

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

Thursday, September 13, 2018



AGENDA

- I. **CALL TO ORDER** - 9:00 AM
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** (*LIMITED TO 5 MINUTES, BOARD WILL ASK CLARIFYING QUESTIONS ONLY, OTHERWISE NO FEEDBACK PROVIDED*)
- IV. **CONSENT AGENDA**
 - A. Meeting Minutes of August 8, 2018
 - B. Commissioner's Non-Public School Approval Designation Report ~ Cedarcrest
- V. **SPECIAL PRESENTATIONS** (*TIMES ARE APPROXIMATE*)
 - A. 9:15 AM - Student/Grantham School Board (SB-FY-18-12-015) – Request for rehearing/reconsideration
 - B. 9:35 AM – Student/Merrimack School Board (SB-FY-18-04-008) – Request for rehearing/reconsideration
 - C. 9:55 AM – Student/Grantham School Board (SB-FY-18-01-010) – Withdrawal
 - D. 10:00 AM – Student/Conway School Board (SB-FY-18-04-017)
 - E. Professional Standards Board Annual Report – Anne Wallace, Vice Chair, Professional Standards Board
- VI. **LEGISLATIVE ISSUES/RULES**
 - A. Final Proposal - Non-Public School Approval (Ed 403.03; Ed 405.01; Ed 407.01) (*REMOVE from TABLE*)
 - B. Final Proposal - Digital Learning Specialist (Ed 507.22 and Ed 612.19)
 - C. Preliminary Objection – Certification Standards for Educators on Code of Conduct, Investigations, and Disciplinary Proceeding and Denial of Certification (Ed 501.01; Ed 501.02; Ed 502.01; Ed 510; Ed 511 and Ed 512)
- VII. **OPEN BOARD DISCUSSIONS**
 - A. 10:30 AM – Discussion of Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)
 - B. Review Draft Agenda for Wednesday, September 26, 2018 Retreat

VIII.REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE

- A. Nominations for Professional Standards Board–** *AMANDA PHELPS, NHDOE, Administrative Rules Coordinator* *(REMOVE from TABLE)*

Category I – Teachers and Education Specialists *

- Reappoint - **Joanne Goelzer** – 2nd three-year term (2018-2021): Science Educator at Coe Brown-Northwood Academy, Northwood, NH
- Reappoint - **David Webster** – 2nd three-year term (2018-2021): Science Educator & Department Chair at Linwood High School, Lincoln, NH

Category II – Higher Education and Education Administration

- **One VACANCY** (2018-2021) – four applicants:
 - 1) **Gale Adams-Davis**, Principal, Waterville Valley Elementary School, Waterville Valley, NH
 - 2) **Marion Anastasia**, Superintendent at SAU # 36, Whitefield, NH
 - 3) **Julie Heon**, District Curriculum Coordinator for SAU #63, Lyndeborough, NH
 - 4) **Beth McClure**, Principal at Strong Foundations Public Charter School, Pembroke, NH

IX. OLD BUSINESS

X. TABLED ITEMS

- A. Final Proposal - Non-Public School Approval (Ed 403.03; Ed 405.01; Ed 407.01)**

- B. Nominations for Professional Standards Board**

XI. NONPUBLIC SESSION

XII. ADJOURNMENT – 2:00 PM

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

New Hampshire
State Board of Education
Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the Wednesday, August 8, 2018 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:42 a.m. at the State Department of Education, Londergan Hall, Room 100F, 101 Pleasant Street, Concord, New Hampshire. Drew Cline presided as Chairman.

Members present: Drew Cline, Chairman, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro. Frank Edelblut, Commissioner of Education and Christine Brennan, Deputy Commissioner were also present. Kate Cassady and Cindy Chagnon were not able to attend due to other commitments.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Sally Griffin led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no public comment.

AGENDA ITEM IV. CONSENT AGENDA

Chairman Cline noted the change in the agenda structure designed to streamline the meetings.

A. Meeting Minutes of July 11, 2018

Ms. Honorow noted an error in Agenda Item VI, A Legislative Issues, regarding the inaccuracy of the Public Comment statement made by Ms. Laurie Gilbert of Nashua. Ms. Adams will make the correction to the minutes.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education approve the Meeting Minutes of July 11, 2018 as amended.

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

B. Commissioner's Non-Public School Approval Designation Report

MOTION: Ann Lane made the following motion, seconded by Sally Griffin that the State Board of Education table this item until Commissioner Edelblut is present.

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

Jane Levesque from the NHDOE Nonpublic School Approval Office joined the meeting. Ann Lane inquired about the evaluation process and asked if there were any concerns. Ms. Levesque provided the Board with an overview of the application and approval process, which she explained is quite rigorous and includes site visits by the Department. She further explained that because these are new schools their approval only extends for one year.

MOTION: Phil Nazzaro made the following motion, seconded by Sally Griffin that the State Board of Education remove the Commissioner's Non-public School Approval Designation Report from the Tabled Items.

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

MOTION: Phil Nazzaro made the following motion, seconded by Sally Griffin that the State Board of Education approve the Commissioner's Non-Public School Approval Designation Report.

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

AGENDA ITEM VII. REPORTS, NEW BUSINESS, and/or DEPARTMENT UPDATE

A. Extension Request for the Approval of Plymouth State University's Educator Preparation programs (REMOVED FROM TABLE)

Chairman Cline explained this is only a request to extend the current approval.

Mary Earick, Director of the Holmes Center for School Partnerships and Educator Preparation introduced herself and Plymouth State University (PSU) President Don Birx. Richard Sala, Department of Education Attorney, explained the process by which the Board has authority to grant an extension. The Council for Teacher Education (CTE) report needed by the Board to render a longer-term extension has not yet been received and an extension is being requested while

the process continues. The length of the requested extension is until the end of the 2018-2019 academic year in order to make sure students are not impacted by the delay in the CTE report to the Board.

Ms. Honorow asked where the PSU Educator Preparation programs were in the accreditation process and was told that the national accreditation visits were complete, and that the State review is in draft form and scheduled for review at the CTE meeting scheduled for September 20, 2018.

MOTION: Phil Nazzaro made the following motion, seconded by Sally Griffin that the State Board of Education approve the Extension Request for the Approval of Plymouth State University's Professional Educator Preparation Programs until May 31, 2019.

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

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Heartwood Public Charter School Charter Application

Ms. Courtney Bashaw, Educational Consultant, introduced herself and the five members of the founding board. A slide presentation was provided outlining the concept of place-based education as well as the mission, educational goals, values, and benefits of this type of learning that allows for differentiated instruction with individualized learning plans for each student. Plans for growth and sustainability utilizing community partnerships and educational campaigns were also reviewed and it is felt that once a core population of students is developed, meeting enrollment goals should not be a problem. Physical sustainability is planned through low administrative and instructional expenses, a small teacher base, and a low operations and facilities budget.

After a lengthy question and answer discussion Chairman Cline stated he thought the charter wasn't quite ready for approval, noting concerns regarding financing, sustainability, written policy for slots for children of staff, standardized tests at the end of the year, and the need for more information regarding assessments and measurements for benchmarks. It was also noted that clarification needs to be included in the application regarding who is responsible for Special Education Individual Education Plans (IEPs) at the school. The Board also recommended that at least one charter school board member should have experience in fundraising, finance, and/or a business management background. It was suggested that this agenda item be tabled until the October meeting, allowing Heartwood time to prepare detailed information regarding the Board's concerns.

The October meeting is will be held at the White Mountain Regional School and Ms. Adams will coordinate scheduling and materials.

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education table this item until the October Meeting.

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

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. Adopt – Special Education Aid (Ed 1128)

Diana Fenton, Attorney for the Department, introduced Bridget Brown and explained that these rules have been before the Board before. The rules have also been before the Office of Legislative Services (OLS) and the Joint Legislative Committee on Administrative Rules (JLCAR) and their concerns have been addressed.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education adopt Ed 1128, Special Education Aid.

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

B. Adopt – Non-public School Approval (Ed 403.03; Ed 405.01; Ed 407.01)

Attorney Fenton noted that this is the Final Proposal for the State Board. The changes were minor and made to be compliant with Senate Bill (SB) 433 which became effective yesterday.

There was missing documentation for this agenda item in the Board's meeting material packets and a motion was made to table until the Board had time to review the missing documentation.

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education table the Adoption of Non-public School Approval Ed 403.03; Ed 405.01; and Ed 407.01.

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

C. Adopt – Basic Academic Skills (Ed 513.01) Amendment to Existing Rules in Response to HB 1498

Ms. Amanda Phelps noted that this rule was approved by the JLCAR with no issues or edits.

Sally Griffin commented that the passing score requirement seems low at 50%. Ms. Phelps explained that this approval concerns changes to Section 8 and the passing score requirement cannot be addressed at this time. Chairman Cline reviewed the process for proposing changes in the rules. He noted that the Board can include review of this rule in its annual charge to the Professional Standards Board (PSB).

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education adopt the Ed 513.01 Basic Academic Skills Amendment.

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

D. Adopt – Mathematics Teacher; General Requirements (Ed 507.26); Middle Level (Ed 507.27); Upper Level (Ed 612.17) and Mathematics – Middle Level (612.17) and Mathematics - Upper Level (Ed 612.18)

Ms. Phelps noted there were no issues except for a couple of editorial comments by attorneys and this is now ready for adoption.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education adopt 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.

AGENDA ITEM VII. REPORTS, NEW BUSINESS, and/or DEPARTMENT UPDATE

B. Update on Social Studies Standards

Ms. Ashley Frame, NHDOE, Division of Learner Support, Education Consultant introduced herself and reported a 25-member team was put together in March 2018 to begin work on the Social Studies Standards. A [webpage](#) has been created for posting information, activities, and updates. The process involves the development of templates, examination and revision of existing standards including curriculum frameworks. Five subcommittees have been created by subject areas and include economics, civics and government, U.S. history, geography, and world history. A final draft will be prepared for presentation to the Board and that will be followed by a Public Comment period and listening tours.

Ms. Honorow inquired as to how the resources were selected and Ms. Frame explained that the Massachusetts Standards were selected because they are considered a high performing state and geographically close to better facilitate collaboration. The Engage New York Standards were chosen by the committee members because they have resources teachers and student instructors can use to supplement their work. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards are as close as social studies has to national standards.

Ms. Honorow stated the importance of keeping the Board in the feedback loop throughout the process in order for the Board to participate and benefit from

comments and information received and noted that the Social Studies Teachers associations and other constituents should also be included in this process.

Chairman Cline stated he attended one of the meetings and was encouraged that the group was utilizing the Massachusetts and New York frameworks to create standards that will be unique to New Hampshire and not just a copy from somewhere else. He added this is a review of the standards as opposed to curriculum. The Board authorized the process last year with the directive to begin the review process for the social studies standards. The standards are indefinite but the rule of thumb is that they should be looked at every decade and these are due for update.

C. New Hampshire Academic Standards for Computer Science –

David Benedetto, Department of Education, State Director of STEM and Computer Science reported this is his last Board meeting as a NHDOE employee as he is leaving to pursue his doctorate. He introduced Mr. Nate Green, Science and STEM Consultant for the Department.

The field of computer science is growing rapidly and educators and the public realize how critical these standards are to creating opportunities for our students and State. Mr. Green will continue the work with the program standards. It was noted that the University of New Hampshire (UNH) -

Manchester, has received grants from the National Science Foundation and computer science professional development has been offered to over 50 educators whose programs involve over 200 students. UNH and Code.org have begun a partnership and last month the organization paid for 60 New Hampshire educators to fly to Phoenix, AZ to attend a computer science education conference. The educators that attended will now offer free professional development throughout the State paid for by Code.org and coordinated by UNH. White Mountain Science, Inc. and North Country Education Services received a \$200,000 grant to do computer science professional development in the North Country. The Title IV-A grant program allocations have been released, which is about a \$5 million grant program that can be used for many things including the support of computer science education and other uses of technology in the classroom.

An early draft of the Ed 306 rules has been created and we are looking at draft rules for minimum program standards in order to be compliant with HB 1674. HB 1674 added computer science to the definition of adequate public education, and along with the Ed 306 rules, the Department plans to develop a timeline for district implementation. We plan to connect this computer science work with other work in science and update some of our other technology and engineering policies. Getting computer science in place is important and Mr. Benedetto thanked the Board for their continued support. A summary of outreach efforts conducted has been provided.

Ms. Lane expressed her concerns about communities that don't have resources and asked about follow-up support. Mr. Benedetto explained that discussions are still ongoing and the challenges have been acknowledged. There are plans to continue the work with partnerships and communities to provide professional development by leveraging available resources and finding new resources. Mr. Green will be presenting a Coordinators Workshop in September and work on effective district planning so schools can successfully implement these programs.

Mr. Green noted that he is working with another group to obtain federal funds to conduct a landmark study of all rural areas in New Hampshire and of State computer science technology. This will allow for the collection of more data on the lesser populated areas of New Hampshire. In response to Chairman Cline's question about next steps, Mr. Green stated the standards would be recognized and will be more binding when the Board adopts the revised Ed 306 rules.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education adopt Academic Standards for Computer Science on the basis of legislative action, demonstrated need and the ability of the New Hampshire Department of Education and New Hampshire

Schools to effectively implement computer science programs within an appropriate timeframe.

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

Chairman Cline thanked Mr. Benedetto for all his hard work wished him good luck.

D. Overview of Rulemaking (REMOVE from TABLE)

Ms. Amanda Phelps from the Department's Office of Policy began with a general overview of the rulemaking process and then provided detailed information on the Board of Education's role in the various steps of the process. An example of an initial draft proposal was followed through OLS, fiscal impact statement, rulemaking register, public comment, additional revisions and edits, final proposals, and a final review and approval by JLCAR before final Board adoption. There are statutory timelines and expiration dates and instances where conditional approvals and extensions are allowed.

There have been issues in the past where rules were close to expiration and the process had to be pushed through quickly. Ms. Phelps is working on providing the Professional Standards Board (PSB) a list of rules at least two

years prior to their expiration and provide monthly updates on the status of each rule in the process. She and Chairman Cline have discussed proposing changes to the Professional Standards Board Policy and Procedures to include a detailed procedure manual and a procedure for broader stakeholder engagement.

Ms. Honorow stated she would like to have a better understanding of the process pertaining to new rules. Chairman Cline explained that the process wasn't much different and emphasized the need to have plenty of notice upfront for all stakeholders to be aware of the opportunity to provide input and feedback.

Ms. Honorow asked for a draft of the timelines and methods and also requested that in the future when a rule is on the agenda someone from PSB be present to provide background information.

E. Nominations for Professional Standards Board.

Category I – Teachers and Education Specialists*

1. Reappoint – Joanne Goelzer – 2nd Three-year term (2018-2010)
Science Educator at Coe Brown-Northwood Academy, Northwood
NH
2. Reappoint – David Webster – 2nd three-year term (2018-2021)
Science Educator and Department Chair at Linwood High School,
Lincoln, NH

Category II – Higher Education and Education Administration

3. Reappoint – Cynthia Lucero – 2nd three-year term (2018-2021)
Professor of Education/Clinical Coordinator at NH Technical Institute, Concord, NH
4. Reappoint – Page Tompkins – 2nd three-year term (2018-2021):
Executive Director and Faculty Member, Upper Valley Educators Institute, Lebanon, NH
5. VACANCY (2018-2021) – six applicants:
 - 1) Gale Adams-Davis, Principal, Waterville Valley Elementary School, Valley, NH
 - 2) Marion Anastasia, Superintendent at SAU #36, Whitefield, NH
 - 3) Pam Harland, Educational Leadership Faculty, Plymouth State University, Plymouth, NH
 - 4) Julie Heon, District Curriculum Coordinator for SAU #63, Lyndeborough, NH
 - 5) Beth McClure, Principal at Strong Foundations Public Charter School, Pembroke, NH
 - 6) Daniel Tanguay, Associate Dean of Faculty & Programs for Education at NH University, Manchester, MN

Category III – Qualified Lay Person

6. VACANCY – No applicants

*Currently no vacancies, only Higher Ed/Edu Admin reappointments.

