

New Hampshire State Board of Education  
New Hampshire Department of Education  
Londergan Hall, Room 100F  
101 Pleasant Street  
Concord, NH 03301

**Thursday, November 8, 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 October 4, 2018
- V. **SPECIAL PRESENTATIONS** (TIMES ARE APPROXIMATE)
  - A. **9:15 AM** - Arts Education in New Hampshire ~ MARCIA McCAFFREY, NHDOE, Education Consultant, Division of Learner Support
  - B. **9:30 AM** – Heartwood Public Charter School Charter Application - STACEY WHIPPLE (REMOVE from TABLE)
- VI. **REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE** (TIMES ARE APPROXIMATE)
  - A. **10:00 AM** - MicroSociety Academy Charter School (MACS) Status Change – AMY BOTTOMLEY, School Director
  - B. **10:15 AM** - Nonpublic School Approval for Compass Academy – NASH REDDY & DAN DUBE, CEO, Compass Innovative Behavior Strategies
  - C. **10:30 AM** - School Restraint and Seclusion Report for School Year 2017-2018 per RSA 126U – DIANA FENTON & RICH FARRELL, NHDOE Governance Unit
  - D. **10:45 AM** - Introduction of Ashlee Stetser, NHDOE Administrator, Bureau of Educator Preparation & Higher Education and Teacher Preparation Program Approval Schedule (per a request of the State Board at their October meeting) ~ MICHAEL SEIDEL, NHDOE, Director, Division Educator Support & Higher Education
  - E. **11:00 AM** - Council of Teacher Education (CTE) Recommendations/Updates
    1. Update regarding Plymouth State University's professional educator preparation programs
    2. Request from St. Anslem's for a one year extension of program approval for all its professional educator preparation programs
    3. Request from University of New Hampshire for a substantive change: Specific Learning Disabilities program discontinuation
    4. Request from CTE and the Department for a one year extension of program approval for the University of New Hampshire's and Granite State College's professional educator preparation programs

## **VII. LEGISLATIVE UPDATES**

- A. Initial Proposal ~ Code of Conduct Requirement (Ed 505.08 and Ed 610.01) ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator**
- B. Adopt ~ Digital Learning Specialist (Ed 507.22 and Ed 612.19) ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator**
- C. Adopt ~ Code of Ethics & Code of Professional Conduct for Educators (Ed 501.01, Ed 501.02, Ed 502.01, Ed 504.04, Ed 504.05, Ed510, Ed511 and Ed 512) ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator**
- D. Discuss Home Education rules ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator and RICHARD SALA, NHDOE Attorney**
- E. Discuss Educational Interpreter/Transliterators for Children and Youth Ages 3-21 (Ed 507.35 and Ed 612.36) ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator**

## **VIII. OPEN BOARD DISCUSSIONS**

### **IX. OLD BUSINESS**

### **X. TABLED ITEMS**

- A. Heartwood Public Charter School Charter Application**

### **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  
White Mountain Regional High School  
Media Center  
127 Regional Road  
Whitefield, NH 03598

Minutes of the Thursday, October 4, 2018 Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education was convened at 9:45 a.m. at the White Mountain Regional High School, Media Center, 127 Regional Road, Whitefield, NH 03598. Drew Cline presided as Chairman.

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

Before the Pledge of Allegiance Chairman Cline provided a summary of the State Board of Education's duties for the students and thanked everyone for hosting today's Board meeting

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE, STUDENT LED TOUR AND PRESENTATIONS**

The students led the Pledge of Allegiance in the Auditorium.

**AGENDA ITEM III. PUBLIC COMMENT**

There was no public comment.

**AGENDA ITEM IV. CONSENT AGENDA**

A. Minutes of September 13, 2018

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, to approve the Minutes of September 13, 2018 State Board of Education meeting as amended.

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

**AGENDA ITEM V. SPECIAL PRESENTATIONS**

Ms. Jeannine LaBounty Teacher Leader and Martina Macakova, World Language Teacher at White Mountain Regional High School, introduced and presented a promotional video for White Mountain Regional High School.

Several students and teachers provided student-created slide presentations with overviews of the school's culture of learning that included student and teacher agency, explaining that school's culture provides students the opportunity to pursue and cultivate their passions and teachers to shift from a culture of teaching to a culture of learning. Other presentations included information on how daily schedules have been restructured to accommodate the school's culture, the STEAM program, JRTC program, student led projects such as the Cinderella project, and the Progressive Styles contemporary music class. These were just some examples of how students are embracing the school's culture of learning. The students are creating pathways to the future with the support and encouragement of their teachers.

The school's Career and Technical Education (CTE) fields consist of vocational classes such as JROTC, welding, and natural resources. Ms. Chagnon asked about online learning and it was explained that all students are eligible for online learning classes which are conducted in a designated room.

The State Board of Education was then led on a student led tour of the school.

**AGENDA ITEM VI. LEGISLATIVE ISSUES/RULES****A. Update on 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 411 and Ed 512)**

Amanda Phelps, NHDOE, Administrative Rules Coordinator and NHDOE Attorney, Diana Fenton introduced themselves and Ms. Phelps provided a draft objection response of the Code of Conduct rules. She noted that this rule has been before the Board several times and last month the Board reviewed the preliminary objection received from the Joint Legislative Committee on Administrative Rules (JLCAR) and noted that the preliminary objection is only for the Code of Conduct and not the Code of Ethics which has already been approved and adopted by the Board. The proposed change would remove the reference to the Code of Ethics contained within the Code of Conduct rule. Ms. Phelps then indicated that the Code of Ethics document could be issued as a guidance document to school districts. The institutions of higher education (IHEs) could also be required to teach ethics using the Code of Conduct.

Ms. Honorow asked how the IHEs would be expected to teach it and Ms. Phelps explained that another rule will have to be drafted requiring them to

include it in their curriculum. Ms. Phelps will have a draft of this new rule at next month's Board meeting.

Ms. Phelps noted that all the changes noted on Page 7 of the Code of Conduct were approved by the Office of Legislative Services (OLS) and clarified that unlawful possession of drugs would reach beyond school grounds and noted that on Page 11 the criteria listed still allows the Department discretion and lists possible aggravating and mitigating circumstances that have been approved by the Higher Education Commission.

Ms. Phelps also reviewed a letter from the Professional Standards Board (PSB) to the Board regarding the inconsistencies found in the interchangeable use of the terms "educator" and "teacher" throughout the Ed 500 rules. The PSB recommends the new definition to be:

*"Educator" means any individual employed in a classroom instruction role for which the DOE issue a credential, whether they hold the credential or not."*

The PSB and the Department will be conducting a full review of the Ed 500 rules to identify these areas and make recommendations to use the new definition as well as any other terms that may need defining.

Ms. Phelps recommended that the Board use the original definition, which is the same as that recommended by the PSB, in the proposed Code of Conduct rule. The change can be included in the draft objection response.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane that the State Board of Education approves the definition of “educator” as used in the initial proposal and as recommended by the PSB in the Code of Conduct.

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

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the Code of Conduct as amended.

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

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

A. Council for Teacher Education's recommendation to extend approval of New England College's Professional Educator Preparation Programs - Michael Seidel,

Mr. Seidel, NHDOE, Director, Division of Educator Support and Higher Education and New Hampshire Department of Education (NHDOE) Attorney Richard Sala introduced themselves and provided the Board with a copy of a letter on behalf of the Council for Teacher Education (CTE) requesting an extension of New England College's professional educator preparation programs until August 2020. Mr. Seidel provided background information leading to the request and explained that both the Department and CTE need the additional time to put together a team of reviewers as well as hire an Administrator for the Bureau of Educator Preparation & Higher Education, who would oversee the review.

Ms. Honorow inquired as to why this has taken so long and why the Department has not hired someone considering the program review schedules have already been developed.

Mr. Seidel responded that the Department hopes to have the position filled by the end of October. As to the extended request, the length of time requested would allow for any unanticipated problems that might arise. He also noted that the review may happen sooner than August 2020.

Ms. Honorow expressed her concern and noted that an extension had already been approved back when the 600 rules calendar came before the Board and that this request amounts to an extension of an extension. She wants to make sure someone stays on top of this and get the program approvals back on track.

Patricia Corbett, Associate Dean of Education at New England College and Debra Nitschke-Shaw, former Associate Dean introduced themselves and stated they are looking forward to working collaboratively with the Department of Education and appreciate and understand the position everyone is in. They provided a copy of their report to the Board and stated they are comfortable with the August 2020 date. It was noted that four new programs are in the critical shortage areas, Special Ed Administrator, Business Administrator, Curriculum Administrator, Reading/Writing Specialist and were the result of collaborative work done with the school districts.

Ms. Lane requested regular updates on the timeline and Chairman Cline asked Mr. Seidel to bring the program review calendar to the next Board meeting.

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

Council of Teacher Education's recommendation and extend the review to August 2020.

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

B. Update on Approval of Plymouth State University's Professional Educator Preparation Programs

Richard Sala, the New Hampshire Department of Education (NHDOE) Attorney distributed and reviewed a memorandum with the State Board regarding Plymouth State University's (PSU's) Professional Educator Preparation Program (PEPP) review.

Attorney Sala noted that at the State Board meeting of August 8, 2018, NHDOE related that the PSU PEPP Review Team report would be an agenda item at the next regularly scheduled Council of Teacher (CTE) meeting and that the CTE's recommendation would be presented to the State Board at its next regularly scheduled meeting (September). Attorney Sala then noted that the timeline, proffered by the NHDOE at the August State Board meeting, was no longer tenable. He proceeded to explained the facts and circumstances resulting in the shift to the timeline.

Attorney Sala noted that the Review Team recently received additional material that needed to be incorporated into the Review Team's final PEPP review report. Attorney Sala noted that the Review Team was reconvening on October 4, 2018 to review the initial draft report and ensure that it reflects the additional material received.

Attorney Sala stated that the amended report would be considered at the next regularly scheduled CTE meeting and the CTE will provide the State Board with a recommendation in accordance with Ed 602.10.

Ms. Chagnon clarified that the appeal decision is probationary and they have two years to rectify issues as it relates to national accreditation.

Ms. Honorow requested the Board go into a nonpublic session.

**MOTION:** Helen Honorow made the following motion, seconded by Sally Griffin to move into non-public session in accordance with RSA 91-A:3, II(c).

**VOTE:** The motion was approved by roll call vote at 12:00 PM by State Board of Education members, Kate Cassady, Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, and Ann Lane.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow to return to public session.

VOTE: The motion was approved by roll call vote at 12:32 PM by State Board of Education members, Kate Cassady, Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, and Ann Lane.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane that the State Board of Education seal the minutes of the non-public session.

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

C. Charter School Update - Kate Cassady

Ms. Cassady reported to the Board that she has volunteered to be the Board's charter school liaison working closely with Caitlin Davis and Jane Waterhouse who oversee the charter school program for the Department. She recommended scheduling updates from the three new charter schools that opened this fall at the Board's December meeting. She also offered to assist with

the renewal application process which will help ensure the information the Board would like included in the renewals is included as part of the process. Ms. Cassady will keep the Board updated on their progress. She also plans to visit all the charter schools and will extend invitations to her fellow Board members to accompany her if their schedules allow.

#### **AGENDA ITEM VIII. BOARD LUNCH**

The Board adjourned for a sit down lunch prepared and served by the students of the White Regional High School's Spartan Culinary & Hospitality Program.

#### **AGENDA ITEM IX. OPEN BOARD DISCUSSIONS**

There were no open board discussions

#### **AGENDA ITEM X. OLD BUSINESS**

There was no Old Business.

**AGENDA ITEM XI. TABLED ITEMS**A. Heartwood Public Charter School Application

This item is scheduled for the November meeting.

**AGENDA ITEM XII. NONPUBLIC SESSION**

MOTION: Helen Honorow made the following motion, seconded by Cindy Chagnon to move into non-public session in accordance with RSA 91-A:3, II(c).

VOTE: The motion was approved by roll call vote at 1:55 PM by State Board of Education members, Kate Cassady, Cindy Chagnon, Drew Cline, Sally Griffin, Helen Honorow, and Ann Lane.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow to return to public session.

VOTE: The motion was approved by roll call vote at 2:08 PM by State Board of Education members, Kate Cassady, Cindy

Chagnon, Drew Cline, Sally Griffin, Helen Honorow, and Ann Lane.

MOTION: Cindy Chagnon made the following motion, seconded by Helen Honorow that the State Board of Education seal the minutes of the non-public session.

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

**AGENDA ITEM XI. ADJOURNMENT**

MOTION: Cindy Chagnon made the motion, seconded by Helen Honorow, to adjourn the meeting at 2:10 p.m.

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

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Secretary

**EXECUTIVE SUMMARY**  
Approval of New Charter School Application  
*Heartwood Public Charter School*

A. Action Needed:

A vote is needed by the State Board of Education to approve a new Charter School application.

B. The Heartwood Public Charter School

Application submitted by:

Stacey Whipple

Contact for the Heartwood Public Charter School

C. Rationale for Action:

RSA 194-B:3-a, Chartered Public School Approval by State Board of Education, gives the State Board of Education authority to approve chartered public schools.

D. Effects of this Action:

The first attempt at authorization through the State Board was made on August 8, 2018, but was denied due to the Board's concerns in several critical areas of the charter. The Heartwood developers have modified the charter and will present the modifications to the Board.

**In the fall 2019, the *Heartwood Public Charter School* plans to open with 48 students in kindergarten through grade 3.** In the future, *The Heartwood Public Charter School* intends to offer grades K-8.

E. Possible Motion:

I move that the State Board of Education authorizes *The Heartwood Public Charter School* application to move forward.

OR:

I move that the State Board of Education \_\_\_\_\_  
(indicate some other action)



VI, B

October 22, 2018

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

Dear Commissioner Edelblut,

Thank you for taking the time to review our application for the proposed Heartwood Public Charter School. This letter outlines the updates that we have made to our application based on the feedback we received from our initial presentation to the New Hampshire Board of Education.

Please find updates in the following sections:

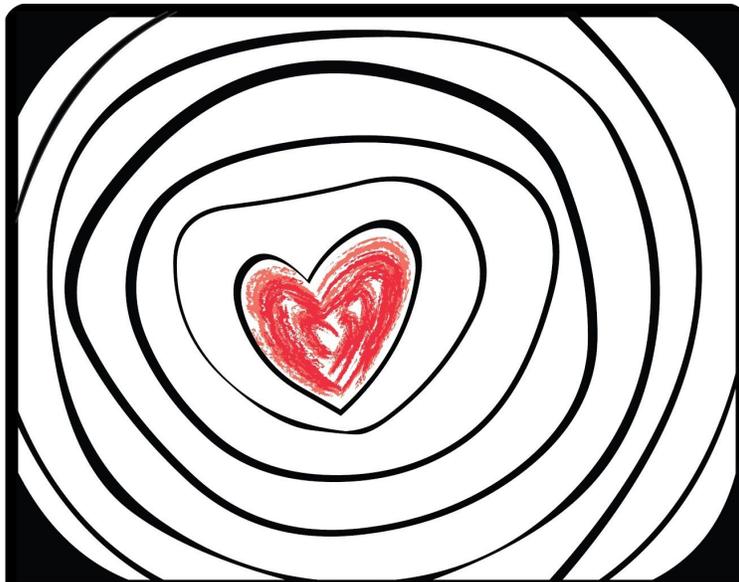
1. General Description & Proposed or Potential Location of Facilities To Be Used (d) — We have stated that upon approval we will develop and implement policies and procedures including a plan to ensure the safety of our students. See page 9.
2. Curriculum (f) — We have defined further Interdisciplinary education and have worked more on the State Board of Education’s recommendations to address racial diversity at Heartwood Public Charter school. Our revised application includes Tolerance and Racial Diversity as one of our curricular approaches. See page 16.
3. Academic & Other Learning Goals & Objectives (g) — We have modified this section to address the SBE’s concerns about Heartwood Public Charter School acquiring teachers who are qualified to teach languages, technology, etc. If at any point we do not have teachers who are able to teach subjects such as foreign languages or technology, we plan to recruit suitably qualified people from our community and to use technology to support and/or teach. We have explored and continue to look into resources such as the online Khan Academy, The Great Courses, mobile STEM labs, and collaborations with other schools/organizations, including our local high schools and colleges. See page 17.
4. Achievements & Assessments (h) — We have worked considerably with our assessment methods in order to describe more fully the model and performance assessments per the SBE’s request. We have expanded our overall assessment methods to include specific assessment tools and systems as well as to add information about student involvement, rubrics, Individual Learning Plans, Individualized Daily Learning Plans, progress reports, etc. See pages 24–26.
5. Staffing overview (j) — We have clarified the role of our Curriculum Coordinator to include their Special Education responsibilities. See pages 27–28.



6. Pupil transportation plan (l) — We have updated this section to include our current ideas and initial communication with our Superintendent. See pages 31–32.
7. Admission Procedures (o) — We have modified our enrollment provisions to state that students residing in the state New Hampshire have admission preference, though if there are available spaces after the lottery, the board has the option to open enrollment to out-of-state students. See page 35.
8. Appendix A: Founding Board of Trustees Biographies — We have edited this section to add our newest founding board member, Bridget Freudenberger. Bridget holds an MBA from Plymouth State University and a BS in Marketing Management from Bob Jones University, and is currently the Vice President/Commercial Relationship Manager at the Colebrook, NH branch of Bangor Savings Bank. Bridget is taking the lead with our budget, finances, and fundraising at this time.
9. Appendix B: Budget — See updated budget!

Thank you for your consideration,

The Heartwood Public Charter School Founding Board



HEARTWOOD

Public Charter School

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# Heartwood Public Charter School

*Proposed by the Heartwood Foundation, 2017, updated 10/23/18*

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# Introduction

## **Why Charter?**

Heartwood Public Charter School creates an additional public school option for children and families looking for an alternative approach to their child's education in Coös County. A public charter school model is a good fit for this geographical area because it provides the needed flexibility to use new and innovative approaches for teaching and learning. With emphasis on connecting students with their greater community, our place-based model allows students to learn from the people and places around them while also helping to foster a greater understanding of the value of education within our community.

## **Why Coös County?**

Northern New Hampshire is a region defined by its natural beauty, hardworking people, and tight-knit communities. However, Coös county is also a place of hardship, as many people struggle to make ends meet, access to healthcare and high quality food can be limited, and employment opportunities in our rural communities are sparse.

As members of our region have come together to try to heal our struggling communities, we have realized that it is this place itself and what makes the region unique that will ultimately spur revitalization. It is the clean and beautiful environment that will attract people to live and visit. It is our farming landscape that will feed us and lead the way in wellness. It is the safety and closeness of our neighborhoods that will attract young families. It is our people and the local economies we create that will keep our youth in the region. This place defines us and it is through our connectedness to it that we will flourish.

However, for our continued growth, for both businesses and young families to come and for our youth to stay, we need more. To prevent our youth from leaving the state, we need to invest in our children and in education. We need to engage our children in our local communities, to teach them that they are active participants of their communities and the world. For our children to value our local community, this place—we need to take actions to improve the quality of life here, making it a nicer place to learn, live, and work.

Considered the Gateway to the Great North Woods and home to the County Seat, Lancaster and its surrounding area provides a suitable location for an elementary place-based charter school. The White Mountains Regional School district (SAU 36) is comprised of five towns and 685 elementary students. There are 288 children under the age of five in our district alone, and 1,320 additional children under the age of five in the neighboring towns, all within 30 miles of Lancaster. We are also in very close proximity to the Vermont NEK School Choice District, made up of eleven border towns, who often send their children across the river to NH schools.

## **Why Place-Based Education?**

Heartwood Public Charter School strives to help connect students to themselves, to each other, to their community, and their environment. Through this connectedness and by using the

community as our classroom, children will discover the impact that they can have locally. Place-based education gives children a voice as well as a sense of civic pride and responsibility. Through integrated academics children are immersed in their educational context in an authentic and experiential way. Through their years at Heartwood Public Charter School students will be in control of their own learning, actively engaging with their community, and looking for ways to improve the world that surrounds them.

### **What is Place-Based Education?**

Place-based education is learning that is grounded in what is local—the unique people, happenings, history, economy, and culture of a particular place. Place-based education offers students a foundation in the nature, history, culture, and ecology of their own environments before moving on to broader subjects.

*“Place-based education is the process of using the local community and environment as a starting point to teach concepts in language arts, mathematics, social studies, science, and other subjects across the curriculum. Emphasizing hands-on, real-world learning experiences, this approach to education increases academic achievement, helps students develop stronger ties to their community, enhances students’ appreciation for the natural world, and creates a heightened commitment to serving as active, contributing citizens. Community vitality and environmental quality are improved through the active engagement of local citizens, community organizations, and environmental resources in the life of the school” (Sobel, 2004).*

### **Place-Based Education:**

- Grows from the distinct natural and human environments that our students live in
- Is interdisciplinary by nature.
- Engages students in the community and simultaneously strengthens the community’s investment in our local education.
- Promotes community growth and creates active, involved, responsible citizens.
- Places equal value on the social, emotional, physical, and cognitive growth of students
- Promotes authentic learning with high expectations.
- Provides a space and opportunity for students to fully explore and discover themselves, others, and the world.
- Encourages deep connections to the natural world and community through in-depth, integrated learning.

### **Why a Place-Based Educational Framework?**

Place-based education can "feed three birds with the same seed" as it addresses the integrated goals of:

- **Student Achievement:** Place-Based Education boosts students' engagement, academic achievement, and sense of personal efficacy as stewards of their local environment and community. It also can re-energize teachers.

- **Community Social and Economic Vitality:** Placed-based education forges strong ties between local social and environmental organizations and their constituencies in the schools and community, which helps to improve quality of life and economic vitality.
- **Ecological Integrity:** Through project-based learning, students make tangible contributions to resolving local environmental issues and conserving local environmental quality.  
([www.promiseofplace.org/what-is-pbe/what-is-place-based-education](http://www.promiseofplace.org/what-is-pbe/what-is-place-based-education))

## (a) Educational Mission & Vision Statement

### **Educational Mission**

Heartwood Public Charter School educates students through authentic place-based experiences, empowering them to find meaning, engage deeply, and think critically. By using our community as our classroom, students cultivate a love for learning and explore academics within meaningful contexts. We strive to develop inspired students who become stewards of the earth and active citizens of the world.

### **Educational Vision**

At Heartwood Public Charter School we learn beyond our classroom walls. We provide opportunities for our students to build valuable relationships within our community through service, experiential learning, and an integrated curriculum. We believe our kind, self motivated, and empowered students will grow up to be compassionate, informed, and engaged citizens that will create healthy communities.

### **Guiding Values**

- We believe respect for ourselves and others is essential to forming positive relationships.
- We believe kindness and gratitude are the foundations of a joyful life.
- We believe that a connection with the earth and life around us encourages action toward a positive impact.
- We believe a sense of community begins in the home and grows larger through the school experience. The student's community continues to widen as they grow and mature.
- We believe knowledge is not enough; action is key to making the world a better place.
- We value play and believe that students learn best at their own pace.
- We believe taking risks in a safe environment is an essential component of lifelong learning.
- We believe that an innate curiosity and love for learning should be nourished.
- We believe that every student can find their voice and have an impact on the world around them.
- We believe reflection on an experience is as important as the experience itself.

## **Educational Goals**

- Cultivate a thriving school culture that is embraced and supported by our community.
- Deliver an academic experience that exceeds the NH State Standards using place-based education.
- Establish mixed grade classrooms where peer-to-peer modeling and teaching is encouraged and supported.
- Provide differentiated instruction that guides, supports, and enables each student to succeed at their own pace.
- Shape an environment where students believe in themselves and are valued and validated.
- Help students find their voice, remain curious, and tap into their creative selves.
- Support and encourage the development of each student’s social-emotional intelligence.
- Support students in developing a sense of community that will expand and widen as they grow and mature.
- Use community service to foster a connectedness throughout our local region and our neighborhoods.
- Inspire students to become active shapers of culture, community, and society.

## **(b) Governance & Organizational Structure & Plan**

### **The Founding Board of Trustees**

Heartwood Foundation is a registered not-for-profit organization, established to create and sustain a public charter school in Coös county, New Hampshire. The current work of the foundation is to prepare the charter school application for approval, serve as an ambassador-organization in promoting the School, and select the first board of trustees of Heartwood Public Charter School. Following the approval of the charter and appointment of the school’s board of trustees, the purpose of the Heartwood Foundation will become one of support and development—for students, teachers, and the overall success of the school’s mission.

*Brief biographical information of the initial Heartwood Foundation Board of Trustees —the 5 Founding Trustees—appears in Appendix A.*

### **Board of Trustees**

A board of trustees will govern the Heartwood Public Charter School with statutory responsibilities pursuant to RSA 194-B: 5 for “general supervisory control and authority over operations of the charter school.”

Day to day management of the school and staff members will be the responsibility of The Head of School. The Head of School will report directly to the Board of Trustees.

Heartwood Public Charter School's Board of Trustees will be the guardian of its Mission, charged, by definition, to establish the School, monitor its health and viability, advocate for the School and its students whenever possible, and assess, with regularity, the Mission's relevance and vitality.

Trustee selection will be based on personal and professional background as well as a commitment to the School's Mission, support, and sustainability.

The Board of Trustees will have officers, including: Chairperson, Vice Chairperson, Treasurer, and Secretary. Role descriptions for Board of Trustees officers will be developed by the Board of Trustees and approved as part of its operational guidelines. There will be 7 Trustees at a minimum, of which at least 2 will be parents of students currently enrolled.

The Board of Trustees will establish governing policies and bylaws, including policies that establish subcommittees and standing committees of the Board of Trustees. Initial subcommittees will likely include: Board of Trustees Recruitment, Finance, Marketing & Development, Curriculum, Student Recruitment, and Community Liaison, among others.

The Board of Trustees will hire and oversee the Head of School, with Board of Trustees Officers working most directly with this person. During the planning year, the Board of Trustees will establish roles reserved for the Head of School and those for the Board of Trustees. The Head of School will be empowered to direct and implement many operational decisions (e.g. day-to-day issues that arise in matters relating to curriculum, personnel, and daily school business and organization), but will always be responsible to the Board of Trustees, in ways clearly defined. As such, methods of communication and reporting will be established for a successful and productive relationship with the Head of School.

It is expected that the roles reserved for the Board of Trustees will include, at a minimum:

- Hiring of the Head of School
- Approval and oversight of annual budget and fund-raising programs
- Setting policy (e.g. code of ethics, personnel manual, etc.)
- Appointment of Board of Trustees advisory members
- Delineation of educational priorities
- Oversight for the School's growth plan
- Establishing a professional salary and compensation program
- Reviewing and approving significant contracts (e.g., for facilities and benefit programs)
- Oversight of major appeals
- Fundraising
- Any other matters prescribed in statute or rule.

The Board of Trustees will meet monthly during the school year to discuss School operations, hear reports, and take action as per its governance functions. The Officers may be called upon to meet more frequently. Decisions will be made by a majority vote of Trustees (a quorum) at each meeting.

The following principles of good practice for the Heartwood Public Charter School are based on guidelines from the National Association of Independent Schools. The Board of Trustees and the Head of School will work in partnership in fulfilling these principles.

1. The Board of Trustees shall oversee Heartwood Public Charter School's Mission and objectives.
2. The Board of Trustees shall review and maintain bylaws, and establish policies and plans consistent with the Mission.
3. The Board of Trustees shall be accountable for the financial well being of the School, including capital assets, operating budgets, fundraising, and endowments.
4. The Board of Trustees shall select and support the Head of School.
5. The Board of Trustees, or a committee of the Board of Trustees, shall conduct a written annual evaluation of the performance of the Head of School and work with the Head of School to establish goals for the following year.
6. The Board of Trustees shall evaluate itself annually and establish goals for the following year.
7. The Board of Trustees shall keep full and accurate records of its meetings, committees, and policies.
8. The Board of Trustees shall work to ensure that all of its Trustees are actively involved in the work of the Board of Trustees and its committees.
9. The composition of the Board of Trustees shall reflect a balance of expertise and perspectives needed to achieve the Mission of the School.
10. The Board of Trustees shall develop itself through ongoing education, new Head of School orientation, and leadership succession planning.
11. The Board of Trustees shall assure compliance with applicable laws and regulations and minimize exposure to legal action.

### **(c) Methods by Which Trustees & Their Terms are Determined**

The Founding Board comprised of the 5 members of the Heartwood Foundation submitting this charter school application and overseeing the School's development, will appoint the School's initial Trustees. The Heartwood Foundation initial Board of Trustees will be appointed by Trustees of the sponsoring entity. Trustees of the *Heartwood Public Charter School* will have terms of three years. Terms of Trustees will be staggered. First-year Trustees will be appointed for two or three-year terms to establish initial staggered terms and governance stability. The Board of Trustees may appoint a Head of School to fill a vacancy if vacated, but that Trustees will only be allowed to serve until the original date expires. Trustees may serve consecutive terms if so voted by a Board of Trustees majority. The overarching goal in selecting Trustees is

finding individuals who support the Founders' vision and have a commitment to the School's Mission and goals. Founders will seek Board of Trustees members who bring professional expertise, including educational, financial, and governance experience to the Board of Trustees of the Heartwood Public Charter School.

Once the Board of Trustees is in place, current Trustees of Heartwood Public Charter School will select and appoint future Trustees and vote on policies for Board of Trustees governance and filling vacancies. For purposes of conducting business, the Board of Trustees will be subject to New Hampshire Right to Know Law, RSA 91-A. For purposes of lawful meetings, a quorum is defined as a majority of Trustees who must be physically present. Records and minutes of meetings will be kept in accordance with statutory guidelines. Trustees are expected to regularly attend Board of Trustees meetings. The Board of Trustees will consider regular participation to be crucial in order to ensure success of the Board of Trustees effort and the School overall.

Openings on the Board of Trustees will be filled by recommendation, nomination, and vote of a majority of the Trustees, keeping in mind the various stakeholder positions to be filled and a desire for diverse and balanced perspectives. Trustees elected to fill out the term of a Trustee will have a term that completes the remainder of the prior Trustee's term.

## **(d) General Description & Proposed or Potential Location of Facilities To Be Used**

As mentioned above, the Founding Trustees have identified Lancaster, NH as the area best suited for our school's location. Although we have not finalized our facilities location at this time, we instead will share our vision for our school's atmosphere and physical space.

An ideal location for our school would be an existing facility or an area of land that would accommodate Heartwood as it grows and fulfills its maximum enrollment of 108 students. We envision a tranquil, natural site that is in close proximity to the center of town. Our classrooms and other indoor settings will be holistic spaces that will evoke feelings of warmth, simplicity, and comfort; they will facilitate learning, and will ultimately help guide our students toward success. We envision our classrooms to be visually quiet, with warm colors, natural materials and sunlight. We believe that our students will benefit from a well designed classroom, having a space that allows for the ease of movement and the flexibility for learning varied activities. Furthermore, ideally our school building will have a learning kitchen and a variety of other common spaces for meetings and gatherings.

In addition to utilizing many of the natural spaces at our disposal in our local geographic region, our campus will have outdoor classrooms, a natural playground, and plenty of green space. Ideally, each classroom will have its own entrance to the outdoors, which will serve as a gateway between our indoor and outdoor classrooms, where our students will continue their

education through nature studies, gardening, agriculture, play, and the community that surrounds them.

In accordance with RSA 194-B:8, II, any facility chosen to house the school will be brought up to code to comply with all state and federal health and safety laws, rules, and regulations, including but not limited to fire safety, HVAC, plumbing, electrical, and the requirements of ED 321.23(u) and (v). Upon state approval, we will develop and implement policies and procedures including a plan to ensure the safety of our students.

### **(e) Maximum Number, Grade or Age Levels**

#### **Enrollment & Growth Plan**

The anticipated opening of Heartwood Public Charter School is Fall of 2019. We have a four year plan to add classrooms each year until we have 6 classrooms with grades K-8. In our first year, the school will serve students in Kindergarten in one classroom, grades 1-2 in a mixed grade classroom, and one 3rd grade classroom. In year two, we will add a mixed grade classroom with grades 4-5. In year three we will add a 6th grade classroom. In year four we will add grades 7-8 in a mixed grade classroom. We have strategically devised a system that alternates between single grade and mixed grade classrooms to best accommodate for the developmental needs of our students. Our maximum enrollment will be at full capacity of 108 students, with a total of 6 teachers, and 5 assistant teachers. In grades K-3 our staff:student ratios range from 1:6 to 1:12, grades 4-8 staff: student ratios range from 1:6-1:24 depending on classroom needs.

	<b>Grade(s) Added</b>	<b># of Students</b>	<b>Total Enrollment</b>	<b># of Teachers</b>	<b># of Aides</b>
Year 1	K 1-2 3	12 24 12	48	1 1 1	1 1 1
Year 2	4-5	24	72	1	1 (float b/w 4-6)
Year 3	6	12	84	1	1 (float b/w 4-6)
Year 4	7-8	24	108	1	1 (float b/w 6-8)
Year 5	At capacity, no new classes or teachers added.				

### **Place-Based Learning Approach: Building the School Community**

“Place-based education challenges the meaning of education by asking seemingly simple questions: Where am I? What is the nature of this place? What sustains this community? It often employs a process of re-storying, whereby students are asked to respond creatively to stories of their homeground so that, in time, they are able to position themselves, imaginatively and actually, within the continuum of nature and culture in that place. They become part of the community, rather than a passive observer of it.” (Lane-Zucker, 2016)

Our school will begin by filling the lower elementary classrooms in order to build a cohort of students familiar with place-based education before moving on to our upper elementary program. We anticipate that our students will have diverse backgrounds and varied learning styles. We have planned our growth with the following in mind:

- The need to grow at a reasonable and responsible rate to best serve and support our students, their families, our community, and our faculty and staff.
- The need to integrate all students into our Place-based methodology.
- The need to establish multi-grade classrooms with a maximum of 24 students with one lead teacher and one assistant teacher per classroom.

### **Our Students**

Heartwood Public Charter School aims to be a welcoming community with a diverse student body. We understand that to be successful and sustainable we will need to start small and grow responsibly. We will provide and maintain resources that are necessary and beneficial for all of our students and their families, our teachers, and our school’s staff.

### **Shape and Size of Our Classrooms**

Students are excellent teachers. Our classes and experiences are mixed grade—where students learn from each other, have older and younger peers, and assume leadership roles. We have found that a multi-grade environment encourages a community of collaboration and caring rather than exclusivity and competition.

Using a multi-grade approach, each class will develop into a supportive community where students will remain side by side, over time, and often with the same teacher. This method will create a close-knit atmosphere where student learning and growth can flourish.

Our student-teacher ratio will help shape our thriving classroom culture. In each lower and upper elementary classroom, we will aim to have twelve (12) students in single-grade classes, and twenty-four (24) in multi-grade classes. Each classroom will have one (1) Lead Teacher in the lower elementary grades, and share three (3) floating Assistant Teachers. The upper elementary will have one (1) Lead Teacher, and will share two (2) Assistant Teachers. Our student-teacher ratio will ensure that our students receive the individualized attention they need on a daily basis. These ratios allow for entire classroom collaborations and small-group work as well. We will have additional teacher presence as needed during growth years.

By year five we hope to have one (1) kindergarten classroom, two (2) lower elementary classrooms, one (1) upper elementary classroom, and two (2) middle school classrooms.

## **(f) Curriculum**

Below we have portrayed the roles of our teachers, described the atmosphere our students will learn in, and have outlined the curriculum proposed for Heartwood Public Charter School.

Heartwood Public Charter School emphasizes the importance of our connections to our environment and our community, while nurturing the development of our students in a safe and caring environment. We will strive to nurture students who are authentically connected to their learning, their community, and their environment.

Through a child-centered view of learning, Heartwood Public Charter School will provide an in-depth, authentic, standards-based education. Utilizing local community resources, places, and people, our curriculum encourages students to participate in tangible experiences that help them to develop a sense of place. By design, our curriculum fosters community involvement and encourages the exploration of our natural surroundings. With both of these aspects of our program, our students will first learn about what is closest to them, with their explorations expanding in ever widening circles as they become more cognizant of their roles at school, their local communities, their state, their country, and the world.

Our child-centered philosophy recognizes that each child learns differently. We use an integrated curriculum, which focuses on making connections, allowing students to engage in relevant, meaningful learning that can be connected to real life. Through this integrated curriculum, we will utilize project-based problem solving, nature based learning, inquiry based learning, service learning, and collaborative learning. To provide a challenging and content-rich program, instructional methods (i.e. graphing a garden, literature circles, listening to and presenting oral histories) are used where teachers act as leaders, models, facilitators, and caregivers, and reflect our understanding that children learn through experience, exploration, social interactions, and guided inquiry.

Our teachers use exploratory and creative play, field work, inquiry, and modeling to varying degrees to guide students' development through their growth in social, emotional, physical, cognitive/intellectual abilities, social/civic responsibility, and self actualization. Teachers, along with support staff, parents, and the broader community, create a nurturing environment and help students to connect their experiences to authentic, real-world, community-based opportunities.

### **A Prepared Environment: Child-Centered Education & Active Learning**

Heartwood Public Charter School believes students learn best in child-centered education and active learning. Learning materials and experiences are organized and made available to children in a prepared environment.

Teachers at Heartwood Public Charter School will have a non-traditional view of teaching and learning. We believe movement is more productive for students than sedentary learning, and because we respect and celebrate children's independence, teachers help students to progress at an individualized pace. We will utilize clear, individualized learning plans, in which one-on-one attention is embedded. Learning in math, language, science, history, geography, art, music, etc. may be undertaken by individual students, groups of learners, or individually with the support of the teacher. We believe this methodology of exploring materials and concepts deeply, independently or collaboratively, enables children to develop concentration, focus, and inner-discipline.

While the freedom of choice is fostered in what students want to learn, there are ground rules and clear expectations for both the students and the teachers in how the learning community should function.

