolio Review process has been developed to ensure compliance with the Ed 612.27 standards. It is suggested that this assessment tool become part of the future formalized and better articulated processes to document the meeting of the Ed 612.27 standards. It is also recommended Amy Liptak, Department Chair of the Natural Sciences be a part of this process.

- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.
- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.27 Standards are met across the entire Physics Education program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Physics Education is unique in that all students come into the program with coursework, a degree, and/or industry experience in physics. The TECP in Physics has had three completers and has no current students.
- NHTI assesses the candidate's compliance with the Ed 612.27 standards for Physics through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - An inconsistency was evident in the example transcript review for one of the program completers in physics, where the content section for astronomy was marked as completed by a course on their transcript, Mechanics and Mathematical Physics, which does not in fact cover topics in astronomy.
    - However, this review was done by a previous department chair, and the new reviewer for physics, Kerry Cook, agreed that such a course would not meet that standard.
    - Cook has outlined a formalized method for the transcript review process which would make an excellent starting point in the formalization and articulation of the Ed 612 documentation process recommended in the section on Candidate Assessment and in this section.
  - PRAXIS II:
    - The mean score for the TECP candidates on the Praxis II for Physics content is 165 (the passing qualifying score is 153). The Physics candidates' score for content knowledge are above the average.
  - Capstone Clinical Experience and Science Methods Course:
    - These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
    - The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies

through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.

- The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
  - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
  - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
- The assessment of the portfolios is conducted using two tools:
  - The first is a holistic rubric. For a portfolio to be approved using this rubric a student must earn a minimum score of 3, which states:  
"All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
  - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
- The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
  - a. Content Knowledge (3.11)
  - b. Pedagogy (3.0)
  - c. Knowledge of Self as Teacher and Learner (3.22)
  - d. Teacher as Leader (3.0)
  - e. Knowledge of Schools as a System (3.0)
- The program completers interviewed indicated that compliance with the Ed 612s throughout the portfolio process was a transparent process to include clear directions, timelines and expectations.

It is clear that through this multi-tiered review process, NHTI TECP effectively evaluates content knowledge of their candidates in Physics Education. Of the 15 completers in the Sciences in the last 5 years, NHTI has gathered employment data for 10 (66%). All 10 are employed in NH public schools, showing that they are working to meet a need in this critical shortage area.

**Institution: NHTI, Concord's Community College**

**Name of Program: Physical Science**

**Program Number: Ed 612.34**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Nicole Gugliucci, Ph.D.**

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**Commendations:**

- The NHTI TECP in Physics Education assesses compliance with Ed 612.34 standards through multiple methods, providing ample evidence of Teacher Candidate mastery of physics content. These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current chairs of the Mathematics Department and the Natural Science Department are dedicated to ensuring that candidates undergo a rigorous transcript review process in the Physical Science Education Program
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.34 standards

**Suggestions:**

- The current Mathematics and Physics Department Chair shared a document “Guidelines for Transcript Review Process for TECP”. These guidelines are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates’ transcripts.
  - It is recommended that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates’ transcripts, they should formalize this process.
- Additionally, an assessment tool for the Portfolio Review process has been developed to ensure compliance with the Ed 612.34 standards. It is suggested that this assessment tool become part of the future formalized and better articulated processes to document the meeting of the Ed 612.34 standards. It is also recommended Amy Liptak, Department Chair of the Natural Sciences be a part of this process.



- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.
- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.34 Standards are met across the entire Physics Education program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Physical Science Education is unique in that all students come into the program with coursework, a degree, and/or industry experience in physics. Shortly after the last program approval, the NH DOE decided that they were no longer going to offer the endorsement of Physical Science and encouraged educator preparation programs not to enroll candidates. NHTI did not enroll candidates and counseled the candidates with an interest in Physical Science certification into Physics or Chemistry as directed by the NH DOE. As of November 2017, the final proposal for the revised Physical Science standards were approved by the NHDOE. NHTI is seeking re-approval for this program although they have not recommended anyone for certification and currently there are no candidates enrolled in the program.
- NHTI assesses the candidate's compliance with the Ed 612.34 standards for Physical Science through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - Transcript reviews were available since there have been no candidates for this program.
    - The transcript review process was discussed with Amy Liptak from the Department of Natural Sciences and Kerry Cook from the Department of Math and Physics.
    - Cook has outlined a formalized method for the transcript review process which would make an excellent starting point in the formalization and articulation of the Ed 612 documentation process recommended in the section on Candidate Assessment and in this section.
  - PRAXIS II:
    - The mean score for the TECP candidates on the Praxis II for Physical Science content is 165 (the passing qualifying score is 153). The Physics candidates' score for content knowledge are above the average.

- Capstone Clinical Experience and Science Methods Course:
  - These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
  - The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.
  - The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
    - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
    - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states:  
 "All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
    - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
  - The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
    - f. Content Knowledge (3.11)
    - g. Pedagogy (3.0)
    - h. Knowledge of Self as Teacher and Learner (3.22)
    - i. Teacher as Leader (3.0)
    - j. Knowledge of Schools as a System (3.0)
  - The program completers interviewed indicated that compliance with the Ed 612s throughout the portfolio process was a transparent process to include clear directions, timelines and expectations.

It is clear that through this multi-tiered review process, NHTI TECP effectively evaluates content knowledge of their candidates in Physics Education. Of the 15 completers in the Sciences in the last 5 years, NHTI has gathered employment data for 10 (66%). All 10 are employed in NH public schools, showing that they are working to meet a need in this critical shortage area.

**Institution: NHTI, Concord's Community College**

**Name of Program: Earth and Space Science Education**

**Program Number: Ed 612.24**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Nicole Gugliucci, Ph.D.**

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**Commendations:**

- The NHTI TECP in Earth and Space Science Education assesses compliance with Ed 612.24 standards through multiple methods, providing ample evidence of Teacher Candidate mastery of physics content. These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current chair of the Natural Science Department is dedicated to ensuring that candidates undergo a rigorous transcript review process in the Earth and Space Science Education Program
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.24 standards

**Suggestions:**

- The current Natural Science Department Chair shared a document "Guidelines for Transcript Review Process for TECP". These guidelines are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates' transcripts.
  - It is recommended that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates' transcripts they should formalize this process.
- Additionally, an assessment tool for the Portfolio Review process has been developed to ensure compliance with the Ed 612.24 standards. It is suggested that this assessment tool become part of the future formalized and better articulated processes to document the meeting of the Ed

612.24 standards. It is also recommended Amy Liptak, Department Chair of the Natural Sciences be a part of this process.

- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.
- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A.

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.24 Standards are met across the entire Earth and Space Science Education program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Earth and Space Science Education is unique in that all students come into the program with coursework, a degree, and/or industry experience in earth and space science. The TECP in Earth and Space Science has no completers and has two current students.
- NHTI assesses the candidate's compliance with the Ed 612.24 standards for Earth and Space Science through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - The example Earth and Space Science transcript review showed a thorough evaluation of the candidate's previous course work and its alignment with the Ed 612.24 standards.
    - These evaluations have been completed by the current chair of the Natural Sciences Department, Amy Liptak. She outlined a thorough and careful method of review, using student transcripts and relying on online course descriptions and input from colleagues in different content areas, whenever there is a question about a particular standard.
    - This process should be formalized in conjunction with Kerry Cook of the Mathematics and Physics Department, to ensure that this thorough process is carried forward in the future and clearly articulated in the candidate's files, as recommended in the section on Candidate Assessment, and in this section.
  - PRAXIS II:
    - The mean score for the TECP candidates on the Praxis II for Earth and Space Science

content is 177 (the passing qualifying score is 148). The Earth and Space Science candidates' mean score for content knowledge are above the qualifying score.

○ Capstone Clinical Experience and Science Methods Course:

- These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
- The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.
- The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
  - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
  - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
- The assessment of the portfolios is conducted using two tools:
  - The first is a holistic rubric. For a portfolio to be approved using this rubric a student must earn a minimum score of 3, which states:  
"All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
  - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
- The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
  - k. Content Knowledge (3.11)
  - l. Pedagogy (3.0)
  - m. Knowledge of Self as Teacher and Learner (3.22)
  - n. Teacher as Leader (3.0)
  - o. Knowledge of Schools as a System (3.0)

- The program completers interviewed indicated that compliance with the Ed 612s throughout the portfolio process was a transparent process to include clear directions, timelines and expectations.

It is clear that through this multi-tiered review process, NHTI TECP effectively evaluates content knowledge of their candidates in Physics Education. Of the 15 completers in the Sciences in the last 5 years, NHTI has gathered employment data for 10 (66%). All 10 are employed in NH public schools, showing that they are working to meet a need in this critical shortage area.

**Institution: NHTI, Concord's Community College**

**Name of Program: Life Sciences for Grades 7-12**

**Program Number: Ed 612.25**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Doug Gilroy, M.Ed.**

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**Commendations:**

- The NHTI TECP in Life Sciences for Grades 7-12 assesses compliance with Ed 612.25 standards through multiple methods, providing ample evidence of teacher candidate mastery of life sciences content. These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.25 standards.

**Suggestions:**

- The current Mathematics and Physics Department Chair shared a document "Guidelines for Transcript Review Process for TECP". These guidelines are applied to the transcripts for all candidates applying to the Life Sciences for Grades 7-12 program, and are aligned with the NHDOE Guidelines for Mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates' transcripts.
  - It is suggested that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates' transcripts they should formalize this process.
- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.

- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.25 Standards are met across the entire Life Sciences program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Life Sciences is unique in that all students come into the program with coursework, a degree, and/or industry experience in physics. The TECP in Life Sciences has had four completers, with four candidates currently enrolled in the program.
- NHTI assesses the candidate's compliance with the Ed 612.25 standards for Life Sciences through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - Life Science transcript reviewer is experienced in the program and very capable of assessing transcripts for the 612.25 standards. As needed, she reviews course descriptions from the appropriate IHE's for clarification/confirmation as to the content/standards covered. Regarding reviews outside her areas of expertise, she consults with other science faculty at NHTI.
    - The transcript reviews provide content knowledge related to the appropriate 612's. Any standards not met by the candidate are noted and recommendations (courses to be taken or specific competencies to be met) are made and become part of the candidate's plan.
  - PRAXIS Core and Praxis II:
    - Praxis Core Academic Skills Scores. The mean scores for this group of science candidates are all *above* the qualifying scores.
      - TECP Candidates Reading score mean is 188 and (the qualifying score is 156)
      - TECP Writing mean score is 173 and (the qualifying score is 162)
      - TECP math mean score is 176 and (the qualifying score is 150).
    - Praxis II. Biology Content. The mean score for the TECP candidates on the Praxis II for Biology content is 173 (the passing qualifying score is 153). The Life Science candidates score for content knowledge are *above* the average.
  - Capstone Clinical Experience and Science Methods Course:

- These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
- The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.
- The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
  - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
  - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
- The assessment of the portfolios is conducted using two tools:
  - The first is a holistic rubric. For a portfolio to be approved using this rubric a student must earn a minimum score of 3, which states:  
 "All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
  - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
- The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
  - p. Content Knowledge (3.11)
  - q. Pedagogy (3.0)
  - r. Knowledge of Self as Teacher and Learner (3.22)
  - s. Teacher as Leader (3.0)
  - t. Knowledge of Schools as a System (3.0)
- Employment in the Field. The TECP has recommended 4 candidates for certification in the last 5 years. Although NH IHE's do not have a current have a system in place for surveying all employers with regard to educator preparation, we do have employment data on the TECP science completers (listed below). The advisory board comprised of administrators and educators



in the field, has encouraged TCEP to use *continued employment* as an indicator of candidate and program effectiveness.

- Of the 15 completers in the Sciences in the last 5 years, we have gathered employment data for 10 (66%) All 10 are employed in NH public schools.

**Institution: NHTI, Concord's Community College**

**Name of Program: Middle Level Science for Grades 5-9**

**Program Number: Ed 612.22**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Doug Gilroy, M.Ed.**

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**Commendations:**

- The NHTI TECP in Middle Level Science assesses compliance with Ed 612.22 standards through multiple methods, providing ample evidence of teacher candidate mastery of life sciences content. These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.22 standards.

**Suggestions:**

- The current Mathematics and Physics Department Chair shared a document "Guidelines for Transcript Review Process for TECP". These guidelines are applied to the transcripts for all candidates applying to the Middle Level Science for Grades 5-9 program and are aligned with the NHDOE Guidelines for mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates' transcripts.
  - It is recommended that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates' transcripts they should formalize this process.

- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.
- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.22 Standards are met across the entire Middle Level Sciences for Grades 5-9 program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Middle Level Sciences for Grades 5-9 is unique in that all students come into the program with coursework, a degree, and/or industry experience in physics. The TECP in Life Sciences has had four completers, with four candidates currently enrolled in the program.
- NHTI assesses the candidate's compliance with the Ed 612.22 standards for Middle Level Sciences for Grades 5-9 through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - Middle Level Science transcript reviewer is experienced in the program and very capable of assessing transcripts for the 612.22 standards. As needed, she reviews course descriptions from the appropriate IHE's for clarification/confirmation as to the content/standards covered. Regarding reviews outside her areas of expertise, she consults with other science faculty at NHTI.
    - The transcript reviews provide content knowledge related to the appropriate 612's. Any standards not met by the candidate are noted and recommendations (courses to be taken or specific competencies to be met) are made and become part of the candidate's plan.
  - PRAXIS Core and Praxis II:
    - Praxis Core Academic Skills Scores. The mean scores for this group of science candidates are all *above* the qualifying scores.
      - TECP Candidates Reading score mean is 188 and (the qualifying score is 156)
      - TECP Writing mean score is 173 and (the qualifying score is 162)
      - TECP math mean score is 176 and (the qualifying score is 150).
    - Praxis II. Middle Level Science Content. The mean score for the TECP candidates on the Praxis II for Middle Level Science Content is 180 (the passing qualifying score is 150). The Middle Level Science candidates score for content knowledge are *above* the average.

- Capstone Clinical Experience and Science Methods Course:
  - These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
  - The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.
  - The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
    - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
    - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric a student must earn a minimum score of 3, which states:  
 "All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
    - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
  - The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
    - u. Content Knowledge (3.11)
    - v. Pedagogy (3.0)
    - w. Knowledge of Self as Teacher and Learner (3.22)
    - x. Teacher as Leader (3.0)
    - y. Knowledge of Schools as a System (3.0)
  - Employment in the Field. The TECP has recommended 4 candidates for certification in the last 5 years. Although NH IHE's do not have a current have a system in place for surveying all employers about educator preparation, they do have employment data on the TECP science completers

(listed below). The advisory board comprised of administrators and educators in the field, has encouraged NHTI to use *continued employment* as an indicator of candidate and program effectiveness.

- Of the 15 completers in the Sciences in the last 5 years, we have gathered employment data for 10 (66%) All 10 are employed in NH public schools.

**Institution: NHTI, Concord's Community College**

**Program: Chemistry for Grades 7-12**

**Program Number: Ed 612.26**

**Recommendation for Program Approval: Full Approval for 7 Years.**

**Reviewer Name(s): Doug Gilroy, M.Ed.**

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**Commendations:**

- The NHTI TECP in Chemistry for Grades 7-12 assesses compliance with Ed 612.26 standards through multiple methods, providing ample evidence of teacher candidate mastery of life sciences content.  
These multiple methods include:
  - Transcript review
  - PRAXIS II scores
  - Evaluation of the Teacher Candidate by the cooperating teacher, the college supervisor, and the science methods teacher during the Capstone Clinical Experience.
- The candidates, completers, and cooperating teachers, all expressed a positive, transparent, and engaging experience with the TECP.
- The current science methods professor is committed to ensuring that candidates master all of the Ed 612.26 standards.

**Suggestions:**

- The current Mathematics and Physics Department Chair shared a document "Guidelines for Transcript Review Process for TECP". These guidelines are applied to the transcripts for all candidates applying to the Chemistry for Grades 7-12 program, and are aligned with the NHDOE Guidelines for mentors of candidates seeking certification through the Alt 4 or Alt 5 process.
  - The process outlined in this document is clearly adequate for a comprehensive review of candidates' transcripts.
  - It is suggested that this process be reviewed by the TECP faculty, content specialists, and administrators.
  - If the TECP faculty and administrators agree that this process is adequate for a comprehensive review of candidates' transcripts, they should formalize this process.

- Additionally, an assessment tool for the Portfolio Review process has been developed to ensure compliance with the Ed 612.26 standards. It is suggested that this assessment tool become part of the future formalized and better articulated processes to document the meeting of the Ed 612.26 standards. It is also recommended Amy Liptak, Department Chair of the Natural Sciences be a part of this process.
- These critical shortage areas have not had many completers, and NHTI may want to look into more ways to recruit for these programs from STEM professionals. A discussion with Amy Liptak indicated that such a recruitment process was already under discussion.
- It is recommended that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.
- It is suggested that the NHTI Department of Education formalize and better articulate the processes they currently utilize to document that the Ed 612s are met across all programs.

**Recommendations that require responsive actions:** N/A

**Progress report to address following recommendations:** N/A

**Annual report to address following suggestion:**

- A formalized and articulated process to document that the Ed 612.26 Standards are met across the entire Chemistry for Grades 7-12 program.

**Rating for alignment to state certification standards:**

- Rating - 3 (Effective)

**Evidence supporting this rating:**

- NHTI's TECP in Chemistry for Grades 7-12 is unique in that all students come into the program with coursework, a degree, and/or industry experience in chemistry. The TECP in Life Sciences has had four completers, with four candidates currently enrolled in the program.
- NHTI assesses the candidate's compliance with the Ed 612.26 standards for Chemistry for Grades 7-12 through several processes, including the transcript review process during admission, acceptance of PRAXIS II scores, and the capstone clinical experience and science methods course (TECP 81).
  - Transcript Review:
    - Chemistry transcript reviewer is experienced in the program and very capable of assessing transcripts for the 612.26 standards. As needed, she reviews course descriptions from the appropriate IHE's for clarification/confirmation as to the content/standards covered. Regarding reviews outside her areas of expertise, she consults with other science faculty at NHTI.
    - The transcript reviews provide content knowledge related to the appropriate 612's. Any standards not met by the candidate are noted and recommendations (courses to be taken or specific competencies to be met) are made and become part of the candidate's plan.
  - PRAXIS Core and Praxis II:
    - Praxis Core Academic Skills Scores. The mean scores for this group of science candidates are all *above* the qualifying scores.
      - TECP Candidates Reading score mean is 188 and (the qualifying score is 156)

- TECP Writing mean score is 173 and (the qualifying score is 162)
  - TECP math mean score is 176 and (the qualifying score is 150).
- Praxis II. Chemistry Content. The mean score for the TECP candidates on the Praxis II for Chemistry content is 165 (the passing qualifying score is 153). The Chemistry for Grades 7-12 candidates score for content knowledge are *above* the average.
- Capstone Clinical Experience and Science Methods Course:
  - These elements are completed by the candidate in the same semester. This work is evaluated by the candidate's cooperating teacher and science methods (TECP 81) instructor.
  - The volunteer cooperating teachers indicated that the candidates came in with an overall high level of content knowledge. The cooperating teachers, who are also content experts, indicated that they were on the lookout for content deficiencies through frequent informal conversations with the candidate, and a formative assessment is done frequently with the cooperating teacher and college supervisor.
  - The current science methods instructor, Jeff Caron, also indicated that the candidates came in with an overall high level of content knowledge.
    - The science methods instructor ensures the Ed 612s are met through an evaluation of the student's portfolio, using a spreadsheet to track the individual elements of the Ed 612s. These spreadsheets are another example of excellent work in documenting standards met and would benefit from being formalized and better articulated as recommended in the section on Candidate Assessment and this section.
    - The science methods professor indicated that he pays special attention to those Ed 612s that are often overlooked in traditional science programs, such as "nature of science," and on those standards that link specifically to pedagogy.
  - The assessment of the portfolios is conducted using two tools:
    - The first is a holistic rubric. For a portfolio to be approved using this rubric, a student must earn a minimum score of 3, which states: "All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The reflections provide evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment and are linked to the standards. All documents are generally well organized and contain developed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing."
    - The second is a "Portfolio Mark Off" matrix created by the current instructor of this course.
  - The clinical experience evaluations are evaluated on a 1-4 rubric, where a score of 3, ("Meets competency/ Effective") is required to pass. The mean scores for this group (all sciences) indicate that the candidates are meeting or exceeding the TECP threshold. The overall score for this group exceeds the threshold.
    - z. Content Knowledge (3.11)
    - aa. Pedagogy (3.0)

bb. Knowledge of Self as Teacher and Learner (3.22)

cc. Teacher as Leader (3.0)

dd. Knowledge of Schools as a System (3.0)

- Employment in the Field. The TECP has recommended 4 candidates for certification in the last 5 years. Although NH IHE's do not have a current have a system in place for surveying all employers about educator preparation, they do have employment data on the TECP science completers (listed below). The advisory board comprised of administrators and educators in the field, has encouraged TECP to use *continued employment* as an indicator of candidate and program effectiveness.
- Of the 15 completers in the Sciences in the last 5 years, they have gathered employment data for 10 (66%) All 10 are employed in NH public schools. academic writing.”

### **Program Performance Levels**

**4 Highly Effective** - Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following:

Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

**3 Effective** - Teacher Preparation programs performing at the *Effective Level* consistently do the following:

Programs performing at the effective level generally advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. Effective programs demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real world issues. These programs model and encourage innovation, creativity, critical thinking, and candidate engagement, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Effective programs facilitate personalized learning through research-based strategies and model these strategies for candidates. They use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly.

Effective programs appropriately integrate and model use of technology into their instructional and assessment approaches. Effective programs contribute collaboratively to their college/university and K-12 partner's progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in their colleagues' performance. These programs consistently uphold professional standards of practice.



**2 Needs Improvement** - Teacher Preparation programs performing at the *Needs Improvement Level* do the following:

Programs performing at the needs improvement level inconsistently advance candidate growth and achievement. They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities. Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate candidate and program performance but do not consistently use the results to adjust curriculum and programs accordingly. Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These programs uphold professional standards of practice.

**1 Ineffective** -Teacher Preparation programs performing at the *Ineffective Level* consistently do the following:

Programs performing at the ineffective level may advance some candidate growth and achievement, but frequently fail to improve most candidates' growth. They are unable to establish ambitious and reasonable expectations for candidate learning for most and may be unable to engage candidates in appropriate learning opportunities. Programs performing at the ineffective level may have some knowledge of content, standards, and competencies, but these programs do not use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in candidate learning. Programs performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These programs generally uphold professional standards of practice.

*Memorandum of Understanding NHTI-  
Concord's Community College  
And The New Hampshire Department of Education*

I. The purpose of this memorandum:

This memorandum will specify expectations for the institutional program approval process for NHTI'S professional educator preparation programs. This review will be conducted under the guidelines of Ed 602.06, Option 1: The review of a currently approved PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

II. Important Dates:

- (a) Availability of electronic materials: January 18, 2018
- (b) Reviewer trainings will be comprised of:
  - Orientation by the NHDOE on the program approval process;
  - Orientation by NHTI on the institution' s systems for candidate assessment, program assessment, and clinical partnerships and practice;
  - Training will occur: January 18, 2018, 8:30-11:30am at NHTI.
- (c) On-Site Program Review Visit: February 12-14, 2018.

III. The programs to be reviewed:

- (a) NHTI will utilize the existing content standards for the proposed programs:  
NHTI will provide a description of the assessment systems used to provide evidence and data to inform continuous improvement for the following content areas: ED 612.06 ESOL; ED612.07Special Education; ED 612.17 Mathematics Grades 5-8; ED612.18 Mathematics Grades 7-12; ED 612.22Middle Level Science for Grades 5-8; ED 612.24 Earth Space Science Grades 7-12; ED 612.25 Life Sciences for Grades 7-12; ED 612.26 Chemistry for Grades 7-12; ED 612.27 Physics for Grades 7-12; Ed 612.34 Physical Science for Grades 7-12.
- (b) The review will examine the preparedness of the institution to continue to offer the programs, which would extend NHTI's existing full approval by no more than seven years. The team will discuss the changes being made by NHTI to move to the new Ed 600 standards, examine progress made, and offer technical assistance. Additionally, the team will examine program alignment to state standards for preparation

IV. Specifications:

- (a) The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewers for each of the proposed programs.
- (b) The NH DOE is responsible for identifying appropriate reviewers and providing the institution and team a resume detailing background and expertise in the area.
- (c) The NH DOE will provide to NHTI:
  - A Copy of the Program Approval Report Format;
  - A copy of the NHDOE Reviewer Training Materials.
- (d) NHTI will electronically provide the following, in advance of the visit:
  - Most recent on-site review report, with description of how the institution

addressed recommendations and areas of growth;

- Syllabi for all courses;
- Curriculum Vitae of faculty members involved in proposed programs;
- Plans of Study;
- Link to College Catalogue (or pdf version);
- Educator Preparation Handbook and Guidelines;
- Admissions criteria and processes for all programs;
- Candidate Assessment Description(s), plans, evidence of implementation and data (program and overall);
- Program Assessment Description(s), plans evidence of implementation and data (program and overall);
- Clinical partnerships and experience plans;
- Hard copies will be available by request.

(c) Additional evidence to be scheduled for day of visit:

- Interviews with appropriate faculty and administrators;
- Other interviews as appropriate to include Cooperating Teachers, NHTI Students and Alums;
- Completed Self-assessment Worksheets for programs with curriculum alignment and sources of evidence.

(d) Details of the approval visit

- The visiting team will arrive between 8:30 and 9:00 for the two-day visit and have a designated workroom available.
- Representatives of NHTI will orient the team to the building and to the overall institutes approach and philosophy.
- Review Team meeting time will occur to organize work plans and schedules.
- To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided prior to the visit.
- Team will have a working lunch to discuss information gathered, develop questions for NHTI for ongoing discussion, etc.
- The exit interview will be held before departure. The chairs and NHDOE representative will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report, once complete.

IV. Essential Questions - The questions listed below will guide the analysis of the institution's systems. These essential questions are twofold:

(1) The IHE will use these questions to guide the Continuous Improvement/Self- Assessment process, assessing their clinical partnerships, clinical practice, candidate assessment system and program assessment system;

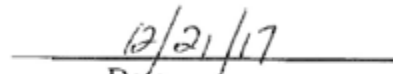
(2) The CTE/NHDOE Reviewers will use these questions to conduct the Program Approval Review.

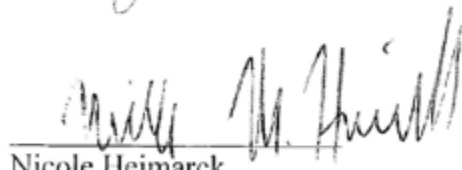
- How does the institution operationally define indicators of candidate preparedness in the program?
- What are the sources and quality of the multiple measures the PEPP uses to generate data regarding clinical partnerships, clinical practice, candidates and program/s? How does the IHE

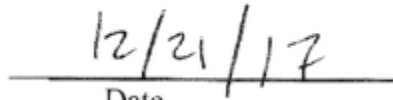
assure the data is valid and reliable?

- Is the rationale offered reasonable and appropriate given the unique characteristics of the IHE?
- What does the evidence say about the quality of the clinical partnerships, clinical practice, candidates and program/s?
- Do candidates appear to meet the highly effective or effective level on the NH Ed 610 standards?
- Does the institution meet the NH Ed 604 and Ed 606 standards?
- Does there appear to be consistency across the multiple measures? In other words, does the IHE apply sufficiently rigorous criteria to ensure that candidates recommended for certification meet or exceed all state certification standards?
- How does the institution utilize data-informed decision making to continuously improve the PEPP?

  
Representative of NHTI

  
Date

  
Nicole Heimarck  
NH DOE Professional Educator  
Preparation Program Approval

  
Date

## Appendix B: Site Visit Agenda, February 12 – 14, 2018

### NHTI Program Approval Visit

Concord, NH

February 12-14, 2018

#### Contact information:

Kelly Moore Dunn, TECP Director, cell 603.505.7564 [kdunn@ccsnh.edu](mailto:kdunn@ccsnh.edu)  
Cynthia Lucero, Faculty and Coordinator of Clinical Practice, cell 603.203.9918 [clucero@ccsnh.edu](mailto:clucero@ccsnh.edu)  
Heather Wood, Faculty and LAT data manager cell 603.707.6729 [hwood@ccsnh.edu](mailto:hwood@ccsnh.edu)  
Lynn Tilton, Executive Secretary 271. 6484 ext. 4325 [ltilton@ccsnh.edu](mailto:ltilton@ccsnh.edu)

#### Information in folder:

Visit schedule.