One application received was from Lois-Jean Stevens, Director of Special Services at Prospect Mt. High School, Alton, NH.

Ms. Phelps explained that these are nominations for Professional Standards Board. There are two recommended reappointments in Category I, Teachers and Education Specialists, and they are applying for their second three-year term. Category II, Higher Education and Education Administration has two possible vacancies but two current members reapplied for a second term. These two members are actively involved in committees for rules that are going to be coming before the Board. The PSB recommends they be reappointed for a second term because they are actively involved at this time and are chairs of their respective committees. There are six applicants for the remaining vacancy in that category and no applicants for the vacancy in the Qualified Lay Person category.

Ms. Honorow asked if there were specific recommendations from the PSB and Ms. Phelps stated the PSB highly recommends the Category II reappointments because they are both chairing committees.

Mr. Nazzaro and Ms. Griffin noted this was challenging without more specific recommendations from PSB. Ms. Phelps noted there are no procedures for the process of choosing applicants or verifying applications. She offered to

return to PSB and request recommendations. Ms. Honorow requested that attendance reports be included in the future. Chairman Cline provided options to the Board of calling for more applications, approving the two recommendations and tabling the remainder.

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education reappoint Category II Cynthia Lucero and Page Tompkins to their second three-year term with the PSB that starts in September.

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

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education table Category I and Category II, 5 Vacancies and have Helen Honorow and Phil Nazzaro contact two of the four applicants each and their references (Gale Adams-Davis, Marion Anastasia, Julie Heon, and Beth McClure); and have Ms. Phelps send letters to Pam Harland and Daniel Tanguay thanking them for their interest; and request from the PSB attendance and participation reports for each member.

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

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

A. Agenda Items for the Wednesday, September 26, 2018 Retreat

Chairman Cline reported that Ms. Griffin has provided a list for discussion topics and requested other Board members submit their lists. After the lists are consolidated Ms. Adams will provide a draft agenda.

The Board was reminded that the retreat is an official meeting and should be posted on the website.

Ms. Honorow commented that the nursing rule recently approved by JLCAR should end all questions with respect to what to do if people are applying for school nurse positions, and stated that she would like to go into nonpublic session.

Chairman Cline made an official expression that the Board affirms the support of the rule passed by the Board and approved by JLCAR.

AGENDA ITEM IX. OLD BUSINESS

There was no old business.

AGENDA ITEM X. TABLED ITEMS

A. Extension Request for the Approval of Plymouth State University's Educator Preparation programs (REMOVE FROM TABLE)

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education remove this item from the Tabled Items.

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

B. Overview of the Rule Making Process (REMOVE FROM TABLE)

MOTION: Phil Nazzaro made the following motion, seconded by Helen Honorow that the State Board of Education remove this item from the Tabled Items.

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

AGENDA ITEM XI. NONPUBLIC SESSION

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

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

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro 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, Drew Cline, Sally Griffin, Helen Honorow, Ann Lane, and Phil Nazzaro.

MOTION: Phil Nazzaro made the following motion, seconded by Sally Griffin that the State Board of Education seal the minutes of the nonpublic session.

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

AGENDA ITEM XII. ADJOURNMENT

The meeting was adjourned at 2:42 PM

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro 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

**New Hampshire
Department of Education
Bureau of Special Education
Monitoring Review for Approval of
Private Provider Special Education
Programs**

**Cedarcrest
Summary Report
2017-2018**

**Catherine Gray, President/CEO
Michael O'Hara, Director of Special Education**

**Coordinating Education Consultant:
Lori Noordergraaf**

**Monitoring Visit Conducted on January 25, 2018
Report Date: March 9, 2018**

Overview of the Cedarcrest School Program

The Cedarcrest School is a New Hampshire Department of Education, Bureau of Special Education Approved Program located at 91 Maple Avenue in Keene, New Hampshire. The program is approved for males and females in grades Pre-K through 12 for up to 20 students. Students enrolled in this program have primary disabilities in the areas of Autism, Intellectual Disability, Traumatic Brain Injury, Hearing Impairments, Deafness, Visual Impairments, Orthopedic Impairment, Other Health Impairments, Deafness-Blindness, Multiple Disabilities, and Developmental Delays. The Cedarcrest Center has licensures for residential and hospital facilities issued through the Department of Health and Human Services.

The school has three classrooms; an elementary classroom referred to as the “Peach Room”, an upper elementary classroom called the “Green Room”, and the “Yellow Room” for high school students.

With the underling belief that all students have the potential to learn, the staff at Cedarcrest work to ensure that each student reaches their full potential by working with students at their individual, developmental level.

Skills worked on through the educational programming at Cedarcrest School, includes academic skills, life skills, communication, and therapies. The staff believes that gaining necessary life skills and enhancing communication are essential to the success for the students at the program. Students are given the opportunities to participate in the same types of activities and events as any other student, regardless of their individual limitations. Staff engages students in meaningful activities in the areas of academics, life skills, vocational, community and therapies.

The Cedarcrest School uses the “Unique” curriculum which provides standards based interactive tools designed to meet the needs of individual students’ instructional levels. Included in this system are rigorous standards-based materials where the students can interact with differentiated, thematic units of study with text to speech. It also offers a variety of activities and multiple opportunities to demonstrate knowledge. The books, lessons, and activities are accessible on a variety of platforms, such as tablets, whiteboards and smartboards.

Cedarcrest utilizes an integrated team approach to the care and education of all students. Comprehensive teams including special educators, 1:1 assistants, physical therapists, occupational therapists, speech therapists, and nursing staff are integrated throughout each classroom.

Cedarcrest School provides a broad range of special education programming to children with significant cognitive impairments and complex medical and therapeutic needs and works closely with local area schools to include their students in appropriate activities with typical peers.

Noteworthy Practices and Areas in Need of Refinement

Noteworthy Practices:

During the monitoring visit, it had been revealed that the Cedarcrest School includes several practices which are noteworthy. Such practices include:

- Integrating assistive technology in all the classrooms and throughout the curriculum.
- Ensuring that each and every student is an active participant and engaged in the learning processes by allowing additional “wait time” for students to be able to process questions asked of them, formulate a response, as well as time to motor plan their movement independently in order for the student to respond without interruption from additional verbal prompts.
- Combining verbal information with visual examples, as well as providing students with multiple modes of communicating their knowledge of learned material.
- Parents and guardians are consistently involved in planning their children’s educational, social, medical, and developmental goals in addition to a comprehensive team of educators, therapists, and medical staff.
- Working in conjunction with the local schools to keep students connected to their communities through a variety of activities, and other community based outings.
- The use of the “Unique” curriculum to provide each student with lessons at their particular developmental level

Areas in Need of Refinement

Areas in need of refinement are practices that have the potential to become noncompliant. Whereas these practices do not rise to the standard of noncompliance, and therefore require no corrective actions, the NHDOE believes that the practices, and potential remedies, are noteworthy to be addressed.

During the Cedarcrest School’s on-site visit the monitoring team did not identify any areas in need of refinement.

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- Combining verbal information with visual examples, as well as providing students with multiple modes of communicating their knowledge of learned material.
- Parents and guardians are consistently involved in planning their children’s educational, social, medical, and developmental goals in addition to a comprehensive team of educators, therapists, and medical staff.
- Working in conjunction with the local schools to keep students connected to their communities through a variety of activities, and other community based outings.
- The use of the “Unique” curriculum to provide each student with lessons at their particular developmental level

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Areas in need of refinement are practices that have the potential to become noncompliant. Whereas these practices do not rise to the standard of noncompliance, and therefore require no corrective actions, the NHDOE believes that the practices, and potential remedies, are noteworthy to be addressed.

During the Cedarcrest School’s on-site visit the monitoring team did not identify any areas in need of refinement.

Overview of the Monitoring Review for Approval of Special Education Programs Process

The Special Education Monitoring Review for Approval of Private Provider Special Education Programs process ensures that students with educational disabilities have access to; can participate in; and can demonstrate progress within the general education curriculum, thereby improving student learning. The primary focus of the monitoring review is to improve educational results and functional outcomes for all children with disabilities.

Monitoring is done on a cyclical basis. During the year prior to monitoring, the New Hampshire Department of Education (NHDOE), Bureau of Special Education (Bureau) offers training to each private provider who is involved in the monitoring process. Training encompasses writing Measurable Annual Goals, Written Prior Notice, Self-Assessment, and a topic selected by the private provider based on current need. During this time, the private provider will be given the option to include a director from outside of their Local Education Agency (LEA) area to participate in the on-site file review, as well as at least one special education administrator from another private school who has been trained in the process by the Bureau. At the beginning of the school year in which the private provider is being monitored, the private provider will send the Bureau their completed application for renewal of Bureau special education approval/nonpublic school approval in addition to the program's policy and procedure manual and any special education forms that are used by the private program. Following a review of these documents, the monitoring team will conduct an on-site review in which student files are examined for evidence of implementation of the policies and procedures through the special education process. The Bureau will also conduct a follow-up review to verify the implementation of corrective actions as defined in the summary report.

The New Hampshire Department of Education, Bureau of Special Education review members for this monitoring review included Lori Noordergraaf, Helene Anzalone, and Katherine Sisneroz, Special Education Director from the Monarch School of New England in Rochester, New Hampshire.

Procedures and Effective Implementation

Each private provider must have special education procedures, and effective implementation of practices that are aligned and support the implementation of IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*.

The monitoring team reviewed the following special education procedures for compliance with State and Federal regulations regarding administration, confidentiality of information, program requirements, responsibilities of private providers of special education

implementation of IEPs, behavioral interventions, RSA 126-U Limiting the use of child restraint practices in schools and treatment centers, qualifications and requirements for instructional, administrative and support personnel, change in placement or termination of enrollment, physical facilities, health and medical care, photography and audio-visual recording, and emergency planning and preparedness.

Based on the review of Cedarcrest School's special education procedures the monitoring team determined there were **no findings of noncompliance**.

Private Provider Curriculum and Effective Implementation

As part of the review, the monitoring team looked for evidence that the Cedarcrest School is providing students with access to the general curriculum. The monitoring team reviewed the curriculum provided by Cedarcrest School for compliance with alternative learning standards that aligns with the general education curriculum for Kindergarten through eighth grade, pursuant to Ed 306.26(b)(1) and (2).

Based on the review of the Cedarcrest School's curriculum, the monitoring team determined that there were **no findings of noncompliance**.

Personnel

The Bureau of Special Education has reviewed the Cedarcrest School personnel certifications using the New Hampshire Educator Information System. The review process was for educators employed during 2017-2018 school year.

The personnel roster that was provided by the Cedarcrest School was compared to the data in the New Hampshire Educator Information System. Each personnel member's endorsement was compared to the subject/assignment. This process was used for personnel that hold Beginning Educator Certification (BEC) and Experienced Educator Certification (EEC). If the endorsement was appropriate to the subject/ assignment then the renewal date of the endorsement was verified to ensure that the endorsement was current.

If there was a discrepancy between endorsement and the subject/assignment, the private provider was given an opportunity to verify the data. If the discrepancy could not be resolved a finding of noncompliance was made based on Personnel Standards pursuant to Ed 1114.10(a), 34 CFR 300.18, and 34 CFR 300.156.

Based on the review of the Cedarcrest School's personnel certifications, the monitoring team determined there were **no findings of noncompliance**.

Monitoring of the Implementation of Special Education Process

Private providers are responsible for implementing the special education process in accordance with IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*. The self-assessment data collection form highlights the private providers' understanding of the requirements of IDEA and the *New Hampshire Standards for the Education of Children with Disabilities* and was reviewed during the monitoring visit. Each area of compliance on the self-assessment data collection form clearly outlines whether the compliance is either a requirement of both IDEA and the *New Hampshire Standards for the Education of Children with Disabilities* or a requirement of solely the *New Hampshire Standards for the Education of Children with Disabilities*. The private provider cites the evidence of compliance in the self-assessment prior to the monitoring visit. During the monitoring visit, the monitoring team verified the evidence of compliance based on review of the student file, using the private providers' self-assessment as a resource. In the case of student specific finding(s) of noncompliance, the sending District is cited for noncompliance, as well as the private provider.

Based on this review, the Bureau of Special Education identified findings of noncompliance with IDEA and the *New Hampshire Standards for the Education of Children with Disabilities*. The findings include the citation, the area of noncompliance, and the required corrective actions, which include timelines for demonstrating correction of noncompliance. Student specific information will not be included in the report but will be provided to the private provider and, when appropriate, a district's Director of Special Education.

There are two main components to the corrective actions entitled, "*Corrective Action of Individual Instance of Noncompliance*" and "*Corrective Action Regarding the Implementation of the Regulations*". The first component, "corrective action of individual instance of noncompliance," is for any noncompliance concerning a child-specific requirement. There must be evidence that the private provider has corrected each individual case of noncompliance, unless the child is no longer placed at the program. These areas must be corrected as soon as possible with state timelines given in the report for each area. The Bureau will return to the program, typically within 3 months of the date of the report, to verify compliance for each individual instance identified in the report. The second component, "corrective action regarding the implementation of the regulations" would typically involve the private provider's participating in professional development training to appropriate personnel with regards to areas found to be in noncompliance. The Bureau will review updated data collected after the identification of noncompliance to demonstrate that the program is correctly implementing the specific requirement. This involves a follow-up on-site review of new student files, selected typically within one year of the original on-site compliance & improvement monitoring.

Overview of the Student Specific Findings of Noncompliance

The chart below identifies the area of compliance based on student files that were reviewed by the compliance & improvement monitoring team during the onsite visit. The chart is broken down into the **compliance citations** and **area of compliance**. The compliance citations are based on the *CFR* found in the federal regulations of IDEA and the *Ed* found in the New Hampshire Standards for the Education of Children with Disabilities. The chart aligns the regulatory components to the numbered questions in the self-assessment. Regulatory components and self-assessment numbers are bolded in instances where noncompliance was noted by the compliance & improvement monitoring team.

The **review status** identifies the **number of files reviewed** for the self-assessment question as well as the number of files that were found to be in compliance. For example “5 out of 6 files demonstrated evidence that a copy of the procedural safeguards, available to the parents of a child with a disability, was given to the parent one time in the school year.” This means that 6 files were reviewed and 5 files were found to be in compliance.

In cases where there was a finding of noncompliance for a particular student, the chart identifies the **First Stage Corrective Action of Individual Instance(s) of Noncompliance**. In the case of an individual instance of noncompliance, the corrective action would generally involve the IEP team convening to resolve the finding of noncompliance. Timelines for these corrective actions are also noted. For the First Stage Corrective Actions, the Bureau will return to the private provider program within 3 months following the program receiving written notification of noncompliance (the report) to review all student files in which there were findings of noncompliance in order to verify compliance with the corrective action stated in the report.

In cases where there was a finding of noncompliance for a particular student, the next section of the chart identifies the **First Stage Corrective Action Regarding the Implementation of the Regulation**. This section informs the private provider program of any practices or procedures which need to be corrected as well as trainings for personnel to inform them of the corrections as a result of the findings of noncompliance. The required corrective action for the program and a timeline for the corrective action are also provided.

