

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

Wednesday, July 11, 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 – Home Education Advisory Council Annual Report – *GEORGE D'ORAZIO, Chairman*
 - B. 9:45 AM – Teacher/NHDOE – SB-FY-18-03-013 (*nonpublic session*)
 - C. 10:15 AM – Student/Errol School Board – SB-FY-18-04-016
 - D. 10:45 AM – Student/Merrimack School Board – SB-FY-18-04-015
- V. **OPEN BOARD DISCUSSIONS**
- VI. **LEGISLATIVE ISSUES/RULES**
 - A. 11:00 AM – 11:30 AM – **PUBLIC HEARING** – Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)
 - B. 11:30 AM – 12:00 PM – **PUBLIC HEARING** – Digital Learning Specialist (Ed 507.22 and Ed 612.19)
 - C. Final Proposal - Code of Conduct for Educators (Ed 501.01, Ed 501.02, Ed 502.01, Ed 510, Ed 511 and Ed 512) (*REMOVE from TABLE*)
- VII. **REPORTS AND NEW BUSINESS**
 - A. Granite State Academy Charter School charter renewal extension request – *JANE WATERHOUSE, NHDOE, Division of Educator and Analytic Resources, Charter School Administrator*

- B. Extension Request for the Approval of Plymouth State University's Professional Educator Preparation Programs**
- C. Overview of the Rule Making Process – AMANDA PHELPS, NHDOE, Division of Educator Support & Higher Education, Office of Policy**
- D. Year-End Highlights from the New Hampshire Department of Education – FRANK EDELBLUT, Commissioner of Education**

VIII. OLD BUSINESS CONSENT AGENDA

- A. Meeting Minutes of June 13, 2018**
- B. Nonpublic School Advisory Council nominations**
- C. Nonpublic School Approval Designation Report**

IX. TABLED ITEMS

- A. Final Proposal - Code of Conduct for Educators (Ed 501.01, Ed 501.02, Ed 502.01, Ed 510, Ed 511 and Ed 512)**

X. NONPUBLIC SESSION

XI. 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.

HOME EDUCATION ADVISORY COUNCIL
2017 - 2018 REPORT to the
NEW HAMPSHIRE STATE BOARD OF EDUCATION
May 10, 2018

IV, A

1/3

The home education law, RSA 193-A Home Education, Ch. 279 Laws of 1990, relative to compulsory school attendance and to home education, allowed home education to fulfill compulsory attendance (RSA 193:1) and established the Home Education Advisory Council.

The purpose of the original legislation was stated as follows:

“The general court recognizes, in the enactment of RSA 193-A as inserted by section 3 of this act, that it is the primary right and obligation of a parent to choose the appropriate educational alternative for a child under his care and supervision, as provided by law. One such alternative allows a parent to elect to educate a child at home as an alternative to attendance at a public or private school, in accordance with RSA 193-A. The general court further recognizes that home education is more individualized than instruction normally provided in the classroom setting.”

The Home Education Advisory Council consists of six persons representing home education groups organized in New Hampshire, two persons representing the NH DOE, and four persons representing the following education associations: N.H. School Boards Association, N.H. School Administrators Association, N.H. Association of School Principals, and the Nonpublic School Advisory Council; and three non-voting members representing the Legislature: one appointed from the senate education committee by the president of the senate, two appointed from the house education committee by the speaker of the house. A list of the current members of the Council is attached.

The Council was modeled in part after the Non-Public School Advisory Council to provide a forum for the exchange of ideas and concerns from both educators/administrators and home-schooling parents over this alternative attendance choice. The duties of the Council are prescribed in administrative rules:

Ed315.10 The Home Education Advisory Council.

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

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

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

The Council is advisory only and does not create policy, handle fiscal matters, or take a position on proposed legislation. The Council has worked to resolve differences of interpretation and opinion regarding the law, the rules, compulsory attendance requirements, dual enrollment opportunities, application of health and labor laws, and other matters. Through the years, the Commissioner has delegated various tasks to the Council, and NHDoe staffers have consulted with the Council in the formation of general policies and in addressing individual situations. The Council meets every two months, September through May. The minutes are posted on the home education section of the DoE website. 2/3

With the resignation and retirement of several long serving council members, we decided that having written meeting procedures would make it easier for newer members to become acclimated to council procedures. Also due in part to new membership but also to changes in the Right-to-Know law, the Council invited Assistant Attorney General Nancy Smith to give a presentation on the Law. Invitations were also sent to council members from the Attorney General's office for the annual Administrative Law training workshop held on Friday, March 23. I was able to attend the morning session.

In April, after a review of the NH School Boards Association model policy for home education it was noticed that a section of the policy was not in compliance with RSA 193-A. The School Boards Association was contacted and agreed that the language should be modified. The proposed policy was shared with HEAC at the May meeting. It has been extensively re-worked, and in addition to being in compliance with the law and rules, is easier to understand.

The Council also voted that representatives of the Council request to attend the annual meeting of the NH School Administrators Association to address the administrators concerning the role of HEAC in helping to resolve issues as they arise and before they become serious problems. The Executive director of the association suggested instead the possibility of addressing the executive board as a more practical alternative to the annual meeting since there will be opportunity for answering questions from the board which there would not be at the annual meeting.

The Council has also authorized the chair to contact HHS in order to assist DCYF in better understanding home education and in particular the application of NH home education law and rules. We hope this will enable better communication between DCYF and the Council.

Should you have questions or comments relative to Council meetings, information contained in this report or about home education in general, please do not hesitate to contact me.

George D'Orazio
chairman, Home Education Advisory Council
15 Parker Ave.
Manchester, NH 03102
(603)623-3377
geolindor@gmail.com

Appended: Home Education Advisory Council Membership List

George D'Orazio, Chairman
Home Educator
Catholics United for Home Education
(603) 623-3377
geolindor@gmail.com 2015-2018

Amy Gall
Home Educator
NH Homeschooling Coalition
amyginnh@yahoo.com 2015-2018

Cara Barlow
Home Educator
Unschooling NH
carabarlow@gmail.com 2016-2019

Janet Ellis
Home educator
Seacoast Christian Home Educators Association
wakefieldnh@gmail.com 2017-2020

Jennifer Pereira
Home Educator
Catholics United for Home Education
pereirajen@yahoo.com 2017-2020

Kathryn Michelotti
Granite State Home Educators
(970) 556-0016
zitem36@gmail.com 2017-2020

Ms. Ellie Riel
Program Specialist
New Hampshire Department of Education
Ellie.Riel@doe.nh.gov N/A

Michael Koski
NH Association of School Principals
mkoski@windhamsd.org 2015-2018

David Parker
Nonpublic School Advisory Council
dparker@parkeracademy.com 2016-2019

Helen Rist
Special Education Director
NH School Administrators Association
hrist@sau16.org 2016-2019

Dr. Amy Fahey
NH Department of Education (higher ed)
aefahey@tds.net 2017-2020

NH School Boards Association (vacant) 2017-2020

Senator Ruth Ward
ruth.ward@leg.state.nh.us *2017

Representative Glenn Cordelli
glenn.cordelli@leg.state.nh.us *2015

Representative Barbara Shaw
beshaw3@comcast.net *2015

Why Are So Many ‘Whiz Kids’ Homeschoolers? ^[1]



It seems like every graduation season has its stories of whiz kids. The kids who are so ambitious and so accomplished that they're graduating from high school, and even college, before the normal time.

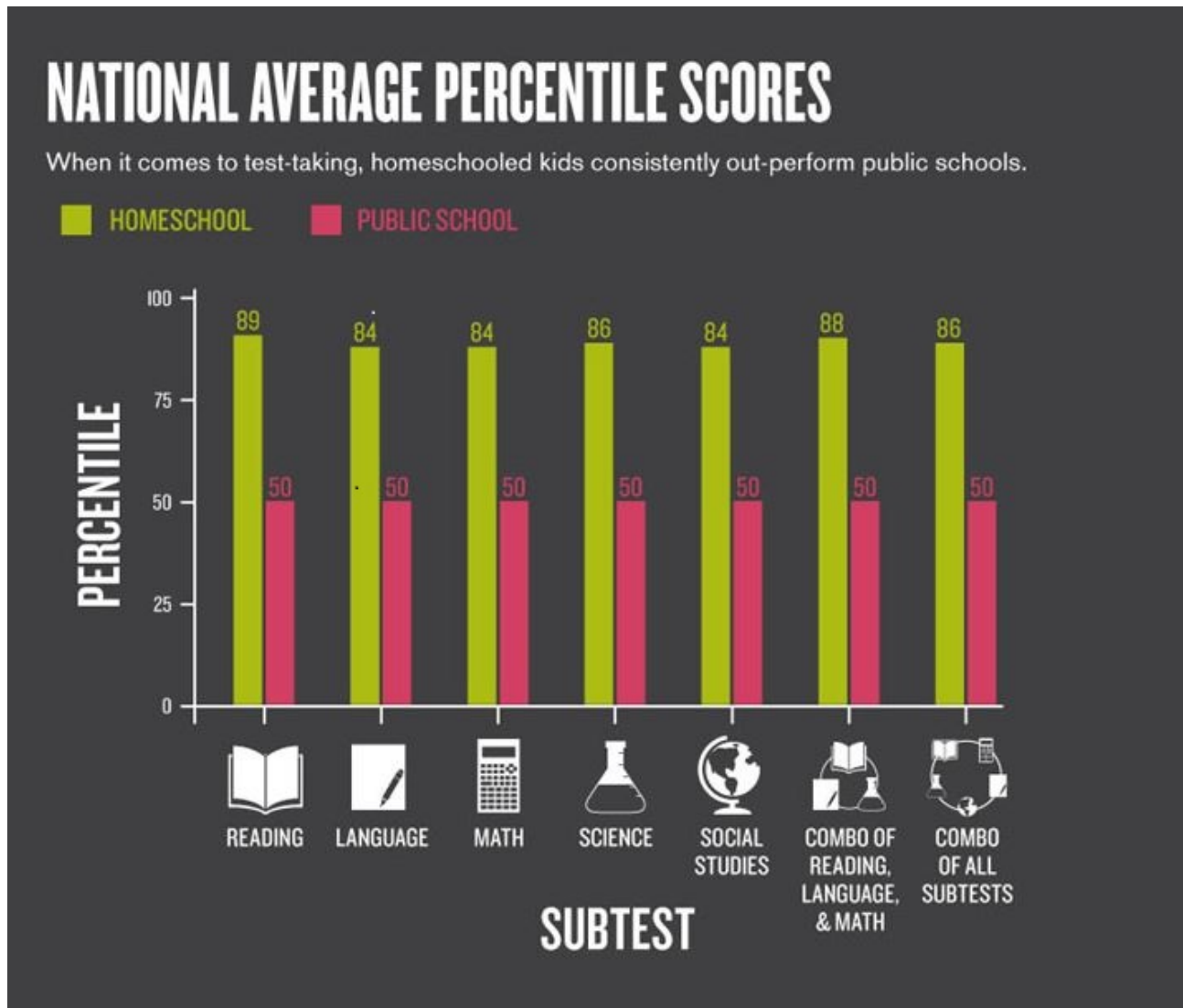
One of the latest is 14-year-old Matthew McKenzie from Georgia, who received his high school diploma and associate degree the same day. And like many other whiz kids, McKenzie was – you guessed it – homeschooled. Matthew's mother, Monique McCord tells the story ^[2]:

"We would pull material from different textbooks and different resources so I would pretty much custom create his curriculum."

McCord goes on to explain that one of the most challenging things about their unique journey was getting the college to lower their age requirement to a level where Matthew could qualify for courses.

Commenting on Matthew's success, the television anchor notes that "it helps to be smart" in order to accomplish such achievements.

That's certainly true, but I have to wonder if that's really the case with these overachieving homeschoolers. Are they really these brilliant geniuses who have the genetic capability to be brainiacs... or is there something more to their success? I have to believe it's the later.



Source [3]

The fact is, homeschooled kids have a number of things going for them that public school kids do not. These include:

- Individualized attention
- Freedom from regimented, mass instruction
- Release from peer pressure and the distractions of friends
- Freedom from anxiety over school violence

Sure, homeschooling often requires certain sacrifices. But homeschooling mom Kathie Crouse recently explained [4] to *WVNews* *why she believes those sacrifices are worth it*:

“‘When it comes down to it, we’re worried about our own children first and foremost,’ Crouse said. ‘As much as I’m sorry that the school system probably lost thousands because I pulled my two students out, that’s not my concern. If the school system had done a better job, I may have stayed in.’”

Increasing numbers of parents are realizing that the public school system can no longer offer the strong, high-quality education which once taught students to read, write, and reason in a logical fashion, a fact which test scores [5] can attest. And instead of sitting around hoping that the ship will right itself, these parents are taking control of their children’s education, infusing them with a love of learning and ambition for accelerated success.

Is it time for more of us to do the same?

Source URL: <http://www.intellectuالتakeout.org/article/why-are-so-many-whiz-kids-homeschoolers>

Links

[1] <http://www.intellectuالتakeout.org/article/why-are-so-many-whiz-kids-homeschoolers>

[2] <http://atlantablackstar.com/2018/05/31/14-year-old-georgia-student-graduates-high-school-and-college-all-in-the-same-day/>

[3] <http://www.home-school.com/news/homeschool-vs-public-school.php>

[4] https://www.wvnews.com/news/wvnews/the-rise-of-homeschooling-in-west-virginia-crouse-i-ve/article_dea8a0a9-b822-562e-94fe-49b93e8fdbb3.html

[5] <https://www.nationsreportcard.gov/>

HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

Category: Recommended

*Related Policies: JEA, JG, JH, JJJ
See also: IHBG-R*

Home Education is an alternative to compulsory attendance at a public or private school and is an individualized form of instruction in accordance with New Hampshire RSA 193-A and Department of Education Rule Part 315 ("Ed. 315"). A parent or guardian may establish a home education program for any child between the ages six (6) and eighteen (18) years of age including one who is an "educationally disabled child" as defined under RSA 186-C:2, I, whether or not such child is previously enrolled in a school of the District.

A. Notices Required for Commencement of Home Education Program.

1. Notice For Students Withdrawing from District.

State school attendance laws apply to each student until a parent/guardian commences a home education program. Similarly, the District's attendance policies apply to all students enrolled in schools of the District.

Accordingly, when a parent/guardian of a child who is enrolled in a school of the District wishes to begin a home education program for the child, Ed. Rule 315.04 (e) requires that on or before the date the home education program begins, the parent/guardian must advise the Superintendent of the child's withdrawal from the District. The notice of withdrawal may be made in person, via telephone or in writing, at the parent/guardian's election.

2. Written Notice of Program Required.

In addition to the less formal notice required for a child being withdrawn from the District, RSA 193-A and Ed. 315 both require that the parent/guardian provide written notice of the commencement of a home education program *either* (at the parent/guardian's election) to the New Hampshire Department of Education, the Superintendent of the resident district, or to any non-public school principal.

The requirements of the notice are set forth in RSA 193-A:5 and Ed. 315.04, both of which can be accessed through the New Hampshire Department of Education's website.

Upon request, the Superintendent shall assist the parent/guardian to assure that the notification complies with the statutory requirements.

3. No Annual Notice Required.

Once established, the home education program remains in effect unless terminated pursuant Ed. 315.04 (k). The parent/guardian is not required to provide annual notification of continuation of a home education program.

HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

B. Evaluation & Assessment.

Under RSA 193-A:6, II, parents/guardians are required to provide for an annual educational evaluation for home educated children that documents "educational progress at a level commensurate with the child's age and ability." Both the statute and Ed. 315.07 provide several options for parents/guardians to meet the statutory evaluation requirements. Some of the evaluation options available to parents/guardians under that statute and rules *can* involve District/Superintendent assistance, including, for instance, any state student assessment used by the District, or any other "valid" measurement tool mutually agreed upon by the parent/guardian and the Superintendent. Other options are available to parents/guardians as provided under RSA 193-A:6 and/or Ed. 315.07.

Parents/guardians seeking to utilize evaluation services through the Superintendent, should contact the Superintendent's office as soon as practicable to assure adequate time to prepare any necessary materials and accommodations.

No fee will be required by the District when a parent uses evaluation services provided by the District.*

***NOTE:** RSA 193-A:7, II (a), and Ed. 315.07 (c) each allow a parent/guardian to enter into an agreement for evaluation services with a certified teacher or a teacher teaching in a non-public school. When a parent/guardian chooses to independently contract with an individual teacher to perform evaluation services, the teacher may charge any fee agreed upon by the teacher and the parent/guardian, notwithstanding whether the teacher is also employed by the District. The District shall not be responsible for the evaluation services, nor shall the District receive any part of the fee agreed to between the teacher and the parent/guardian.