Campus Map.

Contact information.

NHTI guidance directions for the report.

### Agenda

#### Monday February 12, 2018

**8:30 am-9:30 am** – Welcome buffet breakfast and Team meeting for all Visiting Team members (*MacRury Conference room #136*)

**9:30 am** – Availability of education faculty (Kelly Dunn, Director of TECP to meet to answer questions regarding accessing materials in the Taskstream Portfolio report, Heather Wood, LAT, Cynthia Lucero, Clinical Practice)

**10:00am Co-chairs** meet with Kelly Dunn, TECP director

**11:00 am** – Team --work time

11:00-11:30 **Co-chairs** meet with VPAA Dr. Fiona McDonnell (*North Hall Office*)

11:30-12:00 **Co-chairs** meet with Prof Lucero, Coordinator Clinical Practice (*North hall conference room*)

**12:00** – Lunch available in workroom (working lunch)

**1:00-3:30 pm** - Team work time

12:30-1:30 **Science Reviewers** meet with NHTI Science Methods Instructor (*Jeff Caron*) (*MacRury conference room #136*)

1:30-2:00 **Science Reviewers** meet with NHTI Science Dept head (*Amy Liptak* re: transcript review) (*MacRury conference room #136*)

1:00-2:00 **Special Education Reviewer** meets with Special Education Methods Instructor (*Kelly Dunn*) (*Grappone Hall 316*)

1:00-2:00 **ESOL reviewer** meets with ESOL Methods Instructor & TECP ESOL co-director (*Dawn Higgins*) (*Dawn's office-Sweeney hall*)

1:00-1:30 **Co-chairs** meet with NHTI Admissions Director, (*Denine Garnett* (re: Transcript Review) *Admissions office Sweeney Hall or workroom*)

**1:30-3:00 Co-Chairs** Phone interviews with Board member, NHTI Supervisor Student Teachers

1:00-2:00 **Math Reviewer** meet with NHTI Math Methods Instructor (*Annie Wallace*) (*Grappone #301*)

2:00-2:30 **Math Reviewer** meets with NHTI Math Dept Head (*Kerry Cook re: transcript review*) (*Grappone #301*)

**4:00- 5:00pm All team** meets with Cooperating Teachers (*MacRury # 212*)

4:00-5:00 pm Team meets with NHTI College Supervisors of Student Teachers (*Grappone #217*)

**5:00-6:00pm All team** meets with TECP candidates and Alums (*MacRury #101*)

**6:00pm** dinner & All team meeting time (*MacRury conference room #136*)

### **Tuesday February 13, 2018**

**8:30 am** – Breakfast at workroom (*MacRury conference room #136*)

**9:00 am** – Team work time/meeting

**12:00–1:00** Lunch served (*in workroom*)

**1:00-3:30 pm-** Team work time

**4:00-5:00 All Team** Meeting with TECP Advisory Board (*MacRury #137*)

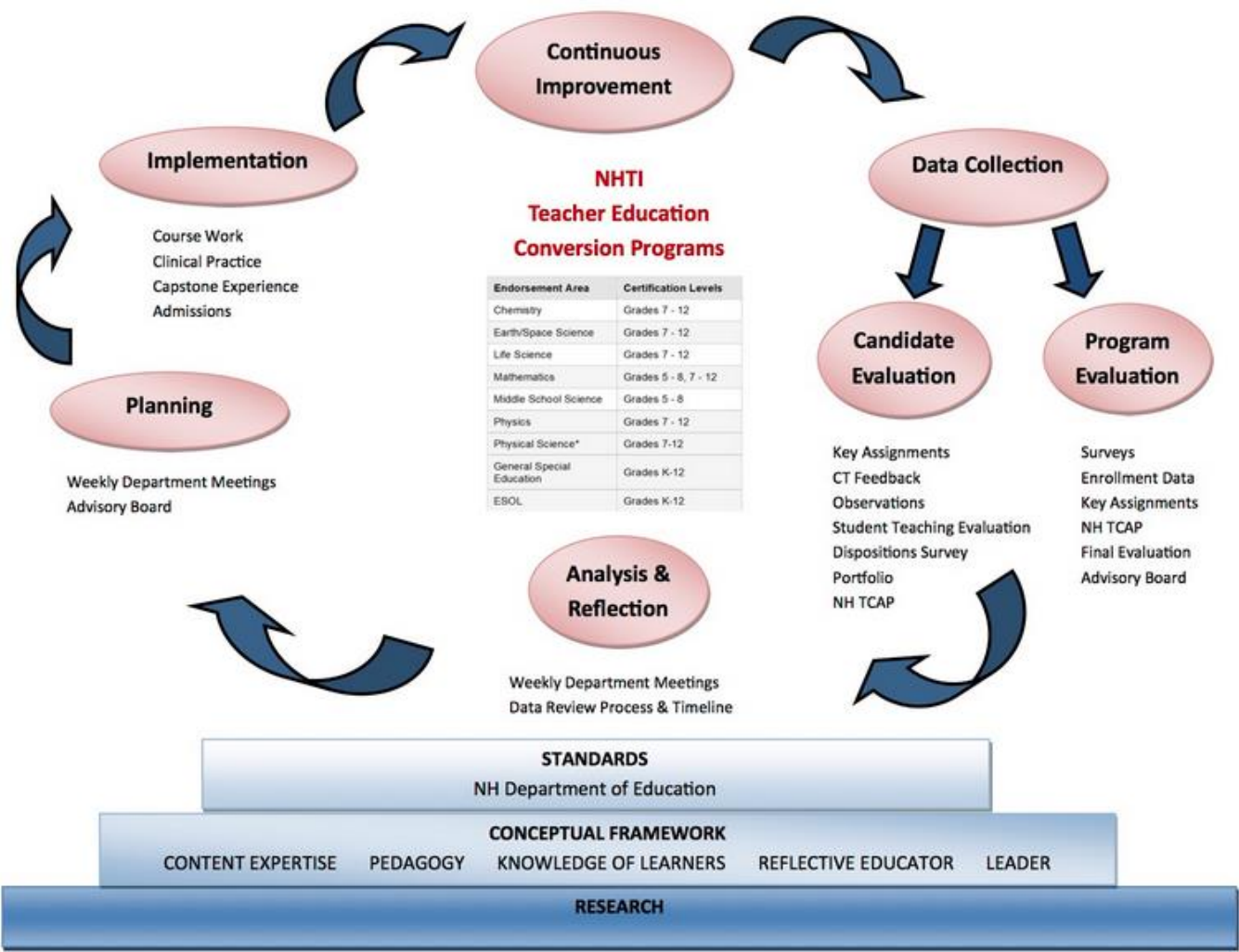
### **Wednesday February 14, 2018**

**8:30 am** – Breakfast for DOE rep and Co-chairs

**9:00-12:00pm** – Team work time

**12 pm** – Exit Interview with DOE rep, co-chairs, NHTI (*Grappone #217 conference room*)

Box Lunch to go for Doe rep, co-chairs



## Data Collection System



- Candidates track their own task completion and progress through each gate of the program.
- Key assignments are scored using rubrics aligned with the 610 standards.
- Admissions data , final student teaching scores, TCAP scores, and completion data are collected.
- A field placement database tracks Candidate placement in clinical practice through the program.
- Reports allow for data analysis.

### Candidate Reports:

Performance by Standard on Key Assignments  
Field Placements during coursework

### Program Summary Reports:

Mean, median, SD for any requirement  
(GPA, praxis scores, interview scores, final evaluation criteria, NH TCAP rubrics, Praxis, Key assignments)  
Performance by standard for a group  
Field placements (# placements, CTs, schools)

Began Collecting Data in Fall of 2014

Continue to build the database

### Data Collected in Taskstream DRF

#### **Admissions:**

College(s) attended  
GPA from previous institution  
Interview scores (4 point scale) in

- Interpersonal skills
- Intrapersonal skills
- Problem solving skills
- Interest in field

#### **Gate 1:**

Scores on Praxis Core  
Dispositions Survey  
Criminal Background Check  
Admitted to Program

#### **Gate 2:**

Scores on Key Assignment Rubrics (Aligned to 610's)

- TECP 50 Case Analysis
- TECP 51 Community Profile
- TECP 60 Learning Environment
- TECP 61 School Board Meeting
- TECP 62 Individualized Skill Instruction
- TECP 62 UDL Lesson Plan
- TECP 63 Assistive Technology
- TECP 63 Virtual Learning Environment
- TECP 66 Unit Plan
- TECP 67 Individualized Reading Plan
- TECP 68 Content Literacy Unit Plan
- TECP 69 Cross Cultural Journals
- TECP 70 Assessment Report (Assessment Report)
- TECP 71 IEP and Meeting
- TECP 86 Comparative Language Resource
- TECP 87 Lesson Plans, Research, and Reflection
- TECP 88 Curriculum Unit

Application for Student Teaching/Practicum

#### **Gate 3:**

Supervisor Observations Submitted  
Cooperating Teacher Observations Submitted  
Scores on Final Student Teaching Evaluation  
Scores on NH TCAP  
Completed Portfolio  
Recommended for Certification



## Appendix E NHTI Candidate Assessment Gateways Across Programs

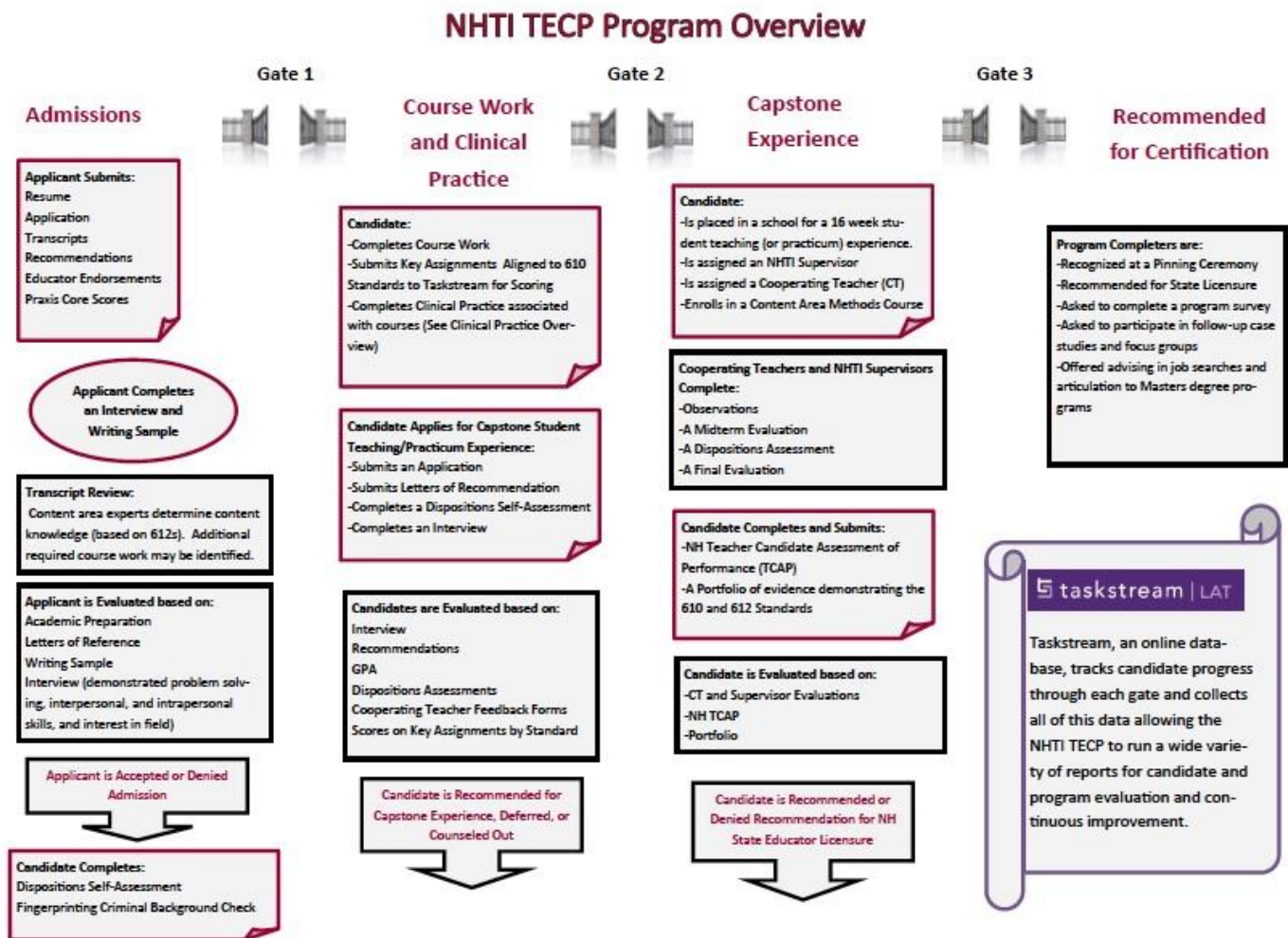


Figure 1

Assessment Categories	Key Indicators	Measures	Evidence of Validity and Reliability	Cycle of review
Candidate Selection Profile	Academic Strength	GPA in previous degree	Widely accepted as a valid and reliable indicator.	Each new admission
		Scores on Praxis Core	Validity and reliability established.	Each new admission
	Teaching Promise	Interview Scores	Inter Rater reliability. 2 people interviewing. (predictive #2) <i>Questions developed based on a review of the literature regarding questions that will provide insight regarding dispositions.</i>	Each new admission
		Dispositions Survey	Used in student teaching interview, used in student teaching placement. (interrater reliability multiple raters at different points)	During program coursework, before student teaching, mid-term and final in student teaching
	Content Knowledge	Scores on Praxis II for licensure area	Valid and reliable for content knowledge	Program entry, before student teaching
Knowledge and Skills for Teaching	Pedagogical Content Knowledge	Scores on Key Assignments by 610 & 612 standards Student teaching evaluations	(valid) Expert validation of performance and artifacts.	Throughout program, before student teaching, during capstone
	Teaching Skill	Scores on NH TCAP	IHE network—validating TCAP scoring through interrater reliability training. Currently NHTI uses information to inform program instruction and make curriculum changes. NHTI faculty score a sample for interrater reliability. must demonstrate acceptable performance in each strand not passed via additional assessments/evidence. <i>For program assessment, NH TCAP scores for each criterion of the rubric are collected in the Taskstream for aggregate and disaggregated reporting.</i>	During student teaching, before program completion
	Teaching Skill Completer Rating of Program	Student Teaching Evaluation	(Valid) based on NH state Standards and Danielson framework. Reliable (interrater reliability) Expert validation - Supervisors hold monthly meetings discussing narrative evidence.	mid-term and final student teaching semester
		Surveys of program completers	(valid) survey based on CAEP guidelines for survey. (reliable) consistency of ratings over time	Completion of program, one year out, alumni survey
	Entry and Persistence in Teaching	# and % of completers employed  advisory board feedback	Expert judgment (valid)	Review each year and 2-5 years.  Review bi-annually
Contribution to State Needs	Placement/Persistence in High-Need Subjects/Schools	# and % recommended for certification in critical shortage areas	Expert judgment (valid)	Review each year and 2-5 years.

Appendix G: Chart of NHTI's most recent data-driven decisions, pp 24 - 27

Area/standard	Data	Analysis	Decision
Clinical practice	<p>e.g. The TECP revised the surveys that are used with completers and cooperating teachers based using the CAEP guidelines in Spring 2017.</p> <p>e.g. The education department faculty have examined their courses using the Developing Quality Fieldwork Experiences for Teacher Candidates: A Planning Guide for Educator Preparation Programs (CEEDAR) as a guide.</p>	<p>One response indicated there could be better communication of college materials.</p> <p>Faculty continue to examine areas that are strong evidence based practices within coursework and field work. We can always improve with regard to communicating these intentional practices to candidates.</p>	<p>Develop a Blackboard site for clinical practitioner, supervisors and NHTI clinical experience coordinator to disseminate information and have all be able to access at any time. Pilot Spring 2017, review at end of Spring to determine if this is best mode for communication.</p> <p>Beginning Fall 2018, we will discuss consistent ways to communicate the intentionality of practices with candidates.</p>
Program Assessment	<p>Data is reviewed on scheduled basis as well as in weekly education department meetings and advisory board meeting. <i>See meeting notes for data analysis.</i></p> <p>e.g. NHTI has been in discussion with faculty and college supervisors regarding the assessment of our candidates' impact and P-12 learners. We have examined the CAEP standards. We tasked 2 experts (advisory</p>	<p>The experts presented their report to the Advisory board for review, November 2017. The Board discussed each component of the case study, its purpose, its potential outcome, and the feasibility of completion. The board suggested major revisions to the Case Study. <i>See board notes for example.</i></p>	<p>Revise the Case study approach and pilot it in 2018 with completers and involve Board members as expert judges.</p>

	<p>board members) with the task of developing a case study format that could be implemented with program completers to examine program effectiveness.</p> <p>e.g. NHTI has collected data on program completers that could be found teaching in the state. <i>(see enrollment and completion tables in overview tab)</i></p>	<p>The advisory board requests that we examine this data to look at number of completers who are currently teaching in the state as an indicator of program effectiveness. In the last two years, the percentage of candidates recommended for certification has increased 45%. Although we prepare a small number of completers, these are all critical shortage areas. As an example, in the last 3 years, each year we have prepared a candidate in Physics. Over year (16-17), the number of candidates recommended for certification in special education rose 125%. The number of secondary math candidates prepared has been zero in the last two years.</p>	<p>NHTI will continue to focus efforts on these critical shortage areas and increase our focus on potential secondary math certification candidates.</p>
Candidate Assessment	e.g. The TECP faculty developed a dispositions survey for use with candidates and determined	Many iterations of the dispositions survey have been examined. To date, this is the survey being	To date, college supervisors and the clinical faculty have been discussing the usefulness of this survey at the monthly supervisor's meetings. Data

	<p>where in the program to implement and how to use the results. This was required in Spring 2017 and Fall 2017, Spring 2018.</p>	<p>used. Candidates are required to use it for self-assessment before the student teaching/practicum interview and at mid-term and final evaluation during student teaching/practicum. The cooperating practitioner and the college supervisor also complete it. It is discussed in a triad meeting. In addition, faculty are using this with candidates during the program coursework to help them determine strengths and areas of improvement needed before student teaching/practicum</p>	<p>from this analysis will be gathered and reviewed by Spring 2018 and any changes needed will be implemented for the Fall 2018 semester.</p>
Processes	<p>e.g. The TECP have determined that using the LAT for managing clinical placement and internship data (even though the program is small enough to collect this data through file review) will aid us in a more comprehensive approach to examining placements and practices. This is in process at this time.</p> <p>The TECP has revised our Criminal Background check and fingerprinting policy and procedures based on the guidance given from the NH DOE over the last year.</p>	<p>To be reviewed at end of Spring 2018 semester.</p> <p>The TECP faculty and Clinical coordinator with guidance the attorney for the CCSNH have developed a revision.</p>	<p>To be determined.</p> <p>A revision has been examined and approved by the TECP faculty, Clinical coordinator, Vice President of Academic Affairs and the attorney for the CCSNH.</p>

Curriculum	e.g. The TECP faculty have examined each course and clinical experience using the guidelines from the <i>Developing Quality Fieldwork Experiences for Teacher Candidates: A Planning Guide for Educator Preparation Programs and District Partners</i> (February 2017 CEEDAR).	We have determined that our coursework and field experiences do provide significant evidence of important evidence-based practices and this is also an area where we can grow and improve.	Beginning Spring 2018, we will examine the integration of the use of <i>In Time: Integrating New Technologies Into the Methods of Education</i> <a href="#">In Time</a> as an intentional tool and resource to examine, reflect on, and employ effective instructional practices.
Curriculum	<p>We reviewed the TECP <u>Reading and Language Development</u> course and the TECP <u>Content Literacy</u> course.</p> <p>The TECP reviewed the new NH state requirement for the Foundations of Reading test (though our candidates are not required to take it for our certification areas) the course evaluations, and we reviewed the early scores of the TCAP in the Academic Language area (how to support students in developing academic language)</p>	The comments in the course evaluations stated that the courses would be better as three credit courses instead of a two-credit course due to the increased content. We found that the scores on the TCAPs were weaker on the Academic Language rubrics compared to the other rubrics and as a result, that is much of the content (how to support students in developing academic language) that has been added to the new 3 credits courses being offered in Spring 2018.	We developed these two courses with the additional content needed (e.g. adding content about supporting students in developing academic language) and changed the courses to 3 credits from 2.

## PART Ed 215 RULES FOR PETITIONING THE BOARD

Ed 215.01 Rulemaking Petitions.

- (a) Any interested person may petition the board, for the adoption, amendment or repeal of any board rule under RSA 541-A:4.
- (b) Within 30 days of the receipt of the completed petition required by Ed 215.03, the board shall either:
  - (1) Initiate rulemaking procedures in compliance with the petition and in accordance with RSA 541-A:3; or
  - (2) Deny the petition in writing, stating the reasons for the denial. Such reasons shall detail why the board deems the problem can be solved by a method which does not require a formal rulemaking proceeding.
- (c) The board shall determine whether to initiate a requested procedure or deny a petition based on whether the requested change is consistent with the duties of the board under RSA 21-N:11 or RSA 186:11, and the policy statement contained in RSA 21-N:1.

Source. #6348, eff 10-5-96, EXPIRED: 10-5-04

New. #8334-A, eff 4-23-05 (from Ed 218.01)

Ed 215.02 Petition for Declaratory Ruling.

- (a) Any interested person may petition the board using the form specified in Ed 215.03, requesting a declaratory ruling on the applicability of any statute concerning the board or rule adopted by the board.
- (b) Within 45 days of the receipt of the completed petition required by Ed 215.03, the board shall either:
  - (1) Issue a declaratory ruling responsive to the petition; or
  - (2) If a legal opinion is required the board shall request the opinion of the attorney general's office and issue a responsive declaratory ruling within 20 working days of receipt of the attorney general's reply explaining the reply to the petitioner.

Source. #6348, eff 10-5-96, EXPIRED: 10-5-04

New. #8334-A, eff 4-23-05 (from Ed 218.02)

Ed 215.03 Petition Form.

- (a) The board shall consider any petition which meets the following minimum requirements:
  - (1) Each petition shall be in legible written form and addressed to the board as follows:

Chair, State Board of Education  
 c/o Office of legislation and hearings  
 101 Pleasant Street  
 Concord, New Hampshire 03301

- (2) Petitions for proposed rulemaking shall state the nature of each proposed rule, state the petitioner's reasons for proposing the rule and include a text of the proposed rule;
  - (3) Petitions for the amendment or repeal of a rule shall identify specifically which rule or rules are to be amended or repealed and state the petitioner's reasons for proposing the rule change;
  - (4) Petitions for a declaratory ruling shall identify all material facts and specify the statute, rule or order on which a declaratory ruling is sought;
  - (5) Each petition shall include the name and the address of the petitioner, and, if applicable, the name and address of the organization the petitioner represents; and
  - (6) Each petition shall include the date of the petition and shall be signed by the petitioner.
- (b) If the petition is deficient and does not meet the minimum requirements of paragraph (a), the chair, through the commissioner, shall notify the petitioner within 10 working days of the receipt of the incomplete petition.
- (c) Notification pursuant to (b) above shall be in writing and:
- (1) Identify the specific deficiencies; and
  - (2) Contain an explanation of how the petition can be corrected and allow the petitioner to amend the petition in accordance with the terms of the notification.
- (d) A completed petition which meets the requirements of these rules shall be placed on the next available board agenda.

Source. #6348, eff 10-5-96, EXPIRED: 10-5-04

New. #8334-A, eff 4-23-05 (from Ed 218.03)



March 27, 2018



**RECEIVED**

APR 04 2018

**STATE DEPARTMENT  
OF EDUCATION**

Drew Cline and State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear State Board of Education Members:

I have been reading RSA 193:3 and following its amendments for the past 9 years. I realized the Rules were a bit confusing and pointed towards this in my 2009 appeal, so now I wonder

Why has the provisional language now been eliminated from Ed Rule 320?

Why has the state board of education adopted a Rule that is out of compliance with the Statute?

And why was the authority of district not returned to the rule thereby aligning it with the statute?

You must write a rule in context of the whole statute. To isolate two paragraphs of the statute takes the text out of context. It is written the state board shall adopt rules pursuant to 541-A, **relative to manifest educational hardship and related issues which effect a child's attendance at school**. The rule adopted does not mention related issues, such as best interest.

Policy JEC Manifest educational hardship is a required district policy. The adoption of this rule will now make Policy JEC non-compliant in every district of the state. Considering that at the March 21 state board meeting there was concern about adopting an emergency rule because it would affect the entire state. The adoption of this rule effects the entire state in a negative and detrimental way by:

1. making a rule which ignores the statutory requirements for the districts,
2. eliminating the provisional language,
3. adopting a rule that is non-compliant with the statute,
4. leaving the state board wide-open for challenges.

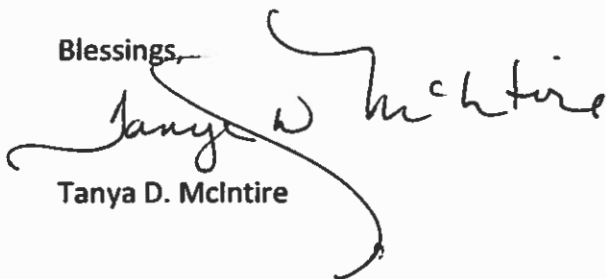
This rule will lead to more confusion and more money spent on legal posturing, rather than spending the money educating our children.

It is written clearly in the statute: *Each school district shall establish a policy, consistent with the state boards rules which shall allow a school board with the recommendation of a superintendent, to take appropriate action including, but not limited to, assignment to a public school in another district when a manifest educational hardship is shown.*

There is no provisional language in the adopted rule for any options other than public schools, Districts will be at a loss how to fulfill their statutory obligations, and every manifest educational hardship case where appropriate placement is to a non-public program will be appealed to the state board. Is that really the goal?

Therefore, I the am writing to ask you to please reopen Rule 320 on Manifest Educational Hardship to bring it into compliance with statutory authority, or to adopt the emergency rule that was submitted on March 21, 2018 or the one attached to this letter. This rule includes but does not limit school boards to make appropriate placements, when there is a hardship or it is in the best interest of the child to public schools, nonsectarian private schools, or other program as the circumstances direct. The districts can then adjust their policies accordingly or maybe they are fine as Grantham's was before the provisional language was removed.

Blessings,

A handwritten signature in black ink, appearing to read "Tanya D. McIntire", with a large, sweeping flourish extending from the end of the signature.

Tanya D. McIntire

PART Ed 320 MANIFEST EDUCATIONAL HARDSHIP Emergency Rule

*In the year of our Lord 2017 - March 21.*

Ed 320.01 Change of School Assignment.

Each school *district* shall establish a policy, which shall allow a school board, with the recommendation of the superintendent, to take appropriate action including, but not limited to, assignment to a public school in another district *or a nonsectarian private school* when manifest educational hardship is shown.

(a) If a parent(s) or guardian thinks the attendance of the child at the school to which such child has been assigned will result in a manifest educational hardship to the child, a parent or guardian may apply to the school board for a change of school assignment to:

- (1) Attend another public school in the same district; or
- (2) Attend a public school in another district; or
- (3) *Attend a nonsectarian private school; or*
- (4) *Attend an appropriate other program*

(b) In order to apply to the school board for a change of school assignment based on manifest educational hardship a parent *shall demonstrate how it is in the child's best interest to attend a school other than the one to which the child is assigned.*

(c) If a school board determines that manifest educational hardship has been found, and it is in the child's best interest the school board shall issue a waiver of the school assignment and the student shall be reassigned to a reasonably available public school, in the district or in another district *or to the nonsectarian private school in which the child has been accepted, or an appropriate other program.*

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

- (1) A substantial portion of a pupil's academic, physical, personal and social needs *can be* better met by reassigning the child to an appropriate program for that child.
- (2) Reassigned of school will *improve* the educational progress of the pupil; and
- (3) Another public school, or nonsectarian private school, or other program, either within the district or in another district, may be more appropriate for the child.

