

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

**Thursday, February 14, 2019**



## **AGENDA**

- I. **CALL TO ORDER - 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** *(Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.)*
- IV. **CONSENT AGENDA**
  - A. Meeting Minutes of January 10, 2019
  - B. Amend Lisbon and Lyman's Articles of Agreement
- V. **PUBLIC HEARINGS** *(Limited to 3 minutes. The Board may ask clarifying questions, otherwise no feedback will be provided.)*
  - A. **9:30 AM** - Learn Everywhere Program for Alternative Programs for High School Graduation Credit (Ed 1400)
  - B. **10:00 AM** - School Year (Ed 306.18)
- VI. **SPECIAL PRESENTATIONS** *(Times are approximate.)*
  - A. **10:30 AM** – Choose Love ~ SHANNON DESILETS
  - B. **11:00 AM** – US Performance Academy Nonpublic School Approval ~ PETE SMITH, President
  - C. **11:30 AM** – Vista Learning Center Nonpublic School Approval ~ AMANDA REED, Director and JUDY KOCH, Executive Director
  - D. **12:00 PM** – Gate City Charter School Charter (GCCS) Renewal ~ JANE WATERHOUSE, NHDOE, Charter School Administrator and Rebecca Fredrickson, GCCS, Director of Operation
- VII. **REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE** *((Times are approximate.)*
  - A. **12:30 PM** – Charter Renewal Extension Request for Founders Academy ~ JANE WATERHOUSE, NHDOE, Charter School Administrator
  - B. **1:00 PM** – Professional Standards Board Nomination of Mary Murphy for Qualified Lay Persons ~ AMANDA PHELPS, NHDOE, Rules Administrator

**VIII. LEGISLATIVE UPDATES** ~ AMANDA PHELPS, NHDOE, Rules Administrator

- A. Initial Proposal ~ Technology & Engineering Teacher (Ed 507.05) (*Remove from table.*)
- B. Initial Proposal ~ Reading and Writing Program (Ed 612.02)
- C. Initial Proposal ~ Computer Science and Kindergarten Minimum Standards (Ed 306) NEW
- D. Conditional Approval Response ~ Non-Public School Approval (Ed 403.03, Ed 405.01 and Ed 407.01)
- E. Adopt ~ Non-Public School Approval (Ed 403.03, Ed 405.01 and Ed 407.01)

**IX. OPEN BOARD DISCUSSIONS**

**X. OLD BUSINESS**

**XI. TABLED ITEMS**

- A. Initial Proposal ~ Technology & Engineering Teacher (Ed 507.05)

**XII. NONPUBLIC SESSION**

**XIII. 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.*

**SIGN IN SHEET**  
**State Board of Education**  
 Thursday, February 14, 2019  
**Public Comment**

*Limit is 3 minutes.*

*The Board may ask clarifying questions, otherwise no feedback will be provided.*

<b>Name (Please print clearly)</b>	<b>Town of Residence or Organization</b>
1. Leah DiPietro	Manchester, NH <i>(Submitted written testimony)</i>
2. Susan Lawton	Manchester, NH <i>(Submitted written testimony)</i>
3. Jessica Bell	Manchester, NH <i>(Submitted written testimony)</i>
4. Kristy Ouellette	Merrimack, NH <i>(Submitted written testimony)</i>
5. Jonathan Lawton	Manchester, NH <i>(Submitted written testimony)</i>
6. Michael Lawton	Manchester, NH ( <i>(Submitted written testimony)</i>
7. Doris Hohensee	Nashua, NH <i>(Submitted written testimony)</i>
8. Jane Cormier ~ had to leave, was not able to speak	Manchester, NH <i>(Submitted written testimony)</i>
9. Jon DiPietro	Manchester, NH
10. Moira Ryan	NH Autism Advocates
11. Jennifer Nelson	Amherst, NH <i>(Submitted written testimony)</i>
12.Noelle Taku ~ had to leave, was not able to speak	Merrimack, NH
13. Patrice Benard	Manchester, NH <i>(Submitted written testimony)</i>
14. Victoria Sullivan	Manchester, NH <i>(Submitted written testimony)</i>
15. Buddy Sullivan	Manchester, NH <i>(Submitted written testimony)</i>

16. Larry & Lisa Bartlett ( <i>were not able to make the meeting due to traffic from an auto accident</i> )	Derry, NH
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**Thursday, February 14, 2019**  
**Public Comment**

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*The Board may ask clarifying questions, otherwise no feedback will be provided.*

Name (Please print clearly)	Town of Residence or Organization
✓ 1. Leah DiPietro	Manchester
✓ 2. Susan Lawton	Manchester
✓ 3. Jessica Bell	Manchester
✓ 4. Kristy Ouellette	Merrimack
✓ 5. Jonathan Lawh	Manchester
✓ 6. Michael Lawton	Manchester
✓ 7. DORIS HOFFENSEE	Nashua
✓ 8. Jane Cormier	Manchester
✓ 9. Jon DiPietro	Manchester
✓ 10. MOIRA RYAN	B NH AUTISM ADVOCATES
✓ 11. Jennifer Nelson	Amherst
✓ 12. Noelle Taku <sup>had to</sup> leave	Merrimack
✓ 13. Patrice Benard	Manchester
✓ 14. Victoria Sullivan	Manchester
✓ 15. Buddy Sullivan	Manchester

Good morning! My name is Leah DiPietro, and I am a junior at The Founders Academy Public Charter School in Manchester, New Hampshire. At Founders, we value a well-rounded, classical education; academic achievement; character; and our history. Our school not only encourages our students to learn the material, but to master it. A student has reached mastery by getting an 80% or higher in the course or by completing an additional assignment provided by the teacher. This system of mastery motivates students to do well in their classes as well as teach them important leadership skills by requiring them to take control of their academic growth.

Leadership is among some of the most important character traits that Founders hopes to develop in all the students. We are encouraged to be leaders, to step up to a challenge or task, and work hard. Our Code of Conduct encourages all students to be responsible, respectful, honest, lawful, determined, polite, open-minded, courageous, confident, and helpful. Each of these characteristics instills a sense of leadership among the student community.

A saying that is marked above our front entrance doors reads, "Through these doors walk the leaders of the future and the guardians of our liberty." This statement reminds us of the vital importance that our history has in our lives. Developing a strong understanding of history and our government today is one of the main focuses of The Founders Academy. Not only do we learn about our nation's past and what the government is doing today, but we also learn about what role we have in the government and what we can do in the future.

All of these qualities that are instilled in our school create an exceptional learning environment for our students. Our students support one another, and our teachers support us. The teachers at Founders are always ready and willing to help us with anything whether it concerns academics or something more personal. We are all grateful for the work that the staff does every day and will all be eternally grateful for the opportunity we have to attend this school.

February 14, 2019

Good Morning,

Thank you for allowing me a few minutes to speak this morning. My name is Susan Lawton. I wear many hats in support of The Founders Academy. I am a Parent Steering Committee Nominated, Parent Representative on the Board of Trustees, I am on the Board of the Founders PTSA, I am a mom of a current Sophomore and a soon to be sixth grader who just received her acceptance letter.

This morning, I am here speaking as a Mom. I am representing my family's experience at The Founders Academy. Our son has attended the school since its opening in 2014. My son's class will be the first class to have the opportunity to attend Founders from 6th through 12<sup>th</sup> grade.

Our student has been thoughtfully and appropriately challenged in his studies at Founders. We are proud of his academic achievements and growth. We have watched with a careful eye as the school has built its curriculum.

We were clear after attending our first admissions night that the proposed curriculum concepts which might have looked great on paper before the school opened, might and would probably need updating or refining when put into actual practice.

My husband and I are thankful for all of the time, effort and care that has been put in by the teachers and the administrators to create a complete and comprehensive curriculum which exceeds the requirements set forth by the State of NH for middle school curriculum and high school graduation requirements.

I would like to recognize our teachers at Founders for all of their efforts on our student's behalf. The teaching staff has changed and grown as the student population has expanded. In addition to their regular workload, many of our teachers go out of their way to support their students by facilitating before or after school clubs, assisting online after hours with homework questions and concerns and going out of their way to attend performances, competitions, meets and other student-centered evening and weekend events.

On the surface, some might say, that is just part of a teacher's job. I would like to remind them, we are a Public Charter School. Our teachers do not get paid any additional stipends for their work with the students extra-curricular clubs. They do this because they truly care about the school and for their students.

In addition to being incredibly involved with our students, our teachers are constantly looking for opportunities to share their talents and refine their craft. We have teachers who have been

recognized as leaders in their fields by receiving awards and scholarships. I have listed just a few for the record. Exploring Computer Science at The Colorado Schools of Mines & Indiana University Bloomington, Code.org CS Discoveries Facilitator at TeacherCon Phoenix, AZ, MIT App Inventor at UNH Manchester, NOAA Teacher at Sea Alumni, 2018 New Hampshire Association of World Language Teachers.