C. Records.

The District shall maintain documents concerning home education programs in a manner consistent with other educational records. Additionally, the Superintendent shall maintain a list of all home education programs for which the Superintendent, as participating agency, has received notice. On October 1 of each year, the Superintendent shall notify the Commissioner of the number of children for whom programs were established.

RSA 193-A:6, I requires the parent/guardian to maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. The parent/guardian is required to preserve the portfolio for 2 years from the date of the ending of the instruction.

For evaluations which are not provided by the District, parents/guardians need only provide copies to the District to the extent necessary to demonstrate proficiency in order to participate in school programs, and co/extra-curricular activities as provided under RSA 193-A:6, III. *[See also NHSBA sample appendix IHBG-R.]*

HOME EDUCATION INSTRUCTION & ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS

D. Re-enrollment into the School District.

Parents/Guardians deciding to re-enroll their children into the District following a period of home education will make arrangements with the Principal for an evaluation to determine appropriate placement in the District's program. Placements will be consistent with the School Board policy governing student placements [*NHSBA Sample Policy JG*] and are subject to the same appeal process.

Parents/Guardians should be attentive that when re-enrolling a student, there may be discrepancies between the home schooling level of achievement and the scope and sequence of the District's curriculum.

E. Graduation/Diplomas.

The School Board will not award certificates or diplomas to home educated students. Students must enter the regular school program and complete all necessary graduation requirements of the District and the State to be eligible for a certificate or diploma.

F. Participation in school curricular and co/extra-curricular activities.

Regulations regarding the participation of home education students (as well as students of non-public or of public charter schools) in District curricular and co/extra-curricular programs are established in [*Appendix IHBG-R*]. The Superintendent is charged with establishing such regulations. Consistent with RSA 193:1-c, any regulations shall not be more restrictive for non-public or home educated pupils than they are for students enrolled in the District.

History:

First reading: _____
Second reading/adopted: _____

Legal References:

RSA 193-A, Home Education
RSA 193:1, Duty of Parent; Compulsory Attendance by Pupil
RSA 193:1-a, Dual Enrollment
RSA 193:1-c, Access to Public School Programs by Nonpublic or Home Educated Pupils
NH Code of Administrative Rules, Section Ed 315, Procedures for the Operation of Home Education Programs

NHSBA History: Revised – May 2018; September 2012; May 2006; August 2006; September 2008; April 2010. Reviewed July 2004;

NHSBA note, May 2018: In order to reduce unnecessary redundancies and confusion resulting from ambiguous language found in applicable DOE regulations, NHSBA has revised sample policy IHBG to provide only essential information, with interested parties directed to the controlling state statutes and administrative regulations. We have also included reference in section F to students of non-public and charter schools.

**HOME EDUCATION INSTRUCTION
& ACCESS TO CURRICULAR AND CO-CURRICULAR PROGRAMS**

NHSBA note, September 2012: Amendments to RSA 193-A:3, effective August 2012, remove the requirement that parents provide annual notification to the Superintendent of the parent's intent to home education. A single notification at the commencement of a home education program is sufficient. This provision is addressed in the "Enrollment Procedures" section.

w/p-update/2018spring/IHBG Home Education 2018-5-14 (f)

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Notice Number

2018-106

Rule Number

Ed 507.35 and
Ed 612.36

1. Agency Name & Address:

State Board of Education
c/o Department of Education
101 Pleasant Street
Concord, NH 03301

2. RSA Authority:

RSA 186:11, X(a)
RSA 186:11, X(c)

3. Federal Authority:

4. Type of Action:

Adoption

Amendment

Repeal

Readoption

Readoption w/amendment **X**

5. Short Title: Educational Interpreter/Transliterator for Children and Youth Ages 3-21

6. (a) Summary of what the rule says and of any proposed amendments:

This proposal (1) readopts with amendments Ed 507.35 containing the educator certification requirements for an educational interpreter/transliterator for children and youth ages 3-21 and (2) adopts Ed 612.36 containing the standards for the professional preparation program for this certification.

The amendments to Ed 507.35 are summarized below:

Ed 507.35(a) defines key terms. Ed 507.35(a)(1) is being amended to clarify the existing definition of "educational interpreter."

Ed 507.35(b) describes certification requirements for educational interpreters/transliterators.

The introduction in Ed 507.35(b) is being amended to simplify language.

Ed 507.35(b)(1) is being amended to change the required degree level from an Associate's Degree to a Bachelor's Degree.

Ed 507.35(b)(2) is amended to effectuate a state board-designated practical examination for educational interpreting (or a comparable examination).

Ed 507.35(b)(3) is being amended to simplify language, refer to the examination described in Ed 507.35(b)(2) as an avenue for certification, and remove a clause allowing interstate educational interpreter/transliterator certifications.

Ed 507.35(c) describes the skills, competencies, and knowledge needed for certification as an educational interpreter/transliterator.

The introduction to Ed 507.35(c) is being amended to simplify language.

Ed 507.35(c)(1) – (2) are also being amended to simplify and clarify language.

Ed 507.35(c)(2) is also amended to add a requirement for an educational interpreter/transliterator to be able to identify and appropriately utilize federal, state, and local organization resources for students who are deaf or hard of hearing.

NN 2018-106 Continued

Ed 507.35(c)(3) is being amended to require the knowledge of the educational interpreter performance assessment's (EIPA) "Guidelines of Professional Conduct for Educational Interpreters", August 2007 edition.

Ed 507.35(c)(5) is being amended to add "American Sign Language (ASL)" and "conceptually accurate signed English (CASE)" to examples of different communication modes. Ed 507.35(c)(5) is also being amended to change the word "sign" to "signed" so it will now read "Pidgin signed English", and to re-letter the clauses in Ed 507.35(c)(5) to reflect the two added modes of communication.

Ed 507.35(c)(6) is amended in Ed 507.35(c)(6)a.-e. on the details of the process of interpreting/transliterating since the details are unnecessary.

Ed 507.35(c)(7) on professional roles, responsibilities, and practices is being amended to clarify language, remove redundant phrasing, and re-letter the clauses in Ed 507.35(c)(7)b.-f. as Ed 507.35 (c)(2)a.-d. to reflect the removed phrasing.

Ed 507.35(c)(9) on principles and philosophies of public education is being removed due to its unnecessary nature.

Ed 507.35(c)(10) on the IEP and 504 process is being amended to simplify and clarify language and to add an additional two points of information.

Ed 507.35(c)(11) on general studies is being removed.

6. (b) Brief description of the groups affected:

Credentialed educational interpreters/transliterators and other educational staff, students both hard of hearing and hearing, parents of students, and institutes of higher education are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

| RULE | STATUTE |
|-----------|------------------|
| Ed 507.35 | RSA 186:11, X(a) |
| Ed 612.36 | RSA 186:11, X(c) |

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules
Coordinator**

Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**

Phone #: **(603) 271-2408**

Fax#: **(603) 271-4134**

E-mail: **Amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

NN 2018-106 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **July 19, 2018**

☒ Fax☒ E-mail☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **July 11, 2018 at 11:00 a.m.**

Place: **Department of Education
State Board Room, 101 Pleasant St., Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:109, dated 05/21/18

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

When compared to the existing rules, the proposed rules may increase costs to state citizens.

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

- A. To State general or State special funds:

None.

- B. To State citizens and political subdivisions:

The proposed rules increase the minimum education requirement from an associate degree to a bachelor's degree for educational interpreter/transliterators for children and youth ages 3-21. To the extent an individual wishes to obtain such a certification, they may incur increased costs to obtain the higher education level required under these proposed rules.

No impact on political subdivisions.

- C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements and process for revocation and suspension of educator credentials. These processes are already in place and being updated to reflect current practices. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues and do not impose a cost on political subdivisions. Therefore, there is no violation of Part I, Article 28-a.

Readopt with amendment Ed 507.35, effective 12-21-12 (Doc. #10245), to read as follows:

Ed 507.35 Educational Interpreter/Transliterators for Children and Youth Ages 3-21.

(a) For purposes of this section, the following definitions shall apply:

- (1) "Educational interpreter" means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are ~~hearing~~ **not fluent in signed language**;
- (2) "Interpreting" means the process of accurately conveying information between American Sign Language (ASL) and English; and
- (3) "Transliterating" means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) ~~The following requirements shall apply to the certification of an educational interpreter/transliterators for children and youth ages 3 to 21 years~~ **To be certified as an educational interpreter/transliterators for children and youth ages 3 to 21 years a candidate shall meet the following requirements:**

- (1) Hold a minimum of an ~~Associate~~ **Bachelor's** Degree;
- (2) Receive a passing ~~grade score~~ on the ~~Educational Interpreter Performance Assessment Written Test (EIPA-WT)~~ **state board designated written examination in educational interpreting or comparable examination as determined by the office of credentialing as specified in (c); and**
- (3) Meet one of the following entry level requirements relative to ~~education and experience~~ **the practical skills of interpreting:**
 - a. Receive a passing ~~grade score~~ as determined by ~~on the State Board-designated of Education on the practical examination in signing for the EIPA Performance Test (EIPA-PT) as specified in (c)~~ **for educational interpreting, or a comparable examination; or**
 - b. Hold a current national certification from either national office of the Registry of Interpreters of the Deaf (RID) or National Association of the Deaf (NAD) of at least level III; ~~or~~
 - c. ~~Educational Interpreter certification from another state whose standards are equivalent to Ed 507.35.~~

(c) ~~A Candidates for certification as an educational interpreter/transliterators the EIPA-WT and EIPA Performance Test shall have demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in signing in the following areas:~~

(1) A knowledge of history of ~~general interpreting/transliterating such as~~ ***and practices of:***

a. Educational interpreting/transliterating; and

b. ~~Relevant federal, state and local organizations~~ ***Community interpreting and transliterating;***

(2) The ability to identify ***and appropriately utilize*** resources that serve students who are deaf/ ***or*** hard of hearing, ~~(D/HH)~~ including:

a. Services;

b. Programs; ~~and~~

c. Agencies; ***and***

d. Federal, state, and local organizations;

(3) A knowledge of the ~~National Registry of Interpreters for the Deaf Code of Professional Conduct~~ ***educational interpreter performance assessment's (EIPA)"Guidelines of Professional Conduct for Educational Interpreters", August 2007 edition, as referenced in Appendix II;***

(4) The ability to establish an environment allowing for effective interpreting and transliterating in a wide variety of educational settings; and

(5) A knowledge of different modes of communication which shall include but not limited to:

a. ***America Sign Language*** (ASL);

b. ***Conceptually accurate signed English*** (CASE);

~~bc.~~ Pidgin signed English (PSE);

~~ed.~~ Manually coded English;

~~de.~~ Oral;

~~ef.~~ Cued speech; and

~~fg.~~ Tactile;

(6) In the area of the process of interpreting/transliterating, the ability to match the child's communication mode(s) as determined by the Individualized Education Program (IEP) team specified in Ed 1109.03 or the 504 team ~~in one of the following:~~

a. ~~Simultaneously and consecutively interpret accurately, both expressively and receptively;~~

~~b. Simultaneously and consecutively transliterate accurately, both expressively and receptively; or~~

~~c. Simultaneously and consecutively orally transliterate accurately, both expressively and receptively;~~

(7) In the area of the professional roles, responsibilities and practices:

a. Knowledge of ~~federal~~ ***the Americans with Disabilities Act (ADA), the Individuals with Disabilities Act (IDEA)/section 504 of the Rehabilitation Act,*** and state laws ***statutes*** and ~~rules~~ ***regulations*** that pertain to students who are deaf and hard of hearing and how they are applied;

~~b. Knowledge of state child protection laws and school policies regarding how to report child abuse/neglect and explain the appropriate protocol to follow the laws and rules;~~

~~cb.~~ Knowledge of American deaf culture and how it is distinguished from general American culture;

~~dc.~~ Knowledge of the role and responsibilities of an educational interpreter/transliterators in ~~all~~ educational settings, ***including public forums,*** for children and youth ages 3 through 21;

~~e. The ability to interpret/transliterate accurately in a public forum; and~~

~~fd.~~ Knowledge of hearing loss, ***cochlear implants,*** and amplification ***devices*** ~~in for~~ deaf and hard of hearing children;

(8) In the area of child development:

a. How students learn and develop cognitively, linguistically, socially, ~~morally~~ ***ethically,*** emotionally, and physically; and

b. How the development of language in deaf students impacts their development cognitively, linguistically, socially, ~~morally~~ ***ethically,*** and emotionally;

(9) ~~In the area of principles and philosophies of public education:~~

~~a. Respect for the students' varied talents and perspectives;~~

~~b. Knowledge and understanding of public schools as complex organizations within a larger community; and~~

~~c. Effective collaboration with school staff, parents, and others to support students' learning and well-being;~~

(10) In the area of IEP and 504 process in educational settings in:

- a. ~~Basic K~~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

| RULE | STATUTE |
|-------------|------------------|
| Ed 507.35 | RSA 186:11, X(a) |

Appendix II

| Rule | Title | Obtain at |
|-----------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ed 507.35(c)(3) | Educational Interpreter Performance Assessment's (EIPA)"Guidelines of Professional Conduct for Educational Interpreters", August 2007 edition | Available for download online at https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf |

Notice Number

2018-105

Rule Number

Ed 507.22 and
Ed 612.19

1. Agency Name & Address:

~~State Board of Education~~

c/o Department of Education

101 Pleasant Street

Concord, NH 03301

2. RSA Authority:

RSA 186:11, X(a)

~~& RSA 186:11, X(c)~~

3. Federal Authority:

4. Type of Action:

Adoption

Amendment

Repeal

Readoption

Readoption w/amendment

X

5. Short Title: Digital Learning Specialist

6. (a) Summary of what the rule says and of any proposed amendments:

Ed 507.22 relates to requirements for certification of a digital learning specialist. It is being readopted with amendment.

The amendments are as follows:

The existing heading, "Education Technology Integrator," is being changed to "Digital Learning Specialist." The term "education technology integrator" is being changed to "digital learning specialist" throughout the rule.

Ed 507.22(a) describes the educational requirements for the digital learning specialist certification. Ed 507.22(a)(2) is being amended to clarify language and amend a reference to requirements listed in Ed 507.22(c) (formerly Ed 507.22(b)).

Ed 507.22(b) is a new paragraph that relates to candidates seeking a credential through an alternative 3, 4, or 5 pathway. It is being proposed to clarify processes pertaining to these candidates.

Ed 507.22(c) (formerly Ed 507.22(b)) specifies the skills, knowledge, competencies, and academic and supervised field-based experience of a digital learning specialist. It is being amended to change the lettering from (b) to (c), due to the proposal in the new Ed 507.22(b) and to specify the areas in which a candidate shall have intellectual, academic, and field-based experience as follows:

Ed 507.22(c)(1) and Ed 507.22(c)(1)b. – d. are being amended to clarify the role of a digital learning specialist as a "digital designer" responsible for individual student learning, growth, and understanding.

Ed 507.22(c)(2) is being amended to reflect the need for digital learning specialists to "continue to deepen knowledge and expertise with technological concepts and pedagogy." Ed 507.22(c)(2)a. – b. are being amended to clarify language. Ed 507.22(c)(2)c. is being amended to elaborate on intereducator collaboration. The former Ed 507.22(b)(2)d. is

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being removed, and the former Ed 507.22(b)(3)c. will be relettered as Ed 507.22(c)(2)d. to pertain to state and national standards.

Ed 507.22(c)(3) (formerly Ed 507.22(b)(4)) is being changed to pertain to digital citizenship. The former Ed 507.22(b)(3)a. – b. are being removed due to non-necessity. The introduction to Ed 507.22(c)(3) is being amended to clarify language. Ed 507.22(c)(3)a. – b. are being amended to simplify and clarify language. Ed 507.22(c)(3)c. is being amended to pertain to diversity, cultural understanding, and global awareness. The former Ed 507.22(b)(4)c. is being removed.

Ed 507.22(c) (formerly Ed 507.22(b)(5)) is being amended to elaborate on the position and duties of a digital learning specialist. Ed 507.22(c)(4)a. – c. are being amended to simplify and clarify language. The former Ed 507.22(b)(5)d. – e. are being removed due to non-necessity.

Ed 507.22(c)(5) is a new subparagraph that structures the position of a digital learning specialist as a “visionary leader” who promotes the integration of technology, fosters excellence, and supports transformational change throughout the instructional environment. Ed 507.22(c)(5) a. – c. describe the appropriate abilities expected of the digital learning specialist.