In cases where there was a finding of noncompliance for a particular student, the final section of the chart identifies the **Second Stage Corrective Action Regarding the Implementation of the Regulation**. Identified in this section will be the number of new student files that will be selected at the program to demonstrate correct implementation of the regulations for the section of the self-assessment in which noncompliance was found. For the Second Stage Corrective Actions, the Bureau will verify compliance through a subsequent on-site review of the new files within one year from the date of the report. **The total number of student files selected for the Second Stage Corrective Action Regarding the Implementation of the Regulation will not exceed the original number of files reviewed at the private provider program.**

Findings of Noncompliance

When determining compliance, the NHDOE reviews the currently agreed upon/signed IEP at the on-site monitoring visit.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1114.03		A. Governance
Self-Assessment Question Number & Regulatory Component		Review Status
1.	Ed 1114.03(a)	0 out of 0 IEP files demonstrated evidence that the private provider has, for IEPs in which the private provider cannot provide the student with all services detailed in the IEPs, an agreed upon contract with the sending LEA for the provision of those services. <i>(Two student files have all services provided by the private provider)</i>

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1114.05		B. Record of Access; Confidentiality Requirements
Self-Assessment Question Number & Regulatory Component		Review Status
2.	34 CFR 300.614 Ed 1119.01(a)	2 out of 2 IEP files demonstrated evidence of a record of parties that have obtained access to the education records collected, maintained or used under Part B of the Act, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.323 Ed 1109		C. Individualized Education Program
Self-Assessment Question Number & Regulatory Component		Review Status
3.	Ed 1109.04(a)	2 out of 2 IEP files demonstrated evidence that a copy of the IEP has been provided to each teacher and service provider listed as having responsibilities for implementing the IEP.
4.	34 CFR 300.324(b)(1)(i) Ed 1109.03(d)	2 out of 2 IEP files demonstrated evidence that the IEP was reviewed at least annually.
5.	34 CFR 300.323(a) Ed 1109.03(d)	2 out of 2 IEP files demonstrated evidence that the IEP was in place at the beginning of the school year.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.321 Ed 1103.01		D. IEP Team; Participants in the Special Education Process
Self-Assessment Question Number & Regulatory Component		Review Status
6.	34 CFR 300.321(a)(1) Ed 1103.01(a)	2 out of 2 IEP files demonstrated evidence that the IEP Team included the parents of the child or adult student.

7.	34 CFR 300.321(a)(2) Ed 1103.01(a)	0 out of 0 IEP files demonstrated evidence that at least one regular education teacher of the child (if the child is, or may be, participating in the regular education environment) participated in the meeting <i>(No student files included regular education teachers who were excused per 34 CFR 300.321(e).)</i>
8.	34 CFR 300.321(a)(3) Ed 1103.01(a)	2 out of 2 IEP files demonstrated evidence that at least one special education teacher or, where appropriate, not less than one special education provider of the child participated in the meeting.
9.	34 CFR 300.321(a)(4) Ed 1103.01(a)	2 out of 2 IEP files demonstrated evidence that the IEP Team included an LEA representative.
10.	Ed 1103.01(d)	0 out of 0 IEP files demonstrated evidence that, if vocational, career or technical education components are being considered, the IEP team membership included an individual knowledgeable about the vocational education programs and/or career technical education being considered. <i>(Two student files were students for whom vocational education/CTE were not considered.)</i>
11.	Ed 1103.02(a),(c), (d)	0 out of 0 IEP files demonstrated evidence that the parent(s) received a written invitation no fewer than 10 days before an IEP meeting which included the purpose, time, location and identification of the participants or the parent agreed in writing that the LEA could satisfy this requirement via transmittal by electronic mail <u>or</u> demonstrated evidence of written consent of the parent(s) that the notice requirement were waived [Ed 1103.02(b)]. <i>(Two student files were students for whom the written invitation is the responsibility of the LEA.)</i>

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320		E. Individualized Education Program (Present Levels of Academic Achievement and Functional Performance)
Self-Assessment Question Number & Regulatory Component	Review Status	
12.	34 CFR 300.324(a)(1)(i)	2 out of 2 IEP files demonstrated evidence that the team considered the strengths of the child.
13.	34 CFR 300.324(a)(1)(iv)	2 out of 2 IEP files demonstrated evidence that the team considered the academic, developmental, and functional needs of the child.
14.	34 CFR 300.324(a)(1)(ii)	2 out of 2 IEP files demonstrated evidence that the concerns of the parents for enhancing the education of their child were considered.
15.	34 CFR 300.324(a)(1)(iii)	2 out of 2 IEP files demonstrated evidence that the results of the initial or most recent evaluation of the child were considered.
16.	34 CFR 300.320(a)(1)(i)	2 out of 2 IEP files demonstrated evidence of a statement in the IEP that describes how the student's disability affects the student's involvement and progress in the general education curriculum.
17.	34 CFR 300.320(a)(4)(ii)	2 out of 2 IEP files demonstrated evidence of a statement in the IEP that describes how the student's disability affects non-academic areas.
18.	34 CFR 300.320(a)(1)(ii)	For preschool children, 0 out of 0 IEP files demonstrated evidence of a statement in the IEP that describes how the disability affects the child's participation in appropriate activities. <i>(Two student files were not of preschool age students.)</i>

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.324(a)(2)(i) Ed 1109.03(h)		F. Consideration of Special Factors
Self-Assessment Question Number & Regulatory Component		Review Status
19.	34 CFR 300.324(a)(2)(i) Ed 1109.03(h)	When a child's behavior impedes the child's learning or that of others, 0 out of 0 IEP files demonstrated evidence that the team considered the use of positive behavioral interventions and supports, and other strategies, to address that behavior. <i>(Two student files were not of students whose behavior impedes learning.)</i>
20.	34 CFR 300.324(a)(2)(ii) Ed 1109.03(h)	When a child demonstrates limited English proficiency, 0 out of 0 IEP files demonstrated evidence that the team considered the language needs of the child as those needs relate to the child's IEP. <i>(Two student files were not of students who demonstrated limited English proficiency.)</i>
21.	34 CFR 300.324(a)(2)(iii) Ed 1109.03(h)	When a child is blind or visually impaired, 0 out of 0 IEP files demonstrated evidence that the team provided for instruction in Braille and the use of Braille unless the IEP team determined, after an evaluation of the child's reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child's future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille was not appropriate for the child. <i>(Two student files were not of blind or visually impaired students.)</i>
22.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	2 out of 2 IEP files demonstrated evidence that the IEP Team considered the communication needs of the child.
23.	34 CFR 300.324(a)(2)(iv) Ed 1109.03(h)	When a child is deaf or hard of hearing, 0 out of 0 IEP files demonstrated evidence that the team considered the child's language and communication needs, opportunities for direct communications with peers and professional personnel in the child's language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child's language and communication mode. <i>(Two student files were not of deaf or hard of hearing students.)</i>
24.	34 CFR 300.324(a)(2)(v) Ed 1109.03(h)	2 out of 2 IEP files demonstrated evidence that the IEP Team considered whether the child needs assistive technology devices and services.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1109.01(a)(10)		G. Courses of Study
Self-Assessment Question Number & Regulatory Component		Review Status
25.	Ed 1109.01(a)(10)	For each student with a disability beginning at age 14 or younger, if determined appropriate by the IEP team, 1 out of 1 IEP files demonstrated evidence of a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study such as participation in advanced-placement courses or a vocational education. <i>(One student file was a student aged 13 or younger who will not be turning 14 during the IEP period and no evidence the IEP team determined this is necessary.)</i>

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(2)(i) Ed 1109.01(a)		H. Measurable Annual Goals; Short-term Objectives or Benchmarks
Self-Assessment Question Number & Regulatory Component		Review Status
26.	34 CFR 300.320(a)(2)(i) Ed 1109.01(a)(1)	1 out of 2 IEP files demonstrated evidence of a statement of measurable annual goals, including academic and functional goals. For student code B there was insufficient evidence demonstrating compliance with this requirement.
27.	34 CFR 300.320(a)(2)(i)(A) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence that the measurable annual goals meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum.
28.	34 CFR 300.320(a)(2)(i)(B) Ed 1109.01(a)(1)	If there are other educational needs that result from the child's disability, 1 out of 1 IEP files demonstrated evidence that the measurable annual goals meet each of the child's other educational needs that result from the child's disability. <i>(One student file was a student who did not have other identified educational needs.)</i>
29.	Ed 1109.01(a)(6)	2 out of 2 IEP files demonstrated evidence of short-term objectives or benchmarks for all children unless the parent determines them unnecessary for all or some of the child's annual goals.
First Stage Corrective Action of Student Specific Instance(s) of Noncompliance: As soon as possible, but no later than 2 months of the date of this report, the private provider, in conjunction with the sending district, must amend the IEPs to include measurable annual goals. The NHDOE will verify this through a subsequent on-site review.		
First Stage Corrective Action Regarding the Implementation of the Regulations: Provide training to appropriate staff to address writing measurable annual goals. Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.		
Second Stage Corrective Action Regarding the Implementation of the Regulations: The NHDOE will review 2 new student files at Cedarcrest School – Day Program for updated data demonstrating compliance with this requirement.		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1109.01(a)(8)		I. Review and Revision of IEPs (Measuring Progress)
Self-Assessment Question Number & Regulatory Component		Review Status
30.	Ed 1109.01(a)(8)	2 out of 2 IEP files demonstrated evidence that the IEP includes a statement of how the child's progress toward meeting the annual goals shall be provided to the parents.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
Ed 1114.06(b)		J. Responsibilities of Private Providers of Special Education or other Non-LEA Programs in the Implementation of IEPs
Self-Assessment Question Number & Regulatory Component		Review Status
31.	34 CFR 300.325(b) Ed 1109.05 Ed 1114.06(a);	For the purpose of initiating the process for all matters concerning possible changes and/or modification in the identification, evaluation, development and/or revision of an IEP or changes in placement of a child with a disability, 0 out of 0 IEP files demonstrated evidence that the private provider contacted the sending school district. <i>(Two student files had no changes in the child's identification, evaluation, development or revision of the IEP or placement)</i>
32.	Ed 1114.06(i), (j), (k)	1 out of 2 IEP files demonstrated evidence that a minimum of 3 comprehensive reports per year are completed on each child with a disability enrolled in the program. For student code A one of the comprehensive progress reports was missing a record of attendance.
<p>First Stage Corrective Action Regarding the Implementation of the Regulations: Provide training to appropriate staff to ensure that a minimum of 3 comprehensive reports per year, which includes a record of attendance, are completed on each child with a disability enrolled in the program.</p> <p>Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.</p> <p>Second Stage Corrective Action Regarding the Implementation of the Regulations: The NHDOE will review 2 new student files at Cedarcrest School – Day Program for updated data demonstrating compliance with this requirement.</p>		

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.323(d)(2)(ii) Ed 1109.03(a); Ed 1109.03(v); Ed 1102.01(b)		K. Accessibility of Child's IEP to Teachers and Others (General Accommodations and General Modifications)
Self-Assessment Question Number & Regulatory Component		Review Status
33.	Ed 1102.01(b)	If accommodations are included, 1 out of 2 IEP files demonstrated evidence that the accommodations are changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor, validity, or both of the subject matter being taught or assessed. For student code B there was insufficient evidence demonstrating compliance with this requirement.
34.	Ed 1102.03(v)	If modifications are included, 0 out of 1 IEP files demonstrated evidence that the modifications are changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed. <i>(One student file was a student with no modifications.)</i> For student code B there was insufficient evidence demonstrating compliance with this requirement.

First Stage Corrective Action of Student Specific Instance(s) of Noncompliance: As soon as possible but no later than 2 months from the date of the report, the private provider, in conjunction with the sending district, must convene the IEP teams to review the IEPs and show evidence that if accommodations are included in the IEP, they are changes in instruction or evaluation determined necessary by the IEP team that do not impact the rigor, validity, or both of the subject matter being taught or assessed, and if modifications are included in the IEP, they are changes in instruction or evaluation determined necessary by the IEP team that impact the rigor, validity, or both of the subject matter being taught or assessed.

The NHDOE will verify this through a subsequent on-site review.

First Stage Corrective Action Regarding the Implementation of the Regulations: Provide training to appropriate staff to ensure that accommodations are changes in instruction or evaluation determined necessary by the IEP team that **do not impact** the rigor, validity, or both of the subject matter being taught or assessed, and modifications are changes in instruction or evaluation determined necessary by the IEP team **that impact** the rigor, validity, or both of the subject matter being taught or assessed.

Provide the dates, names of attendees, and a description of the trainings, which defines the private provider's procedure for complying with this specific rule, to the NHDOE within 3 months from the date of this report.

Second Stage Corrective Action Regarding the Implementation of the Regulations: The NHDOE will review 2 new student files at Cedarcrest School – Day Program for updated data demonstrating compliance with this requirement.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a) Ed 1109.01(a)(1); 1109.04(b)		L. Definition of Individualized Education Program (Special Education and Related Services, Supplementary Aids and Services, and Program Modifications or Supports for School Personnel)
Self-Assessment Question Number & Regulatory Component		Review Status
35.	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence of a statement of special education.
36.	Ed 1109.04(b)(1)	2 out of 2 IEP files demonstrated written evidence documenting implementation of the IEP with regards to all special education services provided.
37.	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence of a statement of related services.
38.	Ed 1109.04(b)(1)	2 out of 2 IEP files demonstrated written evidence documenting implementation of the IEP with regards to all related services provided.
39.	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	1 out of 1 IEP files demonstrated evidence of a statement of supplementary aids and services. <i>(One student file was a student for whom there was no evidence that the IEP team determined this is necessary.)</i>
40.	Ed 1109.04(b)(2)	1 out of 1 IEP files demonstrated written evidence documenting implementation of the IEP with regards to any supplementary aids and services provided. <i>(One student file was a student for whom there were no supplementary aids and services in the IEP.)</i>
41.	34 CFR 300.320(a)(4) Ed 1109.01(a)(1)	1 out of 1 IEP files demonstrated evidence of a statement of the supports for school personnel. <i>(One student file was a student for whom there was no evidence that the IEP team determined this is necessary.)</i>
42.	Ed 1109.04(b)(4)	1 out of 1 IEP files demonstrated written evidence documenting implementation of the IEP with regards to supports for school personnel. <i>(One student file was a student for whom there were no supports for personnel in the IEP.)</i>

43.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence of a projected date for the beginning of the services and modifications described in the supports and services section of the IEP.
44.	34 CFR 300.320(a)(7) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence of the anticipated frequency, location, and duration of those services and modifications described in the supports and services section of the IEP.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(5) Ed 1109.01(a)(1)		M. Definition of Individualized Education Program (Justification for Non-Participation)
Self-Assessment Question Number & Regulatory Component		Review Status
45.	34CFR 300.320(a)(5) Ed 1109.01(a)(1)	2 out of 2 IEP files demonstrated evidence of an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in the supports and services section of the IEP.

COMPLIANCE CITATIONS		AREA OF COMPLIANCE
34 CFR 300.320(a)(6) Ed 1109.01(a)(1)		N. Definition of Individualized Education Program (State and District Wide Assessments)
Self-Assessment Question Number & Regulatory Component		Review Status
46.	34 CFR 300.320(a)(6)(i) Ed 1109.01(a)(1) RSA 193-C Ed 1114.05(k)	0 out of 0 IEP files demonstrated evidence of a statement of any individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of the child on State and district wide assessments. <i>(Two student files were of students for whom there were no state or district wide assessments for the student's age/grade level.)</i>
47.	34 CFR 300.320(a)(6)(ii)(A) Ed 1109.01(a)(1) RSA 193-C Ed 1114.05(k)	When the IEP Team determines that the child must take an alternate assessment instead of a particular regular State or district wide assessment of student achievement, 1 out of 1 IEP files demonstrated evidence of a statement of why the child cannot participate in the regular assessment. <i>(One student file was of a student not taking an alternate assessment.)</i>
48.	34 CFR 300.320(a)(6)(ii)(B) Ed 1109.01(a)(1) RSA 193-C Ed 1114.05(k)	When the child is taking an alternate assessment, 1 out of 1 IEP files demonstrated evidence describing why the particular alternate assessment selected is appropriate for the child. <i>(One student file was of a student not taking an alternate assessment.)</i>

Readopt with amendment Ed 403.03, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 403.03 Annual Reports.