(f) If a parent or guardian is aggrieved by the decision of the school board, cooperative school board, or the authorized regional enrollment area receiving school board, he/she may appeal to the state board in accordance with the provisions of Ed 200.

Source. #6710, eff 5-1-98, EXPIRED: 5-1-06 New. #9158, eff 5-16-08, EXPIRED: 5-16-16

New. #11139, INTERIM, eff 7-16-16, EXPIRED: 1-12-17

## PART Ed 513 REQUIREMENTS FOR INITIAL CERTIFICATION

Ed 513.01 Basic Academic Skills and Subject Area Assessment.

(a) *Except as described in paragraph (b)* ~~Each~~ candidate seeking initial teacher certification under one of the alternatives listed in Ed 505 shall pass a nationally recognized test of academic proficiency required by paragraph (ed).

*(b) A candidate for initial certification in a career and technical education specialty area under Ed 505.04 or Ed 505.05 may substitute the following in lieu of a nationally recognized test of academic proficiency required by paragraph (d):*

*(1) Three years of full time experience in the area for which certification is sought;*

*(2) Current industry-recognized credential approved by the department in a published list of accepted credentials and appropriate to the CTE area in which certification is sought; and*

*(3) A written report from the superintendent/head of school documenting the candidate's success in applying the basic academic skills in reading, writing, and mathematics as described in paragraph (d) in their practice of teaching and a rating of effective or higher for at least two years under the local educator evaluation system.*

~~(bc)~~ Each candidate seeking teacher certification in any one of the major areas of concentration in which the state board has established a passing score shall pass a subject assessment test.

~~(ed)~~ The test used for the purposes of the basic academic skills assessment under (a) shall be a basic competency test, such as, but not limited to, the Praxis Core Academic Skills for Educators administered by Educational Testing Service, intended to measure the test taker's basic academic skills in the areas of reading, writing, and mathematics. In the area of reading, such a test shall measure reading comprehension and require the test taker to analyze content in a reading selection. In the area of writing, such a test shall measure ability to use grammar and language effectively and to communicate effectively in writing. In the area of mathematics, such a test shall measure a test taker's understanding of key mathematical concepts and ability for problem-solving, reasoning, and estimating.

~~(de)~~ The test used for the purposes of the subject assessment under (b) shall be a basic subject assessment test, such as, but not limited to, the subject area assessments administered by Educational Testing Service or Pearson Education, intended to measure the test taker's knowledge of the specific subject area of concentration in which the test taker seeks certification for a beginning teacher.

~~(ef)~~ The board shall assign the following qualifying scores following validation studies conducted in accordance with Ed 513.02, after considering recommendations of the validation studies and qualifying scores set by other states:

(1) Qualifying scores on each of the 3 Praxis Core Academic Skills for Educators assessments, namely, reading, writing, and mathematics;

(2) Performance at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing and mathematics such as, but not limited to, the SAT, GRE, or ACT; or

- (3) Qualifying scores on each of the subject assessments in (b).
- (fg) Candidates shall be responsible for the actual cost of all assessments.
- (gh) A candidate may take a basic academic skills assessment or the subject area assessment as often as they are administered until the candidate passes the assessment.

DRAFT

HB 1498 - AS INTRODUCED

2018 SESSION

18-2538

06/03

HOUSE BILL                    ***1498***

AN ACT                    relative to alternate certification pathways for career and technical education instructors.

SPONSORS:            Rep. Ladd, Graf. 4; Rep. Hoelzel, Rock. 3; Rep. J. Graham, Hills. 7; Rep. L. Ober, Hills. 37; Rep. Cordelli, Carr. 4

COMMITTEE:        Education

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ANALYSIS

This bill permits local school boards to offer a certificate of eligibility to a person interested in becoming a career and technical educator in an identified specialty area.

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Explanation:        Matter added to current law appears in ***bold italics***.  
                         Matter removed from current law appears ~~[in brackets and struckthrough.]~~  
                         Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

*In the Year of Our Lord Two Thousand Eighteen*

AN ACT                    relative to alternate certification pathways for career and technical education instructors.

*Be it Enacted by the Senate and House of Representatives in General Court convened:*

1            1 New Subdivision; Alternative Certification for Career and Technical Education Educator.  
2 Amend RSA 188-E by inserting after section 29 the following new subdivision:

3                    Alternative Certification for Career and Technical Education Educator

4            188-E:30 Three-Year Certificate of Eligibility for Career and Technical Education Educator.

5            I. The local school board, in consultation with the superintendent, principal, or CTE  
6 director, may offer a one-time, 3-year certificate of eligibility to any person interested in becoming a  
7 career and technical educator in an identified specialty area, on a full-time or part-time basis,  
8 without requiring the person to possess a teaching credential, teaching license, or other teaching  
9 certification provided that such person:

10                    (a) Demonstrates competence in basic academic skills in reading, writing, and  
11 mathematics as documented in a professional portfolio that includes:

12                            (1) A detailed statement or report of competence and evidence of the applicant's  
13 success in applying knowledge and skills in the workplace; and

14                            (2) Other information including but not limited to: transcripts of all education  
15 attained including career and professional development training, business and industry  
16 recommendations, and a complete employment resume to include positions of supervision and  
17 leadership.

18                    (b) Is qualified for the position by relevant, verifiable work experience of 5 or more  
19 years with a minimum of 180 full-time days per year in a career and technical content-specific field;  
20 and

21                    (c) Has successfully completed and received a work-related recognized technical  
22 training certificate or credential delivered by an experienced industry certified training specialist if  
23 such a certificate or credential is an expectation or requirement of workers in the related industry.

24            II. The local school board shall submit a request to the department for a waiver of the  
25 requirement for a formal basic competency assessment such as, but not limited to, the Praxis Core  
26 Academic Skills for Educators. The department may waive such requirement on the request of the  
27 superintendent, principal, or CTE director.

28            III. The employing school district shall complete a criminal history records check on every  
29 selected applicant pursuant to RSA 189:13-a.

30            IV. The local school board, with input from the superintendent or CTE director, shall  
31 formulate the terms of the certificate of eligibility that shall identify a career and technical

**HB 1498 - AS INTRODUCED**

**- Page 2 -**

1 education specialty area aligned to the teaching assignment and that shall contain no tenure  
2 provisions.

3 V. The department of education shall be notified of the issuance of all certificates of  
4 eligibility within 30 days of the date of issuance.

5 VI. Upon satisfactory completion of the 3-year certificate of eligibility and also contingent  
6 upon earning a rating of "effective" or above on the teacher evaluations from the evaluating  
7 supervisor for at least the last 2 years of the 3-year certificate period, the teacher shall be eligible to  
8 be certified as a career and technical educator only in the identified specialty area and in a career  
9 and technical education center.

10 VII. Any person who has had a teaching credential, teaching license, or other teaching  
11 certification revoked under RSA 189:14-c or RSA 189:14-d, or who has been rendered ineligible to be  
12 employed as a teacher under another provision of law, shall not be eligible to teach under this  
13 section.

14 VIII. No person shall be offered more than one certificate of eligibility under this section.

15 2 Effective Date. This act shall take effect upon its passage.



Readopt with amendment Ed 507.25, effective 5/14/2010 (Doc #9715), to read as follows:

Ed 507.25 ~~Educator in Mathematics~~ ***Teacher; For Grades 5-8*** **General Requirements.**

(a) To be certified as an ~~educator in mathematics~~ ***teacher*** for grades 5-8, the candidate shall have:

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

(2) ***Obtain certification through*** ~~Qualify for certification under~~ one of the alternatives in Ed 505.01 – Ed 505.05 ~~having also met the requirements of (c) below and either Ed 507.26, Ed 507.27, or both.~~

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

~~(b)~~ (c) A candidate for certification as an ~~educator in mathematics~~ ***teacher*** for grades 5-8 shall have the following skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience~~ in the following areas:

(1) In the area of knowledge of pedagogy, the candidate shall have the ability to:

a. Plan and conduct units and lessons appropriate for the grade range which:

1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem- solving;
2. Include multiple explanations and representations, including, but not limited to ~~intuitive~~ ***informal*** and formal arguments or proofs;
3. Incorporate literacy strategies that assist students in reading and understanding mathematics;
4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;
5. Emphasize connections within and between mathematics and other disciplines;
6. ~~Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

~~i. Pattern Blocks™;~~

~~ii. Virtual manipulatives;~~

~~iii. Geoboards; and~~

~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

~~i. Dynamic statistical and geometric programs;~~

~~ii. Data collection devices; and~~

~~iii. 21<sup>st</sup> century tools;~~

***Select and use instructional tools, including, but not limited to, manipulatives and physical models, drawings, virtual environments, spreadsheets, presentation tools, and mathematics-specific technologies such as graphing tools and interactive geometry software, computer algebra systems, and statistical packages, and make sound decisions about when such tools enhance teaching and learning, recognizing both the insights to be gained and possible limitations of such tools.***

~~7. Model and nurture habits of minds within the context of mathematics~~ ***Model and develop the following 8 standards of mathematical practices; and:***

***(i) Make sense of problems and persevere in solving them;***

***(ii) Reason abstractly and quantitatively;***

***(iii) Construct viable arguments and critique the reasoning of others;***

***(iv) Model with mathematics;***

***(v) Use appropriate tools strategically;***

***(vi) Attend to precision;***

***(vii) Look for and make use of structure; and***

***(viii) Look for an express regularity in repeated reasoning; and***

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

~~(i) Scientific and graphing calculators;~~

~~(ii) Computer-based laboratory (CBL) units;~~

~~(iii) The internet; and~~

~~(iv) Computer software including the 4 areas of:~~

~~i. Symbolic manipulators;~~

~~ii. Dynamic geometry programs;~~

~~iii. Spreadsheets; and~~

~~iv. Statistical packages;~~

b. Apply an understanding of learning theories and ~~styles~~ ***equitable teaching practices*** to the teaching of mathematics appropriate for ***students within*** the grade range which articulate:

1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and
2. ~~The role of teacher beliefs about mathematics and its effect on student learning~~ ***Foundations of pedagogical knowledge, effective and equitable mathematics teaching practices, and positive and productive dispositions toward teaching mathematics to support students' sense making, understanding, and reasoning;***

c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:

1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and
2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; ~~and.~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

- ~~1. Learning mathematics content independently and collaboratively; and~~
- ~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:

a. Use problem-solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:

1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;
2. Use problem-solving to develop one's own mathematical knowledge;
3. Reflect upon ***one's own and others'*** solutions and the problem-solving process; and
4. Refine problem-solving strategies, as needed;

b. Use mathematical reasoning and proof, including, but not limited to, the ability to:

1. Develop and evaluate mathematical conjectures;
2. Construct and evaluate proofs and logical arguments to verify conjectures;
3. Select and use various types of reasoning and methods of proof; and
4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;

c. Communicate an understanding of mathematics, including, but not limited to, the ability to:

1. Demonstrate the capacity to communicate ~~coherently~~ **clearly** about mathematics and mathematics education in both written and oral ~~ways~~ **forms** using **accurate and** appropriate mathematical language and notation;
2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and
3. Analyze and assess the mathematical thinking and strategies of others;

d. Create and use representations, including, but not limited to, the ability to:

1. Illustrate learning progression from concrete to abstract representations;
2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;
3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and
4. Develop and use models to explain mathematical concepts;

e. Recognize, explore, and develop mathematical connections, **both within mathematics and across disciplines**, including, but not limited to, the ability to:

1. Provide examples of how mathematics is practiced in various fields; and
2. Build mathematical understanding by **showing how ideas build on one another across grade levels to form a coherent discipline.**÷

~~(i) Identifying and applying connections among mathematical ideas; and~~

~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline; and~~

f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:

1. Learn mathematics independently;

2. Exhibit a curiosity for mathematics;
3. Recognize that learning from mistakes is an essential component when working mathematically;
4. Recognize the power and value of estimation and mental computation when working mathematically;
5. Understand the value and power of strategic use of technology when solving mathematical problems;
6. Recognize that mathematics is the language of science and nature; and
7. Recognize that mathematics is a tool for quantitative reasoning;

(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:

- a. Demonstrate appropriate strategies for ~~helping~~ **supporting** students to:
  1. Move from concrete to abstract representations of mathematical concepts; and
  2. Connect conceptual and procedural knowledge;
- b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and ~~strategies to help students~~ **supporting students to respond to and** overcome it;
- c. Recognize that ~~poor~~ attitudes about mathematics ~~solidify~~ **can change across a lifespan in the middle school years and therefore** so that ~~teachers~~ **teachers** need to address the affective domain; and
- d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;

(4) In the ~~subject~~ area of number and operations, the candidate shall have the ability to:

- a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;
- ~~b. Demonstrate knowledge of the historical development of number and number systems;~~
- ~~eb.~~ Apply, explain, and justify concepts in number and number theory;
- ~~ec.~~ Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;
- ~~ed.~~ Demonstrate knowledge of concepts and applications of limits and infinity;

- ~~fe.~~ Demonstrate a capacity to apply the concepts of proportional reasoning;
- ~~gf.~~ Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;
- ~~hg.~~ Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors; *and*
- ~~i.~~ Represent, use, and apply introductory concepts and properties of complex numbers;
- ~~j.~~ Identify and illustrate the mathematics that underlies the procedures used for operations involving real numbers and their subsets
- ~~k.~~ Explain the distinctions among real numbers and their subsets with connection to field axioms; and
- ~~h.~~ Demonstrate a capacity to apply the concepts of exponents, including integer and rational, through modeling and applications;

(5) In the ~~subject~~ area of geometry and measurement, the candidate shall have the ability to:

- a. Build and manipulate representations of 2-and 3-dimensional objects and perceive an object from different perspectives;
- b. Analyze properties of and relationships among geometric shapes and structures;
- c. Apply transformations with connections to congruency and similarity;
- d. Demonstrate knowledge of non-Euclidean geometries ~~and the historical development of the various geometries;~~
- e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;
- f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;
- g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;
- ~~h.~~ Demonstrate knowledge of the historical development of measurement and measurement systems;
- ~~ih.~~ Employ estimation as a way of understanding measurement processes and units;
- ~~ji.~~ Complete error analysis through determination of the reliability of numbers obtained from measurement;

- ~~kj~~. Understand and apply measurement conversion strategies;
- ~~lk~~. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;
- ~~ml~~. Use constructions, models, and dynamic geometric software to explore geometric relationships;
- ~~nm~~. Derive and explain formulas found in Euclidean geometry; and
- ~~on~~. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;

(6) In the ~~subject~~ area of functions and algebra, the candidate shall have the ability to:

- a. Model and analyze change and rates of change in various contexts;
- b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;
- c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including, **but not limited to**, tables, graphs, written word, and symbolic rules;
- d. Represent information and solve problems using matrices;
- e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;
- ~~f. Demonstrate knowledge of the historical development of algebra;~~
- ~~gf~~. Generalize patterns and functions using recursive and explicit representations;
- ~~h. Understand, identify, and apply arithmetic and geometric sequences;~~
- ~~ig~~. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;
- ~~jh~~. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric; and
- ~~k. Represent and analyze group and field properties of real numbers and other mathematical structures;~~

(7) In the ~~subject~~ area of data, statistics, and probability, the candidate shall have the ability to:

- a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;
- b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;
- c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;
- d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;
- ~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~
- fe.* Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;
- gf.* Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;
- ~~h. Demonstrate knowledge of the historical development of probability and statistics;~~
- ig.* Determine and compare experimental, theoretical, and conditional probabilities; and
- jh.* Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;

(8) In the ~~subject~~ area of calculus, the candidate shall have the ability to:

- a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;
- b. Use technology to explore and represent fundamental concepts of calculus; **and**
- ~~c. Demonstrate knowledge of the historical development of calculus;~~
- d. Understand and describe the connection of calculus to middle and high school mathematics topics; and
- ~~e. Demonstrate an understanding of basic calculus concepts including limits, continuity, differentiation, and integration; and~~

(9) In the ~~subject~~ area of discrete mathematics, the candidate shall:

- ~~a.~~ **Hh**ave the ability to:



- ~~1. a.~~ Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and
- ~~2. b.~~ Use technology to solve problems involving the use of discrete structures; and

~~b. Demonstrate:~~

- ~~1. Knowledge of the historical development of discrete mathematics; and~~
- ~~2. A conceptual understanding of the fundamental ideas of discrete mathematics, including but not limited to:~~
  - ~~(i) Finite graphs;~~
  - ~~(ii) Trees;~~
  - ~~(iii) Networks;~~
  - ~~(iv) Propositional logic; and~~
  - ~~(v) Combinatorics~~

***(10) In the area of history of mathematics, demonstrate a knowledge of the historical development of number and number systems, measurement and measurement systems, geometry, including non-euclidean geometry, algebra, probability and statistics, calculus and discrete mathematics.***

Adopt Ed 507.26 as follows:

Ed 507.26 Mathematics Teacher – Middle Level.

- (a) To be certified as a middle level mathematics teacher, the candidate shall:
  - (1) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 having also met the requirements Ed 507.25 and (c) below, to teach upper level elementary mathematics through algebra I or integrated I.
- (b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as teachers in middle level mathematics by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.
- (c) A candidate for certification as a middle level mathematics teacher for grades 5-8 shall have skills, competencies, and knowledge in the following areas:

- (1) In the area of number and number operations the candidate shall have the ability to:
  - a. Represent, use, and apply introductory concepts and properties of complex numbers;
  - b. Identify and illustrate the mathematics that underlies the procedures and operations involving real numbers and their subsets; and
  - c. Explain the distinctions among real numbers and their subsets with connection to field axioms; and
- (2) In the area of functions and algebra the candidate shall have the ability to:
  - a. Understand, identify, and apply arithmetic and geometric sequences; and
  - b. Represent and analyze group and field properties of real numbers and other mathematical structures; and
- (3) In the area of calculus the candidate shall have the ability to demonstrate an understanding of calculus concepts including limits, continuity, differentiation, and integration; and
- (4) In the area of discrete mathematics demonstrate a conceptual understanding of the fundamental ideas of discrete mathematics, including, but not limited to:
  - a. Finite graphs;
  - b. Trees;
  - c. Networks;
  - d. Propositional logic; and
  - e. Combinatorics.

Readopt with amendment Ed 507.267, effective 5/14/2010 (Doc #9715), to read as follows:

Ed 507.267 ~~Teacher in Secondary Mathematics~~ ***Teacher – Upper Level*** ~~For Grades 7-12.~~

(a) To be certified as ***an upper level mathematics*** teacher ~~in secondary mathematics for grades 7-12~~, the candidate shall have:

(1) Obtain certification through one of the alternatives in Ed 505.01 – Ed 505.05 having also met the requirements Ed 507.25 and (c) below ***to teach pre-algebra through advanced placement math courses.***

***(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as teachers in upper level mathematics by reviewing evidence, such as, but not limited to, college course***

*work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice.*

(bc) A candidate for certification as an ***upper level mathematics*** teacher in ~~secondary mathematics for grades 7-12~~ shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experience in the following areas:

~~(1) In the area of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

- ~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem solving;~~
- ~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~
- ~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~
- ~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~
- ~~5. Emphasize connections within and between mathematics and other disciplines;~~
- ~~6. Incorporate:~~
  - ~~(i) Manipulatives, including, but not limited to:~~
    - ~~i. Pattern Blocks™;~~
    - ~~ii. Virtual manipulatives;~~
    - ~~iii. Geoboards; and~~
    - ~~iv. Algebra tiles; and~~
  - ~~(ii) Current technologies, including, but not limited to:~~
    - ~~i. Dynamic statistical and geometric programs;~~
    - ~~ii. Data collection devices; and~~
    - ~~iii. 21<sup>st</sup> century tools;~~
- ~~7. Model and nurture habits of minds within the context of mathematics; and~~
- ~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

- ~~(i) Scientific and graphing calculators;~~
- ~~(ii) Computer based laboratory (CBL) units;~~
- ~~(iii) The internet; and~~
- ~~(iv) Computer software including the 4 areas of:~~
  - ~~i. Symbolic manipulators;~~
  - ~~ii. Dynamic geometry programs;~~
  - ~~iii. Spreadsheets; and~~
  - ~~iv. Statistical packages;~~

~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:~~

- ~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~
- ~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

- ~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~
- ~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

- ~~1. Learning mathematics content independently and collaboratively; and~~
- ~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

- ~~1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~
- ~~2. Use problem-solving to develop one's own mathematical knowledge;~~

- ~~3. Reflect upon solutions and the problem-solving process; and~~
- ~~4. Refine problem-solving strategies, as needed;~~
- ~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~
  - ~~1. Develop and evaluate mathematical conjectures;~~
  - ~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~
  - ~~3. Select and use various types of reasoning and methods of proof; and~~
  - ~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~
- ~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~
  - ~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~
  - ~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~
  - ~~3. Analyze and assess the mathematical thinking and strategies of others;~~
- ~~d. Create and use representations, including, but not limited to, the ability to:~~
  - ~~1. Illustrate learning progression from concrete to abstract representations;~~
  - ~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~
  - ~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~
  - ~~4. Develop and use models to explain mathematical concepts;~~
- ~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~
  - ~~1. Provide examples of how mathematics is practiced in various fields; and~~
  - ~~2. Build mathematical understanding by:~~
    - ~~(i) Identifying and applying connections among mathematical ideas; and~~
    - ~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline;~~

~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~

- ~~1. Learn mathematics independently;~~
- ~~2. Exhibit a curiosity for mathematics;~~
- ~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~
- ~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~
- ~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~
- ~~6. Recognize that mathematics is the language of science and nature; and~~
- ~~7. Recognize that mathematics is a tool for quantitative reasoning;~~

~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~

~~a. Demonstrate appropriate strategies for helping students to:~~

- ~~1. Move from concrete to abstract representations of mathematical concepts; and~~
- ~~2. Connect conceptual and procedural knowledge;~~

~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~

~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~

~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~

~~(4) In the subject area of number and operations, the candidate shall have the ability to:~~

~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c. Apply, explain, and justify concepts in number and number theory;~~

~~d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;~~

~~e. Demonstrate knowledge of concepts and applications of limits and infinity;~~

~~f. Demonstrate a capacity to apply the concepts of proportional reasoning;~~

~~g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;~~

~~h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;~~

~~i. Identify and illustrate the mathematics underlying the theory of groups, rings and fields and the relationships among them; and~~

~~j. Demonstrate a capacity to apply the concepts of integer and rational exponents through modeling and applications;~~

~~(5) In the subject area of geometry and measurement, the candidate shall have the ability to:~~

~~a. Build and manipulate representations of 2- and 3-dimensional objects and perceive an object from different perspectives;~~

~~b. Analyze properties of and relationships among geometric shapes and structures;~~

~~c. Apply transformations with connections to congruency and similarity;~~

~~d. Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;~~

~~e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;~~

~~f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;~~

~~g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;~~

~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~

~~i. Employ estimation as a way of understanding measurement processes and units;~~

~~j. Complete error analysis through determination of the reliability of numbers obtained from measurement;~~

~~k. Understand and apply measurement conversion strategies;~~

- ~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~
- ~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~
- ~~n. Derive and explain formulas found in Euclidean geometry; and~~
- ~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

(62) In the subject area of functions and algebra, the candidate shall have the ability to:

- ~~a. Model and analyze change and rates of change in various contexts;~~
- ~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~
- ~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~
- ~~d. Represent information and solve problems using matrices;~~
- ~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~
- ~~f. Demonstrate knowledge of the historical development of algebra;~~
- ~~g. Generalize patterns and functions using recursive and explicit representations;~~
- ~~h. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~
- ~~i. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric;~~
- ~~ja. Understand and apply major concepts of:~~
  - ~~1. Linear algebra, including vector spaces and matrices; and~~
  - ~~2. Abstract algebra, including groups, rings, and fields;~~
- ~~kb. Connect major concepts of linear and abstract algebra to the complex number system and other mathematical structures; and~~
- ~~lc. Understand, identify, and apply arithmetic and geometric sequences, including partial sums of infinite arithmetic and geometric sequences, with connections to linear and exponential functions;~~



~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

- ~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~
- ~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~
- ~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~
- ~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~
- ~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~
- ~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~
- ~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~
- ~~h. Demonstrate knowledge of the historical development of probability and statistics;~~
- ~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~
- ~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

~~(8) In the subject area of calculus, the candidate shall have the ability to:~~

- ~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~
- ~~b. Use technology to explore and represent fundamental concepts of calculus;~~
- ~~c. Demonstrate knowledge of the historical development of calculus;~~
- ~~d. Understand and describe the connection of calculus to middle and high school mathematics topics;~~
- ~~ea. Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts including limits, continuity, differentiation, and integration; and~~
- ~~fb. Demonstrate an understanding of the basic concepts of multivariable calculus;~~

(9) In the subject area of discrete mathematics, the candidate shall:

~~a. Have the ability to:~~

- ~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and~~
- ~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b. Demonstrate a conceptual understanding of and procedural facilitation of the knowledge of the:~~

- ~~1. Historical development of discrete mathematics; and~~
- ~~2. Basic elements of discrete mathematics, including but not limited to:~~
  - ~~(i) 1. Graph theory;~~
  - ~~(ii) 2. Propositional logic;~~
  - ~~(iii) 3. Mathematical induction;~~
  - ~~(iv) 4. Recurrence relations;~~
  - ~~(v) 5. Finite differences;~~
  - ~~(vi) 6. Linear programming; and~~
  - ~~(vii) 7. Combinatorics.~~

Readopt with amendment Ed 612.17, effective 5/14/2010 (Doc #9175), to read as follows:

Ed 612.17 Mathematics – *Middle Level* for Grades 5-8.