Ed 612.19 relates to the professional preparation program for the certification in Ed 507.22. It is being readopted with an amendment to change the heading of the program from “Education Technology Integrator” to “Digital Learning Specialist.” Ed 612.19(a) – (e) are being deleted due to redundancy, as the content is described in Ed 507.22, and a single paragraph in Ed 612.19 will refer to Ed 507.22.

6. (b) Brief description of the groups affected:

Credentialed education technology integrators (now called digital learning specialists) and other educational staff, students and parents of students, and institutes of higher education are affected by these rules.

6. (c) Specific section or sections of state statute or federal statute or regulation which the rule is intended to implement:

| RULE | STATUTE |
|-----------|------------------|
| Ed 507.22 | RSA 186:11, X(a) |
| Ed 612.19 | RSA 186:11, X(c) |

7. Contact person for copies and questions including requests to accommodate persons with disabilities:

Name: **Amanda Phelps**

Title: **Administrative Rules
Coordinator**

Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**

Phone #: **(603) 271-2408**

Fax#: **(603) 271-4134**

E-mail: **amanda.phelps@doe.nh.gov**

TTY/TDD Access: Relay NH 1-800-735-2964
or dial 711 (in NH)

NN 2018-105 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **July 19, 2018**

☒ Fax☒ E-mail☐ Other format (specify):

9. Public hearing scheduled for:

Date and Time: **July 11, 2018 at 11:30 a.m.**

Place: **Department of Education
State Board Room, 101 Pleasant Street, Concord, NH 03301**

10. Fiscal Impact Statement (Prepared by Legislative Budget Assistant)

FIS # 18:108, dated 5/21/18

1. Comparison of the costs of the proposed rule(s) to the existing rule(s):

There is no difference in cost when comparing the proposed rule to the existing rule

2. Cite the Federal mandate. Identify the impact on state funds:

No federal mandate, no impact on state funds.

3. Cost and benefits of the proposed rule(s):

- A. To State general or State special funds:

None.

- B. To State citizens and political subdivisions:

None.

- C. To independently owned businesses:

None.

11. Statement Relative to Part I, Article 28-a of the N.H. Constitution:

Relative to Part I, Article 28-a of the NH Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for obtaining a credential as a Digital Learning Specialist. These processes are already in place and the standards are being updated to reflect current practices. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues and do not impose a cost on political subdivisions. Therefore, there is no violation of Part I, Article 28-a.

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)~~ (c) 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) |

Ed 510.045 Duty to Report.

(a) Any credential holder shall have a duty to report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

~~(ab)~~ Each principal ~~has~~**shall have** a duty to report to the superintendent of the school district or SAU where the principal is employed, **chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school**, if the principal has been notified of, or is personally aware that ~~an educator credential holder~~ has violated any of the rules of professional conduct as enumerated in ~~Ed 510.01-.04~~**510**, which occurred on or off duty.

~~(bc)~~ The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:-

~~(1) Any confirmed violation of the principles of professional code of conduct as enumerated in Ed 510.01-.04 by an educator, as defined in Ed 501.02(k), which occurred on or off duty;~~

~~(2)~~ When a superintendent has knowledge that an educator, as defined ~~by~~**in** Ed 501.02(~~km~~), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

~~(3) Misconduct or unprofessional~~ **Violation of the code of conduct as outlined in Ed 510.01 through Ed 510.04** by ~~an educator credential holder, as defined by Ed 501.02(k), which occurred on or off duty, where the nature or circumstances of the educator's conduct would:~~

~~— a. Potentially place a student(s), as defined in Ed 501.02(t), in physical or emotional jeopardy;~~

~~— b. So detract from the educator's professional standing as to render the educator unfit for continued certification; or~~

~~— c. Create an inability for the educator to carry out his or her assigned duties.~~

(d) If a credential holder suspects that a superintendent has violated the code of conduct as outlined in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes it has not been reported to the department, the reporting credential holder shall notify the department directly.

~~(ee)~~ **Credential holders who have** reason to suspect that ~~another educator a student~~ has **been, or is being**, abused or neglected ~~a student~~ shall report the same to:

(1) His or her immediate supervisor, superintendent, or both, who shall report the same to

~~(1)~~ **The department of health and human services, pursuant to RSA 169-C:29; and**

~~(2)~~ **The office of credentialing.**

~~(d)~~ ***f) Should the office of credentialing investigator have reason to suspect any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported,*** ~~the office of credentialing investigator shall undertake an investigation, as enumerated in Ed 510.061, if an educator, principal, superintendent, chief executive officer, or headmaster fails to make a report as~~ ***against that credential holder as*** required by Ed 510.05(a), (b), or (c).

~~(e)~~ ***g)*** The office of credentialing shall ~~undertake an investigation~~ ***open a case***, as enumerated in Ed 510.061, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Adopt Ed 511.01, cited and to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Ed 511.01 Investigations.

~~(a) Investigations shall be handled by the department and shall be conducted by the office of credentialing or designee;~~

~~(ba) An investigation case shall be opened when a complaint~~ undertaken if the office of credentialing or designee deems it necessary to examine acts of possible misconduct by an educator which ***against a credential holder*** have ***has*** come to the attention of the department either through direct reporting or other means;

~~(eb) Investigations into allegations of unprofessional conduct, as outlined in Ed 510.01 to Ed 510.04,~~ shall not constitute a disciplinary hearing and shall not constitute an ~~allegation~~ ***finding*** of misconduct against an educator ***credential holder***;

~~(dc) Educators~~ ***Credential holders*** shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the ~~educator~~ ***credential holder's*** credential pending the investigation;

(d) The credential holder's current superintendent shall be notified in writing by the department that an investigation has been opened, unless the notification compromises, or has the appearance of compromising, the investigation.

(e) Investigations shall be handled by the department and shall be conducted by the office of credentialing investigator.

~~(e) The department shall~~ ***make every attempt to*** interview all people, ~~to include~~ ***including*** the ~~educator~~ ***credential holder***, who might have information which might be relevant to the investigation;

~~(f) Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis;~~

~~(g) The department shall~~ ***make every attempt to*** obtain any and all documentation which might be relevant to the investigation;

~~(h) Once the investigation is complete, the following procedures shall apply:~~

- (1) The department shall create a report which documents the results of the investigation;
- (2) The ~~educator~~ **credential holder** shall be notified in writing of any **proposed** discipline as set forth below and the specific grounds upon which the discipline is based **in accordance with RSA 541-A:30 as follows; or:**

a. Suspension;

b. Revocation; or

c. Reprimand

- (3) If no disciplinary sanction is ~~imposed~~ **proposed**, the department shall notify the ~~educator~~ **credential holder** in writing that the investigation is closed.

(i) Investigatory reports and all information gathered during the course of the ~~an~~ investigations shall be confidential, with the following exceptions:

(1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

a. A law enforcement agency when the agency is conducting a criminal investigation of the ~~educator~~ **credential holder**;

b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the ~~educator~~ **credential holder** in the other jurisdiction; or

2. An investigation of the ~~educator~~ **credential holder** by the other jurisdiction when:

(i) The ~~educator~~ **credential holder** was the subject of a formal investigation under Ed 510I; or

(ii) Disciplinary action was taken against the ~~educator~~ **credential holder** by the ~~state board of education~~ pursuant to Ed 510I;

c. Other states' licensing board investigators or prosecutors; and

d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03, effective 2-23-12 (Doc #10089), as Ed 511.02 to read as follows:

Readopt with amendment Ed 501.01, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.01 Purpose. The rules of this part implement the statutory responsibilities of the New Hampshire board of education to:

- (a) Develop and administer credential standards for educational personnel;
- (b) Develop continuing professional education requirements and prerequisites for the renewal or reinstatement of credential holders;
- (c) Develop and administer a code of ethics for all credential holders and to inform members of the public of the ~~ethical and professional~~ **code of ethics and code of** conduct ~~to~~ applicable to credential holders;
- (d) Define ~~unethical~~ **unprofessional** conduct which justifies disciplinary sanction against an ~~educator~~ **credential holder**; and
- (e) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

Readopt with amendment Ed 501.02, effective 3-27-14 (Doc #10558), to read as follows:

Ed 501.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

- (a) "Administrator" means the administrator of the bureau of credentialing.
- (b) *"Authorization" means a document issued by the department giving permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document.*
- (~~b~~c) "Board" means the state board of education created by RSA 21-N:10.
- (~~e~~d) "Bureau" means the bureau of credentialing, division of program support, department of education.
- (~~e~~e) "Certificate" means the ~~actual form of approval when a credential is granted~~ **document issued when a credential holder meets full licensure requirements.**
- (~~e~~f) "Commissioner" means the commissioner, department of education.
- (g) "Credential" means ~~the approved certification of an educator~~ **any authorization or license issued by the bureau including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), emergency authorization, statement of eligibility (SOE), paraeducator I & II, school nurse and master teacher license (MTL).**
- (h) *"Credential holder" means any individual who holds a credential, as defined in Ed 501.02(g).*

~~(gi)~~ "Denial" ~~is~~ **means** the refusal to grant an initial certification **credential** to an applicant for a credential.

~~(hj)~~ "Department" means the New Hampshire department of education.

~~(ik)~~ "Director" means the director, division of program support.

~~(jl)~~ "Division" means the division of program support.

~~(km)~~ "Educator" means any individual who holds certification issued by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term **employed in a classroom instruction role for which the DOE issues a credential, whether they hold the credential or not.**

(n) "Emergency authorization" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as outlined in Ed 504.04.

~~(lo)~~ "Endorsement" means the specific subject area for which the credential is issued.

~~(mp)~~ "Intern license **authorization**" means the authorization granted to applicants pursuant to Ed 505.03(e), Ed 505.04, and Ed 505.05 to perform educational services while the plans are being implemented.

(q) "License" means the document issued when a credential holder meets full licensure requirements.

(r) "Licensure" means the official recognition by the board that an individual has met minimum requirements and is approved to practice in their endorsement area(s).

~~(ns)~~ "Mentor" means a person who:

(1) Is appointed to provide assistance to an applicant for certification pursuant to Ed 505.04 or Ed 505.05; and

(2) Meets at least one of the following qualifications:

a. Is a ~~certified educator~~ **credential holder** with 3 years of experience as an educator in the area of endorsement; or

b. Has experience equivalent to the experience requirement under a. above such as, but not limited to, involvement in a collegiate teacher preparation program.

~~(o)~~ "Permission to employ" means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a temporary vacancy.

~~(pt)~~ "Professional Conduct" means a set of established professional norms and behaviors which extend beyond the workplace.

(qu) “Reprimand” is a ~~formal admonishment~~ *note to file* of a credentialed ~~educator~~ *holder* as defined in Ed 501.02(kh), for his or her conduct, *which does not rise to the level of* ~~but is not~~ a suspension or revocation of a ~~teaching~~ credential, *which may be used in the event of a subsequent investigation.*

(rv) “Revocation” means the department has permanently ~~taken a teaching~~ *rescinded a* credential ~~away from an educator~~ *credential holder.*

(sw) “Statement of eligibility” means a ~~certificate~~ *credential* issued by the department of education that indicates that an individual has successfully met the entry requirements of:

- (1) Alternative 4 certification; or
- (2) Alternative 5 certification;

(tx) “Suspension” means the department has ~~taken a teaching~~ *rescinded a* credential ~~away from an educator~~ *credential holder* for a specified period of time;

(uy) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade-12, *or any “adult student” as specified in Ed 1102.01(f)(1),* at any school or education institution ~~and includes individuals through nine months after graduation~~ *except as otherwise noted in these rules.*

Readopt with amendment Ed 502.01, effective 3-27-14 (Doc. #10558), to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Educator *Credential Holder* Certification Records.

(a) Pursuant to RSA 91-A:5, V the following limited credential status information shall be available to the general public, upon written or verbal request:

- (1) The name of the ~~educator~~ *credential holder*;
- (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
- (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, and revocation, if applicable; and
- (4) The school, if known or stated, where the ~~educator~~ *credential holder* is currently employed.

(b) The provisions of this section shall not require the release of information related to:

- (1) Informal or formal investigations; or

(2) Board or hearing officer records from adjudicatory proceedings involving the ~~educator~~ **credential holder** when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

(c) The complete record of a credential holder shall be released by the division upon written request to the following:

(1) A party in an adjudicatory proceeding when:

- a. The credential holder is a party to the proceeding; and
- b. The credential holder's ~~certification~~ **credential** record is relevant to the proceeding;

(2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;

(3) A certifying agency of another jurisdiction for:

- a. Purposes of ~~certification~~ of **credentialing** the credential holder in the other jurisdiction; or
- b. An investigation of the credential holder by the other jurisdiction, when:
 1. The credential holder was the subject of a formal investigation under Ed 510I; or
 2. Disciplinary action was taken against the credential holder by the ~~state board of education~~ under Ed 510.03I;

(4) Board investigators or prosecutors; or

(5) Persons to whom the credential holder has given a release.

(d) ~~As standard operating procedure, the~~ The bureau shall report to all of the following entities any discipline ordered against a credential holder:

(1) ~~Any suspension or revocation to Each~~ **the credential holder's current** superintendent of school in N.H. ~~and The National Association of State Directors of Teacher Education and Certification (NASDTEC) educator identification clearing house; and~~

(2) ~~Each state department of education~~ **Any reprimand to the credential holder's current superintendent of school in N.H.;**

(3) ~~Each department of education for the territories of the United States; and~~

(4) ~~The National Association of State Directors of Teacher Education and Certification Educator Identification Clearing House.~~

(e) The department shall maintain a list of all credential holders whose credential has been revoked or who are under suspension, and such list shall be published on the department's website.

Adopt Ed 510.01 – 510.04, cited and to read as follows:

PART Ed 510 ~~PRINCIPLES OF PROFESSIONAL~~ **CODE OF CONDUCT**

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals.

~~(a)~~ In fulfilling this principle of the code of conduct, ~~the following provisions apply to a credential holder~~ *exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but it not limited to:*

~~(1a) An educator shall not d~~*Discrimination on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a fellow professional as specified in RSA 354-A:1;*

~~(2b) An educator shall~~ *Failure to* self-report, within 25 business days, if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

~~(3c) An educator shall not f~~*Falsifying, his or her fraudulently altering, or deliberately misrepresenting* professional qualifications, *including, but not limited to, degrees, academic awards, and related employment history, when applying for a credential;*

~~(4d) An educator shall not be in possession of alcohol or controlled drugs, or under the influence of alcohol or controlled drugs, in the presence of students while students are in their care either on or off school grounds~~ *Unlawful possession of a drug; and*

~~(e) Possessing, using, or being under the influence of alcohol or drugs, not prescribed for the educator's use~~ *of the credential holder when on school premises or at a school sponsored activity where students are present or may reasonably be expected to be present;*

~~(f) Failure to notify the state, at the time of application for credential, of past criminal convictions, or of revocations or suspensions of a credential or license by New Hampshire or any other jurisdiction;~~

~~(g) Falsifying, or deliberately misrepresenting, information submitted to the department in the course of an official inquiry, investigation, or both.~~

~~(5) An educator has shall have a duty to report as outlined in Ed 510.05.~~

Ed 510.02 Principle 2—Responsibility to Students.

~~(a)~~ In fulfilling this principle of the code of conduct, ~~the following provisions apply to a credential holder~~ *shall maintain a professional relationship with all students, both inside and outside the educational setting, and make reasonable efforts to protect students from conditions which are harmful to their health and safety. Unprofessional conduct includes, but is not limited to:*

~~(1a) An educator shall not d~~**Discriminate**~~ion on the basis of sex, race, age, creed, color, marital status, national origin, or disability against a student as specified in RSA 354-A:1;~~

~~(2b) An educator shall not engage in a dereliction of duty which shall constitute an abandonment of students in his or her care, either on or off school grounds~~ **Failure to provide appropriate supervision of students at school or school-sponsored activities or the failure to ensure the safety and well-being of students;**

~~(3c) An educator shall not provide~~ **Furnishing** ~~alcohol or controlled~~ **illegal or unauthorized** ~~drugs to any students, facilitate the use of~~ **or allowing or encouraging a student to consume** ~~alcohol or controlled~~ **illegal or unauthorized** ~~drugs for students, or knowingly allow students to use alcohol or controlled drugs while the educator is on or off duty;~~

~~(4d) An educator shall not solicit a student, as defined in Ed 501.02(u), to engage in a sexual relationship, sexual activity or both~~ **Committing any of the following acts to any minor, or any student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), including, but not limited to:**

(1) Abuse, including, but not limited to physical and emotional abuse;

(2) Cruelty or any act of endangerment;

(3) Any sexual act with or from any student; and

(4) Harassment as defined by state or federal law or regulations;

(e) Soliciting, encouraging or participating in a romantic or sexual relationship, whether written, verbal, or physical, with a student the credential holder knows or should know is a student or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and

~~(5f) An educator shall not e~~**Engaging** ~~in a sexual relationship, sexual activity or both with a student, or prior student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1); and~~ ~~as defined in Ed 502.01(u).~~

(g) Soliciting a student, or a former student up to 10 months after the student's graduation, departure, or departure in cases as specified in Ed 1102.01(f)(1), to engage in any illegal activity via electronic media.