Our teachers have also made it possible for our students to be part of the National Honors Society, the International Thespian Society, be honored by the regional affiliate of National Women in Technology, be able to perform at public sporting events, participate in the FIRST Robotics program, being recognized as an NCAA approved high school and many, many other special opportunities.

Again, all of this may seem like normal things for High School students to be involved in. I would like to remind everyone, Founders is only five years old. The Founders Community teachers, administration and parents have all worked together to make all of this come true.

I realize you have heard from many different families in the last 12 – 18 months who have all had their own unique experience at Founders. I invite each of you to come to the school, take a tour, talk with our students, our teachers and our administration. Please come and see our school for yourself.

My request to you - Please renew our Charter for Five Years without any restrictions.

Thank you for your time today.

I formally request this document be entered into the official minutes of today's meeting.

A handwritten signature in cursive script that reads "Susan Lawton".

Susan Lawton  
Resident, Manchester, NH

## Board of Education Meeting

2/14/19

Jessica Bell

Greetings Board of Education! My name is Jessica Bell and I am here to testify on my experience at The Founders Academy Public Charter School. I came from a horrible public school experience where I had problems with the curriculum not being challenging enough, as well as issues between other students that made me afraid to go to school and afraid to speak up. I came to The Founders Academy in December of 2015 when I was in eighth grade. I immediately was in an environment where I was challenged academically and I started to really thrive at school because I was actually learning and enjoying it. I met supportive friends that I am still close with today but most importantly my character grew tremendously. When I was in eighth grade I was quiet, shy, and if I had a problem with something I wouldn't bother speaking up. Now I am confident, bold, and not afraid to voice my opinion and my ideas, and I feel like at Founders I am listened to and actions will be taken to ensure that my needs and others needs are met. I am in no way saying that my school is perfect, but I am saying that this school has made a huge impact in my life as well as others, and I wanted to thank you for providing me a

home where I can learn, grow, thrive, and be the person that I am today and will be in the years to come. Thank you.

A handwritten signature in black ink, consisting of the letters 'A', 'K', and 'B' in a cursive, stylized font. The 'A' is the largest and most prominent, with a long horizontal stroke extending to the left. The 'K' and 'B' are smaller and positioned to the right of the 'A'. There are small horizontal dashes above the 'A' and 'K'.

Good Morning.

My name is Kristy Ouellette. I reside in Merrimack, NH with my husband and our 16-year-old daughter. My daughter has been attending The Founders Academy Public Charter School since it opened in 2014.

While the experience at The Founders Academy has not been without the occasional bump, it has been an incredibly positive experience for our daughter. Coming from a school where she was often labeled as “bossy”, at Founders she was identified as someone with true leadership potential. She had teachers who took a sincere interest in her as an individual. Teachers who saw her potential and worked to build her confidence, develop true leadership skills, and more.

At some point, a couple of years ago, one of the parents started raising “concerns.” I listened closely as these initial discussions started popping up. Some of the concerns raised were concerns I had as well. Understanding that no school is perfect, I expected issues and knew that my duty as a parent, and advocate for my child, was to speak directly with teachers and the administration. In all but one case, my issues were promptly resolved to my satisfaction. In the one situation where things didn't go “my way”, I still felt listened to. I felt respected. But I also knew that I was not the “decision maker” at the school. These school officials were responsible for ALL students. I was the parent of one student. At that point, I had to decide whether this school was still the best option for my daughter. After weighing all the factors, we decided it most definitely was and continued on our journey.

In late 2017/2018 I expressed interest, through the Parent Steering Committee, about joining The Board of Trustees for The Founders Academy. I was driven to dive deeper, participate in the process of ensuring our school was on the right path and continued to grow and thrive. Since then I have worked closely with the administration of the school, and

my fellow board members. Each member of our group is committed to the success of the school.

The personal attacks from the small but loud group of parents have been both vicious and plentiful. These individuals have no allegiance to the facts. They thrive by gaslighting other parents. They post blatantly false information on social media. They encourage their students to do the same. All in hopes that it will cause hysteria amongst the school community.

When a parent who dares to speak up in defense of the school, they are ridiculed and called names. Even students have been a focus of their social media bullying. Their depravity knows no bounds. Over the last 12-18 months, I have had countless parents, and teachers, reach out to me and share stories about these people have negatively affected them.

I urge you to look at these individuals for what they truly are and see the harm they have done to our students, our teachers, and our school.

I urge you to use the facts you have before you and renew the charter for the Founders Academy Public Charter School.

Thank you.



Kristy Ouellette

Merrimack, NH

To whom it may concern,

My name is Jonathan Lawton and I am a Sophomore attending The Founders Academy. I have been at Founders since the first day of school in September of 2014. My class will be the first class to go through all of the grades 6-12th.

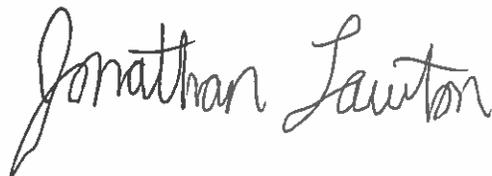
I was really nervous about attending middle school at Southside in Manchester. I had heard a lot of stories and it didn't sound like I would fit in at that school. In 5th grade, my mom had come home one day with another option, The Founders Academy. My parents had attended an information night and thought it would be a good idea for me to attend. The curriculum sounded like it was going to be very hard and I was nervous about having to achieve mastery in every class before I could move on to the next grade level.

My parents and I made a deal - they would choose where I would go to middle school and I would get to choose where I would go for High school. In 8th grade, I felt as though I had made a lot of friends and that I was doing well academically. Most importantly, I really liked Founders.

Along with my regular classes, in middle school, I was part of chorus and band. Now that I am in High School, I help to run the school store, I am still playing the Cello with the band, I have participated in one of the High School musicals and am an active member of our High School Drama Club. This school is not for everyone but it is perfect for me.

I am thankful for this school because it has given me a great education, fantastic friendships that will last for a lifetime, and the teachers and administrators are always looking out for my best interest. I like my school, and that's why I ask that you renew our Charter for another five years.

Thank you

A handwritten signature in black ink that reads "Jonathan Lawton". The signature is written in a cursive style with a large, looping initial 'J'.

New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

Frank. Edelblut, Commissioner  
Kate Cassady, District 1  
Cindy C. Chagnon, At Large  
Drew Cline, District 4  
Philip Nazzaro, District 3  
Sally Griffin, At Large  
Helen G. Honorow, District 5  
Ann Lane, District 2  
Jane Waterhouse, NHOE Charter School Administrator

February 14, 2019

Dear Commissioner and Board Members:

My name is Michael Lawton and I reside at 106 Hickory Street in Manchester, NH with my wife Susan, son Jonathan and daughter Allison. I ask this statement to be recorded by the clerk as testimony of my experience with a learning-disabled child in a NH public charter school.

Six years ago, after numerous neurological, psychological, physical, and academic examinations our daughter was identified as having a specific learning disability in the area of basic reading, reading fluency, mathematical concepts, and calculation. Along with a diagnosis of Attention Deficit Disorder, we also discovered over time that Allison had a cognitive auditory processing disorder and a vision impairment that caused her to either under or over focus her eyes. Allison is a bright, funny, artistic, and loving person. She, like all students identified with learning disabilities, is greater than the sum of her academic challenges.

It was suggested my wife and I seek out the assistance of a special education advocate to aid in initiating the request to determine Allison's necessity for an Individual Education Plan. It was also suggested we seek admission to the Strong Foundations Charter School in Pembroke, NH.

Allison is now preparing to transition from Strong Foundations to The Founders Academy in Manchester. Allison has been accepted and will enroll as a 6<sup>th</sup> grader in Fall 2019. None of this could have been possible without the tireless efforts of a team of individuals at Strong Foundations and most importantly our case managers and evaluators from the Manchester Public School District. To be sure, not every meeting went smoothly and not every school year was a smash hit. We know in believing this is a perfect world. I was a public-school teacher in Massachusetts for nearly 20 years and can state faithfully I have been on both sides of an IEP meeting. It is a long and laborious process which requires constant vigilance on the part of parents, teachers, special education staff, administrators, and countless others who are often the overlooked heroes in the administering of an IEP. I speak specifically of para-professionals, case-managers, occupational, physical and speech therapists. Not to mention the dozens of professionals in the fields which help diagnose and provide therapy for physical, psychological, vision, and hearing issues.

I was saddened to read a recent post on a personal page on social media attached to a student-created promotional video about an upcoming Admissions Night at the Founders Academy. As American citizens we are ALL guaranteed protection of free speech under the First Amendment to the U.S. Constitution. In no way do I wish to disparage nor question this individual, their comments, or their protected right to share their opinions. I seek only to provide my thoughts and experiences as it relates to the question of special education and public charter schools in this forum.

Yours Sincerely,

A handwritten signature in blue ink that reads "Michael D. Lawton". The signature is written in a cursive style with a large, stylized initial "M".

Michael D. Lawton

I'm Doris Hohensee, a member of the Nashua Board of Education. I'm representing myself, not my board, and everything I'll be talking about is public knowledge. I'm here to thank State Board member Honorow for coming before my board a few weeks ago. It's nice to know that our state Board members take a personal interest in the ***election of local student board representatives***, for which written procedures are required under state law, RSA 194:23-f. It turns out that Nashua has no such procedures and that the board majority has voted against requiring them.