(a) Each nonpublic school shall ~~file~~ ***complete and submit “General Statistics of Nonpublic Schools”***, a Form A3N, revised 04/2018, as described in this section with statistics as of the last day of school of the year of filing. The form shall be ~~filed with the department~~ ***completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>*** by July 15 of each year. ~~to the following address:~~

~~New Hampshire Department of Education
Division of Program Support, Bureau of Data Management
101 Pleasant Street
Concord NH 03301-3860~~

~~(b) On Form “A3N—General Statistics of Nonpublic Schools” revised 5/2018, the nonpublic school shall provide the following information for each nonpublic school:~~

- ~~(1) The name of the nonpublic school, if not provided on the form by the department;~~
- ~~(2) The name, telephone number, and e-mail address of the contact person;~~
- ~~(3) The administrator’s signature;~~
- ~~(43) The number of students by grade registered during the year;~~
- ~~(54) Student progress table by grade;~~
- ~~(65) The total number of high school graduates by gender; and~~
- ~~(76) The number of dropouts from grades 9-12.~~

(eb) Each nonpublic school shall ~~file~~ ***complete and submit “Private Fall Enrollments and Staffing”***, a Form A12C, ***revised 07/2018***, as described in this section with statistics as of October 1 of the reporting year. The form shall be ~~filed with the department~~ ***completed and submitted online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>*** by October 15 of each year. ~~to the following address:~~

~~New Hampshire Department of Education
Division of Program Support, Bureau of Data Management
101 Pleasant Street
Concord NH 03301-3860~~

~~(d) On Form A12C, the nonpublic school shall provide the following information for each nonpublic school:~~

- ~~(1) The name of the nonpublic school;~~
- ~~(2) The name and telephone number of the contact person;~~
- ~~(3) The administrator’s signature;~~
- ~~(43) The telephone number and fax number of the school;~~

~~(54) The e-mail address and website address of the school, if applicable; and~~

~~(65) The number of students enrolled on October 1 by grade divided into male and female.~~

~~—(e) The nonpublic school shall provide the number of full time equivalent (FTE) positions for the following staff categories divided into male and female:~~

~~(1) Preschool teachers;~~

~~(2) Kindergarten teachers;~~

~~(3) Regular education classroom teachers;~~

~~(4) Special education classroom teachers;~~

~~(5) Regular instructional aides; and~~

~~(6) Special education aides.~~

Readopt with amendment Ed 405.01, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 405.01 Identification of Recognized Agencies for Program Approval.

~~(a) The New England Association of Schools and Colleges (NEASC) shall be the recognized accrediting agency.~~

~~—(b) Other~~ Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

(1) An accrediting agency may directly request recognition;

(2) A school seeking program approval may request recognition of an accrediting agency; or

(3) A member of the NSAC may request recognition of an accrediting agency.

~~(eb)~~ Applicants seeking approval from the state board as an agency recognized by the department for program approval shall:

(1) ~~Make application~~ **Apply** for recognition to the state department ~~with~~ **by submitting** a letter of intent and the following:

a. A brief history of the agency;

b. A statement as to the scope of operations, indicating whether it is a regional, national, or state agency;

c. A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;

d. The agency's organization including its governance and administrative structures, a description of its ownership and control and **the** type of legal organization, including but not limited to tax-exempt or proprietary;

e. Financial information including its fee structure, current operating statement, and most recent independent certified opinion audit;

f. A description of procedures used in the evaluation of schools by the agency including documentation that a school shall be required to provide, ~~whether there is~~ **which shall include** a visit to verify the written documentation, and who participates in school visitations;

g. Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; and

h. Frequency of evaluation of schools for continued accreditation or recognition; and

(2) Submit documentation of the agency's accreditation by a recognized accrediting agency.

(~~dc~~) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

(5) Curriculum;

(6) Staff qualifications;

(7) Admissions process;

(8) Graduation requirements **for** high schools only;

(9) Process for assessing student performance;

(10) Financial management;

(11) Student support services;

(12) Co-curricular activities;

(13) Parent involvement;

(14) School and community relations; and

(15) Residential life if applicable.

(**ed**) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c), it shall recommend the agency to the state board for recognition.

(~~fe~~) The ~~state~~ board shall review the NSAC recommendation, *pursuant to*, and take one of the following actions:

- (1) Upon finding that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c) the ~~state~~ board shall identify the applicant as a recognized agency for program approval;
- (2) Disapprove the application if, in the opinion of a majority of ~~state~~ board members one or more of the following conditions exist:
 - a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
 - b. The information submitted by the applicant as required in Ed 405.01(b) *and Ed 405.01(c)* is determined by the state board to be incomplete, inaccurate, or false;
 - c. The NSAC misapplied a statute or administrative rule in making its recommendation; or
 - d. The NSAC did not follow proper procedures in reviewing the application.

(~~gf~~) The department shall publish the list of recognized agencies for program approval at least annually.

(~~hg~~) An agency may at any time submit written notification to the department that it does not wish to be recognized. Upon receipt of such a request the department shall remove the agency's name from the list of recognized agencies and shall notify all schools that have previously been granted program approval through accreditation by the withdrawing agency.

(~~ih~~) Program approval status for any school previously accredited by an agency whose name has been withdrawn from the list of recognized accrediting agencies shall remain in effect until the date of expiration of the most recent approval by the state board.

(~~ji~~) The NSAC shall review those agencies previously recognized for program approval every 10 years and make one of the following approval recommendations to the ~~state~~ board:

- (1) Full approval for a period of 10 years, if the NSAC finds that the agency meets the requirements of *Ed 405.01(b) and* Ed 405.01(c);
- (2) Conditional approval for a period of 2 to 3 years when deficiencies are found that are not serious enough to warrant non-approval, but are serious enough to warrant attention and review; or
- (3) Non-approval.

(~~kj~~) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:

- (1) The agency ~~may~~ *might* no longer be meeting the requirements of Ed 405.01(c); or
- (2) The agency has acted in an unfair or unlawful manner in conducting accreditations.

- (~~h~~) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

Readopt with amendment Ed 405.01, effective 6-15-13 (Doc. #10360), to read as follows:

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

- (a) Each non-public school shall permanently maintain individual student records that include:
- (b)
- (1) Pupil registers as required by RSA 189:27-a that include the following information:
 - a. Name;
 - b. Sex;
 - c. Date of birth;
 - d. Place of birth;
 - e. Town of legal residence; and
 - f. Parent/guardian contact information;
 - (2) Transcripts of academic performance; and
 - (3) Record of award of high school diploma including the date of award.
- (b) In the event of a school closing or termination of operations, the school shall notify the department where student records shall be maintained permanently, or the school shall deposit these records with the department. ~~or a location approved by the department.~~
- (c) Records shall be maintained in a format determined by the school. ~~A hard copy of pupil registers shall be maintained as required by RSA 189:27 b.~~

Readopt with amendment Ed 403.03, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 403.03 Annual Reports.

(a) Each nonpublic school shall complete and submit “General Statistics of Nonpublic Schools” , a Form A3N, revised 04/2018, as described in this section with statistics as of the last day of school of the year of filing. The form shall be completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by July 15 of each year.

(b) Each nonpublic school shall complete and submit “Private Fall Enrollments and Staffing”, a-Form A12C, revised 07/2018, as of October 1 of the reporting year. The form shall be completed and submitted online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx> by October 15 of each year.

Readopt with amendment Ed 405.01, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 405.01 Identification of Recognized Agencies for Program Approval.

(a) Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

- (1) An accrediting agency may directly request recognition;
- (2) A school seeking program approval may request recognition of an accrediting agency; or
- (3) A member of the NSAC may request recognition of an accrediting agency.

(b) Applicants seeking approval from the state board as an agency recognized by the department for program approval shall:

- (1) Apply for recognition to the department by submitting a letter of intent and the following:
 - a. A brief history of the agency;
 - b. A statement as to the scope of operations, indicating whether it is a regional, national, or state agency;
 - c. A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;
 - d. The agency's organization including its governance and administrative structures, a description of its ownership and control and the type of legal organization, including but not limited to tax-exempt or proprietary;
 - e. Financial information including its fee structure, current operating statement, and most recent independent certified opinion audit;
 - f. A description of procedures used in the evaluation of schools by the agency including documentation that a school shall be required to provide, which shall include a visit to verify the written documentation, and who participates in school visitations;

g. Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; and

h. Frequency of evaluation of schools for continued accreditation or recognition; and

(2) Submit documentation of the agency's accreditation by a recognized accrediting agency.

(c) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

(5) Curriculum;

(6) Staff qualifications;

(7) Admissions process;

(8) Graduation requirements for high schools only;

(9) Process for assessing student performance;

(10) Financial management;

(11) Student support services;

(12) Co-curricular activities;

(13) Parent involvement;

(14) School and community relations; and

(15) Residential life if applicable.

(d) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c), it shall recommend the agency to the state board for recognition.

(e) The board shall review the NSAC recommendation, pursuant to, and take one of the following actions:

(1) Upon finding that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c) the board shall identify the applicant as a recognized agency for program approval;

(2) Disapprove the application if, in the opinion of a majority of ~~state~~ board members one or more of the following conditions exist:

- a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
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- c. The NSAC misapplied a statute or administrative rule in making its recommendation; or
- d. The NSAC did not follow proper procedures in reviewing the application.

(f) The department shall publish the list of recognized agencies for program approval at least annually.

(g) An agency may at any time submit written notification to the department that it does not wish to be recognized. Upon receipt of such a request the department shall remove the agency's name from the list of recognized agencies and shall notify all schools that have previously been granted program approval through accreditation by the withdrawing agency.

(h) Program approval status for any school previously accredited by an agency whose name has been withdrawn from the list of recognized accrediting agencies shall remain in effect until the date of expiration of the most recent approval by the state board.

(i) The NSAC shall review those agencies previously recognized for program approval every 10 years and make one of the following approval recommendations to the board:

- (1) Full approval for a period of 10 years, if the NSAC finds that the agency meets the requirements of Ed 405.01(b) and Ed 405.01(c);
- (2) Conditional approval for a period of 2 to 3 years when deficiencies are found that are not serious enough to warrant non-approval, but are serious enough to warrant attention and review; or
- (3) Non-approval.

(j) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:

- (1) The agency might no longer be meeting the requirements of Ed 405.01(c); or
- (2) The agency has acted in an unfair or unlawful manner in conducting accreditations.

(k) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

Readopt with amendment Ed 405.01, effective 6-15-13 (Doc. #10360), to read as follows:

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- e. Town of legal residence; and
- f. Parent/guardian contact information;

(2) Transcripts of academic performance; and

(3) Record of award of high school diploma including the date of award.

(b) In the event of a school closing or termination of operations, the school shall notify the department where student records shall be maintained permanently, or the school shall deposit these records with the department.

(c) Records shall be maintained in a format determined by the school.

Readopt with amendment Ed 507.22, effective 11-11-10 (Doc. #9813), to read as follows:

Ed 507.22 Digital Learning Specialist. The following requirements shall apply to the certification of a digital learning specialist:

(a) To be certified as a digital learning specialist, the candidate shall have:

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

(2) Qualify for certification under one of the 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.

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

(1) As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in ~~their~~ **his or her** 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. 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 to help design and implement the student digital portfolio processes and procedures as specified in Ed 306.42; and

d. Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding; ~~and~~

(2) As a digital learner, continue to deepen knowledge and expertise with technological concepts and pedagogy as follows:

a. Use knowledge of digital tools ~~and~~ to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments;

b. Collaborate with other educators to promote innovative and creative thinking using digital tools to engage learners in real-world problem solving; ~~and~~

- c. Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards; and
 - d. Illustrate how state and national standards are implemented within the curriculum;
- (3) As a digital citizen, model responsible and safe participation in the digital world with the ability to:
- a. Model and promote safe, ethical, and legal practices related to digital tools and resources;
 - b. Model and promote digital etiquette, awareness of digital identity and privacy, and responsible social interactions related to the use of digital tools and resources; and
 - c. Model and promote diversity, cultural understanding, and global awareness using digital communication and collaborative tools and resources to interact locally and globally; ~~and~~
- (4) 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 promote effective management and use of digital tools and resources to support technology rich learning environments;
 - b. Evaluate, adapt, and reflect on digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and evidence-based innovative practices; and
 - c. Promote the role of digital media literacies to best equip learners to succeed in a globally interconnected, multicultural world; and
- (5) As a visionary leader, promote and participate in the development and implementation of ~~a shared vision~~ **collaborative strategies** for the comprehensive integration of technology to foster excellence ~~to 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.

Readopt with amendment Ed 612.19, effective 11-11-10, (Doc. # 9813), to read as follows:

Ed 612.19 Digital Learning Specialist Program. A 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 as outlined in Ed 507.22(c).

Appendix I

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

Readopt with amendment Ed 403.03, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 403.03 Annual Reports.

(a) Each nonpublic school shall ~~file~~ ***complete and submit “General Statistics of Nonpublic Schools”***, a Form A3N, revised 04/2018, as described in this section with statistics as of the last day of school of the year of filing. The form shall be ~~filed with the department~~ ***completed online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>*** by July 15 of each year. ~~to the following address:~~

~~New Hampshire Department of Education
Division of Program Support, Bureau of Data Management
101 Pleasant Street
Concord NH 03301-3860~~

~~(b) On Form “A3N—General Statistics of Nonpublic Schools” revised 5/2018, the nonpublic school shall provide the following information for each nonpublic school:~~

- ~~(1) The name of the nonpublic school, if not provided on the form by the department;~~
- ~~(2) The name, telephone number, and e-mail address of the contact person;~~
- ~~(3) The administrator’s signature;~~
- ~~(43) The number of students by grade registered during the year;~~
- ~~(54) Student progress table by grade;~~
- ~~(65) The total number of high school graduates by gender; and~~
- ~~(76) The number of dropouts from grades 9-12.~~

(eb) Each nonpublic school shall ~~file~~ ***complete and submit “Private Fall Enrollments and Staffing”***, a Form A12C, ***revised 07/2018***, as described in this section with statistics as of October 1 of the reporting year. The form shall be ~~filed with the department~~ ***completed and submitted online at <https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>*** by October 15 of each year. ~~to the following address:~~

~~New Hampshire Department of Education
Division of Program Support, Bureau of Data Management
101 Pleasant Street
Concord NH 03301-3860~~

~~(d) On Form A12C, the nonpublic school shall provide the following information for each nonpublic school:~~

- ~~(1) The name of the nonpublic school;~~
- ~~(2) The name and telephone number of the contact person;~~
- ~~(3) The administrator’s signature;~~
- ~~(43) The telephone number and fax number of the school;~~

~~(54) The e-mail address and website address of the school, if applicable; and~~

~~(65) The number of students enrolled on October 1 by grade divided into male and female.~~

~~—(e) The nonpublic school shall provide the number of full time equivalent (FTE) positions for the following staff categories divided into male and female:~~

~~(1) Preschool teachers;~~

~~(2) Kindergarten teachers;~~

~~(3) Regular education classroom teachers;~~

~~(4) Special education classroom teachers;~~

~~(5) Regular instructional aides; and~~

~~(6) Special education aides.~~

Readopt with amendment Ed 405.01, effective 6-15-13 (Doc. #10360), to read as follows:

Ed 405.01 Identification of Recognized Agencies for Program Approval.

~~(a) The New England Association of Schools and Colleges (NEASC) shall be the recognized accrediting agency.~~

~~—(b) Other~~ Accrediting agencies that want to be considered for recognition shall be identified in one of the following ways:

(1) An accrediting agency may directly request recognition;

(2) A school seeking program approval may request recognition of an accrediting agency; or

(3) A member of the NSAC may request recognition of an accrediting agency.

~~(eb)~~ Applicants seeking approval from the state board as an agency recognized by the department for program approval shall:

(1) ~~Make application~~ **Apply** for recognition to the state department ~~with~~ **by submitting** a letter of intent and the following:

a. A brief history of the agency;

b. A statement as to the scope of operations, indicating whether it is a regional, national, or state agency;

c. A definition of the purpose, character, and scope of its activities as described in its charter or by-laws and written standards for accreditation or recognition;

d. The agency's organization including its governance and administrative structures, a description of its ownership and control and **the** type of legal organization, including but not limited to tax-exempt or proprietary;

e. Financial information including its fee structure, current operating statement, and most recent independent certified opinion audit;

f. A description of procedures used in the evaluation of schools by the agency including documentation that a school shall be required to provide, ~~whether there is~~ **which shall include** a visit to verify the written documentation, and who participates in school visitations;

g. Definitions of levels of recognition or accreditation status and written procedures for providing due process in granting, denying, continuing, or revoking accredited or recognized status; and

h. Frequency of evaluation of schools for continued accreditation or recognition; and

(2) Submit documentation of the agency's accreditation by a recognized accrediting agency.