Ed 510.03 Principle 3—Responsibility to the School Community.

~~(a) In fulfilling this principle of the code of conduct, the following provisions apply to a credential holder~~ **models effective relationships and communicates responsibly among members of the school community, while maintaining appropriate professional boundaries. Unprofessional conduct includes, but is not limited to:**

~~(1a) An educator shall not make an unjust or prejudicial distinction on the basis of sex, race, age, creed, color, marital status, national origin, or disability~~ **Discrimination** ~~against a parent~~

or guardian of a student or other member of the community who is on the school property *as specified in RSA 354-A:1*;

(2) ~~An educator shall not~~ *Accepting or soliciting* gratuities, gifts, or favors ~~that might impair or appear to impair professional judgment~~ *for personal use or gain where there may be an actual or appearance of a conflict of interest. Gifts of a de minimis amount shall not be deemed a conflict of interest*;

(3) ~~An educator shall not~~ *Misuse* of funds intended for use ~~in or~~ by the school, to include funds which are collected from parents and students; and

(4) ~~An educator shall not~~ *Intentionally altering* or *misrepresenting* student assessments, *assessment* results, or official school records.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology.

(a) In fulfilling this principle of the code of conduct, ~~the following provisions apply to a credential holder~~ *considers the impact of consuming, creating, distributing and communicating information through the use of any and all types of technology. Unprofessional conduct includes, but is not limited to:*

(1) ~~An educator shall not solicit a student, as defined in Ed 501(t), to engage in any illegal activity via electronic media;~~

(2a) ~~An educator shall not~~ *Engage* in harassment, stalking, or bullying *in any activities as outlined in Ed 510.02(d), Ed 510.02(e), Ed 510.02(f), or Ed 510.02(g) via electronic media with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1); and*

(3b) ~~An educator shall not~~ *Engage* in inappropriate communication *with a student, or former student up to 10 months after the student's graduation, departure, or departure as specified in Ed 1102.01(f)(1) via electronic media. For the purposes of this section, inappropriate communication shall be determined by considering:*

(1) ~~The~~ *intent, timing, subject matter, and amount of communication; and*

(2) ~~Is~~ *defined to include, but not be limited to whether:*

a. ~~Whether~~ *The communication made was covert in nature;*

b. ~~Whether~~ *The communication could reasonably be interpreted as solicitous, sexually explicit, or romantic in nature; and*

c. ~~Whether~~ *The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the educator credential holder or the student.*

Readopt with amendment and renumber Ed 510.01, effective 2-23-12 (Doc #10089), as Ed 510.05 to read as follows:

Ed 510.045 Duty to Report.

(a) Any credential holder shall have a duty to report any suspected violation of the code of conduct following the school, school district, or SAU reporting procedures.

(ab) Each principal ~~has~~***shall have*** a duty to report to the superintendent of the school district or SAU where the principal is employed, ***chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school***, if the principal has been notified of, or is personally aware that an ~~educator~~***credential holder*** has violated any of the rules of professional conduct as enumerated in Ed 510.01 ~~04~~***510***, which occurred on or off duty.

(bc) The superintendent, chief executive officer of a chartered public school or public academy, or headmaster of a nonpublic school, shall report any of the following to the office of credentialing:-

~~(1) Any confirmed violation of the principles of professional code of conduct as enumerated in Ed 510.01 .04 by an educator, as defined in Ed 501.02(k), which occurred on or off duty;~~

~~(2) When a superintendent has knowledge that an educator, as defined by Ed 501.02(k), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and~~

~~(3) Misconduct or unprofessional Violation of the code of conduct as outlined in Ed 510.01 through Ed 510.04 by an educator credential holder, as defined by Ed 501.02(k), which occurred on or off duty, where the nature or circumstances of the educator's conduct would:~~

~~— a. Potentially place a student(s), as defined in Ed 501.02(t), in physical or emotional jeopardy;~~

~~— b. So detract from the educator's professional standing as to render the educator unfit for continued certification; or~~

~~— c. Create an inability for the educator to carry out his or her assigned duties.~~

(d) If a credential holder suspects that a superintendent has violated the code of conduct as outlined in Ed 510.01 through Ed 510.04, or if a credential holder has made a report and believes it has not been reported to the department, the reporting credential holder shall notify the department directly.

(ee) ~~Educators having~~***Credential holders who have*** reason to suspect that ~~another educator a student~~ has ***been, or is being***, abused or neglected ~~a student~~ shall report the same to:

(1) His or her immediate supervisor, superintendent, or both, who shall report the same to

~~(1) The department of health and human services, pursuant to RSA 169-C:29; and~~

~~(2) The office of credentialing.~~

~~(d)~~ ***Should the office of credentialing investigator have reason to suspect any violation of the code of conduct enumerated in Ed 510.01 through Ed 510.04 was known by a credential holder and not reported,*** ~~The office of credentialing investigator shall undertake an investigation, as enumerated in Ed 510.061, if an educator, principal, superintendent, chief executive officer, or headmaster fails to make a report as~~ ***against that credential holder as*** required by Ed 510.05(a), (b), or (c).

~~(e)~~ ***The office of credentialing shall undertake an investigation*** ***open a case,*** as enumerated in Ed 510.061, in response to a report made pursuant to Ed 510.05(a), (b), (c), or (d) above.

Adopt Ed 511.01, cited and to read as follows:

PART Ed 511 INVESTIGATIONS AND DISCIPLINARY PROCEEDINGS

Ed 511.01 Investigations.

~~(a) Investigations shall be handled by the department and shall be conducted by the office of credentialing or designee.~~

~~(b)~~ ***An investigation case shall be opened when a complaint*** ~~undertaken if the office of credentialing or designee deems it necessary to examine acts of possible misconduct by an educator which~~ ***against a credential holder have*** ~~has~~ come to the attention of the department either through direct reporting or other means.

~~(c)~~ ***Investigations into allegations of unprofessional conduct, as outlined in Ed 510.01 to Ed 510.04,*** shall not constitute a disciplinary hearing and shall not constitute an ~~allegation finding~~ of misconduct against an ~~educator~~ ***credential holder.***

~~(d)~~ ***Educators*** ***Credential holders*** shall be notified in writing, via certified mail, that an investigation has been opened and the nature of the investigation and the status of the ~~educator~~ ***credential holder's*** credential pending the investigation.

(d) The credential holder's current superintendent shall be notified in writing by the department that an investigation has been opened, unless the notification compromises, or has the appearance of compromising, the investigation.

(e) Investigations shall be handled by the department and shall be conducted by the office of credentialing investigator.

~~(e)~~ The department shall ***make every attempt to*** interview all people, ~~to include~~ ***including*** the ~~educator~~ ***credential holder,*** who might have information which might be relevant to the investigation.

~~(f)~~ Investigations, including those based upon allegations in a complaint, shall be conducted on an ex parte basis.

~~(g)~~ The department shall ***make every attempt to*** obtain any and all documentation which might be relevant to the investigation.

~~(h)~~ Once the investigation is complete, the following procedures shall apply:

- (1) The department shall create a report which documents the results of the investigation;
- (2) The ~~educator~~ **credential holder** shall be notified in writing of any **proposed** discipline as set forth below and the specific grounds upon which the discipline is based **in accordance with RSA 541-A:30 as follows**; ~~or~~:

a. Suspension;

b. Revocation; or

c. Reprimand

- (3) If no disciplinary sanction is ~~imposed~~ **proposed**, the department shall notify the ~~educator~~ **credential holder** in writing that the investigation is closed.

- (i) Investigatory reports and all information gathered during the course of ~~the~~ **an** investigations shall be confidential, with the following exceptions:

- (1) The report shall be made available to the parties in any adjudicatory proceedings resulting therefrom; and

- (2) If further disciplinary proceedings are to be conducted as a result of the investigation, the department shall provide information gathered in the disciplinary investigation to the following:

- a. A law enforcement agency when the agency is conducting a criminal investigation of the ~~educator~~ **credential holder**;

- b. A certifying agency of another jurisdiction for:

1. Purposes of certification of the ~~educator~~ **credential holder** in the other jurisdiction; or

2. An investigation of the ~~educator~~ **credential holder** by the other jurisdiction when:

- (i) The ~~educator~~ **credential holder** was the subject of a formal investigation under Ed 510I; or

- (ii) Disciplinary action was taken against the ~~educator~~ **credential holder** by the ~~state board of education~~ pursuant to Ed 510I;

- c. Other states' licensing board investigators or prosecutors; and

- d. Expert witnesses or assistants retained by a prosecutor or investigator in the same related disciplinary matters.

Readopt with amendment and renumber Ed 510.03, effective 2-23-12 (Doc #10089), as Ed 511.02 to read as follows:

Ed 511.02 ~~Disciplinary Sanctions~~ **Voluntary Suspension or Revocation.**

(a) If the department determines that an educator **credential holder**, as defined by Ed 501.02(k), has committed misconduct ***violated the code of conduct as outlined in Ed 510.01 through Ed 510.04, and the credential holder agrees to the disciplinary finding, the credential holder may agree to a voluntary suspension or revocation.*** department shall impose one of the following disciplinary sanctions, as determined to be appropriate by the department under the circumstances of each case:

(1) ~~Suspension;~~

(2) ~~Revocation; or~~

(3) ~~Reprimand.~~

(b) All state disciplinary action ***voluntary suspensions or revocations*** shall be documented in writing, and ***shall*** set out the terms of the discipline. The educator **credential holder** shall receive a copy of the discipline in writing and a copy shall be placed in the educator **credential holder's** electronic credentialing file at the department once it is signed by all required parties, to include the educator **credential holder**.

(c) Any educator **credential holder** whose credential is revoked ***or who voluntarily agrees to a revocation*** shall be prohibited from applying or reapplying for any other teaching credential in New Hampshire, and

(d) ~~The department shall maintain a list of all educators who have been revoked or who are under suspension, and such list shall be published on the department's website.~~

Readopt with amendment and renumber Ed 510.02, effective 2-23-12 (Doc #10089), as Ed 511.03 to read as follows:

Ed 511.03 **Disciplinary Hearings.**

(a) ***If a credential holder does not agree with the disciplinary finding as a result of an investigation as outlined in Ed 511.01, a credential holder may request an*** Adjudicatory proceedings/disciplinary hearings ***which*** shall be commenced pursuant to Ed 200 after the following:

(1) Completion of an informal or formal investigation; ***and***

(2) Filing of a written report and recommendation ***pursuant to Ed 511.01(h); and***

(3) ~~A determination by the director that a disciplinary action before the board is required in accordance with the provisions of Ed 200.~~

(b) The provisions of Ed 200 shall apply to all disciplinary hearings ***and shall commence not more than 15 days after the disciplinary finding.***

Readopt with amendment and renumber Ed 510.04, effective 2-23-12 (Doc #10089), as Ed 511.04 to read as follows:

Ed 511.04 Status of a Credential Pending Completion of Disciplinary Proceeding.

(a) When the department receives information indicating that an ~~educator~~ **credential holder** has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's ~~teaching~~ credential and any and all endorsements shall be immediately suspended ~~pending an investigation by the department~~ **pursuant to RSA 541-A:30, III.**

(b) The department shall notify the ~~educator~~ **credential holder** and the employing school district that the ~~educator~~ **credential holder's** credential has been suspended pending an investigation by the department.

(c) ~~The educator shall have a right to request an adjudicative proceeding to commence not later than 15 working days after the suspension of the credential.~~ **In accordance with RSA 541-A:30, unless waived, an adjudicatory hearing shall commence within 10 working days after the suspension of the credential.** Such hearings shall be governed by the process set forth in Ed 200. A request for an adjudicative proceeding ~~must~~ **shall** be made in writing.

Repeal Ed 510.05, effective 2-23-12 (Doc #10089), as follows:

~~Ed 510.05 Voluntary Surrender of a Credential.~~

~~—— (a) If a certified educator offers to surrender his/her credential voluntarily, the bureau shall automatically revoke the credential.~~

~~—— (b) A statement indicating the educator's request to surrender his/her credential voluntarily and the reason surrounding the circumstances of the request shall be made a part of the educator's certification record with the bureau.~~

~~—— (c) The rules of confidentiality of Ed 502 shall apply to the maintenance and release of information concerning voluntary surrender of a teaching credential.~~

Readopt with amendment and renumber Ed 511.03, effective 2-23-12 (Doc #10089), as Ed 511.05 to read as follows:

Ed 511.05 Grounds for Reinstatement After Suspension.

(a) A certificate or endorsement which has been suspended shall be reinstated for one of the following reasons:

(1) The period of the suspension has passed and any and all terms and conditions regarding possible reinstatement have been satisfied; and

(2) ~~An educator~~ **credential holder** whose credential has been ~~revoked~~ **suspended** demonstrates by clear and convincing evidence that he/or she has corrected the deficiencies or conduct which led to the original suspension.

(b) Upon reinstatement, the department may issue a certificate or endorsement which is limited in time, level, or scope or subject to other terms as the department deems necessary **to include a**

reinstatement fee. If the certificate or endorsement is so limited, then the credential holder may appeal that decision using the process outlined in Ed 200.

Change the Part heading and renumber Part Ed 511 as Part Ed 512 to read as follows:

PART Ed 512 DENIAL OF CERTIFICATION

Readopt with amendment and renumber Ed 508.07, effective 6-15-13 (Doc. #10362) as Ed 512.01, and renumber the existing Ed 512 and Ed 513 as Ed 513 and Ed 514, so that Ed 512.01 reads as follows:

Ed 512.01 Denial of ~~Initial Application~~Credential.

(a) For the purposes of this section, a credential means a credential as defined in Ed to include adding an endorsement, renewing a credential and reinstating a license from suspension.

(b) A credential application shall be denied by the board based on the following grounds:

(1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;

(2) The applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory or country;

(4) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or

(5) The applicant is under investigation, under suspension, or has been revoked in any other state, jurisdiction, territory or country.

~~(a) An application for a New Hampshire credential shall be denied if the applicant has been charged pending disposition for, or convicted of, any violation or attempted violation of any of the crimes enumerated in RSA 189:13 a, or has been convicted of any felony in any other state, territory or country.~~

~~(b) An application for a New Hampshire credential shall be denied if there is documentary evidence in the form of a statement bearing the signature of the superintendent, in the case of a public school, or of the chief administrative officer, in the case of a nonpublic school, and after an investigation by the bureau establishes that the applicant has engaged in the following:~~

~~(1) Sexual misconduct within the educational setting;~~

~~(2) Noncompliance with the professional development requirement of Ed 512; or~~

~~(3) Any act or combination of acts which when considered together would be contrary to the principles of professional conduct as outlined in Ed 510, including but not limited to:~~

~~a. The applicant or someone acting on behalf of the applicant has submitted false information to the bureau in connection with the application; or~~

~~b. The applicant has been disciplined by another licensing body, provided that the ethical requirements of the licensing body are equivalent with the principles of professional conduct as outlined in Ed 510.~~

(c) An applicant aggrieved by the decision of the bureau to deny an application may file a petition for reconsideration along with supporting documentation to the director within 20 days after receipt of the denial decision. If the petition for reconsideration is denied, the applicant may appeal the director's decision pursuant to RSA 21-N:11, III, and Ed 200.

Repeal Ed 511.01, effective 2-23-12 (Doc. #10089), to read as follows:

~~Ed 512.02~~~~511.01~~ Grounds For Denial of Endorsement, Renewal, or Reinstatement.

~~— (a) A license for educator certification or an endorsement, or renewal or reinstatement shall be denied by the board based on the following grounds:~~

~~(1) Failure to meet the conditions for issuance of the certificate or endorsement or renewal or reinstatement;~~

~~(2) If the applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory or country;~~

~~— (3) Incompetence;~~

~~(4) If the applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or~~

~~(5) Falsification or misrepresentation of information provided in connection with an application for licensure for certified personnel or endorsement, renewal or reinstatement.~~

Repeal Ed 511.02 – 511.06, effective 2-23-12 (Doc. #10089), as follows:

~~Ed 511.02~~ Grounds for Suspension or Revocation of Educator's Certification.