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

~~(b) The *middle level* mathematics program for grades 5-8 shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences in the following areas: as outlined in Ed 507.25(c) and Ed 507.26.~~

~~(1) In the area of knowledge of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

- ~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem solving;~~
- ~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~

- ~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~
- ~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~
- ~~5. Emphasize connections within and between mathematics and other disciplines;~~
- ~~6. Incorporate:
  - ~~(i) Manipulatives, including, but not limited to:
    - ~~i. Pattern Blocks™;~~
    - ~~ii. Virtual manipulatives;~~
    - ~~iii. Geoboards; and~~
    - ~~iv. Algebra tiles; and~~~~
  - ~~(ii) Current technologies, including, but not limited to:
    - ~~i. Dynamic statistical and geometric programs;~~
    - ~~ii. Data collection devices; and~~
    - ~~iii. 21<sup>st</sup> century tools;~~~~~~
- ~~7. Model and nurture habits of minds within the context of mathematics; and~~
- ~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:
  - ~~(i) Scientific and graphing calculators;~~
  - ~~(ii) Computer based laboratory (CBL) units;~~
  - ~~(iii) The internet; and~~
  - ~~(iv) Computer software including the 4 areas of:
    - ~~i. Symbolic manipulators;~~
    - ~~ii. Dynamic geometry programs;~~
    - ~~iii. Spreadsheets; and~~
    - ~~iv. Statistical packages;~~~~~~
- ~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:
  - ~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~~~

~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~

~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

~~1. Learning mathematics content independently and collaboratively; and~~

~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

~~1. Apply and adapt a problem solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~

~~2. Use problem solving to develop one's own mathematical knowledge;~~

~~3. Reflect upon solutions and the problem solving process; and~~

~~4. Refine problem solving strategies, as needed;~~

~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~

~~1. Develop and evaluate mathematical conjectures;~~

~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~

~~3. Select and use various types of reasoning and methods of proof; and~~

~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~

~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~

~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~

- ~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~
- ~~3. Analyze and assess the mathematical thinking and strategies of others;~~
- ~~d. Create and use representations, including, but not limited to, the ability to:~~
  - ~~1. Illustrate learning progression from concrete to abstract representations;~~
  - ~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~
  - ~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~
  - ~~4. Develop and use models to explain mathematical concepts;~~
- ~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~
  - ~~1. Provide examples of how mathematics is practiced in various fields; and~~
  - ~~2. Build mathematical understanding by:~~
    - ~~(i) Identifying and applying connections among mathematical ideas; and~~
    - ~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline; and~~
- ~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~
  - ~~1. Learn mathematics independently;~~
  - ~~2. Exhibit a curiosity for mathematics;~~
  - ~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~
  - ~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~
  - ~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~
  - ~~6. Recognize that mathematics is the language of science and nature; and~~
  - ~~7. Recognize that mathematics is a tool for quantitative reasoning;~~
- ~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~
  - ~~a. Demonstrate appropriate strategies for helping students to:~~

- ~~1. Move from concrete to abstract representations of mathematical concepts; and~~
  - ~~2. Connect conceptual and procedural knowledge;~~
  - ~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~
  - ~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~
  - ~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~
- ~~(4) In the subject area of number and operations, the candidate shall have the ability to:~~
- ~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~
  - ~~b. Demonstrate knowledge of the historical development of number and number systems;~~
  - ~~c. Apply, explain, and justify concepts in number and number theory;~~
  - ~~d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;~~
  - ~~e. Demonstrate knowledge of concepts and applications of limits and infinity;~~
  - ~~f. Demonstrate a capacity to apply the concepts of proportional reasoning;~~
  - ~~g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;~~
  - ~~h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;~~
  - ~~i. Represent, use, and apply introductory concepts and properties of complex numbers;~~
  - ~~j. Identify and illustrate the mathematics that underlies the procedures used for operations involving real numbers and their subsets;~~
  - ~~k. Explain the distinctions among real numbers and their subsets with connection to field axioms; and~~
  - ~~l. Demonstrate a capacity to apply the concepts of exponents, including integer and rational, through modeling and applications;~~

~~(5) In the subject area of geometry and measurement, the candidate shall have the ability to:~~

- ~~a. Build and manipulate representations of 2 and 3 dimensional objects and perceive an object from different perspectives;~~
- ~~b. Analyze properties of and relationships among geometric shapes and structures;~~
- ~~c. Apply transformations with connections to congruency and similarity;~~
- ~~d. Demonstrate knowledge of non-Euclidean geometries and the historical development of the various geometries;~~
- ~~e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;~~
- ~~f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;~~
- ~~g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;~~
- ~~h. Demonstrate knowledge of the historical development of measurement and measurement systems;~~
- ~~i. Employ estimation as a way of understanding measurement processes and units;~~
- ~~j. Complete error analysis through determination of the reliability of numbers obtained from measurement;~~
- ~~k. Understand and apply measurement conversion strategies;~~
- ~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~
- ~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~
- ~~n. Derive and explain formulas found in Euclidean geometry; and~~
- ~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

~~(6) In the subject area of functions and algebra, the candidate shall have the ability to:~~

- ~~a. Model and analyze change and rates of change in various contexts;~~

- ~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~
- ~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~
- ~~d. Represent information and solve problems using matrices;~~
- ~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~
- ~~f. Demonstrate knowledge of the historical development of algebra;~~
- ~~g. Generalize patterns and functions using recursive and explicit representations;~~
- ~~h. Understand, identify, and apply arithmetic and geometric sequences;~~
- ~~i. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~
- ~~j. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric; and~~
- ~~k. Represent and analyze group and field properties of real numbers and other mathematical structures;~~

~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

- ~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~
- ~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~
- ~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~
- ~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~
- ~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~
- ~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~



~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~

~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

~~(8) In the subject area of calculus, the candidate shall have the ability to:~~

~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~

~~b. Use technology to explore and represent fundamental concepts of calculus;~~

~~c. Demonstrate knowledge of the historical development of calculus;~~

~~d. Understand and describe the connection of calculus to middle and high school mathematics topics; and~~

~~e. Demonstrate an understanding of basic calculus concepts including limits, continuity, differentiation, and integration; and~~

~~(9) In the subject area of discrete mathematics, the candidate shall:~~

~~a. Have the ability to:~~

~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real-world situations; and~~

~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b. Demonstrate:~~

~~1. Knowledge of the historical development of discrete mathematics; and~~

~~2. A conceptual understanding of the fundamental ideas of discrete mathematics, including but not limited to:~~

~~(i) Finite graphs;~~

~~(ii) Trees;~~

~~(iii) Networks;~~

~~(iv) Propositional logic; and~~

~~(v) Combinatorics.~~

Readopt with amendment Ed 612.18, effective 5/14/2010 (Doc #9175), to read as follows:

Ed 612.18 Secondary Mathematics – *Upper Level* For Grades 7-12.

(a) ~~In compliance with RSA 193-C:3, IV(f) and consistent with RSA 193-C:3, III, the teacher preparation program in secondary mathematics for grades 7-12 shall require the candidate to demonstrate competency in the area of secondary mathematics, including techniques for enhancing student learning and the use of assessment results to improve instruction.~~

(b) The *upper level* mathematics program for grades 7-12 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 Ed 507.25 and Ed 507.27*.~~in the following areas:~~

~~(1) In the area of pedagogy, the candidate shall have the ability to:~~

~~a. Plan and conduct units and lessons appropriate for the grade range which:~~

- ~~1. Enable students to construct new concepts through active participation in mathematical modeling, investigations, and problem solving;~~
- ~~2. Include multiple explanations and representations, including, but not limited to intuitive and formal arguments or proofs;~~
- ~~3. Incorporate literacy strategies that assist students in reading and understanding mathematics;~~
- ~~4. Provide opportunities for students to use written, oral, and other creative expressions to demonstrate their understanding of mathematical concepts to a variety of audiences;~~
- ~~5. Emphasize connections within and between mathematics and other disciplines;~~

~~6. Incorporate:~~

~~(i) Manipulatives, including, but not limited to:~~

- ~~i. Pattern Blocks<sup>TM</sup>;~~
- ~~ii. Virtual manipulatives;~~
- ~~iii. Geoboards; and~~
- ~~iv. Algebra tiles; and~~

~~(ii) Current technologies, including, but not limited to:~~

- ~~i. Dynamic statistical and geometric programs;~~
- ~~ii. Data collection devices; and~~
- ~~iii. 21<sup>st</sup>-century tools;~~

~~7. Model and nurture habits of minds within the context of mathematics; and~~

~~8. Use technology appropriately and effectively in the learning and teaching of mathematics, including, but not limited to:~~

- ~~(i) Scientific and graphing calculators;~~
- ~~(ii) Computer-based laboratory (CBL) units;~~
- ~~(iii) The internet; and~~
- ~~(iv) Computer software including the 4 areas of:~~
  - ~~i. Symbolic manipulators;~~
  - ~~ii. Dynamic geometry programs;~~
  - ~~iii. Spreadsheets; and~~
  - ~~iv. Statistical packages;~~

~~b. Apply an understanding of learning theories and styles to the teaching of mathematics appropriate for the grade range which articulate:~~

- ~~1. Why conceptual knowledge of mathematics is needed in conjunction with the teaching of procedures or algorithms; and~~
- ~~2. The role of teacher beliefs about mathematics and its effect on student learning;~~

~~c. Plan and conduct a variety of assessments and evaluations appropriate for the grade range that:~~

- ~~1. Diagnose students' preconceptions, misconceptions, and understandings of mathematics and continuously monitor students' understandings; and~~
- ~~2. Evaluate procedural and conceptual understanding, and interpret students' mathematical processes and communication skills; and~~

~~d. Demonstrate a capacity to appreciate and recognize the value of professional practices which include:~~

- ~~1. Learning mathematics content independently and collaboratively; and~~
- ~~2. Demonstrating knowledge of current state, national, and international research, standards, and recommendations regarding the teaching of the mathematics;~~

~~(2) In the area of knowledge of mathematical processes and habits of mind, the candidate shall have the ability to:~~

~~a. Use problem solving to investigate and understand increasingly complex mathematical content, including, but not limited to, the ability to:~~

- ~~1. Apply and adapt a problem-solving process using a variety of heuristics or strategies to solve problems that arise in mathematics and other contexts;~~
  - ~~2. Use problem-solving to develop one's own mathematical knowledge;~~
  - ~~3. Reflect upon solutions and the problem-solving process; and~~
  - ~~4. Refine problem-solving strategies, as needed;~~
- ~~b. Use mathematical reasoning and proof, including, but not limited to, the ability to:~~
- ~~1. Develop and evaluate mathematical conjectures;~~
  - ~~2. Construct and evaluate proofs and logical arguments to verify conjectures;~~
  - ~~3. Select and use various types of reasoning and methods of proof; and~~
  - ~~4. Demonstrate the capacity to articulate an understanding of how reasoning and proof are integral components of mathematics;~~
- ~~c. Communicate an understanding of mathematics, including, but not limited to, the ability to:~~
- ~~1. Demonstrate the capacity to communicate coherently about mathematics and mathematics education in both written and oral ways using appropriate mathematical language and notation;~~
  - ~~2. Interpret and explain mathematical ideas acquired through reading mathematics in professional publications; and~~
  - ~~3. Analyze and assess the mathematical thinking and strategies of others;~~
- ~~d. Create and use representations, including, but not limited to, the ability to:~~
- ~~1. Illustrate learning progression from concrete to abstract representations;~~
  - ~~2. Articulate how the use of formal language and notation increases in importance as mathematical concepts are developed in the mathematics curriculum;~~
  - ~~3. Select, apply, and translate among mathematical representations to investigate mathematical concepts and solve mathematical problems; and~~
  - ~~4. Develop and use models to explain mathematical concepts;~~
- ~~e. Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:~~
- ~~1. Provide examples of how mathematics is practiced in various fields; and~~
  - ~~2. Build mathematical understanding by~~
    - ~~(i) Identifying and applying connections among mathematical ideas; and~~

~~(ii) Showing how ideas build on one another across grade levels to form a coherent discipline;~~

~~f. Develop additional habits of the mind related to mathematics, including, but not limited to, the ability to:~~

- ~~1. Learn mathematics independently;~~
- ~~2. Exhibit a curiosity for mathematics;~~
- ~~3. Recognize that learning from mistakes is an essential component when working mathematically;~~
- ~~4. Recognize the power and value of estimation and mental computation when working mathematically;~~
- ~~5. Understand the value and power of strategic use of technology when solving mathematical problems;~~
- ~~6. Recognize that mathematics is the language of science and nature; and~~
- ~~7. Recognize that mathematics is a tool for quantitative reasoning;~~

~~(3) In the area of knowledge of the learner, including developmental and environmental characteristics appropriate for the grade range, the candidate shall have the ability to:~~

~~a. Demonstrate appropriate strategies for helping students to:~~

- ~~1. Move from concrete to abstract representations of mathematical concepts; and~~
- ~~2. Connect conceptual and procedural knowledge;~~

~~b. Communicate understanding of mathematics anxiety, including signs of it, issues related to it, and strategies to help students overcome it;~~

~~c. Recognize that poor attitudes about mathematics solidify in the middle school years so that teachers need to address the affective domain; and~~

~~d. Demonstrate knowledge of how exceptional students learn mathematics and strategies to use with exceptional students;~~

~~(4) In the subject area of number and operations, the candidate shall have the ability to:~~

~~a. Demonstrate a capacity to use models to explore and explain relationships, including magnitude, among fractions, decimals, percents, ratios, and proportions;~~

~~b. Demonstrate knowledge of the historical development of number and number systems;~~

~~c. Apply, explain, and justify concepts in number and number theory;~~

d. Demonstrate computational proficiency and fluency, including the use of a variety of algorithms, estimation strategies, and mental mathematics techniques to judge the reasonableness of answers or approximate solutions;

e. Demonstrate knowledge of concepts and applications of limits and infinity;

f. Demonstrate a capacity to apply the concepts of proportional reasoning;

g. Demonstrate a capacity to make sense of large and small numbers and use scientific notation in mathematical and scientific modeling;

h. Demonstrate a capacity to use physical materials and models to explore and explain the operations and properties of real and complex numbers with extensions to matrices and vectors;

i. Identify and illustrate the mathematics underlying the theory of groups, rings and fields and the relationships among them; and

j. Demonstrate a capacity to apply the concepts of integer and rational exponents through modeling and applications;

(5) In the subject area of geometry and measurement, the candidate shall have the ability to:

a. Build and manipulate representations of 2 and 3 dimensional objects and perceive an object from different perspectives;

b. Analyze properties of and relationships among geometric shapes and structures;

c. Apply transformations with connections to congruency and similarity;

d. Demonstrate knowledge of non Euclidean geometries and the historical development of the various geometries;

e. Connect the ideas of algebra and geometry through the use of coordinate geometry, graphing, vectors, and motion geometry;

f. Recognize measurement attributes and their effect on the choice of appropriate tools and units;

g. Apply strategies, techniques, tools and formulas to determine measurements and their application in a variety of contexts;

h. Demonstrate knowledge of the historical development of measurement and measurement systems;

i. Employ estimation as a way of understanding measurement processes and units;

j. Complete error analysis through determination of the reliability of numbers obtained from measurement;

- ~~k. Understand and apply measurement conversion strategies;~~
- ~~l. Apply geometric ideas and tools relating to the Pythagorean theorem, similar triangles, and trigonometry to solve problems;~~
- ~~m. Use constructions, models, and dynamic geometric software to explore geometric relationships;~~
- ~~n. Derive and explain formulas found in Euclidean geometry; and~~
- ~~o. Construct proofs using the axioms of Euclidean and non-Euclidean geometries;~~

~~(6) In the subject area of functions and algebra, the candidate shall have the ability to:~~

- ~~a. Model and analyze change and rates of change in various contexts;~~
- ~~b. Use mathematical models to understand, represent, and communicate quantitative relationships, including, but not limited to equality, equations, inequalities, and proportional relationships;~~
- ~~c. Explore, analyze, and generalize a wide variety of patterns and functions using multiple representations including tables, graphs, written word, and symbolic rules;~~
- ~~d. Represent information and solve problems using matrices;~~
- ~~e. Use graphing utilities and other technological tools to represent, explain, and explore algebraic ideas including functions, equations, and expressions;~~
- ~~f. Demonstrate knowledge of the historical development of algebra;~~
- ~~g. Generalize patterns and functions using recursive and explicit representations;~~
- ~~h. Articulate the meaning of functions and their inverse relationships, both formally and informally, with the use of concrete materials and graphing utilities;~~
- ~~i. Understand and compare the properties of classes of functions and their inverses, including exponential, polynomial, rational, step, absolute value, root, logarithmic, and periodic, including trigonometric;~~
- ~~j. Understand and apply major concepts of:~~
  - ~~1. Linear algebra, including vector spaces and matrices; and~~
  - ~~2. Abstract algebra, including groups, rings, and fields;~~
- ~~k. Connect major concepts of linear and abstract algebra to the complex number system and other mathematical structures; and~~

~~1. Understand, identify, and apply arithmetic and geometric sequences, including partial sums of infinite arithmetic and geometric sequences, with connections to linear and exponential functions;~~

~~(7) In the subject area of data, statistics, and probability, the candidate shall have the ability to:~~

~~a. Design investigations, collect data, display data in a variety of ways, and interpret data representations including bivariate data, conditional probability and geometric probability;~~

~~b. Use appropriate methods to estimate population characteristics, test conjectured relationships among variables, and analyze data;~~

~~c. Use appropriate statistical methods and technology to analyze data and describe shape, spread, and center;~~

~~d. Use both descriptive and inferential statistics to analyze data, make predictions, test hypotheses, and make decisions;~~

~~e. Draw conclusions involving uncertainty by using hands-on and computer-based simulations;~~

~~f. Apply probability concepts in identifying odds, fair games, mathematical expectation, and invalid conclusions;~~

~~g. Judge the validity of a statistical argument, including evaluating the sample from which the statistics were developed and identify misuses of statistics;~~

~~h. Demonstrate knowledge of the historical development of probability and statistics;~~

~~i. Determine and compare experimental, theoretical, and conditional probabilities; and~~

~~j. Use statistical models to explore the connections between statistics and probability including correlation, regression, and analysis of variance;~~

~~(8) In the subject area of calculus, the candidate shall have the ability to:~~

~~a. Use mathematical modeling and the concepts of calculus to represent and solve problems from real-world contexts;~~

~~b. Use technology to explore and represent fundamental concepts of calculus;~~

~~c. Demonstrate knowledge of the historical development of calculus;~~

~~d. Understand and describe the connection of calculus to middle and high school mathematics topics;~~



~~e. Demonstrate a conceptual understanding of and procedural facility with basic calculus concepts including limits, continuity, differentiation, and integration; and~~

~~f. Demonstrate an understanding of the basic concepts of multivariable calculus; and~~

~~(9) In the subject area of discrete mathematics, the candidate shall:~~

~~a. Have the ability to:~~

~~1. Apply the fundamental ideas of discrete mathematics in the formulation and solution of problems arising from real world situations; and~~

~~2. Use technology to solve problems involving the use of discrete structures; and~~

~~b. Demonstrate knowledge of the:~~

~~1. Historical development of discrete mathematics; and~~

~~2. Basic elements of discrete mathematics, including but not limited to:~~

~~(i) Graph theory;~~

~~(ii) Propositional logic;~~

~~(iii) Mathematical induction;~~

~~(iv) Recurrence relations;~~

~~(v) Finite differences;~~

~~(vi) Linear programming; and~~

~~(vii) Combinatorics.~~

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~~ **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~~ knowledge 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

<b>RULE</b>	<b>STATUTE</b>
Ed 507.35	RSA 186:11, X(a)

#### Appendix II

<b>Rule</b>	<b>Title</b>	<b>Obtain at</b>
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 <a href="https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf">https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf</a>

Readopt with amendment Ed 507.22, effective

Ed 507.22 ~~Education Technology Integrator~~**Digital Learning Specialist**. The following requirements shall apply to the certification of an ~~Education Technology Integrator~~ **digital learning specialist**:

(a) To be certified as an ~~Education Technology Integrator~~ **digital learning specialist**, the candidate shall have:

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

**(b) For candidates seeking a credential through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as digital learning specialists by reviewing evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs and artifacts of professional practice.**

~~(b)~~ The candidate shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience ~~in the following areas as a digital designer, digital learner, digital citizen, collaborative coach and visionary leader as follows:~~

~~(1) In the area of learning experiences and assessments, the ability to~~ **As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in their practice of teaching, learning and assessment by the ability to:**

a. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;

~~b. Manage digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technologies Programs~~ **Model and promote the use of adaptive and assistive technologies and other digital tools and resources to personalize and differentiate activities for all learners;**

~~c. Collaborate with other educators within the school and district to incorporate contemporary help design and implement the student digital tools and resources to maximize content learning in context~~ **portfolio processes and procedures as specified in Ed 306.42; and**

~~d. Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student~~ **Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding; and**

~~(2) In the area of facilitating and inspiring student learning and creativity, the ability to~~ **As a digital learner, continue to deepen knowledge and expertise with technological concepts and pedagogy as follows:**

- a. Use knowledge of digital tools and ~~technology applications~~ to ***model, promote, and*** facilitate experiences that advance ~~student learning~~***learner competency***, creativity, and innovation in both face-to-face and virtual environments;
  - b. Collaborate with other educators ~~within the school and district~~ to promote ***innovative and*** creative thinking ~~and inventiveness~~ using digital tools to engage ~~students~~ ***learners*** in real-world problem solving ~~and learning~~; ***and***
  - c. ~~Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding~~***Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards***; and
  - d. ~~Model collaborative knowledge construction to create more engaging learning experiences.~~
- (3) ~~In the area of modeling digital age work and learning, the ability to:~~
- a. ~~Manage and integrate all available and emerging digital tools within the school community;~~
  - b. ~~Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members; and~~
  - e. Illustrate how state and national standards are implemented within the curriculum.
- (4) ~~In the area of digital citizenship, the ability to~~***As a digital citizen, model responsible and safe participation in the digital world with the ability to:***
- a. ~~Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources~~***Model and promote safe, ethical, and legal practices related to digital tools and resources***;
  - b. ~~Provide instruction and m~~***Modeling and promote*** ~~to the school community regarding digital etiquette,~~ ***awareness of digital identity and privacy***, and responsible social interactions related to the use of ~~technology and information~~***digital tools and resources***;
  - c. ~~Promote and use digital tools and assistive technologies that provide equitable access for all school community members; and~~
  - d. ~~Facilitate access to digital age resources which promote cross cultural awareness and connections~~***Model and promote diversity, cultural understanding and global awareness using digital communication and collaborative tools and resources to interact locally and globally***; and



~~(54) In the area of professional growth and leadership, the ability to~~ ***As a collaborative coach, develop innovative professional learning opportunities and evaluate the impact on instructional practice and learner competencies with the ability to:***

- ~~a. Model and P~~ ***promote effective management and demonstrate effective use of digital tools and resources to support technology rich learning environments;***
- ~~b. Evaluate, adapt, and reflect on emerging–digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and professional literature~~ ***evidence-based innovative practices; and***
- ~~c. Demonstrate–Promote the role of digital media literacies to best equip young people learners to succeed in a globally interconnected, multicultural world;~~
- ~~d. Participate in developing policies, procedures, and budgets concerning digital resources; and~~
- ~~e. Provide collaborative leadership, in the areas listed in (b)(1) – (b)(5) above, to colleagues at all position levels.~~

***(5) As a visionary leader, promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to foster excellence and support transformational change throughout the instructional environment with the ability to:***

- a. Promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to support learning opportunities for all learners and educators;***
- b. Promote and participate in the planning, development, communication, implementation and evaluation of technology-infused strategic plans and adoption of new digital resources and tools at the district and school levels; and***
- c. Promote and participate in the implementation strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.***

Ed 612.19 ~~Education Technology Integrator~~ ***Digital Learning Specialist*** Program. An education technology integrator ***digital learning specialist*** program shall provide the teaching candidate with skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences ~~in the following areas:~~ ***as outlined in Ed 507.22(c).***

~~(a) In the area of learning experiences and assessments, the ability to:~~

- ~~(1) Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;~~
- ~~(2) Manage digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technologies Programs;~~

~~(3) Collaborate with other educators within the school and district to incorporate contemporary digital tools and resources to maximize content learning in context; and~~

~~(4) Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student.~~

~~———— (b) In the area of facilitating and inspiring student learning and creativity, the ability to:~~

~~(1) Use knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments;~~

~~(2) Collaborate with other educators within the school and district to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning;~~

~~(3) Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding; and~~

~~(4) Model collaborative knowledge construction to create more engaging learning experiences.~~

~~———— (c) In the area of modeling digital age work and learning, the ability to:~~

~~(1) Manage and integrate all available and emerging digital tools within the school community;~~

~~(2) Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members; and~~

~~(3) Illustrate how state and national standards are implemented within the curriculum.~~

~~———— (d) In the area of digital citizenship, the ability to:~~

~~(1) Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources;~~

~~(2) Provide instruction and modeling to the school community regarding digital etiquette and responsible social interactions related to the use of technology and information;~~

~~(3) Promote and use digital tools and assistive technologies that provide equitable access for all school community members; and~~

- ~~(4) Facilitate access to digital-age resources which promote cross-cultural awareness and connections.~~
- ~~—— (e) In the area of professional growth and leadership, the ability to:~~
- ~~(1) Promote and demonstrate effective use of digital tools and resources;~~
  - ~~(2) Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature;~~
  - ~~(3) Demonstrate the role of digital media literacies to best equip young people to succeed in a globally interconnected, multicultural world;~~
  - ~~(4) Participate in developing policies, procedures, and budgets concerning digital resources; and~~
  - ~~(5) Provide collaborative leadership, in the areas listed in (b)(1) — (b)(5) above, to colleagues at all position levels.~~

#### Appendix I

Rule	Statute
Ed 507.22	RSA 186:11, X(a)
Ed 612.19	RSA 186:11, X(c)

Readopt with amendment Ed 507.22, effective

Ed 507.22 ~~Education Technology Integrator~~**Digital Learning Specialist**. The following requirements shall apply to the certification of an ~~Education Technology Integrator~~ **digital learning specialist**:

(a) To be certified as an ~~Education Technology Integrator~~ **digital learning specialist**, the candidate shall have:

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

**(b) For candidates seeking a credential through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as digital learning specialists by reviewing evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs and artifacts of professional practice.**

~~(b)~~ The candidate shall have the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience ~~in the following areas as a digital designer, digital learner, digital citizen, collaborative coach and visionary leader as follows:~~

~~(1) In the area of learning experiences and assessments, the ability to~~ **As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in their practice of teaching, learning and assessment by the ability to:**

a. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;

~~b. Manage digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technologies Programs~~ **Model and promote the use of adaptive and assistive technologies and other digital tools and resources to personalize and differentiate activities for all learners;**

~~c. Collaborate with other educators within the school and district to incorporate contemporary help design and implement the student digital tools and resources to maximize content learning in context~~ **portfolio processes and procedures as specified in Ed 306.42; and**

~~d. Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student~~ **Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding; and**

~~(2) In the area of facilitating and inspiring student learning and creativity, the ability to~~ **As a digital learner, continue to deepen knowledge and expertise with technological concepts and pedagogy as follows:**

- a. Use knowledge of digital tools and ~~technology applications~~ to ***model, promote, and*** facilitate experiences that advance ~~student learning~~***learner competency***, creativity, and innovation in both face-to-face and virtual environments;
  - b. Collaborate with other educators ~~within the school and district~~ to promote ***innovative and*** creative thinking ~~and inventiveness~~ using digital tools to engage ~~students~~ ***learners*** in real-world problem solving ~~and learning~~; ***and***
  - c. ~~Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding~~***Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards***; and
  - d. ~~Model collaborative knowledge construction to create more engaging learning experiences.~~
- (3) ~~In the area of modeling digital age work and learning, the ability to:~~
- a. ~~Manage and integrate all available and emerging digital tools within the school community;~~
  - b. ~~Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members; and~~
  - e. Illustrate how state and national standards are implemented within the curriculum.
- (4) ~~In the area of digital citizenship, the ability to~~***As a digital citizen, model responsible and safe participation in the digital world with the ability to:***
- a. ~~Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources~~***Model and promote safe, ethical, and legal practices related to digital tools and resources***;
  - b. ~~Provide instruction and m~~***Modeling and promote*** ~~to the school community regarding digital etiquette,~~ ***awareness of digital identity and privacy***, and responsible social interactions related to the use of ~~technology and information~~***digital tools and resources***;
  - c. ~~Promote and use digital tools and assistive technologies that provide equitable access for all school community members; and~~
  - d. ~~Facilitate access to digital age resources which promote cross cultural awareness and connections~~***Model and promote diversity, cultural understanding and global awareness using digital communication and collaborative tools and resources to interact locally and globally***; and

~~(54) In the area of professional growth and leadership, the ability to~~ ***As a collaborative coach, develop innovative professional learning opportunities and evaluate the impact on instructional practice and learner competencies with the ability to:***

- ~~a. Model and P~~ ***promote effective management and demonstrate effective use of digital tools and resources to support technology rich learning environments;***
- ~~b. Evaluate, adapt, and reflect on emerging–digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and professional literature~~ ***evidence-based innovative practices; and***
- ~~c. Demonstrate–Promote the role of digital media literacies to best equip young people learners to succeed in a globally interconnected, multicultural world;~~
- ~~d. Participate in developing policies, procedures, and budgets concerning digital resources; and~~
- ~~e. Provide collaborative leadership, in the areas listed in (b)(1) – (b)(5) above, to colleagues at all position levels.~~

***(5) As a visionary leader, promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to foster excellence and support transformational change throughout the instructional environment with the ability to:***

- a. Promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to support learning opportunities for all learners and educators;***
- b. Promote and participate in the planning, development, communication, implementation and evaluation of technology-infused strategic plans and adoption of new digital resources and tools at the district and school levels; and***
- c. Promote and participate in the implementation strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.***

Ed 612.19 ~~Education Technology Integrator~~ ***Digital Learning Specialist*** Program. An education technology integrator ***digital learning specialist*** program shall provide the teaching candidate with skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences ~~in the following areas:~~ ***as outlined in Ed 507.22(c).***

~~(a) In the area of learning experiences and assessments, the ability to:~~

- ~~(1) Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;~~
- ~~(2) Manage digital portfolio processes and procedures as specified in Minimum Standards For School Approval, Ed 306.42, Information and Communication Technologies Programs;~~

~~(3) Collaborate with other educators within the school and district to incorporate contemporary digital tools and resources to maximize content learning in context; and~~

~~(4) Model the use of adaptive technologies and other digital resources to personalize and differentiate learning activities for every student.~~

~~———— (b) In the area of facilitating and inspiring student learning and creativity, the ability to:~~

~~(1) Use knowledge of digital tools and technology applications to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments;~~

~~(2) Collaborate with other educators within the school and district to promote creative thinking and inventiveness using digital tools to engage students in real-world problem solving and learning;~~

~~(3) Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding; and~~

~~(4) Model collaborative knowledge construction to create more engaging learning experiences.~~

~~———— (c) In the area of modeling digital age work and learning, the ability to:~~

~~(1) Manage and integrate all available and emerging digital tools within the school community;~~

~~(2) Provide instruction in and promote the use of digital tools for teaching, collaboration, and communication with students, parents, peers, and community members; and~~

~~(3) Illustrate how state and national standards are implemented within the curriculum.~~

~~———— (d) In the area of digital citizenship, the ability to:~~

~~(1) Demonstrate a comprehensive understanding of safe, ethical, and legal practices related to digital information and technology, including, but not limited to respect for copyright and intellectual property and practices relating to the appropriate documentation of sources;~~

~~(2) Provide instruction and modeling to the school community regarding digital etiquette and responsible social interactions related to the use of technology and information;~~

~~(3) Promote and use digital tools and assistive technologies that provide equitable access for all school community members; and~~

- ~~(4) Facilitate access to digital-age resources which promote cross-cultural awareness and connections.~~
- ~~—— (e) In the area of professional growth and leadership, the ability to:~~
- ~~(1) Promote and demonstrate effective use of digital tools and resources;~~
  - ~~(2) Evaluate, adapt, and reflect on emerging tools and trends by participating in local and global learning communities and by reviewing current research and professional literature;~~
  - ~~(3) Demonstrate the role of digital media literacies to best equip young people to succeed in a globally interconnected, multicultural world;~~
  - ~~(4) Participate in developing policies, procedures, and budgets concerning digital resources; and~~
  - ~~(5) Provide collaborative leadership, in the areas listed in (b)(1) — (b)(5) above, to colleagues at all position levels.~~

#### Appendix I

Rule	Statute
Ed 507.22	RSA 186:11, X(a)
Ed 612.19	RSA 186:11, X(c)



~~(b) The program shall provide an adequate and appropriate field-based experience of no fewer than 6 cases in a school setting below the senior high level other than one confined to children with disabilities, and with intensive step-by-step supervision by persons who hold a valid New Hampshire specialist in the assessment of intellectual functioning (SAIF) certification, or equivalent as determined by the current SAIF certification standards, and who are under contract to the training institution.~~

Note to Agency on Authority: JLCAR staff comments are based on the presumption that Ed 507.19 is in effect. It has come to JLCAR staff attention that Ed 507.19 may not have been properly filed with the JLCAR pursuant to RSA 541-A:23, I(b). It appears that in 2016, the last time Ed 507.19 went through the rulemaking process, it was the intent of the State Board of Education (Board) to change certain language in the section. The Board submitted a Conditional Approval Request which was received by JLCAR staff on September 13, 2016. (See attached). It was the language of this Conditional Approval Request which was approved by the JLCAR at its meeting on September 15, 2016 and confirmed on October 24, 2016 in the Board's Conditional Approval Response. Then in January of 2017, the Board appears to have made a mistake when adopting and filing Ed 507.19 because the version filed with OLS was the Final Proposal (See attached). text and not the Conditional Approval Request text which was approved by the JLCAR. OLS also made a mistake when it accepted Ed 507.19 because it was the wrong version. JLCAR staff does not hold a position as to the validity of Ed 507.19, but there could be an argument made to a court that these rules are not effective pursuant to RSA 541-A:23, I(b).