It's disturbing that Ms Honorow passed judgement upon myself, a board member, for merely seeking information – a copy of state-required student election procedures. Afterall, both of us took an oath to uphold state law.

When a parent told me that her child was denied a ballot; and a parent told me that a teacher was electioneering against a student in the classroom; and a parent told me that the ballot didn't have the correct name of a student candidate; or that inappropriate racial remarks were made, ***and the parents were too frightened to file a complaint***, my only option was to request a copy of the election procedures and make sure the elections were held in compliance with state law.

I made it abundantly clear that any election irregularities were ***not*** the fault of the student candidates. They were all victims of the lack of rules. I welcomed the new student members to our board.

When my request was obstructed by the superintendent, I filed a Right to Know request. When that RtK request was not fulfilled within 5 business days, I re-issued my request and included the newspapers in my email, believing that they too cared about open and transparent elections.

My superintendent launched a public campaign against me, calling my RtK request “unwarranted”, “frivolous,” and “weaponized against students.” He could simply have acknowledged that there are ***no procedures*** in place and worked to resolve the problem.

But, no, he sent a confidential parent email to the newspapers in an attempt to force that parent into filing a complaint. He publicly called this parent “vile” for being concerned about student elections. He also disclosed information that our attorney had asked board members to keep confidential.

Next he filed a complaint with the Nashua police, objecting to the content of one of my social media posts. He claims to have felt “threatened” by an anonymous constituent who criticized the superintendent's behavior in obstructing my RtK request. I had a police officer at my door at 9:30 pm at night after a long Budget meeting, questioning me on what is political free speech.

So, I'd like to ask that the next time a state board member comes to talk to my board, please help me ***uphold the rule of law*** and protect the privacy of our families.

Doris Hohensee  
member, Nashua Board of Education  
[Doris.Hohensee@comcast.net](mailto:Doris.Hohensee@comcast.net) 603 305-9772

Jane Cormier

Manchester, NH 03102

February 14, 2019

To Whom It May Concern:

This is my second letter for support of The Founders Academy. Since the NHDOE charter review is still ongoing, I thought it best to send another letter in unwavering support of The Founders Academy.

My three years spent at Founders Academy have been the most fulfilling years I have spent in education in New Hampshire. With over 20 years teaching experience, I can say with no hesitation that the work at The Founders Academy is productive and enriching to all parties- students, faculty, administration, and parents alike.

As you know, The Founders Academy Classical Education model is based on a Leadership Code of Conduct which has yielded positive results. In the majority, our young charter school is helping to build leaders of our future. Students at Founders Academy are not taught WHAT to think, but HOW to engage the world around them. Through thorough understanding of our history, founding documents, and ideal of exceptionalism, our students grow in awareness of the community at large, embracing the concept of higher learning and service.

It may be important to note, that as Faculty Representative 2018/2019, I have not received one faculty complaint regarding administration or the mission of our school. Our Parent Teachers Association is hard at work for our school, faculty, and students, and communication amongst all parties at our school is growing and productive.

I can attest to the fact that our students are developing important abilities necessary to succeed in their future. We have very few discipline issues at Founders and the environment is one of learning and sharing. This makes working at The Founders Academy a joy and a privilege and it is my hope the charter review will be resolved sooner than later.

My last letter of support with regard to The Founders Charter review was sent February 2018. I am including it with this letter for the DOE charter review record. Now, one year later, it is with anticipation and excitement our Founders' family looks forward to completion of this charter review process. We thank you for your time and efforts in this matter.

Best regards,

Jane Cormier, Choral Director

Jane Cormier

Manchester, NH 03102

February 15, 2018

Dear Commissioner Edelblut:

A Facebook message was recently put out with a request to forwarding letters of support directly to your office regarding the The Founders Academy upcoming Charter Review. As a supporter of the work happening every day here at Founders, I would like to submit my letter as a stakeholder.

My two years spent at Founders Academy have been the most productive years ever experienced in education. I have worked in just about every educational venue in New Hampshire these thirty years, including: private boarding schools: Brewster Academy, Tilton School; parochial schools, St Catherine of Siena and St. Anthony in Manchester; Public schools, Henry Wilson Memorial School in Farmington, among others, and Montessori schools including Green Valley School in Pembroke.

The Founders Academy Classical Education model based on a Leadership Code of Conduct has yielded positive results. Enrollment is up, students are testing higher than other schools in Manchester, and this young charter school is developing future leaders who understand our founding documents and accompanying ethics.

Specifically, my role as Choral Director has been active with many performance opportunities on campus and off. While I teach music, I also participate in Round Table which begins our academic day, and several study halls as well. I know many of the students here in Founders Academy and absolutely love seeing them each day.

I can attest that these students are learning, growing, and developing important abilities necessary to succeed in their future. We have very little discipline issues here at Founders Academy and the faculty and administration are focused on delivering a solid educational experience to our student body. I am proud to be part of this school and look forward to being active here for many years to come!

There are many challenges to be met by young charter schools, and while we seem to hear about all the "problems", we seldom hear about all the positive work being accomplished. My experience at Founders Academy has been one of observing personal and educational growth from our students. What higher calling could a school offer?

This is not to say Founders Academy has not encountered its challenges. Sadly, there has been a movement by a few founding parents to use "weaponized" social media to advance their disagreements with our administration in a very public manner. I question whether this has been helpful. Many of these parents still have their students attending our school - surely, if things were as negative as some maintain, why would their children still be enrolled at our

school? Certainly, there MUST be something positive happening? As a full time teacher, I truly believe there are many wonderful opportunities and experiences offered our students, teachers, and parents.

I think it is very important to point out, no one group of stakeholders is more important than any other group of stakeholders. While "founding" parents were indeed important in getting the school off the ground, they are in fact, only one entity to have a say in Founder's debates and discussions. Their viewpoint is important, but so are the other stakeholder groups. Newer parents and families, teachers, and administration, hold the same "stake" as our founding families. And, all voices need to be, of course, considered equally.

It cannot be doubted that charter schools face challenges as they grow. Founders is no exception. However, I can offer nothing but a glowing review both personally and professionally and want to be sure my opinion is offered in this email for The Founders Academy Charter Review.

Best regards,

Jane Cormier, Choral Director

February 14, 2019

Dear Commissioner Edelblut and Board of Education members,

My name is Jennifer Nelson and I'm here this morning to speak in support of The Founders' Academy and their charter renewal. I'm a stay at home mom of a current Founders' 6th grader and I'm an ordinary taxpayer, so I can't quote policy or RSA's. I can however speak to my family's experiences from a taxpayer and a mother's perspective. I live in Amherst, where school taxes are obscene. Amherst spends over \$19,000 per student, per year in high school with mixed results, yet here at Founders' we get just over \$7,000 per student, (that's a huge difference) and I would argue that my son is getting a better education attending Founders' Academy at a much more reasonable cost to taxpayers. I've never met a more dedicated, committed and energetic group of faculty and administrators than I have at Founders'. Teachers are often reaching out to both students and parents to ensure subject mastery and are well aware of the challenges of all of their students and are meeting those challenges. My son feels welcomed, encouraged and accepted by all of his teachers, student services, administrators and fellow students. He is thriving academically and loves learning. He's currently working on starting a Math club with the help of an 11<sup>th</sup> grade student, and a math teacher, all opportunities for him to develop his leadership skills. Leadership skills are a part of every day, from working with classmates of all skill levels, to serving in the House of Representatives or Senate, to leading the school in the Pledge of Allegiance. Leadership is a cornerstone of Founders' charter, and it is obvious that they are fulfilling the leadership goal.

Character and History are also central to the charter and again I see a school that strives to help our children understand both. Character is an integral part of Founders', they have their student created "Leadership Code of Conduct" displayed in every classroom, (I've reminded students of that code when substituting) and in Round Table they study important quotes from people of the past which encourage my son to think about leadership, integrity, and being his best. As a 6<sup>th</sup> grader my son is currently studying Ancient Civilizations in both English and History, he is fascinated by the ancient myths and how each society had their own stories, and the development of civilizations and what that means. Instead of history and mythology being boring and something to get through both Mr. Ste. Croix and Miss Brown utilize a variety of sources and assignments to make it come alive. My son loved writing his own creation myth, designing his own civilization, and creating board games to show his understanding of certain myths. The creative projects the faculty assign have made learning fun, and for my son a desire to know even more about history. Again, I'd argue that Founders' is fulfilling their charter in regards to Character and History.

Ms. Bernard has highlighted many items she believes Founders' falls short on, perhaps there are some shortcomings, all schools have some, but I would argue that although some things may not be fulfilled specifically as the charter (Director vs Dean) or Ms. Bernard would like, the essence of the charter is being fulfilled everyday. I'm still

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perplexed why Ms. Bernard continues to send her child to a school she is actively trying to have shut down. As a Mom if I was so strongly opposed to a school, my son would no longer be attending, but I would never, never attempt to harm so many other children and families for my own personal beliefs and attempt to close down a school. Founders' is still a young school with a growing community. Growing pains are natural and normal, yet the faculty and administration are working hard everyday to ensure leadership, character development and history are central aspects of our community, therefore fulfilling The Founders' Academy charter. I ask that you please renew Founders' charter.