~~— (a) A certificate for an educator or an endorsement shall be suspended or revoked based on the following grounds:~~

~~(1) Incompetence;~~

~~(2) Conviction of a felony;~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. When the board determines that either the nature or circumstances of the crime, or the moral turpitude associated with the crime render the individual unfit for continued certification; and~~

~~c. When the underlying behavior or circumstances of the offense render the educator unfit for continued certification based on the educator's inability to perform assigned duties;~~

~~(3) Misconduct or unprofessional conduct, on or off duty:~~

~~a. That would potentially place a student or students in physical or emotional jeopardy;~~

~~b. Where the nature or circumstances of the conduct so detract from the educator's professional standing as to render the educator unfit for continued certification based on the educator's inability to perform assigned duties; and~~

~~c. Where there is a nexus between the off duty misconduct or unprofessional conduct of the educator and the educator's ability to carry out assigned duties;~~

~~(4) Falsification or misrepresentation of information provided in connection with an application for certification or endorsement or renewal or reinstatement discovered subsequent to issuance of the certificate;~~

~~(5) If the individual is a superintendent, assignment of duties by the superintendent to an individual who does not hold the appropriate certificate or endorsement for the duties assigned, except as otherwise provided in RSA 189:39 b;~~

~~(6) If the individual is a principal, to report to the superintendent any allegations or conduct by an educator for which there is credible evidence of a potential professional conduct violation that might constitute ground for suspension or revocation of an educator's certificate or endorsement; or~~

~~(7) If the individual is a superintendent, failure to report to the director or designee any allegations or conduct by an educator for which there is credible evidence of a professional conduct violation that might constitute grounds for suspension or revocation of an educator's certificate or endorsement.~~

~~—— Ed 511.04 Effects of Certificate Surrender.~~

~~—— (a) A licensee may surrender the license at any time.~~

~~—— (b) Surrender or nonrenewal of a certificate shall not preclude the board from investigating or completing a disciplinary proceeding based upon the licensee's conduct while the certificate was still in effect. Such investigations and proceedings shall be handled in the same manner as other disciplinary investigations and proceedings.~~

~~—— (c) An educator who surrenders a certificate shall have no right or privilege in New Hampshire. An educator who reapplies for a certificate in New Hampshire after surrender shall meet all the requirements in effect for new applicants as set forth in statute or rules at that time.~~

~~—— (d) An educator who surrenders a license as part of a settlement of pending misconduct allegations shall make a written settlement offer to the board before the close of the record in a disciplinary hearing.~~

~~—— (e) Any settlement agreement reached under (d), above, shall include the following concessions:~~

~~(1) That certificate surrender has occurred in settlement of pending disciplinary allegations;~~

~~(2) That the facts or conduct upon which the surrender is based is not contested; and~~

~~(3) That the pending allegations shall be issues to be resolved in any future application the educator submits in New Hampshire.~~

~~—— Ed 511.05 Investigations.~~

~~—— (a) The department shall conduct such investigations as it deems necessary to examine acts of possible misconduct that come to its attention through complaints or other means.~~

~~—— (b) The director or designee shall appoint a member of the department, or other knowledgeable persons to conduct the investigation.~~

~~—— (c) The director or designee shall provide the following information to the person conducting the investigation:~~

~~(1) The statutory or regulatory authority for the investigation;~~

~~(2) Any statutes or rules believed to have been, or about to be, violated;~~

~~(3) The identity of the persons, or class of persons, that are subject of the investigation;~~

~~(4) The general nature of the conduct being investigated; and~~

~~(5) The date upon which the investigating officer shall report his or her findings and recommendations to the board.~~

~~—— (d) Investigations shall not constitute a disciplinary hearing and shall not constitute an allegation of misconduct against a licensee.~~

~~—— (e) When an investigation occurs, an investigator designated by the director or designee shall contact such persons and examine such records and other documents as are reasonably necessary to make a recommendation as to whether further board action should be taken on the allegations in question.~~

~~—— (f) Investigations, including those based upon allegations in a complaint shall be conducted on an ex parte basis.~~

~~—— (g) Once the investigator completes the investigation, the following procedures shall apply:~~

~~(1) The investigator shall file a written report with the director or designee including:~~

~~—— a. A recommendation for action by the board; and~~

~~b. The specific grounds listed in Ed 511.02 upon which the recommendation is based;~~

~~(2) The director or designee shall review the investigator's report and recommendation based on a review of the case in relation to the grounds listed in Ed 511.02 to:~~

~~a. Confirm, deny, or amend the investigator's recommendation and report; and~~

~~b. Provide a written recommendation and report;~~

~~(3) If the director determines that disciplinary proceedings are warranted, the director shall notify the educator, and initiate a disciplinary hearing before the board under the procedures established in Ed 200; and~~

~~(4) The board shall not be consulted regarding the director's decision to hold a disciplinary hearing.~~

~~(h) Investigatory reports and all information gathered by an investigator shall be confidential, with the following exceptions:~~

~~(1) The investigator's report shall be made available to the parties in any adjudicatory proceeding resulting therefrom;~~

~~(2) If further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to:~~

~~a. A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;~~

~~b. A certifying agency of another jurisdiction for:~~

~~1. Purposes of certification of the credential holder in the other jurisdiction; or~~

~~2. An investigation of the credential holder by the other jurisdiction, when:~~

~~(i) The credential holder was the subject of a formal investigation under Ed 510; or~~

~~(ii) Disciplinary action was taken against the credential holder by the state board of education under Ed 510.03;~~

~~c. Board investigators or prosecutors; and~~

~~d. Expert witnesses or assistants retained by board prosecutor or investigators in the same or related disciplinary matters; and~~

~~(3) Whether or not further disciplinary proceedings are to be conducted as a result of the investigation, the board shall provide information gathered in disciplinary investigations to persons to whom the licensee has given a release.~~

~~—— (i) The educator shall be notified promptly of the nature of any allegations that result in an investigation pursuant to (e) above.~~

~~—— (j) If further disciplinary proceedings are to be conducted as a result of an investigation, the licensee shall be given the opportunity to respond, in writing, to the investigator prior to the initiation of disciplinary proceedings.~~

~~—— Ed 511.06 Due Process for Denial of Licensure for an Educator or Endorsement or Renewal or Reinstatement.~~

~~—— (a) If, after written application for certification, the department concludes that an applicant should be denied a license or endorsement or renewal or reinstatement the department shall notify the applicant in writing of the grounds for the denial.~~

~~—— (b) The department shall provide an applicant with a description of the procedures for appeal of a denial of a license for an educator or endorsement and shall explain that the applicant may appeal the denial to the board in accordance with the procedures established in Ed 200.~~

~~—— (c) An applicant shall file an appeal in writing within 10 days of receipt of the denial in order for an appeal to be accepted by the board.~~

APPENDIX I

| RULE | STATUTE |
|--------|---------------------------------------------|
| Ed 501 | RSA 186:8, II; RSA 189:39 |
| Ed 502 | RSA 186:11, X(a) |
| Ed 510 | RSA 186:11, X(a) |
| Ed 511 | RSA 186:11, X(a); RSA 189:14-a, (b) and (c) |
| Ed 512 | RSA 186:11, X(a) |



June 13, 2018

Mr. Frank Edelblut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NJ 03301-3494

Dear Commissioner:

I am writing to request an extension of the charter school renewal of the Granite States Arts Academy in Salem, NH, until the Department of Education is able to complete its portion of the process for that renewal. Listed below are the events that have occurred to date.

- Intent to renew charter submitted to the Dept. of Education on this date, June 13, 2018. (attached)
- The Annual Report completed and voted by the Board of Trustees of the Granite State Arts Academy on June 13, 2018 by a unanimous vote. (attached)
- We have communicated with Jane Waterhouse and met with her on June 5, 2018.
- Our Charter is due to expire on August 19, 2018.

As mentioned previously, I have attached the Annual Report from the School which serves as our renewal application.

Respectfully,

Anthony T. Polito

Anthony T. Polito
Head of School
Granite State Arts Academy

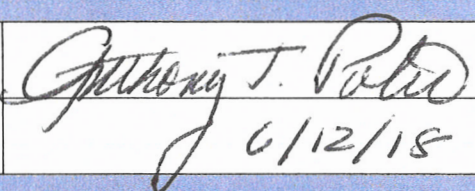
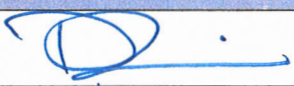
INTENT TO RENEW CHARTER

The renewal of a public charter school takes place every five (5) years.

The first step in the renewal process: A public charter school submits *Intent to Renew Charter* document to the New Hampshire Department of Education by the end of the school's fourth year of operation.

The renewal process consists of a comprehensive on-site review conducted by a team of educators. The on-site review includes a review of academic performance, financial and organizational goals focus group interviews with school leadership, teachers, parents, students and members of the Board of Trustees. For additional details, please review the Guidelines for the Charter Renewal Process at the following link: https://www.education.nh.gov/instruction/school_improve/charter/renewal_process.htm.

Please complete information below:

| | |
|--------------------------------------|--------------------------------------------------------------------------------------|
| Name of Public Charter School | GRAVITE STATE ARTS ACADEMY |
| School Address | 101 KEEWAYDIN DRIVE, SUITE #4 |
| School Director | SALMON, NH 03079 ANTHONY T. POLITO |
| Email Address | A.POLITO@GSAANH.COM |
| School Director Signature |  |
| Date | 6/12/18 |
| Board Chair Signature |  |
| Date | 6/12/18 |

Please submit completed document to:

NH Department of Education
Charter School Office
101 Pleasant Street
Concord, NH 03301-3860
Fax: 271-7381



2017-2022 Strategic Plan

Granite State Arts Academy Strategic Plan: A Blueprint for the Future is organized into six overarching categories:

1) Student learning and assessments, 2) Highly qualified teachers, 3) Community building, 4) Fundraising and resource development, 5) Facilities and operations, and 6) Governance and capacity.

This is meant to be a living document. As a professional learning community, during the course of our work, we will document our progress toward meeting each goal and submit additional goals as the need arises.

It is the process of building upon our strengths, while continually seeking ways to improve our practice and setting clear priorities, which will enable Granite State Arts Academy to meet the learning needs of students in the 21st century.

CONTENTS

- 1. Executive Summary**
- 2. Environmental Assessment**
- 3. SWOT(Strengths, Weaknesses, Opportunities, and Threats)**
- 4. Strategic Plan implementation process**

1. Executive Summary

Granite State Arts Academy (GSAA) opened in September 2014 offering an Arts based curriculum for grades 9-12. The curriculum integrates the arts and academics to nurture creative, independent thinkers, active citizens and encourage independent learning. The school is currently expanding selections to include after school programs that further the vision of this Arts based high school.

GSAA is one of the smaller Charter Schools in NH with a maximum student population of 180 students. Current attendance (2017-2018) is 136 students with a growth target for the next year of 150. GSAA informed the State of NH that we would like to grow our charter population to 220 over the course of 3-4 years in increments of 20 per year but that will depend in part on the school facility being able to accommodate that growth.

This Strategic Plan will focus on establishing goals for the next 3 years. These goals will focus on:

- Student Learning & Assessment
- Highly Qualified Teachers
- Community Building
- Fundraising and Resource Development
- Facilities and Operations
- Governance and Capacity

Goals in each of these areas are contained in the plan with specific objectives over the plan period and metrics to measure progress and success. The Board of Trustees will review this strategic plan annually and assess the appropriateness of the objectives and current progress against plan goals.

Achieving the objectives identified in this strategic plan will ensure that Granite State Arts Academy effectively fulfills its vision, prepares students for future academic and personal success, and endures as a national model of 9-12 Arts Integrated Curriculum.

2. Environmental Assessment

Across the state of New Hampshire, interest in charter schools continues to increase. This is driven in some cases by dissatisfaction with current public school offerings, and in others by the appeal of unique programs found within the Charter school setting. Granite State Arts Academy continues to attract students motivated by both of these goals. At the time of this strategic plan, 25 charter schools serve approximately 3500 students within the state.

There have been stresses put on charter school related to financial struggles as well as ideological conflicts related to the objectives of public school education. These realities, coupled with financial stresses at state educational levels, have created an environment of increased expectations for charter schools both in their academic performance and governance.

Education funding is deficient for Charter Schools due to the New Hampshire funding mechanism of using property taxes, which has put more stress on charters. The New Hampshire funding mechanism was adjusted in the 2015-16 year to add \$36 to the per student adequacy amount of \$5498. An additional \$1000 per student was added to begin in the 2016-17 academic year for total of \$6534 per student and a further increase to \$7047.06. While this is an improvement Charter schools still have to continuously and aggressively fundraise to meet financial needs. As a comparison Salem High School receives \$14,500 per student on average.

The political climate also means a constant vigilance is needed at the NH State House to fight passage of bills that could inflict undue stress on Charters and could perhaps roll back the recent increases in adequacy money.

2. SWOT Analysis:

2017 GSAA SWOT Team

Goals Academic

- **To create a well-balanced and rigorous curriculum that promotes academic and creative freedom,**

Administration

- **Maintain the charter with a long-term goal of accreditation,**

Community and Community Outreach

- **Develop and implement strategies to increase and foster a sense of community that encourages and supports involvement and outreach.**

Culture

- **To create a safe and nurturing environment which reflects the diverse and creative passions of our school.**

Facility

- **To preserve our current location as a safe and well-maintained facility,**

Financial

- **To ensure financial sustainability through proper fiscal management,**

Legal

- **To maintain a school that meets NH State and Federal Education regulations,**

Technology

- **Implement, maintain and scale high performing up-to-date technology.**

Mission:

Granite State Arts Academy nurtures creative thinkers, active citizens and independent learners with a curriculum that integrates the arts and academics.

Vision:

Our Vision is a high school that is dedicated to the arts. It appeals to a broad cross section of students who look to discover the joy and transformational power of the arts or are interested in pursuing the arts in a profession setting. Our academic courses instill a sincere lifelong desire to learn.

Objective 4: Arts Integration

GOAL 1: Student Learning – The GSAA Community will actively educate students for future success in and out of the classroom setting using rigor, differentiation, and cross-curriculum techniques through Competency Based Learning

GOAL 2: Highly qualified teachers – GSAA teachers will create high expectations for all students. They will have clear, written-out objectives and be prepared and organized. They will engage students and get them to look at issues in a variety of ways. GSAA teachers will form strong relationships with their students and show that they care about them as people. Through school-based and personal professional development, teachers will become masters of their subject matter and instructional practice.

GOAL 3: Community Building – The GSAA Board, Admin, Faculty and Staff will foster economic, social, environmental and cultural relationships where the GSAA community members come together to take collective action and generate solutions

GOAL 4: Fundraising and Resource Development – The GSAA community will strengthen fundraising infrastructure to expand and diversify sources of funding with a goal of X% nonpublic funding and a reserve fund to weather funding drops.

GOAL 5: Facilities and Operations – Will plan for and implement facilities and technology improvements that result in consistency to support the schools academic and arts programs as well as enhancing the school image to promote sustainability

GOAL 6: Governance and Capacity – GSAA will continue the development of board capacity in strategic governance, resource development, and community outreach

GOAL 1: Student Learning – The GSAA Community will actively educate students for future success in and out of the classroom setting using rigor, differentiation, and cross-curriculum techniques through Competency Based Learning



Objective 1: Align all courses with state and national standards



Objective 2: Create and implement competency based curriculum and assessments



Objective 3: Implement Advisory sessions to assist students with non-academic issues by developing their ability to handle life situations.



Objective 4: Utilize Arts Integration in the classroom as often as possible to maximize student learning and comprehension.

GOAL 2: Highly qualified teachers – GSAA teachers will create high expectations for all students. They will have clear, written-out objectives and be prepared and organized. They will engage students and get them to look at issues in a variety of ways. GSAA teachers will form strong relationships with their students and show that they care about them as people. Through school-based and personal professional development, teachers will become masters of their subject matter



Objective 1: Recruit and retain professional, innovative, and dynamic staff dedicated to the success of all students



Objective 2: Implement a comprehensive system of evaluating staff aligned with effective teaching practices based on the Danielson Model of Supervision and Evaluation



Objective 3: Design appropriate processes and practices to ensure that all personnel are student focused, knowledgeable and current in their field and given structured, ongoing support

GOAL 3: Community Building – The GSAA faculty will foster economic, social, environmental and cultural relationships where the GSAA community members come together to take collective action and generate solutions



Objective 1: Creation and implemenation of a formal volunteer program for parental engagement



Objective 2: Develop articulation agreements with post-secondary institutions



Objective 3: Create and implement after-school, weekend, and summer programming

GOAL 4: Fundraising and Resource Development – To strengthen fundraising infrastructure to expand and diversify sources of funding with a goal of X% nonpublic funding and a reserve fund to weather funding drops.