### **Multi-Age Classrooms**

Multi-age classrooms help children build maturity, promote leadership skills, and increase understanding of subjects when older classmates are able to educate one another. A shared culture of positivity and support, along with modeling work habits and social and language skills, guides children in developing a strong sense of self and an ability to work well with others. These are important skills students will need to be successful later in life.

### **The Teacher's Role: Observer & Guide**

The teacher has many roles within the classroom. They design learning opportunities for individuals and groups in an environment in which materials are available and are presented as students are ready to progress. Teachers meet the needs of the whole child, physically, emotionally, socially, cognitively etc. while also ensuring there is documentation of the progress of that student, as well as all of those within the classroom.

Teachers know when to intervene, and when to observe and listen. Children are trusted and respected, and in turn, trust and respect themselves and others. In this way, teachers are able to support children toward their own success.

### **Guiding Children Toward Their Full Potential**

The primary goal of Heartwood Public Charter School is to help each child reach his/her full potential in all areas of life, while also becoming lifelong learners, responsible citizens, productive members of the community, and protectors of their environment. It is our deepest hope that students experience learning at Heartwood Public Charter School as something to be loved and cherished, and done to follow one's own passions in life.

### **Emergent Curriculum**

When children are engaged in activities that interest them, learning happens. Emergent curriculum begins with, and builds on, children's interests and experiences. The children

collaborate with teachers to determine the topic of study, with teachers participating in the learning alongside the children. The teacher's role is to listen to the children closely to determine their interests. The teacher then offers a plan (the curriculum) which scaffolds children's current understandings, and helps them to develop a deeper level of learning. Emergent curriculum is meant to be flexible and grow with open ended, playful activities, which expand children's understandings and bring real meaning to their questions. When teachers actively listen, nurture, and encourage children in their play, they are creating strong, confident, creative members of our community.

### **Inquiry & Constructivist Thinking**

Inquiry is a student-centered form of active learning that begins by posing questions, problems, or scenarios instead of simply presenting established facts or portraying a smooth path to knowledge. Students are encouraged to ask questions which are meaningful to them, and which do not necessarily have easy answers. Instead of telling students what they "should" know or giving direct answers, teachers encourage students to think through problems by asking them questions.

Through the process of inquiry, students construct much of their understanding of the natural and human-designed worlds. Inquiry implies a premise of "need or want to know". It is not so much seeking the correct answer—often there is none—but, rather searching for appropriate resolutions to questions and issues. For educators, inquiry entails emphasizing the development of inquiry skills and the nurturing of inquiry attitudes or habits of mind that will enable students to continue the pursuit of knowledge throughout life.

Inquiry helps students develop:

- Self confidence in their learning ability
- Pleasure in problem solving
- A keen sense of relevance
- Reliance on their own judgment over other people's or society's
- No fear of being wrong
- No haste in answering
- Flexibility in point of view
- Respect for facts, and the ability to distinguish between facts and opinion

Inquiry also helps:

- Empower student voice and honor choice
- Increase student motivation and engagement
- Foster student curiosity and love for learning
- Teach grit, perseverance, growth mindset & self regulation
- Make research meaningful & develop strong research skills
- Reinforce the importance of asking good questions
- Enable students to take ownership over their own learning and to reach their goals

Fundamentally, constructivism theorizes that people build their own understanding and knowledge through experiencing the world and reflecting on those experiences.

Constructivism is a learning theory

- Learning is an active process
- Knowledge is constructed from (and shaped by) experience
- Learning is a personal interpretation of the world
- Problem solving and understanding are emphasized
- Authentic tasks, experiences, settings, and assessments are used
- Content is presented holistically—not in separate smaller parts

### **Differentiated Curriculum**

Heartwood Public Charter School offers a differentiated educational program, designed to meet the unique needs of each student. At Heartwood, rather than simply assessing at the end of an instructional period, assessments are embedded into a teacher’s practice and are used to drive daily instruction. Instruction and assessment occurs in various groupings: individually, in small groups, and as a whole class. Teachers use a variety of materials and measures, and continually assess, to find out what their students already know, determine how and what they are learning, and establish what a student is ready to learn next.

### **Project Based**

By embedding learning within a project, a student learns that skills, topics, and concepts do not exist by themselves. Through interdisciplinary projects, a student is challenged to apply and use knowledge in relevant and meaningful ways. A student learns from experience that cooperation, teamwork, communication, and conflict resolution within a group setting often produces a higher quality product or solution than working alone.

“Projects provide the backbone of the children’s and teachers’ learning experiences. The approach is based on the strong conviction that learning by doing is important and that to discuss and to revisit ideas and experiences leads to better understanding and learning.”  
(Gandini, 1997)

The word project when used in the “project approach” has a specific meaning. “A project is an in-depth investigation of a topic worth learning more about. The investigation can be undertaken by a small group of children within the class, by the entire class, or by an individual child. The key characteristic is that the project is a research effort deliberately focused on finding answers to questions posed either by the children, the teacher, or the teacher working with the children (Katz, 1994).

The project approach addresses not only academic goals, but also intellectual goals. Intellectual goals focus on habits of mind that help children make sense of their world. Some habits of mind that relate to intellectual goals include the disposition to:

- Make sense of experience
- Theorize, analyze, hypothesize, and synthesize
- Predict and check predictions
- Find things out
- Strive for accuracy
- Experiment
- Grasp the consequences of actions
- Persist in seeking solutions to problems
- Predict others' wishes and feelings

### **Nature Based**

Nature-based education is integral to the curriculum at Heartwood Public Charter School. Using the natural world as our classroom will enliven creativity, incite curiosity, and promote problem solving. Through exploration of our natural environment, our students can learn about any subject in a truly engaging way—the natural world serves as an ideal platform for both interdisciplinary and experiential learning.

As our students spend time outside in nature, they will be less overstimulated, they will be moving their bodies and breathing fresh air, and they will be happier and more focused. Through this sense of well-being and joy, we believe our students will learn more and develop a love for learning.

Nature-based education also connects students to the land both physically and emotionally, cultivating a sense of responsibility for the environment. Through the joy and deep connections made while learning and playing in the natural world, students will recognize their oneness with the natural world around them. It is through these connections that we hope to instill in our students an excitement for life and learning and a desire to care for and respect the land.

### **Community Based & Place-Based Learning**

Students learn best when they are able to place learning in context, and are actively engaged in learning that pertains to their physical and social world. By relating learning to a student's place in the world, a student better understands why knowledge and skills are important. We work towards helping students to develop deep connections within their community, expand their appreciation for the world of nature while building on prior knowledge and experience, and develop an eagerness for serving as an active and committed citizen.

### **Interdisciplinary**

In using project, nature, and community-based approaches, traditional disciplinary boundaries are often naturally dissolved, and students are able to think critically, generate ideas, and form & make connections. Interdisciplinary education allows students to see the value of what they are learning, increasing student engagement and motivation. In addition, an interdisciplinary approach provides the platform for students to meet multiple competencies through one project.

### **A Small School Setting**

Our small size allows us to approach learning in non-traditional ways, and gives us the ability to extend our learning beyond the classroom walls and into our community. It allows us to utilize a variety of learning and teaching methods and techniques. This environment provides the opportunity for young people to share their thoughts and knowledge in meaningful ways, and to give them the confidence to become active participants in our school community.

### **Experiential & Engaging Learning Experiences**

We believe offering learning experiences that extend beyond the classroom provides a unique contribution to young people's lives, helping them to develop their sense of place and to become aware of resources, needs, and challenges in their community. As students learn through experiences that are close to them both physically and emotionally, learning becomes authentic and meaningful. Students learn best when they are able to "do"; rather than just see or hear. This hands-on learning helps students develop creativity, resourcefulness, and critical thinking skills—and it's fun and interesting, creating a community of students who *want* to learn.

### **Tolerance & Racial Diversity**

Northern New Hampshire is a region with limited racial and ethnic diversity, which presents challenges when educating students about the beauty of diversity and providing authentic, first hand cultural experiences. Due to the homogenous population of our area, educators will need to think outside the box, using available resources such as books, technology, visiting presenters and performers, etc. to introduce varied cultures, languages, and experiences, and to prepare our students to be active participants in confronting racial and ethnic injustices. Educators may incorporate service projects and explorations outside our immediate region to gain exposure and experience. Although scarce, our region is home to some non-US natives who have become active visible participants in our community. They willingly share their languages, food, cultural practices, artifacts, and experiences, and could be a valuable resource for Heartwood Public Charter School in providing our students with exposure to varied cultures. We will also collaborate with local organizations that bring international performers and artists to the region throughout the year. When direct experiences and presentations are not possible, videos of varied cultural practices can be accessed, and web-based resources such as [teachingtolerance.org](http://teachingtolerance.org) can be used to help to educate our students about diversity and social justice, and to create an inclusive school community.

### **Peace Curriculum**

"Peace Education" is teaching, modeling, and encouraging respect and support of one's self, others, and the community as a whole.

At Heartwood Public Charter School, we provide lessons and model the skills that are appropriate for developing "peace" for this age group. We will use the classic "Peace Table" for individual situations, and also give group and individual lessons using materials. Peace curriculum skills that we work on at Heartwood Public Charter School include:

- identifying and naming feelings in yourself and others
- respecting of self and others
- reflective listening and conflict resolution
- self-calming (anger management)
- grace and courtesy
- interconnectedness of all things
- environmental stewardship
- recognizing that all people are equal
- valuing both similarities and differences between ourselves and others
- offering friendship and compassion to all

## **(g) Academic & Other Learning Goals & Objectives**

Although our academics are separated by discipline below, we envision our students' academic experience to be interwoven and interdisciplinary by nature. The following is a broad description, by subject, of our goals and approach to our K-8 grade curriculum. Please note that a more complete curriculum will be established during our planning period as we assemble our team and work with Place-Based education consultants and other advisors experienced with charter school development. This process will serve as a team building opportunity for our teachers and supporting staff, encouraging collaboration and contributions with the development of our curriculum. If at any point we do not have teachers who are able to teach subjects like foreign languages, technology, etc, we plan to recruit suitably qualified people from our community and use technology to support and/or teach. We explored and continue to look into resources such as the online Khan Academy, The Great Courses, mobile STEM labs, and collaborations with other organizations, including our local high schools and colleges. We will also include a plan that addresses blending the New Hampshire State Standards into our Place-Based Curriculum.

### **Social/Emotional Learning**

Outcomes:

- Students will become self-aware and able to examine other's perspectives.
- Students will treat everyone with respect and advocate for the respectful treatment of all.
- Students will recognize, appreciate, and advocate for individualism.
- Students will recognize mistakes as opportunities to learn and improve.
- Students will see challenges as positive experiences that offer opportunities for growth.
- Students will collaborate effectively with others.
- Students will value the contributions of all and offer equal kindness and consideration to each other.
- Students will positively contribute to both the school and greater community.
- Students will take responsibility for mistakes, reconcile errors, resolve problems by finding and implementing solutions, and make restitutions as appropriate.

Curriculum: School values will be actualized in the daily actions and interactions of educators, administrators, and students. Targeted concept and skill development lessons will be integrated into the daily curriculum. Using the principles of Place-Based education, students will be given daily opportunities to work with their peers to solve complex problems by sharing ideas, formulating a plan for success, delegating the responsibility of implementation, supporting each other to identify snags, adjusting the plan when necessary to develop a solution, and celebrating the achievement together.

### **Language Arts**

Outcomes:

- Students will read with enjoyment at a developmentally appropriate level with fluency, accuracy, and comprehension.
- Students will write effectively and creatively for a variety of purposes and audiences.
- Students will practice storytelling and oral presentation to develop purposeful and articulate communication skills.
- Students will work together on projects that promote cooperation, problem solving, collaboration, and supporting each other.

Curriculum: Rich reading materials combined with language arts manipulatives provide opportunities for our students to acquire both encoding and decoding skills. Phonics, grammar, punctuation, word study, etymology, reference/research skills, and daily writing will be introduced as spelling skills develop. Students will obtain a robust vocabulary and sophisticated oral and written skills. Students will learn to be reflective about what they read and write and to make connections between literary themes, genres, and the world around them.

### **Mathematics**

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of mathematics, as defined by New Hampshire state competencies:

- Foundations of Math – Symbolic Expression
- Numbers and Number Systems
- Reasoning and Computational Strategies
- Metacognitive Skills and Communication
- Measurement
- Algebraic Functions, Patterns, and Relations
- Geometry
- Data Analysis, Probability, and Statistics

Curriculum:

At the onset of our school, we plan to utilize an established and well regarded mathematics curriculum program to teach our students math. As our program becomes more developed, we plan to transition to a curriculum which helps our students learn mathematics in an immersive

way—utilizing interdisciplinary and experiential learning in conjunction with our place and nature based methods. The mathematics students learn will be in natural and real-world contexts, and will grow in complexity as their understanding of the world grows. Students will work together to apply math solutions to real world problems, which will lead quite naturally to recording data, making predictions and giving supporting data (their reasoning) for their predictions, graphing data, etc. As the students grow and their projects become more complex, their mathematical knowledge and problem solving abilities will become more complex as well. We believe that this will create students who truly comprehend math concepts, and who are confident problem solvers with a love for learning.

## **History**

Outcomes:

- Students will achieve a developmentally appropriate comprehension of time and its passage.
- Students will gain developmentally appropriate core understanding of the relationships between time, people, and history
- Students will demonstrate an understanding of the major ideas, issues, and events pertaining to the history of governance in our state and nation.
- Students will demonstrate an understanding of the events, actions, and policies of our nation in relation to other peoples and governments over time.
- Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
- Students will understand basic economic concepts.
- Students will demonstrate a thorough knowledge of the geography of New Hampshire, the United States, and the world, and understand the impact of geography on political, economic, and social developments.
- Students will have a developmentally appropriate understanding of, and appreciation for, diversity and its role in social development, locally and globally.
- Students will gain a subjective understanding about both historical and current events, and will explore histories through the lens of multiple perspectives.

Curriculum: After exploring their own personal history, our students will begin to explore the history, government, economy, and geography of our community and our local region. As they grow, their circle of learning will expand outward; learning about these concepts in the contexts of our state, region, country, continent, and world. Our history curriculum will be introduced to our students through multiple perspectives with an authentic approach that is developmentally appropriate. Our students will explore history and current events from a variety of sources and will be provided with a multitude of opportunities to learn about history through the Place-based model. Through independent and collaborative learning our students will discover the role of history in the development of culture, and will realize the impact of their personal history on their own development and civilization as a whole.

## **Geography & Culture**

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of geography, as defined by New Hampshire state standards:

- Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
- Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
- Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
- Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.
- Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.

Curriculum: Through the study of the earth's features, maps, and landforms, students will explore the connections and relationships between physical boundaries and the development of cultures, countries, governments, capitals, languages, and economics. Through the examination of the shape, climate, biome and resources of the land, students come to appreciate that where one lives, determines how one lives.

## **Science**

Outcomes:

Students will demonstrate a developmentally appropriate and applicable understanding of the key concepts and principles of science, as defined by New Hampshire state competencies:

- Nature of Science and Engineering
- Patterns
- Cause & Effect
- Scale, Proportion, and Quantity
- Systems and System Models
- Energy and Matter in Systems
- Structure and Function
- Stability and Change of Systems
- Life and Life cycles

Curriculum: Our science curriculum will fully integrate hands-on learning and will focus on process and technique of discovery as students are exposed to the sciences in an immersive way. We will utilize interdisciplinary and experiential learning methods in conjunction with our place and nature based approaches. As our students' understanding of the world around them

deepens, their understanding of science will grow in complexity. Students will participate in developmentally appropriate group activities and individual lessons in various scientific disciplines, including earth science, biology, chemistry, and physics.; and They will employ the Scientific Method as they move through these lessons and into more advanced areas of study. Through observation and investigations in real-world contexts, our students will develop a sense of wonder and excitement about science and the world around them.

### **Practical Life**

Outcomes:

- Students will care daily for their school environment.
- Students and teachers will work together to establish environmentally conscious practices within the school setting.
- Students will learn to prepare healthy meals, working cooperatively with each other.
- Students will learn how to use basic tools and survival skills.
- Students will learn the importance of self-care and how this impacts the world around them.
- Students will work together to create a caring community by developing and demonstrating kindness and respect for all members of the community.

Curriculum: Skills focusing on care of self, each other, family, and the natural world are taught, with the goal that students become fully capable and responsible adults. Our youngest students will develop fine and gross motor skills, learning to dress, pour, sort, wash and dry dishes, and prepare simple foods, among other basic activities. As they mature, our students will also aid in cleaning and taking care of the school both inside and out, with an emphasis on being stewards of their community and their surroundings. Developing environmentally conscious practices within the school setting fosters a lifelong understanding of how to take care of and minimize one's negative impact on the natural world. Practical Life activities encourage independence, responsibility, self-discipline, self reliance, and gender equality. These activities also contribute to the development of concentration and cooperation, expand students' social and emotional education and growth, and help students to develop and practice responsible social skills. By establishing a school-wide atmosphere of care, kindness, and respect, our students will work together with teachers and families to create a safe and secure learning environment where similarities and differences can be recognized and valued, and diversity celebrated.

### **World Languages**

Outcomes:

- Students will gain exposure to, and proficiency in, one or more languages, developing skills in speaking, writing and reading.
- Students will be able to communicate daily needs and wants in another language.
- Students will gain knowledge of other cultures.

Curriculum: Learning another language provides students with the ability to communicate with more people in our world. The opportunity to learn another language will be integrated into all

of our classrooms in a way that is developmentally appropriate. Students will begin by learning the basic vocabulary of another language, and over time our students will develop communication, reading, and writing skills in this language. In addition to learning this new language, students will also learn about the cultures where this language is spoken.

### **Civics & Service**

Outcomes:

- Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
- Students will learn to practice core values of kindness and consideration in the classroom, community, and home.
- Students will understand and appreciate diversity of all kinds and its impact on our school and our local and global communities.
- Students will understand, appreciate, and participate in community service.
- Students will participate in community service projects that reinforce the importance of caring deeply for our environment and having compassion for others.

Curriculum: Service, kindness, and responsibility for others will play an important role at Heartwood Public Charter School. Our students will have many opportunities to volunteer both within the school and our local community, and will be supported and encouraged as they choose where they want to focus their service efforts. As they mature, our students will integrate concepts of citizenship and service learning throughout their entire curriculum. They will be exposed to the workings of local government and what it means to be an active citizen in this democratic process. These experiences will then be explored and discussed further in the classroom in order to help our students to develop a sense of empathy, to appreciate all members of a society, and to understand the importance of involvement in one's community.

### **Technology**

Outcomes:

- Students will learn basic computer skills at a developmentally appropriate level.
- Students will understand how to use the internet as a tool for research and information collection, collaboration, and communication (when developmentally appropriate and necessary).
- Students will learn how to balance their use of technology with real world interaction.
- Students will learn how to balance research conducted on the internet with material gathered from other sources (fieldwork, interviews, books, etc).
- Students will learn the history and impact of technology on culture, the environment, society, etc.
- Students will learn how to manage, store, and present information with the use of the internet, spreadsheets, graphs, presentation software, word processing, etc.
- Students will be guided through the use of safe social media and internet practices, and will learn how to become safe and responsible digital citizens.

Curriculum: Our technology curriculum and the use of technology at Heartwood Public Charter School will be framed in a way that supports our beliefs on the subject. While we recognize that technology is an essential life-skill for being an active citizen today, we also believe that technology is simply a tool, and we plan to structure its use in a balanced and intentional way. While our younger students will not be exposed to much in the way of digital technologies, as our students mature, they will learn how to integrate technology into their studies. Along with learning methods to use technology for collaboration, communication, eLearning, data storage and presentation, research, art/design, etc; our students will also learn how to be responsible and safe digital citizens. The use of digital technologies will be focused and limited, and will be used as tools to aid our students' educational needs and development.

### **Visual & Performing Arts**

Outcomes:

- Students will delve into the creative process using a variety of outlets, methods and materials.
- Students will practice creative expression and making meaning through their art (visual and performing).
- Students will explore art theories (ie. music theory, the elements of visual art, and the principles of design).
- Students will be exposed to a variety of artworks, performances, and artists (ie. visual artists, choreographers, dancers, playwrights, actors, storytellers, puppeteers) in a variety of cultures, time periods, and movements.
- Students will be given opportunities to exhibit their artwork and participate in performances.
- Students will learn to analyze, interpret, and evaluate artworks and performances.

Curriculum: Using individual activities and collaborative projects, students will have opportunities to create and express themselves through the arts. Projects and study in all academic areas will incorporate artistic expression and creativity.

### **Physical Education & Health**

Outcomes:

- Students will participate in a physical education program focused on building physical strength, coordination, flexibility, and endurance.
- Students will study human body systems and functions and the requirements for promoting good health.
- Students will learn about human development in a developmentally appropriate approach, promoting a healthy sense of self.
- Students will learn to participate as a member of a team through cooperative games and team sports.
- Students will learn about maintaining their emotional well being and mental health.

Curriculum: To develop a well-rounded physical education experience for our students, we will utilize local resources and national programming. Our students will glean the value of teamwork and team building skills through cooperative games and team sports. The Health curriculum will explore the function of body systems, such as skeletal, circulatory, digestive, reproductive, etc. and basic healthy practices, like proper nutrition, regular exercise, and adequate rest and renewal practices. Our human development curriculum will promote balanced healthy lifestyles and relationships, and will provide students with developmentally appropriate opportunities to learn about and discuss peer pressure, drugs, alcohol, sexuality, and adolescent development.

## **(h) Achievements & Assessments**

The purpose of assessment is to recognize where one has made improvements, areas that continue to be in progress, skills that are mastered, and challenges one faces. Assessment is an ongoing, collaborative process between students, educators, and peers. At Heartwood Public Charter School we believe that every child has an innate desire to learn, and that students are most successful when they are active participants with their own educational experience. This student engagement and involvement in assessment is crucial to (1) taking responsibility and having ownership over one's progress, (2) developing an understanding of oneself, (3) determining areas in need of work, (4) setting goals for improvement, (5) taking the steps to meet those goals, (6) mastery of a skill or competency, and (7) receiving and giving helpful feedback. Giving students responsibility in their own learning, with support and guidance, creates a deeper engagement with a topic or skill, and therefore a more thorough understanding, mastery, and retention.

*"Practiced at its best, assessment invites students into the learning process: How are we doing? Where can we go from here? We can easily explain progress or lack of it to students and parents when we can point to standards we and the students agreed to target, and show concrete examples of what achievement looks like." (Brooks, 2005)*

Students and educators will use rubrics as guides for all areas of academic learning, physical skills (as applicable), and social & emotional skill building. Rubrics will be designed to focus on levels of desired outcomes, and will include space for dates and discussion notes to demonstrate progress over time. The rubrics will be used to set benchmarks and goals, and strategies to meet the goals, which will be part of each student's Individual Learning Plan & Portfolio. Assessment occurs daily as the student identifies and accomplishes their Individual Daily Work Plan based on their rubrics and Individual Learning Plans.

Our students' direct involvement in the development of their own Individual Learning Plans and Individual Daily Work Plans will result in successful, empowered, and confident students. Individual Learning Plans will be written and maintained in a way which documents and demonstrates progress in each area the student and the educator have identified. Individual Daily Work Plans and other forms of documentation, which may include written work, audio and/or visual recordings, written or recorded educator observations, photographs, projects, presentations, self-assessments, etc. will make up a student's portfolio, which will demonstrate

progress and achievements. At least two forms of documentation will be included in the portfolio to demonstrate the mastery of each competency, meeting both the goals of the Individual Learning Plans and those required by the State of NH.

### **Self-Directed Learning using Individual Daily Work Plans**

Progress is made through goal setting and attainment. An aspect of this is the development and implementation of an Individual Daily Work Plan (IDWP). Students will make and follow IDWP's that address study in all academic areas, in accordance with their Individual Learning Plans (to include: Mathematics, Science, and English Language Arts, Reading, Writing, Spelling, History, Geography & Culture, World Languages, Civics & Service, Technology, Visual & Performing Arts, and Physical Education & Health). Individual Daily Work Plans will be based on each child's individual needs, development, skill level, and interests (as applicable & appropriate). Educators will assist students in creating and adhering to their IDWP's.

At the beginning of each day, every student will review the daily schedule, which will reflect times, locations, students involved, and activities (including field trips, community service projects, visitors, scheduled academic topics, physical activity, outdoor exploration, meals, cleaning, etc.). This may be done in a whole school meeting, a classroom meeting, small groups, one-on-one, or independently. Knowing the daily schedule is necessary when developing Individual Daily Work Plans, so students and educators are able to determine what students will include in their plans and when to implement them. Students will consider how their individual studies will address Personal & Social growth and each academic area; Math, English Language Arts, Science, Social Studies, Art, Foreign Language, Physical Education, and Health.

Students in the lower grades will be learning how to make their Individual Daily Work Plans and will be closely guided by an educator to determine what activities to include and how to schedule them into their day. Educators will monitor and check in with students, ensuring they (1) develop skills to adhere to the plan, (2) stay on task, (3) evaluate the plan, (4) document their achievements, and (5) determine any needed changes. As students gain proficiency with selecting work, writing plans, setting a schedule, and accomplishing their plans, independence will develop and the educator's role will change with the student's.

At the end of each day students will reflect on their learning. This may be done individually, one-on-one with a peer or educator, or in a group, and might be in the form of a written reflection, a conversation, an activity, or contemplation. Reflection improves retention and preserves interest. Students may use this reflection to begin planning for the following day and to spark other's interest as well.

Our Individual Daily Work Plans and Individualized Learning Plans will guide our informal student assessments, and we will also utilize additional means of formal and informal assessment. This will include objective and age-appropriate measures of literacy and numeracy skills—including spelling, reading, expository writing, history, geography, science and mathematics—to satisfy both national and state requirements, and to quantitatively measure each child's progress. We will comply with 194-B:8, V, "At least annually, and near the end of

each school year, a chartered public school shall evaluate the educational progress of each pupil, as specified in RSA 194-B:3 II(h). Such evaluation shall include, but not be limited, to the New Hampshire statewide education improvement and assessment program, as provided in RSA 193-C. The cost of the state assessment program shall be borne by the state.” We are interested in learning more about participating in the New Hampshire Performance Assessment of Competency Education (PACE) accountability system.

Progress Reports based on observation and linked to the Individualized Learning Plan will be analyzed by teachers, students and families. Progress Reports that assess academic progress and personal growth and development will be issued three or four times per year. In addition, Family-School Conferences will be held toward the beginning and end of each academic year with teachers, students, and families, to establish or review Individualized Learning Plans, goals, and growth.

During the planning period, Heartwood Public Charter School will further develop and evaluate assessment tools and methods, schedules, and practices for our students. Professional development will be provided to prepare teachers and staff with the frameworks for our assessments, Individualized Learning Plans, Individual Daily Work Plans, curriculum, rubrics, and observational record keeping systems.

## **(i) High School Graduation Requirements**

Not applicable

## **(j) Staffing Overview**

To ensure that students at Heartwood Public Charter School are supported in their academic endeavors and personal growth, we will seek highly qualified, nurturing educators and staff who will treat them with dignity and respect. Our educators will serve as leaders, guides, and role models as they assume the responsibility of building cohesive collaborative classroom communities where our children will feel free to challenge themselves and grow as individuals and as part of a group. Our students will feel safe and supported as they are encouraged to learn and develop at their own pace as they work to reach their full potential.

All Heartwood educators will be trained in Place-based education methods and Positive Discipline techniques.

### **Head of School**

Our Head of School will serve as the visionary leader for Heartwood Public Charter School, playing a vital role in our school’s climate and culture. They will guide and empower both our teachers and students, within our supportive and encouraging school community.

**Responsibilities of the Head of School include, but are not limited to:**

- Orchestrate internal and external communications and public relations
- Lead our school's staff and provide opportunities for their professional development
- Manage our school's daily operations
- Oversee and implement the school's disciplinary policies and procedures
- Set the tone for our school's culture, climate, and safety
- Serve as an effective liaison with other educational institutions
- Serve as the Business manager for our school
- Fulfill required duties with state and federal agencies
- Model our values in visible daily actions
- Follow Charter School Law

### **Head of School Qualifications**

- Meet required state and federal background checks
- Meet all NH regulations for eligibility and teacher certification, preferred
- Master's Degree from an accredited university, preferred
- Minimum of 5 years teaching and/or school administration experience, preferred
- 3+ years experience as a Business/Operations Manager, preferred
- Experience with administrative duties, preferred
- Experience with grant writing and management, preferred
- Experience with, or willingness to learn more about,:
  - Place-Based Education
  - Emergent Curriculum
  - Nature-based Curriculum
  - Differentiated Curriculum
  - Alternative educational frameworks in a public school setting
  - Positive discipline and positive behavior supports
- Such other qualifications as the Board of Trustees may find appropriate

### **Learning Coordinator**

The role of the Learning Coordinator is an integral position at Heartwood Public Charter School. Our Learning Coordinator is responsible for overseeing, coordinating, and advocating for Special Education Services, which will be maintained through developing relationships with district service providers. This person will work closely with our teachers and is responsible for overseeing the integration and implementation of our Place-based education curriculum throughout the school. This person will also work one on one with our students and assist them with the development of their Individualized Learning Plans. The Learning Coordinator will work to develop relationships with our families, and will act as a liaison between our students' sending schools and Heartwood Public Charter School.

### **Learning Coordinator Responsibilities**

- Oversee and coordinate Special Education Services
- Work with students and teachers to develop each student's Individualized Learning Plan

- Support accommodations as stated by a student's IEP
- Work with our teachers to develop and implement curriculum
- Play a supporting role to our teachers
- Help to aid new students transitioning into our school, to include creating learning plans
- Collaborate with lower and upper elementary classroom teachers and assistants in facilitation of Individual Education Program requirements
- In conjunction with the teachers, carefully observe and keep records of each student's individual progression through the classroom, always being available to offer gentle guidance toward self directed learning
- Work with teachers to submit progress reports 4x/year
- Works to develop close and effective relationships with parents
- Follows the school's policies and procedures for student evaluation and record keeping, meeting all due dates as required
- Demonstrate a strong commitment to professional ethics.
- Demonstrate an understanding of, and commitment to, Place-based education
- Model our values in visible daily actions
- Demonstrate commitment to competent communications and conflict resolution efforts across the school community
- Protect the privacy and confidentiality of each student

### **Learning Coordinator Qualifications**

- Meet required state and federal background checks
- Ability to oversee curriculum development and implementation
- Special Education certification, preferred
- Special Education experience required
- Ability to implement educational best practices in conjunction with Place-based education curriculum and NH State Standards
- Ability to keep progress records on students
- Team-oriented with a collaborative approach to working with colleagues, Head of School, and families
- Strong written and verbal communication skills
- Understanding of, and appreciation for, diversity including students with learning disabilities and those from diverse families and socio-economic situations
- An open mind and sense of humor
- Experience with, or willingness to learn more about:
  - Place-Based Education
  - Emergent Curriculum
  - Nature-based Curriculum
  - Differentiated Curriculum
  - Alternative educational frameworks in a public school setting
  - Positive discipline and positive behavior supports

## **Teachers**

Our classrooms will be run by one (1) Lead Teacher and supported by one (1) Assistant Teacher in the lower grades. The upper grades will have one (1) Lead Teacher, and will share two (2) Assistant Teachers. Our Lead Teachers will preferably hold, at minimum, a 4-year Bachelor degree or equivalent experience. As per New Hampshire's charter school statute, RSA 194-B:14. IV, a minimum of 50% of our Lead Teachers will hold New Hampshire teaching certificates or have at least three years of teaching experience. They must understand and believe in Place-Based philosophies and be familiar with individualized observation and record keeping. They also must be able to adapt Place-Based methods and curriculum to the New Hampshire State Standards and vice versa. Heartwood Public Charter School teachers will be nurturing, reflective, and creative problem solvers who are committed to the school's Mission.

## **Teacher Responsibilities**

- Nurture relationships with each student and family
- Monitor and guide students in goal setting, learning, organization, implementation, etc.
- Work with the Learning Coordinator to develop curriculum
- Facilitate learning
- Maintain a safe, respectful, positive learning environment
- Partner with colleagues, administration, and families to meet the needs of students
- Observe and track student progress, keep records, and work with the learning coordinator to maintain individualized learning plans and to complete progress reports
- Conduct assessments
- Implement Individualized Education Plans
- Hold conferences with families
- Participate in professional development, including training in Place-based education
- Oversee classroom maintenance and hygiene
- Facilitate student discussions regarding guidelines for safety and appropriate behavior within the school environment and out in the community
- Act as a mandated reporter for suspicions of neglect, abuse, etc.
- Positively guide and provide feedback to assistant teacher while providing autonomy
- Model our values in visible daily actions
- Fulfill any other responsibilities deemed relevant and necessary to the position

## **Teacher Qualifications**

- Meet required state and federal background checks
- Bachelor's Degree from an accredited university, preferred
- NH teaching license or certification, preferred
- 3 years teaching experience, preferred
- Experience with or willingness to learn more about:
  - Place-Based Education
  - Emergent Curriculum
  - Nature-based Curriculum
  - Differentiated Curriculum

- Alternative educational frameworks in a public school setting
- Positive discipline and positive behavior supports
- Competence in teaching, classroom management, and all related responsibilities
- Enthusiastic, creative, and loving authority with students
- Ability to work well with colleagues, administration, and families
- Ability to collaborate with local businesses, individuals, and community partners to plan and coordinate activities and learning experiences
- Certification in CPR and First Aid

### **Assistant Teachers**

Our Assistant Teachers must demonstrate their ability to embrace the place-based and nature-based education model and be expected to fully support Heartwood Public Charter School’s mission.

### **Assistant Teacher Responsibilities**

- Support the lead teacher and students
- Assist with facilitating learning
- Assist with record keeping and assessments
- Help maintain a safe, organized, clean environment
- Participate in professional development, including training in Place-based education and positive discipline techniques
- Model our values in visible daily actions

### **Assistant Teacher Qualifications**

- Meet required state and federal background checks
- Experience working with children, preferred
- Enthusiastic, creative, and loving authority with students
- Ability to work well with colleagues, administration and families
- Experience with, or willingness to learn more about:
  - Place-Based Education
  - Emergent Curriculum
  - Nature-based Curriculum
  - Differentiated Curriculum
  - Alternative educational frameworks in a public school setting
  - Positive discipline and positive behavior supports
- Desire to further oneself and welcome positive guidance
- Ability to work autonomously under the guidance of the Lead Teacher

## **(k) Personnel Compensation Plan**

## **Salary**

Our School Administrator, Learning Coordinator, and Lead Teachers will be paid a salary. The salaries of these full time personnel shall be paid bi-weekly. Assistant Teachers, other personnel, consultants, or contracted employees, whether full-time or part-time, will be paid on an hourly rate as employees or as independent professionals based on negotiated rates.

## **Vacation**

Heartwood Public Charter School will publish an annual calendar of holidays and vacations during which the School will officially be closed.

## **Paid Time Off (PTO)**

Full-time salaried staff will receive ten (10) PTO days per school year (in addition to scheduled school calendar vacations), to be used in the year in which they are accrued. Part-time salaried employees will receive five (5) PTO days per year. For purposes of PTO for part-time salaried employees, one day will equal the number of hours in that employee's regularly scheduled work day.

## **Other Benefits**

It is the goal of Heartwood Public Charter School to offer healthcare benefits to all of its employees. Such benefits may be offered as a choice system with a specific annual election or as a specific insurance plan provided by the School with an employee contribution. Board of Trustees policy and availability of specific benefit programs will determine the specific benefit type offered. Board of Trustees policy and the requirements of specific benefit programs will determine whether, and to what extent, part-time or non-salaried personnel will be eligible for benefits and at what percent of full-time equivalent allocation.

## **General Provisions**

Heartwood Public Charter School will comply with all federal, state, and local laws and rules related to pre-employment screening, hiring, employment compensation and leave, and reserves the right to amend the above personnel provisions as necessary to comply with applicable laws and rules, and as otherwise necessary.

In accordance with RSA 189:13-a, Heartwood Public Charter School shall conduct school employee background checks on all individuals working within the school.

## **(I) Pupil Transportation Plan**

As mentioned in Section D of this application, the site of Heartwood Public Charter School will be finalized during our initial planning period, giving us a year to do so. We will seek a centrally located site in Lancaster, NH both to accommodate the resources of the White Mountains Regional School District, and for ease of access for families traveling from other areas.

We have met with the White Mountains Regional School District Superintendent of Schools, Dr. Marion Anastasia and have started a dialog regarding the issue of transportation. While our plan is site specific and our exact location is yet to be determined, at this point we hope to work with Lancaster Elementary School (LES) to coordinate bussing between our sites. Ideally, Heartwood Public Charter School students will share a bus with LES students, and we will help coordinate the bussing (if needed) between our schools. We hope this helps save on costs, is convenient for the district and our families, and helps build our relationship with the Lancaster Elementary School/community. We will continue to explore potential transportation methods.

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

Students attending the Heartwood Public Charter School who do not reside in the host district will be required to arrange for their own transportation. Given the very limited funding per student, and the lack of guarantee for any additional funding above the state allotment per student, students from outside of the host district must either request their assigned districts to transport them, or arrange for their own transportation. Heartwood Public Charter School will make every effort to support families as they explore transportation options and facilitate ride sharing between families of students from outside the district through an online database or other means. We are committed to working with parents of out of district students, when needed, to help find solutions for transportation.

### **(m) Statement of Assurances Related to Non-Discrimination**

Heartwood Public Charter School will celebrate diversity in all its forms. The School will not discriminate on the basis of race, color, religion, national or ethnic origin, age, gender, gender identity, sex, sexual orientation, disability, socio-economic, marital or veteran status, citizenship, or genetic information in the selection of students or staff or in the administration of the School or in any other way that is prohibited by law. The Board of Trustees will develop and adopt a policy of open acceptance and will create administrative procedures to address any discriminatory concerns.