(~~dc~~) Agencies seeking program approval shall have a process for reviewing nonpublic school programs which, at a minimum, evaluates the adequacy for ensuring the well-being of students enrolled based on the following criteria:

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

(5) Curriculum;

(6) Staff qualifications;

(7) Admissions process;

(8) Graduation requirements **for** high schools only;

(9) Process for assessing student performance;

(10) Financial management;

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(12) Co-curricular activities;

(13) Parent involvement;

(14) School and community relations; and

(15) Residential life if applicable.

(~~ed~~) The NSAC shall review applications for program approval. If the NSAC finds that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c), it shall recommend the agency to the state board for recognition.

(~~fe~~) The ~~state~~ board shall review the NSAC recommendation, *pursuant to*, and take one of the following actions:

- (1) Upon finding that the application meets the requirements of Ed 405.01(b) and Ed 405.01(c) the ~~state~~ board shall identify the applicant as a recognized agency for program approval;
- (2) Disapprove the application if, in the opinion of a majority of ~~state~~ board members one or more of the following conditions exist:
 - a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
 - b. The information submitted by the applicant as required in Ed 405.01(b) *and Ed 405.01(c)* is determined by the state board to be incomplete, inaccurate, or false;
 - c. The NSAC misapplied a statute or administrative rule in making its recommendation; or
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(~~gf~~) The department shall publish the list of recognized agencies for program approval at least annually.

(~~hg~~) An agency may at any time submit written notification to the department that it does not wish to be recognized. Upon receipt of such a request the department shall remove the agency's name from the list of recognized agencies and shall notify all schools that have previously been granted program approval through accreditation by the withdrawing agency.

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- (3) Non-approval.

(~~kj~~) Previously recognized agencies shall be reviewed by the NSAC prior to the expiration of the most recent approval when information becomes known to the NSAC which indicates:

- (1) The agency ~~may~~ *might* no longer be meeting the requirements of Ed 405.01(c); or
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STATE OF NEW HAMPSHIRE
JOINT LEGISLATIVE COMMITTEE ON ADMINISTRATIVE RULES
ROOM 219
25 CAPITOL STREET
CONCORD, NEW HAMPSHIRE 03301-6312

August 16, 2018

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

Re: Preliminary Objection to Final Proposal 2018-35

Dear Board Members:

At its meeting on August 16, 2018, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, IV, to enter a preliminary objection to Final Proposal 2018-35 containing Ed 501.01, Ed 501.02, Ed 502.01, and Ed 510-512 from the Board of Education (Board), relative to certification standards for educators on code of conduct, investigations, disciplinary proceedings, and denial of certification. The Committee's preliminary objection was based on the grounds as outlined in the Committee staff annotations to Final Proposal 2018-35. A copy of Final Proposal 2018-35, as annotated by Committee staff, is enclosed for your use.

You may respond to the Committee's preliminary objection by amending the rules to resolve the bases for objection, by withdrawing the rules, or by making no changes. You are required to respond in writing to the Committee's preliminary objection within 45 days of the date on which it was made, which is August 16, 2018. In this instance, the 45th day is September 30, which falls on a Sunday. Pursuant to RSA 541-A:16, IV, the deadline will be extended to Monday, October 1, 2018.

After the Committee has received your response, the Committee may take further action ranging from approval of the objection response to voting to support the sponsorship of a joint resolution to address the issues remaining with the proposal. Pursuant to RSA 541-A:13, VII(b), the Committee will have up to 50 days after the end of your response period to take action concerning a joint resolution, although the Committee can take action prior to that date. In this instance the 50th day is November 20, 2018. Please note that there is no deadline by which the Committee must act to approve the rules or to enter final objections, and the Committee may do so even after the adoption of the rules by the Board.

Board of Education
FP 2018-35
August 16, 2018
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Please be advised that, pursuant to RSA 541-A:14, I, you may not adopt the rules until one of the following has occurred: 1) the expiration of the objection response review period without the Committee having taken action with respect to voting to support the sponsorship of a joint resolution; or 2) the Committee has taken action that is specifically in lieu of voting to support the sponsorship of a joint resolution.

If you have any question concerning the provisions in RSA 541-A relative to objections, responses, or adoptions, please call me at 271-3680.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Morrell", written in a cursive style.

Michael A. Morrell
Sr. Committee Attorney

Enc.

cc: Amanda Phelps, Rules Coordinator, DOE

JUL 13 2018

Final Proposal No. 2018-35
Date Filed 7-13-18

COVER SHEET FOR FINAL PROPOSAL

Notice Number

2018-35

Rule Number

Ed 501.01; Ed 501.02; Ed
502.01; Ed 510; Ed 511 and Ed
512

1. Agency Name & Address:

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

2. RSA Authority:

RSA 21-N:9, II(s) and (cc);
RSA 186:8, III-V

3. Federal Authority:

4. Type of Action:

☒ Adopt☐ Amendment☒ Repeal☐ Readoption☒ Readoption w/amendment*Substantive comments p. 1, 2, and
4-11.*5. Short Title: **Certification Standards for Educators on Code of Conduct, Investigations, and
Disciplinary Proceeding and Denial of Certification**

Name: Amanda Phelps

Title: Administrative Rules
CoordinatorAddress: Department of Education
101 Pleasant Street
Concord, NH 03301

Phone #: (603) 271-2718

7. Yes ☐ No ☒ Agency requests review by Committee legal staff in the Office of Legislative Services and
delayed Committee review pursuant to RSA 541-A:12, I-a.8. The rulemaking notice appeared in the Rulemaking Register on **March 1, 2018****SEE THE INSTRUCTIONS--PLEASE SUBMIT ONE COPY OF THIS COVER SHEET
AND ONE COPY OF THE FOLLOWING:**9. The "Final Proposal-Fixed Text," including the cross-reference table required by RSA 541-A:3-a, II as an
appendix.10. Yes ☐ N/A ☒ Incorporation by Reference Statement(s) because this rule incorporates a document or
Internet content by reference for which an Incorporation by Reference Statement is
required pursuant to RSA 541-A:12, III.11. Yes ☒ N/A ☐ The "Final Proposal-Annotated Text," indicating how the proposed rule was changed
because the text of the rule changed from the Initial Proposal pursuant to RSA 541-
A:12, II(d).12. Yes ☐ N/A ☒ The amended fiscal impact statement because the change to the text of the Initial
Proposal affects the original fiscal impact statement (FIS) pursuant to RSA 541-A:5, VI.

Fiscal Impact Statement for State Board of Education rules governing Code of Professional Conduct for Educators. [Ed 501.01; Ed 501.02; Ed 502.01; Ed 510; Ed 511 and Ed 512]

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

There is no difference in cost when comparing the proposed rule to the existing rule. Not applicable to Ed 510.01 through Ed 510.04 or Ed 511.01, as these are new rules.

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

No federal mandate, no impact on state funds.

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

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

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

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

- (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 code of ethics and code of conduct applicable to credential holders;
- (d) Define unprofessional conduct which justifies disciplinary sanction against 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.

Unclear: How do these differ?

Edit: "holders"

Edit: Use "Specify". (There is no definition of "unprofessional conduct".)

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

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

Edit: "shall"

- (a) "Administrator" means the administrator of the bureau of credentialing.
- (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.
- (c) "Board" means the state board of education created by RSA 21-N:10.
- (d) "Bureau" means the bureau of credentialing, division of program support, department of education.
- (e) "Certificate" means the document issued when a credential holder meets full licensure requirements.
- (f) "Commissioner" means the commissioner, department of education.
- (g) "Credential" means 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).
- (i) "Denial" means the refusal to grant credential to an applicant.
- (j) "Department" means the New Hampshire department of education.

Edit: Either delete the intro language, or use semi-colons at the end of (a)-(v).

Unclear: There are no rules in Ed 500 regarding IPLA.

Unclear: The rules for certification as a MTL (Ed 504.031) expired in 2012.

Unclear: ", so long as they are authorized by the department."

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

(l) "Division" means the division of program support.

Edit: "department"

(m) "Educator" means any individual 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.

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

(p) "Intern authorization" means the authorization granted to applicants pursuant to Ed 505.04, and Ed 505.05 to perform educational services while the plans are being implemented.

Unclear: Not referenced in (g) as a type of authorization.

(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).

(s) "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 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.

(t) "Professional conduct" means a set of established professional norms and behaviors which extend beyond the workplace.

Edit: "means"

Unclear: ", as specified in Ed 510," ?

(u) "Reprimand" is a note to file of a credential holder as defined in Ed 501.02(h), for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which may be used in the event of a subsequent investigation.

Edit: Delete. Unnecessary.

Edit: "can"

(v) "Revocation" means the department has permanently rescinded a credential from credential holder.

Unclear: Does not appear to differ from "intern authorization" in (p).

(w) "Statement of eligibility" means a 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;

(x) “Suspension” means the department has rescinded a credential from credential holder for a specified period of time;

Edit: “and”

(y) “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 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

Edit: comma

Ed 502.01 Confidentiality of Credential Holder Certification Records.

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

- (1) The name of the 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 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 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 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 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 511; or
2. Disciplinary action was taken against the credential holder by the board under Ed 511;

(4) Board investigators or prosecutors; or

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

(d) The bureau shall report:

(1) Any suspension or revocation to 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

Edit: "credentials have"

(2) Any reprimand to the credential holder's current superintendent of school in N.H.;

(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.

Edit: no underlining

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

PART Ed 510 CODE OF CONDUCT

Unclear: As noted in the IP, the section heading is not "rule text", so the responsibility must be spelled out in the rule, not simply referenced as "this principle". Suggest: "responsibilities to the education profession and education professionals,".

Edit: (a)

Ed 510.01 Principle 1—Responsibility to the Education Profession and Educational Professionals.
In fulfilling this principle of the code of conduct a credential holder exemplifies honesty and integrity in the course of professional practice. Unprofessional conduct includes, but it not limited to:

Edit: "shall exemplify"

Edit: (b)

(a) Discrimination against a fellow professional as specified in RSA 354-A:1;

Edit: "shall include but not be"

Edit: Renumber (a)-(g) as (1)-(7).

(b) Failure to self-report, within 45 business days, if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(c) Falsifying, fraudulently altering, or deliberately misrepresenting professional qualifications, including, but not limited to, degrees, academic awards, and related employment history, when applying for a credential;

(d) Unlawful possession of a drug;

(e) Possessing, using, or being under the influence of alcohol or drugs, not prescribed for the 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;

Unclear: This appears to imply that the activity is prohibited only when students are, or might, be present.

Edit: "and"

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

Unclear and Edit: See all comments to Ed 510.01.

Ed 510.02 Principle 2—Responsibility to Students. In fulfilling this principle of the code of conduct, 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:

(a) Discrimination against a student as specified in RSA 354-A:1;

Unclear: What shall be deemed appropriate, and how is it determined.

(b) 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;

(c) Furnishing alcohol or illegal or unauthorized drugs to any students, or allowing or encouraging a student to consume alcohol or illegal or unauthorized drugs;

(d) 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;

Edit: comma

(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);

Unclear: Appears to be addressed by (d)(3) and (e).

Edit: Delete comma.

(f) 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

Edit: comma

(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.

Unclear what this requires in actual practice.

Ed 510.03 Principle 3—Responsibility to the School Community. In fulfilling this principle of the code of conduct, 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:

Unclear and Edit: See all comments to Ed 510.01.

(a) 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;

Edit: "might"

(b) Accepting or soliciting gratuities, gifts, or favors 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;

Unclear what shall be considered to be *de minimis* (i.e. trivial)

(c) Misuse of funds intended for use in or by the school, to include funds which are collected from parents and students; and

(d) Intentionally altering or misrepresenting student assessments, assessment results, or official school records.

Unclear and Edit: See all comments to Ed 510.01.

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology In fulfilling this principle of the code of conduct 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:

Edit: Delete.

(a) Engaging 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

(b) Engaging 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:

Edit: (c)

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

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

Edit: "Whether:"

a. The communication made was covert in nature;

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

c. The communication involved discussion(s) of the physical or sexual attractiveness or the sexual activities or fantasies of either the 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 510.05 Duty to Report.

Edit: Delete.

(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.

(b) Each principal 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 credential holder has violated any of the rules of professional conduct as enumerated in Ed 510, which occurred on or off duty.

Edit: "the"

Edit: "a"

Unclear: (1) and (2) are inconsistent in that (1) requires knowledge by the super., but (2) does not.

(c) 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) 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
- (2) Violation of the code of conduct as outlined in Ed 510.01 through Ed 510.04 by a credential holder.

(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 the local reporting procedures have not been followed, the reporting credential holder shall notify the department directly.

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

Edit: comma

- (1) His or her immediate supervisor, superintendent, or both; and
- (2) The department of health and human services, pursuant to RSA 169-C:29.

(f) **Should the department 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 department shall undertake an investigation, as enumerated in Ed 511.01, against that credential holder as required by Ed 510.05(a), (b), or (c).

Edit: "If the department has reason to suspect that"

(g) The office of credentialing shall open a case, as enumerated in Ed 511.01, 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 Complaints, Cases and Investigations.

(a) A case shall be opened when a complaint of possible misconduct against a credential holder has come to the attention of the department either through direct reporting or other means.

(b) When the department determines that a case merits an investigation, an investigation shall be opened.

Unclear: What standard is applied?

(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 finding of misconduct against a credential holder.

(d) 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 credential holder's credential pending the investigation.

(e) 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.

(f) Investigations shall be handled by the department.

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

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

Edit: Delete.

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

(j) 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 credential holder shall be notified in writing of any proposed discipline and the specific grounds upon which the discipline is based in accordance with RSA 541-A:30 as follows:

a. Suspension;

b. Revocation; or

c. Reprimand

Unclear: What criteria are applied to determine the sanction?

Edit: "; and"

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

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

Edit: Delete.

(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 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 5101; or

(ii) Disciplinary action was taken against the credential holder by the board pursuant to Ed 5101;

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 Voluntary Suspension or Revocation.

(a) If the department determines that a credential holder has 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.

(b) All voluntary suspensions or revocations shall be documented in writing, and shall set out the terms of the discipline. The credential holder shall receive a copy of the discipline in writing and a copy shall be placed in the credential holder's electronic credentialing file at the department once it is signed by all required parties, to include the credential holder; ← **Edit: Delete semi-colon.**

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

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.

Authority and Legis. Intent: What statute authorizes a permanent ban?

(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 hearings which shall commence 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); ← **Edit: period**

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

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 a credential holder has been arrested for one of the offenses enumerated in RSA 189:13-a, V, the credential holder's credential and any and all endorsements shall be immediately suspended pursuant to RSA 541-A:30, III.

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

Edit: "III,"

(c) 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 shall be made in writing.

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

Unclear and Legis. Intent: This is inconsistent with the prior sentence and RSA 541-A:30, III. No hearing request is required in a case of immediate suspension. A hearing must be held unless waived by the licensee.

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:

Unclear: Is it the certificate or the credential? (Here and subsequently.)

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

Edit: Delete.

(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 Credential.

Unclear as worded.

Edit: "including"

(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:

Unclear: Perhaps part of this should be in Ed 501.02(g).

(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

Edit: comma

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

(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 512.02511.01 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)

TITLE LV

PROCEEDINGS IN SPECIAL CASES

CHAPTER 541-A

ADMINISTRATIVE PROCEDURE ACT

Section 541-A:30

541-A:30 Agency Action Against Licensees. —

I. If a timely and sufficient application has been made in accordance with agency rules for renewal of a license for any activity of a continuing nature that does not automatically expire by law, the existing license shall not expire until the agency has taken final action upon the application for renewal. If the agency's final action is unfavorable, the license shall not expire until the last day for seeking judicial review of the agency's action, or a later date fixed by the reviewing court.

II. An agency shall not revoke, suspend, modify, annul, withdraw, or amend a license unless the agency first gives notice to the licensee of the facts or conduct upon which the agency intends to base its action, and gives the licensee an opportunity, through an adjudicative proceeding, to show compliance with all lawful requirements for the retention of the license.