Objective 1: Increase parent giving to 100% in money and/or time



Objective 2: Enhance donor outreach, management, and recognition efforts



Objective 3: Establish reserve funds and policy for their use with the long term goal of developing a an endowment to support the school.

GOAL 5: Facilities and Operations – To plan for and implement facilities and technology improvements that result in consistency to enhance the school image and promote sustainability



Objective 1: Develop a long-term facilities plan



Objective 2: Implement multi-year technology plan



Objective 3: Utilize aggressive Grant Writing program to assist in meeting goals.

GOAL 6: Governance and Capacity – To continue development of board capacity in strategic governance, resource development, and community outreach



Objective 1: Establish an advisory council to monitor and support the Board of Trustees



Objective 2: Develop a plan for ongoing Board training



Objective 3: Create an evaluation process to assess the Board

NEXT STEP OF STRATEGIC PLAN IS TO CREATE INITIATIVES FOR EACH OBJECTIVE AND OUTCOMES DESIRED FOR EACH INITIATIVE.

THIS NEEDS TO BE DONE BY THE STRATEGIC PLANNING COMMITTEE – THIS COMMITTEE NEEDS TO BE MADE UP OF BOARD OF TRUSTEE MEMBERS, ADMINISTRATION, TEACHERS, PARENTS, AND STUDENTS

Section 194-B:10

194-B:10 Chartered Public Schools; Reporting Requirements. –

- I. Each chartered public school shall provide one copy of its annual report to the state board and to its local school board. This report shall also be available to any person who expressly requests it.
- II. A chartered public school shall provide at its own expense an annual financial audit and report to the state board and the school board complying with any current format and content requirements imposed upon a public school. The report shall include the number of pupils served by the school and their respective tuition rates and a discussion of progress made towards the achievement of the school's academic and other goals set forth in its charter.
- III. To ensure compliance with its application and contract and applicable law, a chartered public school shall be subject to a first year program audit by the department of education or its agent, and shall be subject to a program audit by the department of education at least once every 3 years thereafter.
- IV. A summary version of any annual and periodic reports required in this chapter shall be provided to the parent or guardian of each pupil enrolled at a chartered public school and shall be made available to the legislative body.
- V. A representative of a chartered public school shall attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process.

Section 194-B:16

194-B:16 Charter Revocation; Probation.

- VI. By the end of its final contract year, the chartered public school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter.



Annual Report for Charter School

Renewal of Granite State Arts Academy

1. Is the charter school making progress toward achieving its mission?

Educational mission of Granite State Arts Academy:

Granite State Arts Academy nurtures creative thinkers, active citizens, and independent learners with a curriculum that integrates the arts and academics. Our Vision is a high school that is dedicated to the arts. It will appeal to a broad cross section of students who are looking to discover the joy and transformational power of the arts and those interested in pursuing the arts in a professional setting. Our academic courses will strive to instill a sincere lifelong desire to learn. Students will explore real world problems, simultaneously developing cross-curriculum skills while working in small collaborative groups. During their time at GSAA students will attend art classes each day and will study at least two of the following studies: Dance, Music, Theater, and Visual Arts. This will allow for personalized learning, creating conditions where students' talents can flourish. This positive approach to educating will empower students to dream and create each and every day.

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

During the school year 2016-2017 the School met to redo its five-year Strategic Plan. The Strategic Planning for GSAA consisted of Board Members, School Administrators, Faculty, Staff, Parents and Students. The Committee met monthly over the year to produce the Strategic Plan that is an addenda to this Annual Report. The school's academic, programmatic and organizational goals were addressed in the Plan. In the school year 2018-2019, GSAA will be entering into the second year of its update five-year Strategic Plan. The schools goals are contained specifically, generally and assumptively in the Mission.

The school has reorganized its curriculum in the last two years to reflect the Mission and Vision of the school. All courses have a detailed syllabus which contains: Detailed course content with a timeline for coverage; a list of varied and multiple instructional strategies to link the teaching style of the teacher to that of the students; a list of multiple and varied student assessments which recognizes the multiple intelligences of the students in the school, a list of resources that are used to help support instruction and assessment, and a list of student interventions to support students who struggle academically or who need enrichment.

The school is now clustered into three large program areas: (1) STEM: Science, Math, Technology, Health Sciences and Physical Education. (2) Humanities: English, English Electives (e.g. Creative Writing, Journalism, Yearbook), Social Studies (History, Geography, Economics, Civics, Psychology, and Sociology. (3) Fine Arts: Music, Dance, Theater, Visual Arts (Drawing and Painting, Sculpture, Computer Assisted Art, Ceramics, Student Portfolio Design). These program areas each have a department head. The program areas meet on a regular basis to work on curriculum, instruction, assessment and student interventions.

Each of the courses taught by the teachers requires an integration with one area of art a number of times per year. Every January, the school creates a specific themed interdisciplinary week in which all courses must be tied. In January 2017, the theme was the nation of India. In 2018, theme was the nations of West Africa. Outside artists spend the week in residence at the school and parents spend one evening celebrating the themed week

Student coursework is augmented by Extended Learning Opportunities supervised by the classroom teacher and the Head of School, VLACS, and in the senior year with Dual Enrollment at colleges, community colleges in the U.S. and abroad. Teacher adherence to the syllabi and themed instruction is supervised and evaluated by the Head of School. Regular instruction and student assessment is also actively supervised by the Head of School. Teachers' classes are visited often by announced and unannounced drop in visits and whole class visits by the Head of School. The Head of School also reviews student performance and grades, homework assignment, types of assessments, teachers' comments and communications to parents as well.

The Mission of GSAA as an "Arts School" has been clearly successful. That determination is made based upon: the number of students who elect substantially higher numbers of fine arts classes over and above the school's requirements, the grades achieved by students who elect fine arts classes, the enthusiasm and success displayed by students at required fine arts showcases each semester, by parents' enthusiasm and attendance at the required fine arts showcases, and by anecdotal evidence by teachers, administrators, students, parents, Board members and visitors to the school.

Students who fail a course(s) may not move to the next grade level until the failure is remediated. Students can remediate courses through summer school (at GSAA or another venue), VLACS, community college, or another approved method of study. Students who fail three or more subjects must withdraw from the school or repeat the grade level in the succeeding year.

2. Is the charter school responsibly using public funds?

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

Yes. The School complies with all financial requirements of the NH Department of Education. The School submits monthly financial reports to the Board of Trustees as well.

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

Yes

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

Yes, with a detailed summary and letter to the Board.

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

Yes, the reports are reviewed by the Board every month to ensure that they demonstrate reasonable and prudent planning.

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

Yes

3. Is the charter school promoting student attainment of expected knowledge and skills?

Yes. The Head of School and Guidance reviews all data obtained by students in teacher made assessments, NH mandated assessments, and in other standardized testing. Those reviews are done quarterly.

Teacher made assessments show a range of ability with a normal distribution of scores and typical standard deviations. However, Mathematics score distributions show more of a lower median and a slightly negative skew. Humanities and Science assessments show a pretty normal to average median (higher than Math) and a normal skew. Arts assessments demonstrate much less of a range of ability than the other subject areas. The median in the Arts classes is the highest in the school. There is a very positive skew to those grades and a much narrower distribution of the scores. This probably is due to the ability of students who are attracted to an arts-based school.

On the required SAT School Day testing, student' means and medians cluster around NH State averages. English is usually higher than Math. There is a similar result on the optional PSAT but the means and median are higher. This could be affected by the optional nature of the test and students being somewhat more motivated in taking that test. The School also gives all of its students in Grades 9 and 10 the Otis-Lennon School Ability Test (OLSAT). This test is used to help us determine student placement and instructional strategies. Students generally score above national averages and on par with NH State averages on this test.

The results of all student assessments of all types are used to help us evaluate our curriculum, instruction and assessment, and make yearly recommendations for changes. These assessments are also used to help us to determine instructional strategies more effectively for students with special needs. All assessments are reviewed by teachers and staff who make the recommendations for changes during the next school year.

- **Are students meeting proficiency standards as measured by state assessments**
- **Are students making progress toward meeting state proficiency standards?**
- **Are students meeting reasonably defined measures of proficiency (see also question 1 -defined academic goals)?**

We are not aware of what the specific proficiency standards exist for the Charter Schools of NH that are based upon the mandatory School Day SAT. We are not aware of any for public school either. This past year, we are using the new NH State Testing in Science and as of now there are no defined standards for that test. Our scores (modes, means and medians) are similar to the other public schools of NH on the School Day SAT. We are not satisfied with the GSAA scores on the School Day SAT Math so we have implemented measures by adjusting/altering our curriculum, instruction and assessment in our Math classes to bring about improved student achievement in Math. Once NH determines what proficiency is on the new Science standardized assessment, we will act regarding our science curriculum, instruction and assessment.

With regard to meeting the proficiency in our Academic Goals as specified in our Strategic Plan: We are very pleased with the Arts as the students achieve far above what we consider to be minimum proficiency; We are also very pleased in English, Social Studies and our electives in those areas as well; Our Science students achieve what we consider to be above minimum proficiency but we are making changes to improve and raise proficiency even higher by adjusting our Science instruction and assessment.

However our Math student performance, and even on our own GSAA student' assessments is inconsistent. That is why we have instituted the OLSAT. We need to get a better idea on what students have learned and achieve before they come to GSAA. Based upon the results of the OLSAT and student achievement, we have made some curriculum changes in Grade 9 and Grade 10. We have augmented instruction with tutoring both during the day and after school. We have also mandated additional tutoring for students at a higher risk, such as students on IEP's and students who show lower ability on the OLSAT.

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

It is very clear by looking at the comments that teachers give on report cards that are sent home to students and parents eight times per year that our students are doing very well in the non-academic goals which relate to our Mission and Vision. With regard to our students being creative thinkers, active citizens, and independent learners it is by far the strength of our school. It is not just anecdotal by observing what our students do and listening to what they and their parents say about the school, there is hard data by collating the comments of teachers. Again, viewing the comments on the report cards, one can see how students address real world problems in class particularly on not just the toleration of differences that occur in our society, but also by celebrating those differences as well. The school just graduated its first four-year senior class. Parents and teachers made strong commentaries on how those students evolved, and grew as students academically, and more importantly, matured into strong moral supportive adults during their four years most importantly in areas more important than academics.

4. Is the school sustainable?

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

Yes, the Board spends considerable time paying strong attention to meeting public meeting laws and regulations. Yet, after four years the Board is undergoing a change as inaugural Board members are being replaced by new members. GSAA is now creating plans for the professional development of the new Board members to keep and maintain the School's past traditions, while creating a Board that can take the school into its next iteration in the future over the next four to five years.

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

GSAA has established systems for: Technology (instructional, assessment, assistive, school operations and communications), School Building Repair and Maintenance, Security, Crisis Management, Safety, and School Operations. We have sent the NH Department of Education information on Security, Crisis Management and Safety.

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

There are systems in place to assure instructional quality in curriculum, pedagogy, assessment and academic interventions for both regular education and special education students. These systems are the primary responsibility of the Head of School. These systems are monitored by classroom supervision and evaluation, collection of data, systematic review of documents (e.g. syllabi, reports), observations, students' grades on teacher made tests, standardized testing and other anecdotal material.

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

GSAA has set up relationships with all of its sending Districts to assure high quality services for students with special needs. We meet on a regular basis either at GSAA or the sending Districts close to monthly to review and better service students. We also have obtained services by the placement of paraprofessional and other resources in our school. At times we have sent our teachers to sending Districts for training. We would view our relationship as good in all sending Districts but our relationship is only fair at best within the public school district in which we are geographically located. To service students and their parents better, we hold IEP meetings and student evaluations both at GSAA and at the site of the sending District.

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

We are inspected yearly by the all of the inspectional service of the City of Salem, NH. In addition our landlord spends a frequent amount of time inspecting our building for maintenance and safety concerns. We have a part-time maintenance person who works every day in the school for at least 20 hours per week.

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

GSAA has an advisory period every Friday where students' emotional, psychological and social needs are dealt with. We do that either by having: speaker assemblies for the whole school with or without breakout groups, having presentations within our students' advisory groups either by teachers, students, or outside vendors, or have seminars led by students, teachers or outside groups. Our school has a much larger percentage of LGBTQ students than most schools and many of our student have been subject to bullying in their sending schools. We pay a lot of attention to that. Most of the students view GSAA as a nurturing, protective school because of that reason, and especially for what we do in advisories.

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

GSAA's Board has a financial Sub-committee and a Development Sub-Committee. The school has many small fundraisers but by far its most successful is its annual Gala in the early spring each year. The School charges a tuition for students in Massachusetts. The School also seeks reimbursement from sending Districts on extraordinary costs that should not be handled by a charter school. The school tries to get parents to submit data to verify Federal Title I and Title II funding. The School has an appeal to parents for funding and donations on a rolling basis to help defray operational costs. The School has a strong relationship with the Enterprise Bank in Salem, NH with a line of credit with them as well. There are two members of the Board from the Enterprise Bank in Salem.

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

GSAA's enrollment has grown slowly by steadily in its past four years. Its current enrollment is in the low 130's. We seek an enrollment of about 150 for the capacity of the school at its present site. The State of NH has placed a cap of 180 on the School but the present site would not allow for that enrollment without some modification.

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

GSAA employs a teaching and administrative staff that meets the guidelines for the State of NH in the areas of the NH Department of Education that have certification. (At present there is no certification for Dance, or Video or Stage Technology.) We also have a program available which grants PED's for teachers who undergo professional development at school, and teachers also have money made available to them to seek their own professional development off-site.

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

GSAA has an ability to retain skilled and qualified staff: (1) All teachers regardless of their skill level upon being hired are closely supervised in their curriculum writing, instruction, their student assessments, and in their interventions for high or low ability students, as well as special needs students. A teacher who needs remediation can get that in mentoring from the Head of School a former professor of education at the university level. (2) All teachers of all ability levels can receive in-school and out-of-school professional development with faculty presenters or with money made available to them.

- **Do parents report satisfaction with the school in the areas of:**

- **Academic programming**

Yes. However the school needs to provide more training for students in their study habits, study skills, and remediation for past weaknesses that they have had in previous schools where they have not always been academically successful or the work was less challenging.

- **School-family interactions**

Yes, GSAA has many events to bring together the school and the whole supportive family of the students. To mention just some of them:

- For incoming Grade 9 students, a Big Brother-Big Sister Program that pairs freshmen with a supportive junior or senior that watches over them educationally and socially.
- For all incoming and transfer students, an early September gathering that brings us together over food and a discussion of what it's like to be a student or parent at GSAA.
- For all college bound students, extensive parent-school guidance in the whole collegiate process and financial planning in the evening as a social program.
- Four open houses during the year for parents-teachers-administrators to meet and discuss academic, social, emotional and psychological progress at school
- Four school dances in which we have parent chaperones
- Multiple social events (e.g. an auto show, ice cream social, travel excursions)
- Senior-parent-school baccalaureate banquet
- Eight student showcases in dance, music, art and theater
- A minimum of four drama and/or musical productions per year.

○ **Accurate and timely communication from school**

- GSAA communicates with parents via:
 - Monthly and weekly news via Facebook and other social media
 - Google classroom
 - Daily and weekly reports to parents on academic progress and upcoming required school work
 - Periodic updates via email to parents on a weekly basis
 - Period updates to parents via text messaging
 - Timely phone calls made by the schools messaging system on important school events, school closures, schedule changes, etc.
 - Four parent-teacher-administrator open houses
 - Specific communications in the fine arts area for upcoming art events both at school or other places the students are performing or presenting.



New Hampshire

Department of Education

YEAR-END HIGHLIGHTS

JULY 11, 2018

State Board of Education



Can You Guess?

2

How many miles do you think I logged this year visiting New Hampshire schools?

A: 3,513

B: 1,678

C: 7,178

D: 10,534

What We've Been Up To ...

3

- ◆ Team Reorg
- ◆ Robotics
- ◆ CRCC
- ◆ NH SAS
- ◆ CTE Center Rules
- ◆ CTE Credential
- ◆ Scholastic
- ◆ CAST/UDL
- ◆ Infrastructure And Water Fund
- ◆ Accountability, Assurances
- ◆ Credentialing
- ◆ PSU Teacher Prep Programs
- ◆ Dual and Concurrent Update

More ...