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Respectfully,

Jennifer Nelson  
Amherst, NH

Public Testimony before the State Board of Education, February 14, 2019

Today on your Agenda you have listed The Founders Academy Public Charter School for an Extension on their Charter. I do not understand how you can grant an extension to a school that is not eligible for renewal.

In your document, "Charter Renewal Process Guidelines" you state on page 2,

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

TFA's Charter states on page 19,

Students will exceed the average performance of New Hampshire students on NECAP, PSAT, SAT, and the Smarter Balanced Assessment (2015) for all subjects tested.

There are other goals listed, none of which have been met either, but let me just focus on this first goal.

I have attached the test score history of TFA so that you can see for yourself the scores for the school and the state since TFA opened. There have been 24 opportunities for TFA to exceed the state average. TFA has done that only 6 times. A 25% compliance rate is not even close to accomplishing the goal of the Charter.

According to your own Guidelines, TFA is NOT ELIGIBLE FOR RENEWAL. Do your rules mean anything? Are you prepared to enforce your rules? Or, are you going to turn your backs on the taxpayers who entrusted you to oversee their tax dollars, in order to grant an extension to a school that is not even eligible for renewal? Parents, taxpayers, and state legislators are watching.

HB711 is in the House now. It has not come for a floor vote yet and can still be amended. Should you fail to exercise your authority to oversee the implementation of the Charters of these Public Charter Schools, legislators may choose to amend that bill to not just cut charter school funding, but to eliminate it altogether. No legislator on either side of the aisle is willing to just hand out taxpayer funds with no oversight.

Extending the inevitable revocation due to their ineligibility will only hurt the students and families of TFA who will need to find another school for the fall term. If you act today, those families can still apply to other schools before their deadlines pass. If you

act today, you can show the legislators that you have rules in place and are enforcing them, thus safeguarding the taxpayer's dollars. There will be no reason to reduce charter school funding.

Please enforce your rules. Find that TFA is indeed in violation of the Academic Goals of their Charter, and therefore Not Eligible for Renewal. Reject the Extension. Vote to Revoke the Charter.

Thank You for your time, and for your service to our State.

Mrs. Patrice Benard  
Manchester, NH

**Test Scores for The Founders Academy**

(taken from the Disaggregated Results Reports from the DOE website, using the Denominator- Regular, the Sub-group- All Students, and the numbers in the Column- Percent Above Proficiency)

*Highlighted lines indicate times when TFA met their academic goal.*

**Class of 2019 (Seniors)**

Grade 8 (2014/15)	Eng.	Not Available due to low numbers	State	58
	Math	Not Available due to low numbers	State	44
	Sci.	7	State	36
Grade 11 (2017/18)	Eng.	>90	State	58
	Math	33	State	48
	Sci.	Not Available due to low numbers	State	42

**Class of 2020 (Juniors)**

Grade 7 (2014/15)	Eng.	NA	State	62
	Math	NA	State	50
Grade 8 (2015/16)	Eng.	47	State	62
	Math	41	State	44
	Sci.	8	State	36

**Class of 2021 (Sophomores)**

Grade 6 (2014/15)	Eng.	50	State	57
	Math	45	State	46
Grade 7 (2015/16)	Eng.	91	State	62
	Math	47	State	52
Grade 8 (2016/17)	Eng.	58	State	58
	Math	44	State	45
	Sci.	<10	State	36

**Class of 2022 (Freshmen)**

Grade 6 (2015/16)	Eng.	64	State	59
	Math	42	State	47
Grade 7 (2016/17)	Eng.	45	State	61
	Math	47	State	50
Grade 8 (2017/18)	Eng.	45	State	58
	Math	25	State	46
	Sci.	NA		

**Class of 2023 (8<sup>th</sup> Grade)**

Grade 6 (2016/17)	Eng.	54	State	57
	Math	53	State	46
Grade 7 (2017/18)	Eng.	64	State	60
	Math	57	State	48

**Class of 2024 (7<sup>th</sup> Grade)**

Grade 6 (2017/18)	Eng.	54	State	55
	Math	32	State	46

The Founders Academy has had 24 opportunities to meet their academic goal of exceeding the state averages on state tests. The Founders Academy has met that goal 6/24 times, or 25% of the time. This is NOT what the Charter promised.

Good morning Chairman Cline, Commissioner Edelblut, and members of the board.

My name is Victoria Sullivan. I am the parent of two students at the Founders Academy, and served four years on the House Education Committee where I fought for charter schools, and school choice for NH students.

Accountability is the one issue that was repeatedly brought up before my committee from charter school opponents. I constantly pushed back stating that charter schools were directly accountable to parents. Unfortunately, my experience with Founders does not support this statement.

Many of us who began to question the actions of the board faced tremendous backlash, still, we *stayed and fought*, because we *believed in the original charter of the school*. It became evident the Founders board had no intention of changing course. We watched an exodus of teachers, and families. Eventually I contacted the Commissioner, and members of this board with the hope that someone would help to get the school back on track, while we still had a school to save.

I was, encouraged by this board's order. I was hopeful that Founders would submit their remedial plan, and we would be on the path to restoring the school to what it once was, and that new families would be attracted to the school. However, once again the board of trustees refused to accept responsibility.

Founders emailed the order from this board to all parents at the school, along with their appeal. I was stunned to see that I was named in the appeal and that false accusations were thrust my way. I am first, and foremost a mom. I approached that board as a mother of a student, and a tax payer, and nothing more. It is an example of the intimidation tactics that have been used for the last year against parents, and teachers who dare to speak up.

Parents will ~~always~~ come forward who will state that their children are doing well at Founders. I am not negating their experience, in fact, my son's first year was amazing. However, as you are aware, a charter school, must fulfill a specific need within the community. The charter states how the school will accomplish these objectives.

The Founders Academy Mission states:

“The Academy develops leaders who understand and apply the lessons of the past, demonstrate exceptional character and lead by example.” It has been my experience that the school's leadership falls very short of leading, and **that** has resulted in a once thriving school, that was held up as an example of success, now struggling under its own weight.

I believe this boards' action or inaction, will have a profound impact on the charter school movement within the state. Thousands of children could be adversely affected by your decision today. This board found that the school was in violation of its charter. Founders has made their challenge to your authority public. This directly supports the arguments of a lack of accountability. It is for this reason, that I ask you to extend the Founders charter until the hearing date. No other actions would be appropriate until their charter violations, have been addressed, and if the findings stand, a remedial plan must be put in place. Manchester needs this school, not as a mere alternative to the district, but as the standard of classical education it once offered, and the leadership that is once exhibited.

Good Morning. My name is Buddy Sullivan

I have been going to the founders academy for about 3 years now and so far every year I have had to make new friends because all of the ones that I had made the previous year had left. Some of my friends had even left half way through the year last year and I can say the same for most of the teachers one of the spanish teachers when I was in sixth grade quit mid year and that same spot keeps getting a new teacher every year. Each year I have had to adjust to new teachers and most of some of them are not a good fit for the school. I don't believe they understand the mission of the school.

This school was supposed to be about american history and how great our country was and the main point of this school was to make us leaders for the future. The mission states one of the objectives as, "Principled leadership is fostered by means of a curriculum of classical studies that includes analyzing the lives of great men and women of history, mining the rich classical ideals of the Western tradition, and tracing the evolution of the precious and costly idea of liberty." But, I have a teacher that constantly says how much better, Socialist and Communist countries are. This teacher has just gotten out of college, and struggles with boundaries between socializing with students, and being a teacher.

When we started at Founders, I did really well in math. The second year, the math program left me lost. There was no text book, no set curriculum, it was just confusing. My mom had me tested, and I fell back a year in math. It hasn't gotten any better, but my mom home schools me for math now.

When parents originally began to hear that the math was changing, and questioned the LEADERS of the school, about the math program, they said they were not changing it. That was, obviously, not the truth. What kind of example does it set for students for the leaders of a leadership school to not show any leadership qualities?

Another change is we used to have a 45 minute lunch and recess period to make up for the fact that we don't have gym class, but they cut that time down, now we only get 30 minutes and have to clean up 5 minutes early. That leaves roughly 25 minutes to eat and get any exercise.

My first year I really enjoyed founders and I made great friends and I thought that I would be there for graduation, but each following year became more and more disappointing and I feel that we get new teachers that need to be retrained every year and that is why my family is actively looking for a new school for me for high school.

Larry and Lisa Bartlett



Derry, NH 03038

We are part of the first “founding families” at The Founders Academy Public Charter School. Our son Daniel started there in 8<sup>th</sup> grade and has had an overall positive experience and has enjoyed his classes, teachers and close friends he has made there. Daniel will be part of the first graduating class in June.