### **(n) Special Education Coordination Method**

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

## **Charter Public Schools & Special Education**

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

In order to ensure appropriate and adequate services will be provided for the students, the Learning Coordinator will partner with the Special Education Staff at the SAU and participate as part of the student's IEP team. The Learning Coordinator will make every effort to work with support services personnel such as Physical Therapist, Occupational Therapist, and Speech/Language Therapist. Individual student's teachers, in collaboration with our Learning Coordinator, will be responsible for carrying out the classroom specific IEP goals. The Head of School will provide oversight.

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

1. Referral;
2. Evaluation;
3. Determination of eligibility;
4. Development and approval of the IEP;
5. Placement;
6. Ongoing monitoring of the IEP; and
7. Annual review of the IEP. 30

It is clear pursuant to RSA 194-B:11, III, that decision-making responsibility for the special education process for children with disabilities attending a public charter school remains with the child's sending school district. In addition, RSA 194-B:11, III provides that the sending school district remains responsible for the funding for children with disabilities attending a chartered public school. These important provisions allow the responsible sending district and Heartwood Public Charter School to cooperate creatively to meet a student's special education needs. The sending district will be required to provide the Heartwood Public Charter School with a complete copy of each student's IEP for implementation and monitoring purposes.

## **(o) Admission Procedures**

We are committed to building a diverse community of learners who embrace our Place-based approach to educate, and recognize the unique journey that this opportunity both provides and requires. Admission to Heartwood Public Charter School shall be open to any student who resides in the State of New Hampshire and to choice Vermont towns/districts as applicable.

Methods of admission shall not be designed, intended or used to discriminate or violate individual rights in any manner prohibited by law.

We will educate prospective families on our educational approach by providing literature and opportunities to learn about the school both formally and informally (see Information Dissemination, Section W). We are hopeful that our prospective families will be committed to our educational vision, as the success of our school hinges upon the the support of our community and family involvement.

### **Admission Procedures**

Heartwood Public Charter School will follow the basic method of admissions that defines charter schools nationwide:

- Admission shall be blind.
- Should the number of applicants exceed capacity, students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

At minimum, the admissions process will include the following:

1. Prospective students and their families will tour our school and be invited to attend an informational meeting that outlines and explains our educational approach and our school's expectations.
2. Application packets with information about the school and its philosophy and expectations will be shared, along with student related policies. Interested families will then submit their application.
3. Applications will be reviewed for completeness.
4. Should applicants exceed the number of allotted slots, a blind lottery, organized by grade, will be held. Those not accepted in the lottery will be placed on a waiting list in the order determined by the lottery.
5. All students receive notification. Those who have been placed on a wait list will be notified of such.
6. After the enrollment process is complete, Heartwood Public Charter School will hold meetings for admitted students and their families and provide an orientation for students and families.

The Board of Trustees of Heartwood Public Charter School will establish an Admissions Committee. Heartwood Public Charter School reserves the right to have the Admissions Committee further develop and amend the specific admissions process during the planning year.

### **Enrollment Provisions**

- Heartwood Public Charter School will offer automatic re-enrollment to its students, provided they are in good standing (as decided by a team including the Learning Coordinator, Lead Teacher, and Head of School). Families will have to provide a letter of

intent to re-enroll by a stated date preceding the lottery, so there is clarity about available spaces.

- Heartwood Public Charter School will admit from the waitlist should space become available after the lottery.
- Siblings of children already enrolled at Heartwood Public Charter School will receive preference.
- The Board of Trustees will reserve the right to give preference in enrollment to children of School Faculty as part of the employee benefits package.
- Children of the Founders of the Heartwood Public Charter School will receive priority for Placement, with a cap of 10 children, as a means of recognition of their time and contributions in establishing the school.
- Students residing in the state New Hampshire have admission preference. If there are available spaces after the lottery, the board has the option to open enrollment to out-of-state students.

## **(p) Philosophy of Pupil Governance & Discipline**

The primary goal of discipline at Heartwood Public Charter school is the development of self-discipline, which is achieved not through externally administered punishments and rewards, but through an all encompassing, fully integrated social emotional curriculum and the overarching expectations of respect, responsibility, and community. Teachers will be active models of Heartwood's core values of kindness, gratefulness, and respect. The school will be governed through a collaboration between students and educators, using the practices of Positive Discipline as developed by Alfred Adler and more recently advanced by Jane Nelson.

The foundation of self-discipline is the development of positive, trusting relationships with kind, respectful adults. The recognition and appreciation of individual temperaments, personalities, preferences, beliefs, communication styles, learning styles, motivations, strengths and challenges, leadership styles, experiences, skills, and interests will be modeled by educators and administrators, embedded in daily conversations, and explicitly taught with the goal of building students' self-awareness and perspective taking. Heartwood Public Charter School educators and administrators will use their understanding of individuals to focus on determining the motivation behind negative behaviors, identifying lagging skills, implementing positive behavioral supports, and providing targeted social and emotional skill development as needed.

Beginning in kindergarten, students will participate in the governance and management of the classroom and school. Students will be guided by the teacher in how to care for the classroom and materials through modeling and instruction. Students will be given ownership of the classroom environment, with the expectations of individual responsibility, order, and cleanliness, forging student capability and appreciation of their contributions. Teachers and students will work collaboratively to develop reasonable classroom expectations that address physical and emotional safety, and universal respect. Students will contribute to the greater

community through positive acts of service, building their sense of self and connection with others.

Daily class meetings, as outlined in *Positive Discipline* by Jane Nelson, will be held, giving students and educators the opportunity to identify, address and resolve challenges, including conflicts, mistakes, struggles, misunderstandings, and intentional harm. Students and educators will work together to problem solve then select and implement strategies to resolve these challenges. (Nelson, 2006)

In multi-grade classrooms, and through daily curriculum implementation, communication and leadership skills will develop as students progress academically and develop socially. Self discipline, self advocacy, governance, communication and conflict resolution will be inherent to the curriculum. Positive Discipline, which employs the use of logical consequences and involves students in developing a plan of action, will be implemented with the intent of building self aware, self disciplined, responsible citizens.

In accordance with Heartwood Public Charter Schools guiding value of respect for all, every student and adult should feel physically and emotionally safe at school. If problem solving plans developed and implemented through student teacher collaboration have not been effective, team meetings involving families will be held to seek alternative solutions.

Our Learning Coordinator will work to support teachers in addressing behavioral concerns they are experiencing with students in their classrooms that have not been resolved within the class, in a manner that is respectful of the student and their family, and in keeping with our mission. Children with challenging behaviors will be treated with respect and compassion. When challenging behaviors are encountered, educators and administrators will work collaboratively with students and families to provide individualized interventions and positive behavior supports. This includes finding collaborative and proactive solutions for students, as presented by Dr. Ross Greene's Collaborative Problem Solving model (CPS). Collaborative Problem Solving (CPS) may be used to identify lagging skills and unsolved problems, then provide targeted development of these skills after the student works with a supervising adult to develop and implement a realistic and mutually satisfactory plan of action.

<https://www.livesinthebalance.org/about-cps>

A detailed student governance and discipline procedure outline will be established by staff and the Board of Trustees in the planning phase of our charter. Prior to opening, Heartwood Public Charter School will develop policies regarding promoting school safety including: reporting of suspected abuse or neglect; sexual harassment, as detailed in Ed 303.01(j) and (k); RSA 193-F, pupil safety and violence prevention; RSA 126-U, and limiting the use of child restraint practices. Heartwood Public Charter School will also outline requirements for developmentally appropriate daily physical activity pursuant to Ed 310 and our policies on record retention.

## **(q) Administering Fiscal Accounts & Reporting**

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

The Board of Trustees will appoint a Treasurer to provide the oversight necessary for monitoring the financial status of the School. The Treasurer shall report the financial status of the School to the Board of Trustees at least monthly. The Board of Trustees shall also adopt policies for the financial management of the school, including policies on conflicts of interest for members of the Board of Trustees, Administration, and Faculty. Accounting activities will consist primarily of the biweekly payroll paid to school personnel and the maintenance of an accounts payable system to track amounts due to vendors.

A general account will be set up for the administration of funds, and the Treasurer and named Trustees will have check-writing authority. Two signatures will be required on all checks. Each individual with check-writing authority will be covered by a fidelity bond in accordance with the guidelines of the New Hampshire Department of Revenue Administration.

Except for emergency purchases approved by the School's authorized personnel (up to a maximum amount to be established by the Board of Trustees), all expenditures and contracts will be handled through an encumbrance system of purchase orders for clear tracking of expenditures and status of account balances.

Heartwood Public Charter School will comply with all requirements specified in the law pertaining to reporting requirements (RSA 194-B:10, I-V). This list includes creation of the annual report, annual financial audit produced by an independent certified-accountant, program audit, and participation during the annual school budget process. Heartwood Public Charter School will also comply with all requirements set forth in Ed 318.07 regarding the contents of its annual report including but not limited to:

- A general progress report
- An assessment and report of how the charter school is meeting its educational and financial goals, as identified in its mission statement,
- Changes, if any, in the organizational structure and make-up of the Board of Trustees,
- A report of enrollment statistics including but not limited to, attendance, per-class enrollment, graduation rates, and any occurrences of withdrawal,
- School calendar,
- Transportation services,
- Financial statement and balance sheet identifying the charter school's assets, liabilities, and fund balances or equities,
- Projections of income and expenses for the upcoming school year

The Board of Trustees will select an independent auditor annually to complete the required annual audit and report. The audit will address accounting practices and review the school's internal controls. The audit will be conducted in accordance with applicable generally accepted accounting principles. It is anticipated that the annual audit will be completed within six months of the close of the fiscal year. The Board of Trustees will review and respond to the audit report, if necessary, and include the audit results in its annual report.

## **(r) Annual Budget, Including All Sources of Funding**

*Please see the budget that appears in Appendix B.*

The included budget reflects estimated expenses for our planning year, and for the subsequent 5 years of operation.

We have developed a list of our most likely and most important mission-driven plans and costs, recognizing that the budget as represented relies on awarded start-up funding. Our budget includes both expected sources of revenue related to the federal start-up grant, and the state per-pupil allotment based on our projected enrollment. We will start work to raise the additional funds necessary to support the budget once the charter has been granted. During our planning period we will also examine the feasibility of additional revenue sources, which we hope will bring income as well as positive exposure to the school.

As mentioned in the introductory section of this application, we have entered into this project with the full understanding that the state per-pupil allotment is rarely enough to support a New Hampshire independent charter school's full goals and mission and guarantee sustainability. We will offset this gap through a variety of means, including grant monies, fundraising, and potential donations. Strategic partnerships and other fundraising efforts will be very important. Rather than seek out a few high dollar investors, we hope to cultivate many committed supporters from our community to help support the mission of Heartwood Public Charter School.

From the outset, Heartwood Public Charter School Founders, Trustees, Staff and families will understand the need to supplement the state-provided funds in order to deliver quality education. Contributions by those who join the School community will take many forms—time in the classroom, assistance in various areas dependent on expertise (computer support, construction, etc.), and some parents may consider financial contributions if they are able. All donations will be tax deductible to the extent permitted by law.

Once Heartwood Public Charter School has been established, the Board of Trustees will organize a fundraising committee. This committee's mission will be to support the school's economic viability. The committee will focus on securing the support of local, state, and national foundations and charitable organizations, as well as cultivating support from

community members and businesses. The unique character of the school, the resources and the value it brings to our local community will be highlighted in our fundraising efforts.

### **(s) School Calendar Arrangement**

Heartwood Public Charter School will follow a 180-day school year in accordance with the RSA 194-B:8, III, and expects to follow the calendar of our host district in order to best coordinate transportation services. Any school-specific changes to the schedule will be monitored carefully to ensure that our students meet the required number of attendance hours.

It is expected that days will begin at approximately 8:00am and end at 2:30pm, though some flexibility may be required to meet our host district's bus route schedule. Should transportation issues result in lost educational hours, we will address this loss and amend our students' school hours.

### **(t) Evidence of Accurate Insurance Coverage**

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

### **(u) Consultants**

We are fortunate to have already identified and met with several advisors, consultants, business owners, and local citizens who will help us to achieve our goals. These professionals have rich experience, are excited about our school and ideas, and are willing to share their wisdom and experience as we work to develop our school program. While place-based learning methods are not a new concept, exciting curriculum and programs in the field are currently emerging. We look forward to consulting and collaborating with many of the field's experts, as well as members of our community who will help to make our Place-based dreams a reality.

**Sarah Anderson** is the Field Coordinator at The Cottonwood School of Civics and Science, in Portland, OR. Sarah Anderson, was previously a 7th/8th teacher specializing in language arts and social studies, was originally lured to Oregon by its waterfalls. She spent most of her childhood exploring rivers and forests near her rural Vermont home- experiences which provided inspiration for a passion for nature and all things wild. After graduating with a degree in American Studies from Bard College in New York, Sarah served as an AmeriCorps volunteer for Metro Parks and Greenspaces in Portland. Since then, she has worked as a crew leader at an educational farm in Vermont, a Teacher Naturalist in the California Redwoods and a Middle School Humanities teacher at The Key School in Annapolis, Maryland. Sarah received a Masters of Education from Antioch New England Graduate School, where she specialized in integrated

and place-based education. In addition to exploring the local neighborhoods and environs with her zany middle schoolers, Sarah enjoys knitting, hiking, pickling, reading good books, and climbing waterfalls.

**Melissa Grella, PhD** is the founder and executive director of Taproot Farm & Environmental Education Center. Melissa's life passion is connecting people to nature, sparked from her very first job as an intern with California Audubon. Melissa grew up in Jefferson and immediately left upon graduation to explore, grow, and learn. She returned to the north country on her last semester of graduate school with the Audubon Expedition Institute, a traveling program that changed her life and outlook on how we learn and educate. It was at that time that she completed her thesis, which explored the level of environmental education in 14 middle schools in Coos County. The idea for Taproot came as a result of her research.

Since that time, she has held a variety of positions that include trip leader, naturalist, and environmental educator at various nonprofits, classroom teacher at a public alternative high school program, director of a cross country ski center, director of a town recreation department, nature center director, college adjunct professor, and a founding faculty member and administrator at a private Waldorf school. Melissa's philosophy of education emphasizes developmentally appropriate learning that is holistic, phenomenological, ecological, grounded in place, experiential, and nurtures aesthetic experiences. In the words of David Orr, she believes that "all education is environmental education".

Melissa received her BS in Natural Resources from the University of Maine, an MA in Environmental Education from Lesley University's Audubon Expedition Institute program, and a PhD in Environmental Studies from Antioch University New England with her dissertation titled *Nurturing the Aesthetic: Learning to care for the environment in a Waldorf School*.

When not working on Taproot, Melissa enjoys spending time nordic skiing, gardening, camping, hiking, backpacking, long-distance swimming, biking, paddling, playing the guitar, and reading. She resides in Lancaster with her beloved husband, Kyle, and their velvety, silver cat, Grigio.

**David Sobel**, MEd received a BA from Williams College and an MEd from Antioch University in New England. He was co-founder of the Harrisville Children's Center in Harrisville, New Hampshire, and has served as a publicly elected school board member in both Nelson and Harrisville, New Hampshire. He has served as a staff development and science curriculum consultant to schools in New Hampshire and Vermont and has been a guest speaker and workshop leader for a variety of school and environmental organizations. He serves on the editorial board of the *Holistic Education Review* and is the author of several books and articles on developmental psychology, place-based education and ecoliteracy.

**Anne Stires**, brings her academic training together with her love of life and the natural world at the school she founded, the Juniper Hill School, in Alna, Maine. There, along with like-minded colleagues, she shares her enthusiasm for learning through the lens of place. The Juniper Hill School's "place" is her grandmother's 1761 farm in Alna bordering the Sheepscot River. This

farm has served as a consistent refuge and “garden of adventure” throughout Anne’s life. Now, it is where her students begin their immersion in the adventure of learning by studying the natural and human environments around them.

Anne has a bachelor’s degree in Biology and English from Hamilton College in New York and a master’s degree in Education from Antioch University New England. An affinity for nature and environmental education always brought her back to Maine. While pursuing her education, she worked at local marine and environmental stewardship programs: the Darling Marine Center, Chewonki Foundation and Tanglewood Learning Center. Anne also directed a Place-Based Education program for 25 schools on the midcoast region of Maine for the Quebec-Laborador Foundation Marine Program. As a classroom teacher, she taught at Sheepscot Valley Children’s House in Wiscasset and Boothbay Region Elementary School before starting her ideal, hands-on learning “place”: Juniper Hill. Anne is a prolific speaker and advocate on the topic of nature-based education. Most recently, Anne wrote a chapter of the new book Redleaf Press on the topic: "[Nature Preschools and Forest Kindergartens: The Handbook for Outdoor Learning](#)" by David Sobel (with Patti Ensel Bailie, Ken Finch, Erin K. Kenny, and Anne Stires). Juniper Hill School is also featured throughout the book. In addition to being the school founder and director, Anne teaches the Roots class, as well as graduate level courses at Antioch University.

## **(v) Philosophy of Parent Involvement**

We believe that family involvement is essential for Heartwood Public Charter School to thrive, and that our students will be most successful when our teachers and families work together. We see parents/guardians as key participants in both building and maintaining our school community. We hope that the ongoing presence of our students’ families will be the normative culture at Heartwood Public Charter School.

Heartwood Public Charter School will work to accommodate the different needs and situations of families, and will value and celebrate the variety of ways our families will be able to contribute to the education of their children and to our school. Ideally, parents/guardians will participate in school activities as their schedules allow, and we will strongly encourage them to become involved and volunteer over the course of the school year. These volunteer hours may take many shapes and forms including supporting classroom activities, providing skills or services, organizing or facilitating school events or fundraisers, etc. Parents will also be a valued part of our Board of Trustees (see Governance, Section B) and our fundraising committee, and we consider them to be irreplaceable resources with regards to networking within the community for the success of our Place-based approach.

We also recognize the importance of family involvement in a child’s education, and hope to provide workshops and informational sessions on topics of value to our families and the community. Additionally, we hope for the establishment of a parent organization to create an opportunity for support, discussions, problem solving and parent education.

Parents/guardians of students of Heartwood Public Charter School will receive regular reports on their children's academic and emotional growth (see Assessment, Section H). By design parents/guardians become involved and engaged in their children's life at school and their overall education. We will strive to ensure that both parents and their children are empowered to become advocates for their educational experience, and we will always encourage respectful and thoughtful two-way communication. We will offer a variety of means for this communication to take place (e.g. written feedback, surveys, and meetings).

Heartwood Public Charter School will be committed to the education and betterment of everyone in both our school and broader communities. We will seek to bring a variety of educational opportunities to the school, and aim to shape the school as a place where people from within and beyond the school community come together to engage, experience, and grow. Professional and family education will deepen the understanding of Place-Based philosophy, highlight issues faced by our students (e.g., the role of technology, issues of respect of others and self), and will promote our involvement with and growth of our community.

## **(w) Information Dissemination**

Heartwood Public Charter School will employ many forms of outreach to attract and inform potential students and their families of the opportunity the school will provide. Because we will be the first elementary public charter school in the region, and the only Place-Based school in Northern New Hampshire, we will need to educate our community and potential families about not only Place-Based education and our school, but also public charter schools in general. It is extremely important to us that all members of our community are informed about Heartwood Public Charter School, and that the school is accessible to all people. Work in this area will begin as soon as the charter has been granted.

Utilizing literature, informational gatherings, social media, and other marketing platforms, we will introduce the Place-Based method and the Heartwood Public Charter School approach, mission, and goals. Working with community members, we will develop outreach materials and approaches appropriate for various audiences. We plan to advertise at a range of community locations, including doctor's offices, the library, our local food pantry, preschools, with social service locations, etc. Once the School is in operation, we will offer tours and observation opportunities as well.

We will also create an informative website, among other online tools, to help students and their families learn about and assess the school and make an informed decision before submitting their application materials.

The Board of Trustees will form an enrollment committee and will partner with local service organizations to build our student body. Heartwood Public Charter School will establish relationships with members of the local School District as well as other districts, and with

potential feeder schools (including but not limited to private pre-k/kindergarten programs in the state). We will do everything we can to recruit students without bias.

Once approved, Heartwood Public Charter School will hold community outreach events in Lancaster, NH and the surrounding communities. At these events we will be introducing families to the charter school model as well as the innovative approach that we will offer.

### **(x) A Global Hold-Harmless Clause**

In accordance with RSA 194-B: 3, II(x), Heartwood Public Charter School, its successors and assigns, covenants and agrees at all times to indemnify and hold harmless any school district which sends its students to the charter school, and their school boards, officers, Trustees, agents, employees, all funding districts and sources, and their successors and assigns, (the "Indemnified Parties") from any and all claims, demands actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the charter school, its Board of Trustees, Head of Schools, officers, employees, agents, representatives, contractors, guests and invitees, or pupils. The School shall have no obligation to hold harmless the Indemnified Parties for any claims, damages, losses, or expenses resulting from the Indemnified Parties' own acts or omissions.

### **(y) Severability Provisions & Statement of Assurance**

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

### **(z) Provision for Dissolution of the Charter**

If Heartwood Public Charter School ceases operation, the Board of Trustees shall consult with an attorney and the Department of Education to assure that contractual and financial obligations are met. Upon the dissolution of the School, the assets remaining after the payment of all its liabilities, and the return of any loaned items to rightful owners, shall be distributed to such organization or organizations operated exclusively for charitable or educational purposes that qualify as an exempt organization within the meaning of 501(c)(3) of the Internal Revenue code of 1986, or any corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public educational purpose.

## **(aa) Information Related to Conversion of a Public School**

Not Applicable

## **(bb) Cessation of School**

In the event that Heartwood Public Charter School shall have cause to cease operation, the Head of School will work with the Board of Trustees to develop a student transfer process and advise all parents/guardians, Staff and Faculty of the process to be followed. To complete each student's personal file, parents/guardians shall be asked to provide a statement of intent regarding their children's education, moving forward.

Heartwood Public Charter School will obtain parent/guardian permission for release of information in order to notify the new schools of the impending transfers. Heartwood Public Charter School Staff, Faculty and Board of Trustees will make every effort to be available for consultation, sharing students' portfolios, individualized learning plans and other relevant materials with the receiving school.

Each family will also receive notice by mail, in a timely fashion, advising them of the dissolution of the School and the plan for student transition. Heartwood Public Charter School will also help guide families toward options that may best match their needs and abilities academically, and if appropriate, geographically. And of course the School will ensure that the receiving schools have appropriate information to facilitate the students' transitions.

## **(cc) Proposed Contracts with Local Schools**

Not Applicable

## **(dd) Proposed Accountability Plan**

Heartwood Public Charter School will provide the New Hampshire State Department of Education with reports on our programs and progress annually. Utilizing a variety of assessment tools and data collected from our students, Faculty/Staff and parents/guardians, we will share information about our educational impact, parental involvement, outreach methodology and an overall analysis of our goals. In addition, our annual reports will inform the Department about our student enrollment, financial operations and governance.

This reporting will address the following questions:

1. Is the School making progress toward achieving our Mission?
2. Is the School responsibly using public funds?
3. Is the School promoting student attainment of expected knowledge and skills?
4. Is the School sustainable?

Our accountability plan will be fully developed prior to the date of opening.

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## Appendix A: Founding Board of Trustees Biographies

**Ann Auger** grew up just a few miles outside of Fryeburg, Maine. After graduating from Fryeburg Academy, she attended Plymouth State University, where she graduated Summa Cum Laude with her B.S. in Early Childhood Studies in 2010. During her time at PSU she served as the President of Kappa Delta Pi Honor Society, the Vice President of the Early Childhood Club, and received the award for Most Outstanding Early Childhood Studies Major.

Ann graduated from Champlain College in 2016 with her M.Ed in Early Childhood Education, and Certificate in Administration. She brings a wealth of experience and knowledge from both the public and private sectors of education. Ann has taught public school kindergarten, Head Start, as well as, public and private preschool. Most recently, she was the Executive Director and Lead Preschool Teacher at a small Non-Profit Preschool in Bartlett, NH.

Ann has lived in the North Country for the last 12 years. Currently she resides in Berlin, NH with her husband and daughter. She enjoys hiking, cross-country skiing, camping, reading by the woodstove, and spending time with her family.

In 2016 she began her own business, ECE Visions, and works as an Early Childhood Consultant. Ann holds several contracts in the North Country, most notably as the Early Childhood Initiative Coordinator for the Coös County Director Network, and as the North Country Coach for the State Early Learning Alliance of New Hampshire. She is passionate about her work and is committed to increasing the quality of early care and education across Coös County.

**Bethany Bond** is a mother, educator, farmer, and artist living in the Northeast Kingdom of Vermont. She earned a BA in Studio Art & Anthropology from the University of Vermont in 2002, and an MFA in Photography at the Savannah College of Art & Design in 2005, graduating Summa Cum Laude.

After grad school, she lived in the Burlington, VT area, working as a graphic, web, and exhibit designer. She was then offered a teaching position at a small university in the northern VT mountains, and was able to return to her roots living in the country. She currently teaches both analogue and digital photography, digital media, and web design at Johnson State College, and has taught at the Community College of Vermont for the past 9 years. She also teaches online at Southern New Hampshire University, and was invited to design curriculum with SNHU for their emerging Photography program in 2016.

Beyond her role as an educator, Bethany has been working with plants and farming for the last ten years. She has raised dairy goats, chickens, and honeybees, and for three growing seasons was an owner/farmer at Blooming Field Farm in the North Country. This small, diverse, vegetable farm's mission was to provide healthy and affordable food for the local community. In this role she managed a Community Supported Agriculture program and contributed food and time to The Lunchbox, a Green Mountain Farm to Table market program which provides free healthy meals for local children. She also manages the farm office at Zack Woods Herb

Farm and is the Sales Coordinator of the Vermont Herb Growers Cooperative, a farming coop founded to provide a single, reliable source of high-quality, organically certified herbs from small-scale diversified farms in Vermont.

Bethany also uses her digital and artistic skills to create affordable websites, photography, and marketing materials for farmers and herbalists, and her work has been published in newspapers, magazines, and books. She loves both working with the land and using technology to create efficient systems and beautiful designs, and has found that working with both students and farmers for the past decade has taught her much about working with the earth and people. This, along with being a parent, has nurtured her already strong tendency toward idealism, and has fueled her passion to be a good steward of the earth and to contribute towards positive and sustainable growth and change.

**Bridget Grandmason Freudenberger** is a native of Colebrook, NH. After receiving her undergraduate degree in Marketing Management from Bob Jones University in Greenville, South Carolina she returned to her hometown in northern New Hampshire. Bridget earned her MBA from Plymouth University in 2004, and has enjoyed a 24-year career in banking with Bangor Savings Bank, formerly First Colebrook Bank and Granite Bank. As a commercial relationship manager, Bridget has experience working with a variety of businesses in differing industries, providing financing solutions and a comprehensive banking relationship. Bridget has served on a number of non-profit boards over the course of her career, and is now focused on promoting human-powered recreation opportunities in northern Coos County. Bridget is the race director for the multi-sport endurance adventure race, Metallak Race, and works collaboratively with a variety of initiatives centered on outdoor recreation, including state-wide focus group for outdoor economy. Bridget and her husband Phil Freudenberger reside in Colebrook.

**Lyn Schmucker** decided in the second grade that she wanted to be a teacher, when she became a student of Mrs. Alice Wilkinson—a teacher that recognized, encouraged and valued her skills and talents. She began working with children as a caregiver at the age of 12 and never stopped. After earning her BS in Early Childhood Special Education from the University of Maine at Farmington, while working part time in a child care program and fulfilling several internships, her work with children continued. She was sequentially employed as a nanny, substitute teacher, and paraeducator before moving to the Boston area where she took a position as a preschool teacher and day care coordinator, and was later promoted to Assistant Director.

While in Boston, Lyn began a Master's Degree in Early Childhood Development and Education at Wheelock College, which she completed less than a month before the birth of her first child. As part of her degree she worked as an intern in a K/1 classroom in Hanover, NH, under the guidance of the skilled Chantel Orlen. After six years at home with her children, she formally returned to early education as the Director and lead teacher of Sunnybrook Montessori School in Lancaster, NH, where she attended preschool herself, and continues to learn from and love her work with young children and their families.

Upon returning to her childhood home in Maidstone, VT to raise her family, Lyn dreamed of starting a charter school that would incorporate nature, freedom of choice, a strong social/emotional curriculum, self-reliance, taking initiative, and developing responsibility. When invited to join the founding committee of Heartwood Public Charter School, she discovered a group of likeminded educators wanting an alternate public choice for local families. Lyn believes that Heartwood will provide the opportunities for children to learn about themselves, while learning about the world around them, that will guide them to be mindful, conscientious community members.

**Courtney Vashaw**, M.Ed., CAGS, is a mother, educator, activist, artist, and lifelong resident of the North Country of NH. She received her undergraduate degrees in Sociology and English, with a focus on Educational Policy and Law and disparity in educational opportunities from the University of NH. Upon graduation, she continued at UNH and went on to pursue her M.Ed. in Secondary English Teaching. After eight years teaching English and Social Sciences in public and private schools around the North Country, she pursued and earned her CAGS in Curriculum Administration/Principal Certification at Plymouth State University. She spent the following seven years as an assistant principal, principal, data and grants coordinator at Profile School where she focused on school culture development, social capital development, and personalized learning.

While taking time off from working full-time to recover from cancer, she was able to enroll her preschool son at the Sunnybrook Montessori School, thus learning about the beauty of Montessori education. This unexpected gift has helped shift her perspective on education.

She is proud to be the acting president of the Sunnybrook Montessori Board. Additionally, she is an active participant and Board member of the Upstage Players in Littleton, NH, works as a freelance writer and editor, and does community development work with the town of Whitefield. She has recently designed and taught curriculum for at-risk youth, served on countless panels about education in the North Country, and is currently teaching Middle School Humanities at the Waterford School in Waterford, VT.

**Stacey Zemla**, is a mother, an artist, a dreamer and a native of Lancaster, who recently returned back home to raise her family and is happy to call Coös county her home.

Prior to settling down in her hometown, she studied fine arts at the Maine College of Art, where she earned her BFA in Graphic Design. After college, Stacey served as an AmeriCorps volunteer with University of VT extension, where she spent two years designing and implementing science and technology curriculum for youth-at-risk in the Northeast Kingdom of VT; it was during this time that she realized her love for teaching and decided to go back to school.

In 2005, Stacey enrolled in the Visual Arts Education program at Tufts University, where she earned her MAT and fulfilled her practicum in Boston area schools. Over the years, Stacey has taught and worked with youth in a range of ages and a variety of contexts: she's been a coach,

a counselor, a teacher, a nanny and an instructor. Stacey holds certifications to teach art in both MA and NH, and she fondly remembers teaching art to middle school students for several years.

Stacey is grateful to be staying at home to care for her young children. She serves on the Sunnybrook Montessori School board, where her eldest child is currently enrolled. She makes time to practice her art whenever she can and works as a freelance graphic designer.

## **Appendix B: Expenditure Budget**

## Appendix C: Sample Head of School Description

**Summary:** Opening in the fall of 2019 with a Kindergarten, mixed grade classroom with 1st and 2nd grade, and a 3rd grade classroom, Heartwood Public Charter School is a publicly-funded Place-based Charter elementary school in Lancaster, New Hampshire. In the years to come our school will expand until we reach full operation, serving up to 108 students grades K through 8.

**Location:** Lancaster is a rural community in the Northern White Mountains of NH and considered the gateway to the Great North Woods Region of the state. Lancaster is known for its outdoor recreation (snowmobiling, hiking, and cross country skiing), and the natural beauty of the region, as well as its quaint Main Street and up-and-coming small businesses. Lancaster is now also home to the region's first alternative education model charter school! With so much excitement and anticipation, Heartwood Public Charter School looks forward to tapping into the area's rich and diverse cultural framework as we build our student population and establish strong community connections.

### **Position Opening/Description:**

Heartwood Public Charter School is seeking a Head of School to serve as its philosophical and instructional leader. The ideal candidate will have a passionate commitment to providing place-based education hold a minimum a Bachelor's degree and have experience as a leader in an established school. Additionally, our ideal candidate will demonstrate an understanding of charter school law.

### **Knowledge of:**

- Alternative educational frameworks in private and public school settings
- Charter school law is preferred
- Place-based education experience

### **Essential Functions:**

- Provide Leadership to our school community
- Nurture a school culture consistent with our Place/nature based pedagogy
- Staff supervision and budget management

### **Working Conditions/Environment:**

- Office and classroom environments both indoors and outdoors
- School yard and playgrounds
- Our community and natural spaces

### **Title: Head of School**

Immediate Supervisor: Heartwood Public Charter School Board of Trustees

### **Additional Qualifications:**

- Strong advocate for alternative public education.
- Outdoor experience or willingness to work in an outdoor classroom.
- Administrator/Principal certification and/or experience is highly desirable
- Strong leadership skills
- Experience/Involvement in creating an organization and monitoring sustainability
- Proven experience with staff supervision and budget management
- Highly self-motivated
- Strong written and verbal communication skills

## Appendix D: Friends of the Charter

We have identified the following friends of Heartwood Public Charter School who have agreed to volunteer or advise in their areas of expertise. These people are volunteers, won't cost the school money, and will pass background checks if necessary. We are also very fortunate to have several educators among our Founding Trustees. As we work to get established, we will continue to formalize relationships with professionals and institutions in our community, in hopes that these partnerships will provide meaningful contributions to our students, educators and curriculum.

**Melissa Grella**, the founder and director of Taproot Farm & Environmental Education Center.

**Peter Powell**, a local realtor, who is invested in revitalizing our community.

**Marissa Rexford**, an advocate for varied educational opportunities and parent of a potential student.

**Jay Riff**, a local lawyer.

**Zeanny Egea**, a Spanish language teacher.

**Herb Randall**, an advocate for varied educational opportunities.

**Christine Forest**, a special education teacher.

**Steve Zemla**, an architectural engineer, who can assist with plans for our facilities.

**Susan Vigne**, founder and former director of Aurora School in Middlebury, VT. An educator and an advocate for varied educational opportunities.

**Gerry Tobin**, a retired Montessori teacher and potential board member.

**David Sobel**, an inspirational educator and author who has advised us.

**Sarah Anderson**, is another inspirational educator and author who has provided us with guidance.

**Anne Stires**, is the director and founder of the Juniper Hill School and possible consultant for incorporating risk into our curriculum.