4

- ◆ Website Update/Branding
- ◆ Communications
- ◆ School Safety
- ◆ Code of Ethics/Code of Conduct
- ◆ VR Restructuring
- ◆ Extended/Work-Based Learning
- ◆ 1204 PACE Waiver Update
- ◆ HB 166 Waiver
- ◆ Statewide Assessments, Interims and Benchmark Modules
- ◆ Standards Revisions
- ◆ Minimum Standards Update

More ...

5

- ◆ New Student Information System
- ◆ Data Submission and Reporting
- ◆ Sub-Recipient Monitoring
- ◆ Data Dashboard
- ◆ Accountability (ESSA and State)
- ◆ Charter School Office



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Educator Support & Higher Education
Higher Education Commission
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

MEMO TO: State Board of Education

FROM: Michael Seidel, Director, Educator Support and Higher Education

DATE: July 11, 2018

RE: Plymouth State University Professional Educator Preparation Programs

The Department of Education (Department) is requesting an extension for the approval of Plymouth State University's (PSU) professional educator preparation programs. The approval currently expires in August 2018 and the Department is requesting a 4-month extension to December 2018.

This extension will provide the Department with the time needed to review and consider the results of PSU's Council for the Accreditation of Educator Preparation (CAEP) review before issuing its own report.

If the extension is not granted, the Department may have to submit its report without factoring in the results of the CAEP review.

Thank you in advance for your consideration.

New Hampshire

State Board of Education

Minutes of the Wednesday, June 13, 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

Drew Cline, Chairman, led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Nicole Heimarck from the New Hampshire School Boards Association (NHSBA) commented on the proposed Code of Conduct and Code of Ethics

along with the investigatory process. The final testimony from the Task Force was included in the Board packets on the changes that were brought forward. She highlighted the collaborative process, which has support from the field and the Department in terms of what was being brought forward. The Task Force recommended a change to Page 9, ED 511.01(d) involving changes to the investigatory process and notification to superintendents when an investigation is undertaken by the Department. The Task Force recommends very strongly that superintendents be notified and the rationale for this is highlighted in the testimony. Ms. Heimarck encouraged the Board to define the term "investigation" to avoid the potential for conflating complaint versus investigation.

Nate Greenberg from the New Hampshire School Administrators Association (NHSAA) spoke in support of the Code of Ethics and Code of Conduct and the Task Force's recommendations regarding the investigatory process in ED 511.01(d). The NHSAA agrees that it is imperative that the superintendent be notified, as it is a safety issue and protects the commissioner and the school districts. If there is a serious investigation, action can be taken at the local level too.

AGENDA ITEM IV. SPECIAL PRESENTATIONS

A. Introduction of United States Senate Youth Program Delegate

Lori Kincaid from the Department, explained that delegates are selected based on their academic accomplishments, community achievement and demonstrated qualities of leadership. In March of each year, the Foundation brings delegates to Washington, D.C., two from every state and territory, for an extensive week-long study of the federal government and the people who lead it. The two 2018 New Hampshire delegates, Meera Kurup from Bishop Guertin High School and Cameron “Cam” Wagner from Timberlane Regional High School were introduced, and provided a brief overview of their time in Washington and its impact on their lives to the Board.

B. Student/Grantham School Board – SB-FY- 18-12-008

The parents, Todd and Tanya McIntire, were sworn in and chose to have this case heard publicly. Ms. McIntire provided the Board with background information regarding the request for the placement of their son under manifest educational hardship to a private school. The initial request was dismissed by the local school board and financial assistance for private school placement denied. The request was then brought before a hearing officer who issued a report; however, the hearing officer never addressed the issue of manifest educational hardship in the report. She noted that there was never a second hearing; however, the Hearing Officer did write another report/recommendation to address the issue. Ms. McIntire noted that in this second report/recommendation the Hearing Officer left out the provisional line of the statute (i.e., the 4th paragraph).

Ms. McIntire noted that their son had two special education evaluations both indicating educational difficulties. Questions were raised about whether Grantham had a copy of the first evaluation, conducted by the Hartford, VT Special Education Department. The parents noted that a letter was placed in their son's permanent file with Grantham stating that he had the evaluation, and argued that the school never reached out or followed up with the Hartford, VT Special Education Department regarding the evaluation. The parents asked that the Board reconsider the issue of manifest educational hardship.

Attorney Jim O'Shaughnessy, representing the Grantham School District, explained that the school district decided not to grant the hardship for two reasons. One, the parents had not met the burden of proving that there was a manifest educational hardship, and, two, the request for payment for private school tuition was not something the school district felt the law permitted nor did they have an arrangement with the private school allowing them to do so.

Attorney O'Shaughnessy also explained that when the student transferred to Grantham, the parents did not transfer the cumulative file so Grantham never received the file that contained the special education letter. The school district, once it was in possession of the letter, initiated the special education referral process. Placement is then determined under the Special Ed 1100 rules.

On behalf of the school, Attorney O'Shaughnessy asked that the Board adopt the Hearing Officer's recommendation.

Ms. McIntire commented that the private school did a better job with the student than any IEP could have done, and noted she had evidence that was then given to the Board.

MOTION: Helen Honorow made the following motion, seconded by Ann Lane, that the State Board accept the Hearing Officer's report and adopt the Hearing Officer's recommendation.

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

C. Computer Science Framework and Standards – SB-FY-18-02-011

David Benedetto, State Director of STEM and Computer Science Education provided the Board with an overview of the computer science framework and standards and the process for obtaining input from contingency groups as well as from the field. He noted attending five listening sessions conducted throughout the state and noted the feedback from the sessions was very helpful and included poignant questions. David is currently working on consolidating the feedback from the listening sessions and will bring them back

to the Development Committee for review and incorporation into the final draft that will come before the Board for review in August.

Clarification was asked in regard to the process, which David provided. David noted that the majority of the feedback received had to do with the certification.

Before the August meeting when final approval will be sought for the standards, the State Board will receive detailed information on the feedback and any changes made as a result.

AGENDA ITEM V. LEGISLATIVE ISSUES/RULES

A. 1:00-1:30 PM – PUBLIC HEARING – Non-Public School Approval (Ed 403.03; Ed 405.01; Ed 407.01)

The Public Hearing opened at 1:00 PM and closed at 1:35 PM with no testimony.

B. Conditional Approval Response – Special Education Aid (Ed 1128)

Attorney Diana Fenton and Bridget Brown from the Department provided an overview of the changes which includes a title change from “catastrophic” to

“special education” as well as updating the Superintendent’s form and better defining the aid process. If approved, it will be adopted at July’s Board meeting.

MOTION: Kate Cassady made the following motion, seconded by Cindy Chagnon that the State Board of Education approval the conditional approval response for Ed 1128, Special Education Aid.

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

C. Final Proposal -- Professional Education Requirements (Ed 505.07 and Ed 610.02) - "Guiding Principles: The Code of Conduct for New Hampshire Educators"

The Code of Conduct was annotated with new changes based on public comment, comment from the Office of Legislative Services (OLS), feedback from stakeholders, and a meeting with the commissioner's task force on ethics was presented to the Board by Amanda Phelps from the Department.

Clarification was asked regarding why notification to the superintendent was not included when it was overwhelmingly asked for in the feedback. It was explained that under the current rules, they are notified any time there is a

recommendation for a reprimand, suspension, or revocation, or by law if a child is believed to be in danger. Commissioner Edelblut explained that notification shouldn't go to superintendents every time an investigation is opened because they are focusing on the Fourth Amendment due process rights of teachers in the schools. So far this year the Department has received 209 complaints in which investigations were opened. Many are trivial or specious complaints against educators. Additionally, it is not uncommon for complaints to involve a superintendent so it would be unusual to notify them. To preserve the integrity of the investigatory process, there must be a degree of independence retained.

It was noted that when an investigation does not directly involve the superintendent, it doesn't sit well to not inform them. It was pointed out that the Task Force included educators and union representatives of educators, and they overwhelmingly agree that the superintendents should be notified and concern was raised that their input was not being implemented. An additional point was made that the concerns about due process have to be held in balance with the concern over student safety.

It was proposed that a new letter be inserted before or after "D", "If the Department's initial review finds that a formal investigation will be opened, the current superintendent shall be notified unless there is reason to believe that such notification will compromise the integrity of the investigation."

It was agreed that additional time is needed to continue to work on the language to make sure that the notification piece to the superintendent is made clear.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane to table the agenda item until the following month's meeting.

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

D. Final Proposal - Professional Education Requirements (Ed 505.07 and Ed 610.02) - "Guiding Principles: The Code of Ethics for New Hampshire Educators"

Amanda Phelps from the Department made the recommendation to withdraw the current proposal so that a new rule could be written that is separate from the professional education requirements that would be called the Code of Ethics for Educators. That document, as proposed to the State Board of Education, would be written in rule format. The educator preparation programs would then use it for ethics education.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane to approve the guiding principles of the Code of Ethics for New Hampshire Educators and withdraw the initial proposal for Ed 505.07 and Ed 610.02 Professional Education Requirements.

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

E. Final Proposal - Basic Academic Skills (Ed 513.01) Amendment to Existing Rules in Response to HB 1498

The final proposal addresses the alternative for the exam for anyone seeking certification in a career and technical education specialty area. It is unchanged except for a recommendation to remove in (b) (3) the recommendation from the Superintendent or head of school because that process already exists within the certification process.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady, that the State Board of Education approves the final proposal for ED 513.01, Basic Academic Skills as amended.

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

F. Final Proposal - 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)

A public hearing was held, and the only changes that have been made were editorial.

MOTION: Cindy Chagnon made the following motion, seconded by Sally Griffin that the State Board of Education approves the final proposal for 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).

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

G. Adopt - Definitions and Personnel Standards (Ed 1102.01(y),(z),(aa), Ed 1102.03 and Ed 1113.12)

Attorney Diana Fenton and Bridget Brown from the Department provided an overview of the changes and explained that the rules have been in the works for a while and are at the adoption stage. Today's request was to adopt the rules to change the Highly Qualified Teacher requirement and the comment on the core academic subjects. Those were removed from federal law, and the changes reflect that.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady, that the State Board of Education adopt Ed 1102.01(y),(z),(aa), Ed 1102.03 and Ed 1113.12.

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

H. Withdrawal and Re-adoption - Alternative Education and Career and Technical Education (Ed 1300)

There was a conflict between the law and what was written in the rule, and this version is the version that the Board approved in the final approval. It's unchanged, and the changes that were removed were deleted because of the conflict between the law and the rule.

MOTION: Ann Lane made the following motion, seconded by Sally Griffin, that the State Board of Education withdraw the adoption of Ed 1300 from April 12, 2018, and adopt this version of Ed 1300, Alternative Education and Career Technical Education.

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

AGENDA ITEM VII. REPORTS AND NEW BUSINESS

A. Gate City Charter School for the Arts charter renewal extension request.

A summary of the letter submitted to the Board was provided.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassady that the State Board of Education authorizes a 6-month extension of the charter of Gate City Charter School for the Arts.

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

B. Mountain Village Charter School charter renewal extension

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education authorizes a 6-month extension of the charter of Mountain Village Charter School.

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

C. Mountain Village Charter School change in charter request

The request was to change the growth plan for the upcoming school year. The content of the letter submitted to the Board was reiterated.

MOTION: Ann Lane made the following motion, seconded by Sally Griffin, that the State Board of Education pursuant to RSA 194-B:3, XI authorizes the Mountain Village Charter School to change the charter growth plan for one full school year.

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

D. Social Studies Advisory Panel Change of Mission

Chairman Cline provided an overview of the original mission of the Advisory Panel to the Board. Discussion amongst the board ensued and concern was raised regarding the potential for duplication of efforts and cross-purposes of the Board's Advisory Panel and the Department's team that is currently working on the standards.

It was asked that at the next meeting more detailed information be provided to the board as to what the Advisory Panel and the Department are currently working on and where each are in the process.

Chairman Cline welcomed board members to attend the Advisory Panel meetings and will make a point of including them in the meeting notices.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education adopts the change of mission for the Social Studies Advisory Panel.

VOTE: The motion was approved by a five to one vote of the State Board of Education with the Chairman abstaining and Helen Honorow opposed.

AGENDA ITEM VIII. OLD BUSINESS

There was no Old Business.

AGENDA ITEM IX. CONSENT AGENDA

- A. Meeting Minutes of May 10, 2018
- B. Tuition Agreement between Landaff and Lisbon Regional School Districts
- C. Tuition Agreements between Haverhill Cooperative and Bath, Benton and Piermont School Districts

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro, to approve all consent agenda items

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

AGENDA ITEM IX. NONPUBLIC SESSION

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

VOTE: The motion was approved by roll call vote by State Board of Education members Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approves a draft order.

VOTE: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro.

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 State Board of Education members Kate Cassady, Cindy Chagnon, Drew

Cline, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro.

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

VOTE: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro.

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 2:00 PM

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane that the State Board of Education adjourn.

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

Secretary

DRAFT

Kent Bicknell, retired Head of Sant Bani School

Kent Bicknell grew up in central New Hampshire and resides there still. In 1973 Kent became founding head of Sant Bani School and stayed as a teaching head for 44 years, retiring in 2017. A Scholar of the House at Yale University, he holds a master's degree from Goddard College and a doctorate in curriculum development from Boston University. His five decades' involvement in education includes over forty years on the Advisory Council of the New Hampshire Commissioner of Education and six years as a commissioner with the New England Association of Schools and Colleges. He has served as a consultant to schools across the U.S. as well as in Bhutan, Canada, Colombia, Guatemala, India and Venezuela

An independent scholar whose work has been published in a variety of journals, Dr. Bicknell's main interests are Henry David Thoreau, Ralph Waldo Emerson, and the Alcott Family: their educational pedagogy and how they were inspired by the spiritual traditions of Asia. In 1995, he acquired, edited and published the manuscript of A LONG FATAL LOVE CHASE, a gothic thriller by Louisa May Alcott that became a New York Times best seller.

Sant Bani School (www.santbani.org) is a vibrant independent Pre-K–8 school, located on a wooded hilltop in Sanbornton, New Hampshire. It provides a high-level, comprehensive educational experience while also recognizing the value of the spirit and the unique gifts each member of the school community brings. Students graduate with confidence and a passion for life-long learning.

Claire Doody, M.A.,M.Ed.



EDUCATION

June 1977 B.A. English Literature, St. Michael's College, Vermont
June 1980 M.A. Communication, University of Northern Colorado
December 1988 M.Ed. Early Childhood Development Xavier University, Ohio
December 1988 A.M.S. Preprimary Credential, Xavier University, Ohio
January 2009 A.M.S. Elementary I Credential Center for Montessori Teacher Education, New York
July 2009 A.M.S. Elementary I-II Credential Seacoast Center for Education Teacher Education Program, NH
May 2011 Orton-Gillingham Initial Training Certification, Children's Dyslexia Centers, Inc., NH
July 2015 Orton-Gillingham Continuing Education Requirement Completion
July 2018 Orton-Gillingham Continuing Education Requirement Completion
Currently taking the Advanced Orton-Gillingham Training

Adjunct College Teaching Experiences

1980 - 1984 National Community College, Rapid City, South Dakota
1983 - 1984 Black Hills State College, Spearfish, South Dakota
1984 - 1986 St. Philips College, San Antonio, Texas
1986 - 1987 Sinclair Community College, Dayton, Ohio
1995 - Northern Virginia Community College, Annandale, Virginia
2001 - 2014 New England Montessori Teacher Education Center Newton, MA
2012 - 2016 Seacoast Center for Teacher Education, Stratham, NH

Tutor

2017- Present Orton-Gillingham tutor at the Nashua Dyslexia Center, Nashua, NH

MONTESSORI Teaching

1984 - 1986 Beaver Creek Montessori School, Beaver Creek, Ohio (Assistant)
1987 - 1988 Gloria Dei Montessori School, Dayton, Ohio (Assist and Intern)
1988 - 1989 Gloria Dei Montessori School, Dayton, Ohio (Co-Teacher)
1989 - 1991 The Springs Montessori School, Springfield, Virginia (Direct an a.m. class)
1989 - 1991 Montessori School of Northern Virginia, Annandale, Virginia (Direct a p.m. Class)
1991 - 1992 Reston Montessori School, Reston, Virginia (Direct a full day class)
1995 - 1997 Sunset Hills Montessori Children's House, Reston, Virginia, (Direct a full day class)
1997 - 1998 The Boyd School, Reston, Virginia (Direct a full day class)
2000 - 2001 The Colonel Shepard Montessori School, Milford, New Hampshire (Direct an a.m.class)
2001 - 2002 The Colonel Shepard Montessori School, Milford, New Hampshire (Direct a full day program)
2002 - Present Owner/Director Country Village Montessori School, Amherst, New Hampshire (Direct, teach children 3-6, 6-9, 9-12 years old, train interns)

Public Speaking

Presented at various conferences at the national and local levels, presided at panel discussions with topics ranging from child development, geography in the classroom, to reading and language instruction for a variety of ages including at the World School, Nashua, NH, Montessori Teachers Association NH, MA, and The AMS National Conference, Spring Seminar in Sunapee.