III. If the agency finds that public health, safety or welfare requires emergency action and incorporates a finding to that effect in its order, immediate suspension of a license may be ordered pending an adjudicative proceeding. The agency shall commence this adjudicative proceeding not later than 10 working days after the date of the agency order suspending the license. A record of the proceeding shall be made by a certified shorthand court reporter provided by the agency. Unless expressly waived by the licensee, agency failure to commence an adjudicative proceeding within 10 working days shall mean that the suspension order is automatically vacated. The agency shall not again suspend the license for the same conduct which formed the basis of the vacated suspension without granting the licensee prior notice and an opportunity for an adjudicative proceeding. *

Source. 1994, 412:1. 1999, 331:1, eff. Sept. 14, 1999.

perspective of why the Hearing Officer was correct in his recommendation and it is their opinion that the parent was not bereft of other options if he felt this was uniquely adversely impacting his child. The district is requesting the Board to affirm the recommendation of the Hearing Officer.

Chairman Cline read Ed 306.14 into the record and opened the floor for discussion or a motion.

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

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

Phil Nazzaro stated for the record that the appeals process is laborious for parents and suggested that during the Board retreat they look at this process from the parents' perspective and find ways to ensure the process is as simple and coherent as possible.

AGENDA ITEM V. OPEN BOARD DISCUSSIONS

There was no open board discussion.

AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES

A. 11:00 AM - 11:30 AM – PUBLIC HEARING – Educational Interpreter/Transliterator for children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36)

The Public Hearing opened at 11:02 AM.

Laurie Gilbert, Nashua School District, stated nationwide there is an increase in standards to obtain a bachelor's degree and the National Bureau of Labor and Statistics recommends the educational requirement for an interpreter be a bachelor's degree. It is her feeling that leaving the requirement to an associate's degree would be rolling things backwards in the process. Should the Board not approve the educational requirement change from associates to bachelor's degree, Ms. Gilbert asked that it be sent back to the committee for more work.

Brianna Cameron, an Interpreter in the Nashua School District, spoke in support of the requirement for a bachelor's degree and feels it would put interpreters on the educational level to more accurately interpret what students are being taught.

Susan Wolf-Downes from Northeast Deaf and Hard of Hearing Services provided her personal comments and asked that the Board support this proposal but if not, then it should be returned to the subcommittee for more work.

Commissioner Edelblut asked Ms. Wolf-Downes if she felt this change would affect the ability to provide interpreters and she did not feel it would be more difficult. She did recommend that a good system be in place for interpreters to refer each other and noted that there were parts of the State where it might be difficult to cover assignments. She added that there are two regional programs available.

Chairman Cline spoke about his tour of several Manchester schools last month and stated when he asked what the State Board of Education could do to make things easier the consistent response was help with reducing credentialing requirements. Several people he spoke to were not able to attend the meeting and he did get permission from a few of them to speak on the record today on their behalf to note that the bachelor's requirement would be a significant burden to Manchester in the hiring of interpreters.

Helen Honorow noted that to be part of the public record actual letters or documentation from the individuals for whom Chairman Cline spoke should be provided to the Board. The record will be open for five days and she encourages anyone who could not attend today to provide written documentation of their comments to the Board.

Ms. Connie Clanton, retired teacher's aide from the New Hampshire Program for the Deaf and Hard of Hearing spoke in support of the requirement for a bachelor's degree.

The Public Hearing closed at 11:32 AM.

B. 11:30 AM – 12:00 PM – PUBLIC HEARING – Digital Learning Specialist (Ed 507.22 and Ed 612.19)

The Public Hearing opened at 11:32 AM and closed at 12:06 PM with no testimony.

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)

Amanda Phelps, NHDOE, Division of Educator Support & Higher Education, Office of Policy reviewed and discussed areas that were changed in Ed 510.05 Duty to Report and Ed 511 Investigations and Disciplinary Proceedings. The implementation process for the Code is in the process of being finalized. A checkbox will be provided for affirmation that the credential

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/transliterator 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~~ ***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;~~

~~eb.~~ 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 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(c) 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

New Hampshire State Board of Education
Northeast Delta Dental
Room
1 Delta Drive
Concord, NH 03301

Wednesday, September 26, 2018



RETREAT AGENDA

- I. **CALL TO ORDER - 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **INITIATIVES, PRIORITIES and POLICY POSITIONS:** Review of New Hampshire's vision for public education and the board's role in implementing this vision. Staff will present an overview of [Vision 2.0](#), [PACE](#), and [charter schools](#). How much progress has the state made in putting these programs into practice, what remains undone, and what is the board's role in these initiatives and programs?
- IV. **HEARING OFFICERS:** It would be most informative for the Board to have a clearer understanding of how our hearing officers do their jobs. Because the Board relies heavily on the investigative work done by these professionals to inform our rulings on specific cases, it would be helpful for us to hear from someone in the Department who supervises the hiring and management of this group. What are the qualifications the State seeks in these individuals, what is their training and background and how are they collectively mentored and supervised? Review and simplify appeals process for families.
- V. **BEST PRACTICES:** The Board is charged with setting rules and standards in our statutory areas of authority, but long-standing practice has made the board's role fundamentally passive. The Board is reacting to events as they arise rather than taking a more strategic approach to rule-making. The chairman will present for discussion some ideas to help the Board develop a vision for the next few years so we can proactively tackle some of the bigger issues that will come before the Board.
- VI. **THE PUBLIC FACING SIDE of the STATE BOARD of EDUCATION:** How does the Board communicate to its key constituencies the work that they do? How could the Board do it better? How does the Board use best practice technology, digital and social media and other key communications tools to connect with constituents? Compare and contrast with other States?
- VII. **KEY METRICS:** It would be helpful to have an overview of how New Hampshire stacks up in terms of metrics to other States. There are many different measurements of

effectiveness of a States' educational performance. It would be helpful to better understand our rankings based on student outcomes, test scores, placement, allocation of dollars by student etc. (one slide). Some of these metrics are driven by less than scientific methodology, but some should be pretty straight forward and would help to inform the board members of the bigger picture in terms of what exactly it is that we are working collectively to achieve?

- VIII. **GPAS, PRAXIS EXAMS, AND DEGREE REQUIREMENTS:** Existing rules applying academic qualifications for credential-holder certification are confusing and contradictory. Terms and definitions are unclear, and some qualifications appear irrelevant to particular jobs for which they are required. The chairman has asked credentialing and rule-making staff to review all of these requirements and recommend changes to make them clear, consistent, and less burdensome. The Board will receive this presentation for discussion.
- IX. **THE DEPARTMENT of EDUCATION:** What is the Board's legal relationship with the Department and the Commissioner of Education? What has been past practice? What should we consider best practice going forward to make sure that both the Board and the Department are most faithfully executing their statutory obligations?

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT
101 Pleasant Street, Concord, NH 03301-3860**

**PROFESSIONAL STANDARDS BOARD
Membership 2018-2019 School Year**

I. Teachers and Education Specialists

Joanne Goetzler	Science Teacher, Coe Brown-Northwood Academy	2015-2018*
Katrina Hall	Mathematics Teacher, Hollis Brookline	2016-2019
Joann Misra	Special Educator, Windham	2016-2019
David Webster	Science Teacher, Lincoln	2015-2018*
Irv Richardson	Coordinator for Public Education and School Support, NEA-NH	2016-2019
Janine Casavant	Social Studies Teacher, Pembroke	2017-2020
Jack Grube	Retired CTE Director, Londonderry	2017-2020
Anne Wallace	Math Teacher, Hampstead	2017-2020
Christine Oskar-Poisson	English Teacher/Professor, New England College	2017-2020

II. Higher Education and Education Administration

VACANT	Four Applicants to Review	2018-2021
Kirk Beitler	Superintendent, SAU 73, Gilford	2016-2019
Cynthia Lucero	Professor of Education & Coordinator of Field Experience, NHTI	2015-2018*
R. Page Tompkins	Executive Director & Faculty, Upper Valley Educators Institute, Lebanon	2015-2018*
Lisa Witte	Superintendent, SAU 93, Monadnock	2016-2019
Kimberley Yarlott	Principal, Reeds Ferry School, Merrimack	2016-2019
Christie Sweeney	Associate Professor, Plymouth State University, Plymouth	2017-2020
Vince Connelly	Associate Professor, University of New Hampshire	2017-2020
Joe Crawford	Director, NEXT Charter School, Derry	2017-2020

III. Qualified Lay Persons

Kenneth Gorrell	Owner, Franchise Owner, Northfield	2017-2020
VACANT		2017-2020

IV. Director, Division of Program Support

Amanda Phelps
Designee

*Applied for 2nd term. PSB recommends their continued service.

6-29-2018

New Hampshire State Board of Education,

It has been my privilege to serve as a member of the Professional Standards Board for the previous three years. I have found the PSB to be a very stimulating and educational opportunity that has provided me a deeper understanding of the NH Board of Education, the stakeholders of the NH education community, and the educator credentialing process.

My participation in the revision process for the science credentialing standards was a rewarding experience. I look forward to a second term during which I will serve as a co-chair with PSB member Anne Wallace for 507.11 and Ed 612.04.

Yours,
Joanne Goelzer

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Joanne Goelzer

WORK ADDRESS: Coe-Brown Northwood Academy 907 First NH Tpk Northwood, NH 03261
Science Teacher
(please include position/title)

LENGTH OF SERVICE: 29 years

WORK TELEPHONE: 603-942-5531

WORK EMAIL: jgoelzer@coebrown.org

HOME ADDRESS:

HOME TELEPHONE:

PERSONAL EMAIL:

Please attach:

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

SIGNATURE: Joanne Goelzer DATE: 6-29-2018

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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

Joanne Goelzer

Experience:

Coe Brown Northwood Academy

1989 to present

Science Educator

Subjects Taught: Earth and Space Science, Biology, Chemistry, Physical Science, Tech Physics

University of New Hampshire

June 2017 - July 2017

Project SMART Marine & Environmental Program

Education:

New Mexico Institute of Mining and Technology

1983 - 1986

Geology

University of New Hampshire

1987 - 1989

Earth Science Education, B.A.

University of New Hampshire

2014- 2017

Educational Studies, M.Ed.

Certification Area:

Earth Science Education

Committees:

2015 to Present

PSB Member

2014 to Present

New Hampshire Science Teachers' Association (NHSTA) Board of Directors

2015 to Present

NHSTA Executive Board Member and Officer

2015 to Present

Co-Chair of the NHSTA Elementary Summer Science Institute

Board of Directors

2004 to 2014
Oyster River Otters Swim Team
Board of Directors

Publications:

Journeys in Film Curriculum Guide for National Geographic's *One Strange Rock*
Author of Lesson 3: *The Soil is Alive: The Gaia Hypothesis*
<https://journeysinfilm.org/films/one-strange-rock/>

References:

David Smith, Headmaster Coe-Brown Northwood Academy 603-942-5531

Joel Kutylowski, Biology Teacher Coe-Brown Northwood Academy 603-942-5531

Greg Samuel, Chemistry Teacher Coe-Brown Northwood Academy 603-942-5531

Dr. Art Hammon, NASA and JPL, Science Educator (Retired) arthammon@hotmail.com

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: David L. Webster Jr.

WORK ADDRESS: Lin-Wood High School, Lincoln NH 03251,
(please include position/title) Science Teacher and Department Chair

LENGTH OF SERVICE: 20Yrs

WORK TELEPHONE: 603-745-2214

WORK EMAIL: dwebster@lin-wood.org

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

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

SIGNATURE: David L. Webster Jr. Digitally signed by David L. Webster Jr. Date: 2018.05.21 13:52:25 -04'00' **DATE:** 05-21-2018

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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

David L. Webster Jr.

Home: [REDACTED]
E-mail: w:dw@lin-wood.org

Cell: [REDACTED]
w: [REDACTED]

Education and Certifications:

- M.S. Science Education, August 15, 2015
Plymouth State University Plymouth, NH.
- B.S. Biology, Option: NH Teacher Certification, Biology (1320)
Plymouth State University Plymouth, NH.
- HQT Physics, HOUSSE Process SAU 68, November 10, 2004
- National Institutes of Health (NIH) Office of Extramural Research Certification Number 1588569
Protecting Human Research Participants
- College Board AP Biology Certified Teacher

Work Experience:

Science Teacher, Lin-Wood High School. Lincoln, NH. Sept. 1999 - Present

Courses Taught: AP/Advanced Biology, Biology 9.1 & 9.2, Physics 11.1 & 11.2, CSI: Lin-Wood Forensic Scene Investigations, Computer Programming, STEM, and Area 51 (Science of the Strange)

- Science Department Head (2006 to present)
- Technology Committee
- STEM Coordinator
- Science Curriculum Coordinator
- Granite State Challenge Coach
- Team Leader
- Boys of Summer Advisor
- Summer School Coordinator/Teacher
- Game Club Advisor
- Science NECAP Coordinator
- Vex Robotics Club Coordinator

Running Start Teacher, Lakes Region Community College, 379 Belmont Road, Laconia, NH Sept. 2015 - Present

- LSCI 1480, General Biology 1
- This college-level course covers the principles of cell biology, including cellular physiology, cellular metabolism, molecular biology, biochemistry and genetics.

Teaching Lecturer, Plymouth State University, 17 High St, Plymouth, NH 03264 Sept. 2015 - Present

- NS 5700.01 & BI-4330, Science Teaching Methods Middle and High School
This graduate-level course covers the topics: The Nature of Science and Scientific Inquiry, 21st Century Learners, Curriculum Design, and Implementation, Competency Based Education, Professional Development Standards and Alignment (NH Frameworks, the Common Core, and the Next Generation Science Standards), Assessments (diagnostic, formative and summative), the Teaching Practice – Observations and Reflections and STEM related course work.

NEA-NH Field Consultant, NEA-NH North Country Region. Gorham, NH. Sept. 2004 - Present
Collective Bargaining Agreement preparation and negotiation, Labor Relations and Regulations

Science/Math Teacher, Berlin Public High School. Berlin, NH. Sept. 1998 - June 1999

Courses Taught: Fall: Gr. 10 Biology, Gr. 9-12 General Math, and Gr. 9 Physical Science. Spring: Gr. 9 Biology, Gr. 9-12 Pre-Tech. Algebra, Gr. 11&12 Adv. Biology, Gr. 11&12 Ecology

- Member of New Hampshire State Testing Committee, New Hampshire Frameworks Alignment Team
- Member Reaccreditation Team

David L. Webster Jr.

Home: [REDACTED]
E-mail: w:dwelbster@lin-wood.org

Cell: [REDACTED]
w:c [REDACTED]

Work Experience Continued:

Naturalist, NH Fish and Game Department Warren & Twin Mt. NH Seasonal May 1998 - Sept.2009

- Designed and implemented environmental and outdoor programs centered on aquaculture practices for varied ages.
- Authored the State Educational Science Curriculum "Fish for the Future, The Hatchery".
- Other duties included care and maintenance of fish species and raceways, stocking Atlantic salmon and various trout species, breeding, and daily feedings.

Environmental Education Coordinator, Town of Waterville, NH Sept. 1997 - May 1998

- Designed and implemented environmental and outdoor programs for varied ages.
- Designer and Curator of the Curious George Environmental Learning Center.

Teachers' Assistant, Plymouth State College Natural Science Department, NH Sept. 1995- June 1997

- Prepare and proctor science labs.

Environmental Education Specialist, Fossil Butte National Monument, WY. Seasonal 1990 - 1994

- Designed and implemented environmental and outdoor programs centered on the paleo-environment and the existing northern desert.
- Ranger duties; Visitor Interpretation, Patrols, Raptor and Ungulate Surveys.

Professional Activities:

- NHDOE Robotics Education Development Fund Recipient (2017)
- Authored, and implemented K-12 Science Curriculum aligned with Next Generation Science Standards
- Next Generation Science Standards Professional Development Coordinator
- NH Department of Education, The Professional Standards Board, Member 2016-2018
The Professional Standards Board is authorized by statute RSA 186:60 to advise the State Board of Education regarding professional growth, certification, and governance of the education profession in New Hampshire.
- NH Department of Education, 2014 Minimum Standards(ED.306) Committee, Member 2012-2014
- New Hampshire Science Teacher Association Board Member
- National Science Teacher Association Member
- National Association of Biology Teachers Member
- Authored the State Educational Science Curriculum: Fish for the Future, The Hatchery
- Eisenhower Grant Recipient (2005)
- AP Biology Coordinator
- NSTA Workshop Presenter Earth System Science Education Alliance, April 2004
 - National Science Teacher Association, Atlanta, Georgia
- Director: Pemigewasset Valley Trout Unlimited
- Boy Scouts of America (Eagle Scout), Merit Badge Councilor
- SAU 48, Campton NH, School Board Member 2008-2010

References Available Upon Request:

David L. Webster Jr.