Our youngest son Jonathan tested out of 5<sup>th</sup> grade and started at Founders as a 6<sup>th</sup> grader. Testing showed that he needed an IEP, but Founders told us they could only accommodate a 504 Plan so that is what we developed. They gave him extra supports such as reduced work load. He worked with Renee Williams, Guidance Counselor, to develop organizational skills and she advocated for him with his teachers. Eventually Renee left abruptly and we had no idea why.

Jonathan is now attending Pinkerton Academy where we realize now, that he actually needed an IEP as this allows for more supports than a 504 plan. Nearly half of the school year is gone and his grades have been declining.

Additionally, Jonathan did experience an ongoing problem with bullying at Founders. While this was addressed, he continued to be harassed all year by that student and his friends. He was also bullied in 8<sup>th</sup> grade and while the teacher initially addressed it, she eventually blamed my son because he was sitting “too close” to the bully. Founders needs a better policy for dealing with these issues.

Sincerely,

Lisa Bartlett

(603) 845-6526

New Hampshire  
**State Board of Education**  
Department of Education  
Londergan Hall, Room 100F  
101 Pleasant Street  
Concord, NH 03301  
Minutes of the January 10, 2019 Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education was convened at 9:30 a.m. at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy C. Chagnon, Drew Cline, Helen G. Honorow, Ann Lane and Phil Nazzaro. Sally Griffin was unable to attend due to another commitment. Christine Brennan, Deputy Commissioner of Education, was also present. Frank Edelblut, Commissioner of Education, was not able to attend due to another commitment.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Kate Cassady led the pledge of allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

**Michael and Susan Lawton, Manchester, NH**

Mr. Lawton read a letter from him and his wife, and submitted it into the public record. The Lawton's expressed strong support for The Founders Academy Public Charter School (TFA). They also provided written commentary from other parents not in attendance, requesting they be entered into the public record.

**Bonnie Dunham, Merrimack, NH**

Ms. Dunham was impressed with the New Hampshire Career Academy's preparing students to enter directly into a career. She requested the implementation team include constituents involved with children with disabilities, such as representatives from The Parent Information Center, New Hampshire Association of Special Education Administrations, and Vocational Rehabilitation.

The Chairman clarified that the New Hampshire Career Academy has not yet come before the State Board for approval and it is still early in the process.

**Eric Hubbard, Londonderry, NH**

Mr. Hubbard spoke in support of The Founders Academy Public Charter School (TFA), stating any items he brought to TFA's attention were remedied.

His daughter (a junior) and son (6<sup>th</sup> grader) enjoy attending TFA and not being able to continue to attend would be a mistake.

**Moira Ryan, New Hampshire Autism Advocates**

As an advocate for disabled children, Ms. Ryan supports opportunities for children with disabilities. She noted that schools are required to have written policies on restraints, but restraints require the approval of a medical doctor to prevent harm to children. She feels one cannot go through a 3-hour training and be proficient in restraints. Schools have the option of a no-restraint policy, so she requested the State Board review this. Ms. Ryan noted that she will be providing today's testimony in writing.

**Adam McWhirter, Merrimack, NH**

Mr. McWhirter thanked the board members for their service and spoke in support of the renewal of The Founders Academy Public Charter School's (TFA) charter. He noted that he had also sent the State Board an email which he will submit again today. Mr. McWhirter has two children, one who has been attending TFA since it opened in 2014, and the second is planning to attend next year. He noted that his daughter is thriving at TFA, enjoying classes and staying engaged due to the caring teachers at TFA. He and his wife look forward to the time when his children will have graduated from TFA.

**Tom Huot, Manchester, NH**

Mr. Huot is the parent of two 8th grade students attending The Founders Academy Public Charter School (TFA). He stated that comments made by a parent at the State Board's November meeting in no way reflect the experiences or opinions of his family or most parents he knows at the school. He is not aware of any family leaving TFA because it did not follow its charter, and feels many have chosen TFA due to parent recommendation. He did note that there are parents that left TFA and took to social media creating the perception that TFA administrators/teachers do not address concerns. His family has experienced the opposite; TFA instills leadership in students, particularly seen with the President of the Student Senate, as well as seniors having been accepted to colleges or the military. He submitted written statements for the public record from parents unable to attend.

**Jennifer Nelson, Amherst, NH**

Ms. Nelson spoke in support of The Founders Academy Public Charter School (TFA) and requested that her email to the State Board be entered into the public record. At TFA, her son is happy and thriving academically, socially, and emotionally, and is especially doing well in English and History. A problem they had previously was resolved satisfactorily. She is dismayed that a few parents,

still choosing to send their students to TFA, are causing chaos for the other 300-plus students.

**Noelle Taku , Merrimack, NH**

Ms. Taku noted that she and other parents emailed the State Board their support of The Founders Academy Public Charter School (TFA) last week. Her experience, along with other parents she has spoken to, contradicts testimony by Patrice Benard at the State Board's November 8, 2018 meeting. Ms. Taku's two children, who chose to attend TFA, love the school and are involved with clubs and activities. She read from a letter written by her son indicating that TFA's high standards push him to do his best. She is a member of the PTA and volunteers at the school and disagrees that TFA mismanages funding. She noted that Ms. Benard posted to Facebook the salaries of TFA teachers and questioned her motives. Ms. Taku requested that the TFA charter be renewed.

**Bevin Anderson, Nashua, NH**

Ms. Bevin thanked the board members for their service. As a parent, she is advocating for the renewal of The Founders Academy Public Charter School's (TFA) charter. Her daughter is thriving at the school; taking classes well above her grade level. She has served as a substitute teacher and has seen first-hand the dedication of the staff, including quick responses to problems. TFA

administrators rise to the challenge despite budgetary constraints. She also submitted an email from her husband in support of the TFA charter renewal to submit for the public record.

**Elizabeth Sanville, Manchester, NH**

Ms. Sanville read from a letter in support of The Founders Academy Public Charter School (TFA) written by her daughter, who is thriving at TFA. In the letter her daughter states that at her previous school no one noticed her above-level math ability because she barely did homework, often did not attend, and still got good grades. At TFA she has to show up and do the work, and can do extra work if she is not being challenged enough or get help from teachers at another time if struggling. At TFA, her children get individual attention and teachers develop a personal relationship with students and families. Her daughter made National Honor Society and won a college scholarship; her sophomore daughter is ready for college classes due to being challenged at TFA; and she wishes for her other children to attend TFA. She became the current President of PTSA to work with the TFA administration to make the school the best charter school in Manchester.

**Jill Cote, Manchester, NH**

Ms. Cote submitted her written testimony for the public record in support of The Founders Academy Public Charter School (TFA). She added that the teachers really helped her children when they were struggling. Her son went from writing a paragraph for an assignment to completing an entire research paper without her help, while her daughter is getting A's. She requests that TFA's charter be renewed.

**Annabelle Cote, Manchester, NH**

Ms. Cote is a student at The Founders Academy Public Charter School (TFA) and has received the support she has needed from teachers at TFA, which has really benefited her. The TFA community is respectful and mindful of students' desires to learn and get as much as they can out of each school day.

**Callen Cote, The Founders Academy Student**

Mr. Cote is a student at The Founders Academy Public Charter School (TFA) and receives quick responses from teachers when he needs help. His writing has improved due to teachers helping him even as late as 9 or 10 p.m. TFA's teachers help students individually if needed because they want them to learn.

**Patrice Benard, Manchester, NH**

Ms. Benard received an email from the Chairman at The Founders Academy Public Charter School (TFA) that was sent to parents showing the letter revoking the first and second order and the TFA appeal. She noted that first speaker, Mrs. Lawton, serves on the TFA Board. Ms. Benard brought a 9-page list of material violations. She thinks she was lied about in the appeal and wants a copy of it. She noted that she had reached out to State Board members, not knowing it was against the rules, and apologized for doing so. She speaks for herself and people she has talked to, stating that of the 100 families that started at TFA only 30 are left. The charter requires parental involvement, but at the last TFA Board meeting, they voted on everything first and heard public comment after, which indicated to her that they do not want to hear parent comment. She thanked the board members for their report and taking care of taxpayer's money. She still seeks a remedial plan.

**Lisa Dean, Stratham, NH**

Ms. Dean has two daughters attending the Cooperative Middle School, which is a part of SAU 16. She is speaking to bring awareness to the suicide of an SAU 16 8<sup>th</sup> grader on December 20, 2018 and feels something needs to be done. After the suicide, John Broderick responded to her and will be presenting to the community, as well as the Governor, Commissioner, State Senator and State Representatives. She urged everyone to attend and support the

community. Parents need more education on this subject. She read some statistics from Mr. Broderick on mental illness and depression. There have been more than a couple of suicides in SAU 16 over the last 6 years. She will make sure the State Board is provided information on Judge Broderick's upcoming presentation in Exeter, NH.

#### **AGENDA ITEM IV. CONSENT AGENDA**

MOTION: Cindy Chagnon made a motion, seconded by Kate Cassady, to approve the minutes of December 13, 2018, as amended.