**Alfie-Eden Kerr**, Program Administrator at Mountain Village Charter School in Plymouth, NH.

**Lyndon State College**, a potential student teacher collaborating resource.

**Plymouth State College**, a potential student teacher collaborating resource.

**Taproot Farm & Environmental Education Center**, a like minded organization interested in collaboration.

**Juniper Hill School**, a Place-based private school to connect with and learn from.

**Southwest Charter School**, a Place-based charter school to connect with and learn from.

**Antioch University**, a resource for Place-based teacher and staff training.

**Fiddleheads Charter School**, a Place-based charter school to connect with and learn from.

**Jaime Schmidt and family**, advocates for varied educational opportunities and a potential Heartwood family.

# Heartwood Public Charter School 5 Year Projected Budget

Heartwood Public Charter School Projected Enrollment								
Grade								
	Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5		
K	0	12	12	12	12	12	12	
1	0	12	12	12	12	12	12	
2	0	12	12	12	12	12	12	
3	0	12	12	12	12	12	12	
4	0	0	12	12	12	12	12	
5	0	0	12	12	12	12	12	
6	0	0	0	12	12	12	12	
7							12	
8							12	
<b>Total Projected Enrollment</b>		<b>48</b>	<b>72</b>	<b>84</b>	<b>108</b>	<b>108</b>	<b>108</b>	
Teaching Staff								
	Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5		
Teachers	3	3	4	5	6	6	6	
Aides	3	3	4	4	5	5	5	
<b>Total Projected Teachers</b>	<b>6</b>	<b>6</b>	<b>8</b>	<b>9</b>	<b>11</b>	<b>11</b>	<b>11</b>	
Income								
	Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5		
State Revenue - Per Pupil Income	\$0.00	\$307,200.00	\$472,800.00	\$555,600.00	\$721,200.00	\$721,200.00	\$721,200.00	
Projected Federal Startup Funds \$450,000	\$250,000.00	\$100,000.00	\$100,000.00	\$0.00	\$0.00	\$0.00	\$0.00	
Fundraising	\$18,000.00	\$20,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	
<b>Total Projected Income</b>	<b>\$270,000.00</b>	<b>\$427,200.00</b>	<b>\$587,800.00</b>	<b>\$570,600.00</b>	<b>\$736,200.00</b>	<b>\$736,200.00</b>	<b>\$736,200.00</b>	
Expenses								
FUNC	Object	INSTRUCTION GENERAL	Pre-Operations	Year 1	Year 2	Year 3	Year 4	Year 5
1000	110	Salaries - Teachers	\$7,500.00	\$114,000.00	\$152,000.00	\$190,000.00	\$228,000.00	\$228,000.00
	111	Salaries - Teachers Assistants (\$12/hr)	\$3,750.00	\$45,360.00	\$60,480.00	\$60,480.00	\$75,600.00	\$75,600.00
	110	Salaries, Learning Coordinator	\$18,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00	\$40,000.00
	200	Teachers/Aids benefits	\$0.00	\$28,800.00	\$38,400.00	\$43,200.00	\$52,800.00	\$52,800.00
	240	Staff Development	\$5,000.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00	\$2,500.00
2410	200	FICA - Teachers	\$900.00	\$15,052.80	\$20,070.40	\$23,494.40	\$28,512.00	\$28,512.00
	260	Workers Compensation	\$405.00	\$6,773.76	\$9,031.68	\$10,572.48	\$12,830.40	\$12,830.40
	320	Consultants/Contracted Support	\$20,000.00	\$15,000.00	\$10,000.00	\$8,000.00	\$8,000.00	\$8,000.00
	580	Instructional Travel	\$1,000.00	\$1,800.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
	610	Supplies and Instructional Materials	\$10,000.00	\$15,000.00	\$18,000.00	\$18,000.00	\$18,000.00	\$18,000.00
	641	Textbooks, Other Media & Core Instruction	\$2,000.00	\$5,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
	734	Computer, Software, Licenses	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
	730	Office Furniture & Equipment	\$4,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
	734	Computers and Communication Equipment	\$7,000.00	\$8,000.00	\$9,000.00	\$10,000.00	\$12,000.00	\$12,000.00
		<b>SUBTOTAL</b>	<b>\$81,555.00</b>	<b>\$300,286.56</b>	<b>\$379,482.08</b>	<b>\$426,246.88</b>	<b>\$498,242.40</b>	<b>\$498,242.40</b>
2130		<b>HEALTH SERVICES</b>	<b>Pre-Operations</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2134	610	Supplies, Health	\$400.00	\$450.00	\$500.00	\$550.00	\$650.00	\$650.00
		<b>SUBTOTAL</b>	<b>\$400.00</b>	<b>\$450.00</b>	<b>\$500.00</b>	<b>\$550.00</b>	<b>\$650.00</b>	<b>\$650.00</b>
2222		<b>LIBRARY &amp; MEDIA SERVICES</b>	<b>Pre-Operations</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2222	641	Books, Library	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00	\$10,000.00
		<b>SUBTOTAL</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>	<b>\$10,000.00</b>
2225		<b>PURCHASED PROFESSIONAL/TECHNICAL SERVICES</b>	<b>Pre-Operations</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2225	110	Contract Services, IT	\$1,000.00	\$500.00	\$500.00	\$500.00	\$500.00	\$500.00
2225	610	Computer Supplies	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2225	731	Computer Equipment	\$3,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
		<b>SUBTOTAL</b>	<b>\$6,000.00</b>	<b>\$2,500.00</b>	<b>\$2,500.00</b>	<b>\$2,500.00</b>	<b>\$2,500.00</b>	<b>\$2,500.00</b>
2410		<b>ADMINISTRATION</b>	<b>Pre-Operations</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2410	110	School Director Salary	\$37,500.00	\$50,000.00	\$52,000.00	\$54,000.00	\$56,000.00	\$58,000.00
2410	210	Director Benefits	\$3,600.00	\$4,800.00	\$4,800.00	\$4,800.00	\$4,800.00	\$4,800.00
2410	220	FICA - School Director	\$3,288.00	\$4,384.00	\$4,544.00	\$5,400.00	\$5,800.00	\$5,800.00
2318	330	Legal Services	\$2,500.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00	\$2,000.00
2317	331	Auditors	\$0.00	\$3,000.00	\$3,500.00	\$4,000.00	\$5,000.00	\$5,000.00
2319	332	Accountant	\$500.00	\$550.00	\$600.00	\$650.00	\$700.00	\$700.00
2410	534	Postage	\$500.00	\$500.00	\$600.00	\$700.00	\$900.00	\$900.00
2410	540	Advertising & Program Material Dissemination	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2410	550	Printing	\$600.00	\$600.00	\$500.00	\$500.00	\$500.00	\$500.00
2410	340	Network Cabling & Set-up, Security	\$2,000.00	\$2,000.00	\$1,000.00	\$1,000.00	\$1,000.00	\$1,000.00
2410	739	Other Equipment	\$2,500.00	\$2,500.00	\$700.00	\$700.00	\$700.00	\$700.00
2319	500	Other Purchased Services:Background Checks	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00	\$200.00
		<b>SUBTOTAL</b>	<b>\$54,688.00</b>	<b>\$72,034.00</b>	<b>\$71,944.00</b>	<b>\$75,450.00</b>	<b>\$79,100.00</b>	<b>\$81,100.00</b>
2600		<b>OPERATIONAL AND MAINTENANCE OF FACILITIES</b>	<b>Pre-Operations</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
2620	423	Trash removal, Plowing, Grounds, Etc.	\$1,000.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00	\$1,500.00
2620	430	Cleaning Service	\$0.00	\$1,200.00	\$1,320.00	\$1,440.00	\$1,560.00	\$1,680.00
2620	440	Rental (for a reasonable period of time in preparation for the school's opening)	\$15,000.00	\$17,000.00	\$19,000.00	\$21,000.00	\$25,000.00	\$25,000.00
2620	450	Building Repairs and Renovations (For necessary maintenance, repair, or upkeep of buildings and equipment that neither add to the permanent value of the property nor appreciably prolong its life, but merely keep it in an efficient operating condition)	\$15,000.00	\$4,000.00	\$5,000.00	\$4,000.00	\$5,000.00	\$1,000.00
	460	Classroom Furniture	\$10,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00	\$5,000.00
	620	Heat	\$3,000.00	\$6,000.00	\$6,500.00	\$7,000.00	\$7,500.00	\$7,500.00
	622	Electricity	\$600.00	\$1,200.00	\$1,440.00	\$1,800.00	\$2,400.00	\$2,400.00
2700	520	Property Liability Insurance	\$0.00	\$10,000.00	\$11,000.00	\$12,000.00	\$14,000.00	\$14,000.00
	530	Phone & Internet	\$360.00	\$720.00	\$720.00	\$720.00	\$720.00	\$720.00
		<b>SUBTOTAL</b>	<b>\$44,960.00</b>	<b>\$46,620.00</b>	<b>\$51,480.00</b>	<b>\$54,460.00</b>	<b>\$62,680.00</b>	<b>\$58,800.00</b>
<b>Total Projected Income</b>			<b>\$270,000.00</b>	<b>\$427,200.00</b>	<b>\$587,800.00</b>	<b>\$570,600.00</b>	<b>\$736,200.00</b>	<b>\$736,200.00</b>
<b>Total Projected Expenses</b>			<b>\$197,603.00</b>	<b>\$431,890.56</b>	<b>\$515,906.08</b>	<b>\$569,206.88</b>	<b>\$653,172.40</b>	<b>\$651,292.40</b>
<b>Total Left</b>			<b>\$72,397.00</b>	<b>-\$4,690.56</b>	<b>\$71,893.92</b>	<b>\$1,393.12</b>	<b>\$83,027.60</b>	<b>\$84,907.60</b>
<b>Total Left w/ balance transferred from year before</b>				<b>\$67,706.44</b>	<b>\$139,600.36</b>	<b>\$140,993.48</b>	<b>\$224,021.08</b>	<b>\$308,928.68</b>



**MicroSociety Academy Charter School**  
**591 West Hollis Street, Nashua NH 03062**  
**(603) 595-7877**  
[www.macsnh.org](http://www.macsnh.org)

*~Where Students Learn How THEIR World Works~*

Frank Edelblut  
Commissioner of Education  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301

September 5, 2018

Dear Commissioner Edelblut:

On behalf of the MicroSociety Academy Charter School (MACS) Board of Trustees, I am writing to you and the State Board of Education to request an amendment to our charter to allow for an increase of an additional 216 students in our K-8 student enrollment starting with the 2020-2021 academic year.

As you are aware the MACS Board of Trustees previously requested and the State Board of Education voted to authorize MACS to increase student enrollment through the 2018-19 school year up to 216 students. As a result of the last three open enrollment lotteries we have averaged approximately 125 applicants each year for our school's limited available seats. We have also received additional applicants requesting to be placed on a waiting list each year, despite the lotteries having been concluded.

The MACS administration and Board of Trustees feel that the demand is so great due to the increasing popularity of our school's unique MicroSociety theme, which has earned our school a positive reputation in and among the Greater-Nashua communities. The families appreciate that we are able to offer their children a full academic program with optional enrichment programs. We believe our test scores, retention of staff and students, and increasing admissions numbers support our request to increase our student population.

Our plan is to first increase in the primary grades (K-5) from 1 class per grade level to 2 classes per grade level. We would then gradually move those students into our 6-8 middle school

grades over three years. This would bring our school from 216 students to 432 students over a five year period.

In light of our request, please see our revised school enrollment growth plan below:

School Year	Grade Level	Current Number of Students in Grades 1-12	Total Projected Student Enrollment
current	K-8	216	216
2020-21	K-8	216	360
2022-23	K-8	216	360
2023-2024	K-8	216	384
2024-2025	K-8	216	408
2025-2026	K-8	216	432

As part of this proposal, we are asking to initiate the increase within two years, as we would need additional time to obtain another facility.

Should you have questions please do not hesitate to contact our school's director Amy Bottomley [abottomley@macsnh.org](mailto:abottomley@macsnh.org) or me. We look forward to hearing your response. Thank you for your support of this request and we hope the Board of Education was as pleased with MACS assessment standings to date as we are.

We thank you for your continued support and kind consideration in this matter.

Sincerely,

Thomas F. Malone, M.Ed., CAGS  
Chairperson  
MicroSociety Academy Board of Trustees  
[tmalone@macsnh.org](mailto:tmalone@macsnh.org)

Nonpublic School Initial Approval

The initial approval is for one school year.

Ed 401.02 Types of Approval.

(e) The following school approval categories shall apply to the administration of Ed 400 and be recommended to the state board for one of the following:

- (1) Approved, which means that a school meets and continues to meet all requirements of Ed 403 or 404;
- (2) Preliminary approved which means that a school meets the requirements of (h) and (i) and Ed 403 or Ed 404;
- (3) Conditionally approved which means that a school meets the requirements of (j) and (k) and Ed 403 or Ed 404;
- (4) Delay in full compliance which means that a school has received a recommendation in accordance with (m); and
- (5) Denied approval which means a school that has failed to meet the requirements of Ed 403 or 404 and failed to be approved after 3 years of being conditionally approved.

(h) A non-public school, which has not been previously approved, shall be granted preliminary approval during its first year of operation when the following conditions have been met:

- (1) The department has received documentation of health and safety inspections conducted by the local authorities having jurisdiction and all health and safety violations have been corrected;
- (2) All licenses and permits required by state and local authorities have been received;
- (3) There are some standards, other than those in (1) and (2) above, which the school is unable to meet prior to opening and which do not prevent the school from adequately meeting the needs of its students; and
- (4) A site visit has been conducted by representatives of the department.

(i) In no circumstances shall preliminary approval extend beyond one school year.

Compass Academy intends to open a nonpublic school for students with disabilities, but not using Special Education services or funds (or an IEP). They have submitted an application in full and hope to open officially next week, November 13, 2018.

The curriculum they will use is Applied Behavior Analysis (ABA). They have created a Special Education Memorandum of Understanding (SEMU).



*A private educational program that provides an engaged learning experience for students by using data-driven teaching methodologies to meet the growth potential of each student.*

Unless otherwise stated below, general operations and business practices of Compass Academy will be those reflected in the Compass Innovative Behavior Strategies Employee Handbook.

## Educational Purpose

The goal of Compass Academy is to shape each student's learning experience by teaching the specific skills needed for each student to access their education. Teaching methods, based on the principles of **Applied Behavior Analysis\* (ABA)**, are used to instruct students in the areas of language, life skills, mathematics, movement, visual art, music, social interaction, language arts and motor skills. Compass Academy's teaching methodology incorporates the ABA supports needed for each student to participate in their learning.

*\*"Applied Behavior Analysis is the process of systematically applying interventions based upon the principles of learning theory to improve socially significant behaviors to a meaningful degree, and to demonstrate that the interventions employed are responsible for the improvement in behavior"*

Specifically, Applied Behavior Analysis involves the principles of learning theory. That is, the contingent use of reinforcement and other important principles to increase behaviors, generalize learned behaviors or reduce undesirable behaviors is fundamental to ABA.

Baer, D.M., Wolf, M.M., & Risley, T.R. (1968). Some current dimensions of applied behavior analysis. *Journal of Applied Behavior Analysis*. 1, 91-97.

## CA Special Education Memorandum of Understanding (SEMU)

Unique to Compass Academy, the **Special Education Memorandum of Understanding (SEMU)** is a professional assurance that Compass Academy will propose, deliver and provide the services necessary for student growth as directed by each student's Individual Treatment and Educational Plans. This SEMU provides parents with a professional commitment from Compass Academy, while allowing for the flexibility in programming that is often not possible in public school settings with Individual Education Plans (IEPs). At Compass Academy we believe our practices and methodologies guided by BCBA's, New Hampshire state certified educators administrators, licensed specialists and parents, are the ultimate determinant to a student's educational needs and success.

Compass Academy is held to the compliance standards for a nonpublic school as noted in CHAPTER Ed 400 APPROVAL OF NONPUBLIC SCHOOLS (RSA 186:11, XXIX; RSA 21-N:9, II). Compass Adcademy is not a certified Special Education School and therefore only uses the federal Individuals with Disabilities in Education Act (IDEA), often referred to as Special Education, as a guide for service delivery.

## Compass Academy Professional Staff

Compass Academy is an educational program that operates in tandem with the services of Compass Innovative Behavior Strategies, LLC. The Compass clinical team, in conjunction with the educational directives of the educational team, create the school program. A student of Compass Academy has curriculum delivered in an individualized manner that relies heavily on the methodology of ABA (Applied Behavior Analysis) for delivery of instruction. Board Certified Behavior Analysts (BCBA's), Registered Behavior Therapists (RBT's), Speech

Pathologists (SPL'S), and Occupational Therapists (OT's) each support individual student learning through this model. Compass Academy provides the certified educational expertise and guidance to ensure each student program is inline with Common Core Standards, local school district directives, Individualized Educational Programming (IEP) or Care Plans, and State of New Hampshire Educational Frameworks. Compass Academy maintains a professional staff that includes certified educators and a state certified school administrator in the areas of Special Education and School Leadership. Additionally all Compass Academy Staff are certified in Safety Care™ to support pro-active de-escalation behavior techniques alongside ABA practices.

RBT, BCBA, and BACB are all registered trademarks of The Behavior Analyst Certification Board®, Inc. (BACB®). The BACB is a nonprofit 501(c)(3) corporation established in 1998 to meet professional credentialing needs identified by behavior analysts, governments, and clients of behavior analysis services.

## Curriculum & Instruction

The instructional content and methodology used at Compass Academy is derived from The New England Center for Children (NECC) curriculum program the Autism Curriculum Encyclopedia® (ACE®). The ACE® is aligned with the Common Core and local school district curriculum framework. These curricula are purchased for use by Compass Academy directly through NECC. The educational team members assigned to a child's program each have access to the ACE®. In addition to the ACE®, general education and other evidence-based commercial curricula are modified/incorporated into daily instruction to address individual student needs as deemed appropriate by the educational team. Teaching is delivered in any of the following formats: discrete trial instruction, pivotal response training, incidental teaching, fluency based instruction and other student specific methods. Additional online instructional support may include, but is not limited to: Khan Academy, Raz Kids and iXL Math.

### The Autism Curriculum Encyclopedia® (ACE®).

- **Customizable Curriculum**

Teach directly from a tablet based app with more than 2000 sophisticated, customizable ABA-based lesson plans developed by BCBAs and special educators. Lesson plans are designed to teach a broad array of skills for learners as young as 3 and as old as 22. The lesson plans support the instruction in basic and advanced skills from all of our skill domain areas, including – communication, social skills, academics (Reading, Writing, Mathematics), self-help, health and safety, recreation and physical education, community, transition to adulthood, and vocational.

## Student Assessment and Evaluation

Compass Academy uses a variety of evaluation and assessment methods to maintain effective, valid and informed instruction for day-to-day educational progress. Upon entry into Compass Academy, the educational team will conduct an intake meeting with the student's family and other stakeholders. Individual Education Plans, Care Plans or 504 Accommodation Plans are welcomed at intake. Although not required for admittance into Compass Academy, any public school based plans will be considered relative to student needs within the Compass Academy program. Once enrolled in the program, a student's day will be filed with learning activities as defined by the goals in their Treatment and Educational Plans. The plans will serve to guide, monitor and measure the growth needs of the student.

In order to design each plan, Compass Academy will complete formal developmental assessments, (such as VB-MAPP, ABLLS, CBCL, Vineland or others). Should the team require further evaluations, a recommendation may be made to have cognitive and academic evaluations conducted to inform the student educational plan. All

students will receive an interim Behavior Support Plan (BSP) to begin participating in the program. Once the student is active in the program, a more informed BSP will be created. Student progress is tracked and programming changes made weekly -and sometimes daily- based on the data collected through the ABA process. Raw data from the ACE® program is formerly reviewed each week to best inform instructional practices. As the student progresses in the program, the formal developmental assessments will be again completed at six month intervals. Parents and stakeholders are provided progress reports on a monthly basis.

## **Community Outreach & Parent Involvement**

Compass Academy recognizes the strong link between family support and student success. We value families and encourage participation in all additional programming as key to the success of Compass Academy. As an integral part of the program, parents and stakeholders are asked to attend monthly progress meetings. Parents, however, are required to attend at least quarterly. The purpose of these meetings is to ensure that the growth and progress needs of the students are fully informed by both the family and program.

Compass Academy students and families have access to the quarterly parent engagement events sponsored by Compass Innovative Behavior Strategies. These workshop/events provide families with some understanding behind ABA practices and the tools to support their child at home. Compass Academy also provides its own series of events to support parent involvement, family togetherness and the educational needs of children in the program.

Compass Innovative Behavior Strategies and Compass Academy encourage employee participation in local community events and activities surrounding Autism awareness and Special Education supports: **Autism Speaks and the Parent Information Center (PIC)**

- In September 2018, Compass Innovative Behavior Strategies raised \$4,750, as participants in the Manchester **Autism Speaks** walk, earning a 4th place in overall funds raised.
- Compass Academy is a PLATINUM sponsor of PIC's 5K Family Fun Run 2018 and a GOLD sponsor for PIC's "Partnering for Strength Conference 2018"



## **Academy Evaluation and Progress Monitoring**

During the first year of operation, Compass Academy's leadership team will meet quarterly to review school progress as measured by completion of student plan goals, parent survey and staff survey. These meetings will

be used to make decisions regarding resources and programming needs. By the end of the first year in operation, the program will have created a Parent Engagement Group. The purpose of this group will be to better inform the school leadership team of any new interests or concerns parents may have relative to the Academy's programming. During the second year of operation, the leadership team may include a member of the Parent Engagement group to more directly inform the program.

In addition to the nonpublic school approval process, provided through the New Hampshire Department of Education, Compass Academy will begin work to complete application requirements to become a member of the New England Association of Schools and Colleges.

## School Grievance Procedures

Compass Academy is committed to creating a culture of effective and respectful communication. When concerns arise, it is essential that parents and school employees work together in support of the programming and students.

Concerns about issues that arise in a particular lesson or situation should follow this protocol:

- a. Level 1 Any concern will first be discussed in private between the parent(s) and the Clinical Educator with the objective of resolving the matter informally within days of the issue/event. The parent(s)/guardian(s) should schedule a meeting with this team member through email or voicemail. Because the Clinical Educator's primary responsibility is supervision of instructional delivery, a meeting needs to be scheduled outside of the service delivery times. Brief drop-off or pick-up conversations are not considered a Level 1 meeting.
- b. Level 2 If the concern cannot be resolved with the Clinical Educator, then the parent(s)/guardian(s) should schedule a meeting with the Director of Education. The Director of Education will then request a joint meeting between the parent(s) and the team member(s) in conflict. The Director of Education will document the discussion at the meeting. At the conclusion of this meeting, the Director of Education will have one work week to communicate the decision to the parent and Compass Academy team member(s). Additional Level 2 meetings may be necessary if additional leadership team members are needed.
- c. Level 3 - If Level 2 does not bring resolution, the parent(s) should submit the nature of the grievance within one work week following the decision at Level 2 in writing to the Compass Academy's Chief Clinical Officer (CCO). The CCO will then request a joint meeting between the persons in dispute and the Director of Education involved in the Level 2 meeting. Clear written notes from the Level 2 meeting will be submitted with the meeting request. The CCO shall submit the decision in writing within one week following the Level 3 meeting.
- d. Level 4 - If the conflict is still unresolved, parent(s)/guardian(s) can request an outside mediator chosen from a list provided by Compass Academy. The list will include several local trained professionals. The mediator will examine the written documents and make a final determination regarding the grievance.

## Program Withdrawal Refund Stipulations

If a family is accessing Compass Academy through private payment arrangements (not local school district funding or Medicaid), Compass Academy will refund any pre-paid tuition/fees to minimize the loss to a family due to early departure or change in residency. Any refunds will be prorated based on days in attendance at the time of termination. (Tuition and fees are billed on a month to month basis.)

Tuition/fees paid by local school districts or other agencies will be refunded for students who may cease attending the program due to family relocation. Students experiencing homelessness or foster care will not have

their tuition refunded unless formally withdrawn from Compass Academy. Compass Academy will not refund tuition/fees for days missed due to student illness or for general nonattendance.

## **Discipline Procedures and Bullying**

Compass Academy is committed to each student's success in learning within a caring, responsive, and safe environment that is free of discrimination, violence, and bullying. Our program works to ensure that all students have the opportunity and support to develop to their fullest potential and share a personal and meaningful bond with people in the Compass community. Each student at Compass Academy has a right to: 1.) Learn in a safe and friendly place, 2.) Be treated with respect and 3.) Receive the help and support of caring adults.

- **Staff Training on Bullying Prevention**

To ensure that bullying prevention efforts are successful, all Compass staff will be trained on what bullying is, what the Academy's policies and rules are, and how to enforce the rules. Training may take many forms: staff meetings, one-day training sessions, and teaching through modeling preferred behavior.

- **General Disciplinary Procedures**

The ABA instructional methods at Compass Academy inherently address most behavioral concerns that would otherwise lead to inappropriate behaviors and consequences in a traditional learning environment. Behaviors that interfere with general safety and learning will be addressed within the program, just as any behavior would be. Students will be removed from the program when parents are unable to participate in the quarterly meetings.

## **Professional Development Plan Overview**

All Compass Innovative Behavior Strategies staff, working within the Compass Academy program, will receive supervision from the Education Director on a monthly basis and/or as needed. All professional staff will also have weekly and/or bi-weekly supervision meetings with their clinical advisors. Each Clinical Educator will be required to maintain professional development goals that are reviewed annually with the Education Director. The in-house professional development office will support maintaining records of staff goals and certification requirements. Both Compass Innovative Behavior Strategies and Compass Academy provide regularly scheduled training and workshop opportunities for all staff. These in-house professional development offerings serve to continually expand ABA expertise and inform educational best pedagogical practices.

## **Summer School Description**

Compass Academy recognizes the need for students to maintain consistent instruction while progressing with ABA instructional supports. Regression may occur if students do not maintain programming during periods of potential growth, as defined by each student's Treatment and Educational Plans. The Compass Academy Summer School delivers continued services for students who have been in attendance at Compass Academy or for students who are new to Compass Academy.

## **Physical Exam & Immunizations**

Per RSA 200:32 and Ed 311.03, students will submit documentation of a completed physical exam as conducted by a licensed physician, physician's assistant or nurse practitioner. Per RSA 141-C:20a, students will submit documentation of immunization for the following diseases: Diphtheria, Hepatitis B, Measles, Mumps, Pertussis, Polio, Rubella, Tetanus and Varicella (Chickenpox).



# Curriculum Scope and Sequence

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*An Educational Prescription for Individuals with Autism*

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**Color Coding Key:**

Core Skill Assessment Item	Skills Assessment Item	Other Skill
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DISCRIMINATION		
ATTENDING AND SESSION BEHAVIOR	SIMPLE DISCRIMINATION AND IDENTITY MATCHING	ARBITRARY MATCHING
Sits on floor in a designated location for 2 minutes	Identifies correct picture or object in an array (the “correct” item is correct on all trials)	Matches non-identical pictures or non-identical objects (e.g., matches red cup to a blue cup)
Sits in a chair for 2 minutes	Matches identical objects (Core Skills materials)	Given an object, identifies matching picture (Core Skills materials)
Responds to name by looking in the direction of the speaker	Matches identical pictures (Core Skills materials)	Given a picture, identifies matching object (Core Skills materials)
Attends to teacher (sits with feet on floor, hands down, oriented towards teacher or materials with no interfering motor or vocal stereotypy)	Matches novel objects, pictures, line drawings, shapes, and colors (identical items that have not been formally taught)	Given an object, identifies matching picture
Attends to task during seated work sessions (sits in chair, scans all materials, and points to materials as appropriate)	Matches novel numbers, letters, words, and quantities (identical items that have not been formally taught)	Given a picture, identifies matching object
Attends to task during match-to-sample discrete trial sessions (sits in chair, points to sample item, scans all materials, and points to materials during discrete trial sessions)	Matches identical pictures or identical objects when there is a 3-second delay between the instruction and the opportunity for a response	Demonstrates vocabulary equivalence (by matching named objects to pictures, objects to pictures, pictures to objects, named objects to objects, and naming objects for 15 stimuli)
Attends to teacher during group instruction (sits with feet on floor, hands down, oriented towards teacher or materials with no interfering motor or vocal stereotypy)		Given an object, identifies matching line drawing
		Given a line drawing, identifies matching object
		Given a line drawing, identifies matching picture
		Given a picture, identifies matching line drawing
		Given a picture, identifies matching object when there is a 3-second delay between the instruction and the opportunity for a response (e.g., a photo of a toy airplane is displayed, and then hidden from view. Three seconds later, the toy airplane is displayed in an array with a toy car and a small book).
		Matches any stimulus type when there is a 3-second delay between the instruction and the opportunity for a response

**COMMUNICATION: RECEPTIVE LANGUAGE (LISTENER BEHAVIOR)**

FOLLOWING DIRECTIONS	RECEPTIVE VOCABULARY
Follows 1-step directions with visual supports with a minimum of 9 directions	Identifies named objects (Core Skills materials)
Responds to name by looking in the direction of the speaker	Identifies named pictures (Core Skills materials)
Follows 1-step directions with a minimum of 9 directions	Identifies named body parts by touching on self (minimum 5 body parts)
Follows 1-step directions with or without visual supports in a group with a minimum of 9 directions	Acts out named emotions (e.g., "Show me happy")
Responds to "stop," from a distance of 5 feet or more	Acts out named actions (e.g., "Show me jumping")
Follows varied directions (e.g., "point," "give," "touch," "show me")	Identifies named body parts by touching on self (minor body parts)
Follows directions in a routine	Identifies named actions
Retrieves named objects at a distance	Identifies named familiar people in pictures and in-vivo
Follows 2-step related directions (e.g., "Get a napkin and wipe face"; "Get a paintbrush and a piece of paper")	Identifies 50-100 named words (has 50-100 words in receptive vocabulary)
Follows 2- or 3-step unrelated directions (e.g. "Close door, sit down, and open book")	Identifies named emotions in pictures, stories, and videos
Follows complex directions containing one attribute or preposition (e.g., "Get the red crayon that is in the box")	Identifies named occupations and community helpers
Follows 1-step pictorial directions	Identifies named places (e.g., restaurant, playground)
Follows complex directions containing multiple concepts (e.g., "Get the red and blue crayons that are in the bin and give them to me")	Identifies named gender (e.g., boy, girl, man, woman)
Follows if/then directions	Identifies photos given a descriptive 2-4 word phrase/sentence (agent-action, action-object, agent-object, etc.). For example, "Boy jumping" or "The boy is jumping."
Follows 1-step written directions (e.g., worksheet directions)	Identifies functions given an object
Follows 2-step pictorial directions	Identifies objects given a function
Follows 2-step directions given in a video	Identifies objects given a feature
Follows 2-step written directions (e.g., worksheet directions)	Identifies features given an object
	Sorts objects into categories/classes
	Identifies named temporal concepts (e.g., times of the day, such as morning and night )
	Identifies named prepositions

FOLLOWING DIRECTIONS	RECEPTIVE VOCABULARY
	Identifies named plurals marked by -s, or -es (e.g., boys, boxes)
	Identifies named quantity words (e.g., most, least, many, few)
	Identifies items that are the same and different
	Identifies negation in pictures (e.g., "The ball with no stripes" or "The girl who is not sitting")
	Identifies named category/class (e.g., points to a group of items representing the category)
	Identifies items given a category/class name (e.g., "Which one is a vehicle?")
	Identifies category/class given an item (e.g., points to a group of items representing the category)
	Identifies items given at least three features, functions, and classes (e.g., given an apple, orange, cookie, and cupcake: "Show me something red, that you can eat, that is a fruit")
	Identifies possession with actual people and items (e.g., "Show me the doll's shirt")
	Identifies regular past tense verbs (verbs ending in -ed; e.g., walked, jumped)
	Identifies personal pronouns (e.g., I, me, you, she, he, him, they, us, them, we)
	Identifies irregular plural nouns (e.g., children, people, geese)
	Identifies 3rd person regular verbs (e.g., He cooks, John goes)
	Identifies possessive pronouns (e.g., his, hers, ours, their, my, mine, yours)
	Identifies irregular verbs (e.g., be, go, do, get, can, have, will)
	Identifies irregular past tense verbs (e.g., went, drank, ate)
	Identifies -er endings when nouns have been derived from verbs (e.g., "He's painting -- he's a painter")
	Identifies 3rd person irregular verbs (e.g., "He has books," "Mommy does work")
	Identifies conjunctions (e.g., and, but, either, or, because)
	Identifies reflexive pronouns (e.g., himself, herself, themselves, ourselves)
	Identifies possession in pictures

**COMMUNICATION: EXPRESSIVE LANGUAGE (SPEAKER BEHAVIOR) AND VOCAL SPEECH**

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
Requests needed or desired items or actions with or without a teacher cue (e.g., "What do you want?")	Names objects presented individually (Core Skills materials)	Responds to name by looking in the direction of the speaker	Uses rote utterances (e.g., "Uh oh," "Oh no," "Yay!")	Produces differentiated vowel sounds
Requests assistance when presented with a difficult to complete task	Names pictures presented individually (Core Skills materials)	Responds to farewells by orienting body, face, and eyes to the speaker and waving or saying "bye"/"goodbye"	Uses rote phrases (e.g., "My turn," "Help me," "Sorry," "Thank you")	Imitates vowel sounds
Accepts or rejects preferred and non-preferred items by taking or pushing away, nodding or shaking head, or saying "yes" or "no"	Tells communicative partner when activity is complete by stating "all done" or "finished" (AAC, sign, speech)	Responds to greetings by orienting body, face, and eyes to the speaker and waving or saying "hello"	Uses two-to-four word sentences/phrases (e.g., agent-action, action-object, agent-object)	Imitates isolated phonemes
Requests attention from another person by tapping, speaking, or establishing eye contact	Names major body parts	When name is called, looks at speaker and says "yes"	Uses four-to-six word sentences/phrases (e.g., agent-action-attribute-object)	Imitates consonant-vowel (C-V) combinations (e.g., da)
Requests termination of an interaction, environment, event, or other stimuli	Expresses nonexistence (i.e., "all gone")	Fills in words from familiar songs (e.g., The itsy bitsy ____)	Uses six-to-nine word sentences/phrases (e.g., attribute-agent-action-attribute-object)	Imitates consonant-vowel-consonant (C-V-C) combinations (e.g., cat)
Makes choices between items presented visually by picking up, touching, pointing, reaching towards, or naming item	Names actions	Fills in common phrase endings (e.g., "Ready! Set! ____")	Uses regular plurals (e.g., "boys," "hats," "bears")	Imitates consonant-vowel-consonant-vowel (C-V-C-V) combinations (e.g., mama)
Requests by pointing to an item/activity or pulling someone toward an item/activity	Expresses negation (e.g., looks in drawer and states, "no forks")	Fills in animal sounds (e.g., "The cow says ____")	Uses present progressive tense verbs (-ing)	Imitates words
Requests items when shown items/activities and asked, "What do you want?"	Names familiar people	Matches objects by association (e.g., sock goes with shoe)	Uses regular past tense verbs (-ed)	Imitates phrases

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
Requests items when asked, "What do you want?" (no items/activities present)	Names objects in environment	Matches objects with sound (e.g., matches telephone with ringing)	Uses possessive nouns ('s)	Produces all syllables in multisyllabic words
Makes choices between items presented verbally (no visual referent)	Uses carrier phrases when naming (e.g., "I see ____," "Look at the ____")	Answers when name is called (e.g., says "Yes?" in response to name)	Uses irregular plural nouns (e.g., children, people, geese)	Produces final consonants in words
Initiates requests for items/activities	Names items, events, or people 20 times per day for at least 10 different items, events, or people	Matches objects by association and gives reason (e.g., sock goes with shoe because you wear them both on your feet)	Flexibly uses phrases and sentences (e.g., "It's my turn," "Let me have a turn," etc.)	Produces all sounds in connected speech
Uses rising intonation to ask a question	Names emotions in pictures, stories, actual people	Matches objects with their actions (e.g., plane flies, dog barks)	Uses helping verbs (e.g., "He is running," "They are jumping")	Imitates prosody of speech (rising intonation, falling intonation, combination of both rising and falling intonation)
Initiates requests 20 times per day for at least 10 different items/activities	Names occupations	Fills in features given the item (e.g., "A dog has a ____")	Uses contractions with verb phrases (contractions of the pronoun + "to be" + verb-ing; e.g., "He's jumping," "I'm running")	Speaks at rate of 115-165 words/minute
Requests missing items by asking for help	Names locations	Fills in an object given a function (e.g., "Something that cuts ____")	Uses contractions with adjective phrases (contractions of the pronoun + "to be" + adjective; "I'm tall," "she's nice")	Speaks loud enough to be heard by others (60dB)
Requests basic wants and needs using complete sentences	Names gender (e.g., boy, girl, man, woman)	Fills in a function when given an item name (e.g., "A knife can ____")	Uses irregular past tense verbs (e.g., "ran," "sat," "swam")	Responds to "Say it louder" by increasing voice volume
Gains attention with variety of words and phrases (e.g., excuse me, watch me, look, please come here, can you look at this, etc.)	Names attributes of quantity, quality, size and color	Fills in the opposite attribute (e.g., "This one is empty and this one is ____")	Uses conjunctions (e.g., "and," "but," "either," "or," "because")	Sequences inhale + vocalization to sustain vowel sounds and words on exhalation
Requests using verbs, adjectives, and pronouns	Uses attributes of quantity, quality, size and color to describe an object or event that is present (e.g., "Tell me about this bear")	Responds to "What ____ doing?" questions with verbs (e.g., "He is running")	Uses articles (e.g., "a," "an," and "the")	Sustains exhalation (e.g., blowing)

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
Asks "What's that?"	Names 200 different items, events, or people	Responds to "Which one?" given a choice	Uses -er endings when nouns have been derived from verbs (e.g., "He's painting -- he's a painter")	
Asks "Where is it?"	Names actions not frequently encountered (e.g., stirring, mixing, copying, etc.)	Responds to "What" questions with a noun (e.g., "It's a ball")	Uses 3rd person regular verbs (e.g., "He cooks," "John goes")	
Asks "What is ___ doing?"	Expresses negation in a sentence using NOT (e.g., "He's not laughing")	Responds to "Who is it?" questions with a person's name (e.g., "It's Sam")	Uses personal pronouns (e.g., I, me, you, she, he, him, they, us, them, we)	
Asks "Where are we going?"	Names time concepts (e.g., night, day, etc.)	Responds to "Who?" questions (e.g., Q: "Who serves a meal in a restaurant?" A: "The waiter")	Uses possessive pronouns (e.g., his, hers, ours, their, my, mine, yours)	
Asks "Who's that?"	Names internal body parts (e.g., heart, brain, skeleton, etc.)	Responds to "Where are you going?" questions with noun location	Uses reflexive pronouns (e.g., himself, herself, themselves, ourselves)	
Asks varied questions about a topic	Tells a story about self (e.g., own activities, feelings, etc.)	Names location in response to item name (e.g., Q: "Where do you find a stove?" A: "In the kitchen")		
Requests information using "can," "do," "does," and "will"	Names visible item/picture given one feature, function, or class (e.g., "Which one is red?," "Which one grows on trees?")	Responds to varied WH questions ("Where do we go out to eat?" "Who serves the food?" "What do we eat?")		
Requests future items and events using "when," "what time," etc. (temporal)	Names an item when given at least two features, functions, or classes (e.g., says "apple" when given an apple, orange, cookie, and cupcake and asked "Which one is red and grows on trees?")	Names features, functions, and categories/classes of objects		
Requests using adverbs/autoclitics (e.g., right now, hurry, higher)	Names parts of objects (e.g., "The car has wheels")	Names items given feature or features (e.g., "Name something that has a tail")		

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
Requests using prepositions	Uses prepositions in sentences to name/describe	Fills in an item given its category name (e.g., "A type of vehicle is _____," "A type of fruit is _____")		
Requests missing items by name	Anticipates or predicts story endings	Describes items not visible using attributes of quality, quantity, size, and color		
States, "I don't know. What is it?" to gain information when presented with unknown items/pictures	Verbally narrates play	Describes a person or object not present using greater than 5 responses (e.g., "Tell me about a bear" - lives in the woods, eats honey, furry, scary, growls)		
Requests future items and events using "when" (conditional) (e.g., "When do you need to wash your hands?")	Uses story cards to sequence and re-tell events	Describes what does not belong and why (e.g., Apple, Orange, Car -- "The car does not belong because it is not a fruit")		
Requests using multiple attributes, pronouns, and verbs (e.g., big red ball)	Uses a visual schedule to sequence and re-tell events with at least three events	Responds to "Do you have _____ (noun or attribute-noun)?"		
Requests information and items from a peer	Uses a completed journal to sequence and re-tell events	Names items that fit into more than one category (e.g., red fruit, green vegetables, etc.)		
Asks "Who is ___ing?"	Uses an article in a newspaper, magazine, or the internet to re-tell current events or information	Fills in item given its class (e.g., "A type of transportation is _____")		
Asks "Which one?"	Gives short oral reports with respect to actions at the beginning, middle, end	Fills in class given items (e.g., "A train, a bus, a plane, are types of _____")		
Asks "Why do?" or "Why does?"	Gives short oral reports with respect to character and action	Lists items from specific location (e.g., "What do you find in a doctor's office?")		