About Linda Johnson, Esquire

Attorney Linda Johnson is a Director with law firm of McLane Middleton, Professional Association. Linda is Co-Chair of McLane's Education Law Group and focuses her practice on understanding and serving the needs of independent and boarding schools. She has over 30 years of experience litigating cases in state and federal agencies and courts, and in representing the interests of management and independent schools in all aspects of employment and independent school law. Linda served as Chair of the firm's Employment Law and Education Law Groups for over 15 years and is also former Co-Chair of the firm's Litigation Department. Currently, she is also chair of the firm's Diversity Committee.

Linda serves as outside legal counsel to many of the country's top independent and boarding schools including the largest independent academy in the United States. She also provides counseling services, policy development and review, and trainings to public schools especially in the area of safe schools and employment law. She works closely with heads of schools, deans, financial officers, trustees, and others. She advises her clients on all aspects of school operations including employment law, student discipline, contracts, fiduciary and tort law, leadership development, investigations, compliance audits, risk management, crisis response and student safety. She trains her clients on how to operate safely, how to recognize and address signs of inappropriate behavior, and how to respond to allegations of misconduct. She is especially known for her passion and skill in developing school training programs, and has provided trainings to thousands of public and private school administrators, faculty, staff, students, parents, athletes and athletic directors around the country. She has developed a unique boundary awareness professional development program for working with school employees who need one-on-one help in understanding and recognizing the lines of appropriate behaviors with students or colleagues.

Linda is recognized as a national authority on student and campus safety issues, risk management, crisis response, employment law and independent school law issues. She has authored numerous articles including the *NAIS Guidelines for Dealing with Educator Sexual Misconduct*, the *NAIS Independent School Guide to Hiring*, the *NAIS Guidelines for Working With and Supporting Transgender Students*, the *NAIS Bullying Prevention Guide: From Law to Policies to Action; How a Head Effectively Handles a Crisis* in the *NAIS Handbook for New Heads*, and the NAIS student handbook publication *Student Handbooks – The New 3 R's: Rights, Responsibilities and Ramifications*, among many others.

In 2014, Linda was one of three attorneys nationwide appointed to the Legal Advisory Board of The Association of Boarding Schools, ("TABS") and Campus Outreach Services ("COS") to assist the organizations in launching a program focused on independent schools and the law. In announcing the appointments, TABS Executive Director Pete Upham referred to the attorneys as "three of the brightest lights in education law [representing] three firms [that] have worked to help hundreds of independent school clients navigate the complex and evolving web of national, state and local regulations. Simply put...[they] know the law and they know our schools."

In the area of employment law, Linda's work includes defense of employment claims including harassment, discrimination, wrongful termination, wage and hour, and breach of contract. She works with schools regarding the development of employee handbooks, policies, contracts, state and federal law compliance; harassment investigations and internal complaints; employee discipline and terminations; union organizing campaigns; information management and security; reductions in force; wage and hour issues; medical and other leaves of absence; employment contracts and severance agreements, and workplace privacy issues. For five years, Linda served on the Employment Committee of the Society for Human Resource Management, and has served as a President, board member and legislative liaison of a local Human Resource Association.

Linda is also well regarded by her peers and has been named as a leading labor and employment law attorney in a survey of the legal profession conducted by *Business New Hampshire Magazine*. She is AV rated by Martindale Hubbell which is the highest rating for legal ethics and services. She is also listed in Woodward's *Best Lawyers in America* for both employment and education law, in *New England SuperLawyers*, and in *Chambers USA America's Leading Lawyers in Business* where it is stated that her clients have commented that they "appreciate her responsiveness and ability to blend the legal and practical perspective;" and "If I really had a crisis, I could call Linda personally and know that she would sort it out immediately."

Linda is an active member of the National Association for Independent Schools (NAIS) for which she has served as a presenter, editor, and author. She has also presented on risk management issues for The Association of Boarding Schools (TABS), the National Business Officers Association (NBOA), the National School Boards Association (NSBA), the New England Association of Schools and Colleges (NEASC), the Independent School Association of Northern New England (ISANNE), the Association of Independent Schools of New England (AISNE), Connecticut Association of Independent Schools (CAIS), the New Hampshire School Administrators Association (NHSAA), the New Hampshire School Principals Association, the New Hampshire Athletic Directors Association (NHADA), and many, many other schools and organizations. Linda is an approved counsel for United Educators (UE), and works with UE in defending schools before federal and state courts as well as governmental agencies.

Linda was the first women officer of the New Hampshire Bar Association when she became its treasurer in 1988. She has been selected as an Outstanding Business Woman of New Hampshire by N.H. Business Review, was awarded the Philip Holman Gender Equality Award, and was a recipient of the Jon Meyer Civil Rights Award and Marilla Ricker woman lawyer of the year award. She is a past New Hampshire School Administrators Champion for Children award recipient, and was also the first chairperson of the NH Bar Association's Law Related Education multi-disciplinary task force which is responsible for bringing law related education programs to schools throughout the state. She was appointed by the mayor of the City of Manchester to Chair the city's Manchester 2000 Education Task Force which, among many other things, created a comprehensive five year strategic plan for the Manchester School District. She was selected by the Manchester Diocese to create a safe school program for all of their middle and high schools throughout the state. For twelve years, Linda served as a trustee and secretary of Rivier University in Nashua, New Hampshire where she chaired the Global Engagement Committee and served on the Finance, Executive, and Trusteeship Committees. In 2014, she was the recipient of the Sister Madeleine of Jesus award bestowed to a Rivier graduate who exemplifies service to the University and their communities. She serves on the boards of the New Hampshire Diversity Workforce Coalition, the New Hampshire Women's Foundation and the Center for Ethics in Business and Governance at St. Anselm's College. She is active on the New Hampshire Women's Heritage Trail Committee and in the Big Brothers Big Sisters program. She previously served as a Commissioner for the New Hampshire Commission on the Status of Women where she was chair of its Gender Equity in Education Task Force, and on the Safety Review Board of Bishop Guertin High School where she was chairperson. In 2008, she was selected as her firm's Client Service Employee of the Year, an honor she is especially proud of. In August of 2017 Linda was named "Lawyer of the Year" by Best Lawyers for Education 2018.

Linda earned her Juris Doctorate in 1984 from Boston University School of Law. She can be reached at her firm's Manchester, New Hampshire office at 603-628-1267 or by email at linda.johnson@mclane.com.

Richard B. Johnson

Education: **Leadership Greater Concord, Concord, NH**
2014-2015 Cohort
NAIS Aspiring Heads Fellowship, Washington D.C.
2009-2010 Cohort
Project: Core Principles for the Initiation of Summer Programs
Wesleyan University, Middletown, CT
Master of Arts in Liberal Studies – 2004
Concentration – Social Sciences
Hamilton College, Clinton, NY
Bachelor of Arts – 1995
Major – Public Policy, Minor – Russian Studies
Adam Gordon Campus Service Award
Varsity Football
Choate Rosemary Hall, Wallingford, CT
Graduate – 1991
Alumni Class Agent – 1991-Present

Selected **Greater Manchester Economic Development Summit**
Presentations: October 2013
Moderator: Bucking Tradition
TABS Annual Conference
December 2011
Presenter: Summer Programs: Developing Educators, Furthering Careers
TABS Annual Conference
December 2010
Presenter: Order v Control: A Critical Distinction in Residential Life
ISANNE Town Academy Conference
September 2010
Panelist: Residential Life Considerations for Town Academies

Experience: **The Beech Hill School, Hopkinton, NH** November 2011 - Present
The Beech Hill School is an independent coeducational middle school serving students in grades 6-8. The school was established in 2012 and currently serves 19 students.

In November of 2011, I was appointed the Founding Head of School. At the time, the founder of The Beech Hill School had established a board of directors, a general curriculum and a general vision for the school. As the Founding Head, I have worked to define this vision and to bring this school to life. In September of 2012, the first year of operation, we offered classes in grades 6 and 7 and enrolled 9 students. That number grew to 14 in the second year, and the school expanded to offer grade 8. The school has grown consistently since, and is slated to enroll nearly 30 students in the fall of 2015. My role is a diverse one, including, but not limited to oversight and execution of admission, marketing, financial aid, annual giving, curriculum development, hiring, and faculty development. In addition, I serve as an advisor and teach several classes. In the Spring of 2015, BHS received a monumental and transformative gift in excess of \$1.3 million, which was used primarily to pay down start-up costs.

Tilton School, Tilton, NH 2005-2012
Tilton School is a coeducational institution serving students in grades 9-12 as well as post graduates. Primarily a residential community, Tilton is composed of approximately 210 boarding students and 50 day students.

Positions Held

- Dean of Student Life
- Social Science Teacher – “Economics”, “Global Studies”, “American History”
- Assistant Football Coach
- Advisor

Accomplishments

Richard B. Johnson

- Developed systems which decreased absenteeism by roughly 50%

Tilton School, Tilton, NH - Continued

- Introduced optional pre-season program in the fall and reconfigured overall student orientation program. Regularly, around 40% of the student body participated in pre-season.
- Expanded the Student Life Office to better meet the needs of all student groups in a proactive and intentional manner
- Articulated the philosophy which guided faculty in all issues of student engagement
- Instituted system of feedback and evaluation for dorm parents and dorm heads
- Initiated Residential Life and Health and Wellness Program
- Wrote and refined Student Handbook

Committee Work

- Dorm Heads - Chair
- Discipline Committee - Chair
- Deans' Team - Co Chair
- Administrative Team
- Internal Management Team
- Professional Staffing Committee
- Calendar Committee
- Enrollment Management Committee
- Safety Committee

Sanford School, Hockessin, DE

1999-2005

Sanford School is an independent college preparatory, coeducational day school serving students in grades pre-kindergarten through twelfth. Roughly 700 students are currently enrolled.

Positions Held

- Assistant Director of Athletics
- Teacher - "United States History", "World Cultures"
- Coach - Baseball, Wrestling, Soccer

Accomplishments

- Positively affected culture of middle school through:
 - Development and administration of weeklong trip to Newport, RI and Boston, MA for 8th grade students
 - Creation and implementation of Middle School Honor Code
 - Empowering the Middle School Student Council
 - Introduction of a Winter Carnival
- Rebuilt high school varsity baseball program; increasing participation by roughly 300%, recorded first winning record in many years
- Started middle school wrestling tournament which has become an annual event, led middle school wrestling team to only county championship in school history
- Selected by students to deliver the address at High School Graduation in 2006 and Middle School Closing Exercises in 2002 and 2005
- Achieved 100% faculty and staff participation to Annual Fund as Faculty Chair in 2004

Committee Work

- Middle School Admissions Committee
- Middle School Honor Code Committee
- Middle School Athletics Committee
- Football Feasibility Committee

Choate Rosemary Hall Summer Programs, Wallingford, CT

1996-2004

Choate Rosemary Hall's Summer Programs are a series of programs for students in grades 6-12. This residential program serves students from all over the United States and the world. The program runs for 5 weeks and serves roughly 500 students.

Positions Held

Richard B. Johnson

- Dean of Middle School Boys
- Teacher - "Writing the Research Paper", "Public Speaking for ESL"

Choate Rosemary Hall Summer Programs, Wallingford, CT - Continued

- Assistant Director of Activities
- Assistant Director of Athletics
- Head of House in High School Dorm
- Academic Advisor

Accomplishments

- Founding faculty member of FOCUS program for students in grades 7, 8, and 9, responsible for creation and development of curriculum
- Mentored teaching interns in academic and residential domains
- Refined general structure of activities, including trips and intramural athletics

Cardigan Mountain School, Canaan, NH

1995-1999

Cardigan Mountain School is a junior boarding school of roughly 200 boys in grades 6-9.

Positions Held

- Teacher - "Ancient History", "Global Studies"
- Dormitory Head
- Coach - Football, Wrestling, Baseball

Accomplishments

- Head Coach of Undefeated Varsity Football Team (1998)

Community **Capitol Center for the Arts, Concord, NH**

Involvement: Ghostlight Society Member - 2011 to Present

Concord Northeast Baseball, Concord, NH

Board of Directors - Treasurer, Vice President "A" and "AA" Baseball - 2013 to present

Lyn Kutzelman
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I have been working with children of all ages since 1964 . Since graduating with an M.ED in Education from Lesley University, I began teaching in Virginia in 4th grade, then to Timberlane public school Readiness for 6 years to starting my own kindergarten in 1978. The school grew rapidly and I rented space then built the current facilities in Hampstead in 1986. This year, Hampstead Academy celebrated its 40th year of "Educating the Whole Child". I have been a VP of a teacher's association, Readiness Workshop leader, worked with Don Graves on the Ford Foundation Writing Grant for 2 years in Atkinson, have been a member of NAIS, ISANNE, and our school was the first independent, for profit school accredited by NEASC.

I have worked on NPSA for approximately 8 years and would like to continue on this board for the next year. Hampstead Academy is in the process of transitioning to a new owner and the closing will be complete by July 1, 2018. I will remain at the school as a consultant.

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| City | School Name | Status | Expiration |
|------------------------------------|-----------------------------------------------------|--------------|------------|
| Nashua | Bishop Guertin High School | AP | 6/30/2023 |
| Chester | Busche Academy | AA | 6/30/2021 |
| Nashua | Christian Bible Church Academy | AA | 6/30/2021 |
| Claremont | Claremont Christian Academy | AA | 6/30/2021 |
| Concord | Concord Christian Academy | AP | 6/30/2023 |
| Dublin | Dublin School | AP | 6/30/2023 |
| Lancaster | Easter Seals Educational Programs | SP | 6/30/2023 |
| Manchester | Easter Seals Educational Programs | SP | 6/30/2023 |
| Antrim | Hawthorne Academy | AA | 6/30/2021 |
| Rindge | Heritage Christian School | AA | 6/30/2021 |
| Wilton | High Mowing School | AP | 6/30/2023 |
| Hillsboro | Hillsboro Christian School | AA | 6/30/2021 |
| Hollis | Hollis Montessori School | AA | 6/30/2021 |
| Nashua | Infant Jesus School | AA | 6/30/2021 |
| Rochester | Lighthouse Christian Academy | AA | 6/30/2021 |
| Bow | Meeting House Montessori School | AA | 6/30/2021 |
| Keene | Monadnock Waldorf School (21175) | AP | 6/30/2023 |
| Plymouth | Mount Prospect | SP-CA 6 mos. | 12/30/2018 |
| Dover | Myschool | AA-Initial | 6/30/2018 |
| Nashua | Nashua Catholic Reg'l Junior High | AP | 6/30/2023 |
| Nashua | Nashua Children's Home | SP | 6/30/2023 |
| Newport | Newport Montessori School | AA | 6/30/2021 |
| Manchester | North End Montessori | AA | 6/30/2021 |
| Exeter | Phillips Exeter Academy | AP | 6/30/2023 |
| Hampton | Sacred Heart School | AP | 6/30/2023 |
| Rochester | St. Charles | SP | 6/30/2023 |
| Nashua | St. Christopher School | AA | 6/30/2021 |
| Litchfield | St. Francis of Assisi School | AA | 6/30/2021 |
| Concord | St. Paul's School | AP | 6/30/2023 |
| Litchfield | Tabernacle Christian School | AA | 6/30/2021 |
| Hopkinton | The Beech Hill School | AA | 6/30/2021 |
| Jaffrey | Victory High School | AA | 6/30/2021 |
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| School Closings 6/30/2017 | | | |
| Conway | Cady Memorial | | |
| Salem | El Shaddai Christian Academy | | |
| Sanbornton | Montessori House of Children | | |
| Nashua | Nashua Christian Academy | | |
| Manchester | St. Casimir School | | |
| Colebrook | Universal School of Life | | |
| | | | |
| School Name Change 7/1/2018 | | | |
| Manchester | From St. Anthony School to Cardinal Lacroix Academy | | |