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

#### **AGENDA ITEM V. PUBLIC HEARINGS**

##### **A. Code of Conduct Requirement (Ed 505.08 and Ed 610.01)**

The Public Hearing opened at 9:30 AM and closed at 10:00 AM with no public commentary.

#### **AGENDA ITEM VI. SPECIAL PRESENTATIONS**

##### **A. Student/Rye School Board - SB-FY-18-02-011**

The parents of the student chose to have the hearing held in non-public session.

MOTION: Phil Nazzaro made the 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 10:45 AM by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro that the State Board of Education accept the Hearing Officer's Report and deny the Hearing Officer's Recommendation thereby overturning the Rye School Board's decision on re-assignment due to Manifest Educational Hardship.

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

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro to leave non-public session and return to public session.

VOTE: The motion was approved by roll call vote at 12:45 PM by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Phil Nazzaro 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, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

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

**UPDATE**

A. Mountain Village Charter School (MVCS) Charter Renewal

The following MVCS Board of Trustees were in attendance, Rebecca Faulkner Hegarty, David Goldstein, Frank McClain, and Jamie Hannon, as well as Head of School, Katy Gautsch.

Ms. Jane Waterhouse, NHDOE, Charter School Administrator, noted that that MVCS's charter expired on July 18, 2018, and is currently on its 2<sup>nd</sup> renewal extension. She then presented the review team's findings and concluded with the review team's recommendation to renew MVCS's charter.

Discussion ensued amongst members of the State Board, Katy Gautsch, MVCS's Head of School and MVCS's Board of Trustees on the review team's three areas of concern.

1. Low math scores.
2. Limited qualitative/quantitative data to identify strengths and weaknesses in the program.
3. Lack of a technology in the program.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, pursuant to Ed 318.12 and Ed 318.13, that the State Board of Education authorizes the renewal of the charter of *Mountain Village Charter School* with a report to the State

Board that will include an update on their use of technology in the program in one year.

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

B. Next Charter School (NCS) Charter Renewal

Mr. Joe Crawford, NCS Director introduced Kim Crowley, NCS Capstone Coordinator and Justin Krieger, an NCS student. Mr. Joe Crawford, School Director, noted that NCS's charter expired on August 23, 2018, and is currently on its second extension.

Ms. Jane Waterhouse, NHDOE, Charter School Administrator, presented the review team's findings and concluded with the review team's recommendation to renew NCS's charter.

The State Board asked for clarification on the graduation rate as stated in the report. Mr. Crawford explained that NCS students have individual learning plans and are not grouped by grade level. Students are only awarded credits when they meet all the state competencies so they may not graduate in exactly 4 years. This accounts for the 44% rate, which reflects a 4-year graduation rate.

Mr. Crawford also noted that students are designated as being in 11<sup>th</sup> grade when their Capstone is approved.

It was asked if NCS was exceeding the state minimum coursework required for graduation. Mr. Crawford stated that NCS follows the state minimum of 20 credits, 6 consisting of electives. He noted that most NCS students graduate with more than 20 credits. NCS uses 3 elective credits for their field-based internship program, 2 elective credits for public exhibitions of work hosted by the school, and 1 elective credit for social engagement.

Mr. Crawford addressed the concern raised that 43% of NCS students have Individual Education Plans (IEPs) and noted that this increases to 50% if you include students with 504 plans. He explained the history of the school and that they were originally approached by the Derry school district to start a small program that would meet the needs of a specific set of students that were falling through the cracks or got lost in a larger environment. As a result NCS tends to attract students disengaged with the traditional system. Mr. Crawford felt size matters when modeling appropriate social interactions and creating student buy-in and explained that they learned early on that by creating smaller, personal spaces for students and dealing with discipline issues on the front end creates positive outcomes. He noted that violence and drug use are not problems at NCS. Ms. Crowley added that the staff meets with student families every 20-25 days, so there is a strong connection with the advisor and the student/family.

Mr. Krieger, a student at NCS shared his experiences at the school with the State Board. He described struggling in 7<sup>th</sup> and 8<sup>th</sup> grade because the traditional school he was attending was so linear in their curriculum. NCS's program allows him to take his time. He was even able to go back and retake some basic courses in order to better understand advanced concepts.

MOTION: Ann Lane made a motion, seconded by Cindy Chagnon, pursuant to Ed 318.12 and Ed 318.13, that the State Board of Education authorizes the renewal of the charter of *Next Charter School*.

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

C. New Hampshire School Building Authority's (NHSBA)

Recommendation of Prioritized School District Proposals in Descending Rank Order

Amy Clark, NHDOE Administrator, School Safety and Facility Management Bureau, clarified and provided historical information on the NHSBA selection process.

She noted that this year the NHSBA received 20 applications. NHSBA rates the projects and submits their ranking to the State Board for approval. Projects are rated by square footage of renovated space, size of the school, building aid rate, cost, and aid amount. She explained that once a school applies for aid, they cannot propose a bond to their local district, so proposals ready to start in March say "subject to receiving building aid."

Chairman Cline noted that the rule not allowing the funding of retro projects is punishing schools because they cannot move forward with the moratorium in place.

Representative Rick Ladd, author of the bill, spoke to the State Board and explained that the intent of the bill was that if the first 3 projects take \$9 million and \$1 million is leftover, the 4th on the list can take the \$1 or hold off and get more the following year.

It was noted that the ranking system only took into consideration the project a school applied for and did not take into account any increases. Some modifications are allowed; however, the NHSBA determines what a substantial modification is versus a regular one.

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, to approve NHSBA Recommendation of Prioritized School District Proposal in Descending Rank Order.

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

D. State Guarantee Process

Greg Hill, NHSBA Chair explained another type of state aid is the state guarantee process, which goes through the Governor's Executive Council and has a \$95 million cap. If the state financial position is rated higher than the municipal bond bank, the local community could be borrowing less money by using the state rating, rather than municipal bonding. If a request for building aid were to be rejected, there is still the option to go through the state guarantee process. He did note that there have only been 2 applications over the last 10 years.

E. Council for Teacher Education Recommendations/Updates

1. Update from 20 December Council for Teacher Education (CTE)

Meeting

Ashlee Stetser, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education updated the State Board regarding confusion over background check requirements for students enrolled in educator preparation programs having a NH-only background check and for students placed into SAUs as a volunteer or designated volunteer. She noted that the rule that governs background checks is RSA 189.13A. Ms. Stetser is working with NHDOE Attorney Diana Fenton and the Department of Safety to provide a technical advisory.

She was asked the reason for two background check requirements (*NH-only and national*) upon entering an educator preparation program in NH. Ms. Stetser explained that colleges cannot conduct national background checks for the FBI.

## 2. Rivier University's First Priority Progress Report.

Ms. Stetser introduced Dr. Diane Monico, Associate Professor and Director for Education Programs and Practicum Experiences, who was present to answer questions. In December 2017, Rivier University was granted a 2-year conditional approval to expire December 2019. The State Board voted to have Rivier submit two priority progress reports, the first in September 2018 and the second in March 2019. The first progress report satisfied all the CTE and Board

requirements. The second progress report will be presented at the State Board's April 2019 meeting.

### **AGENDA ITEM VIII. LEGISLATIVE UPDATES**

#### A. Discuss/Review - Draft Computer Science (CS) Minimum Standards (Ed 306.44)

Nate Green, NHDOE Administrator, Office of Academics and Professional Learning explained that a committee within Office of Academics and Professional Learning working with the Professional Standards Board (PSB) created the draft in response to House Bill 1674, which added Computer Science (CS) to minimum adequate education in New Hampshire. The State Board was provided in their meeting packets a draft proposal as well as comments from public forum sessions, many of which also include teacher certification, which is not reflected in Ed 306.44. Robin Cobeil, a CS teacher's public comment testimony about the minimum standards from a previous State Board meeting are also included. Mr. Greene noted that some comments indicate the feeling that CS should not be a requirement. Legislation only requires that CS classes be offered as an option.

It was suggested that on page B1A, "foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products," be simplified

to "foster an inclusive computer culture." That section takes into account encouraging women and underserved populations in STEM. The Board agreed with changing the language to be more clear-cut.

Mr. Greene noted that NH schools, especially middle schools, are implementing CS programs. Kindergarten is not included in the draft, but the elementary school level is included. For additional clarification, "computational thinking" in the draft is the design process of taking a large problem and learning how to break it into small, manageable steps. It was suggest that the definition be added to the draft. It was also suggested that a definition be included for "develop and use abstractions to manage complexity."

B. Initial Proposal - Technology & Engineering Teacher (Ed 507.05)

The proposal for Technology & Engineering Teacher does not expire until August 2019, so it was tabled to the February meeting.

MOTION: Phil Nazzaro made a motion, seconded by Ann Lane, to table the Technology & Engineering Teacher proposal to the February 2019 meeting.