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
Asks "How does?"	Gives short oral reports with respect to character, setting, action, conflict (including character feelings), attempts to solve conflict, and resolution/ending	Tells where specific actions occur (e.g., "Where do you take a bath?")		
Asks "When?" in regard to personal or group schedule	Reports feelings, sensations, thoughts and unseen actions (private events; e.g., "I'm thinking____," "My stomach hurts")	Explains what to do in specific situations (e.g., "What do you do when you are cold?")		
Gives instructions to others to complete a task	Uses "if/then" statements	Explains why specific actions occur (e.g., "Why do you take a bath?")		
	Uses comparative and superlative forms in sentences (e.g., "My train is faster", "This is the biggest one")	Identifies impossible tasks and explains why (e.g., "Can you touch the ceiling?" "Why not?")		
	Names similarities and differences with respect to feature, function, class (e.g., scissors and knife are the same because they both cut-they are different because scissors cut paper and knives cut food)	In pictures, identifies a problem, states a solution, and explains how that problem can be avoided in the future		
	States synonyms and antonyms for target word	Responds to "Why" questions (e.g., "Why do you need to wash your hands?")		
	Uses adverbs to describe actions (quickly, neatly, etc.)	Responds to "How" questions (e.g., "How do you make a peanut butter and jelly sandwich?")		
	Names irregularities, absurdities, and missing items from objects or pictures of absurd situations (e.g., swimmer wearing boots)	Responds to "When" questions with temporal concepts (e.g., this morning, tonight, 1:00, noon)		

REQUESTING (MANDING)	LABELING AND COMMENTING (TACTING)	ANSWERING QUESTIONS/ CONVERSATIONS (INTRAVERBALS)	GRAMMAR/SYNTAX	VOCAL SPEECH/ECHOICS
		<p>Responds to "When" questions with conditional concepts (e.g., Q:"When will you get to take a break with a book? A:"When I am finished with Math Class")</p>		
		<p>Lists items by feature (Name as many things with wheels as you can)</p>		
		<p>Lists items by class (Name as many fruits as you can)</p>		
		<p>Lists items by function (Name as many things that cut as you can)</p>		
		<p>Completes analogies (e.g., Green is to go as red is to ____)</p>		

**SOCIAL SKILLS: ESTABLISHING REINFORCERS AND SOCIAL INTERACTION**

ESTABLISHING REINFORCERS	JOINT ATTENTION	PERSPECTIVE TAKING	CONVERSATION (PRAGMATICS)
Demonstrates preference for at least 5 different items/activities (minimum of 5 high preference stimuli identified)	Responds to name by looking in the direction of the speaker	Names emotions and causes using contextual cues. Includes simple emotions (e.g., He is happy because he got a new puppy) and mixed emotions (e.g., He is excited to move to a new home, but sad to leave his friends)	Responds to greetings by orienting body, face, and eyes to the speaker and waving or saying "hello"
Has at least 5 different items/activities that effectively function as reinforcers.	Looks at speaker when name is called while engaged in an activity	Names emotions caused by fulfilled/unfulfilled desires (e.g., he is happy because he got what he wanted or he is sad because he did not get what he wanted)	Maintains appropriate social distance with communication partner (approximately arm's length)
Initiates an exchange of a conditioned reinforcer (e.g., a token) to access a tangible item	Looks at speaker when name is called from distance	Names emotions caused by expectations (e.g., she is happy because she thinks she will get what she wants or she is sad because she does not think she will get what she wants)	Intermittently establishes eye contact with a listener
	Looks at an item (within arm's reach) when someone points to it and says "look"	Answers questions related to perspective of self versus perspective of others relative to an object in a field of vision (e.g., "Can you see the __?" "Can I see the __?")	Intermittently establishes eye contact with a speaker
	Looks at an item (within arm's reach) when someone points to it and says "look", then shifts gaze from the item to the person	Identifies an object by its imaginary use and acts out pretend actions with objects (e.g., pretends a banana is a telephone)	Initiates an interaction with another person
	Looks at an item (in the distance) when someone points to it and says "Look", then shifts gaze from the item to the person	States yes or no to indicate whether hidden or non-hidden objects can be seen	Ends a conversation appropriately (e.g., waves or says goodbye)
	Looks at an item when someone says "look" and looks at the item, then shifts gaze from the item to the person	Understands the difference between appearance and reality (e.g., an object covered in tinted plastic looks red, but when it is unwrapped it is really white)	Takes turns in a communicative exchange

ESTABLISHING REINFORCERS	JOINT ATTENTION	PERSPECTIVE TAKING	CONVERSATION (PRAGMATICS)
	Looks at an item when someone else looks at the item, then shifts gaze from the item to the person	Given knowledge about the contents of a container, accurately predicts what others will think is in the container (e.g., when shown that pennies are in an M&M’s bag, predicts that someone without that information will guess M&M’s are in the bag)	Reciprocates personal social information
	Looks at an item when someone else looks at the item during a conversation, then shifts gaze from the item to the person	Answers questions about an event based on differential experiences with that event (whether or not they participated in the event) (e.g., I had fun at the party, but I can't tell you if she did because she was not there)	Maintains topic of conversation over 2-3 turns
	Looks from teacher to item and back to teacher when making a choice	Answers questions about others based on known or unknown information (e.g., I know you have a dog because I saw you with a dog before, but I don't know if you have any siblings)	Names likes and dislikes
	Looks from teacher to item and back to teacher when gaining attention to make a request	Given a role play of a social scenario, correctly states what social skills are wrong and how to fix them	Talks about personal preferences and experiences
	Points to a picture in a book and looks from the teacher to the picture and back to teacher	States whether information regarding events, personal details, and locations of objects is true or false	Reciprocates (takes turns stating) likes and dislikes
	Points to item (in the distance) and looks from teacher to item and back to teacher	Answers questions about where others will look for objects based on what information others have about the objects	Expresses polite social forms (e.g., please, thank you, etc.)
	Shows item to teacher, comments on the item, and looks from the teacher to the item and back to the teacher	Uses deceptive strategies (e.g., gives incorrect information about a hiding place when playing hide-and-seek)	Restates events
	Gives item to teacher, comments on the item, and looks from the teacher to the item and back to the teacher	Identifies when others are not telling the truth and responds appropriately	Talks about past and future events
	Solicits attention from another person to share an accomplishment (“Look what I did!”)	Identifies when others are cheating and responds appropriately	Asks partner for clarification of a message

ESTABLISHING REINFORCERS	JOINT ATTENTION	PERSPECTIVE TAKING	CONVERSATION (PRAGMATICS)
	Observes two people talking and looks from one speaker to the other when they are talking	Apologizes to others when needed	Repairs a message when told "I don't understand"
		Shows compassion by extending an expression of empathy (e.g., offers to get a band-aid when someone gets a cut)	Responds appropriately to show interest and continue a conversation (e.g., nods head, says "uh huh," "yes," "right", etc.)
			Responds to social "small talk" with topic appropriate statements
			Uses social or play script with others
			Responds to social questions (e.g., age, hobbies, family members)
			Responds to questions regarding past activities (e.g., "Where did you go?", "What did you do?", "Who did you see?", etc.)
			Answers telephone and carries on a short conversation
			Discusses reasons for likes and dislikes with others
			Makes a telephone call
			Leaves a telephone message if the contact person is not available
			Tells others how to complete an activity
			Delivers messages
			Follows directions that require "ask" vs. "tell" (e.g., Find out if Sam is ready for dinner vs. Tell Sam that dinner is ready)
			Names internal conditions and unseen events (e.g., hope, wonder, guess, think, etc.)
			Asks social questions of communication partner

ESTABLISHING REINFORCERS	JOINT ATTENTION	PERSPECTIVE TAKING	CONVERSATION (PRAGMATICS)
			Interrupts appropriately
			Relates personal preferences and experiences
			Changes the topic appropriately in a conversation
			Discriminates when and when not to interrupt
			Tells simple jokes

SOCIAL SKILLS: PRO-SOCIAL BEHAVIOR					
COMPLIANCE	WAITING	IMITATION	TIME MANAGEMENT (SCHEDULES)	GROUP INSTRUCTION	CLASSROOM BEHAVIOR
Accepts physical guidance	Waits appropriately for a preferred item for at least 2 minutes	Imitates actions with objects	Completes the steps of a 3-item (minimum) picture or written activity schedule	Attends to task during seated work sessions (sits in chair, scans all materials, and points to materials as appropriate)	Raises hand to answer a question
Follows 1-step directions with visual supports with a minimum of 9 directions	Waits appropriately for an item, activity, or environment not in sight	Imitates gross motor actions	Transitions between activities following a cue (auditory or vibrating timer)	Maintains appropriate behavior in an environment with other students	Raises hand to ask a question
Follows 1-step directions with a minimum of 9 directions	Waits for instruction in a group setting for 30 seconds while teacher attention is directed toward another student	Imitates actions with objects following a 3s delay	Creates own schedule using a calendar	Attends to teacher during group instruction (sits with feet on floor, hands down, oriented towards teacher or materials with no interfering motor or vocal stereotypy)	Raises hand to volunteer
Follows directions in a routine	Waits appropriately for an item, activity, or environment without teacher present	Imitates sequenced gross motor actions	Creates and follows a "To Do" list	Follows 1-step directions with or without visual supports in a group with a minimum of 9 directions.	Raises hand to obtain attention
Tolerates non-preferred interaction, environment, event, or other stimuli when needed	Waits in line	Imitates sequenced actions with objects	Sets up (with or without assistance) and independently follows a visual schedule other than a 3-item picture activity schedule (e.g., a "To Do" list, planner, electronic schedule, checklist, Outlook schedule, etc.)	Waits for instruction in a group setting for 30 seconds while teacher attention is directed toward another student	Responds to instruction to line up
Follows if/then directions	Waits while engaging an unrelated activity	Imitates actions with sounds	Estimates the time it takes to complete an activity	Learns new skills in a group setting (1:2 teacher-to-student ratio)	Responds to roll call
Negotiates a compromise when presented with an instruction	Waits for adult permission before exiting vehicle	Imitates actions from peers		Makes eye contact in a group setting (1:2 teacher:student ratio)	Manages personal classroom materials

COMPLIANCE	WAITING	IMITATION	TIME MANAGEMENT (SCHEDULES)	GROUP INSTRUCTION	CLASSROOM BEHAVIOR
	Waits for an extended duration	Uses items to represent other items (symbolic play, such as using a banana for a phone)		Responds to directions given to a group of students (e.g., "Everyone open to page 12)	Identifies and retrieves items necessary to complete an activity
		Imitates verbal responses of peers during play		Walks in line	Requests missing items by name
		Imitates actions from a picture		Waits in line	Prepares materials for activity
		Imitates actions with objects from a picture or video			Cleans up materials after activity
		Imitates a complex task as performed by another person			Follows classroom routines (e.g., arrival, meal, etc.)
		Imitates a complex task as performed in a video			Writes name and date on papers
					Brings completed work to teacher
					Takes tests (i.e., works alone, refrains from asking questions, guesses answers if not sure, etc.)
					Takes notes when instructed to do so
					Takes notes as needed
					Uses hall pass
					Restores the environment (e.g., puts away belongings, slides chair under desk, cleans spills)

COMPLIANCE	WAITING	IMITATION	TIME MANAGEMENT (SCHEDULES)	GROUP INSTRUCTION	CLASSROOM BEHAVIOR
					<p>Helps others (e.g., holds doors open, turns on light if first in room, turns off light if last to exit, picks up objects others drop, offers to help carry objects such as grocery bags or heavy boxes, etc.)</p> <p>Manages classroom assignments</p>

ACADEMICS: ENGLISH LANGUAGE ARTS AND LITERACY				
SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
Recalls and retells events	Identifies named objects (Core Skills materials)	Draws/dictates words to label or tell an idea or story	Orients a book and turns the page, follows text top to bottom and left to right	Fills in missing words from repetitious or familiar text/songs
Asks questions to get help or information	Identifies named pictures (Core Skills materials)	Writes/types word or phrase to label (tact) or request (mand)	Identifies and produces rhymes	Answers questions about picture books or early readers read aloud (who, what, where listening comprehension)
Takes turns in a communicative exchange	Names objects presented individually (Core Skills materials)	Uses technology to find information	Recites alphabet	Sequences and retells picture books or early readers read aloud
Follows rules to interact in a group (listen, wait your turn, get attention appropriately, etc.)	Names pictures presented individually (Core Skills materials)	Given a picture, writes/types simple sentences with subject and predicate following conventions of standard English (subject+is+attribute, subject+is+verb, subject+is+verb+object)	Indicates and names letters of the alphabet (upper and lowercase)	Matches printed words to pictures for at least 15 words
Speaks loud enough to be heard by others (60dB)	Indicates and names objects and pictures for at least 15 objects	Writes/types a narrative sentence	Matches upper and lowercase letters	Matches printed words/phrases to pictures for more than 50 words
Requests clarification of information that is not understood	Sorts objects into categories/classes	Writes/types an opinion sentence	Identifies and manipulates phonemes (e.g., segments the sounds in words; segments the onset and rime; names the beginning, middle, and end sounds in spoken words; etc.)	Demonstrates understanding at sentence level (fills in the blank of a sentence that demonstrates comprehension of meaning, answer questions about one sentence)
Answers questions about information and details presented orally	Identifies named category/class (e.g., points to a group of items representing the category)	Writes/types an explanatory sentence	Indicates and names printed words (sight words) for at least 15 words	Answers questions about text read or heard

SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
Describes familiar things, people, places, etc.	Identifies items given a category/class name (e.g., "Which one is a vehicle?")	Writes/types two or more simple sentences (following conventions of standard English)	Indicates and names letter sounds (sound to symbol correspondence)	Sequences plot points (beginning, middle, end of story)
Speaks in complete sentences	Identifies category/class given an item (e.g., points to a group of items representing the category)	Writes/types compound sentence (following conventions of standard English)	Decodes simple words	Retells story elements
After listening to information presented verbally, retells and describes the information heard	Names categories/classes of objects	Writes/types complex sentences with dependent clauses (following conventions of standard English)	Decodes multisyllabic words	Predicts what will happen next using prior knowledge, pictures, and text
Gives an oral presentation with details (tells a story, recounts an experience, or reports on a topic), speaking clearly, audibly, in complete sentences, and understandable pace	Sorts, indicates, and names categories/classes	Writes/types descriptive sentences	Reads irregular words	Makes connections between a story or topic from text and one's own personal experiences
	Responds to "What" questions with a noun (e.g., "It's a ball")	Differentiates opinions from facts in a text	Names printed words (sight words or decoding) for at least 150 words	Defines and identifies conflict, rising action, climax, and resolution of story
	Names attributes of quantity, quality, size and color	Writes/types letters/emails/journal entries		Defines and identifies story types (human interest, fantasy stories, realistic animal, mystery, legend, historical fiction, biography, adventure, combination of two or more types)
	Identifies features given an object	Writes a paragraph given sequenced pictures		Differentiates opinions from facts in a text

SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
	Uses attributes of quantity, quality, size and color to describe an object or event that is present (e.g., "Tell me about this bear")	Writes a narrative paragraph		Identifies and makes inferences about information that is not explicitly stated in literary text
	Names features, functions, and categories/classes of objects	Writes an opinion paragraph		Monitors comprehension and applies appropriate repair strategy
	Describes items not visible using attributes of quality, quantity, size, and color	Writes an explanatory paragraph		Defines and identifies subject of informational text
	Uses vocabulary to describe items	Writes paragraphs of different genres (e.g., poems, myths, mysteries, etc.)		Identifies main idea of informational text
	Identifies simple parts of speech in language and/or writing (e.g., identifies the noun or verb in a spoken or written sentence)	Writes a summary from text read or heard (e.g., book report)		Identifies introductory and concluding paragraphs of informational text
	Responds to "What ____ doing?" questions with verbs (e.g., "He is running")	Constructs an outline of main ideas, details, and subdetails to create a paragraph		Identifies key facts in paragraphs of informational text
	Responds to "Who is it?" questions with a person's name (e.g., "It's Sam")	Writes/types paragraph with main idea and details to support main idea		Identifies details and subdetails in paragraphs of informational text
	Responds to "Who?" questions (e.g., Q: "Who serves a meal in a restaurant?" A: "The waiter")	Uses technology to find information (research) and write a summary report		Makes inferences about information that is not explicitly stated in informational text

SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
	Responds to “Where are you going?” questions with noun location	Writes/types two or more paragraphs about a topic		Reads a variety of genres with comprehension (e.g., poetry, plays, etc.)
	Names location in response to item name (e.g., Q: "Where do you find a stove?" A: "In the kitchen")	Edits work for organization, clarity, and conventions of standard English		Defines literary terms such as character and setting (e.g., "The setting means the time and place of the story")
	Responds to “Why” questions (e.g., "Why do you need to wash your hands?")			
	Responds to "How" questions (e.g., "How do you make a peanut butter and jelly sandwich?")			
	Responds to “When” questions with temporal concepts (e.g., this morning, tonight, 1:00, noon)			
	Responds to "When" questions with conditional concepts (e.g., Q:"When will you get to take a break with a book? A:"When I am finished with Math Class")			
	Answers questions (who, what, where, when, why, how)			
	Spells phonetically (encodes by writing/typing/choosing graphemes corresponding to phonemes, starting with single phonemes and moving to words)			

SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
	Spells sight words (orally, writing, typing, etc.)			
	Edits spelling			
	Uses capitals at beginning of sentences			
	Uses end punctuation (period/exclamation point/question mark)			
	Identifies meaning of unknown words (e.g., matches words to definitions)			
	Uses a dictionary to determine the meaning of words			
	Identifies/uses words with multiple meanings			
	Uses context clues to predict/determine the meaning of unknown words			
	Uses a thesaurus to determine alternate word choices			
	Identifies synonyms			
	Identifies antonyms			
	Identifies homonyms			

SPEAKING AND LISTENING	LANGUAGE	WRITING/COMPOSITION	READING FOUNDATIONAL SKILLS	READING LITERATURE AND INFORMATIONAL TEXT
	Identifies prefixes/suffixes and their meanings			
	Identifies/uses idioms or figures of speech			
	Identifies the subject and predicate of a sentence in language and/or writing			
	Identifies advanced parts of speech in language and/or writing (e.g., identifies the pronoun, adjective, conjunction, article, etc. in a spoken or written sentence)			

ACADEMICS: MATHEMATICS					
COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
Counts by rote orally to 10	Identifies and names geometric patterns (ABAB, ABCABC, ABBABB)	Identifies money versus non-money items	Identifies and names days, months, and dates on a calendar	Identifies objects by measurable attributes (e.g., show me the big ball)	Identifies relative positions of objects in space (e.g., beside, next to, above, etc.)
Identifies named numerals to 10	Extends geometric patterns (ABAB, ABCABC, ABBABB)	Identifies named bills and coins (e.g., points to quarter given the spoken name "quarter")	Sequences days of the week and months of the year	Puts objects/pictures in order based on measurable attribute (e.g., biggest to smallest, longest to shortest)	Matches similar shapes of different sizes (e.g., sorts multiple exemplars of circles and squares)
Names numerals to 10	Identifies named numerals to >10	Names bills and coins (e.g., states "quarter" given a quarter)	Identifies and names yesterday/tomorrow by days and dates on a calendar	Measures length using non-standard units (e.g., use paper clips, unifix cubes, etc. to measure length)	Sorts two- and three-dimensional shapes by attribute (e.g., sorts shapes with 4 sides vs. 3 sides)
Matches quantities to named and printed numerals to 10	Names numerals to >10	Matches bills and coins to printed value	Identifies and names time presented on a digital clock	Measures length using a ruler	Draws/constructs shapes
Names quantities to 10	Writes numerals to >10	Identifies bills and coins given named value (e.g., points to quarter given the spoken value "twenty five cents")	Matches time to event using a daily/hourly schedule	Measures weight using a scale	Identifies and names two-dimensional shapes
Matches printed number word to printed numeral	Sequences numerals to >10	Names bill and coin values (e.g., states "twenty five cents" given a quarter)	Identifies and names hour and minute hands on an analog clock	Measures volume using measurement tools	Identifies and names three-dimensional shapes

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
Matches named number to printed number word	Counts using 1:1 correspondence to >10	Identifies and names printed prices	Identifies and names time (whole hours) presented on an analog clock	Measures temperature using a thermometer	Identifies symmetrical and congruent shapes
Names printed number words	Counts out/constructs quantities to >10	Uses “next highest dollar” strategy to purchase items (e.g., gives two dollars for a price of \$1.25)	Identifies and names time (30-minute intervals) presented on an analog clock	Identifies or selects an appropriate measuring tool (e.g., ruler to measure length, cup to measure liquid volume, etc.)	Identifies parallel, perpendicular, and intersecting lines
Matches printed number word to quantity	Identifies and names ordinal numbers (e.g., 1st, 2nd, 3rd)	Counts out bill values (same bills, e.g., \$4.00)	Identifies how many minutes until a given time	Collects and records data (surveys and observations)	Identifies acute, right, and obtuse angles
Writes numerals to 10	Identifies even and odd numbers	Counts out coin values (same coins, e.g., \$0.75)	Identifies and uses AM and PM	Creates tables and graphs	Labels parts of a circle, rectangle, and triangle (e.g., diameter, height, width, etc)
Sequences numerals to 10	Identifies same and different quantities	Determines if amount of money is enough or not enough to make a purchase	Answers functional questions about personal activities using a calendar	Answers questions about data represented in tables and graphs	Calculates area of squares, rectangles, parallelograms, and right triangles
Counts using 1:1 correspondence to 10	Groups and skip counts items in multiples of 2, 5, 10	Counts out bill values (mixed bills, e.g., \$17.00)	Identifies and names time (5-minute intervals) presented on an analog clock	Estimates measures of length, weight, volume, and distance	Calculates diameter, circumference, and area of circles

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
Counts out/constructs quantities to 10	Identifies numbers before/after/between using a number line and/or hundreds chart	Counts out coin values (mixed coins, e.g., \$0.83)	Uses time-related language (e.g., "half-past", "quarter-till")	Calculates perimeter	
Compares 2 quantities and reports whether the number of items in one group is the same (equal to), less than, or more than in the other group	Completes ascending and descending numerical patterns	Counts out bill and coin values to \$100 (mixed coins and bills, e.g., \$38.75)	Identifies and names days, weeks, and months into the future and past (e.g., "what month was 3 months ago? What will be the date one week from today?")		
Counts by rote orally to >10	Compares 2 numbers and reports whether one is the same (equal to), less than, or more than the other	Identifies equivalent money values (e.g., 2 quarters equals 5 dimes)	Tells what time it was/will be given 30-minute increments (e.g., "What time was it 30 minutes ago?")		
	Compare part-to-whole and part-to-part relationships to create ratios (e.g., there are 5 fish and 2 are goldfish = 2:5)	Makes change	Tells what time it was/will be given 15- and 5-minute increments (e.g., "What time was it 5 minutes ago?")		
	Identifies and names place value of digits in a numeral (e.g., given 945- "What number is in the hundreds place?", "What place is the 5 in?")	Completes ATM transaction	Completes time related word problems		

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
	Rounds numbers to the nearest ones or tens place (e.g., rounds down 54 to 50, rounds up 67.9 to 68)	Completes money word problems			
	Estimates quantity	Calculates unit rate using money values (e.g., number of units at one price to equal one unit at another price)			
	Identifies/names signs for addition and subtraction	Calculates the tip at a restaurant or sales tax at a store			
	Completes single digit addition problems with math tools (set cards, manipulatives, tallies, number line)	Creates a budget for a day or an event within a day (e.g., single shopping trip)			
	Completes single digit subtraction problems with math tools (set cards, manipulatives, tallies, number line)	Maintains records for a checking account			
	Uses a calculator	Creates a budget for a week			

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
	Recalls addition math facts fluently	Creates a budget for a month			
	Recalls subtraction math facts fluently				
	Solves simple addition and subtraction word problems				
	Solves math problems using a calculator				
	Solves equations using variables				
	Solves 2-digit addition problems without regrouping and without math tools (set cards, manipulatives, tallies, number line)				
	Solves 2-digit subtraction problems without regrouping and without math tools (set cards, manipulatives, tallies, number line)				

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
	Adds three numbers- recolumning, no regrouping				
	Adds numbers with regrouping				
	Subtracts numbers with regrouping				
	Completes single digit multiplication problems with math tools (set cards, manipulatives, tallies, multiplication table)				
	Recalls multiplication math facts fluently				
	Multiplies multi-digit numbers				
	Completes single digit division problems with math tools (set cards, manipulatives, tallies, multiplication table)				

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
	Recalls division math facts fluently				
	Divides multi-digit numbers (long division)				
	Solves simple word problems- all operations				
	Solves complex word problems (extraneous information, multi-step operations, etc.)				
	Solves equations with addition, subtraction, multiplication, division, exponents, and parentheses following the correct order of operations				
	Partitions a whole into equal parts				
	Identifies whole and half				
	Identifies and names fractions				

COUNTING AND CARDINALITY	NUMBERS AND OPERATIONS	MONEY SKILLS	TIME SKILLS	MEASUREMENT AND DATA	GEOMETRY
	Identifies and names decimals				
	Identifies and names percents				
	Identifies equivalent fractions, decimals, and percents				
	<b>Sequences fractions, decimals, and percents</b>				
	Solves problems with fractions, decimals, and percents				

SELF HELP			
HYGIENE	EATING	DRESSING	TOILETING
Washes hands	Chews food	Removes shoes	Bladder trained
Tolerates haircut	Eats finger food	Remove hat/mittens	Flushes toilet
Brushes teeth	Drinks with straw	Removes coat	Bowel trained
Washes face	Eats with utensils	Removes socks	Voids in toilet from standing position (male)
Dries self after showering/bathing	Drinks from cup	Pulls up pants	Uses bathroom when needed or initiates requests to use the bathroom/toilet
Showers	Eats various foods (at least 3 foods from each of 4 food categories)	Puts on coat	Wipes self thoroughly after using the toilet
Uses tissue to blow or wipe nose	Eats 80% of food at meals	Removes pants	Voids in toilet as needed throughout overnight hours
Seeks privacy by closing the door when engaging in personal hygiene routines	Pours liquid into a cup	Removes underwear	Knocks on bathroom door before entering
Brushes hair	Carries lunch tray	Removes shirt	Follows routines during group bathroom trip in school setting
Styles own hair (applies products, uses elastics, etc.)	Serves self beverage from sink or dispenser	Removes overalls	
Uses deodorant	Spreads with knife	Undresses (all clothing items)	
Completes oral hygiene routine, including flossing	Uses a napkin	Puts on hat/mittens	
Completes hygiene routine	Cuts food with knife	Puts on shoes	
Changes sanitary pads (female)	Serves self from serving dish or platter	Puts on pants	
Uses hair dryer		Puts on underwear	
Cares for own finger/toe nails (clipping, filing, etc.)		Puts on shirt	
Manages facial or body hair		Unzips	
		Unsnaps	

HYGIENE	EATING	DRESSING	TOILETING
		Pulls up zipper on pants	
		Puts on socks	
		Dresses	
		Unbuttons shirt/jacket	
		Engages zipper and zips up jacket	
		Buttons large size buttons	
		Fastens snaps	
		Removes belt	
		Buttons shirt sized buttons	
		Ties shoes	
		Puts on overalls	
		Puts on belt	
		Independently changes clothes when clothes are soiled or wet	
		Dresses appropriately for weather without prompting or reminders	
		Removes bra (female)	
		Puts on bra (female)	
		Puts on and removes suspenders	
		Removes tie (male)	
		Puts on tie (male)	

## SELF HELP: HOUSEHOLD CHORES

CLOTHING CARE	HOUSE CLEANING AND MAINTENANCE	FOOD PREPARATION	CHORE ROUTINES
Put clothes in laundry basket	Throws away trash	Clears table	Completes chore routine
Puts clothes away when asked to do so	Takes out trash	Prepares cold meal (e.g., dry cereal, sandwich)	
Uses hanger to hang clothes in closet	Wipes up own spills when asked to do so	Sets table	
Sorts laundry	Waters plants	Prepares hot meals using microwave	
Folds laundry	Dusts shelves	Operates various kitchen tools and small appliances	
Loads and operates washing machine	Makes bed	Prepares food using blender	
Loads and operates clothes dryer	Puts dishes away	Prepares hot meals using oven/toaster oven	
Completes laundry routine including sorting and folding clothes and operating washer and dryer	Cleans up own bedroom	Prepares hot meals using oven	
Irons clothes	Empties dishwasher and puts dishes away	Uses measuring tools for cooking	
	Loads and operates dishwasher	Follows a recipe (written or pictorial)	
	Cleans windows	Plans menu	
	Dries dishes	Makes grocery list	
	Washes dishes by hand	Puts groceries away (in refrigerator/cupboards)	
	Operates vacuum cleaner	Stores leftovers following a meal	
	Sweeps floor and uses a dust pan		
	Mops floor		
	Completes outdoor home maintenance tasks		

**HEALTH & SAFETY: PHYSICAL HEALTH**

HEALTH CARE AND ILLNESS PREVENTION	PHYSICAL FITNESS AND NUTRITION	SEXUALITY AND REPRODUCTION
Complies with instructions with minimal physical assistance (no more than 1 extra person to assist) during routine medical procedures (e.g., blood pressure, temperature, ear check, height, weight)	Engages in cardiovascular exercise for at least 30 minutes per day, 3 times per week (includes free play and outdoors)	Describes how to refuse/resist inappropriate advances by strangers or familiar adults/peers (e.g., by saying "stop" or "no" or by walking away)
Swallows medication in any form delivered by a teacher, medical professional, or parent	Eats various foods (at least 3 foods from each of 4 food categories)	Accepts or rejects preferred and non-preferred items by taking or pushing away, nodding or shaking head, or saying "yes" or "no"
Identifies named body parts by touching on self (minimum 5 body parts)	Eats 80% of food at meals	Seeks privacy when engaging in masturbation by closing the door
Names types of healthcare services provided and names own healthcare providers	Drinks adequate volume of fluids (48 to 80 oz. per day, as recommended by medical professional)	Identifies male vs. female
Complies with instructions with minimal physical assistance during physical exams and medical procedures as needed	Follows schedule for fitness routine (e.g., picture activity schedule)	Identifies and names private body parts
Covers mouth/nose when coughing and sneezing	Uses personal hygiene and food safety measures when preparing food (e.g., washes hands, uses gloves, keeps hands away from face, etc.)	Discriminates public vs. private places (e.g., bathroom, bedroom) and activities (e.g., masturbation, dressing, toileting, showering), and maintains own privacy
Identifies naturally occurring times/contexts to wash hands and brush teeth as a measure of hygiene (i.e., can state when it is appropriate to wash hands)	Identifies and categorizes the basic food groups	Requests privacy or access to private locations to engage in private activities
Washes hands and brushes teeth at appropriate times as a measure of hygiene	Identifies the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, etc.)	Respects others' privacy
Identifies location of pain by pointing to own body when asked "Where does it hurt?"	Makes healthy food choices at meals and snack times, including at restaurants	Identifies appropriate and inappropriate physical interactions with others
Describes roles of healthcare providers	Prepares healthy snack	Explains potential consequences of sexual intercourse
Reports health concerns or injuries to appropriate person	Prepares balanced meal	Defines consent and saying "No"
Performs thorough oral hygiene routine, including flossing	Sets personal goals for healthful eating	Describes how to report unwanted sexual advances
Performs simple first aid (e.g., applies band aid, first aid cream)	Tracks dietary intake and exercise	
Identifies common symptoms of illness	Utilizes self-management techniques to develop healthful eating habits	

HEALTH CARE AND ILLNESS PREVENTION	PHYSICAL FITNESS AND NUTRITION	SEXUALITY AND REPRODUCTION
Identifies causes of tooth decay	Explains the benefits of a healthy diet	
Follows prescribed health care procedures given by parents and health care providers	Explains the benefits of physical fitness and an active lifestyle to good health	
Identifies positive health behaviors that reduce the risk of disease	Sets personal goals for physical fitness	

HEALTH & SAFETY: SOCIAL AND EMOTIONAL HEALTH		
MENTAL HEALTH	FAMILY LIFE	INTERPERSONAL RELATIONSHIPS
Asks for help or otherwise seeks assistance when experiencing anger, frustration, or fear	Names family members and their relation to self (e.g., sister, brother, parent)	Responds to greetings by orienting body, face, and eyes to the speaker and waving or saying "hello"
Names own preferred activities	Talks on phone or communicates over internet	When name is called, looks at speaker and says "yes"
Names own emotions (including anger, frustration, and fear)	Describes family home	Initiates greetings with others
Names personal talents and qualities	Tracks family events on calendar	Shares preferred items or activities with others
Uses relaxation techniques	Answers basic demographic questions about family	Helps others (e.g., holds doors open, turns on light if first in room, turns off light if last to exit, picks up objects others drop, offers to help carry objects such as grocery bags or heavy boxes, etc.)
Uses self-management techniques to change personal habits	Compares peer vs. family relationships	Names similarities and differences between self and others
Uses self-management techniques to control own behavior when feeling angry or frustrated		Establishes friendships (e.g., initiates social activity with peer)
Describes character traits (e.g., honesty, respectfulness, kindness, love, caring)		Describes own preferred activities
Engages in goal-setting and decision-making		Uses calendar or other system to identify birthdays and important social events
		Asks questions of others related to ongoing activities of others
		Identifies or names elements of friendship
		Talks about a variety of subjects of interest to others
		Demonstrates the skills that enhance interpersonal relationships and friendships (e.g., respect, understanding, patience, empathy)
		Demonstrates socially accepted manners and etiquette (eating, nose care, coughing/sneezing, social proximity, burping/passing gas, social greetings and etiquette, conversation skills)
		Describes why communication is important
		Identifies various ways people communicate
		Identifies similarities and differences between friendships and romantic relationships

**HEALTH & SAFETY: SAFETY AND PREVENTION**

SAFETY	SUBSTANCE ABUSE PREVENTION AND MEDICATION	VIOLENCE PREVENTION
Rides in car or van with seat belt on and hands to self for the duration of the ride	Demonstrates understanding of safe and unsafe substances taken by mouth	Responds to “stop,” from a distance of 5 feet or more
Exits the building with minimal physical assistance (no more than 1 extra person to assist) when the fire alarm sounds	Demonstrates understanding of the purpose of medicine	Maintains appropriate social distance with communication partner (approximately arm's length)
Requests termination of an interaction, environment, event, or other stimuli	Names own prescribed or routine medications, and describes purpose of that medication	Responds appropriately to “no”
Responds to “Come here” from a distance in varied natural locations	Identifies their own prescribed or routine medications, and reports (prior to ingesting) any deviations in the appearance of this medicine	Uses problem solving strategies (i.e., identifies problem, solution, and ways to avoid the problem in the future)
Produces identification when asked by an unfamiliar person		Identify helpful and hurtful behaviors
Provides personal identification and other relevant information when appropriate		Identifies strategies to cope with bullying
Seeks privacy by closing the door when engaging in personal hygiene routines		Describes helpful vs. hurtful behavior
Identifies and uses safety equipment (e.g., bike helmet, knee pads, goggles, etc.)		Defines bullying and describes its negative effects on self and others
Identifies known adults vs. strangers		Identifies appropriate community resources to resolve conflicts (e.g., getting teased, etc.)
Demonstrates understanding of safe and unsafe situations		Identifies possible consequences of violence
Identifies named occupations and community helpers		Identify sexual harassment and describe appropriate responses
Understands household hazards (e.g., hot items, electrical outlets)		
Answers cell phone and responds to questions, “Where are you?”, “What are you doing?”, and “Who are you with?”		
Describes damaging effects of the sun on skin, and how to protect against it		

SAFETY	SUBSTANCE ABUSE PREVENTION AND MEDICATION	VIOLENCE PREVENTION
Demonstrates kitchen and household safety (stove, microwave, common household chemicals, washer and dryer)		
Identifies rules for school bus/seatbelt safety		
Identifies risky situations and ways to avoid them		
Follows safety and social rules while using various apps and internet sites (e.g., social media, online collaboration)		
Identifies when help is needed, and what kind of help		
Places a call on cell phone to request assistance		
Asks whether an unfamiliar item is safe to consume		
Defines and describes safety skills that affect incidence of accidents and injury		
Identifies emergency situations		
Identifies and corrects hazards or reports to appropriate adult		
Describes emergency response behaviors (e.g., getting help, acting quickly, calling 911)		
Identifies rules for fire safety (e.g., don't play with matches)		
Follows safety rules for the use of medicine and health care products		

RECREATION & PHYSICAL EDUCATION: ADAPTIVE PHYSICAL EDUCATION AND FINE MOTOR SKILLS				
GROSS MOTOR SKILL DEVELOPMENT	INDIVIDUAL EXERCISE ACTIVITIES	SPORTS AND GROUP GAMES	DEVELOPMENTAL HAND SKILLS	HANDWRITING
Walks independently	Swings in supportive swing (bucket style or w/ high back)	Rolls ball 5 feet to partner	Uses 3 finger and 2 finger pinch (pincer grasp) to pick up small items	Holds crayon/pencil with thumb and fingers (all fingers)
Squats to pick up toy from the floor with support	Rides on toys pushing with feet	Tosses ball forward underhand 3+ feet	Isolates index finger to form a point	Imitates vertical line, horizontal line, cross, circle, shapes (i.e., graphomotor imitation)
Walks on low beam, 1 foot on, 1 foot off beam	Climbs ladders with support	Steps on ball or walks into ball in attempt to kick	Puts beads in a box	Holds paper while writing
Runs flat footed	Requires push to swing	Kicks stationary or slowly rolling ball	Completes 3-piece inset (wooden cut-out) or foam board puzzle	Holds crayon/pencil with only 3-4 fingers
Walks backwards	Completes the steps of (at least) a 3 item picture or written activity schedule	Tosses and catches 8-inch playground ball from a distance of at least 5 feet	Turns pages of a book	Traces lines and shapes
Walks sideways	Pedals tricycle	Throws small ball overhand/underhand 5 feet	Isolates thumb and index finger to move only the thumb or index finger	Copies lines and shapes
Squats to floor unsupported	Climbs playground ladders independently	Catches a tennis ball tossed gently from a distance of at least 5 feet	Unscrews tops	Draws simple pictures
Walks up/down stairs marking time (both feet on one stair before moving to next stair)	Engages in cardiovascular exercise for at least 30 minutes per day, 3 times per week (includes free play and outdoors)	Plays simple turn taking motor games with peers (e.g., tag, races, red rover, etc.)	Strings large beads	Forms letters with manipulatives (no paper/pencil)
Walks up/down stairs alternating feet with support from another person or the handrail (1 foot on each step)	Rides bicycle with training wheels	Throws with shoulder rotation	Builds tower of 3-4 blocks	Traces numbers/letters (upper case then lower case)
Stands on 1 foot for 1-8 seconds (may sway body)	Swings, pumping with legs	Plays motor games which have rules and involve some scoring (e.g. kick ball, flag football)	Winds up toy	Copies numbers/letters (upper case then lower case)
Jumps off an 8-inch structure leading with 1 foot/both feet	Uses upright scooter	Kicks from moving position	Puts pegs in pegboard	Prints numbers/letters (upper case then lower case)