Readopt with amendment Ed 507.19, effective 1-26-17 (Doc #12089), to read as follows:

Ed 507.19 Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be certified as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

- (1) Hold a master's degree and a valid:
  - a. Certification from the department in education, school counseling, administration, or speech language specialist;
  - b. License as a psychologist from the New Hampshire board of psychologists;
  - c. License as an occupational therapist from the governing board of occupational therapists; or
  - d. License as a speech-language pathologist from the governing board of speech-language pathologists;
- (2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy, or occupational therapy; and
- (3) Either:
  - a. Have successfully completed a SAIF program approved by the state board of education; or
  - b. Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) To qualify as a SAIF, an individual shall have the following:

- (1) Knowledge of:
  - a. Relevant local, state, and federal laws, policies, regulations, and procedures pertaining to education;
  - ~~b. Expertise in the nature, uses, and limitations of a variety of psychological educational assessments;~~
  - eb.* General principles of learning and research-validated teaching strategies;
  - ~~ec.~~ Human development theory, including application to children in a school setting;
  - ed.* The learning characteristics of individuals with disabilities;
  - ~~f. Expertise in research-validated educational accommodations, modification, supports, and interventions;~~
  - ge.* Knowledge of statistics, research methods, and professional literature pertinent to the processes of assessment and program development;

~~h. Knowledge of~~ ~~†~~Those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in the National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(2) Competency and skill in:

- a. Developing professional interactions for the purpose of obtaining and communicating information;
- b. Consulting with staff members and parents regarding students' current and future needs;
- c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
- d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
- e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
- f. Integrating background information and assessment results into a description of how the child learns;
- g. Developing appropriate recommendations based upon assessments and best practices;
- h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness; ~~and~~
- i. Assisting the administration in planning and facilitating professional development and improvement efforts; ~~and~~

(3) *Expertise in:*

- a. The nature, uses, and limitations of a variety of psychological educational assessments; and*
- b. Research-validated educational accommodations, modification, supports, and interventions.*

Readopt with amendment Ed 614.08, effective 1-26-17 (Doc #12089), to read as follows:

Ed 614.08 Specialists in the Assessment of Intellectual Functioning. The program for specialists in the assessment of intellectual functioning shall provide the candidate with skills, competencies, ~~and~~ knowledge, *and expertise* outlined in Ed 507.19(b).

### Appendix I

Rule	Statute
Ed 507.19	RSA 21-N:9, II(s)
Ed 614.08	RSA 21-N:9, II(r)

### Appendix II

Rule	Title	Publisher; How to Obtain; Cost
Ed 507.19(b)(8) and Ed 614.08(a)(8)	NASP Principles of Professional Ethics (2010)	Go to <a href="https://www.nasponline.org/standards-and-certification/professional-ethics">https://www.nasponline.org/standards-and-certification/professional-ethics</a> No cost for PDF document  National Association of School Psychologists 4340 East West Highway, Suite 402 Bethesda, MD 20814  Phone: (301) 657-0270   Toll Free: (866) 331-NASP  Cost: Member Price: \$48.00; Nonmember Price: \$60.00



# THE FOUNDERS ACADEMY

VII, A

April 5, 2018

Mr. Frank Edelblut, Commissioner  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301-3494

**RE: Request for an Extension**

Dear Commissioner Edelblut:

I am writing to request an extension of The Founders Academy Public Charter School charter until the New Hampshire 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 on December 6, 2017.
- Annual report and renewal application completed and submitted to the Department of Education on March 15, 2018.
- Communicated with Jane Waterhouse, Charter School Administrator, on April 2, 2018 about our renewal in a meeting at the school.
- Our charter will expire on June 17, 2018.

Please let me know if you have any questions or require further information.

Sincerely,

Matt Mercier

Chairman, Board of Trustees

April 16, 2018

Mr. Frank Edelblut, Commissioner of Education  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3494

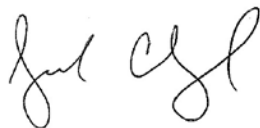
Dear Commissioner Edelblut,

I am writing to request an extension of Next Charter School'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 DOE on 8.25.17
- [Annual report](#) (year 4) submitted to DOE on 8.21.17
- Communicated with David Quigley, former Charter School Administrator in August-October, 2017
  - Preliminary visit to Next in September, 2017
  - Discussed renewal process
- Communicated with Michelle Gauthier, former Charter School Administrator in November-March, 2017
  - Inquired about new charter school administrator position
  - Reviewed components of renewal binder
  - Discussed scheduling of site visit
- Communicated with Jane Waterhouse, current Charter School Administrator in April, 2017
  - Discussed scheduling of possible site visit
  - Shared [renewal application materials](#)
- Next was authorized on June 20, 2012 but did not open for students until August of 2013. Next is completing its 5th (fifth) operational year this spring. Our current charter will expire at the end of the 2017-2018 school year.

I have attached links to each of the necessary documents related to the renewal process, however, I am happy to provide whatever other information you require.

Respectfully submitted,



Joe Crawford  
Director, Next Charter School

New Hampshire  
State Board of Education  
Minutes of the Thursday, April 12, 2018 Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education was convened at 9:10 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, Helen Honorow, Anne Lane, and Phil Nazzaro. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education, were also present.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Phil Nazzaro led the Pledge of Allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

There was no public comment.

#### **AGENDA ITEM IV. SPECIAL PRESENTATIONS**

##### **A. Teacher of the Year and Finalists**

Ms. Lori Kincaid, who coordinates the program for the Department of Education, provided a review of the yearlong selection and nomination process. This year there were 23 nominees and last week the list was reduced to 8 semifinalists. The committee will now visit schools to observe teachers in their classrooms and conduct interviews with students, teachers, and parents. Five finalists will be selected for national applications and will conduct presentations for the committee over the summer.

One of this year's finalists, Shauna Webber, kindergarten teacher at Smyth Road School in Manchester, thanked the State Board for the opportunity to be present today and shared her thoughts and experiences as well as what she feels have been positive aspects of being part of this process. At Ms. Chagnon's request, Ms. Webber explained her research and successful implementation of a flexible seating program in her classroom that involves individualization and encompasses the *whole child* concept.

Ms. Heidi Crumrine, the New Hampshire 2018 Teacher of the Year, was introduced to the State Board and shared her experiences from this year along with stories of two students that she felt represent the power and purpose



of the public school system. These students are both refugees who came to this country as young children from underdeveloped countries, speak multiple languages, have excelled, and she feels they are the epitome of the American dream their parents came to this country to find. She also discussed the heterogeneous grouping of students that allows individuality and the success with the reading programs where most reading is independent and student interest is high.

B. Academy for Science and Design Revised Charter

Ms. Jennifer Cava, Director for the Academy for Science and Design, introduced Mr. Peter Bewley, Board Chairman, and Ms. Kym Harmon, School Business Manager, and verified the State Board's receipt of the documents sent electronically. The Academy would like to make changes to the original 2007 charter and is seeking approval of these changes from the State Board.

One of the more significant changes is that the vision and mission now reflect the public part of charter school and makes it more representative of the value the school offers. The mission is the same but now places students in the center. Another change is an increase in the enrollment cap to 600. The intention of the increase is to maintain a higher student population over the next decade while having the flexibility for the Board of Trustees to set enrollment limits prior to each school year. The admissions process has also been

simplified so as to welcome and encourage a more diverse group of students to apply. The change to the academic program graduation requirements is to simply state five years of math and remove the reference to calculus. Calculus will still be offered but removing it specifically from the requirement allows for alternate math courses such as statistics, to be included in the five-year total.

A \$50,000 grant was received from Omron Foundation and that, coupled with fundraising, will build the New Hampshire Center for STEM Invention. A statewide competition is planned to reach students statewide and get them involved in answering questions about things that can be done to improve the state of New Hampshire. The URL "live free and design" has been created and the New Hampshire Division of Economic Development (NHDED) and the New Hampshire High Technology Council (NHHTC) are excited about this competition. The primary focus is on getting high school children into the center and connecting them with members of the NHHTC and businesses.

Ms. Chagnon applauded the school for their acknowledgement of the need for individualized paths for the students. She also congratulated them on their receipt of the 2017 National Blue Ribbon School award.

Chairman Cline commended them on the changes and stated they added more clarity.

Ms. Honorow stated she was delighted about the changes in admission requirements and is proud to represent the district. She inquired about outreach efforts to minority and/or low-income families. Ms. Cava responded that it is an area for growth and they have been in discussions with a Spanish teacher to help with outreach to families who might need help in understanding and interpreting information. Ms. Chagnon suggested going to their audience directly with the information (i.e., public housing facilities, etc.).

Ms. Honorow inquired about the budget and fundraising attached to parents. Ms. Cava stated at the beginning of the year families are asked for \$450 for the year or \$50 per month but it is not a requirement. There is an acknowledgement that not all parents can afford this. Approximately 50-60% contribute, some people volunteer to help and the rest support their child at home which is just as important. There are no financial barriers to admission; however, a lack of transportation can be a barrier.

**MOTION:** Cindy Chagnon made the following motion, seconded by Helen Honorow, that the State Board approve the revised charter for the Academy of Science and Design.

**VOTE:** The motion was approved by vote of the State Board with the Chairman and Sally Griffin abstaining.

C. Academy for Science and Design Renewal – Jennifer Cava, ASD,  
Director

There were no questions regarding the renewal application.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education renew the charter for the Academy of Science and Design.

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

D. Great Bay Charter School request to add grade six for the 2018-2019  
school year

Mr. Peter Stackhouse, Executive Director for Great Bay introduced himself to the State Board. The school is located in Exeter and has 147 students in grades 7 through 12. The school opened in January of 2005 and was originally chartered for Grades 8 through 10. Since that time, grades 7, 11, and 12 have been added. The request today is to add grade 6 in order to round out the middle school program, allowing a better transition option for students entering middle school. This will also get the school closer to the 170-student enrollment cap and help create a more sustainable program.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, that the State Board of Education approve the request for Great Bay Charter School to add grade six for the 2018-2019 school year.

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

E. Great Bay Charter School name change request

Mr. Stackhouse explained the official name is Great Bay E-Learning Charter School. It was proposed in 2004 to provide distance learning programs but e-learning is not an accurate depiction of the school for people who may be researching charter schools as an alternative.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education approve the name change from Great Bay E-learning Charter School to Great Bay Charter School.

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

**AGENDA ITEM V. OPEN BOARD DISCUSSIONS**

Ms. Honorow inquired as to plans for the State Board to hold one of its monthly meetings at a school. The Chairman and Ms. Adams will work on finding a school to hold the October 2018 meeting and a school for a spring 2019 meeting.

Ms. Chagnon asked about the yearly retreat. Ms. Adams provided the Board with samples of past retreat information. Everyone will submit topics for a retreat to Ms. Adams and the list will be compiled and discussed at the next meeting.

Ms. Chagnon stated that New Hampshire placed second and fourth in the nation for National Assessment of Educational Progress (NAEP) scores and noted the negativity of the accompanying story about gaps that remain. She felt, and Commissioner Edelblut agreed, that there should be a celebration of what was done right. Ms. Honorow asked Commissioner Edelblut what the Department was doing to assist school districts looking at their score information to focus better on their achievement gap. He agreed that work needs to be done to close the gap and the new assessment this year will allow educators to test their students on what they are being taught. He noted that next year, by contract, testing results will be received within 15 days. This more timely

feedback should provide educators with ideas of where to place the instructional focus to close the gaps.

Ms. Griffin expressed her concern about the lack of cooperation between public charter schools and traditional public schools. Ms. Honorow and Ms. Chagnon explained that it has gotten better over the years but there are ways to integrate them better and hopefully during the State Board retreat ideas can be developed to help facilitate and support the communication process.

#### **AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES**

##### **A. 1:00 to 1:30 PUBLIC HEARING – Professional Code of Conduct and Investigations (Ed 501)**

The Public Hearing opened at 1:00

- Ms. Nicole Heimarck, formerly of the Department of Education, now Director of Government Relations of the New Hampshire School Boards Association, provided the State Board with handouts of written testimony, a brief history of the charges of the Commissioner's Task Force on Educator Ethics, and introduced Taskforce members present. An addendum has also been provided containing highlighted changes and feedback the Taskforce feels is important for the State Board to take into

consideration prior to finalization. There is also a suggestion for a follow-up process at approximately 18 months after implementation. Other areas of observation and caution such as duplicate ongoing investigations have also been provided for the State Board's review and consideration.

- Dean Cascadden, Superintendent of SAU 67, urged the State Board to adopt both the Code of Ethics and Code of Conduct. He expressed his concerns regarding due process but also acknowledged that this is a work in progress and time will tell.
- Nate Greenberg, Interim Associate Executive Director of New Hampshire School Administrators Association (NHSAA), expressed support for all the work done by the Taskforce and strongly recommends the State Board approve both codes. He suggested that the proposed user guide be distributed to all teacher preparation program candidates making them aware of New Hampshire's requirements and expectations. Regarding the Code of Conduct, Ed 510.045(c) requiring reports of misconduct to Department of Health and Human Services and the Office of Credentialing, Mr. Greenberg offered the suggestion to change the reporting sequence to a principal or superintendent first. He also suggested a sequencing be put in place allowing superintendents to initiate an investigation.



- Esther Dickinson & Lauren Chadwick, staff attorneys from NEA New Hampshire, provided written testimony and documentation of changes, comments, and insights for the Code of Conduct. There were no additions on the Code of Ethics. They thanked everyone at Department of Education, Diana, Nicole, and Amanda who met with them to review the proposed changes. They feel clarity has been added in many places and the suggestions made speak for themselves. The bottom line was to tighten up language and point out duplicative items. No substantive changes were made.

The Public Hearing closed at 1:50 p.m.

B. 1:30 - 2:00 PUBLIC HEARING – Professional Education Requirements (Ed 505.07 and Ed 610.02 – "Guiding Principles: The code of Ethics for New Hampshire Educators"

The Public Hearing opened at 1:40 PM

- Ms. Nicole Heimarck stated the original charge of the Taskforce focused exclusively on ethics. The Taskforce realized through the two year process that there are distinct differences between ethics and conduct which is why both codes have been brought forward. The Code of Ethics was completed on November 10, 2017 and to-

date, there have been no changes or editing suggestions presented from any of the stakeholder groups. Part of the vetting process was Ms. Heimarck's outreach to Representative Ladd and Senator Reagan. Both are onboard and are eager to get the codes operationalized. Representative Ladd provided suggestions that were reviewed and incorporated by the Taskforce.

The Public Hearing closed at 2:18 PM.

C. Conditional Approval Response – Alternative Education and Career and Technical Education (Ed 3000)

Attorney Diana Fenton provided the State Board with background information. After the State Board's approval, it will be taken to the Office of Legislative Services for their approval and then returned today for the State Board for adoption. She noted that the rules expired and an interim rule has been in place. Mr. Eric Feldborg, State Director and Administrator for the Bureau of Career Development, explained the removal of conflicting language for the automotive programs that were missed during the repeal of the original law. Another change is for the robotics grant fund money to be disbursed in two parts rather than one payment.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approve Conditional Approval Response – Alternative Education and Career and Technical Education (Ed 3000).

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

D. Initial Proposal – Educational Interpreter/Transliterater for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)

The largest change in this proposal is to change the requirement of an associate's degree to a bachelor's degree. Chairman Cline expressed his concern and stated he conducted research into the standards of the national groups mentioned in the documentation and found no relationship to the ability to be a good interpreter and having a bachelor's degree.

Ms. Santana Thibideau, Administrator for the Bureau of Special Education, explained this was proposed by a legislative entity called the Deaf Commission, which created a subcommittee on education. This proposal was taken directly to the Professional Standards Board and was approved, and the Department was not brought into the process until the revision. Ms. Honorow stated it seems more like the Deaf Commission is looking to up the standards for

delivery of services. It was agreed that the State Board needed more information in order to proceed. It was requested that someone be available at the next meeting to provide additional information.

MOTION: Helen Honorow made the following motion, seconded by Phil Nazzaro that the State Board of Education table the Initial Proposal – Educational Interpreter/Transliterater for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36) until the May meeting.

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

E. Final Proposal – Special Education Aid (Ed 1128)

Bridget Brown from the Bureau of Special Education explained that this is a change in wording with the removal of the word “catastrophic”. There are no other changes to the process or the nature of the rule.

MOTION: Ann Lane made the following motion, seconded by Helen Honorow, that the State Board of Education approve the Final Proposal – Special Education Aid (Ed 1128).

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

F. Final Proposal – Highly Qualified Teacher and Core Academic Subjects (Ed 1102 and Ed 1113)

It was explained that these are the final proposals for these rules in response to the Every Student Succeeds Act (ESSA) and amendments to the Elementary and Secondary Education Act (ESEA). The term "highly qualified teacher" is no longer used and "core academic subjects" terminology has also been removed. This solves issues with federal government compliance.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane that the State Board of Education approve the Final Proposal – Highly Qualified Teacher and Core Academic Subjects (Ed 1102 and Ed 1113).

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

G. Adopt – Alternative Education and Career and Technical Education (Ed 1300)

The approval letter has been received from Office of Legislative Services (OLS) for the conditional approval response. Before the State Board is the adoption which includes editorial changes to address the requirements for auto and technology programs. In Ed 1306.02 language was struck and now points directly to the RSA so that any changes to the RSA will be incorporated in the rule.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approve the Conditional Approval Response for Ed 1300, Alternative Education and Career and Technical Education.

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

#### **AGENDA ITEM VII. REPORTS AND NEW DEPARTMENT BUSINESS**

##### **A. Virtual Learning Academy Charter School charter extension request**

Chairman Cline noted the charter expired due to a staffing issue with the Department of Education (NHDOE). Mr. Steve Kossakoski, CEO of Virtual Learning Academy was present to answer any questions. Commissioner Edelblut stated he has visited the school and is comfortable with recommending

the extension. The commissioner is recommending a year extension from November 21, 2017 to November 21, 2018. Ms. Honorow questioned whether the State Board has the authority to grant extensions. Commissioner Edelblut stated that because the State Board is the chartering body they are also the ones who could determine conditions and circumstances.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady that since the charter lapse was due to staffing issues at the Department of Education, the State Board of Education approves Virtual Learning Academy Charter School charter extension request from November 21, 2017 to November 21, 2018.

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

#### **AGENDA ITEM VIII. OLD BUSINESS**

There was no old business.

#### **AGENDA ITEM IX. CONSENT AGENDA**

A. Meeting Minutes of March 21, 2018

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the Meeting Minutes of March 21, 2018, as amended.

VOTE: The motion was approved by vote of the Board with the Chairman and Helen Honorow abstaining.

**AGENDA ITEM X. TABLED ITEMS**

There were no tabled items.

**AGENDA ITEM XI. NONPUBLIC SESSION**

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education to enter into nonpublic session.

VOTE: The motion was approved by roll call vote by board members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.



MOTION: Phil Nazzaro made the following motion, seconded by Cindy Chagnon, that the State Board of Education leave nonpublic session.

VOTE: The motion was approved by roll call vote by board members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

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

VOTE: The motion was approved by roll call vote by board members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

#### **AGENDA ITEM XII. ADJOURNMENT**

The meeting was adjourned at 2:20 PM

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane to adjourn the meeting.

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

---

Secretary

DRAFT

**SCHOOL ADMINISTRATIVE UNIT 58**  
**NORTHUMBERLAND – STRATFORD – STARK**  
15 Preble Street, Groveton, NH 03582  
Telephone (603) 636-1437  
Fax (603) 636-6102  
[www.sau58.org](http://www.sau58.org)

**RECEIVED**

APR 20 2018

STATE DEPARTMENT  
OF EDUCATION

Patricia J. Brown  
*Business Administrator*

Michael J. Kelley  
*Superintendent of Schools*

Shane Cloutier  
*Director of Technology*

April 16, 2018

Frank Edelblut, Commissioner  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Commissioner Edelblut:

At the recent March annual meetings in Northumberland and Stratford, the voters approved a 10-year tuition agreement between the Northumberland and Stratford School Districts that provide for Stratford students in grades 9-12 to be tuitioned to Groveton High School.

I am formally requesting the State Board of Education approve the agreed upon 10-year tuition agreement. I am enclosing two (2) signed copies of the agreement along with the annual meeting minutes from both Northumberland and Stratford.

Please contact me if you have any questions or need additional information.

Sincerely,



Michael J. Kelley  
Superintendent of Schools

cc: Barbara Loughman, Attorney  
File

**STRATFORD SCHOOL DISTRICT/NORTHUMBERLAND SCHOOL DISTRICT  
TUITION AGREEMENT 2018-2028**

**THIS AGREEMENT** entered into as of the 17th day of March, 2018, by and between the Stratford School District, located in the County of Coos and State of New Hampshire, and the Northumberland School District, located in Groveton in the County of Coos and said State of New Hampshire.

**WITNESSETH THAT**

**WHEREAS** said Stratford School District is desirous of having all of its students, grades 9 through 12 inclusive, continue to attend school in said Northumberland School District commencing with the start of school year 2018-2019 and ending the end of school year 2027-2028.

**WHEREAS** said Northumberland School District which maintains a high school approved by the Department of Education of the State of New Hampshire and is bound by the rules and regulations thereof, is willing to receive all of Stratford students in grades 9 through 12 and to afford them the complete course of instruction now given in its high school.

**NOW, THEREFORE**, in consideration of the promises and of the mutual covenants and agreements hereinafter set forth, it is mutually covenanted and agreed as follows:

- A. Except as provided in Paragraph B, the Stratford School District shall send/assign, and the Northumberland School District shall accept, all of Stratford students in grades 9 through 12, except those students placed out of District because of the unavailability in the Northumberland School District of programs suited to their needs and students in court ordered placements.
- B. To the extent permitted by law, the Stratford School District reserves the right to offer school choice and pay a portion of the tuition equal to the Northumberland rate as set forth below for students placed by their parents at other approved New Hampshire public schools. Any parent making such a placement shall be responsible for transportation and any tuition or other costs in excess of the Northumberland rate. Transportation will only be provided for students attending Groveton High School.
- C. Any parent intending to place a student at another approved public high school shall notify the Stratford School District and the Superintendent of School for SAU No. 58 in writing by June 1, 2018 for school year 2018-2019 and by February 1 preceding the

beginning of each school year for all subsequent years.

- D. The annual tuition rate exclusive of related services costs for special education students and students on 504 plans and transportation costs shall be the most recent Northumberland per pupil high school cost, transportation and capital costs excluded, as determined by the State Department of Education published prior to January 1 for the following school year. Three (3) tuition payments shall be made as follows:
- 1) On or before September 15, the Stratford School District shall pay 33% of the tuition to Northumberland School District being payment #1.
  - 2) On or before December 15, the Stratford School District shall pay 33% of the total tuition to Northumberland School District being payment #2.
  - 3) On or before March 15, the Stratford School District shall pay the remaining tuition to Northumberland School District being payment #3.

The SAU #58 Office Staff shall calculate the amount of each installment at the beginning of each of the three (3) payments periods. Student enrollment for purposes of calculating the three (3) payments shall be the total number of Stratford students in grades 9 through 12, in attendance at Groveton High School on the first day of each sixty day (60) period.

If a student enters or leaves the District because of a move by the family, during any calculation period, the tuition shall be prorated for actual enrollment. If a student chooses the school choice option for another approved public high school other than Groveton High School after the aforementioned notification dates and/or in the middle of a payment cycle, the Stratford School District will be responsible for tuition for at least one payment period. Such students shall be subject to the rules and regulations pertaining to all Groveton High School students.

- E. All Stratford students who have IEPs and who will be attending Groveton High School will be assigned a special education case manager at Groveton High School. The Special Education Director will continue to oversee the special education programs for all special education students. Students on a 504 will be assigned to the 504 Coordinator at Groveton High School. Additional costs for related services will be the responsibility of the Stratford School District.
- F. The Stratford School District shall be responsible for transportation of its students to and from Groveton.