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

C. Initial Proposal - Custodian of Records (Ed 502.03)

Steve Appleby, NHDOE Administrator, Bureau of Credentialing & Closed School Transcripts, explained that this proposal is from the Professional Standards Board (PSB) to change/update the Custodian of Records rule. One change to the rule includes a time limit on how long records are kept, as well as how long a record be kept if an educator's credentials are revoked or denied for any reason. Mr. Appleby noted that currently there are approximately 65,000 pre-digital archived records, going back about 100 years being stored in the basement of the NHDOE. This proposal would allow purging of deceased educator records. Active records will be scanned and prioritized.

**MOTION:** Cindy Chagnon made a motion, seconded by Kate Cassady, to approve the initial proposal for Ed 502.03 relative to Custodian of Records and hold a public hearing for these rules on March 14, 2019.

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

The Chairman suggested to Mr. Appleby that the records might be of interest to state archivists or historical researchers.

**AGENDA ITEM IX. OPEN BOARD DISCUSSIONS**

Helen Honorow asked about the follow up with Plymouth State University. More information on that issue will be obtained and distributed to the Board.

Ann Lane suggested having Kelly Untiet from the NHDOE's Office of Student Wellness give a similar presentation to the one she gave on January 7, 2019 on Social Emotional Learning to the State Board.

Angela Adams will provide the board with information on Judge Broderick's Change Direction Campaign community forum next week in Exeter. It would be worthwhile to attend his presentation.

**AGENDA ITEM X. OLD BUSINESS**

There was no old business.

**AGENDA ITEM XI. TABLED ITEMS**

MOTION: Phil Nazzaro made a motion, seconded by Helen Honorow, to remove this agenda item from the table.

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

**AGENDA ITEM XII. NONPUBLIC SESSION**

There was no nonpublic session.

**AGENDA ITEM XIII. ADJOURNMENT**

MOTION: Helen Honorow made the motion, seconded by Phil Nazzaro, to adjourn the meeting at 3:20 p.m.

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

---

Secretary

**White Mountains School Administrative Unit # 35**

BETHLEHEM ❖ LAFAYETTE ❖ LANDAFF ❖ LISBON ❖ PROFILE

**IV, B**

**Pierre L. Couture**  
Superintendent  
[p.couture@sau35.org](mailto:p.couture@sau35.org)

**Kristin Franklin, CPA**  
Business Manager  
[k.franklin@sau35.org](mailto:k.franklin@sau35.org)



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FAX (603) 444-6299

January 15, 2019

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

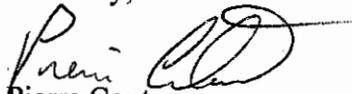
Dear Mr. Cline:

This is a formal request on behalf of the Lisbon Regional School District to amend the Articles of Agreement between the towns of Lisbon and Lyman. The amendment would be made to Article 2, previously amended in 1989 to read as follows:

The school board of the Lisbon Regional School District shall consist of nine members, three of whom reside in the pre-existing district of Lyman and six of whom reside in the town of Lisbon. This change to take effect at the March 2020 school board election. All school board members shall be elected at large. All members of the school board shall be elected to three-year terms. The present elected members of the Lisbon Regional School District shall hold office until their respective terms expire, and until their respective successors shall be elected at the appropriate annual meeting.

Please contact me if you have any questions, I plan to attend the board meeting on February 14<sup>th</sup>.

Sincerely,

  
Pierre Couture  
Superintendent  
SAU 35

Pursuant to RSA 195:2, the New Hampshire State Board of Education has approved the following Articles of Agreement among the School Districts of Lisbon Special, Lisbon Town, and Lyman.

## ARTICLES OF AGREEMENT

Among the School Districts of

Lisbon Special, Lisbon Town, and Lyman

This agreement is entered into pursuant to Chapter 195 of the New Hampshire Revised Statutes Annotated, as amended, by and among the school districts of Lisbon Special, Lisbon Town, and Lyman.

1. The School Districts of Lisbon Special, Lisbon Town, and Lyman shall be combined to form a cooperative school district which shall be named Lisbon Regional School District.

2. There shall be nine (9) members of the school board of the Lisbon Regional School District. The voters of each pre-existing district shall be entitled to elect qualified voters of their district as members of the school board at the organization meeting and thereafter to elect their successors, by voting separately and using a distinctive ballot at the organization meeting and at later annual cooperative school district meetings. The pre-existing district of Lisbon Special shall be entitled to five (5) members on the school board. Lisbon Town and Lyman each shall be entitled to two (2) members on the board.

The members of the cooperative school board who are elected and qualified at the organization meeting shall hold office until their respective successors have been elected at the annual meeting of the cooperative school district held in the years indicated below:

1970	1 member	Lisbon Town
	1 member	Lisbon Special
1971	1 member	Lyman
	2 members	Lisbon Special
1972	1 member	Lisbon Town
	1 member	Lyman
	2 members	Lisbon Special

All members of the school board shall be elected for three year terms except those members elected at the organization meeting. The members of the school board shall assume office at the close of the organization meeting and thereafter at the close of the annual meeting.

All members of the school board shall be elected by the use of the non-partisan ballot system under R.S.A. 59.

3. The Lisbon Regional School District shall be responsible for all public education

4. The total sum of the budget of the Lisbon Regional School District payable in each fiscal year shall be apportioned by sixty percent (60%) on the average daily membership of the pupils in approved public schools residing in each pre-existing district of the cooperative school district during the second preceding fiscal year as determined by the State Department of Education, and by forty percent (40%) on the equalized valuation as most currently available as determined by the State Tax Commission.

5. A schedule of payments based on the respective shares of the pre-existing districts for budget expenses shall be established from time to time by the school board and the selectmen of the two towns.

6. The Lisbon Regional School District shall assume all the indebtedness of the pre-existing districts which is outstanding on the date of operating responsibility.

7. The State Foundation Aid, to which each pre-existing district would be entitled if it were not part of the cooperative school district, shall be credited to such pre-existing district's share of the total budget. The State Building Aid and any other aids which may become available to the Lisbon Regional School District shall be applied to reduce the total expenditure prior to the apportionment of costs under the provisions of Article 4, unless otherwise provided by law.

8. All trust funds held by the pre-existing districts shall be held and applied to such pre-existing districts as the terms of the trust indicate.

9. The Lisbon Regional School District shall provide transportation for all pupils to the school within the district, consistent with the provisions of R.S.A. 189:6, 189:8 and 189:9.

10. The school property and buildings of the Lisbon Regional School District may be used for non-educational purposes as they are presently being utilized and for other civic and town purposes, as determined by policies adopted by the cooperative school board.

11. Grades eleven and twelve pupils from the pre-existing districts of the Lisbon Regional School District attending school outside said district, as of September 1969 may continue in the high school they are attending. The Lisbon Regional School District shall pay the tuition for those students enrolled under the provisions of this article, but this shall not include transportation to said school.

12. The Lisbon Regional School District shall acquire all the property, including equipment, of the pre-existing Lisbon Special School District. Such property shall be conveyed to the Lisbon Regional School District without adjustment. The following is the property that will be acquired by the Lisbon Regional School District:

Lisbon Elementary School  
Lisbon High School

If at any time in the future the Lisbon Regional School District is enlarged and the terms of that enlargement include provisions for adjustment for equity in property, the pre-existing district of Lisbon Special shall receive a credit of at least \$190,000.00. Any equity then existing in excess of \$190,000.00 shall be credited to the several pre-existing districts including Lisbon Special in accordance with the terms of the Articles of Agreement established for the enlarged cooperative school district.

13. The date of operating responsibility of the Lisbon Regional School District as provided in R.S.A. 195:5 shall be July 1, 1969.

14. These articles of agreement may be amended by the Lisbon Regional School District after approval by the State Board of Education and consistent with the provisions of R.S.A. 195:18 (III) (i), except that no amendment shall be effective unless the question of adopting such amendment is submitted at a cooperative school district meeting to the voters of the district voting by ballot with the use of the check list after reasonable opportunity for debate in open meeting, and unless two-thirds of the voters of the district who are present and voting shall vote in favor of adopting such amendment. Furthermore, no amendment to these articles shall be considered except at an annual meeting of the cooperative school district and unless the text of such amendment is included in an appropriate article in the warrant for such meeting. It shall be the duty of the school board to hold a public hearing concerning the adoption of any amendment to these articles of agreement at least ten days before such annual meeting and to cause notice of such hearing and the text of the proposed amendment to be published in a newspaper having a general circulation in the district at least fourteen days before such hearing. Until the date of operating responsibility is assumed, the school board is empowered to call a special district meeting under the procedures outlined above for the purpose of amending the articles of agreement.

IN WITNESS WHEREOF, this agreement has been executed as of the 12th day of February, 1969.

COOPERATIVE SCHOOL DISTRICT PLANNING BOARD

For the School District of Lisbon Special:

/S/ Wallace S. Clough  
/S/ Kenneth H. McKown  
/S/ Wendell W. Jesseman

For the School District of Lisbon Town:

/S/ Curtis Sawyer  
/S/ Donald F. Parker

For the School District of Lyman:

/S/ Juanita Hubbard  
/S/ Kathleen Locke

A TRUE COPY

ATTEST: /S/ Newell J. Paire  
Secretary, State Board of Education

Pursuant to Article 14 of the original Articles of Agreement, Amendment #1 was adopted by action taken under Article 7 at the Annual Meeting on March 16, 1989 and approved by the New Hampshire State Board of Education on June 14, 1989 under Agenda Item 2e.