GROSS MOTOR SKILL DEVELOPMENT	INDIVIDUAL EXERCISE ACTIVITIES	SPORTS AND GROUP GAMES	DEVELOPMENTAL HAND SKILLS	HANDWRITING
Jumps vertically 2-4 inches	Rides bicycle without training wheels	Plays team sport or game (e.g., soccer, basketball)	Places key in lock	Copies simple words
Jumps over 2 - 10 inch hurdle	Applies foundations of gross motor skill including coordination, balance, and flexibility to imitate sequenced actions in gymnastics and dance	Dribbles basketball (or other ball; bounces at least three times using only one hand)	Rolls clay	Places letters on the writing line
Walks 3+ steps on a 4-inch beam unsupported	Shoots basketball towards/in hoop		Completes an 8-piece puzzle	Decreases size of upper and lower case letters
Walks up/down stairs alternating feet without support from a handrail, wall, or another person	Rollerblades		Strings small beads ( ¼ inch)	Uses appropriate spacing between words and within words
Runs with arm swing	Participates in warm up, cardio, and strength training components of an exercise program		Makes objects with clay	Prints first and last name
Jumps forward 6+ inches on one foot	Exercises on physioball		Completes lacing card with running stitch	Types with 1 finger
Jumps from standing position (broad jumps) 24+ inches			Builds tower of 8-10 blocks	Types with index finger of each hand
Side steps 4-inch beam			Sequentially touches each finger to thumb	Types with hands in the correct positions
Enters/exits vehicle independently			Ties knots	Changes case (upper/lower) while typing letters
Gallops			Completes interlocking puzzles (24 to 30 pieces)	Types simple words (e.g., copies model of printed word)
Performs crab walk			Completes lacing card with variety of stitches (5+yo)	Uses cursive writing
Jumps from standing position (broad jumps) 36+ inches			Sequentially touches each finger to thumb both hands at the same time	
Stands still on either foot 10+ seconds			Snaps fingers	

GROSS MOTOR SKILL DEVELOPMENT	INDIVIDUAL EXERCISE ACTIVITIES	SPORTS AND GROUP GAMES	DEVELOPMENTAL HAND SKILLS	HANDWRITING
Enters/exits large vehicle (SUV) independently			Sequentially touches each finger to thumb both hands at the same time with eyes closed	
Jumps turning 180 degrees			Manipulates items at fingertips	
Crosses monkey bars (arms only)			Rotates pencil within dominant hand to erase	
Hops on either foot 6-8 times			Shifts pencil within fingers to adjust it during writing	
Demonstrates controlled running (stops/starts/ turns)			Places coins one at a time into a bank or vending machine	
Plays hopscotch smoothly alternating between 1 and 2 feet				
Walks 4-inch beam independently				
Skips				
Walks on balance beam, turns 180 degrees				
Performs jumping jacks				
Jumps rope				
Stands on 1 leg on balance beam for 10 seconds				
Stands on 1 leg on balance beam for 10 seconds with eyes closed				

RECREATION & PHYSICAL EDUCATION: PLAY AND LEISURE					
SIMPLE PLAY	PRETEND PLAY	ARTS AND CRAFTS	HOBBIES	MEDIA	TABLE TOP GAMES
Completes a simple play construction task (e.g., builds tower with blocks)	Pretends with real objects (e.g., brings empty cup to mouth as if to drink)	Crushes paper	Plays an instrument as desired	Looks at books	Plays matching games (e.g., Memory, Lotto)
Operates cause and effect toys	Extends familiar action to doll figures	Positions scissors and snips	Look at collectible albums	Listens to music	Plays observation games (e.g., I spy)
Completes 3-piece inset (wooden cut-out) or foam board puzzle	Extends familiar action to 2 or more figures	Grossly folds paper and produces crease	Starts and keeps a collection	Looks at computer	Plays turn taking games with rules (e.g., Candy Land, Chutes & Ladders)
Completes a simple construction task (e.g., ring stacker, nesting cups, peg board)	Plays near a peer with same activity, no interaction (parallel play)	Draws or colors with no form	Makes jewelry (i.e. stringing small beads to reproduce a pattern)	Watches TV shows/movies	Plays timed matching games (e.g., Perfection)
Engages in at least 3 independent play or leisure activities of at least 5 min duration each	Uses an object to stand in place for another (e.g., bowl for a hat)	Manipulates Play-doh	Gathers items for and creates a collectors album (e.g. postcards, stamps)	Uses touch screen on computer or other device	Plays games which may have rules and involve more than 1 pre-academic skills (e.g., UNO – number identification and color matching)
Completes an intermediate construction task (e.g., Mr. Potato Head, strings beads on dowel, cuts velcro vegetables)	Moves dolls as if they are capable of action (e.g., puts cup in dolls hand to drink)	Uses a stamp to decorate paper (no pattern)	Plays an instrument as instructed in lessons, with a model or by reading music	Turns on computer	Plays simple individual games (e.g., crossword puzzles)
Engages in an independent play or leisure activity for 15 minutes with teacher/parent in room	Extends different actions to same figure	Glues pictures on paper	Trades possessions with a friend	Follows cursor on screen	Plays games which have rules and may require special manual skills, equipment, or scoring, and basic reading and math skills (e.g., rummy, Monopoly Jr., Jenga)
Completes interlocking puzzles (24 to 30 pieces)	Plays the same activity as a peer with some motor or verbal peer interaction (associative play)	Cuts on 4-6 inch line (¼ inch wide)	Assists in care of pet	Plays simple computer games (e.g. Living Books)	

SIMPLE PLAY	PRETEND PLAY	ARTS AND CRAFTS	HOBBIES	MEDIA	TABLE TOP GAMES
Completes a complex construction task (e.g., strings 1-inch beads, Lincoln logs, Tinker Toys)	Shares toys	Colors forms (focuses coloring on the form, but may color outside the lines)	Cares for own pet	Uses computer mouse to place the cursor on the screen and double clicks	
Plays with peers for 15 – 30 minutes in supervised play using practiced scripted play routines	Adopts familiar roles in play theme (e.g., plays house)	Paints with finger paints, brushes, or sponges	Gardens	Plays complex computer games	
Builds structure from picture model	Adopts roles of fantasy characters (e.g., Superman)	Laces or sews simple forms with large string	Completes needlework projects (e.g. knitting, crocheting, latch hook)	Operates video game equipment correctly	
Creates complex structures without a model (with toys or arts and crafts materials)	Plays with two or more peers in coordinated activities (cooperative play)	Paints lines, dots, circles	Plays card games	Plays video games according to game rules	
Completes complex interlocking puzzles (100+ pieces) with theme based on interest	Adopts roles in play theme (dramatic play)	Uses a large geometric stencil	Writes letters or email to friends/family members	Operates TV /DVD player to watch TV/movies	
Puts together a model	Performs skits while following a script	Cuts geometric shapes		Operates and listens to radio/CD player/book on tape	
		Folds paper matching corners to within 1/8 inch		Reads printed books/magazines for entertainment	
		Creates designs with items (parquetry boards, mosaics, etc.), with template		Reads printed books/magazines for information	
		Shapes Play-doh into simple recognizable forms given an instruction or a model		Surfs the internet for entertainment	
		Colors within the lines of a form		Uses technology to find information (e.g., searches for information about sharks online)	

SIMPLE PLAY	PRETEND PLAY	ARTS AND CRAFTS	HOBBIES	MEDIA	TABLE TOP GAMES
		Strings beads in a pattern, given an instruction or a model		Reads and sends email	
		Draws recognizable simple pictures		Watches TV or uses the internet for practical day-to-day information (e.g. weather)	
		Laces or sews simple forms with small string		Uses a 35mm/ Polaroid/ digital still camera	
		Strings small beads ( ¼ inch)		Uses a video camera	
		Folds letters and stuffs envelopes		Follows safety and social rules while using various apps and internet sites (e.g., social media, online collaboration)	
		Shapes play doh into complex forms given an instruction or a model			
		Draws person with less than 8 body parts			
		Draws a picture from a model (6 to 10 details)			
		Creates a collage given a theme			
		Performs all detailed cutting on thin line (1/8 inch)			
		Uses a stamp to decorate paper (with pattern)			
		Uses a detailed stencil			

SIMPLE PLAY	PRETEND PLAY	ARTS AND CRAFTS	HOBBIES	MEDIA	TABLE TOP GAMES
		Constructs items using one or more art mediums given an instruction and/or a model			
		Colors within a complex form given an instruction or a model			
		Laces or sews complex forms			
		Paints a picture from a model			
		Completes origami paper folding projects			

COMMUNITY			
COMMUNITY SAFETY	COMMUNITY EVENTS AND RECREATION	NAVIGATING THE COMMUNITY	MANAGING AND USING MONEY
CS Responds to “stop,” from a distance of 5 feet or more	Plays on community playground (e.g., swings, climbs, walks on path/trail)	Walks in the community without drawing attention to self (e.g., store, library, community events)	Purchases items from a vending machine
CS Waits appropriately for a preferred item for at least 2 minutes	Participates in community cardiovascular exercise (e.g., swims in lake or community pool, walks on a track, rollerblades or skates in park, hikes, bikes, attends dance/gym/martial arts class, attends town sports games or practices)	Uses a public restroom (identifies restroom for appropriate gender, completes toileting routine)	Makes a 1-item purchase at a small store
Waits for adult permission before exiting vehicle	Identifies items needed for activity	Waits in line	Uses cash to make a purchase
Waits appropriately for an item, activity, or environment not in sight	Places an order (e.g., food, drink)	Rides on an escalator/elevator	Keeps track of own debit card
Walks beside adult in community keeping hands to self and maintaining appropriate social distance (may hold hand for safety)	Attends regular community organization meetings/events (e.g. weekly sports practice, bi-weekly music club)	Browses within a given area while staying near other members of group	Uses debit card to make a purchase
Rides in car or van with seat belt on and hands to self for the duration of the ride	Participates in Special Olympics events	Stops and looks at various exhibits throughout museum/aquarium	Purchases ticket
Puts on own seatbelt	Engages in community religious activities as desired by self or family	Identifies community services (e.g., security, police, information desk)	Uses a shopping cart
Produces identification when asked by unfamiliar person	Goes to a community event (e.g., story time at library, movie, concert, festival)	Follows basic security procedures to enter events	Shops from a list
Stops at curb	Chooses event to attend (e.g., picks a movie, chooses a band)	Reads a map (e.g., treasure map or evacuation route)	Purchases several items

COMMUNITY SAFETY	COMMUNITY EVENTS AND RECREATION	NAVIGATING THE COMMUNITY	MANAGING AND USING MONEY
Crosses the street safely (e.g., in cross walk, looks both ways, waits for no cars)	Volunteers in the community	Uses a cab/taxi (e.g., calls for taxi service, reads meter to make payment)	Completes ATM transaction
Makes a telephone call		Uses public transportation bus/subway system (e.g., purchases tokens or pass, knows what stop to get off)	Endorses checks and deposits in ATM
Describes emergency response behaviors (e.g., getting help, acting quickly, calling 911)			Uses self-checkout at grocery or other retail store
			Purchases clothing, including trying on items
			Checks prices at more than one store and determines lowest price
			Describes differences between credit, cash, debit and check

**VOCATIONAL SKILLS: JOB SKILLS**

FOOD SERVICES	CLERICAL	CUSTODIAL	ASSEMBLY AND MANUFACTURING	SERVICE INDUSTRY
Uses personal hygiene and food safety measures when preparing food (e.g., washes hands, uses gloves, keeps hands away from face, etc.)	Shreds paper using a paper shredder	Empties recycling bin without spilling	Sorts objects into categories/classes	Sorts objects into categories/classes
Stocks items (e.g., milk in refrigerator, food in pantry or cabinets, paper goods in appropriate location, etc.)	Labels envelopes	Stacks chairs	Stamps using a stamp pad	Folds laundry
Loads and operates dishwasher	Stuffs envelopes	Empties trash cans without spilling	Wraps utensils (fork, spoon, knife, napkin)	Organizes items on shelves
Cleans counters and sink	Collates paper/brochures	Replaces bag in trash can	Assembles paper crafts (e.g., glues paper to copy a model without assistance)	Stocks shelves
Empties dishwasher and puts dishes away	Uses stapler	Ties trash bags	Assembles craft kits	Takes inventory
Uses a microwave, stove, or oven	Uses tape dispenser	Wipes surfaces after spraying with appropriate cleaner solution (including windows, mirrors, floors)		Scans items with a scanner
Prepares a snack	Folds paper into thirds	Waters plants		Receives merchandise (e.g., unloads boxes, checks order/inventory, etc.)
Clears cafeteria tables thoroughly	Delivers mail within a building	Makes bed		Collects shopping carts and returns to cart area
Serves food in a cafeteria (maintains appropriate portions while serving food)	Uses copy machine to fill customer order	Operates vacuum cleaner		Places purchased items in a shopping bag
Prepares/packages simple food item(s) according to an order/recipe	Assists in the library (stocks/shelves books, scans books)	Sweeps floor and uses a dust pan		Demonstrates customer service skills (e.g., greets customers, responds to customer questions)

FOOD SERVICES	CLERICAL	CUSTODIAL	ASSEMBLY AND MANUFACTURING	SERVICE INDUSTRY
Prepares a simple meal (packaged items)	Enters data on a computer	Completes laundry routine including sorting and folding clothes and operating washer and dryer		Makes change
Completes a transaction using an appropriate payment method (e.g., lunch card, cash, credit card)	Files documents correctly according to the existing filing system	Weeds garden		Demonstrates cashier skills
Safely uses a sharp knife	Receives merchandise (e.g., unloads boxes, checks order/inventory, etc.)	Delivers items within a building		
Makes a shopping list	Uses mouse and keyboard	Cleans displays in retail locations		
Shops for groceries	Creates a new text document on the computer (e.g., Microsoft Word)	Cleans a bathtub		
Makes sandwiches according to customer orders (either written or verbal)	Navigates folders/windows/icons on a computer or tablet	Cleans a toilet using a toilet brush and appropriate cleaning solution		
Refills missing items when needed	Reads and sends email	Mops floors		
Prepares a meal following a recipe (not packaged foods)	Uses the internet for job-related purposes	Rakes leaves		
	Uses a spreadsheet/data entry program (e.g., Microsoft Excel)	Cleans refrigerator		

VOCATIONAL SKILLS: OTHER			
WORKPLACE COMMUNICATION AND ROUTINE	WORKPLACE PERFORMANCE	WORK SAFETY AND SELF-PRESERVATION	WORKPLACE HYGIENE
Follows 1-step and multi-step directions related to known routines and materials	Accepts physical guidance	Exits the building with minimal physical assistance (no more than 1 extra person to assist) when the fire alarm sounds	Washes hands at appropriate times
Experiences a variety of vocational activities (samples jobs)	Imitates novel motor actions (i.e., without direct teaching)	Identifies emergency and fire exits at workplace	Wears clean clothes at work
Writes a signature on a document	Uses activity schedule (picture, written, or electronic schedule)	Produces identification when asked by unfamiliar person	Uses a napkin
Requests needed items, attention, or help from a job coach	Waits appropriately for an item, activity, or environment not in sight	Participates successfully in fire and other emergency drills at workplace	Uses a wastebasket
Restores the environment (e.g., puts away belongings, slides chair under desk, cleans spills)	Makes choices between items presented verbally (no visual referent)	Discriminates between known and unknown persons in community	Covers mouth when coughing
Identifies familiar workplace people (co-workers, supervisors)	Works in close proximity to others	Follows job-related safety protocols regarding environmental arrangement, clothing and accessories, protective equipment, and use of materials	Discriminates clean and dirty
Initiates greetings with others	Works on same task for 5 minutes without prompting	Rides on an escalator/elevator	Uses tissue to blow or wipe nose
Responds to greetings by orienting body, face, and eyes to the speaker and waving or saying "hello"	Waits for instruction in a group setting for 30 seconds while teacher attention is directed toward another student	Identifies variety of hazardous situations at work	Uses bathroom when needed or initiates requests to use the bathroom/toilet
Follows 1-step and multi-step directions related to novel materials and routines	Learns new skills in a group setting (1:2 teacher-to-student ratio)	Transitions through the work environment safely	Uses public bathroom
Uses a system to track/document time worked (e.g., time card, time clock)	Completes specified number of work items/components and increases number when requirements are raised		Operates hand dryer in bathroom independently
Reads instructions	Completes tasks to criterion (e.g., vacuums until floor is clean, wipes until dirt is gone, etc.)		Maintains workplace neat and free of trash

WORKPLACE COMMUNICATION AND ROUTINE	WORKPLACE PERFORMANCE	WORK SAFETY AND SELF-PRESERVATION	WORKPLACE HYGIENE
Completes job application	Self-monitors behavior with job coach in sight (e.g., delivers own tokens for job well done)		Checks appearance in bathroom and maintains clean clothes, face and hands and combed hair at work
Uses "please" and "thank you"	Waits appropriately for an item, activity, or environment without teacher present		Selects and wears clothing according to work place dress code
Helps others (e.g., holds doors open, turns on light if first in room, turns off light if last to exit, picks up objects others drop, offers to help carry objects such as grocery bags or heavy boxes, etc.)	Works for 20 minutes without prompting and completes tasks as specified with job coach present		
Maintains topic of conversation over 2-3 turns	Checks the quality of own work product		
Makes a telephone call	Identifies and names time (5-minute intervals) presented on an analog clock		
Appropriately initiates conversations with co-workers and supervisors	Completes job responsibilities with job coach present, but not in sight		
Responds courteously to supervisor	Follows workplace rules (e.g., dress code, schedule, timelines, sick policy, etc.)		
Appropriately requests help when needed from co-workers and supervisors (e.g., asks for clarification, location of objects, demonstration, etc.)	Waits in line		
Demonstrates customer service skills (e.g., greets customers, responds to customer questions)	Waits for an extended duration		
Writes requests or responds to questions in writing (in the context of email)	Promptly and independently returns to work after break		
Notifies supervisor when out sick from work	Completes job responsibilities without a job coach		
Prepares resume			

TRANSITION TO ADULthood: COMMUNITY SKILLS AND POST-SECONDARY OPPORTUNITIES					
COMMUNITY ACCESS AND INVOLVEMENT	COMMUNITY SAFETY AND ETIQUETTE	TRANSPORTATION AND NAVIGATING THE COMMUNITY	CAREER DEVELOPMENT	WORKPLACE PERFORMANCE FOR ADULthood	DOCUMENTATION
Tolerates loud noises and crowded spaces	Responds to “stop”, from a distance of 5 feet or more	Rides safely (e.g. seat belt on, hands down) in all types of transportation vehicles (including cabs, buses, trains, planes)	Applies for a job	Initiates and responds to greetings appropriately	Uses a system to track/document time worked (e.g., time card, time clock)
Uses a public restroom (identifies restroom appropriate for gender, completes toileting routine)	Produces identification when asked by an unfamiliar person	Uses a transportation service	Completes job application	Responds to unexpected events and adapts to changes	Reviews paystub (online or paper)
Carries a wallet	Stays with group when in community	Uses a cab/taxi (e.g., calls for taxi service, reads meter to make payment)	Prepares resume	Accepts feedback politely	Completes health forms
Selects and wears clothing appropriate for weather, age, and setting	Identifies strangers vs. known adults and describes safety rules related to strangers (e.g., don’t talk or go with strangers, report concerns, etc.)	Uses public transportation bus/subway system (e.g. purchases tokens or pass, knows what stop to get off)	Demonstrates interview skills (for a job, school, or audition) including responding to questions, asking questions, and etiquette	Incorporates feedback into performance	Completes class/course registration
Rides on an escalator/elevator	Identifies safe people to speak with in the community (community helpers/chaperone)	Gets a drivers license	Reads and comprehends employment, pay, and benefits vocabulary (e.g., references, employer, personal data, interview, employee, application, etc.)	Engages in conversation with coworkers and supervisors	Obtains a form of identification (school/work)
Uses a shopping cart	Identifies safe places in the community	Drives a car	Locates classroom or meeting room	Demonstrates socially accepted manners and etiquette (eating, nose care, coughing/sneezing, social proximity, burping/passing gas, social greetings and etiquette, conversation skills)	Completes an I-9 form (employment eligibility verification)

COMMUNITY ACCESS AND INVOLVEMENT	COMMUNITY SAFETY AND ETIQUETTE	TRANSPORTATION AND NAVIGATING THE COMMUNITY	CAREER DEVELOPMENT	WORKPLACE PERFORMANCE FOR ADULTHOOD	DOCUMENTATION
Makes purchases including all aspects of the process (e.g., identifies need for purchase, pays check and tip, uses self-checkout, identifies sale items vs. full price, etc.)	Demonstrates street safety skills (e.g., stops at curb, finds crosswalk, obeys traffic signs, parking lot safety, etc.)	Reads a bus/train schedule	Applies for services and accommodations	Uses problem solving strategies (i.e., identifies problem, solution, and ways to avoid the problem in the future)	Completes a W-4 form
Uses money (e.g., makes a purchase with cash, uses debit/credit card, uses ATM machine, etc.)	Reads and comprehends community/safety signs and appropriately responds	Reads and uses directory (e.g., in malls)	Uses Academic Resource Center	Completes work in a timely manner (e.g., meets deadlines)	Applies for financial aid
Uses the post office (e.g. buys stamps, sends a package, gets passport, etc.)	Describes steps to take when lost	Reads and follows a map (e.g., on smart phone)	Uses job search tools online and manuals (DOT, Outlook, etc.)	Notifies supervisor when out sick from work	
Goes to the movies (e.g., buys a movie ticket, finds the movie theater, buys beverage, follows social rules, etc.)	Follows basic security procedures to enter events	Uses a GPS	Uses state employment office/O*NET	Reads labels in the workplace	
Uses the library (e.g., checks out book, returns book, follows social rules, etc.)	Waits for an extended duration			Reads signs in the workplace	
Visits the museum (e.g. follows social rules, etc.)	Follows social rules in the community based on specific environment (e.g. when walking doesn't bump into people, holds door open for others, waits in line, changes in dressing room only, stays quiet in movie or library, sings at show/concert, doesn't touch museum displays, etc.)				
Returns unwanted purchased items	Keeps inappropriate thoughts to self				

COMMUNITY ACCESS AND INVOLVEMENT	COMMUNITY SAFETY AND ETIQUETTE	TRANSPORTATION AND NAVIGATING THE COMMUNITY	CAREER DEVELOPMENT	WORKPLACE PERFORMANCE FOR ADULTHOOD	DOCUMENTATION
Goes to a restaurant including all aspects of the process (e.g., follows social rules, reads menu or asks for help, pays check/tip, obeys signs like Employees Only, etc.)					
Accesses community resources (e.g., local government, housing options, hospitals/medical care, religious centers, etc.)					
Participates in adult education classes					
Uses social media while following safety and social rules					
Volunteers in the community					
Plays team sport or game (e.g., soccer, basketball)					
Attends regular community organization meetings/events (e.g., weekly sports practice, bi-weekly music club)					
Votes					

**TRANSITION TO ADULTHOOD: FUNCTIONAL ACADEMICS, SELF-DETERMINATION, AND EXECUTIVE FUNCTIONING**

FUNCTIONAL ENGLISH LANGUAGE ARTS AND LITERACY	FUNCTIONAL MATHEMATICS	ADVOCACY	SAFETY FOR ADULTHOOD	EXECUTIVE FUNCTIONING
Follows multi-step directions to complete a task	Identifies money (bills and coins) and their values	Gain someone’s attention appropriately	Maintains personal privacy	Tolerates non-preferred interaction, environment, event, or other stimuli when needed
Demonstrates appropriate social interactions (e.g., turn taking, raising hand, makes requests, etc.)	Counts out bill and coin values to \$100 (mixed coins and bills, e.g. \$38.75)	Identifies when help is needed, and what kind of help	Identifies risky situations and ways to avoid them	Transitions between activities
Writes a signature on a document	Uses “next highest dollar” strategy to purchase items (e.g., gives two dollars for price of \$1.25)	Makes choices and requests alternatives when needed	Identifies bullying, harassment, and stalking and describes appropriate responses	Uses problem-solving strategies (i.e., identifies problem, solution, and ways to avoid the problem in the future)
Writes dates in various forms	Uses a calculator	Chooses personal style (e.g. hair, clothes, home décor, etc.)	Describes emergency response behaviors (e.g. getting help, acting quickly, calling 911)	Follows self-monitoring checklist
Reads and comprehends community and home vocabulary (e.g., safety, community signs, etc.)	Identifies and names printed prices in natural environment (e.g. store flyer, price tags)	Persists when communicating a message (e.g. ensures they are being heard, acknowledged, and responded to, etc.)	Maintains privacy of sensitive information of self and others (e.g., financial information, health, etc.)	Uses self-monitoring strategies in all environments
Reads and comprehends employment, pay, and benefits vocabulary (e.g., references, employer, personal data, interview, employee, application, etc.)	Determines if amount of money is enough or not enough to make a purchase	Participates in Individualized Planning Meeting	Identifies abuse and describes appropriate responses	Creates own schedule using a calendar
Uses touch screen on computer or other device	Reads and comprehends basic math vocabulary to follow directions (e.g., add, subtract, multiply, divide for the purposes of budgeting)	Gives a presentation (oral, written, electronic, etc.)		Plans an organizes daily events (e.g., makes schedule for the day, makes a grocery list before going shopping, gathers all necessary items for a task, etc.)
Watches TV or uses the internet for practical day-to-day information (e.g., weather, news)	Creates a budget for any purpose or time span	Asks partner for clarification of message		Makes and uses a shopping list

FUNCTIONAL ENGLISH LANGUAGE ARTS AND LITERACY	FUNCTIONAL MATHEMATICS	ADVOCACY	SAFETY FOR ADULTHOOD	EXECUTIVE FUNCTIONING
Completes job application	Calculates the tip at a restaurant or sales tax at a store	Understands and chooses to participate in religious and/or holiday rituals and traditions		Selects and wears clothing appropriate for weather, age, and setting
Writes a check	Maintains records for any financial account	Advocates for own needs in all environments		Sets and uses an alarm clock
Constructs a presentation (oral, written, electronic, etc.)	Balances checking account	Appropriately discloses medical conditions and required accommodations		Estimates the time it takes to complete an activity
Labels envelopes		Understands and describes own abilities and disabilities		Budgets time in schedule for needed tasks/activities
Fills out deposit slips for the bank		Requests and uses appropriate accommodations (school, work, etc.)		Manages classroom/work assignments
Reads daily schedule/calendar to get to appointments, work, etc.		Chooses benefits (retirement, health, dental, etc.)		Uses natural supports (e.g. from items and people typically present in the natural environment)
Reads labels on grocery boxes, cans, etc. (if necessary for health reasons)		Understands basic/legal human rights (e.g. their rights as related to their disability)		Sets personal goals, monitors progress, and adjusts as needed
Reads and uses directory (e.g., in malls)				Schedules appointments (doctor, dentist, hair, etc.) by phone or online
Writes and responds to letters, emails, texts, or notes				Plans all aspects of an outing or activity (e.g., budgets, plans using personal calendar, purchases items/gifts for family and friends, invites others, researches upcoming events, identifies store for needed items, etc.)
Demonstrates various computer skills (e.g., navigation, typing, using a mouse, internet searches, etc.)				

FUNCTIONAL ENGLISH LANGUAGE ARTS AND LITERACY	FUNCTIONAL MATHEMATICS	ADVOCACY	SAFETY FOR ADULTHOOD	EXECUTIVE FUNCTIONING
Fills out a payroll deduction form				
Fills out a credit card application				
Fills out any form that requires personal information				

TRANSITION TO ADULthood: INDEPENDENT LIVING						
CLOTHING CARE FOR ADULthood	FOOD PREPARATION AND NUTRITION	HEALTH CARE AND ILLNESS PREVENTION FOR ADULthood	HOUSEHOLD CHORES	HYGIENE FOR ADULthood	SAFETY FOR INDEPENDENT LIVING	MANAGING MONEY AND DOCUMENTATION
Puts clothes in laundry basket	Prepares snacks/meals	Engages in cardiovascular exercise for at least 30 minutes per day, 3 times per week (includes free play and outdoors)	Picks up belongings to tidy house	Showers	Exits building in response to fire/CO2 alarm or other signal	Creates a budget for any purpose or time span
Identifies clothing that is dirty and needs to be washed versus items that can be reused (e.g., towels, jeans)	Cleans and prepares raw foods following food safety rules (fruit, vegetables, meats)	Swallows medication in any form delivered by teacher, medical professional, or parent	Clears table	Brushes or combs hair	Describes steps to take when lost	Checks prices at more than one store and determines lowest price
Sorts clothes	Follows a recipe (written or pictorial)	Drinks fluids to maintain proper level of hydration	Sets table	Uses deodorant	Uses personal hygiene and food safety measures when preparing food (e.g., washes hands, uses gloves, keeps hands away from face, etc.)	Pays room and board
Loads and operates clothes dryer	Uses a microwave, stove, or oven	Reports health concerns or injuries to appropriate person	Cleans table	Completes oral hygiene routine, including flossing	Follows food safety measures (e.g., cooking temperatures, packing up leftovers, proper food clean up, etc.)	Pays bills on time
Loads and operates washing machine	Identifies basic nutritional needs	Takes own temperature	Dusts shelves	Uses feminine products properly	Describes emergency response behaviors (e.g., getting help, acting quickly, calling 911)	Maintains record for any financial account

CLOTHING CARE FOR ADULTHOOD	FOOD PREPARATION AND NUTRITION	HEALTH CARE AND ILLNESS PREVENTION FOR ADULTHOOD	HOUSEHOLD CHORES	HYGIENE FOR ADULTHOOD	SAFETY FOR INDEPENDENT LIVING	MANAGING MONEY AND DOCUMENTATION
Folds laundry	Plans meals	Performs simple first aid (e.g., applies band aid, first aid cream)	Cleans counters and sink	Discriminates between products (shampoo, conditioner, soap, facial wash)	Checks food/product expiration dates and discards expired items	Pays taxes
Puts laundry away		Takes own medication as prescribed without reminders	Washes dishes (including loading and unloading dishwasher)	Applies lotions	Locks doors and sets security system or alarm	Completes tax returns
Separates and prepares items for dry cleaning when needed			Cleans tub/shower	Styles own hair (applies products, uses elastics, etc.)	Follows safety and social rules while using various apps and internet sites (e.g., social media, online collaboration)	
			Cleans toilet using a toilet brush and appropriate cleaning solution	Cares for own finger/toe nails (clipping, filing, etc.)		
			Makes bed	Manages facial or body hair		
			Operates vacuum cleaner and sweeps floors with dustpan and broom			
			Puts groceries away, including sorting freezer, refrigerator, and pantry items			
			Uses cleaning products appropriately			

CLOTHING CARE FOR ADULTHOOD	FOOD PREPARATION AND NUTRITION	HEALTH CARE AND ILLNESS PREVENTION FOR ADULTHOOD	HOUSEHOLD CHORES	HYGIENE FOR ADULTHOOD	SAFETY FOR INDEPENDENT LIVING	MANAGING MONEY AND DOCUMENTATION
			Demonstrates safety with hazardous products			
			Completes chore routine			
			Changes sheets			
			Completes outdoor home maintenance tasks			
			Adjusts house temperature			
			Clears clogged drain or toilet			

**APPENDIX: COMMUNICATION TOPOGRAPHY**

<b>AUGMENTATIVE AND ALTERNATIVE COMMUNICATION</b>	<b>MANUAL SIGN</b>
Turns pages in a communication book to locate symbols	Imitates fine motor and gross motor hand movements
Orients communication book toward communication partner	Produces manual sign approximations
Uses isolated index finger to point to symbols in communication book	Produces contact signs (one hand touches another part of the body)
Uses Communication Book to meet the language skills listed in Communication section of Scope and Sequence	Produces non-contact signs (hands do not touch another part of the body)
Turns pages in Picture Exchange Communication System (PECS) to locate symbols	Produces accurate hand shape for manual signs
Hands picture from Picture Exchange Communication System (PECS) to communication partner	Moves hands in correct direction for specific manual signs (paper v. sweep; hamburger v. cheese)
Moves from a distance of 6 feet to communication partner with symbol from Picture Exchange Communication System (PECS)	Incorporates all three parameters of manual signs: shapes, space, and movement
Produces sentences on a Picture Exchange Communication System (PECS) sentence strip and hands strip to communication partner	Uses manual signs to meet the language skills listed in Communication section of Scope and Sequence
Uses Picture Exchange Communication System (PECS) to meet the language skills listed in Communication section of Scope and Sequence	
Turns on Speech Generating Device (SGD)	
Presses buttons on Speech Generating Device (SGD) with sufficient pressure to activate voice output	
Locates home page on Speech Generating Device (SGD) (dynamic devices only)	
Opens and closes pop-ups on Speech Generating Device (SGD) (dynamic devices only)	
Navigates to unseen pages on Speech Generating Device (SGD) (dynamic devices only)	
Maintains and charges Speech Generating Device (SGD)	
Uses Speech Generating Device (SGD) to meet the language skills listed in Communication section of Scope and Sequence	

October 29, 2018

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**School Restraint and Seclusion Report for School Year 2017-2018**

<b><u>Restraining Students (per RSA 126U)</u></b>	<b>SY 2017-2018</b>	<b>SY 2016-2017</b>	<b>SY 2015-2016</b>	<b>SY 2014-2015</b>
Number of students enrolled in the schools which responded to the School Safety Data Collection	176,514	179,690	180,954	182,299
Number of restraint reports generated this year	2,000	1,660	1,585	1,693
Number of active/on-going restraint investigations	13	1	1	0
Number of closed restraint investigations	1,987	1,636	1,059	1,287
Number of restraints resulting in bodily injury	0	5	10	17
Number of restraints resulting in serious injury or death	0	0		
Number of seclusion reports generated this year	1,180	1,122	1,127	797
Number of active/on-going seclusion investigations	0	0	1	0
Number of closed seclusion investigations	1,180	1,118	955	607

Year	School ID	School Name	Student Enrollment	Restraint Reports	Restrains Resulting in Bodily Injury	Restrains Resulting in Serious Injury or Death	Restraint Investigated and Active	Restrains Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	27010	A. Crosby Kennett Middle School	286	0	0	0	0	0	0	0	0
2018	20240	Abbot-Downing School	383	1	0	0	0	1	0	0	0
2018	28615	Academy for Science and Design Charter (H)	220	0	0	0	0	0	0	0	0
2018	28580	Academy for Science and Design Charter (M)	300	0	0	0	0	0	0	0	0
2018	22960	Acworth Elementary School	30	0	0	0	0	0	0	0	0
2018	20795	Adeline C. Marston School	344	8	0	0	0	8	0	0	0
2018	22580	Allenstown Elementary School	200	10	0	0	0	10	0	0	0
2018	22965	Alstead Primary School	85	0	0	0	0	0	0	0	0
2018	22480	Alton Central School (Elem)	453	0	0	0	0	0	0	0	0
2018	21050	Alvirne High School	1189	0	0	0	0	0	0	0	0
2018	21745	Amherst Middle School	637	0	0	0	0	0	0	0	0
2018	21940	Amherst Street School	288	0	0	0	0	0	0	0	0
2018	22130	Andover Elementary School	249	0	0	0	0	0	0	0	0
2018	22215	Antrim Elementary School	174	0	0	0	0	0	0	0	0
2018	22575	Armand R. Dupont School	164	2	0	0	0	2	0	0	0
2018	20010	Ashland Elementary School	159	0	0	0	0	0	0	0	0
2018	22740	Atkinson Academy	348	0	0	0	0	0	0	0	0
2018	20530	Auburn Village School	606	2	0	0	0	2	0	0	0
2018	21545	Bakersville School	402	0	0	0	0	0	0	0	0
2018	22485	Barnstead Elementary School	493	10	0	0	0	10	0	0	0
2018	22045	Barrington Elementary School	395	6	0	0	0	6	19	0	19
2018	22030	Barrington Middle School	407	4	0	0	0	4	0	0	0



Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	22590	Chichester Central School	198	5	0	0	0	5	24	0	24
2018	20305	Christa McAuliffe School	412	31	0	0	0	31	19	0	19
2018	20115	Claremont Middle School	387	0	0	0	0	0	0	0	0
2018	29184	Claremont Preschool Center	50	0	0	0	0	0	0	0	0
2018	21750	Clark-Wilkins School	672	12	0	0	0	12	0	0	0
2018	28455	Cocheco Academy for the Arts	60	0	0	0	0	0	0	0	0
2018	22025	Coe-Brown Northwood Academy	715	0	0	0	0	0	0	0	0
2018	20185	Colebrook Academy	113	0	0	0	0	0	0	0	0
2018	20195	Colebrook Elementary School	214	0	0	0	0	0	0	0	0
2018	29166	Compass Classical Academy Charter School	107	0	0	0	0	0	0	0	0
2018	22265	Conant High School	379	0	0	0	0	0	0	0	0
2018	20285	Concord High School	1648	1	0	0	0	1	0	0	0
2018	22290	Conval Regional High School	725	0	0	0	0	0	0	0	0
2018	20340	Conway Elementary School	238	0	0	0	0	0	0	0	0
2018	20590	Cooperative Middle School	1258	1	0	0	0	1	0	0	0
2018	20175	Cornish Elementary School	90	0	0	0	0	0	0	0	0
2018	27515	Crescent Lake School	201	2	0	0	0	2	0	0	0
2018	21960	Croydon Village School	26	0	0	0	0	0	0	0	0
2018	28575	CSI Charter School	52	0	0	0	0	0	0	0	0
2018	21715	Cutler School	275	0	0	0	0	0	0	0	0
2018	21440	Daisy Bronson Junior High School	100	0	0	0	0	0	0	0	0
2018	20095	Danbury Elementary School	55	1	0	0	0	1	0	0	0
2018	20625	Daniel J. Bakie School	354	0	0	0	0	0	0	0	0
2018	22745	Danville Elementary School	279	1	0	0	0	1	0	0	0
2018	28050	David R. Cawley Middle School	485	1	0	0	0	1	0	0	0
2018	22595	Deerfield Community School	515	0	0	0	0	0	0	0	0
2018	29156	Derry Early Education Program	94	0	0	0	0	0	0	0	0
2018	20380	Derry Village School	420	0	0	0	0	0	0	0	0
2018	20165	Disnard Elementary School	273	0	0	0	0	0	0	0	0
2018	20435	Dover Middle School	1207	8	0	0	0	8	0	0	0
2018	20455	Dover Senior High School	1320	1	0	0	0	1	0	0	0
2018	21665	Dr. George S. Emerson Elementary School	177	3	0	0	0	3	3	0	3
2018	21045	Dr. H. O. Smith Elementary School	457	36	0	0	0	36	0	0	0
2018	22895	Dr. L. F. Soule School	246	53	0	0	0	53	0	0	0
2018	21835	Dr. Norman W. Crisp School	440	9	0	0	0	9	4	0	4
2018	22230	Dublin Consolidated School	37	0	0	0	0	0	0	0	0
2018	20685	Dunbarton Elementary School	218	4	0	0	0	4	5	0	5
2018	29010	Early Childhood Learning Center	138	0	0	0	0	0	0	0	0
2018	20370	East Derry Memorial Elementary School	450	38	0	0	0	38	0	0	0

Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	20565	East Kingston Elementary School	144	0	0	0	0	0	0	0	0
2018	22650	East Rochester School	272	0	0	0	0	0	0	0	0
2018	20745	Edward Fenn School	169	0	0	0	0	0	0	0	0
2018	22395	Effingham Elementary School	111	0	0	0	0	0	0	0	0
2018	20525	Ellis School	411	0	0	0	0	0	0	0	0
2018	21890	Elm Street Middle School	1039	1	0	0	0	1	0	0	0
2018	21290	Elm Street School	312	0	0	0	0	0	0	0	0
2018	21325	Enfield Village School	203	8	0	0	0	8	5	0	5
2018	26510	Epping Elementary School	483	22	0	0	0	22	0	0	0
2018	20515	Epping High School	279	0	0	0	0	0	0	0	0
2018	26505	Epping Middle School	219	0	0	0	0	0	0	0	0
2018	22600	Epsom Central School	430	24	0	0	0	24	0	0	0
2018	28465	Ernest P. Barka Elementary School	535	0	0	0	0	0	0	0	0
2018	20735	Errol Consolidated Elementary School	16	0	0	0	0	0	0	0	0
2018	20600	Exeter High School	1687	0	0	0	0	0	0	0	0
2018	21840	Fairgrounds Elementary School	520	1	0	0	0	1	0	0	0
2018	21875	Fairgrounds Middle School	703	69	0	0	0	69	51	0	51
2018	27395	Fall Mountain Regional -Pre School Program	16	0	0	0	0	0	0	0	0
2018	22990	Fall Mountain Regional High School	502	0	0	0	0	0	0	0	0
2018	22050	Farmington Senior High School	256	0	0	0	0	0	0	0	0
2018	23060	Florence Rideout Elementary School	218	2	0	0	0	2	0	0	0
2018	20825	Frances C. Richmond School	373	0	0	0	0	0	0	0	0
2018	22245	Fracestown Elementary School	66	0	0	0	0	0	0	0	0
2018	26795	Franklin - Pre School Program	29	0	0	0	0	0	0	0	0
2018	21190	Franklin Elementary School	248	3	0	0	0	3	0	0	0
2018	20660	Franklin High School	311	0	0	0	0	0	0	0	0
2018	26755	Franklin Middle School	380	11	0	0	0	11	0	0	0
2018	20550	Fred C. Underhill School	393	0	0	0	0	0	0	0	0
2018	20350	Freedom Elementary School	73	6	0	0	0	6	0	0	0
2018	21165	Fuller Elementary School	348	2	0	0	0	2	0	0	0
2018	20430	Garrison School	441	14	0	0	0	14	0	0	0
2018	29151	Gate City Charter School for the Arts	154	0	0	0	0	0	0	0	0
2018	20420	Gilbert H. Hood Middle School	621	7	0	0	0	7	0	0	0
2018	21245	Gilford Elementary School	333	0	0	0	0	0	0	0	0
2018	21240	Gilford High School	488	0	0	0	0	0	0	0	0
2018	26995	Gilford Middle School	322	0	0	0	0	0	0	0	0
2018	21250	Gilmanton Elementary School	399	2	0	0	0	2	0	0	0
2018	21670	Gilsum Elementary School	60	0	0	0	0	0	0	0	0
2018	28525	Glen Lake School	177	20	0	0	0	20	0	0	0



Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	20960	Hillsboro-Deering Middle School	310	48	0	0	0	48	2	0	2
2018	27035	Hillside Elementary School	226	1	0	0	0	1	0	0	0
2018	21520	Hillside Middle School	789	0	0	0	0	0	0	0	0
2018	21680	Hinsdale Elementary School	296	15	0	0	0	15	0	0	0
2018	21675	Hinsdale High School	150	0	0	0	0	0	0	0	0
2018	26985	Hinsdale Middle High School	114	0	0	0	0	0	0	0	0
2018	22345	Holderness Central School	162	1	0	0	0	1	0	0	0
2018	21815	Hollis Primary School	344	0	0	0	0	0	0	0	0
2018	27530	Hollis Upper Elementary School	322	7	0	0	0	7	0	0	0
2018	21810	Hollis-Brookline High School	806	0	0	0	0	0	0	0	0
2018	21805	Hollis-Brookline Middle School	419	0	0	0	0	0	0	0	0
2018	20540	Hooksett Memorial School	426	38	0	0	0	38	39	0	39
2018	20970	Hopkinton High School	283	0	0	0	0	0	0	0	0
2018	27000	Hopkinton Middle School	172	0	0	0	0	0	0	0	0
2018	20445	Horne Street School	489	5	0	0	0	5	0	0	0
2018	21060	Hudson Memorial School	823	0	0	0	0	0	0	0	0
2018	26525	Iber Holmes Gove Middle School	401	0	0	0	0	0	0	0	0
2018	28985	Idlehurst Elementary School	469	0	0	0	0	0	0	0	0
2018	26405	Indian River School	340	1	0	0	0	1	6	0	6
2018	20025	Inter-Lakes Elementary School	336	0	0	0	0	0	0	0	0
2018	20035	Inter-Lakes High School	328	0	0	0	0	0	0	0	0
2018	26575	Inter-Lakes Middle Tier	299	0	0	0	0	0	0	0	0
2018	20355	Jackson Grammar School	40	0	0	0	0	0	0	0	0
2018	26580	Jacques Memorial Elementary School	295	1	0	0	0	1	0	0	0
2018	22275	Jaffrey Grade School	321	0	0	0	0	0	0	0	0
2018	20980	James Faulkner Elementary School	74	0	0	0	0	0	0	0	0
2018	26565	James House Preschool	46	0	0	0	0	0	0	0	0
2018	21020	James Mastricola Elementary School	399	55	0	0	0	55	31	0	31
2018	21025	James Mastricola Upper Elementary School	544	3	0	0	0	3	0	0	0
2018	21470	Jefferson Elementary School	46	0	0	0	0	0	0	0	0
2018	20670	Jennie D. Blake School	63	0	0	0	0	0	0	0	0
2018	21590	Jewett School	442	2	0	0	0	2	0	0	0
2018	23000	John D. Perkins Academy	35	0	0	0	0	0	0	0	0
2018	20335	John H. Fuller School	220	1	0	0	0	1	0	0	0
2018	26380	John Stark Regional High School	663	0	0	0	0	0	0	0	0
2018	29180	Jonathan Daniels School	94	0	0	0	0	0	0	0	0
2018	20325	Josiah Bartlett Elementary School	183	0	0	0	0	0	0	0	0
2018	21980	Kearsarge Reg. Elem. School at New London	326	0	0	0	0	0	0	0	0
2018	26530	Kearsarge Reg. Elementary School - Bradford	166	1	0	0	0	1	5	0	5







Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	23005	North Walpole School	95	0	0	0	0	0	0	0	0
2018	26435	Northwest Elementary School	683	0	0	0	0	0	0	0	0
2018	22085	Northwood Elementary School	381	0	0	0	0	0	0	0	0
2018	22095	Nottingham Elementary School	511	0	0	0	0	0	0	0	0
2018	26765	Nottingham West Elementary School	548	60	0	0	0	60	0	0	0
2018	22070	Nute High School	165	0	0	0	0	0	0	0	0
2018	26540	Nute Junior High School	111	0	0	0	0	0	0	0	0
2018	22405	Ossipee Central School	300	0	0	0	0	0	0	0	0
2018	22800	Oyster River High School	793	0	0	0	0	0	0	0	0
2018	22790	Oyster River Middle School	659	0	0	0	0	0	0	0	0
2018	29035	PACE Career Academy Charter School	48	0	0	0	0	0	0	0	0
2018	21540	Parker-Varney School	560	1	0	0	0	1	0	0	0
2018	20650	Paul A. Smith School	300	10	0	0	0	10	0	0	0
2018	22110	Paul Elementary School	437	2	0	0	1	1	0	0	0
2018	27970	Pelham Elementary School	784	10	0	0	0	10	8	0	8
2018	21105	Pelham High School	651	3	0	0	0	3	2	0	2
2018	21110	Pelham Memorial School	479	0	0	0	0	0	0	0	0
2018	22620	Pembroke Academy	791	0	0	0	0	0	0	0	0
2018	22615	Pembroke Hill School	236	7	0	0	0	7	15	0	15
2018	22625	Pembroke Village School	135	0	0	0	0	0	0	0	0
2018	22185	Penacook Elementary School	376	26	0	0	0	26	27	0	27
2018	21825	Pennichuck Middle School	639	0	0	0	0	0	0	0	0
2018	21000	Peter Woodbury School	526	4	0	0	0	4	0	0	0
2018	22310	Peterborough Elementary School	264	0	0	0	0	0	0	0	0
2018	22225	Pierce Elementary School	77	0	0	0	0	0	0	0	0
2018	20895	Piermont Village School	64	13	0	0	0	13	0	0	0
2018	20330	Pine Tree Elementary School	270	0	0	0	0	0	0	0	0
2018	20395	Pinkerton Academy	3184	0	0	0	0	0	0	0	0
2018	20205	Pittsburg School (Elem)	64	0	0	0	0	0	0	0	0
2018	26500	Pittsburg School (High)	30	0	0	0	0	0	0	0	0
2018	26595	Pittsfield Elementary School	331	14	0	0	0	14	15	0	15
2018	22500	Pittsfield High School	165	0	0	0	0	0	0	0	0
2018	26550	Pittsfield Middle School	77	0	0	0	0	0	0	0	0
2018	21375	Plainfield Elementary School	204	7	0	0	0	7	0	0	0
2018	21260	Pleasant Street School	323	3	0	0	0	3	0	0	0
2018	22355	Plymouth Elementary School	419	15	0	0	0	15	13	0	13
2018	22350	Plymouth Regional High School	676	2	0	0	0	2	0	0	0
2018	29065	Polaris Charter School	107	0	0	0	0	0	0	0	0
2018	22765	Pollard Elementary School	467	11	0	0	0	11	1	0	1



Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	20475	South Londonderry Elementary School	468	96	0	0	0	96	66	0	66
2018	22295	South Meadow School	403	0	0	0	0	0	0	0	0
2018	20405	South Range Elementary School	324	1	0	0	0	1	0	0	0
2018	21575	Southside Middle School	769	2	0	0	0	2	0	0	0
2018	27070	Southwick School	222	1	0	0	0	1	0	0	0
2018	22700	Spaulding High School	1385	0	0	0	0	0	0	0	0
2018	22910	Stark Village School	27	0	0	0	0	0	0	0	0
2018	20140	Stevens High School	543	0	0	0	0	0	0	0	0
2018	27560	Stewartstown Community School	76	1	0	0	0	1	0	0	0
2018	22100	Strafford School	413	0	0	0	0	0	0	0	0
2018	22915	Stratford Public School	68	3	0	0	0	3	0	0	0
2018	20615	Stratham Memorial School	543	1	0	0	0	1	0	0	0
2018	28570	Strong Foundations Charter School	254	0	0	0	0	0	0	0	0
2018	22005	Sunapee Central School	158	1	0	0	0	1	0	0	0
2018	26965	Sunapee Middle High School	107	0	0	0	0	0	0	0	0
2018	22000	Sunapee Sr. High School	140	0	0	0	0	0	0	0	0
2018	21850	Sunset Heights School	391	21	0	0	0	21	13	0	13
2018	28515	Surry Village Charter School	92	0	0	0	0	0	0	0	0
2018	22010	Sutton Central Elementary School	101	0	0	0	0	0	0	0	0
2018	20555	Swasey Central School	311	0	0	0	0	0	0	0	0
2018	21170	Symonds Elementary School	351	3	0	0	0	3	15	0	15
2018	22330	Temple Elementary School	44	0	0	0	0	0	0	0	0
2018	29055	The Birches Academy of Academics - Art A Public Charter Sch	217	0	0	0	0	0	0	0	0
2018	29150	The Founders Academy Charter School (E)	220	0	0	0	0	0	0	0	0
2018	29149	The Founders Academy Charter School (H)	83	0	0	0	0	0	0	0	0
2018	22380	Thornton Central School	205	0	0	0	0	0	0	0	0
2018	21035	Thorntons Ferry School	516	0	0	0	0	0	0	0	0
2018	26925	Three Rivers School	343	0	0	0	0	0	0	0	0
2018	22770	Timberlane Regional High School	1158	0	0	0	0	0	0	0	0
2018	22760	Timberlane Regional Middle School	789	0	0	0	0	0	0	0	0
2018	21725	Troy Elementary School	169	1	0	0	0	1	0	0	0
2018	22410	Tuftonboro Central School	117	0	0	0	0	0	0	0	0
2018	22945	Union Sanborn School	218	0	0	0	0	0	0	0	0
2018	20180	Unity Elementary School	114	0	0	0	0	0	0	0	0
2018	22970	Vilas Elementary School	109	0	0	0	0	0	0	0	0
2018	28650	Virtual Learning Academy (E)	43	0	0	0	0	0	0	0	0
2018	28605	Virtual Learning Academy (H)	215	0	0	0	0	0	0	0	0
2018	23015	Walpole Elementary School	141	3	0	0	0	3	0	0	0
2018	23010	Walpole Primary School	78	3	0	0	0	3	0	0	0

Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
2018	20900	Warren Village School	77	0	0	0	0	0	0	0	0
2018	20985	Washington Elementary School	45	0	0	0	0	0	0	0	0
2018	22385	Waterville Valley Elementary School	21	0	0	0	0	0	0	0	0
2018	20720	Weare Middle School	354	1	0	0	0	1	0	0	0
2018	22205	Webster Elementary School	94	0	0	0	0	0	0	0	0
2018	21155	Wells Memorial School	52	0	0	0	0	0	0	0	0
2018	22390	Wentworth Elementary School	59	0	0	0	0	0	0	0	0
2018	27065	West Running Brook Middle School	556	0	0	0	0	0	0	0	0
2018	21230	Westmoreland School	142	0	0	0	0	0	0	0	0
2018	21515	Weston School	509	0	0	0	0	0	0	0	0
2018	21200	Wheelock Elementary School	202	2	0	0	0	2	14	0	14
2018	21480	White Mountains Regional High School	364	2	0	0	0	2	0	0	0
2018	26930	Whitefield Elementary School	291	0	0	0	0	0	0	0	0
2018	22690	William Allen School	308	0	0	0	0	0	0	0	0
2018	22860	William E. Lancaster School	277	42	0	0	0	42	9	0	9
2018	22865	William T. Barron Elementary School	391	23	0	0	0	23	0	0	0
2018	21640	Wilson School	444	14	0	0	0	14	0	0	0
2018	26955	Wilton-Lyndeboro Middle School	116	0	0	0	0	0	0	0	0
2018	23070	Wilton-Lyndeboro Senior High School	158	0	0	0	0	0	0	0	0
2018	21735	Winchester School	431	3	0	0	0	3	22	0	22
2018	29193	Windham Academy Public Charter School	NULL	0	0	0	0	0	0	0	0
2018	21135	Windham Center School	683	0	0	0	0	0	0	0	0
2018	28640	Windham High School	918	0	0	0	0	0	0	0	0
2018	21125	Windham Middle School	776	1	0	0	0	1	0	0	0
2018	27445	Windham Preschool	NULL	0	0	0	0	0	0	0	0
2018	20780	Winnacunnet High School	1051	0	0	0	0	0	0	0	0
2018	22950	Winnisquam Regional High School	439	0	0	0	0	0	0	0	0
2018	22955	Winnisquam Regional Middle School	364	0	0	0	0	0	0	0	0
2018	22850	Woodbury School	841	0	0	0	0	0	0	0	0
2018	21285	Woodland Heights Elementary School	347	2	0	0	0	2	0	0	0
2018	20460	Woodman Park School	525	3	0	0	0	3	0	0	0
2018	20905	Woodsville Elementary School	250	5	0	0	0	5	0	0	0
2018	20910	Woodsville High School	200	0	0	0	0	0	0	0	0
<b>Totals</b>			<b>176,514</b>	<b>2,000</b>	<b>0</b>	<b>0</b>	<b>13</b>	<b>1,987</b>	<b>1,180</b>	<b>0</b>	<b>1,180</b>

**Restraints and Seclusion Definitions**

[For more information please click on the following link: RSA 126-U](#)

**Excerpt from RSA 126-U:**

Year	School ID	School Name	Student Enrollment	Restraint Reports	Restraints Resulting in Bodily Injury	Restraints Resulting in Serious Injury or Death	Restraint Investigated and Active	Restraints Investigated and Closed	Seclusions	Seclusions Investigated and Active	Seclusions Investigated and Closed
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IV. "**Restraint**" means bodily physical restriction, mechanical devices, or any device that immobilizes a person or restricts the freedom of movement of the torso, head, arms, or legs. It includes mechanical restraint, physical restraint, and medication restraint used to control behavior in an emergency or any involuntary medication. It is limited to actions taken by persons who are school or facility staff members, contractors, or otherwise under the control or direction of a school or facility.

(a) "Medication restraint" occurs when a child is given medication involuntarily for the purpose of immediate control of the child's behavior.

(b) "Mechanical restraint" occurs when a physical device or devices are used to restrict the movement of a child or the movement or normal function of a portion of his or her body.

(c) "Physical restraint" occurs when a manual method is used to restrict a child's freedom of movement or normal access to his or her body.

(d) **Restraint shall not include:**

(1) Brief touching or holding to calm, comfort, encourage, or guide a child, so long as limitation of freedom of movement of the child does not occur.

(2) The temporary holding of the hand, wrist, arm, shoulder, or back for the purpose of inducing a child to stand, if necessary, and then walk to a safe location, so long as the child is in an upright position and moving toward a safe location.

(3) Physical devices, such as orthopedically prescribed appliances, surgical dressings and bandages, and supportive body bands, or other physical holding when necessary for routine physical examinations and tests or for orthopedic, surgical, and other similar medical treatment purposes, or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling out of bed, or to permit a child to participate in activities without the risk of physical harm.

(4) The use of seat belts, safety belts, or similar passenger restraints during the transportation of a child in a motor vehicle.

(5) The use of force by a person to defend himself or herself or a third person from what the actor reasonably believes to be the imminent use of unlawful force by a child, when the actor uses a degree of such force which he or she reasonably believes to be necessary for such purpose and the actor does not immobilize a child or restrict the freedom of movement of the torso, head, arms, or legs of any child.

V-a. "**Seclusion**" means the involuntary placement of a child alone in a place where no other person is present and from which the particular child is unable to exit, either due to physical manipulation by a person, a lock, or other mechanical device or barrier. The term shall not include the voluntary separation of a child from a stressful environment for the purpose of allowing the child to regain self-control, when such separation is to an area which a child is able to leave. Seclusion does not include circumstances in which there is no physical barrier between the child and any other person or the child is physically able to leave the place. A circumstance may be considered seclusion even if a window or other device for visual observation is present, if the other elements of this definition are satisfied.

VI. "**Serious injury**" means any harm to the body which requires hospitalization or results in the fracture of any bone, non-superficial lacerations, injury to any internal organ, second- or third-degree burns, or any severe, permanent, or protracted loss of or impairment to the health or function of any part of the body.

-This data collection is reported by schools and certified by superintendents.









**August 2019**

Granite State College	Ed 612.02 Reading and Writing Program (Post Bac)	P
Granite State College	Ed 612.03 Early Childhood Education (BS, BA, Post Bac)	P
Granite State College	Ed 612.04 Elementary Education (K-8) (K-6) (BA, Post Bac)	F
Granite State College	Ed 612.07 General Special Education (BA, Post Bac)	F
Granite State College	Ed 612.071 Early Childhood Special Education (BS, BA, Post Bac)	F
Granite State College	Ed 612.08 Intellectual or Developmental Disabilities (Post Bac)	F
Granite State College	Ed 612.09 Deaf and Hearing Disabilities (Post Bac)	F
Granite State College	Ed 612.10 Emotional and Behavioral Disabilities (Post Bac)	F
Granite State College	Ed 612.11 Specific Learning Disabilities (Post Bac)	F
Granite State College	Ed 612.13 Blind and Vision Disabilities (Post Bac)	F
Granite State College	Ed 612.17 Mathematics for Grades 5-8 (BA, Post Bac)	P
Granite State College	Ed 612.18 Secondary Mathematics for Grades 7-12 (BA, Post Bac)	P
Granite State College	Ed 612.19 Education Technology Integrator (Post Bac)	C
Granite State College	Ed 614.02 Reading & Writing Specialist (Post Bac)	F
University of New Hampshire	Ed 612.01 Visual Arts (M.ED, MAT)	F
University of New Hampshire	Ed 612.03 Early Childhood Education (BS, M.ED)	F
University of New Hampshire	Ed 612.04 Elementary Education (K-8) (K-6) (M.ED)	F
University of New Hampshire	Ed 612.05 English Language Arts for Grades 5-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.06 English for Speakers of Other Languages (ESOL) (M.ED, MAT, Conversion)	F
University of New Hampshire	Ed 612.07 General Special Education (M.ED)	F
University of New Hampshire	Ed 612.071 Early Childhood Special Education (M.ED)	F
University of New Hampshire	Ed 612.14 Modern Languages (French) Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.14 Modern Languages (German) Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.14 Modern Languages (Russian) Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.14 Modern Languages (Spanish) Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.15 Classical Languages (Latin) Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.16 Health Education (M.ED, MAT)	F
University of New Hampshire	Ed 612.17 Mathematics Education (5-8) (BS, M.ED, MAT)	F
University of New Hampshire	Ed 612.18 Mathematics Education (7-12) (BS, M.ED, MAT)	F
University of New Hampshire	Ed 612.20 Music Education (BS, M.ED, MAT)	F

University of New Hampshire	Ed 612.21 Physical Education (BS, M.ED, MAT)	F
University of New Hampshire	Ed 612.22 Middle Level Science for Grades 5-8 (M.ED, MAT)	F
University of New Hampshire	Ed 612.24 Earth Space Science for Grades 7-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.25 Life Sciences for Grades 7-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.26 Chemistry for Grades 7-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.27 Physics for Grades 7-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.28 Social Studies for Grades 5-12 (M.ED, MAT)	F
University of New Hampshire	Ed 612.30 Theatre (M.ED, MAT)	F
University of New Hampshire	Ed 612.31 Career and Technical Education (Agriculture) (M.ED, MAT)	F
University of New Hampshire	Ed 612.32 Dance Education (M.ED, MAT)	F
University of New Hampshire	Ed 614.15 Special Education Administrator (Certificate)	F
University of New Hampshire	Ed 614.04 School Principal (Conversion, Ed.S)	F
University of New Hampshire	Ed 614.05 School Superintendent (Ed.S)	F
University of New Hampshire	Ed 614.14 Elementary Mathematics Specialist (M.ED)	F

**August 2020**

Antioch University New England	Ed 612.03 Early Childhood Education (M.ED)	F
Antioch University New England	Ed 612.04 Elementary Education (K-8) (K-6) (M.ED)	F
Antioch University New England	Ed 612.07 General Special Education (M.ED)	P
Antioch University New England	Ed 612.22 Middle Level Science for Grades 5-8 (MS)	F
Antioch University New England	Ed 612.19 Education Technology Integrator (M.ED, Certificate)	F
Antioch University New England	Ed 612.25 Life Sciences for Grades 7-12 (MS)	F
Antioch University New England	Ed 614.04 School Principal (M.ED, Certificate)	F
Antioch University New England	Ed 614.11 Library Media Specialist (M.ED, Certificate)	F
New England College	Ed 612.04 Elementary Education (K-8) (K-6) (BA, M.ED, Conversion)	F
New England College	Ed 612.05 English Language Arts for Grades 5-12 (BA, M.ED, Conversion)	F
New England College	Ed 612.07 General Special Education (BA, M.ED, Conversion)	F
New England College	Ed 612.18 Secondary Mathematics for Grades 7-12 (BA, M.ED, Conversion)	F
New England College	Ed 612.21 Physical Education (BA, M.ED, Conversion)	F
New England College	Ed 612.25 Life Sciences for Grades 7-12 (BA, M.ED, Conversion)	F
New England College	Ed 612.28 Social Studies for Grades 5-12 (BA, M.ED, Conversion)	F
New England College	Ed 612.30 Theatre Education (BA, M.ED, Conversion)	F
New England College	Ed 614.04 School Principal (M.ED, Ed.S, PhD)	F
New England College	Ed 614.05 School Superintendent (Ed.S, PhD)	F
Saint Anselm College	Ed 612.01 Visual Arts (Certificate)	F
Saint Anselm College	Ed 612.04 Elementary Education (K-6) (BA, Certificate)	P
Saint Anselm College	Ed 612.05 English Language Arts for Grades 5-12 (Certificate)	F
Saint Anselm College	Ed 612.06 English for Speakers' of Other Languages (ESOL) (Certificate)	P
Saint Anselm College	Ed 612.14 Modern Languages (French) Education (Certificate)	F
Saint Anselm College	Ed 612.14 Modern Languages (Spanish) Education (Certificate)	F
Saint Anselm College	Ed 612.15 Classical Languages (Latin) Education (Certificate)	F
Saint Anselm College	Ed 612.18 Secondary Mathematics for Grades 7-12 (Certificate)	F
Saint Anselm College	Ed 612.20 Music (Certificate)	F
Saint Anselm College	Ed 612.25 Life Sciences for Grades 7-12 (Certificate)	P
Saint Anselm College	Ed 612.26 Chemistry for Grades 7-12 (Certificate)	F
Saint Anselm College	Ed 612.27 Physics for Grades 7-12 (Certificate)	F
Saint Anselm College	Ed 612.28 Social Studies for Grades 5-12 (Certificate)	F

**August 2021**

Franklin Pierce University	Ed 612.04 Elementary Education (K-8) (K-6) (BA, M.ED, Conversion)	P
Franklin Pierce University	Ed 612.05 English Language Arts for Grades 5-12 (BA, M.ED, Conversion)	F
Franklin Pierce University	Ed 612.35 English Language Arts for Grades 5-8 (BA, M.ED, Conversion)	P
Franklin Pierce University	Ed 612.07 General Special Education (BA, M.ED, Conversion)	P
Franklin Pierce University	Ed 612.25 Life Sciences for Grades 7-12 (BA, M.ED, Conversion)	F
Franklin Pierce University	Ed 612.28 Social Studies for Grades 5-12 (BA, M.ED, Conversion)	F
Franklin Pierce University	Ed 612.29 Social Studies for Grades 5-8 (BA, M.ED, Conversion)	P
Keene State College	Ed 612.03 Early Childhood Education (BS, Post Bac)	F
Keene State College	Ed 612.04 Elementary Education (K-8) (K-6) (BS, Post Bac)	F
Keene State College	Ed 612.05 English Language Arts for Grades 5-12 (BS, BA, Post Bac)	F
Keene State College	Ed 612.07 General Special Education (M.ED, Certificate)	F
Keene State College	Ed 612.14 Modern Languages (French) Education (BS, BA, Post Bac)	F
Keene State College	Ed 612.14 Modern Languages (Spanish) Education (BS, BA, Post Bac)	F
Keene State College	Ed 612.17 Mathematics Education (5-8) (BS, BA, Post Bac)	F
Keene State College	Ed 612.18 Mathematics Education (7-12) (BS, BA, Post Bac)	F
Keene State College	Ed 612.20 Music Education (Bachelor of Music)	F
Keene State College	Ed 612.21 Physical Education (BS, Post Bac)	F
Keene State College	Ed 612.22 Middle Level Science for Grades 5-8 (BS, BA, Post Bac)	F
Keene State College	Ed 612.24 Earth Space Science for Grades 7-12 (BS, BA, Post Bac)	F
Keene State College	Ed 612.25 Life Sciences for Grades 7-12 (BS, BA, Post Bac)	F
Keene State College	Ed 612.26 Chemistry for Grades 7-12 (BS, BA, Post Bac)	F
Keene State College	Ed 612.27 Physics for Grades 7-12 (BS, Post Bac)	F
Keene State College	Ed 612.28 Social Studies for Grades 5-12 (BS, BA, Post Bac)	F
Keene State College	Ed 612.32 Dance Education (BA, Post Bac)	F
Keene State College	Ed 614.03 School Counselor (M.ED, Conversion)	F
Keene State College	Ed 614.04 School Principal (M.ED, Conversion)	F

Please note that there are no pre-meeting materials for VI, E - 1



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

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

**MEMO TO:** State Board of Education

**FROM:** Michael Seidel, Director, Division of Educator Support and Higher Education, on behalf of the Council for Teacher Education

**DATE:** November 1, 2018

**RE:** Extension request for Saint Anselm College's Professional Educator Preparation programs

The Council for Teacher Education (CTE) is requesting an extension of the Professional Educator Preparation Program approvals for Saint Anselm College. Their current approval expires August 2020. The Council's unanimous request is for an extension until August 2021.

The extension request is due to significant changes in the oversight and coordination of the Teacher Education Programs, and significant changes in personnel including a new Department Chair, Coordinator of Clinical Practice, and Data Manager/Coordinator. In addition, the Director of Teacher Education will be on leave for a semester in the time leading up to their review.

Thank you in advance for your consideration.



June 29, 2018

Michael Seidel  
Division Director  
Division of Higher Education - Higher Education Commission  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Michael,

The Department of Education at Saint Anselm College is requesting an extension of Program Approval for one year for all its programs. Saint Anselm College have experienced significant changes in the oversight and coordination of the Teacher Education Programs and significant changes in personnel including a new Department Chair, Coordinator of Clinical Practice, and Data Manager/Coordinator and the Director of Teacher Education will be on leave for a semester (Ed 602.12g1).

The on-site review is currently scheduled for March or April 2020. If the extension is granted, the Department is requesting an April or May 2021 date.

Thank you in advance for the consideration to the request.

Sincerely,

Dr. Laura M. Wasielewski  
Director, Teacher Education Programs  
Certification Officer  
603-656-6051  
[lwasielle@anselm.edu](mailto:lwasielle@anselm.edu)

Cc.

Frank Hoell, Chair, Council for Teacher Education  
Suzanne Canali, Vice Chair, Council for Teacher Education

## New Hampshire Department of Education Council for Teacher Education

### Substantive Change Report

Changes in preparation programs are ordinarily addressed in the annual report. IHEs are encouraged to undertake programmatic changes in response to state priorities, institutional innovation, and/or program improvement needs based on assessment data.

However, if the IHE determines that a given change may have the potential to impact the ability of the PEPP to ensure that candidates can successfully meet the certification standards, then a substantive change review is warranted. The IHE shall inform the DOE and the NHCTE of substantive program changes that meet one of more of the following criteria (check all that apply):

- Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
- Changes beyond those indicated by the assessment system for continuous improvement;
- Elimination of a PEPP.

Please describe the change and answer the questions on page 2 of this form.

#### **UNH is discontinuing the Ed.612.11 Specific Learning Disabilities Program**

Institution reporting substantive change: **University of New Hampshire**

Is the change at the (check either or both) X at the unit level and/or X at the program level If

at the program level, which program(s): **Ed.612.11 Specific Learning Disabilities**

Institutional Program Coordinator/Title: **Liz Arcieri, Coordinator of Certification and Accreditation**

Institution address: **UNH/Education Department 62 College Road, Morrill Hall Durham, NH 03824**

Email address: **Elizabeth.arcieri@unh.edu**

Phone: **603-862-2674**

The DOE and the NHCTE shall determine if the changes affect the terms and conditions of the original approval of the program and shall determine whether a detailed report is necessary.

1. What aspects of the substantive change may affect the capacity of the unit and/or program(s) to ensure that candidates successfully meet standards for certification?

**At this time, fall 2018, there are no active students enrolled in this certification program.**

2. Explain the rationale for the change.

**UNH is discontinuing the LD program based on no enrollment of students and limited Special Education faculty.**

3. What steps have you taken or planned to ensure that the change will not adversely affect your capacity ) to ensure that candidates successfully meet standards for certification? Attach a transition plan if phasing out a program.

**Not applicable. No students currently enrolled in this program.**

4. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that review by the NHDOE and/or CTE is warranted prior to the submission of the next regularly scheduled annual report?

\_\_\_yes\_\_\_no  not sure

Send completed report to the New Hampshire Department of Education, Bureau of Credentialing, 101 Pleasant Street, Concord, NH, 03301.

Questions, contact Marie Blanchard at (603) 271-8049.

Revised February 2018

Ed 602.14 Substantive Program Changes during the Approval Period.

- (a) Technical assistance in making a determination of substantive change shall be available to the institution through the department or the NHCTE.
- (b) A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed.
- (c) An institution shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria:
  - (1) Changes in the PEPP's face-to-face delivery system to primarily on-line delivery;
  - (2) Changes beyond those indicated by the assessment system for continuous improvement; or
  - (3) Elimination of a PEPP.
- (d) If the department and NHCTE determine that the changes affect the terms or conditions of the original approval of the program because the original approval is no longer applicable to the revised program, the department shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in one of the following:
  - (1) Retain approval through the existing expiration date; or
  - (2) Use the process for PEPP approval under Option 1, 2 or 3.



**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

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**MEMO TO:** State Board of Education

**FROM:** Michael Seidel, Director, Division of Educator Support and Higher Education, on behalf of the Council for Teacher Education

**DATE:** November 1, 2018

**RE:** Extension request for University of New Hampshire's and Granite State College's Educator Preparation programs

The Council for Teacher Education (CTE) and Department of Education (DOE) are requesting an extension of the Professional Educator Preparation Program approvals for University of New Hampshire (UNH) and Granite State College (GSC). Both approvals currently expire in August 2019 and the Council's unanimous request is for extensions until August 2020.

Their reviews are currently scheduled for February and April 2019, respectively. This extension will provide the DOE, working with the CTE, the time needed to ensure a review that meets the requirements as stated in the governing rules. In addition, it will allow us to review several new program requests in January and February 2019, and review New England College in the April of 2019.

We plan to reschedule UNH and GSC reviews for October and September 2019, respectively.

Thank you in advance for your consideration.

Adopt Ed 505.08 to read as follows:

Ed 505.08 Code of Conduct Requirements. All applicants for any credential or endorsement issued by the state board shall acknowledge an understanding and adherence to the code of conduct as specified in Ed 510.01 through Ed 510.05 at the time of application.

Adopt Ed 610.01 to read as follows:

Ed 610.01 Code of Conduct Requirements. Each professional educator preparation program shall require each graduate of the program to demonstrate evidence of an understanding of ethical decision making as it relates to the code of conduct specified in Ed 510.01 through Ed 510.05.

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 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;

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

a. Use knowledge of digital tools 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;

- 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;

(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 collaborative strategies for the comprehensive integration of technology to foster excellence to 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**

<b>Rule</b>	<b>Statute</b>
Ed 507.22	RSA 186:11, X(a)
Ed 612.19	RSA 186:11, X(c)



**OFFICE OF LEGISLATIVE SERVICES**

STATE HOUSE  
107 NORTH MAIN STREET, ROOM 109  
CONCORD, NEW HAMPSHIRE 03301-4951

October 22, 2018

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

Re: Correction to Approval of Objection Response to Final Proposal 2018-35

Dear Board Members:

This letter is intended to address an error in my letter to the Board of Education (Board), dated October 19, 2018. That letter discussed the action taken by the Joint Legislative Committee on Administrative Rules (JLCAR), at its meeting on October 18, 2018, regarding the Objection Response to Final Proposal 2018-35, containing various provisions of Ed 500.

The Committee's approval included amending Ed 510.02(b)(2) in the adopted rule by inserting ", pursuant to Ed 306.04," immediately after the word "supervision", as an editorial change. Upon subsequent discussion with Board staff, and the Chair and Vice-Chair of JLCAR, it has been determined that the editorial language should read "pursuant to local school district policy adopted pursuant to Ed 306.04".