Home: [REDACTED]
E-mail: w:dwebster@lin-wood.org

Cell: [REDACTED]
w: [REDACTED]

A statement describing why you wish to serve on the professional standards board:

I wish to serve on the Professional Standards Board for a consecutive term. I believe in fostering a strong working relationship with our State, local and school community to facilitate integration of rules and initiatives designed to enhance the school environment. I am an advocate for the (usually under-represented) small schools and North Country schools and provide a unique prospective and knowledge regarding these school communities. Thank you for the continued opportunity to volunteer as a teacher representative on the Professional Standards Board.

Dave Webster Jr.

**Start of six applications to fill one vacancy in
Higher Education & Education Administration.**

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT**

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Gale Adams-Davis

WORK ADDRESS: Principal Waterville Valley Elementary School
11 Noon Peak Road
Waterville Valley, NH 03215

(please include position/title)

LENGTH OF SERVICE: 2 years

WORK TELEPHONE: (603) 236-4700

WORK EMAIL: gadams-davis@pemibaker.org

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

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

SIGNATURE: Gale Adams-Davis Digitally signed by Gale Adams-Davis
DN: cn=Gale Adams-Davis, o=Waterville Valley
Elementary, ou=Waterville Valley Elementary SAU 48,
email=gadams-davis@pemibaker.org, c=US
Date: 2018.05.21 10:13:40 -0400 **DATE:** May 21, 2018

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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

May 18, 2018

Dear Amanda,

Having most recently served on the NHDOE Code of Ethics and Conduct policy committee has helped me realize how much I enjoy being involved with education at the state level. I feel that my contributions to this committee were strong and I could offer a different perspective since I have been an educator in several different geographic locations. Therefore, I am applying to be on the Professional Standards Board for the State of New Hampshire because I feel like it would be a great opportunity to serve my profession, learn more about policy at the state level, and expand my connections throughout the state. I am including my resume that details the last few years I have been in New Hampshire as well as some teaching experience prior.

I am proud to be an educator and take that responsibility very seriously. I want to be a part of the Professional Standards Board to bring my knowledge and gain more knowledge in regards to setting and implementing standards. I am willing to put the necessary time in and have the support of my Superintendent to apply for this position.

As an educator and a life-long learner I strive to push myself and stretch in other directions to broaden my perspective and knowledge. That is probably why I went to Germany with my three children to teach for four years from 2000-2004. It is also why I went to Greece last summer to work in refugee camps with Syrian Refugees. I am now at a place in my career where I feel that I can expand my service and knowledge to other realms.

Please feel free to contact me with any questions you might have. I look forward to hearing from you.

Regards,

Gale Adams-Davis

Waterville Valley Elementary Principal

Gadams-davis@pemibaker.org

603 254-5824

Gale Adams-Davis

Waterville Valley Elementary School
11 Noon Peak Road
Waterville Valley, NH 03215

603 236-4700

Objective

Serve on the New Hampshire Professional Standards of Education Board

Qualifications

Administrator for 7 years in New Hampshire
Served on the NHDOE Code of Ethics and Conduct Committee 2017-2018
Served on the Idaho State Math Standards Committee 2009-2011

Work History

Waterville Valley Elementary Principal k-8 Waterville Valley, NH July 2016-present
Linwood Public School Assistant Principal/ Elementary Director Lincoln, NH 2011-2016
Post Falls School District Post Falls, Idaho 5th grade teacher 2004-2011
John F. Kennedy School Berlin, Germany 5th and 6th grade teacher 200-2004

Education

University of Idaho Master Education Leadership 2006
Montana State University Bachelor of Science Elementary k-8 Special Education k-12 1983

Certificates

K-8, Administrator, K-12 Special Education
States I hold certification in: Idaho, Washington, New Hampshire

Awards- Honors

Blue Ribbon School 2014
School has been a recipient of grants and honors for coding and technology 2017-2018
Outstanding Teacher of Year Post Falls School District Post Falls, Idaho 2006
Outstanding Program Post Falls School District Post Falls, Idaho 2010

-

References

Mark Halloran Superintendent SAU 48 603 536 2154
Robert Nelson former principal at Linwood Public School 603 348 7848
Nicole Heimark Office of School Board Members Association Concord 603 228 –2061

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Marion Anastasia, Ed.D, Superintendent, SAU#36

WORK ADDRESS: 14 King Square, Whitefield, NH 03598

(please include position/title)

LENGTH OF SERVICE: 3 years

WORK TELEPHONE: (603) 837-9363

WORK EMAIL: manastasia@sau36.org

HOME ADDRESS:

HOME TELEPHONE:

PERSONAL EMAIL:

Please attach:

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

SIGNATURE:

Marion Anastasia

DATE:

May 2, 2018

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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



White Mountains Regional School District

14 King Square, Whitefield, NH 03598 Tel: (603) 837-9363 Fax: (603) 837-2326

www.sau36.org

Marion Anastasia, Ed.D Superintendent

Carroll

Dalton

Jefferson

Lancaster

Whitefield

May 2, 2018

Dear NH Department of Education Professional Standards Board,

As you can see from my curriculum vitae, I have been involved in many educational professional organizations during my 30+ years in Vermont. I have found that participating in state-wide committees allowed me to network with colleagues and understand the 'big picture' of state initiatives, goals, and projects.

Given that I am new to New Hampshire, I have been working to understand the laws and 'the New Hampshire Way'. Other than joining the Executive Board for North Country Educational Services (NCES), I am not on any state-wide committees or projects.

I've had years of experience working with the Vermont Regional Standards Board for Educators. Although the VT and NH programs can't be compared, I think I can be an asset to the Board. I am a team-player, listener, and learner.

I believe this will give me an opportunity to meet educational professionals state-wide, and make life-long contacts that will benefit SAU #36.

Please consider my application to be a member of your board.

Best,

A handwritten signature in blue ink that reads "Marion Anastasia". The signature is fluid and cursive, with a long horizontal stroke at the end.

Marion Anastasia

CURRICULUM VITAE

Marion Anastasia, Ed.D



EDUCATION

Vermont Superintendent's Academy: 2014-15

Doctor of Education: The University of Vermont: Educational Leadership and Policy Studies; January 2009

Dissertation: *Assessment for Learning: Transformation of Teachers' Practices Enacted in Classrooms and Teacher Learning Communities.*

Vermont Schools Leadership Program (VSLP) Class of 2005; Snelling Center for Government

Certificate of Advanced Graduate Studies in Education (C.A.G.S)

Southern New Hampshire University, 2004

Master of Education: St. Michael's College, 1995; Consulting Teacher/Learning Specialist

Research Thesis: *Ecological Perspectives in the Education of Emotionally/Behaviorally Disturbed Students*

Bachelor of Science: Lyndon State College, 1978: Elementary and Special Education; Recreation Therapy

SPECIALIZED QUALIFICATIONS

NAESP: The National Principal Mentor Training & Certification Program: June 2014

'Keeping Learning on Track®' Formative Assessment 'Trainer for Trainers': 2009; Educational Testing Services (ETS), Princeton, NJ and The Vermont Agency of Education

Reading Recovery Certification: 1995; Trinity College, Burlington, VT and the Northeast Literacy Consortium

PROFESSIONAL LICENSURE

3-91 VT Principal-Level II (6/30/21)

3-86 VT Director of Special Education-Level II (6/30/21)

12-85 VT Consulting Teacher/Learning Specialist-Level II (6/30/21)

1-00 VT Elementary Education-Level II (6/30/21)

3-90 VT Superintendent-Level I (6/30/2016)

93- VT Curriculum Director-Level I (6/30/16)

0001 NH Superintendent-Experienced Educators Certificate (6/30/2019)

0003 NH Principal- Experienced Educators Certificate (6/30/2019)

PROFESSIONAL EXPERIENCE

2015-Present: Superintendent; White Mountains Regional School District- SAU#36, Whitefield, NH.

2011-12, 2012-13, 13-14, 14- 15: Principal; East Montpelier Elementary School, East Montpelier, VT.

Primary responsibilities: Through a system of ongoing supervision and evaluation of all instructional programs

and personnel; ensures adherence to curriculum standards and instructional best practices, leading to improved student and teacher learning. Also, responsible for fiscal accountability and overall structural design of programs. Moreover, The East Montpelier Elementary School is presently undergoing an 8.1 million dollar renovation with 100% occupancy.

2010-2011: Interim Coordinator of Early Education Programs: Orange East Supervisory Union, Bradford, VT

Coordinate and supervise the early childhood programs within the Orange East Supervisory Union.

Responsibilities include: coordination and management of state, local and federal funding sources; alignment of curriculum, instruction and assessment with Vermont Early Learning Standards (VELS); ensure preschool partnership programs are in compliance with Act 62; collaborate with OESU elementary school principals; supervision and professional development of the OESU early education teachers; and participation in the OESU Leadership Team.

2010-Present: Instructor: Southern New Hampshire University-Field Based Education Master's Degree Program. Leadership Courses: EDGR 640: *Dimensions in Leadership*; EDGR 645: *Organizations and Challenges in Leadership*

1983 – 2010: The St. Johnsbury School District, St. Johnsbury, VT

Administrative Positions: 2003-2010

2006 -2010: Principal, The St. Johnsbury School (700 students in grades PK-8 and 120 staff members)

As an instructional leader for the SJS, my responsibilities included setting and sustaining a shared vision for the school community. This included continual analysis of individual student and school-wide data to drive instructional, assessment and curriculum decisions; creating a comprehensive balanced assessment system; instituting a standards-based reporting system; crafting structures for professional learning; modeling and supporting shared leadership that enabled improvement for students and adults; providing a safe and caring learning environment; performing daily classroom walk-throughs, engaging parents and community members as school partners; ensuring equitable instruction for students and insisted upon high expectations for all children in a socio-economic diverse community.

My responsibilities included creating and being accountable for the regular education budget, K-8; the CFP budget that involved strategies addressing professional development/ intervention programs/regular education staffing; and the Title One Pass-Through budget which funded the School Wide Improvement and Action Plans and the commissioner's required actions.

My proudest accomplishment while principal was the school-wide implementation of the 'Keeping Learning on Track'® formative assessment program. Over five years, all teachers were formally trained to implement formative assessment strategies and techniques in their classrooms coupled with monthly teacher- learning communities facilitated by teacher- leaders. To that end, transformation included the beliefs and attitudes about how students learn, systemic support, motivation, classroom culture, shared leadership and teachers' pedagogical practices.

2003-06: Associate/Assistant Principal, The St. Johnsbury School

Assisted the Principal/Superintendent with the responsibilities included in the overall instructional leadership of the SJS. In addition, implemented and supervised a school-wide behavior management system (Olweus Bullying Prevention) in collaboration with the school's climate team; continual analysis of student and school data; and coordinated the school-wide assessment system. Also, co-authored and awarded the State Comprehensive School Reform (CSR) grant. Responsibilities included researching, introducing and implementing daily walk-throughs to inform system and classroom level instructional reform.

2002-03: The St. Johnsbury School Assessment Coordinator, Reading Recovery Teacher, Professional Developer: Grades PK-8

Coordinate the implementation of all local, common, benchmark and state assessments. Develop a comprehensive, balanced assessment plan and analyze student performance across grade levels over time. Assist administration in development of annual action plan. Use assessment information in planning and implementation of professional development activities. Collaborate in the development of grants. Consult with curriculum committees on the alignment of curriculum with VT standards and the appropriate use of assessments across all curriculum areas. Teach daily Reading Recovery lessons and provide literacy support to students and teachers in grades 1-4.

2000-02: Reading Excellence Act (REA) Coordinator, Literacy Support Provider/Professional Developer/Reading Recovery Teacher: Grades Prekindergarten through 8

Built capacity for a balanced literacy system based on scientifically based research data by creating and supporting professional learning communities. Provided the organization and management system for the implementation of a balanced literacy approach. Reported REA assessments to the Vermont Department of Education and administered the \$265,000.00 budget. Provided literacy professional development to teachers in grades K-4 and daily instruction to students. Facilitated the coordination of the REA grant with school, families and the community.

1996-00: Reading Recovery Teacher/Title One Teacher

Grades K-5

Delivered explicit Reading Recovery lessons to individual students, taught literacy lessons to students in grades Kindergarten through 5.

1993-96: Reading Recovery Teacher and Consulting Teacher/Learning Specialist

Delivered explicit Reading Recovery lessons to individual students. Special Education instruction and case management responsibilities Birth (Part H) to Grade 5

1992-3: Co- Special Education Coordinator

Coordinated services in six elementary schools: Supervised professional and paraprofessional staff, performed all comprehensive evaluations, liaison with interagencies and participated in monthly regional special education coordinator's meetings.

1990-92: Special Education Assessment Coordinator

Grades K-5, coordinated services in six elementary schools, administered all comprehensive evaluations. Liaison with interagencies.

1987-90: Resource Room Teacher

Grades K-5, provided direct instruction, facilitated inclusion model for self-contained special education students into mainstream classrooms.

1983-87: Teacher of the Handicapped

Living Arts Center, direct services to multi handicapped teens.

PROFESSIONAL PRESENTATIONS & PUBLICATIONS

National Publications:

- *"Think Time: Formative Assessment Empowers Teachers to Try New Practices"* Egan, T., (ETS), Cobb, B., Anastasia, M. National Staff Development Association: JSD Fall 2009, Volume 30, No 4

- ***“What Does it Take to Support Teacher Learning?”*** Anastasia, M., Cobb, B. Presented at the annual meeting of the CCSSO National Conference on Student Assessment, Los Angeles, CA, June 2009.
- ***“Transformation of Teachers’ Practices Enacted in Classroom and Teacher Learning Communities”*** Anastasia, M., Presented at the National Staff Development Council, St. Louis, Mo, December 2009 with Cobb, B.
- **Winter 2011:** Side bar contribution to ***“Transformation Assessment II: Applying the Process”*** Popham, J.; ASCD publication

National Presentations:

- **National Staff Development Council:** St. Louis, MO; December 2009: *Questioning Strategies*
- **National Conference on Student Assessment; Council of Chief State School Officers:** Los Angeles, CA; June 2009 *“Daily Formative Assessment Practices”*

Local Presentations:

- **April 2008:** Presenter: Vermont Department of Education Network Meeting: Comprehensive Local Assessment System, On-Going Professional Development, Formative Assessment, and Teacher Learning Communities
- **June 2007:** VT. Department of Education: Leadership Summit

CONSULTING

2010-2012: Keeping Learning on Track® formative assessment professional school-wide training, principal walk-through training and para-educator training to support Keeping Learning on Track formative assessment practices in classrooms.

October 2008: Princeton, NJ: Educational Testing Services (ETS), Dylan Wiliam, Steve Chappius; Keeping Learning on Track® Formative Assessment Program updates and revisions.

October 2002: Grand Isle Supervisory Union, VT (K-4) 3-Day Teacher Professional Development Classroom modeling, book leveling, discussion groups

June 2002: Highgate School, VT (K-8) 2- Day Teacher Professional Development Balanced literacy framework, management, comprehension strategies, book leveling, vocabulary development

June 2002: Isle La Motte School, VT (K-6) 1- Day Teacher Professional Development Comprehension and vocabulary strategies (K-8)

GRANTS - Authored and Awarded

2010-11: Early Education Initiative Grant (\$30,000)

2009-2010: Bernie Sanders Earmark Grant: Project- Based Learning Saturday School for at Risk Middle Level Learners (\$35,000).