- G. This agreement shall become effective upon signing by the two school districts boards and approval by the New Hampshire State Board of Education and shall remain in effect through the school year. This agreement was ratified in March 2018 by affirmative vote of each school district and the starting date of this ten (10) year renewal term is July 1, 2018 and ending June 30, 2028.
- H. The Northumberland School District agrees to own and operate a fully approved high school, consistent with the standards as defined by the New Hampshire Code of Administrative Rules, for the education of all students in grades 9 through 12 during the term of this agreement. Failure of the Northumberland School District to maintain a high school that meets the minimum standards for instruction is a material breach of this contract, and the Stratford School District may, if it chooses to do so, terminate this contract upon 60 days notice, or such greater notice as Stratford may provide.
- I. Joint meetings between the Northumberland School Board and the Stratford School Board will be held either during or after SAU meetings when requested by either of the two member school boards. The sending district will be advised of any improvement or changes in policies, curriculum, and other school programs and services, through an annual fall presentation by the Groveton High School principal to the Stratford School Board.
- J. This agreement may be extended for additional term(s) subject to State of NH Laws and the participating School District Boards' approval.
- K. This agreement may be amended by mutual agreement of the two school boards, subject to the approval of the New Hampshire State Board of Education.
- L. If at any point the Stratford School is closed by an act of the voters at a properly warned and executed school district meeting, both school districts agree to re-open the agreement for further negotiations.
- M. Any complaint by either party under this contract arising out of interpretation thereof, not resolved after a good faith effort by the parties, may be submitted by either party to the New Hampshire State Board of Education for a hearing and resolution. Each party reserves the right to appeal the decision of the State Board of Education.

IN WITNESS WHEREOF, the parties hereto, acting by their respective School Boards, have executed this agreement in duplicate by the Chairperson or other duly authorized officer thereof as the day and year first above written.

**STRATFORD SCHOOL DISTRICT**

Wayne Hall  
Wayne Hall, Chairperson

4-11-2018  
Date

**NORTHUMBERLAND SCHOOL DISTRICT**

William Everleth  
William Everleth, Chairperson

4-10-2018  
Date

**STATE OF NH, DEPARTMENT OF EDUCATION**

\_\_\_\_\_  
Commissioner

\_\_\_\_\_  
Date

**STRATFORD SCHOOL DISTRICT  
ANNUAL MEETING MINUTES**

Moderator Macdonald called the meeting to order at 6:01 pm.

To the inhabitants of the School District of Stratford qualified to vote in District affairs:

You are hereby notified to meet in the Stratford Public School Gymnasium in said District on Monday, March 12, 2018, at 6:00 o'clock in the evening to act upon the subjects hereinafter mentioned.

Article 1: To hear reports of agents, auditors, committees, or officers heretofore chosen and pass any vote relating thereto.

Motion to move the article as written made by Mike Lynch. Seconded by Bruce Blodgett. No discussion on the article. All in favor – Yes. Those opposed – None. Motion passes. Article carries.

Article 2: To set the salaries of school district officials:

School Board Chairman		\$450.00
School Board Members	2 @ \$400.00 each	\$800.00
Treasurer		\$850.00
Clerk		\$ 55.00
Moderator		\$ 55.00
Supervisors of the Checklist	3 @ \$25.00 each	\$ 75.00
Board Secretary	\$50.00/meeting	\$500.00
(Recommended by the School Board)		

Motion to move the article as written made by Mike Lynch. Seconded by Bruce Blodgett. Tim Brooks expressed these amounts aren't enough, they should be more and he appreciates all that they do. All in favor – Yes. Those opposed – None. Motion passes. Article carries.

Article 3: To see if the school district will vote to approve the cost items included in the collective bargaining agreement reached between the Stratford School Board and the Stratford Teachers' Association which calls for the following increases in salaries and benefits at the current staffing level:

Fiscal Year	Estimated Increase
2018-2019	\$15,001.00
2019-2020	\$13,751.00
2020-2021	\$12,501.00

and further to raise and appropriate \$15,001.00 for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels. (Recommended by the School Board)

Motion to move the article as written made by Wayne Hall. Seconded by Mike Lynch. Wayne Hall explained that this is based on the collective bargaining agreement between the Stratford School Board and the Stratford Teachers' Association. All in favor – Yes. Those opposed - None. Motion passes. Article carries.

Article 4: To see if the school district will vote to raise and appropriate the amount of \$70,000.00 for the purpose of building repairs for safety purposes. (Recommended by the School Board)



Motion to move the article as written made by Wayne Hall. Seconded by Mike Lynch. Mike Lynch explained that repairs are to the front entries which are used as emergency egresses. What has been done in the past have been temporary fixes. He invited Jeff Tirey, of Tirey Associates to speak about the details. Jeff explained that he was hired to assess and give recommendations. The project will consist of replacing the two sets of concrete steps and reusing the current wood columns, and replacement of a four granite window sills. The design will be the same. Project specifications were done and bid packets were prepared along with a walk through. One contractor showed and his bid came in where they anticipated the project would cost. Jeff asked if anyone had questions. Charles Goulet asked about reusing the wood columns. Jeff said they are focusing on preservation. He also mentioned the most projects are typically around; 25% materials and 75% labor. Mike Lynch explained the total project cost is \$140,000.00. This would consist of \$70,000.00 being expended from the trust fund and raising \$70,000.00 with this article. It was asked how much is currently in the maintenance trust fund. There is currently \$178,000.00 in the fund.

Tim Brooks motioned to amend the article to include verbiage for approval of the additional \$70,000.00 to be expended from the trust fund now so that we won't have to meet and vote on it later. Moderator Macdonald asked Tim to write the amendment out. The process of the withdrawal was explained that it would be done at a posted public hearing at a School Board meeting to notify the public of the withdrawal. That meeting won't be held until they are ready to start the project and that this project is for next fiscal year starting July 1<sup>st</sup>. Tim Brooks expressed his feeling that the article should have reflected the total cost of the project. Tim Brooks reluctantly withdrew his motion.

Charles Goulet asked if there was anything else coming up that is going to need repairs. Mike Lynch mentioned that eventually something will need to be done with the pavement, and the patched sewer lines. Ann Emerson asked about the amount that was in the paper and that this will again make her taxes go up back over \$10,000.00. Superintendent Mike Kelly said the amounts in the paper were not stated correctly. He said someone from the paper picked up a packet and didn't speak with anyone from the SAU Office for an explanation. Tim Brooks expressed that he is supportive of this and was just concerned about the wording. Mike Kelley said the article was approved by the DRA.

Business Manager, Patricia Brown stated the dollar amount in Article 6 could change if a motion was made and approved to amend it. Mike Lynch explained how they determine the amount and to which trust fund the money will be deposit into each year.

All in favor – Yes. Those opposed – None. Motion passes. Article carries.

Article 5: To see if the school district will vote to raise and appropriate the amount of \$2,194,162.00 for the support of schools, for the payment of salaries for the school district officials and agents, and for the payment for the statutory obligations of the district. This article does not include appropriations contained in special or individual articles addressed separately. (This amount does not include any other warrant articles) (Recommended by the School board)

Motion to move the article as written made by Wayne Hall. Seconded by Mike Lynch. Wayne Hall gave an overview of the overall amount, the tax rate, etc. as stated in the Annual Report. All in favor - Yes. Those opposed – None. Motion passes. Article carries.

Article 6: To see if the school district will vote to raise and appropriate the sum of \$70,000.00 to be added to the Maintenance Expendable Trust Fund previously established. This sum to come from June 30, 2018 fund balance available for transfer on July 1, 2018. No amount to be raised from taxation. (Recommended by School Board)

Motion to move the article as written made by Wayne Hall. Seconded by Bruce Blodgett.

A motion was made to amend the article to include the verbiage up to the sum of \$70,000.00 by Mike Lynch.

Article 6 (amended): To see if the school district will vote to raise and appropriate up to the sum of \$70,000.00 to be added to the Maintenance Expendable Trust Fund previously established. The sum to come from June 30, 2018 fund balance available for transfer on July 1, 2018. No amount to be raised from taxation.

Seconded by Wayne Hall. All in favor – Yes. Those opposed – None. Motion approved as amended.

No discussion on amended article. All in favor – Yes. Those opposed – None. Motion passes. Article carries.

Article 7: Shall the school district adopt a 10-year extension to the Northumberland and Stratford Tuition Agreement set forth in the Northumberland and Stratford Amended Tuition Agreement as proposed by the Northumberland and Stratford School Boards and on file with the district clerk? (Recommended by the School Board)

Motion to move the article as written made by Mike Lynch. Seconded by Bruce Blodgett. Mike Lynch explained that this would give students choice, but that Stratford School District would only pay up to the cost of that years tuition to Groveton High School. The parents would be responsible to pay the difference and provide their own transportation. He said there will be a process of when the student will have to sign up. The question was asked if it had to be a 10 year agreement. Mike Lynch said that Northumberland School District wouldn't do anything less than 10 years if school choice was being offered. Tim Brooks asked for clarification on this article compared to article 8 with the only difference being one year compared to a 10 year. Mike Lynch said this article could be amended to reflect choice. Tim expressed if things are leaning toward choice, why would we pigeon hole ourselves with a 10 year agreement.

Kyle Haley asked if Groveton has talked about becoming regional. The answer was no. Mike Lynch talked about when they did meet with Groveton previously; they didn't express any interest in having Groveton elementary here and the high school remaining in Groveton. There is collaboration between schools for CTE classes with WMRHS and Littleton.

Wayne Hall reminded everyone in attendance that this wouldn't cost the district any more, as parents would pay the difference and the transportation cost. Claire Martineau asked about Mike Lynch's previous statement with Groveton Elementary and the discussion about grades 3, 4, and 5. He said those grades are part of the elementary school and they weren't interested in discussing it.

Rick Serven asked if the agreement was a fixed cost. The answer was that it isn't and that it was based on the per pupil cost of what it would cost if the student was a Groveton resident which would change each year. Thomas "Otto" Whelan said his 10 year crystal ball was foggy and that he needed to vote against it.

A motion was made to amend the article to include the verbiage with school choice was made by Mike Lynch.

Article 7 (amended): Shall the school district adopt a 10-year extension to the Northumberland and Stratford Tuition Agreement set forth in the Northumberland and Stratford Amended Tuition

Agreement with school choice as proposed by the Northumberland and Stratford School Boards and on file with the district clerk?

Seconded by Wayne Hall. All in favor – Yes. Those opposed – Some. The l's have it. The motion passes as amended.

Chris Caron asked Mike Kelley what other schools are doing in regards to school choice. He said not many districts have school choice, they typically have a contract or agreement. There are a few that are new to it. It was discussed about Vermont compared to us and that there really is no comparison. Monroe, NH has always had choice and they pay up to the tuition cost for St. Johnsbury Academy. If a child went to Profile, they had to pay the difference and the cost of transportation. Chris felt that because we are using a lower tuition cost like Groveton's that people aren't going to use the school choice due to them being responsible for the difference of the cost. We are supposed to be doing this for the kids. Mike Lynch mentioned where the furthest south point that Columbia's bus picked up if your choice was to go to Colebrook. Tim Brooks spoke of Groveton accepting our kids for the same price as what their cost is for their own kids. He considered that as working collaboratively. Chris Caron sees us being a flag ship where there aren't many others with the passing of this. Kyle Haley asked how many kids go to Groveton. The budget is based on 23 for next year. Wayne Hall moved to take a vote on the amended article.

All in favor – Yes. Those opposed – Yes. A hand vote will be taken. Hand vote: All in favor – 11. Those opposed – 7. Motion passes. Amended article carries.

Article 8: Shall the school district adopt a 1-year extension to the Northumberland and Stratford Tuition Agreement set forth in the Northumberland and Stratford Amended Tuition Agreement as proposed by the Northumberland and Stratford School Boards and on file with the district clerk? (Recommended by the School Board)

Motion to pass over the article made by Wayne Hall. Seconded by Bruce Blodgett. If Northumberland School District doesn't approve the other then it will revert back to the one year. All in favor – Yes. Those opposed – None. Motion passes. Article passed over.

Article 9: To transact any other business that may lawfully come before said meeting.

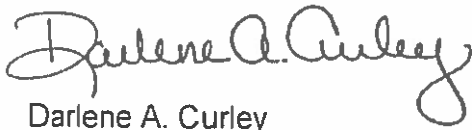
Motion to move the article as written made by Wayne Hall. Seconded by Mike Lynch.

Tim Brooks asked if the schools are doing anything on March 14<sup>th</sup> for school violence. Mike Kelly said each school is doing their own thing, except for elementary level. Tim Brook commended Sandy Adams on her and her staff. He also thanked the board and all other positions for their continued efforts.

Wayne Hall thanked Mike Lynch for his years of service. Moderator Macdonald asked if there was motion to adjourn the meeting. Motion was made by Bruce Blodgett. Seconded by Claire Martineau. All in favor – Yes. Those opposed – None. Motion passes.

Meeting adjourned at 7:17 pm.

Respectfully submitted,

  
Darlene A. Curley

**Northumberland School District  
Annual School Meeting  
March 17, 2018**

To the inhabitants of the School District of Northumberland, qualified to vote in District affairs:

You are hereby notified to meet in the Ryan Gymnasium of Groveton High School in said District on **Saturday, March 17, 2018**, at 9:00 o'clock in the morning to act upon the subjects hereinafter mentioned.

*The meeting was called to order by moderator, Keith Young at 9 am. Those present joined in the pledge of Allegiance to the United States of America. The school election results were announced to the public.*

1. To hear reports of agents, auditors, committees, or officers heretofore chosen and pass any vote relating thereto.

*Motion was made by Jessica Riendeau, seconded by James Weagle. No discussion. Article 1 passes.*

2. To set the salaries of School District officials:

School Board	5 @\$600.00 each	\$3,000.00
Treasurer		\$ 600.00
Clerk		\$ 50.00
Moderator		\$ 50.00
School Board Secretary	\$50.00/meeting	\$ 600.00
Supervisors of the Checklist	3 @\$30.00	\$ 90.00
(Recommended by the School Board)		

*Motion was made by Louise Collins, seconded by Glenn Cassady. No discussion. Article 2 passes.*

3. To see if the school district will vote to approve the cost items included in the collective bargaining agreement reached between the Northumberland School Board and the Groveton Support Staff Association, which calls for the following increases in salaries and benefits at the current staffing level:

Fiscal Year	Estimated Increase
2018-2019	\$7,728.00
2019-2020	\$5,776.00
2020-2021	\$5,888.00

and further to raise and appropriate \$7,728.00 for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels. (Recommended by the School Board)

*Motion was made by William Everleth, seconded by Glenn Cassady. Bill addressed the article explaining the \$19,392 three-year agreement. There was a \$ 92,105 savings because the support staff agreed to change health insurance*

*plans. That savings is estimated to be per year. Vote was then taken. One opposed. Motion carries. Article 3 passes.*

4. To see if the school district will vote to approve the cost items included in the collective bargaining agreement reached between the Northumberland School Board and the Groveton Teachers' Association, which calls for the following increases in salaries and benefits at the current staffing level:

Fiscal Year	Estimated Increase
2018-2019	\$38,828.00
2019-2020	\$49,555.00

and further to raise and appropriate \$38,828.00 for the current fiscal year, such sum representing the additional costs attributable to the increase in salaries and benefits required by the new agreement over those that would be paid at current staffing levels. (Recommended by the School Board)

*Motion was made by Jessica Riendeau, seconded by William Everleth. Bill addressed the article explaining the agreement. Year 1 - \$38,828.00 is a 2.6% increase, Year 2 is a 2.4% increase. Vote was then taken. One opposed. Motion carries. Article 4 passed.*

5. Shall the school district adopt a 10-year extension to the Northumberland and Stratford Tuition Agreement set forth in the Northumberland and Stratford Amended Tuition Agreement as proposed by the Northumberland and Stratford School Boards and on file with the district clerk? (Recommended by the School Board)

*Motion was made by Louise Collins, seconded by Jessica Riendeau. Jessica submitted an amendment to the article to add the words "with school choice", amendment was seconded by Louise Collins. Amendment passed. Discussion on amendment followed. The Stratford School passed the amended article. If a child chooses not to go to Northumberland, Stratford would still only pay the Northumberland rate and the remainder fall onto the parents. We have the lowest tuition rate of surrounding school districts. This would secure a 10-year agreement. Barb Wheelock questioned extra expenses of tuition students. Any tuition student that has extra expense, the extra expense goes back onto the sending district. Dave Auger questioned having to take the Stratford students. We currently take all their students. Mike Phillips asked about the tuition rates. We currently used the rates set by the DOE based on our cost per pupil, which are adjusted every year. If the article is not approved, we stand to lose over \$300,000 in tuition. Shirley Carney questioned the language of the agreement, and we were told that the agreement is very specific. Dave Auger told everyone to support it as it reduces our cost. The Article was put to a vote. Article 5 passed as amended.*

6. Shall the school district adopt a 1-year extension to the Northumberland and Stratford Tuition Agreement set forth in the Northumberland and Stratford Amended Tuition Agreement as proposed by the Northumberland and Stratford School Boards and on file with the district clerk? (Recommended by the School Board)

*Motion was made by William Everleth, seconded by James Weagle to pass over article 6. No discussion. Motion carries.*

7. To see if the school district will vote to raise and appropriate the amount of \$5,970,011.00 for the support of schools, for the payment of salaries for the school district officials and agents, and for the payment for the statutory obligations of the district. This article does not include appropriations contained in special or individual articles addressed separately.  
(Recommended by the School Board)

*Motion was made by William Everleth, seconded by Glenn Cassady. The article was addressed by Bill. The budget increase is \$8,720.00. The overall budget is actually down by \$ 4, 592 but we lost \$95,000.00 of state adequacy aide. We are slated to have 4 % reduction a year until it goes permanently away. Mike Phillips thanked the school board for their slide show presentation of the above articles. Barb Wheelock felt that we are missing a large amount of parents, possible voters and was wondering if notices went home with the children. Bill answered stating in the past parents had expressed concerns for "using the children for votes". However, Michael Kelley, superintendent, informed us that an ALL CALL went out as a reminder of the meeting. Nancy Merrow questioned the tax rate, which is estimated to be at \$21.44. A vote was then taken. Two opposed. Motion carries. Article 7 passes.*

8. To transact any other business that may lawfully come before said meeting.

*Motion was made by James Weagle, Seconded by Louise Collins. No other business was brought forward. Motion passes.*

Motion was made by William Everleth, Seconded by James Weagle to adjourn the meeting. Motion passes, meeting adjourned at 9:35am.

Respectfully submitted,



Kathy Wiles  
School Clerk



# City of Rochester School Department

**Mr. Michael Hopkins**  
 Superintendent of Schools  
 e-mail: [hopkins.m@rochesterschools.com](mailto:hopkins.m@rochesterschools.com)

**Mr. Kyle M. Repucci**  
 Assistant Superintendent of Schools  
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 Director of Student Services  
 e-mail: [allison.c@rochesterschools.com](mailto:allison.c@rochesterschools.com)

**Office of the Superintendent**  
 150 Wakefield Street  
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 Rochester, NH 03867-1348  
 (603) 332-3678  
 FAX: (603) 335-7367



April 13, 2018

Diana Fenton, Administrator  
 Office of Legislation and Hearings  
 New Hampshire Department of Education  
 101 Pleasant Street  
 Concord, NH 03301

Dear Diana,

Enclosed are three originals of the revised AREA Agreement between the Rochester School Department and the Wakefield School District. The amendment was approved by the Rochester City Council on April 3, 2018 and at the Wakefield School District Meeting on March 14, 2017.

Please be advised that we believe we have completed all steps required of the two communities under RSA 195A=14 including:

- Establishment and meeting of a School Plan Review Board composed of three members from each school board
- Submission to and approval by the New Hampshire Board of Education
- Proper posting and implementation of public hearings in both communities
- Consideration, at least day days after the public hearings, by the legislative bodies in both communities, with unanimous endorsement of both School Boards
- Submission to the New Hampshire Board of Education [this packet] for consideration at its next meeting.

We respectfully request that, upon approval by the Board, Commissioner Edelblut issue the required Certificate and sign all three Agreements contained herein.

We have included stamped, return envelopes and request that an original of the Certificate and one original of the Agreement, signed by Commissioner Edelblut, be returned to each Superintendent at your earliest convenience.

Yours truly,

Michael L. Hopkins  
 Superintendent

cc: Christine Tyrie, Wakefield School District

# **Rochester School Department/Wakefield School District AREA AGREEMENT**

## **ROCHESTER AREA SCHOOL Rochester, New Hampshire**

THIS AGREEMENT is entered into pursuant to Chapter 195-A of the New Hampshire Statutes Annotated, as amended, for the School District of Wakefield.

A. The name of the Authorized Regional Enrollment AREA School shall be the Rochester Area School, located in Rochester.

B. The Wakefield School District shall be the sending district, and the Rochester School District shall be the receiving district; and together they shall form the region which shall be served by the Rochester Area School. The receiving district shall be responsible for Grades 9-12.

C. The rate of tuition shall be determined annually and shall be the estimated cost of current expenses per high school student in average daily membership, as estimated, for the year immediately preceding that for which the charge is made. A rental charge of 2% shall be included in the tuition rate and shall be calculated in accordance with the provisions of RSA 194:27, based on the fair capacity of the Rochester Area School buildings. The tuition rate shall be estimated by the receiving district not later than December 31 of each year preceding the year the charge is made and the sending district shall be notified in writing at that time.

D. The initial date of operating responsibility shall be July 1, 1970. The amended AREA Agreement shall be effective July 1, 2018.

The school board of the sending district may, each year, approve attendance at, and pay tuition to, any school district other than the Rochester Area School for a total of not more than ten percent (10%) of the sending district's students in Grades 9-12. Said approvals may continue, at the discretion of the sending district school board, until graduation of approved students. The receiving district shall be notified of any such approval on or before June 1 prior to the school year in which said students would have entered the Rochester Area School. The school board of the sending district also may pay tuition for students requiring special education to attend an approved school providing such education. If the school board of the sending district has approved the maximum number of placements permitted above, additional students may be approved for such placement by mutual agreement of the superintendents of the sending school district and the receiving school district, if said placement is in the best interest of the students, in accordance with RSA 193:3.

E. The receiving district shall bill the sending district on a triannual basis and the sending district shall pay said tuition rate on a triannual basis not later than November 21, March 3, and June 16. The tuition for a student who attends a portion of the full school year shall be the product of the weekly rate and his average daily membership until April 1, after which time the full tuition rate will be charged.

F. There shall be annually at least two joint board meetings, (October and April) of the Wakefield and Rochester Area School Boards for the purpose of consultation and advice about any and all matters of joint interest.

G. The Rochester Area School shall give the sending district progress reports and attendance reports for all students enrolled under the provisions of this Written Plan.

It is understood that the same student regulations will apply to the students from the sending district as to those of the receiving district.


H. Any incentive aid, as provided under RSA 195-A:10, I and II, shall be credited to the sending




district of Wakefield in the amount made for the students from each district in the Area School according to the grade level in which they are enrolled.

I. The written plan may be amended by the several districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted: (1) at an annual school district meeting to the voters of the Wakefield School District, voting by ballot with the use of the check list after reasonable opportunity for debate in open meeting, and unless a majority of the voters of said district shall vote in favor of adopting such amendment, and (2) at a regular or special meeting of the Rochester City Council at which there shall be a reasonable opportunity for debate in open meeting, and unless a majority of the city council members shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except: (1) at an annual meeting of the Wakefield School District and unless the text of such amendment is included in an appropriate article in the warrant of such meeting, and (2) at a regular or special meeting of the Rochester City Council and unless the text of such amendment is included in an appropriate Resolution considered at such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such annual meeting or city council meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having general circulation in the area before such hearing.

**For the Rochester School Board**

  
\_\_\_\_\_  
Paul Lynch, Chair  
4/12/18  
\_\_\_\_\_  
Date  
Mike [Signature]  
\_\_\_\_\_  
Witness

**For the Wakefield School Board**

  
\_\_\_\_\_  
Bob Ouellette, Chair  
4/9/2018  
\_\_\_\_\_  
Date  
Christine [Signature]  
\_\_\_\_\_  
Witness

**For the New Hampshire Department of Education**

\_\_\_\_\_  
, Commissioner  
\_\_\_\_\_  
Date  
\_\_\_\_\_  
Witness

Town of Wakefield

Minutes of 2017 School District Deliberative Session

February 4, 2017

The School District Deliberative Session was held at Wakefield Opera House

The Preamble in the School District provides:

To the inhabitants of the School District in the Town of Wakefield, New Hampshire qualified to vote in District affairs: You are hereby notified of the following annual School District meeting schedule.

**First Session of Annual Meeting (Deliberative)**

You are hereby notified to meet at the Opera House of the Wakefield Town Hall in said District on Saturday, the 4th day of February 2017 at 9:00 AM, with no snow date scheduled. This session shall consist of explanation, discussion, and debate of warrant articles numbered 2 through 14. Warrant articles may be amended subject to the following limitations: (a) warrant articles whose wording is prescribed by law shall not be amended, (b) warrant articles that are amended shall be placed on the official ballot for a final vote on the main motion, as amended, and (c) no warrant article shall be amended to eliminate the subject matter of the article.

**Second Session of Annual Meeting (Official Ballot Voting)**

You are hereby notified to meet at the Town Hall Opera House, Wakefield, New Hampshire on Tuesday, March 14, 2017, between the hours of 8:00 AM and 7:00 PM to vote by official ballot on warrant articles numbered 1 through 14.

The Moderator, Dino Scala introduced himself opening the meeting at 9:03 Principal Gregoire from the Paul School led the Pledge of Allegiance. Liz Olympio did the invocation. Mr. Scala introduced the School District Clerk, Barbara Schnurbush, Superintendent Earl Sussman. Mr. Sussman introduced Principal Gregoire, Ms. Anne Kepler, and Mr. Williams and also Mr. Nathan Castle. Mr. Scala introduced members of the School Board, Norma Joy, Bonnie Cyr, Steve Brown, Relf Fogg and Robert Ouellette. Town

Attorney Rick Sager was introduced. The Moderator then outlined the rules of voting He gave instructions on the use of the voting cards and the yes/no ballots tear sheets for secret ballots, which were given to all registered voters as they entered the meeting. Mr. Jerry O'Connor then asked that members of the Budget Committee be introduced. . Dave Tibbetts, Connie Twombly, Carlene Stewart, Lisa Kimball, Howie Knight, Dave Mankus and Jerry O'Connor.

Moderator Scala then addressed the following articles:

**Article 1: Election of Officers (voting by official ballot March 14, 2017)**

To choose the following school district officers:

- a. to choose a Moderator for the ensuing year,
- b. to choose a Clerk for the ensuing year,
- c. to choose a Treasurer for the ensuing year,
- d. to choose a School Board member for the ensuing three years.

**Article 2: "Shall the Wakefield School District vote to approve the cost items included in the Collective Bargaining Agreement reached between the Wakefield School Board and the Wakefield Education Association - Teachers, which calls for the following increase in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:**

**Estimated Increase**

**Year 2017-18    \$57,550.17**

**Year 2018-19    \$71,869.17**

**And further to raise and appropriate the sum of fifty-seven thousand, five hundred fifty dollars and seventeen cents (\$57,550.17) for the upcoming fiscal year, 2017-2018 school year such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal school year?"**

The school board recommends this appropriation (3 - 2).

The budget committee recommends this appropriation (9 – 0).

Chair recognizes Norma Joy moves and it is 2nd by Bonnie Cyr. Moderator asked for explanation. Bonnie Cyr explains the article. Moderator asks if there are any questions. Moderator recognized Relf Fogg. Mr. Fogg asks that the tax payers reject this article based on that parts of the warrant were not discussed with the full board present. Jerry O'Connor asked if the school board had appointed any members to conduct the contract negotiations. Moderator Scala recognized Norma Joy. She states the Bob Ouellette and Bonnie Cyr handled the negotiations. Person in the audience asks for increase in the volume. Connie Twombly asked if the board had put out any papers about the warrant articles She was acknowledged and then handed the paperwork. Moderator then acknowledged Mr. Steve Brown. Mr. Brown wanted to know if this was just regarding insurance and not a pay raise outside of the steps.. Bonnie Cyr said yes there is a .3 and a .2 step raise included in the salaries. Mr. Brown thanked Ms. Cyr for the clarification.

Moderator asked if any other questions. None. Moved to article 3

Article 3: "Shall the Wakefield School District, if Article 2 is defeated, authorize the school board to call one special meeting, at its option, to address Article 2 costs only?" (Majority vote required.)

The school board recommends this article (3 - 0).

The budget committee recommends this article (7 - 1 - 1).