I am sorry if this has caused any confusion. If you have any questions concerning the Committee's approval or concerns, please call me at 271-3680.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael Morrell", written over a horizontal line.

Michael Morrell  
Sr. Committee Attorney

cc: Amanda Phelps, Administrative Rules Coordinator

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 conduct for all credential holders and to inform members of the public of the code of conduct applicable to credential holders;
- (d) Specify unprofessional conduct which justifies disciplinary sanctions against credential holders; and
- (e) Provide oversight of adjudicatory proceedings required for discipline of credential holders while providing such with fair hearing practices and rights of appeal.

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

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

- (a) "Administrator" means the administrator of the bureau of credentialing;
- (b) "Authorization" means a document issued by the department giving permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;
- (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), intern authorization (IA), 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;

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

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

(m) "Educator" means any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:39. Administrators, specialists, and teachers are included within the definition of this term;

(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 specified 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;

(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 as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

(u) "Reprimand" means is a note to file of a credential holder for his or her conduct, which does not rise to the level of a suspension or revocation of a credential, which can be used in the event of a subsequent investigation;

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

(w) “Statement of eligibility” means a verification issued by the department of education that indicates that an individual has successfully met the entry requirements of an intern authorization for:

- (1) Pathway 4 certification as specified in Ed 505.04; or
- (2) Pathway 5 certification as specified in Ed 505.05;

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

##### Ed 502.01 Confidentiality of Credential Holder Certification Records.

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

- (1) The name of the 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

(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 credentials ~~has~~ *have* been revoked or who are under suspension, and such list shall be published on the department's website.

Readopt with amendment Ed 504.04, effective 1-17-14 (Doc. #10506), to read as follows:

Ed 504.04 Emergency Authorization.

(a) The superintendent of schools shall request emergency authorization from the bureau, and the emergency authorization shall be granted provided that the requirements of paragraphs (b) through (e) are met. The applicant for the teaching position shall provide the information and documentation required in (c) and (e) below.

(b) The bureau shall issue an emergency authorization applied for under (a) above if an emergency situation exists as determined by the local school district and the applicant for the teaching position has:

(1) Paid the applicable application fee, provided in Ed 508.06(c); and

(2) Filed with the bureau the information and documentation required in (c) and (e).

(c) An applicant for a teaching position for whom a superintendent is requesting emergency authorization shall provide the following information or documents, unless it is specified below that the information is optional, on or with the form titled "Application for Emergency Authorization":

- (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (d) and (e) below;
- (2) Date of birth;
- (3) Name;
- (4) Address;
- (5) Sex, which may be specified at the option of the applicant;
- (6) Telephone number;
- (7) Date of application;
- (8) Educational information, including the following:
  - a. Degree, if any;
  - b. Major;
  - c. State;
  - d. College or university;
  - e. Date degree granted; and
  - f. Transcript for each degree listed;
- (9) Educational employment record for the last 7 years including:
  - a. Dates;
  - b. State;
  - c. School district;
  - d. Position;
  - e. Assignment/subject;
  - f. Grade level;
  - g. Credential held;
  - h. Number of years of any public school experience;
  - i. Number of years of any non-public school experience; and
  - j. Copy of each teaching credential held in New Hampshire , other state, or both;
- (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;
- (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;
- (12) Whether the applicant has ever had a teaching credential revoked or suspended and, if so, an explanation;

(13) Whether the applicant has ever surrendered a teaching credential in any other state, and, if so, an explanation;

(14) Whether the applicant has ever been subject of a finding of professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and

(15) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:

- a. American Indian;
- b. Asian/Pacific;
- c. African-American/Non-Hispanic;
- d. White/Non-Hispanic;
- e. Hispanic;
- f. Multi-ethnic; and
- g. Other/do not wish to specify.

(d) If an applicant provides a social security number under (c)(1) above, the social security number shall be used by the bureau for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11,VI-a.

(e) If an applicant chooses to have the department supply an alternative number, the department shall use the teacher number generated by the electronic educator information system and it shall be used as specified in (b).

(f) An emergency authorization shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

Readopt with amendment and renumber Ed 504.041, effective 1-17-14 (Doc. #10506), as Ed 504.05, and renumber the remaining sections in Part Ed 504 so that, for example, Ed 504.05 becomes Ed 504.06, to read as follows:

Ed 504.05 In Process of Licensure Authorization (IPLA).

(a) The applicant who is in process of licensure authorization (IPLA) shall sign the application acknowledging that all information contained on the application is true, accurate and complete to the best of the applicant's knowledge.

(b) If a superintendent files an IPLA with the bureau, the bureau shall approve such filing, if the bureau finds that the applicant who is the subject of the IPLA:

- (1) Is in the process of certification;
- (2) Has submitted a completed application for certification; and

(3) Has paid any applicable fees.

(c) An approved IPLA shall be issued to the superintendent of schools for up to one school year and shall not be renewable.

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

PART Ed 510 CODE OF CONDUCT

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

(a) In fulfilling responsibilities to the education profession and educational professionals, a credential holder shall exemplify honesty and integrity in the course of professional practice.

(b) Unprofessional conduct shall include, but not be limited to:

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

(2) Failure to self-report within 5 business days if he or she has been arrested for any violation of offenses enumerated in RSA 189:13-a, V;

(3) 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;

(4) Unlawful possession of a drug;

(5) 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;

(6) 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; and

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

Ed 510.02 Principle 2—Responsibility to Students.

(a) In fulfilling responsibilities to students 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.

(b) Unprofessional conduct shall include, but not be limited to:

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

(2) Failure to provide appropriate supervision of students, pursuant to local school district policy adopted as specified in Ed 306.04, at school or school-sponsored activities or the failure to ensure the safety and well-being of students;

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

(4) 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:

- a. Abuse, including, but not limited to physical and emotional abuse;
- b. Cruelty or any act of endangerment;
- c. Any sexual act with or from any student; and
- d. Harassment as defined by state or federal law or regulations;

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

(6) 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.

Ed 510.03 Principle 3—Responsibility to the School Community.

(a) In fulfilling the responsibilities to the school community a credential holder shall communicate responsibly among members of the school community, while maintaining appropriate professional boundaries.

(b) Unprofessional conduct shall include, but not be limited to:

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

(2) Accepting or soliciting gratuities, gifts, or favors for personal use or gain where there might be an actual or appearance of a conflict of interest. Gifts of a small amount shall not be deemed a conflict of interest;

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

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

Ed 510.04 Principle 4—Responsible and Ethical Use of Technology

(a) In fulfilling the responsibilities and ethical use of technology a credential holder shall consider the impact of consuming, creating, distributing, and communicating information through the use of any and all types of technology.

(b) Unprofessional conduct shall include, but not be limited to:

(1) Engaging in any activities as specified in Ed 510.02(b)(4)-(7) 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

(2) 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.

(c) For the purposes of this section, inappropriate communication shall be determined by considering:

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

(2) 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.

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

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

(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 a credential holder, as defined in Ed 501.02(m), has been arrested and charged with an offense enumerated in RSA 189:13-a, V; and

(2) When a superintendent has knowledge that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04.

(d) If a credential holder suspects that a superintendent has violated the code of conduct, as specified 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:

(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) If the department has reason to suspect that 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).

(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) After an initial review, if the department determines that a possible violation of the code of conduct, as specified in Ed 510.01 through 510.04, has occurred, an investigation shall be opened.

(c) Investigations into allegations of unprofessional conduct, as specified in Ed 510.01 to Ed 510.04, shall not constitute a disciplinary hearing and shall not constitute a 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.

(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) If the investigation finds a credential holder in violation of a rule of the code of conduct as specified in Ed 510.01 through Ed 510.04, the department shall propose a form of discipline as follows:

a. Suspension;

b. Revocation; or

c. Reprimand; and

(3) The department shall determine the sanctions to be imposed after considering the presence of aggravating or mitigating circumstances as specified in Ed 511.01(j)(4)-(5);

(4) The following shall be considered aggravating circumstances:

a. The seriousness of the offense;

b. The credential holder's prior disciplinary record;

c. The credential holder's lack of willingness to cooperate with the department during an investigation;

d. Potential harm to public health and safety; and

e. The purpose of the rule violated;

(5) The following shall be considered mitigating circumstances:

a. Absence of a prior disciplinary record;

b. The credential holder's willingness to cooperate with the department during an investigation;

c. The credential holder's acknowledgment of his or her wrongdoing; and

e. The purpose of the rule or statute violated;

(6) The credential holder shall be notified in writing of any proposed discipline;

(7) 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 investigation shall be confidential, with the following exceptions:

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

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

a. A law enforcement agency when the agency is conducting a criminal investigation of the 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 Reprimand, Suspension, or Revocation.

(a) If the department determines that a credential holder has violated the code of conduct as specified in Ed 510.01 through Ed 510.04, and the credential holder agrees to the proposed disciplinary finding, the credential holder shall agree to a reprimand, suspension, or revocation.

(b) All reprimands, 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.

(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 issued by the New Hampshire state board of education.

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

Ed 511.03 Disciplinary Hearings.

(a) If a credential holder does not agree with the proposed disciplinary finding as a result of an investigation as specified in Ed 511.01, a credential holder may request an adjudicatory hearing 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).

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

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

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

(a) When the department receives information indicating that 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.

(c) In accordance with RSA 541-A:30, III, 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.

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

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

- ~~———— (a) If a certified educator offers to surrender his/her credential voluntarily, the bureau shall automatically revoke the credential.~~
- ~~———— (b) A statement indicating the educator's request to surrender his/her credential voluntarily and the reason surrounding the circumstances of the request shall be made a part of the educator's certification record with the bureau.~~
- ~~———— (c) The rules of confidentiality of Ed 502 shall apply to the maintenance and release of information concerning voluntary surrender of a teaching credential.~~

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

Ed 511.05 Grounds for Reinstatement After Suspension.

- (a) A credential 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.
- (b) Upon reinstatement, the department may issue a credential 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 credential is so limited, then the credential holder may appeal that decision using the process specified 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.

- (a) A credential application shall be denied by the board based on the following grounds:
- (1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;
  - (2) The applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory, or country;

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

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

(~~eb~~) 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**

<b>RULE</b>	<b>STATUTE</b>
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)

## Home Education Rules

**Who:** NHDOE request to the SBOE.

**What:** Requesting the SBOE to pursue new Home Education Rules in order to bring clarity to the field and to adhere more closely to the statute. DRAFT rules attached for consideration. If the SBOE is willing to begin the process, NHDOE will assist in starting the notice and comment process and make contact with the Home Education Commission. The NHDOE is providing the attached DRAFT to open the conversation and would like to address questions or concerns regarding Home Education during the December SBOE meeting. Old Rules [Here](#). This is really an attempt to put this issue on the SBOE radar.

**When:** *Tentative Way Forward*. Provide SBOE with DRAFT rules for consideration in November 2018. Address questions or concerns with SBOE in December 2018. January 2019, receive Home Education Commission feedback and present *initial proposal*. Public hearing in March 2019. Tentative *final proposal* in April 2019. JLCAR in May 2019. Adoption in June 2019.

**Where:** NH

**Why:** NHDOE has received constituent contact stating that several institutions are imposing stricter than required Home Education requirements. At least one school district has self-corrected. The NHDOE believes that revising the rules to adhere more closely to the statute will provide a more succinct Home Education process and greater protection for Home Education students. I can provide anecdotal at the SBOE meeting.

# TITLE XV EDUCATION

## CHAPTER 193-A HOME EDUCATION

### Section 193-A:1

#### **193-A:1 Definitions.** –

In this chapter:

- I. "Child" means a child or children at least 6 years of age and under 18 years of age who is a resident of New Hampshire.
- II. "Nonpublic school" means a nonpublic school approved pursuant to rules adopted by the state board of education and administered by the department of education and which has agreed to administer the relevant provisions of this chapter.
- III. "Parent" means a parent, guardian, or person having legal custody of a child.
- IV. "Resident district" means the school district in which the child resides.

**Source.** 1990, 279:3. 2007, 242:4, eff. July 1, 2009.

### Section 193-A:2

**193-A:2 Program Established.** – There is established the home education program to be administered by the department of education.

**Source.** 1990, 279:3, eff. July 1, 1991.

### Section 193-A:3

**193-A:3 Rulemaking.** – The state board of education shall adopt rules, pursuant to RSA 541-A, relative to administering the home education program. The state board of education shall, in addition to the provisions of RSA 541-A, submit any notice of proposed rulemaking under RSA 541-A:6 and any final proposed rule under RSA 541-A:12 to the home education advisory council established in RSA 193-A:10 for review and comment.

**Source.** 1990, 279:3, eff. July 1, 1991. 2012, 203:1, eff. Aug. 12, 2012.

### Section 193-A:4

#### **193-A:4 Home Education; Defined.** –

- I. Instruction shall be deemed home education if it consists of instruction in science, mathematics, language, government, history, health, reading, writing, spelling, the history of the constitutions of New Hampshire and the United States, and an exposure to and appreciation of art and music. Home education shall be provided by a parent for his own child, unless the provider is as otherwise agreed upon by the appropriate parties named in paragraph II.
- II. The department of education, resident district superintendent, or a nonpublic school shall work with parents upon request in meeting the requirements of this section.

**Source.** 1990, 279:3. 2006, 13:1, eff. May 12, 2006.

### Section 193-A:5

**193-A:5 Notification and Other Procedural Requirements. –**

A parent may provide home education to a child or children at home, subject to the following requirements:

- I. Any parent commencing a home education program for a child, for a child who withdraws from a public school, or for a child who moves into a school district shall notify the commissioner of the department of education, resident district superintendent, or principal of a nonpublic school of such within 5 business days of commencing the program.
- II. Notification made by the parent pursuant to paragraph I shall include a list of the names, addresses, and birth dates of all children who are participating in the home education program.
- III. Written notice of termination of a home education program shall be filed by the parent with the commissioner of education, and, in addition, the resident district superintendent or nonpublic school principal within 15 days of said termination.
- IV. The commissioner of education, resident district superintendent, or nonpublic school principal shall acknowledge receipt of notification within 14 days of such receipt.

**Source.** 1990, 279:3. 1996, 222:1. 2006, 13:2, 3, eff. May 12, 2006. 2008, 344:1, eff. July 7, 2008. 2012, 203:2, eff. Aug. 12, 2012; 227:1, eff. June 16, 2012.

**Section 193-A:6****193-A:6 Records; Evaluation. –**

- I. The parent shall maintain a portfolio of records and materials relative to the home education program. The portfolio shall consist of a log which designates by title the reading materials used, and also samples of writings, worksheets, workbooks, or creative materials used or developed by the child. Such portfolio shall be preserved by the parent for 2 years from the date of the ending of the instruction.
- II. The parent shall provide for an annual educational evaluation in which is documented the child's demonstration of educational progress at a level commensurate with the child's age and ability. The child shall be deemed to have successfully completed his annual evaluation upon meeting the requirements of any one of the following:
  - (a) A certified teacher or a teacher currently teaching in a nonpublic school who is selected by the parent shall evaluate the child's educational progress upon review of the portfolio and discussion with the parent or child;
  - (b) The child shall take any national student achievement test, administered by a person who meets the qualifications established by the provider or publisher of the test. Composite results at or above the fortieth percentile on such tests shall be deemed reasonable academic proficiency;
  - (c) The child shall take a state student assessment test used by the resident district. Composite results at or above the fortieth percentile on such state test shall be deemed reasonable academic proficiency;
  - (d) The child shall be evaluated using any other valid measurement tool mutually agreed upon by the parent and the commissioner of education, resident district superintendent, or nonpublic school principal.
- III. The parent shall maintain a copy of the evaluation. The results of the evaluation:
  - (a) May be used to demonstrate the child's academic proficiency in order to participate in public school programs, and co-curricular activities which are defined as school district-sponsored and directed athletics, fine arts, and academic activities. Home educated students shall be subject to the same participation policy and eligibility conditions as apply to public school students.
  - (b) Shall not be used as a basis for termination of a home education program.
  - (c) Provides a basis for a constructive relationship between the parent and the evaluator, both working together in the best interest of the child.

**Source.** 1990, 279:3. 2006, 13:4, eff. May 12, 2006. 2012, 227:2, eff. June 16, 2012.

**Section 193-A:7**

**193-A:7 Hearing, Notice, and Procedure. –** [Repealed 2012, 227:4, I, eff. June 16, 2012.]

**Section 193-A:8**

**193-A:8 Order; Appeals. –** [Repealed 2012, 227:4, II, eff. June 16, 2012.]

## Section 193-A:9

**193-A:9 Liability Limited.** – The resident school district, the board of such district, and any employees of the resident school district associated with a child who is or has been receiving home education are **not liable in damages** in a civil action for any injury, death or loss to person or property allegedly sustained by that child, the child's parent, or any other person as a result of the child's receipt of home education, including but not limited to, any liability allegedly based on the failure of the child to receive a free appropriate or adequate public education.

**Source.** 1990, 279:3, eff. July 1, 1991. 2012, 227:3, eff. June 16, 2012.

## Section 193-A:10

### **193-A:10 Home Education Advisory Council.** –

I. There is established the home education advisory council which shall consist of the following members:

- (a) **Two members of the house of representatives** from the house education committee, appointed by the speaker of the house of representatives, who shall be nonvoting members.
- (b) **One member of the senate** from the senate education committee, appointed by the president of the senate, who shall be a nonvoting member.
- (c) The following individuals who shall be **appointed by the commissioner of the department of education** from persons named as follows:
  - (1) Six members nominated by home educator associations organized within New Hampshire.
  - (2) Two members nominated by the commissioner of the department of education, or designee.
  - (3) One member nominated by the New Hampshire School Administrators Association.
  - (4) One member nominated by the New Hampshire School Boards Association.
  - (5) One member nominated by the New Hampshire Association of School Principals.
  - (6) One member nominated by the nonpublic school advisory council established by the state board of education pursuant to RSA 21-N:9, II(f).

II. The duties of the council and the terms of office of the members appointed under subparagraph I(c) shall be prescribed in accordance with rules proposed by the commissioner of education and adopted by the state board of education pursuant to RSA 541-A. Legislative members of the council shall serve a term which is coterminous with their elected office.

III. The chair of the council shall be elected by the council members from the home educator membership on the council appointed under subparagraph I(c). All vacancies on the council shall be filled in the same manner as that of the original appointment.

IV. Legislative members of the council shall receive mileage at the legislative rate when attending to the duties of the council.

**Source.** 1990, 279:3, eff. July 1, 1990. 2008, 344:2, eff. July 7, 2008. 2012, 203:3, eff. Aug. 12, 2012.

## Section 193-A:11

**193-A:11 Authority of School District Officials.** – No superintendent, school board, school principal, or other school district official shall propose, adopt, or enforce any policy or procedure governing home educated pupils that is **inconsistent with or more restrictive than the provisions of this chapter and any rules adopted pursuant to RSA 193-A:3.**

**Source.** 2012, 203:4, eff. Aug. 12, 2012.

PART Ed 315 PROCEDURES FOR THE OPERATION OF HOME EDUCATION PROGRAMS

Statutory Authority: RSA 193:1, RSA 193-A, RSA 21-N

REVISION NOTE:

Document #5192, effective 7-24-91, made extensive changes to the wording and format of Part Ed 315. Document #5192 supersedes all prior filings for the sections in this part. The filings prior to Document #5192 for former Part Ed 315 include the following documents:

#2055, eff 6-16-82  
#2625, eff 3-8-84  
#2714, eff 5-16-84; EXPIRED 5-16-90  
#4851, eff 6-25-90  
#5192, eff 7-24-91

Please note that the rules in Part Ed 315 were out of effect between 5-16-90 and 6-25-90.

Readopt Ed 315.01, effective 3-27-14 (Doc. # 10557), to read as follows:

Ed 315.01 Statement of Purpose. The purpose of these rules is to provide standards applicable to home education programs. These rules take into account the fact that home education is an alternative to attendance at a public or private school and is an individualized form of instruction in accordance with chapter 279:2, laws of 1990.

Readopt with amendment Ed 315.02, effective 3-27-14 (Doc. # 10557), to read as follows:

Ed 315.02 Definitions.

(a) “Certificate” means a ~~letter~~ **document** signed by the parent of a home schooled child as defined below in Ed 315.02(b) **certifying** that ~~meets the requirements of 193:1, I (f)(2)~~ **the child has achieved the equivalent of a high school diploma by completing a home school program.**

(b) “Child” means “child” as defined in RSA 193-A:1, I.

(c) “Commissioner” means **the** commissioner of **the New Hampshire department of** education.

(d) “Composite results,” means one score that is provided by the publisher of the standardized test, or the average of all such scores that have been provided by the publisher of the standardized test.

(e) “Department” means the New Hampshire department of education.

(f) “Educational progress” means ~~growth in learning~~ **academic proficiency at a level** commensurate with **the child’s** age and ability ~~within the child’s individual home education program chosen by the parent.~~

(g) “Nonpublic school” means “nonpublic school” as defined in RSA 193-A:1, II.

(h) “Parent” means “parent” as defined in RSA 193-A:1, III.

(i) “Participating agency” means the resident district superintendent, the commissioner, or a nonpublic school principal.

(j) “Resident district” means “resident district” as defined in RSA 193-A:1, IV.

(k) “Teacher” means a person who holds ~~N.H. certification~~ **a teaching credential issued by the New Hampshire state board of education**, is certified in another state which is a party to the interstate contract, or is currently teaching in a nonpublic school.

Readopt Ed 315.03, effective 3-27-14, (Doc. #10557), to read as follows:

Ed 315.03 Eligibility and Program Schedule.

(a) A parent shall be eligible under these rules to establish a home education program for a child at least 6 and under 18 years of age including those defined under RSA 186-C:2, I, and I-a.

(b) Pursuant to RSA 193:1,I(b), home education shall be an alternative to compulsory attendance at a public school. Dates and hours of instruction shall not be required to coincide with the resident district calendar. The academic term of a home education program shall not be required to coincide with the resident district academic year.

Readopt with amendment Ed 315.04, effective 3-27-14 (Doc. # 10557), to read as follows:

Ed 315.04 Notification.

(a) A parent commencing a home education program shall notify ~~the participating agency of such,~~ within 5 business days of commencing the program, **the commissioner, resident district superintendent, or principal of a nonpublic school.**

(b) Only the information below shall be required in the notification:

- (1) The date on which the program will begin or has begun;
- (2) The name and full address, including street and town, of the child;
- (3) The child's date of birth;
- (4) The name and address of the parent(s); and
- (5) A phone number at which the parent(s) may be reached during normal business hours.

(c) A participating agency or school district shall not require information in addition to the information required under (b) above.

(d) If the parent intends to use the state or local assessment provided by the resident district, the parent shall inform the resident district of his or her intent to do so as soon as practicable to provide the district adequate time to prepare and obtain the materials.

~~(e) The parent of a child currently enrolled in a public school in the resident district shall advise the resident district superintendent of the child's withdrawal from attendance in public school on or before the date the home education program shall begin and shall follow all notification procedures set forth in this section.~~

~~(fe)~~ A resident district superintendent or commissioner or non-public school shall assist the parent making notification in complying with RSA 193-A:5. No fee shall be collected for this service by the resident district superintendent or by the commissioner. Participation in home education programs shall be optional for nonpublic schools which may charge a fee for this service.

~~(gf)~~ A resident district superintendent or commissioner or non-public school after receipt of the notification filed, shall review the notification for compliance with Ed 315.04(a) and (b) and take the

following action:

(1) If the notification complies with Ed 315.04(a) and (b), send a letter acknowledging ***receipt of notification of*** the establishment of ~~the~~ ***a*** home education program within 14 calendar days of receipt of such notification; or

(2) If any of the requirements of Ed 315.04(a) and (b) are not met by the notification, return by certified mail with return receipt the notification to the parent within 10 business days of receipt of the notification along with a letter describing the information required to comply with Ed 315.04(a) and (b).

(hg) The parent shall have 10 calendar days from receipt of the returned letter to send an amended notification to the resident district superintendent, commissioner, or nonpublic school principal.

(ih) If an amended notification meets the requirements of Ed 315.04(a) and (b) the resident district superintendent, commissioner, or nonpublic school principal shall send a letter within 10 business days of receipt of the amended notification acknowledging ~~that the notification now meets the requirements of RSA 193-A:5, H~~***receipt of a notification of the establishment of a home education program and that all notification criteria have been satisfied.***

(ji) If the amended notification does not meet the requirements of RSA 193-A:5, II, the commissioner shall notify the parent or parents in writing within 10 business days of receipt of the documents from the resident district superintendent or non-public school principal that the parent or parents may request a grievance conference with a grievance committee of the home education advisory council under the provisions of Ed 315.12.

(kj) A home education program established in accordance with this section shall remain in effect unless terminated in accordance with (mk) below. ~~If a program is transferred because of a change in resident district for the child or by choice of the parent, the program shall continue under the new participating agency.~~

~~(l) The following shall apply to transfer of home education programs:~~

~~(1) If the child moves and the parent wishes to continue a program which was established with the former resident district superintendent as the participating agency and selects the new resident district superintendent as the new participating agency, the parent shall so inform both superintendents in writing;~~

~~(2) In any other case, both the participating agency with which the program was established and the new participating agency shall be informed in writing by the parent; and~~

~~(3) In either (1) or (2) above, upon notification in writing by the parent of a change in participating agencies, the former participating agency shall transfer all pertinent records to the new participating agency.~~

(mk) A parent wishing to voluntarily terminate~~ing~~ an established home education program shall notify the commissioner and the ~~participating agency~~ ***resident district superintendent or nonpublic school principal*** in writing within 15 business days of satisfying any one of the alternatives for compulsory attendance listed in RSA 193:1 such as enrollment in a public or non-public school~~ermination~~.

Readopt with amendment Ed 315.05, effective 3-27-14 (Doc. #10557), to read as follows:

~~Ed 315.05 Duties of Participating Agencies. Resident district superintendents or nonpublic school principals as participating agencies shall maintain a list of all home education programs for which they have received notification. This list shall contain the name, date of birth and address of each child for whom a home education program is established. On October 1 of each year, the participating agencies shall notify the commissioner of the number of children for whom programs were established.~~

Readopt with amendment Ed 315.06, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.06 Records.

(a) In accordance with RSA 193-A:6, the parent shall ~~keep~~ ***maintain*** a portfolio each year the child is being home educated. The portfolio shall contain the child's work pursuant to RSA 193-A:6, I, ***and be preserved by the parent for 2 years from the end date of instruction.***

(b) The portfolio shall be the property of the parent. Access to the portfolio shall be at the parent's discretion, ~~except as provided in RSA 193-A:6, II(a).~~

(c) Participating agencies shall maintain documents concerning home education programs in a manner consistent with other educational records.

Readopt with amendment Ed 315.07, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.07 Annual Evaluation.

(a) The parent shall provide for ***and maintain a copy of*** an annual evaluation ~~for a child~~ that meets the requirements of RSA 193-A:6, II and this section.

(b) ***Upon request of the parent,*** ~~The resident district superintendent, when acting as the participating agency,~~ shall provide ***the parent's selected*** evaluation services, ~~upon request of the parent. If the resident district superintendent is not acting as the participating agency, the resident district superintendent may provide evaluation services.~~ No fee shall be required when evaluation services are performed by a resident district.

(c) If the parent chooses to have a portfolio review as the method of evaluation, the parent may choose a teacher who agrees to perform evaluation services, or, ***upon request of the parent, the resident district superintendent shall conduct evaluation services*** ~~the parent may request the evaluation to be performed through the resident district superintendent when the resident district superintendent is acting as the participating agency~~ ***as specified in (b) above.***

(d) The written portfolio evaluation shall include the following:

- (1) The name and address of the teacher, including state recognized documentation of certification or the name and address of the nonpublic school in which the teacher is currently teaching;
- (2) The date(s) on which the evaluation(s) took place;
- (3) A description of the ***reading materials, samples of writings, worksheets, workbooks, or creative materials*** ~~work~~ reviewed including quantitative data if available;
- (4) A summary of the child's educational progress in the home education program as presented in the notification, concluding with a statement that the child has or has not made educational progress; and

(5) The signatures of the teacher and the parent.

~~(e) The parent shall be responsible for maintaining a copy of the evaluation.~~

~~(fe) As a second option~~ ***In accordance with (b) above***, the parent may choose a standardized test which shall be a nationally recognized test, a state assessment instrument, or a test used in the child's resident district. The parent shall maintain as a matter of record the name of the test and the name and address of the test administrator. As referred to in RSA 193-A:6, II(b) a composite result at or above the 40th percentile on such tests shall be deemed reasonable academic proficiency.

~~(gf)~~ The parent may choose any other valid measurement tool mutually agreed upon by the parent and the participating agency provided that:

(1) The agreement shall be made in writing and signed by the parent and the participating agency and both parties shall maintain a copy of the signed agreement; ~~and~~

(2) A valid measurement tool as provided for in RSA 193-A:6, II(d), shall include but shall not be limited to the following:

a. Interview;

b. Educational progress in a particular curriculum as measured by the parent;

c. Educational progress in a particular curriculum as measured by the provider;

d. Review of the child's portfolio by a participating agency;

e. Evaluation by a teacher in a program recognized by any state department of education; or

f. Specially prepared tests or evaluations measuring educational progress in a particular subject or curriculum; ***and***

***(3) No fee shall be required when any valid measurement tool, mutually agreed upon by the parent and the participating agency, is used by a resident district to satisfy the annual evaluation requirement.***

Readopt Ed 315.08, effective 3-27-14 (Doc. # 10557), to read as follows:

Ed 315.08 The Home Education Advisory Council.

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

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

(1) Developing and maintaining effective communications between home educators and those public, and nonpublic schools and state and local agencies involved in home education;

(2) Recommending to the commissioner and state board of education desired changes in rules pertaining to home education;

(3) Establishing a grievance committee to hear grievances referred to it by the commissioner; and

- (4) Providing an annual report to the state board on its activities.

Readopt Ed 315.09, effective 3-27-14 (Doc. # 10557), to read as follows:

Ed 315.09 Membership Selection For the Home Education Advisory Council and Term of Appointment.

(a) Membership selection for the Home Education Advisory Council shall be as specified in RSA 193-A:10, I. Council chair selection shall be as specified in RSA 193-A:10, III.

(b) Members appointed by the commissioner shall have a term of 3 years, and such terms shall end on June 30 of the year in which the term is completed. Legislative members shall serve a term which is coterminous with their elected office and will be non-voting members of the council.

(c) The conduct of business shall not depend on the maintenance of full council membership.

(d) In the event of vacancies, replacement members shall be appointed as required under RSA 193-A:10 to fill the unexpired term.

Readopt Ed 315.10, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.10 Records of the Advisory Council. The records and minutes of the home education advisory council shall be filed and maintained in the department.

Readopt Ed 315.11, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.11 Funding and Support of Council Activities. The members of the home education advisory council shall serve without compensation. Subject to available funds, the department shall financially support the activities of the council, including but not limited to such expenses as mileage, secretarial assistance, and meeting facilities.

Readopt Ed 315.12, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.12 Grievance Committee.

(a) The grievance committee shall be a subcommittee of the home education advisory council appointed by the chairperson, consisting of no more than 5 members, a majority of whom shall be representatives of home education associations. One member of the grievance committee shall be appointed by the chairperson to preside at grievance conferences.

(b) The grievance committee shall hear all grievances referred to it by the commissioner.

(c) The grievance committee shall call upon consultants and conduct interviews for the purpose of gathering relevant facts if the committee lacks relevant expertise. The grievance committee shall keep a written account of its investigations and shall submit such an account, together with its findings, to the commissioner within 30 calendar days of the commissioner's referral.

Readopt Ed 315.13, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.13 Request for Grievance Conference. Any party to a home education program may request a grievance conference as follows:

(a) Such request shall be in writing to the commissioner;

(b) The request shall state in detail the reasons for the request for a grievance conference and name the parties involved;

(c) The commissioner shall notify the requestor within 5 business days in writing that he/she has scheduled a grievance conference in accordance with Ed 315.13 or that he/she requires additional information to clarify the issues;

(d) The requestor shall have 10 calendar days from receipt of the commissioner's request for additional information to respond with the requested information; and

(e) The commissioner shall, upon receipt of the requested information, forward the request to the chairperson of the home education advisory committee who shall schedule a grievance conference in accordance with Ed 315.14(b).

Readopt Ed 315.14, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.14 Grievance Conference.

(a) Upon receipt of a request concerning an action taken under these rules, the commissioner shall notify the chairperson of the home education advisory council of the request for a grievance conference, and the grievance conference shall then proceed in accordance with this section.

(b) Within 5 business days of the commissioner's notification of a request for a grievance conference, the chairperson shall schedule the conference with the parties to the grievance.

(c) At the conference, each party shall be prepared to consider:

- (1) The simplification of the issues and an agreement of facts;
- (2) Possibility of settlement; and
- (3) Such other matters as may aid in disposition of the action.

(d) Parties to a grievance may be represented at the conference by counsel.

(e) At the grievance conference the grievance committee shall interview the parties to the grievance to reach a proposed settlement on the facts of the grievance.

(f) The grievance committee shall present its findings on unresolved grievances or report on the proposed settlement reached by the parties to the commissioner within 10 calendar days of the conference.

(g) Any settlement reached at a grievance conference shall be subject to review by the commissioner and shall not be implemented unless it is consistent with these rules and with applicable statutes.

(h) The findings shall list the pertinent facts found by the committee.

(i) If the parties do not reach a settlement prior to, or during, the grievance conference, the commissioner after reviewing the unresolved grievances shall notify the parties of her/his decision within 10 calendar days of receipt of the committee's findings.

(j) A party aggrieved by the decision of the commissioner may appeal by requesting an administrative due process hearing in accordance with Ed 200.

Readopt with amendment Ed 315.15, effective 3-27-14 (Doc. #10557), to read as follows:

Ed 315.15 Certificate of Completion.

(a) When the parent submits a letter to the department of education certifying that the child has completed the home school program at the high school level, pursuant to RSA 193:1, I(f)(2,) the student shall be determined to have met the requirements for successful completion of a home school program for a child under 18 years of age.

(b) The letter containing the statement above shall also include the following information:

- (1) Name and address of the child;
- (2) Name and address of the parents;
- (3) Date of completion of the home school program;
- (4) A phone number at which the parent may be reached during normal business hours; and
- (5) Signature of the parent.

(c) A letter that meets all the requirements of Ed 315.14 (a)&(b) shall be conclusive evidence of:

- ~~(1) Completion of the parent's duty of compulsory attendance, as set forth in RSA 193:1; and~~
- ~~(2) Acknowledgment of the responsibilities outlined in RSA 193-A:9.~~

(d) Documentation of receipt shall serve as proof of delivery of such certification.

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

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

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

(1) “Educational interpreter” means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are ~~hearing~~ **not fluent in signed language**;

(2) “Interpreting” means the process of accurately conveying information between American Sign Language (ASL) and English; and

(3) “Transliterating” means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) ~~The following requirements shall apply to the certification of an~~ **To be certified as an** educational interpreter/transliterator 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 (e);** 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 (e)~~ **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~~

e. ~~Educational Interpreter certification from another state whose standards are equivalent to Ed 507.35.~~

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

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

a. Educational interpreting/transliterating; and

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

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

a. Services;

b. Programs; ~~and~~

c. Agencies; ***and***

***d. Federal, state, and local organizations;***

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

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

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

a. ***American 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~~

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

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

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

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

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

~~dc.~~ Knowledge of the role and responsibilities of an educational interpreter/transliterators in ~~an~~ *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~~

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

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

- a. ~~Basic~~ **K**nowledge of the ~~individualized education program (IEP)~~ *special education* process as specified in Ed 1109; and the 504 process; and
- b. ~~The ability to~~ **Collaboaratively** work with *other* members of the ~~IEP/504 educational~~ team, contributing information about the child's language including:
  1. Most effective mode(s) of communication; ~~and~~
  2. Use of practical and functional language; ~~and~~
  3. *Use of social and academic language; and*
  4. *Student's ability to comprehend interpreted information.*

~~(11) In the area of general studies:~~

- a. ~~A command of language, including the language of words, mathematics and other common terms typically found in preschool through grade 12 curriculum;~~
- b. ~~The ability to comprehend reading materials commonly found in preschool through grade 12 educational programs and curriculum, including:~~
  1. ~~Mass media and social media;~~
  2. ~~Newspapers; and~~
  3. ~~Magazines;~~
- c. ~~The ability to write coherently using:~~
  1. ~~Correct spelling;~~
  2. ~~Grammar;~~
  3. ~~Punctuation; and~~
  4. ~~Appropriate vocabulary;~~
- d. ~~Sufficient cultural literacy including understanding of major principal events and significant figures in American and world cultures and other such information commonly presented in preschool through grade 12 curriculum;~~
- e. ~~Logical thinking and problem solving ability which draws on a large spectrum of knowledge in the humanities, sciences and the arts; and~~
- f. ~~The ability to utilize technology/assistive technology to enhance and support the instruction of students who are deaf and hard of hearing.~~

~~(d) Candidates shall participate in professional development for both personal growth and school district’s master plan program improvement as specified in Ed 512.03(e) individual professional development plan, Ed 512.04 criteria for recertification of educators under the professional development master plan and Ed 512.05 criteria for recertification of educators not under the local professional development master plan.~~

Adopt Ed 612.26 as follows:

Ed 612.26 Educational Interpreter/Transliterators for Children and Youth Ages 3-21. The educational interpreter/transliterators for children and youth ages 3-21 program shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised field-based experiences as outlined in 507.35(c).

**Appendix I**

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

**Appendix II**

<b>Rule</b>	<b>Title</b>	<b>Obtain at</b>
Ed 507.35(c)(3)	Educational Interpreter Performance Assessment’s (EIPA) ”Guidelines of Professional Conduct for Educational Interpreters”, August 2007 edition	Available for download online at <a href="https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf">https://www.classroominterpreting.org/Interpreters/proguidelines/EIPA_guidelines.pdf</a>