2008-2010: Fresh Fruit and Vegetable Grant (\$55,000)

2005: Co-Authored 21st Century Community Learning Grant – \$450,000 (\$150,000/ yr. for 3 years)

2004-08: Olweus Bullying Prevention Grant (10,000.00)

2003- 2006: Co-Authored Comprehensive School Reform Grant (\$180,000)

2000: Co-Authored Reading Excellence Act (REA) Award (\$265,000)

1999-02: Professional Standards Board operational grants

1996: Success by Six Grant

1995: Welcome Baby Packets

PROFESSIONAL ACTIVITIES AND AFFILIATIONS

2009-2015: Regional Standards Board for Vermont Administrators

Present since 2009: Phi Delta Kappa International

Present since 2008: Journal of Staff Development

Present since 2003: Vermont Principal's Association (VPA)
Present since 2003: National Association for Elementary Principals (NAESP)
Present since 1998: International Reading Association (IRA)
Present since 1999: Association for Supervision and Curriculum Development (ASCD)
1994-2003: Reading Recovery Council of North America (RRCNA)
2003-2006: Rotary International Club
1996-99: Northeast Kingdom Youth Services Board Member
1999-2002: Chair, St. Johnsbury Professional Standards Board: Developed Plan of Operation
1996: Chair, St. Johnsbury School Teachers' Association Negotiating Team
Rotary International Club 2003-2006
Northeast Kingdom Youth Services Board Member: 1996-99

ADDITIONAL PROFESSIONAL DEVELOPMENT

Present: 2013-2014- National Principal Mentoring Certification Program NAESP & the VT VPA
Summer 2006: Formative Assessment Pilot Project (FAPP): Vermont Department of Education, Educational Testing Service & Dr. Dylan Wiliam.
Spring/Summer 2004: Instructor of Record, Lyndon State College: Paraprofessional HQ
2004-05: Life Space Crisis Intervention Certification
2002-04: Vermont Leadership Academy
2003,4,5: B.E.S.T. Summer Institutes
Best Practices in Teaching Mathematics – VISMT
Training of Trainers Series: Comprehension, Fluency and Vocabulary - Vermont Reads Institute
The Human Side of Change – VT Standards and Assessment Consortium
Guided Reading Summer Institute – Lesley College
Responsive Classroom Workshop
Developmental Reading Assessment (DRA) Updates and Calibrations
Reading Recovery Continuing Contacts and Summer Institutes
School Development Institute
Dimensions of Learning

REFERENCES

- Raymond Proulx, Ed.D., Vermont Schools Consultant, Ed.D. Advisor, UVM Professor (802) 644-8830
- Jeremy Ross, M.Ed., St. Johnsbury School Teachers' Association President on behalf of the SJS Staff (802) 748-8616
- Otho Thompson, M.Ed., Middle Level Consultant (802) 244-7768
- Brian Hurlbert, M.Ed., Teacher-Leader, 4th Grade Teacher, SJS (802) 454-1332
- Teresa M. Egan, M.Ed. Senior Developer, Learning and Teaching Research Center, Educational Testing Services (ETS), Princeton, NJ (609) 921-9000
- Beth Cobb, M.Ed., Superintendent, Orange East Supervisory Union (802) 626-9378, (802) 222-5216
- Leslie Ercole, M.Ed., Mathematics Teacher- Leader and Middle Level Teacher, The St. Johnsbury School (802) 748-2833
- Ken Page, M.Ed., Executive Director, Vermont Principal's Association, Montpelier, VT 802-229-0547
- David Baker, (Former St. Johnsbury School District Superintendent), Superintendent Windsor South East SU (802)-674-2144

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT**

PROFESSIONAL STANDARDS BOARD

**APPLICATION FOR MEMBERSHIP
(Please type or print)**

NAME: Julie S. Heon, Ed.D.

WORK ADDRESS: District Curriculum Coordinator, SAU 63, 192 Forest Road, Lyndeborough, NH 03082
(please include position/title)

LENGTH OF SERVICE: 1 yr (30+ yrs educator)

WORK TELEPHONE: 603-732-9273

WORK EMAIL: j.heon@sau63.org

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

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

SIGNATURE: Julie S. Heon

Digitally signed by Julie S. Heon
DN: cn=Julie S. Heon, o=SAU 63, ou=West-
Lyndeborough Cooperative School District,
email=j.heon@sau63.org, c=US
Date: 2018.05.24 09:53:31 -0400

DATE: _____

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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

Wilton-Lyndeborough Cooperative School District-SAU #63
District Curriculum Coordinator

Julie S. Heon, Ed. D.
192 Forest Road Lyndeborough, NH 03082
603-732-9273

June 25, 2018

Re: Application for Membership, Professional Standards Board

Please accept my application for the Professional Standards Board as a certified educator in good standing, an experienced teacher, school administrator, and district administrator.

It is my desire to serve on the PSB in order to help guide the standards by which educators in the State of New Hampshire earn and maintain certification. I have worked closely with student teachers, interns, alternative certification candidates, beginning educators, and experienced educators. I have a strong dedication to my profession as well as the desire to be involved in developing and monitoring the standards of our profession in New Hampshire.

Please find my enclosed resume. I would like to emphasize that I have experience working with student teachers and interns, beginning teachers, and alternative certification candidates. I also have coordinated professional development and recertification of professional staff and paraeducators. Through these experiences I have developed a strong sense of the current standards and a context for future change. Collaboration is very important to me and I have a great deal of experience collaborating with teachers, administrators, and community members in various forums. I would like to bring these experiences to the work of the Professional Standards Board.

I appreciate your consideration and look forward to working with the members of the Board if accepted.

Sincerely,



Julie S. Heon, Ed.D

INSTRUCTIONAL LEADER ... COLLABORATOR... PROBLEM SOLVER

Experienced district administrator and life-long educator focused on improving student achievement through effective curriculum, instructional practices, and technology integration, supporting educator leadership, and values staff and community input, with a Doctor of Education degree in educational leadership.

CERTIFICATION

State of New Hampshire: Superintendent / Principal / Social Studies Teacher

EDUCATION

Doctor of Education, Walden University; Administrator Leadership for Teaching and Learning, 2011
Doctoral Study: Evaluation of a High School Reading Intervention Program

Certificate of Advanced Graduate Study, University of New Hampshire; Administration and Supervision, 1994

Master of Education, University of New Hampshire; Administration and Supervision, 1990

Bachelor of Arts, History, University of New Hampshire; summa cum laude, Phi Beta Kappa

SUMMARY OF QUALIFICATIONS

Experience and knowledge:

- | | | |
|--|------------------------------------|--|
| * Curriculum development and evaluation | * Effective communication | * Strategic plan development |
| * Personnel leadership and supervision | * Performance-based assessment | * Policy development |
| * Community relations | * Data analysis | * Goal setting |
| * Problem solving | * Grant development and management | * Summative and formative student assessment |
| * Student support programming/Multi-tier system of support/RTI | * Budget development | * Organizational planning |
| Professional learning | * Growth mindset | * Contract negotiations |
| | * Facilities management | * Effective instructional practices |
| | * Goal setting | |

PROFESSIONAL EXPERIENCE

District Curriculum Coordinator: Wilton-Lyndeborough School District (PK-12), SAU 63; 1 year

- ❖ Facilitate the development, revision, implementation and ongoing evaluation of district curriculum K-12 in all subject areas
- ❖ Coordinate mentoring program
- ❖ Coordinate professional development
- ❖ Manage federal projects – grant development and management
- ❖ Collaborate with school administrators
- ❖ Provide professional development of curriculum development, assessment practices, and instruction
- ❖ Co-chair of regional curriculum, instruction, and assessment group
- ❖ Coordinate district standardized assessments and data analysis
- ❖ Supervision and evaluation of staff

District Director of Curriculum and Instruction: Litchfield School District (PK-12), SAU 27

- ❖ Facilitated the development, revision, implementation and ongoing evaluation of district curriculum K-12 in all subject areas
- ❖ Coordinated mentoring and instructional coaching
- ❖ Supervised certification renewal and alternative certification for all staff
- ❖ Data analysis, including SBAC, NWEA - Measures of Academic Progress, Response to Intervention/Multi-tier System of Support
- ❖ Coordinated the planning and implementation of district professional development
- ❖ Chair Professional Learning Committee, curriculum committees, Program Evaluation and Review Committee, policy development committees
- ❖ Manage federal projects – grant development and management

Director of Curriculum and Instruction: Pembroke Academy (9-12), SAU 53

- ❖ Collaborative member of SAU leadership team
- ❖ Developed and allocated budget for curriculum, instruction, assessment, and professional development accounts; assisted with budgets for other departments
- ❖ Facilitated SAU wide curriculum development with seven sending schools
- ❖ Chair SAU Professional Development Committee and master plan development
- ❖ Professional development and supervision of research-based instructional strategies
- ❖ Data analysis, including NECAP and NWEA Measures of Academic Progress, Response to Intervention
- ❖ Facilitated application completion, visitation schedule and student demonstrations for successful Secondary School of Excellence award

Principal: McClelland Elementary School (K-5), SAU 54

- ❖ Developed and facilitated school improvement initiatives such as literacy focus, math instruction, faculty study groups, assessment analysis, student enrichment, service learning, and character education
- ❖ Provided instructional leadership and growth-oriented supervision of 80 faculty and staff members
- ❖ Budget development and management for school with 500 students
- ❖ Collaborative member of district leadership team

Assistant Principal: Epping Middle-High School (6-12); North Hampton School (K-8)

Teacher, Team Leader: Oyster River Middle School (5-8); Spaulding High School

PROFESSIONAL HONORS, AWARDS, PRESENTATIONS

Haaland Award, for educational research
Who's Who Among America's Teachers, student nominated

Presentations for National ASCD Conference, NH Administrators Association, New England League of Middle Schools, NH Principals Association, Learning Forward NH, numerous schools and districts:

- | | | |
|--------------------------------|-------------------------------------|--|
| ➤ Organizational Communication | ➤ Growth-oriented Supervision | ➤ Competency-based Education |
| ➤ Curriculum Development | ➤ Literacy Interventions | ➤ Freshman Transition Programming |
| ➤ Performance Assessment | ➤ Professional Learning Communities | ➤ Six Analytical Traits of Writing |
| ➤ Response to Intervention | ➤ Change Process | ➤ Providing for Individual Differences |
| ➤ Assessment for Learning | ➤ Project-based Learning | |

REFERENCES

Mr. Bryan Lane
Superintendent
SAU 63
603-732-9170
b.lane@sau63.org

Dr. Bryan Cochrane
Superintendent
SAU 86
603-435-1510 ext. 400
bcochrane@mybes.org

Mr. Timothy O'Connell
Principal
Florence Rideout Elem.
603-654-6714
t.oconnell@sau63.org

Mr. Kirk Beitler
Superintendent
SAU 73
(603) 527-9215
kbeitler@sau73.org

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: Beth McClure

WORK ADDRESS: Principal, Strong Foundations Charter School
715 Riverwood Dr., Pembroke, NH 03275
(please include position/title)

LENGTH OF SERVICE: 11 years

WORK TELEPHONE: 603-225-2715

WORK EMAIL: bmcclure@sfnh.org

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

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

SIGNATURE: Beth McClure DATE: May 1, 2018

Please submit the completed application form POSTMARKED by June 30, 2018 to:

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



715 Riverwood Drive Pembroke NH 03275

Phone: (603) 225-2715 Fax: (603) 225-2738

Drew Cline, Chairman
Professional Standards Board
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

May 1, 2018

Dear Mr. Cline,

I am writing to express my interest in serving a three-year term on the Professional Standards Board. My experience in Educational Administration as well as a Reading and Writing Specialist would allow me to contribute to the professional discussion at the five annual meetings. I am also committed to completing the additional tasks required outside of the meetings in order to be a contributing member of the board.

Sincerely,

A handwritten signature in black ink that reads "Beth McClure". The signature is written in a cursive, flowing style.

Beth McClure, M.Ed.

Experience

- Principal and Co-Founder: Strong Foundations Charter School, Pembroke, NH Jun. 2007-Present
- Reading and Writing Specialist for the New Hampshire Department of Education per RSA 200: 58-63 Mar. 2017-June 2017
- Orton-Gillingham Trainer Jun. 2008-Present
 - Manchester, Merrimack Valley, Gilford, and Timberlane School Districts
 - Annual OG training to benefit the NH Branch of the International Dyslexia Association
 - Annual staff training for Strong Foundations Charter School
- Special Educator, Reading and Writing Specialist Sep. 1994-Jun. 2007
 - Manchester School District, Gilmanton School District, Barnstead School District, Pembroke School District, New Hampshire Technical Institute
- Educational Consultant and Training: Differentiating Instruction Feb. 2006-Jul. 2006
 - Gilmanton School District, Winnisquam School District
- Teacher: Burnham Brook School, Canterbury, NH Jan. 1988-Jun. 1994
 - Classroom Teacher: Math, Science, Social Studies, Writing
 - Special Educator: Reading, Writing, Assessment, IEP Development

University Experience

- Rivier University, Nashua, NH: Adjunct Faculty Graduate Division Jun. 1993-May 1995
 - Taught courses in Assessment, Reading, and Learning Disabilities

Certifications

State of New Hampshire Experienced Educator Certifications: Learning Disabilities, Reading and Writing Specialist, Elementary Education, General Special Education, Principal, Special Education Administrator

Academy of Orton-Gillingham Practitioners and Educators: Fellow Certification

Education

Enrolled in Ed.D Program	Rivier University, Nashua, NH: Leadership and Learning. Expected date of completion: August 2018.
M.Ed. with Honors	Rivier University, Nashua, NH: Administration.
M.Ed. with Honors	Notre Dame College, Manchester, NH: Learning and Language Disabilities.
B.S. with Honors	Colorado State University, Ft. Collins, CO: Liberal Arts.

Publications/Selected Presentations

- *The Structure of the English Language: Why, When, and How to Teach It.* Mar. 2016
Keynote Presenter for the NH Montessori Association Spring Symposium
- *Brain Plasticity and Reading Achievement in Response to Intervention.* Spring 2014
New Hampshire Branch of the International Dyslexia Association Newsletter
- *Brain Plasticity and Reading.* Professional Development for Strong Foundations Charter School Feb. 2014
- *Special Education Basics for Teachers.* Professional Development for Strong Foundations Charter School Jan. 2014
- *Differentiating Instruction.* Professional Development for Gilmanton Elementary School and Winnisquam Middle School Feb. 2006-Jul. 2006

Appointments and Board Service

- Appointed to the Commission to Study Issues Relating to Students Receiving Special Education Services While Attending a Chartered Public School (est. by HB 126) Sep. 2015-Oct. 2016
- Board Member, NH Branch of the International Dyslexia Association 2005-2014
 - President: 2007-2008
 - Secretary: 2008-2009
 - Treasurer: 2009-2014
 - Advisory Committee (2014-Present)
- Board Member, Academy of Orton-Gillingham Practitioners and Educators 2015-Present
 - Executive Committee: 2016-Present
 - President: 2018-Present
- Board Member, The Alliance for Accreditation and Certification: An organization concerned with the accreditation of multisensory language education courses and certification of trainees 2016-Present
 - Treasurer: 2017-Present
- Board Member, Strong Foundations Elementary School, Inc. 2006-Present
 - President: 2006-2010
 - Treasurer: 2010-2012
 - Secretary: 2012-Present
- New Hampshire Public Charter School Association 2009-2016
 - Treasurer: 2010-2013; 2015-2016
- Board Member, NH Alliance for Public Charter Schools 2016-Present
 - Treasurer

Affiliations/Memberships

- Association for Supervision and Curriculum Development (ASCD) 2007-Present
- International Dyslexia Association (IDA) 1991-Present
- Academy of Orton-Gillingham Practitioners and Educators (AOGPE) 1993-Present

Professional References:

Sheila Costello, M.S.

Past President of the Academy of Orton-Gillingham Practitioners and Educators

2 Laurens Street, Unit 2B

Charleston, SC 29401

843-693-5686

sheilacostello56@gmail.com

Rebecca Nelson-Avery

Special Education Case Manager, Strong Foundations Charter School

11 Haig Street

Manchester, NH 03012

(603)785-3154

rnelsonavery@sfnh.org

Colleen Sliva, M.S.

Principal, Spaulding Youth Center

72 Spaulding Road

Northfield, NH 03276

(603) 286-8901

csliva@spauldingyouthcenter.org

Matora Fiorey, Ph.D.

Director, Surry Village Charter School

449 Route 12A

Surry, NH 03431

603-439-6030

matora@surryvillagecharterschool.org