Norma Joy makes motion to move the article, second by Bonnie Cyr

Moderator recognizes Relf Fogg. Mr. Fogg asks that it be noticed that the vote is 3-0 and that 2 of the 5 members were not aware of and that the meeting was held after another budget discussion and that the meeting was not posted. Superintendent stated that Mr. Nathan Castle did post the meeting. Moderator acknowledges that the Principal and Superintendent say that the meeting was posted. Moderator also acknowledges that Mr. Fogg says there are a lot of 3-0 votes so everyone understands his side and the counter side. Mr. Fogg thanks the Moderator.

Article 4: "Shall the Wakefield School District vote to approve the cost items included in the Collective Bargaining Agreement reached between the Wakefield School Board and the Wakefield Paraprofessionals' Union NEA-NH, which calls for the following increase in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Estimated Increase

Year 2017-18 \$81,402.07

Year 2018-19 \$30,428.85

And further to raise and appropriate the sum of eighty-one thousand, four hundred two dollars and seven cents (\$81,402.07) for the upcoming fiscal year, 2017-2018 school year such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal school year?"

The school board recommends this appropriation (3 - 0).

The budget committee recommends this appropriation (8 - 1).

Chair recognizes Norma Joy, moves to pass, seconded by Bonnie Cyr.

Bonnie Cyr explains the article. Moderator acknowledges Mr. Fogg. Mr. Fogg asks if the proposed agreement addresses issues that were happening prior to the amendments which might not have been adhering to the contracts? Ms. Cyr asked for clarification. Mr. Fogg explained his question and Bonnie said it depends on each position and each staff member and that at her level she could not state if it was a remedy or not. She suggested the question be directed to Principal Gregoire. Mr. Gregoire stated that many teachers start prior to their contract hours and further stated that it might not be a remedy but a way to accommodate the students. Moderator acknowledges Mr. Brown. Mr. Brown wanted to know if any of this was part of a pay raise. Ms. Cyr replied that there are steps included. Mr. Brown asked if other than steps to which the reply was no.

Article 5: "Shall the Wakefield School District, if Article 4 is defeated, authorize the school board to call one special meeting, at its option, to address Article 4 costs only?" (Majority vote required.)

The school board recommends this article (3 - 0).

The budget committee recommends this article (7 - 1 - 1).

Norma Joy made motion to approve, seconded by Bonnie Cyr

Article 6: "Shall the Wakefield School District vote to raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling nine million, four hundred twenty-six thousand, eight hundred thirty-six dollars and seventy-three cents (\$9,426,836.73). Should this article be defeated, the default budget shall be nine million, five hundred nineteen thousand, forty-six dollars and sixty-three cents (\$9,519,046.63), which is the same as last year, with certain adjustments required by previous action of the Wakefield School District or by law; or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only?"

NOTE: Warrant article 6 (operating budget) does not include appropriations in any other warrant article. The total operating budget will be offset by federal grant revenues of three hundred twenty-nine thousand dollars (\$329,000) leaving a net budget amount of nine million, ninety-seven thousand, eight hundred thirty-six dollars and seventy-three cents (\$9,097,836.73) (RSA 32:5 III). The amount of \$329,000 will not be raised by taxation.

The school board recommends this appropriation (3 - 2).

The budget committee recommends this appropriation (7 - 0)??? check that is it 9

Bonnie Cyr explained the article.

Relf Fogg made motion to amend the article and reduce the budget by \$184,000 with \$144,000 coming from the Principals line and \$40,000 coming from the Transportation line. Moved and seconded. Moderator asks the Mr. Fogg put the amendment in writing before we bring it to a vote. While Mr. Fogg was writing amendments discussion followed explaining that they had discussed cuts before but it would essentially cut the Vice Principal at the school which she feels is a very important to the school and that we have always had a shared transportation coordinator with Milton SAU. If we keep it the same we will have excellent coordinator and be able to save money. Jerry O'Connor asked for clarification on the amount being reduced from the Principals budget. Moderator invited the principal to speak on this. Mr. Gregoire discussed the role of the Vice Principal and important work he does with the students as well as evaluations of teachers. Bonnie explained that this is a year of transition for our

school district and that change needs to be embraced. Connie shared that she felt that this needed to be discussed. Mr Brown asked for clarification regarding the normal standards that when there are 500 students a Vice Principal is required. Bonnie Cyr explained how the funds are spent and the 50/50 split. Discussion followed with Mr. O'Connor asking that questions be directed to Moderator and not any one board member. Relf Fogg went on to explain his position. Beth Seldin shared her thoughts regarding the Transportation Director being at the last school board meeting. Moderator explained that Tom Mix would count on one side for the votes and Phil Twombly would count the other. Sandy Cools stated that 37 people were checked in. Now 39 checked in. Connie asks Moderator to explain again what we are voting on. Moderator read Mr. Fogg's amendment. Amendments was defeated 34-4

Howie Knight made motion to reduce the budget by \$100,000 due the the decrease in the number of students and also students dropping out. Motion seconded . Discussion followed with questions regarding what if "history doesn't repeat itself" with students numbers being down. Relf asked how much was returned to the town last year. He believes it was \$168,000. Bonnie shared that she feels the board is comfortable in going by past history and the population. Dino explained Howie's amendment.

Follow up regarding money given back to the town...\$111,000 was given back to the town from the tuition line. Shirley Stevens shared her thoughts regarding taking money out of childrens' programs. Norma Joy shared information regarding the alternative programs available to students. Sandy Cools shared that there was an increase of 300 new voters. Lisa asked to move the question. Dino explained the amendment. Motion was approved 20-18

Article 7: "Shall the Wakefield School District vote to raise and appropriate the sum of forty-five thousand dollars (\$45,000) to be placed in an expendable trust fund previously established in 2001 for roof repair and replacement?"

Norma motion to approve, seconded by Bonnie

NOTE: This appropriation is for year 4 of a 5 year plan.

The school board recommends this appropriation (5 - 0).

The budget committee recommends this appropriation (9 - 0).

Article 8: "Shall the Wakefield School District vote to discontinue the expendable trust fund for the purpose of adding a parking lot on the purchased land on Gary Road at the Paul School created in 2014,

said funds with accumulated interest to date of withdrawal (approximately fifty-four thousand, one hundred eighty-five dollars, \$54,185) are to be transferred to the school district's general fund and used to offset next year's tax rate?" (Majority vote required).

The school board recommends (5 - 0).

The budget committee recommends (9 - 0).

Norma made motion to approve, seconded by Bonnie

Relf asked if the money goes back to the town to offset the tax rate and not into the school's General Fund. Jerry explained that at first it goes back to the schools General Fund, but at the end of the year it is moved to the town to offset the tax rate.

Article 9: "Shall the Wakefield School District vote to raise and appropriate the sum of twenty thousand dollars (\$20,000) to be placed in the Wakefield School Transportation Expendable Trust Fund established in 2000 for the purpose of obtaining vehicles and funding major repairs of vehicles needed for student transportation?"

Norma made motion to approve, seconded by Bonnie

Jerry noted that it should say "vote to raise and appropriate...."

Seconded by Relf

The school board recommends this appropriation (3 - 2).

The budget committee recommends this appropriation (9 - 0).

Article 10: "Shall the Wakefield School District vote to discontinue the capital reserve fund for the purpose of repair and replacement of the sprinkler system at the Paul School created in 2011 said funds with accumulated interest to date of withdrawal (approximately three thousand, five hundred seventy-four, \$3,574) are to be transferred to the school district's general fund and used to offset next year's tax rate?" (Majority vote required).



The school board recommends (5 - 0).

The budget committee recommends (9 - 0).

Norma made motion to approve, seconded by Bonnie

Dino acknowledged that Liz had question regarding the sprinkler system. Bonnie stated that at the present time it is installed and working.

Article 11: "Shall the School District adopt an amendment to paragraph D of the Rochester School Department and Wakefield School District AREA Agreement as proposed by the review committee and on file with the District Clerk? Yes/No" (simple majority vote required).

Note: Should the Wakefield School District, each year, approve attendance at, pay tuition to, any school district other than Rochester Area School for a total of not more than 10% of Wakefield's entire student population in grades 9-12, rather than 10% maximum in each grade level?

The school board recommends (5 - 0).

The budget committee recommends (9 - 0).

Norma made motion to approve, seconded by Bonnie

Norma explained the article

Article 12: "Shall the Wakefield School District vote to create a capital reserve fund under the provisions of RSA 35:1 to be known as the Building Repair, Maintenance, and Equipment for the new SAU for the purpose of repairing, maintaining, and purchasing equipment for the SAU office building, and to raise and appropriate the sum of up to twenty-eight thousand, five hundred dollars (\$28,500), said sum to be funded from the return of Wakefield's share of unencumbered fund balance (surplus) due to the

separation of Wakefield from SAU #64 which will be effective June 30, 2017 and to name the school board as agents to expend this fund?" This article will not result in additional taxation.

The school board recommends this appropriation (3 - 0).

The budget committee recommends this appropriation (9 - 0).

Norma made motion to approve, seconded by Bonnie

Dino asked for clarification

Bonnie explained the article

Article 13: "Shall the Wakefield School District vote to raise and appropriate the sum of fifty-eight thousand, four hundred dollars (\$58,400) for the purchase of two (2) laptop computer carts and fifty (50) laptop computers for the Paul School computer labs?"

The school board recommends this appropriation (3 - 2).

The budget committee recommends this appropriation (9 - 0).

Norma made motion to approve, seconded by Bonnie

Article 14: "Shall the Wakefield School District vote to raise and appropriate the sum of seventy-five thousand dollars (\$75,000) to be placed in the School Asbestos Abatement and Room Renovation Expendable Trust Fund established in 2011 for the purpose of asbestos abatement and room renovation?"

The school board recommends this appropriation (3 - 2).

The budget committee recommends this appropriation (7 - 2).

Norma made motion to approve, seconded by Bonnie

Dino questioned the 7-2 vote. Jerry explained that some thought it had already been finished and taken care of. Howie pointed out that it needs to say "vote and raise....." Seconded by Relf.

Jerry asked peoples opinion of holding the Deliberative Session at the Opera House. Dino suggested that next year it say that there not be a set time for Town Session but instead say it will immediately follow the school meeting.

Shirley Stevens husband commended the boards for doing a great job.

Debbie Rowan reminded people to check back in for the town meeting.

Motion made to end meeting, seconded

Meeting adjourned 10:11

A handwritten signature in black ink, appearing to read 'Barbara Schnurbush', with a stylized, flowing script.

Respectfully submitted,

Barbara Schnurbush

Rochester City Council Public Hearing  
March 20, 2018  
Council Chambers  
(Immediately following the Finance Committee Meeting)

**COUNCILORS PRESENT**

Councilor Abbott  
Councilor Bogan  
Councilor Gates  
Councilor Gray  
Councilor Hamann  
Councilor Hutchinson  
Councilor Keans  
Councilor Lauterborn  
Councilor Torr  
Councilor Walker  
Councilor Varney  
Mayor McCarley

**OTHERS PRESENT**

Daniel Fitzpatrick, City Manager  
Blaine Cox, Deputy City Manager  
Terence O'Rourke, City Attorney

**MINUTES**

**1. Call to Order**

Mayor Caroline McCarley called the Public Hearings to order at 7:00 PM and invited members of the public to come forward and speak. Deputy City Clerk Cassie Givara took a silent roll call. All Councilors were present except for Councilor Lachapelle, who was excused.

**2. Resolution Authorizing Supplemental Appropriation in the amount of \$6,500 for the Resurfacing Machine and Borrowing Authority Pursuant to RSA 33:9**

Mayor McCarley invited anyone who wished to speak to come forward. There was no discussion.

**3. Resolution Authorizing Supplemental Appropriation to the**

**Water Capital Improvements Plan Fund for the Water Treatment Plant (WTP) Low Lift Pump Station Upgrade Project and Borrowing Authority Pursuant to RSA 33:9 in the amount of \$111,823.00**

Mayor McCarley invited anyone who wished to speak to come forward. There was no discussion.

**4. School Department Request for Public Hearing – *Shall the Rochester City Council adopt the Rochester-Wakefield AREA Agreement as amended by the AREA Agreement Review Committee and approved by the New Hampshire State Board of Education on February 18, 2015?***

Mayor McCarley invited anyone who wished to speak to come forward. There was no discussion.

Mayor McCarley adjourned the City Council Public Hearing at 7:02 PM.

Respectfully Submitted,

Cassie Givara  
Deputy City Clerk.

**Regular City Council Meeting  
April 3, 2018  
Council Chambers  
7:00 PM**

**COUNCILORS PRESENT**

Councilor Abbott  
Councilor Bogan  
Councilor Gates  
Councilor Gray  
Councilor Hamann  
Councilor Hutchinson  
Councilor Hamann  
Councilor Keans  
Councilor Lachapelle  
Councilor Lauterborn  
Councilor Torr  
Councilor Walker  
Councilor Varney  
Mayor McCarley

**OTHERS PRESENT**

Daniel Fitzpatrick, City Manager  
Blaine Cox, Deputy City Manager  
City Attorney Terence O'Rourke  
Owen Friend-Gray, DPW

**Minutes**

**1. Call to Order**

Mayor McCarley called the Regular City Council meeting to order at 7:00 PM.

**2. Opening Prayer**

**2.1. AMVET Riders**

The AMVET Riders, offered the opening prayer.

**3. Presentation of the Colors**

**3.1. Pledge of Allegiance – AMVET Riders**

The AMVET Riders led the Pledge of Allegiance.

**4. Roll Call**

Kelly Walters, City Clerk, took the roll call. All City Councilors were

present.

## **5. Acceptance of Minutes**

### **5.1. March 6, 2018 – Regular City Council meeting (*motion to accept*)**

Councilor Walker **MOVED** to **ACCEPT** the Regular City Council meeting minutes of March 6, 2018. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## **6. Communications from the City Manager**

### **6.1. Employee of the Month Award**

City Manager Fitzpatrick announced that Owen Friend-Gray, Department of Public Works, has been selected to receive the Employee of the Month Award for April. The Planning Department nominated Mr. Friend-Gray.

### **6.2. City Manager's Report**

City Manager Fitzpatrick read the following report:

## **Contracts and Documents:**

### **• Department of Public Works**

- Notice of Award – Route 125 Bridge Guardrail and Approaches
- Cocheco Well wetland monitoring services- GZA GeoEnvironmental, Inc
- Final Survey – Dewey Street Bridge
- Landfill monitoring – Ransom Consulting – Additional Testing Services required by NHDES
- Uniform Rental & Cleaning – 2-year contract renewal G & K Services

### **• Economic & Community Development**

- Blue Oasis JOB Loan – mortgage release
- Environmental Review – CAP Weatherization
- Victims of Crime Act Assistance Grant – continuing grant application

### **• Information Technology**

- Exchange Service and Office Upgrade

- **Legal Department**
  - Tax Deeds – 70 Strafford Road, 39 Old Milton Road, 11 Bramer II
- **Police Department**
  - Highway Safety Grants
- **Planning Department**
  - RFP #18-20- Design Guidelines and RFP #18-20- Downtown Density Regulation Update – Award Contract – Bendon Adams
  - Release of Easement – 24 Stonewall Avenue

**Standard Reports:**

- **City Council Request & Inquiry Report - none**
- **Monthly Overnight Travel Summary - none**
- **Permission & Permits Issued**
- **Personnel Action Report Summary**

Councilor Keans question the bid awarded for the Route 125 Bridge Guardrail and Approaches. Peter Nourse, Director of City Services, replied that the final bid was \$98,672; the original bid was slightly higher \$127,672. He added that the project should start mid-April, 2018.

City Manager Fitzpatrick wished to set the record straight about the status of the Kelly's Gymnastic Building located in the downtown area. He mentioned at the *State of the City Address* that the Kelly's Gymnastic Building had been taken over by the City for non-payment of property taxes. This is not the case and the building is actively on the market at this time.

**6.3. Public Hearing Announcement (April 17, 2018):**

Mayor McCarley announced that the following Zoning petitions have been scheduled for April 17, 2018, prior to the Workshop meeting:

- **Amendment to Chapter 42 of the General Ordinances of the City of Rochester Regarding the Location and Boundaries of Zoning Districts and to Table 18-B, Permitted Uses**
- **Amendment to Chapter 42, Table 18-, Residential Uses of Chapter 42, and Chapter 43 of the General Ordinances of the City of Rochester Regarding Manufactured Housing Parks**



## **7. Communications from the Mayor**

### **7.1. Proclamation: Arbor Day**

Mayor McCarley presented the Arbor Day Proclamation to Peter Nourse, Director of City Services.

### **7.2. Employment Agreement and to Appoint Blaine M. Cox City Manager (*motion to approve*)**

Mayor McCarley stated that the City Council has reached a tentative agreement with Blaine Cox, Deputy City Manager, to be appointed as the next City Manager. A vote to affirm is in order. Councilor Lachapelle **MOVED** to **APPROVE** the agreement. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley and the City Manager expressed confidence in the City Council's decision to promote the Deputy City Manager.

Councilor Keans questioned if the City Council would have a goal setting session with Blaine Cox. Mayor McCarley replied yes; however, the review of the goals set would not be held until September of 2019.

## **8. Presentations of Petitions and Council Correspondence**

### **8.1. Petition: Request for Amendment to the Zoning Ordinances – Section 42.29 (m) (6) Development and Construction Signs (*motion to accept or deny the petition; if the petition is accepted the matter shall be referred to the Legal Department and to the Planning Board*)**

Councilor Lauterborn **MOVED** to **ACCEPT** the petition and refer the matter to the Legal Department and to the Planning Board. Councilor Bogan seconded the motion. Councilor Varney questioned how many signs would be approved per development. It was determined that the petition is seeking two "signs" per development. If the City Council accepts the petition this evening the details of the petition would be reviewed by the Planning Board. The City Council would have time to review the recommendation from the Planning Board prior to being asked to adopting this Zoning Petition. The **MOTION CARRIED** by a unanimous voice vote.

## **9. Nominations, Appointments, Resignations, and Elections**

No discussion.

## **10. Reports of Committees**

### **10.1. Appointments Committee**

#### **10.1.1. Appointment: Glenn Watt, Rochester Arts & Culture Commission, Term to Expire 7/01/2020**

Mayor McCarley nominated Glenn Watt, business owner, to be appointed as a Regular Member to the Rochester Arts & Culture Commission, with a term to expire on 7/1/2020. Councilor Walker seconded the nomination. Councilor Walker **MOVED** that the Clerk cast one ballot for Mr. Watt. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

#### **10.1.2. Re-Appointment: Merry Lineweber, Conservation Commission, Term to Expire on 01/02/2021**

Mayor McCarley nominated Merry Lineweber, resident, to be re-appointed as a Regular Member to the Conservation Commission, with a term to expire on 01/02/2021. Councilor Walker seconded the nomination. Councilor Walker **MOVED** that the Clerk cast one ballot for Ms. Lineweber. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

#### **10.1.3. Re-Appointment: Amy Marie Regan, Arts & Culture Commission, Term to Expire on 07/01/2020**

Mayor McCarley nominated Amy Marie Regan, resident, to be re-appointed as a Regular Member to the Rochester Arts & Culture Commission, with a term to expire on 7/1/2020. Councilor Walker seconded the nomination. Councilor Walker **MOVED** that the Clerk cast one ballot for Ms. Regan. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

#### **10.1.4. Re-Appointment: Shawn Libby, Utility Advisory Board, Term to Expire 1/02/2021**

Mayor McCarley nominated Shawn Libby, resident (*Chair of the Utility Advisory Board*), to be reappointed as a Regular Member to the Utility Advisory Board, with a term to expire on 01/2/2021. Councilor Walker seconded the nomination. Councilor Walker **MOVED** that the Clerk cast one ballot for Mr. Libby. Councilor Bogan seconded the motion. The

**MOTION CARRIED** by a unanimous voice vote.

A discussion ensued about the way in which the City Council votes for the Appointment Committee's recommendations. Councilor Keans gave a brief history of elected officials using a "secret ballot" vote. She requested that the City Attorney provide an explanation about why the City Council is back to using the method of the "Clerk cast one ballot".

## **10.2. Codes and Ordinances Committee**

### **10.2.1. Amendment to City Council Rules of Order: *Committee Recommendation: Section 4.12 Ordinances and Resolutions ... except those placed on the Agenda by the Mayor which have already been examined and approved in form by the City Manager, City Attorney, City Clerk, and Finance Director (motion to approve)***

Councilor Lachapelle **MOVED** to **APPROVE** the Amendment to the City Council Rules of Order. Councilor Hamann seconded the motion.

Councilor Keans spoke against the motion. She said this action would have unintended consequences. Councilor Varney said that the City Council moves to suspend the rules to read the "resolution for a second time"; however, at the same time the City Council suspends the rules to read any amendment/resolution "by title only." Councilor Lauterborn **MOVED** the Committee recommendation for the Rules of Order Section 4.12 to the City Council Workshop for a discussion (and to the May Regular City Council meeting for action.) The **MOTION CARRIED** by a unanimous voice vote.

Councilor Lachapelle announced that the April 5, 2018 Codes and Ordinances Committee meeting has been postponed until May 3, 2018 at 6:00 PM in the City Council Chambers.

## **10.3. Community Development Committee**

### **10.3.1. *AB 102 – Committee Recommendation: Application to the National Fitness Court Campaign (motion to approve)***

Councilor Lauterborn reviewed the Committee report. She said the Economic Development Department had presented a proposal about applying for a National Fitness Court Campaign Grant. This is a proposed CIP project for fiscal year 2019. Councilor Lauterborn **MOVED** to

**APPROVE** the Committee recommendation as shown above. Councilor Bogan seconded the motion. Karen Pollard, Economic Development Manager, gave a description of what the Fitness Court would entail. The City Council briefly discussed the matter. The **MOTION CARRIED** by a unanimous voice vote.

**10.3.2. AB 103 Committee Recommendation:  
Resolution Regarding an Independence Day  
Festival in Partnership with Rochester Main  
Street (*first reading and consideration for  
adoption*)**

Councilor Lauterborn said Rochester Main Street presented the idea of holding an Independence Day Festival in the downtown area, which would include a fireworks show. The location for setting off the fireworks is yet to be determined. Councilor Lauterborn **MOVED** to read the resolution for the first time by title only. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution for the first time by title only as follows:

**Resolution Regarding an Independence Day Festival in  
Partnership with Rochester Main Street**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY OF ROCHESTER, AS FOLLOWS:**

**WHEREAS**, that the City of Rochester desires to host an Independence Day celebration including fireworks display;

**FURTHER**, that Rochester Main Street desires to enter into a partnership with the City of Rochester to host an Independence Day festival;

**FURTHER**, that Rochester Main Street has requested the City to contribute Ten Thousand Dollars (\$10,000) to cover costs associated with the festival;

**THEREFORE**, the City Manager is directed to allocate the sum of Ten Thousand Dollars (\$10,000) from the FY 2017-2018 General Fund city budget to be used for the Independence Day festival;

**FURTHER**, that the City Manager is authorized to enter into any necessary contracts or other agreements for the City of Rochester to partner with Rochester Main Street to host the Independence Day festival; and

**FURTHER**, to the extent not otherwise provided for in this Resolution, the

Finance Director is hereby authorized to designate and/or establish such accounts and/or account numbers as necessary to implement the transactions contemplated by this Resolution. **CC FY 18 04-03 AB 103**

Councilor Lauterborn **MOVED** to **ADOPT** the resolution. Councilor Lachapelle seconded the motion.

City Manager Fitzpatrick said there would be a good chance the Spaulding High School athletic field may be the location chosen to set off the fireworks display. Councilor Hamann said that location would interfere with the athletic programs at the High School. Councilor Keans agreed but stated that the care of the athletic field was more of a concern. Mayor McCarley recalled that past events, such as the Lilac City Fun Day had been held in that location and the City always cleaned up after each event. City Manager Fitzpatrick said the resolution could be adopted with the notion "if details could be worked out". Mayor McCarley called for a vote on the motion. The **MOTION CARRIED** by a unanimous voice vote.

Councilor Lauterborn stated that the Community Development Committee for April has been canceled.

#### **10.4. Finance Committee**

Mayor McCarley stated that the discussion about the "All Veterans Tax Credit" had been postponed because the resident who requested the discussion was not available for the Finance Committee meeting. This will be discussed at the April 10, 2018, Finance Committee.

##### **10.4.1. Committee Recommendation: That the Recreation Department be Authorized to Proceed with Summer 2018 Hiring in Advance of Receiving Approval of the Fiscal Year 2019 Recreation Department Budget (*motion to approve*)**

Mayor McCarley **MOVED** to **APPROVE** the Committee's recommendation as stated above 10.4.1. Councilor Walkers seconded the motion. The **MOTION CARRIED** by unanimous voice vote.

##### **10.4.2. Acceptance of the City Manager's Recommendation to the IT Technician Position Classification**

Mayor McCarley **MOVED** to **APPROVE** the Committee's recommendation as stated above 10.4.2. Councilor Walkers seconded the motion. The **MOTION CARRIED** by unanimous voice vote.

#### **10.4.3. Acceptance of the City Manager's Recommendation to the Systems Administrator Position Classification**

Mayor McCarley **MOVED** to **APPROVE** the Committee's recommendation as stated above 10.4.3. Councilor Walker seconded the motion. The **MOTION CARRIED** by unanimous voice vote.

#### **10.5. Joint Building Committee**

Councilor Varney gave a brief report about the Committee meeting and stated that the CTE project is on "schedule" as planned.

#### **10.6. Public Safety Committee**

##### **10.6.1. Committee Recommendation – To add a Streetlight on Eastern Avenue on Pole 840/7 (motion to approve)**

Councilor Walker **MOVED** to **APPROVE** the Committee's recommendation as outlined above (10.6.1). Councilor Hutchinson seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

##### **10.6.2. Committee Recommendation – To deny the request to place a "speed limit" sign on Airport Drive (motion to approve)**

Councilor Walker **MOVED** to **DENY** the Committee's recommendation as outlined above (10.6.2). Councilor Hutchinson seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

##### **10.6.3. Committee Recommendation – To approve four recommendations for the downtown crosswalks and striping from Rochester Main Street (motion to approve)**

Councilor Walker **MOVED** to **APPROVE** the Committee's recommendation as outlined above (10.6.3). Councilor Hutchinson seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

##### **10.6.4. Committee Recommendation – To deny the request for a "Stop" or "yield" sign on corner of**

### **Granite Street (*motion to approve*)**

Councilor Walker **MOVED** to **DENY** the Committee's recommendation as outlined above (10.6.4). Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

### **10.6.5. Committee Recommendation – To deny the request for 30 mph speed limit signs in the area of Hancock and Common Streets (*motion to approve*)**

Councilor Walker **MOVED** to **DENY** the Committee's recommendation as outlined above (10.6.5). Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

### **10.6.6. Committee Recommendation – To deny the request for a School Zone Sign with Times Posted on Portland Street near the East Rochester School (*motion to approve*)**

Councilor Walker **MOVED** to **DENY** the Committee's recommendation as outlined above (10.6.6). Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

### **10.6.7. Presentation: Downtown Striping Plan**

Michael Bezanson, City Engineer, gave a detailed presentation about the options to choose for the Downtown Striping Plan. The City Council discussed the two options. Councilor Walker **MOVED** to **APPROVE** Option B, including the following stipulations:

1. To move a mid-block crosswalk on North Main Street near the bridge and municipal parking lot.
2. To move a mid-block crosswalk on Union Street.
3. Striping to be parallel rather than angled parking spaces.
4. Striping bike lanes and painting sharrow symbols throughout the downtown area.

Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a majority voice vote. *The limits of this downtown re-striping effort are*

*Wakefield Street from Parson Main to Columbus, Union Street, North Main Street from the bridge to Parson Main, and South Main Street from Parson Main to Portland Street.*

Councilor Walker **MOVED** to direct City staff to install brick stamped crosswalks in the same downtown area. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## **10.7. Public Works and Building Committee**

### **10.7.1. Committee Recommendation - Submission of a Pre-Approval letter to be sent to the State of NH DES subsurface Division requesting pre-approval status on septic systems for the City of Rochester (*motion to accept*)**

Councilor Varney **MOVED** to **APPROVE** the request outlined in 10.7.1. Councilor Torr seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## **11. Old Business**

### **11.1. Easement & Warranty Deed for the Norway Plains Phase II Road Acceptance Project (Norway Plains Road, Rangeway Drive, Lantern Lane, Winch Way, and Millers Farm Road) (*motion to approve*)**

Councilor Lachapelle **MOVED** to **ACCEPT** the Easement and Warranty Deeds as outlined in 11.1. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

### **11.2. Rochester/Wakefield AREA Agreement (*motion to approve*)**

Councilor Walker **MOVED** to **ACCEPT** the Rochester/Wakefield AREA Agreement. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## **12. Consent Calendar**

### **12.1. AB 105 Resolution Deauthorizing Funding for the Department of Justice Ballistic Vest Grant in the Amount of \$1,731.94 (*first reading, second reading, and adoption*)**

Councilor Walker **MOVED** to **APPROVE** the Consent Calendar as



submitted. Councilor Lachapelle seconded the motion. The MOTION CARRIED by a unanimous voice vote.

**Resolution Deauthorizing Funding for the Department of Justice  
Ballistic Vest Grant in the Amount of \$1,731.94**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY  
OF ROCHESTER:**

That One Thousand Seven Hundred Thirty One and 94/100 Dollars (\$1,731.94) of previously appropriated funding from the fiscal year 2015-2016 Police Department budget for the so-called Department of Justice Ballistic Vest Grant, account # 61142010-561010-16565, is deauthorized as the grant has expired and the funds are no longer available. The amount of One Thousand Seven Hundred Thirty One and 94/100 Dollars (\$1,734.94) shall not be sought as reimbursement from the Department of Justice Ballistic Vest Grant program.

To the extent not otherwise provided for in this Resolution, the Finance Director is hereby authorized to establish and/or designate such accounts and or account numbers as are necessary to implement the transactions contemplated in this Resolution. **CC FY18 04-03 AB 105**

**13. New Business**

**13.1. AB 109 Acceptance of the City Manager's  
Recommendation to Add the Position of  
GIS/Construction Technician to the City's  
Classification, Compensation, Merit, and Evaluation  
Plan as Presented (*motion to accept*)**

Councilor Lachapelle **MOVED** to **ACCEPT** the City Manager's recommendation as stated above (13.1 AB 109). Councilor Walker seconded the motion. The **MOTION CARRIED** by unanimous voice vote.

**13.2. AB 106 Amendment to Chapter 22 Fire Department  
Organization (*refer to the Codes and Ordinances  
Committee*)**

Councilor Lachapelle **MOVED** to refer Chapter 22 of the General Ordinances to the Codes and Ordinances Committee to review and make a recommendation. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

**13.3. Resolution in accordance with Ordinance 4.4 (c)**

**Authorizing the City Manager to Sell 6 Gina Drive, a Tax Deeded Property, without an Auction or Sealed Bid Sale *(first reading, second reading, and consideration for adoption)***

Councilor Lachapelle **MOVED** to read the resolution for a first time by title only. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution for the first time by title only as follows:

**Resolution in accordance with Ordinance 4.4 (c) Authorizing the City Manager to Sell 6 Gina Drive, a Tax Deeded Property, without an Auction or Sealed Bid Sale**

**BE IT RESOLVED BY THE MAYOR AND THE CITY COUNCIL OF THE CITY OF ROCHESTER, AS FOLLOWS:**

That the Mayor and City Council of the City of Rochester, by adoption of this Resolution, in accordance with Ordinance 4.4 (c), hereby authorize the City Manager to dispose of 6 Gina Drive, which the City has taken by Tax Deed, without using a sealed bid sale or an auction sale, directly to Arthur Seale for Ten Thousand Six Hundred Seventy Nine and 22/100 Dollars (\$10,679.22) within thirty (30) days of the approval of this resolution.

**Further**, the City Manager is authorized to execute any and all documents necessary to effect the purpose of this Resolution. **CC FY18 04-03 AB 13.3**

Councilor Lachapelle **MOVED** to suspend the rules and read the resolution for the second time by title only. Councilor Walker seconded the motion. The **MOTION CARRIED** by a majority voice vote. Mayor McCarley read the resolution for the second time by title only. Councilor Lachapelle **MOVED** to **ADOPT** the resolution. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

**13.4. Resolution Rescinding Authority to Demolish the Building Located at 38 Hanson Street and Rescinding the Build of a Municipal Parking Lot**

Councilor Walker **MOVED** to read the resolution for a first time by title only. Councilor Hutchinson seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution for the first time by title only as follows:

**Resolution Rescinding Authority to Demolish the Building Located**

**at 38 Hanson Street and Rescinding Authority  
to Build a Municipal Parking Lot**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY  
OF ROCHESTER:**

Hereby rescind the authority granted to the City Manager on August 1, 2017 to demolish the building located at 38 Hanson Street and the authority to build a municipal parking lot thereon. The City property located at 38 Hanson Street is deemed "excess property" and should be disposed of by the City Manager forthwith.

To the extent not otherwise provided for in this Resolution, the Finance Director is hereby authorized to establish and/or designate such accounts and or account numbers as are necessary to implement the transactions contemplated in this Resolution. **CC FY18 04-03 AB 13.4**

Councilor Varney spoke against the motion. He **MOVED** to **POSTPONE** this discussion/vote until August. Councilor Hutchinson seconded the motion. The **MOTION CARRIED** to **POSTPONE** by an 8 to 5 show-of-hands vote.

**13.5. AB 107 Resolution Authorizing the Rochester Police Department to Apply for a United States Department of Justice Ballistic Vest Grant in the Amount of \$12,214.00 (first reading and consideration for adoption)**

Councilor Lachapelle **MOVED** to read the resolution for a first time by title only. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution for the first time by title only as follows:

**Resolution Authorizing the Rochester Police Department to Apply  
for a United States Department of Justice Ballistic Vest Grant in  
the Amount of \$12,214.00**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY  
OF ROCHESTER:**

Authorizes the Rochester Police Department to apply for a so-called United States Department of Justice Ballistic Vest Grant in the amount of Twelve Thousand Two Hundred Fourteen Dollars (\$12,214.00). The grant monies will be used towards the replacement of Thirty One (31) expired vests and vests purchased for new hires over the next Two (2) years.

To the extent not otherwise provided for in this Resolution, the Finance

Director is hereby authorized to establish and/or designate such accounts and or account numbers as are necessary to implement the transactions contemplated in this Resolution and to establish special revenue, non-lapsing, multi-year fund accounts as necessary to which said sums shall be recorded. **CC FY18 04-03 AB 107**

Councilor Lachapelle **MOVED** to **ADOPT** the resolution. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

**13.6. \*AB 99 Resolution Authorizing Supplemental Appropriation in the amount of \$6,500 for the Resurfacing Machine and Borrowing Authority Pursuant to RSA 33:9 (*second reading and consideration for adoption*)**

Councilor Lachapelle **MOVED** to read the resolution for second time by title only. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution for the second time by title only as follows:

**Resolution Authorizing Supplemental Appropriation in the amount of \$6,500 for the Ice Resurfacing Machine and Borrowing Authority Pursuant to RSA 33:9**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY OF ROCHESTER, AS FOLLOWS:**

That the sum of Six Thousand Five Hundred Dollars (\$6,500.00) be, and hereby is, appropriated as a supplemental appropriation to the Arena Capital Improvement Plan Project Fund of the City of Rochester for the purpose of providing funds necessary to pay costs and/or expenditures with respect to the purchase of an Ice Resurfacing Machine. This supplemental appropriation is in addition to One Hundred Twenty Thousand Dollars (\$120,000.00) previously appropriated for the purchase.

**Further,** that the Mayor and City Council of the City of Rochester hereby resolve that, in accordance with the provisions of RSA 33:9, the City Treasurer, with the approval of the City Manager, be, and hereby are authorized to borrow the sum of One Hundred Twenty Six Thousand Five Hundred Dollars (\$126,500.00), through the issuance of bonds and/or notes, and/or through other legal form(s), for the purposes of funding the expenditures incident to the implementation of the purchase outlined, and referred to, in the preceding paragraph, such borrowing to be on such

terms and conditions as the said Treasurer and City Manager may deem to be in the best interest of the City of Rochester. Such borrowing is authorized subject to compliance with the provisions of RSA 33:9 and Section 45 of the Rochester City Charter to the extent required, necessary and/or appropriate. This represents an increase of Six Thousand Five Hundred Dollars (\$6,500.00) over the prior borrowing authorization for this purchase.

To the extent not otherwise provided for in this Resolution, the Finance Director is hereby authorized to designate and/or establish such accounts and/or account numbers as necessary to implement the transactions contemplated by this Resolution. **CC FY18 03-06 AB 99**

Councilor Lachapelle **MOVED** to **ADOPT** the resolution. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

**13.7. AB 87 Resolution Authorizing Supplemental Appropriation to the Water Capital Improvements Plan Fund for the Water Treatment Plant (WTP) Low Lift Pump Station Upgrade Project and Borrowing Authority Pursuant to RSA 33:9 in the amount of \$111,823.00 (second reading and consideration for adoption)**

Councilor Lachapelle **MOVED** to read the resolution for the second time by title only. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. Mayor McCarley read the resolution by title only:

**Resolution Authorizing Supplemental Appropriation to the Water Capital Improvement Plan Fund for the Water Treatment Plant (WTP) Low Lift Pump Station Upgrade Project and Borrowing Authority Pursuant to RSA 33:9 in the Amount of \$111,823.00**

**BE IT RESOLVED BY THE MAYOR AND CITY COUNCIL OF THE CITY OF ROCHESTER, AS FOLLOWS:**

That the sum of One Hundred Eleven Thousand Eight Hundred Twenty Three Dollars (\$111,823.00) be, and hereby is, appropriated as a supplemental appropriation to the Water Capital Improvement Plan Fund for the purpose of providing funds necessary to pay costs and/or expenditures with respect to the WTP Low Lift Pump Station Project.

**Further**, that the Mayor and City Council of the City of Rochester hereby resolve that, in accordance with the provisions of RSA 33:9, the City Treasurer, with the approval of the City Manager, be, and hereby are authorized to borrow the sum of One Hundred Eleven Thousand Eight Hundred Twenty Three Dollars (\$111,823.00)), through the issuance of bonds and/or notes, and/or through other legal form(s), such as borrowing from Drinking Water State Revolving Fund (DWSRF), for the purposes of funding the expenditures incident to the implementation of the Project outlined, and

referred to, in the preceding paragraph. Such borrowing to be on terms and conditions as the said Treasurer and City Manager may deem to be in the best interest of the City of Rochester. Such borrowing is authorized subject to compliance with the provisions of RSA 33:9 and Section 45 of the Rochester City Charter to the extent required, necessary and/or appropriate.

**Still further**, the City Manager or his designee is authorized to execute all documents necessary to carry out this Resolution and to act as the City's representative regarding the DWSRF.

To the extent not otherwise provided for in this Resolution, the Finance Director is hereby authorized to designate and/or establish such accounts and/or account numbers as necessary to implement the transactions contemplated by this Resolution as multi-year non-lapsing funds.**CC FY18 03-06 AB 87**

Councilor Lachapelle **MOVED** to **ADOPT** the resolution. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

#### **14. Non-Meeting/Non Public Session**

##### **14.1. Non-Public Session, Land, RSA 91-A:3 II (d)**

Councilor Lauterborn **MOVED** to enter a Non-Public Session under Land, RSA 91-A:3 II (d). Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote of 13 to 0. Councilors Lauterborn, Keans, Walker, Hutchinson, Lachapelle, Gray, Abbott, Torr, Hamann, Bogan, Deputy Mayor Varney, and Mayor McCarley voted in favor of the motion.

Councilor Lauterborn **MOVED** to exit the Non-Public Session at 9:15 PM. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

Councilor Lauterborn **MOVED** to seal the minutes of the Non-Public Session of April 3, 2018 because disclosure would render the proposed action ineffective. The **MOTION CARRIED** by a unanimous roll call. Councilors Bogan, Gray, Torr, Gates, Walker, Abbott, Lachapelle, Hamann, Luaterborn, Hutchinson, Deputy Mayor Varney, and Mayor McCarley voted in favor of the motion. Councilor Keans voted no.

#### **15. Other**

Councilor Varney **MOVED** on behalf of the City Council to hereby terminate negotiations with RAMA and any/all purchases of property. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote of 12 to 0. (*Mayor McCarley abstained from voting due to a conflict of interest.*)

Councilor Varney **MOVED** to unseal the Non-Public Session minutes of February 6, 2018. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## **16. Adjournment**

Councilor Lachapelle **MOVED** to **ADJOURN** the Regular City Council meeting at 9:19 PM. Councilor Walker seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

Respectfully submitted,

Kelly Walters, CMC  
City Clerk



# SAMPLE BALLOT

BALLOT 1 OF 2

## OFFICIAL BALLOT ANNUAL SCHOOL DISTRICT ELECTION WAKEFIELD, NEW HAMPSHIRE MARCH 14, 2017

*[Signature]*  
SCHOOL DISTRICT CLERK

### INSTRUCTIONS TO VOTERS

- A. TO VOTE, completely fill in the OVAL to the RIGHT of your choice(s) like this: ☐  
B. Follow directions as to the number of candidates to be marked for each office.  
C. To vote for a person whose name is not printed on the ballot, write the candidate's name on the line provided and completely fill in the OVAL.

MODERATOR	TREASURER	SCHOOL BOARD MEMBER
For one year Vote for not more than one <b>DINO A. SCALA</b> <input type="radio"/> 450 <input type="radio"/> (Write-in)	For one year Vote for not more than one <b>KIM O'CONNOR</b> <input type="radio"/> 484 <input type="radio"/> (Write-in)	For three years Vote for not more than one <b>SHIRLEY C. STEVENS</b> <input type="radio"/> 105 <input type="radio"/> <b>RELF G. FOGG</b> <input type="radio"/> <b>BETH L. SELDIN</b> <input type="radio"/> (Write-in)
SCHOOL DISTRICT CLERK		
For one year Vote for not more than one <b>BARBARA M. SCHNURBUSH</b> <input type="radio"/> 432 <input type="radio"/> (Write-in)		

### ARTICLES

Article 2: "Shall the Wakefield School District vote to approve the cost items included in the Collective Bargaining Agreement reached between the Wakefield School Board and the Wakefield Education Association - Teachers, which calls for the following increase in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Year 2017-18	Estimated Increase
Year 2018-19	\$57,550.17
	\$71,869.17

And further to raise and appropriate the sum of fifty-seven thousand, five hundred fifty dollars and seventeen cents (\$57,550.17) for the upcoming fiscal year, 2017-2018 school year such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal school year?"

The school board recommends this appropriation (3 - 2).  
The budget committee recommends this appropriation (9 - 0).

Article 3: "Shall the Wakefield School District, if Article 2 is defeated, authorize the school board to call one special meeting, at its option, to address Article 2 costs only? (Majority vote required.)

The school board recommends this article (3 - 0).  
The budget committee recommends this article (7 - 1 - 1).

Article 4: "Shall the Wakefield School District vote to approve the cost items included in the Collective Bargaining Agreement reached between the Wakefield School Board and the Wakefield Paraprofessionals' Union NEA-NH, which calls for the following increase in salaries and benefits at the current staffing levels over the amount paid in the prior fiscal year:

Year 2017-18	Estimated Increase
Year 2018-19	\$81,402.67
	\$30,428.85

And further to raise and appropriate the sum of eighty-one thousand, four hundred two dollars and seven cents (\$81,402.67) for the upcoming fiscal year, 2017-2018 school year such sum representing the additional costs attributable to the increase in salaries and benefits over those of the appropriation at current staffing levels paid in the prior fiscal school year?"

The school board recommends this appropriation (3 - 0).  
The budget committee recommends this appropriation (8 - 1).

TURN BALLOT OVER AND CONTINUE VOTING

BARBARA SCHNURBUSH, Notary Public  
State of New Hampshire  
My Commission Expires June 7, 2022

*[Signature]*



# SAMPLE BALLOT

## ARTICLES CONTINUED

Article 6: "Shall the Wakefield School District, if Article 4 is defeated, authorize the school board to call one special meeting, at its option, to address Article 4 costs only?" (Majority vote required.)

341  
YES ☐  
NO ☐

The school board recommends this article (3 - 0).  
The budget committee recommends this article (7 - 1 - 1).

NO ☐  
148

Article 6: "Shall the Wakefield School District vote to raise and appropriate as an operating budget, not including appropriations by special warrant articles and other appropriations voted separately, the amounts set forth on the budget posted with the warrant or as amended by vote of the first session, for the purposes set forth therein, totaling nine million, four hundred twenty-six thousand, eight hundred thirty-six dollars and seventy-three cents (\$9,428,836.73). Should this article be defeated, the default budget shall be nine million, five hundred nineteen thousand, forty-six dollars and sixty-three cents (\$9,519,046.63), which is the same as last year, with certain adjustments required by previous action of the Wakefield School District or by law, or the governing body may hold one special meeting, in accordance with RSA 40:13, X and XVI, to take up the issue of a revised operating budget only?"

305  
YES ☐  
NO ☐  
113

NOTE: Warrant article 6 (operating budget) does not include appropriations in any other warrant article. The total operating budget will be offset by federal grant revenues of three hundred twenty-nine thousand dollars (\$329,000) leaving a net budget amount of nine million, ninety-seven thousand, eight hundred thirty-six dollars and seventy-three cents (\$9,997,836.73) (RSA 32.5 III). The amount of \$329,000 will not be raised by taxation.

The school board recommends this appropriation (3 - 2).  
The budget committee recommends this appropriation (7 - 0).

Article 7: "Shall the Wakefield School District vote to raise and appropriate the sum of forty-five thousand dollars (\$45,000) to be placed in an expendable trust fund previously established in 2001 for roof repair and replacement?"

402  
YES ☐  
NO ☐

NOTE: This appropriation is for year 4 of a 5 year plan.

The school board recommends this appropriation (5 - 0).  
The budget committee recommends this appropriation (9 - 0).

82

Article 8: "Shall the Wakefield School District vote to discontinue the expendable trust fund for the purpose of adding a parking lot on the purchased land on Gary Road at the Paul School created in 2014, said funds with accumulated interest to date of withdrawal (approximately fifty-four thousand, one hundred eighty-five dollars, \$54,185) are to be transferred to the school district's general fund and used to offset next year's tax rate?" (Majority vote required)

390  
YES ☐  
NO ☐  
89

The school board recommends (5 - 0).  
The budget committee recommends (9 - 0).

Article 9: "Shall the Wakefield School District vote to raise and appropriate the sum of twenty thousand dollars (\$20,000) to be placed in the Wakefield School Transportation Expendable Trust Fund established in 2000 for the purpose of obtaining vehicles and funding major repairs of vehicles needed for student transportation?"

377  
YES ☐  
NO ☐  
110

The school board recommends this appropriation (3 - 2).  
The budget committee recommends this appropriation (9 - 0).

Article 10: "Shall the Wakefield School District vote to discontinue the capital reserve fund for the purpose of repair and replacement of the sprinkler system at the Paul School created in 2011 said funds with accumulated interest to date of withdrawal (approximately three thousand, five hundred seventy-four, \$3,574) are to be transferred to the school district's general fund and used to offset next year's tax rate?" (Majority vote required)

40  
YES ☐  
NO ☐  
15

The school board recommends (5 - 0).  
The budget committee recommends (9 - 0).

Article 11: "Shall the School District adopt an amendment to paragraph D of the Rochester School Department and Wakefield School District AREA Agreement as proposed by the review committee and on file with the District Clerk? Yes/No" (simple majority vote required)

405  
YES ☐  
NO ☐  
83

Note: Should the Wakefield School District, each year, approve attendance at, pay tuition to, any school district other than Rochester Area School for a total of not more than 10% of Wakefield's entire student population in grades 9-12, rather than 10% maximum in each grade level?

The school board recommends (5 - 0).  
The budget committee recommends (9 - 0).

GO TO NEXT BALLOT AND CONTINUE VOTING

# SAMPLE BALLOT

BALLOT 2 OF 2

**OFFICIAL BALLOT  
ANNUAL SCHOOL DISTRICT ELECTION  
WAKEFIELD, NEW HAMPSHIRE  
MARCH 14, 2017**

*Brian S. Clark*  
SCHOOL DISTRICT CLERK

**ARTICLES CONTINUED**

Article 12: "Shall the Wakefield School District vote to create a capital reserve fund under the provisions of RSA 35:1 to be known as the Building Repair, Maintenance, and Equipment for the new SAU for the purpose of repaving, maintaining, and purchasing equipment for the SAU office building, and to raise and appropriate the sum of up to twenty-eight thousand, five hundred dollars (\$28,500), said sum to be funded from the return of Wakefield's share of unencumbered fund balance (surplus) due to the separation of Wakefield from SAU #84 which will be effective June 30, 2017 and to name the school board as agents to expend this fund?" This article will not result in additional taxation.

394

YES ☐

NO ☐

10

The school board recommends this appropriation (3 - 0).  
The budget committee recommends this appropriation (8 - 0).

Article 13: "Shall the Wakefield School District vote to raise and appropriate the sum of fifty-eight thousand, four hundred dollars (\$58,400) for the purchase of two (2) laptop computer carts and fifty (50) laptop computers for the Paul School computer labs?"

351

YES ☐

NO ☐

143

The school board recommends this appropriation (3 - 2).  
The budget committee recommends this appropriation (9 - 0).

Article 14: "Shall the Wakefield School District vote to raise and appropriate the sum of seventy-five thousand dollars (\$75,000) to be placed in the School Asbestos Abatement and Room Renovation Expendable Trust Fund established in 2011 for the purpose of asbestos abatement and room renovation?"

341

YES ☐

NO ☐

154

The school board recommends this appropriation (3 - 2).  
The budget committee recommends this appropriation (7 - 2).

**YOU HAVE NOW COMPLETED VOTING THIS BALLOT**

CERTIFICATION OF RESOLUTION APPROVING  
AMENDMENT TO AREA AGREEMENT

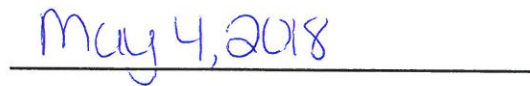
BETWEEN

ROCHESTER SCHOOL DEPARTMENT/WAKEFIELD SCHOOL DISTRICT

I, Barbara Schnurbush, Wakefield School District Clerk, Wakefield, New Hampshire do hereby certify that the enclosed warrant article approving the amendment to the AREA Agreement between Rochester School Department and Wakefield School District is a true test of the original document and (2) the warrant article was approved by the citizens of Wakefield at the annual meeting held on March 13, 2018 by a ballot vote of 405 to 83



Barbara Schnurbush, School District Clerk



Date

Wakefield Street from Parson Main to Columbus, Union Street, North Main Street from the bridge to Parson Main, and South Main Street from Parson Main to Portland Street.

Councilor Walker **MOVED** to direct City staff to install brick stamped crosswalks in the same downtown area. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## 10.7. Public Works and Building Committee

### 10.7.1. Committee Recommendation - Submission of a Pre-Approval letter to be sent to the State of NH DES subsurface Division requesting pre-approval status on septic systems for the City of Rochester (*motion to accept*)

Councilor Varney **MOVED** to **APPROVE** the request outlined in 10.7.1. Councilor Torr seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

## 11. Old Business

### 11.1. Easement & Warranty Deed for the Norway Plains Phase II Road Acceptance Project (Norway Plains Road, Rangeway Drive, Lantern Lane, Winch Way, and Millers Farm Road) (*motion to approve*)

Councilor Lachapelle **MOVED** to **ACCEPT** the Easement and Warranty Deeds as outlined in 11.1. Councilor Bogan seconded the motion. The **MOTION CARRIED** by a unanimous voice vote.

### 11.2. Rochester/Wakefield AREA Agreement (*motion to approve*)

Councilor Walker **MOVED** to **ACCEPT** the Rochester/Wakefield AREA Agreement. Councilor Lachapelle seconded the motion. The **MOTION CARRIED** by a unanimous voice vote. *See attached.*

## 12. Consent Calendar

### 12.1. AB 105 Resolution Deauthorizing Funding for the Department of Justice Ballistic Vest Grant in the Amount of \$1,731.94 (*first reading, second reading, and adoption*)

Councilor Walker **MOVED** to **APPROVE** the Consent Calendar as

## Rochester School Department/Wakefield School District AREA AGREEMENT

### ROCHESTER AREA SCHOOL Rochester, New Hampshire

THIS AGREEMENT is entered into pursuant to Chapter 195-A of the New Hampshire Statutes Annotated, as amended, for the School District of Wakefield.

A. The name of the Authorized Regional Enrollment AREA School shall be the Rochester Area School, located in Rochester.

B. The Wakefield School District shall be the sending district, and the Rochester School District shall be the receiving district; and together they shall form the region which shall be served by the Rochester Area School. The receiving district shall be responsible for Grades 9-12.

C. The rate of tuition shall be determined annually and shall be the estimated cost of current expenses per high school student in average daily membership, as estimated, for the year immediately preceding that for which the charge is made. A rental charge of 2% shall be included in the tuition rate and shall be calculated in accordance with the provisions of RSA 194:27, based on the fair capacity of the Rochester Area School buildings. The tuition rate shall be estimated by the receiving district not later than December 31 of each year preceding the year the charge is made and the sending district shall be notified in writing at that time.

D. The initial date of operating responsibility shall be July 1, 1970. The amended AREA Agreement shall be effective July 1, 2018.

The school board of the sending district may, each year, approve attendance at, and pay tuition to, any school district other than the Rochester Area School for a total of not more than ten percent (10%) of the ~~sending district's students in Grades 9-12. each grade level covered by this Agreement (i.e. grades 9-12).~~ Said approvals may continue, at the discretion of the sending district school board, until graduation of approved students. The receiving district shall be notified of any such approval on or before June 1 prior to the school year in which said students would have entered the Rochester Area School. The school board of the sending district also may pay tuition for students requiring special education to attend an approved school providing such education. If the school board of the sending district has approved the maximum number of placements permitted above, additional students may be approved for such placement by mutual agreement of the superintendents of the sending school district and the receiving school district, if said placement is in the best interest of the students, in accordance with RSA 193:3.

E. The receiving district shall bill the sending district on a triannual basis and the sending district shall pay said tuition rate on a triannual basis not later than November 21, March 3, and June 16. The tuition for a student who attends a portion of the full school year shall be the product of the weekly rate and his average daily membership until April 1, after which time the full tuition rate will be charged.

F. There shall be annually at least two joint board meetings, (October and April) of the Wakefield and Rochester Area School Boards for the purpose of consultation and advice about any and all matters of joint interest.

G. The Rochester Area School shall give the sending district progress reports and attendance reports for all students enrolled under the provisions of this Written Plan.

It is understood that the same student regulations will apply to the students from the sending district as to those of the receiving district.

H. Any incentive aid, as provided under RSA 195-A:10, I and II, shall be credited to the sending



district of Wakefield in the amount made for the students from each district in the Area School according to the grade level in which they are enrolled.

I. The written plan may be amended by the several districts comprising the region, consistent with the provisions of RSA 195-A, except that no amendment shall be effective unless the question of adopting such amendment is submitted: (1) at an annual school district meeting to the voters of the Wakefield School District, voting by ballot with the use of the check list after reasonable opportunity for debate in open meeting, and unless a majority of the voters of said district shall vote in favor of adopting such amendment, and (2) at a regular or special meeting of the Rochester City Council at which there shall be a reasonable opportunity for debate in open meeting, and unless a majority of the city council members shall vote in favor of adopting such amendment. Furthermore, no amendment to the written plan shall be considered except: (1) at an annual meeting of the Wakefield School District and unless the text of such amendment is included in an appropriate article in the warrant of such meeting, and (2) at a regular or special meeting of the Rochester City Council and unless the text of such amendment is included in an appropriate Resolution considered at such meeting. It shall be the duty of the school board of each district to hold a public hearing concerning the adoption of any amendment to the written plan at least ten days before such annual meeting or city council meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having general circulation in the area before such hearing.

**For the Rochester School Board**

**For the Wakefield School Board**

\_\_\_\_\_  
 , Chair

\_\_\_\_\_  
 [Name], Chair

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Witness

\_\_\_\_\_  
 Witness

**For the New Hampshire Department of Education**

\_\_\_\_\_  
 [Name], Commissioner

\_\_\_\_\_  
 Date

\_\_\_\_\_  
 Witness