AMENDMENT #1

Articles of Agreement-- Among the School District of Lisbon Special, Lisbon Town and Lyman.

- I. To amend Article 2 by deleting the entire Article and substituta in its stead the following language: The School Board of the Lisbon Regional School District shall consist of nine (9) members, two (2) of whom shall reside in the preexisting district of Lyman and seven (7) of whom shall reside in the Town of Lisbon. School Board members shall be elected only by the registered voters of the community which they will represent. All members of the School Board shall be elected for three (3) year terms except in 1990 only when one Lisbon member is elected for two (2) years. In 1992 two (2) members from Lisbon will be elected. The present elected members of the Lisbon Regional School District shall hold office until their respective terms expire, and until their respective successors shall be elected at the appropriate annual meeting. Thereafter, the composition of the School Board shall be:

1990	1 member	Lisbon for 2 year term
1990	2 members	Lisbon
1990	1 member	Lyman
1991	3 members	Lisbon
1992	2 members	Lisbon
1992	1 member	Lyman
1993	2 members	Lisbon
1993	1 member	Lyman

- II. To amend Article 7 by deleting the first sentence thereof and to substitute in its stead the following language:

Any aid, including State Aid and Federal Aid, to which each preexisting district (i.e. Lyman and Lisbon) is entitled because of its participation in the cooperative school district or to which each preexisting district shall be credited to such preexisting district's share of the total budget.

- III. To vote to amend Article 12 of the Articles of Agreement by deleting paragraph two thereof.

White Mountains  
School Administrative Unit No. 35

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*Serving the Districts of Bethlehem, Lafayette Regional,  
Landaff, Lisbon Regional, Littleton and Profile*

Robert P. Horan  
Superintendent of Schools

Lewis J. Mello  
Business Administrator

Kevin T. Eckerman  
Director of Special Education

G. Douglas Sutherland  
Director of Curriculum/Instruction

Sandra C. Stone  
Administrative Assistant

CERTIFIED MAIL - RETURN RECEIPT REQUESTED

December 20, 1999

Mr. John Lewis, Chairman  
NH State Board of Education  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Mr. Lewis:

This is a formal request on behalf of the Lisbon Regional School District to amend the Articles of Agreement between the Towns of Lisbon and Lyman effective July 1, 1999 as follows: The total sum of the budget and warrant articles of the Lisbon Regional School District payable in each fiscal year shall be apportioned by eighty percent (80%) on the average daily membership of the pupils in approved public schools residing in each pre-existing District of the Cooperative School district based on the immediate three (3) school years preceding the fiscal year, which three (3) year average shall be determined by the State Department of Education and by twenty percent (20%) on the equalized valuation based on the average for the immediate three (3) school years most currently available as determined by the State Tax Commission. This amendment was unanimously voted at the District's Annual Meeting on March 11, 1999. Please refer to Article 3 of the attached minutes.

If you have any questions, please feel free to contact me.

Sincerely,



Robert P. Horan  
Superintendent

RPH/mrb

cc: Patricia Busselle, NH Dept. of Education  
File

*Off Lisbon School  
Bdr*



Elizabeth M. Twomey  
COMMISSIONER  
Tel. 603-271-3144

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
FAX 603-271-1953  
Citizens Services Line 1-800-339-9900

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January 13, 2000

Robert P. Horan  
Superintendent of Schools  
School Administrative Unit #35  
65 Maple Street  
Littleton, NH 03561

Dear Bob:

At its January 10, 2000 meeting the State Board of Education recognized that the process used by the Lisbon Regional School District to amend its Articles of Agreement is consistent with the provisions of RSA 195:18, III(i) and Article 14 of the Lisbon Regional School District Articles of Agreement, and therefore the District's petition is approved by the State Board of Education.

Sincerely,

Elizabeth M. Twomey  
Commissioner of Education

EMT:PB

**V, A**

Notice Number 2019-5

Rule Number Ed 1400

1. Agency Name & Address:

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

2. RSA Authority: RSA 193-E:2-a, V(b)

3. Federal Authority: \_\_\_\_\_

4. Type of Action:

Adoption X

Amendment \_\_\_\_\_

Repeal \_\_\_\_\_

Readoption \_\_\_\_\_

Readoption w/amendment \_\_\_\_\_

5. Short Title: **Learn Everywhere Program for High School Graduation Credit**

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

**Chapter Ed 1400, containing Ed 1401 through 1407, specifies a uniform application process pursuant to RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to high school graduation.**

**Chapter Ed 1400 had formerly contained rules on career and technical education which had been readopted with amendments, effective 7-14-18, and renumbered as part of Chapter Ed 1300 on alternative education and regional career and technical education.**

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

**These rules shall apply to any for-profit or non-profit entity or any individual(s) that offers an educational program that meets the minimum standards for approval to grant credit leading to high school graduation. Also affected are New Hampshire school-age residents and school districts.**

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

Rule	Specific State Statute the Rule Implements
Ed 1400	RSA 193-E:2-a, V(b)

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

Name: **Amanda Phelps**

Title: **Administrative Rules Coordinator**

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

Phone #: **(603) 271-2718**

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

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

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

NN 2019-5 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **February 20, 2019**

 Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **February 14, 2019 at 9:30 a.m.**

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

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

FIS # 18:226, dated 01/02/19

1. **Comparison of the costs of the proposed rule(s) to the existing rule(s):**  
Not applicable, since these are new rules.

2. **Cite the Federal mandate. Identify the impact on state funds:**  
No federal mandate, no impact on state funds.

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

A. **To State general or State special funds:**  
None.

B. **To State citizens and political subdivisions:**  
None.

C. **To independently owned businesses:**  
None.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the political subdivisions of the state. These rules provide the procedures for program approval for any for-profit or non-profit entity that wishes to offer credit for high school graduation, however no entity is required to seek approval. There is therefore no violation of Part I, Article 28-a.

*Learn Everywhere* is a program designed to build on existing New Hampshire educational philosophy, law and rule. At its most basic level, it is simply seeing and understanding our existing public education system and the learning that engages students, from another perspective.

In the book *Leaving to Learn*, Elliot Washor, author and founder of the alternative Met school and Big Picture Learning in Providence, R.I., asks the question, “What if there were ways to provide and give credit for learning wherever and whenever it occurred?” This concept of wherever and whenever has been a continuous pursuit of the state of New Hampshire for more than a decade now. The ideas and concepts are embedded in our educational philosophy, law, and rules, but it has been an elusive target with only marginal attainment.

Education consultant Sir Ken Robinson has stated, “First, education is always and inevitably personal. All students have their own reasons for staying in, or for pulling out of [disengaging from], school. Like you and me, they are living, breathing individuals with their own hopes, motivations, challenges, aptitudes and drives. The current [education] system is failing so many of them<sup>1</sup> because it is impersonal and standardized... The solution is to adopt forms of teaching that arouse students’ appetites for learning.”

*Learn Everywhere* is just that, an innovative approach to learning passed into law by the 2018 New Hampshire Legislature to capture existing student learning and create an eco-system of additional learning opportunities for our students, wherever and whenever they occur.

Today, the State Board of Education (“SBOE”) is the credentialing oversight board for teachers and schools. The SBOE credentials teachers in New Hampshire to be able to teach in our public schools. The SBOE also authorizes schools in New Hampshire to be able to provide an opportunity for a comprehensive adequate education. *Learn Everywhere* simply unbundles education and says, rather than authorize only entire schools, the state will authorize educational programs to offer part of comprehensive adequate education. If the SBOE credentials teachers, and if the SBOE credentials schools, why not also simply credential a course or a program as well?

---

<sup>1</sup> In New Hampshire, a top performing state, the “equity gap,” part of which is the disparity between socio economically advantaged students versus students in poverty (family earnings of less than 185% of the federal poverty level) is more than 20%, meaning that poor students consistently over the previous 20 years, have performed lower on standardized assessments, because the education system is not able to engage them.

Practically, what does that mean and what does that look like?

*Learn Everywhere* is built on a premise of win-win. It sees education as an expanding universe of opportunity that capitalizes on learning across the board.

While for the most part, school takes place from 7:30am – 2:30pm inside a school building for 180 days a year, students are learning outside of that time frame and outside of that location. Some of this “outside the school” learning is formalized, such as after-school tutoring or dance lessons, and some is less formalized, such as an after-school job where a student is gaining valuable capacity across a number of domains. *Learn Everywhere* creates a vehicle to capture all students learning and give students credit for it.

Compared to a zero-sum game, in which the addition of this program takes something away from our already strong public education system, *Learn Everywhere* expands the educational opportunity universe without taking anything away.

#### *Example*

Let’s consider a student who loves performing arts and participates in a local Boys and Girls Club (“BGC”) performing arts program. Let’s also assume that the BGC has enrolled its theater arts program as an approved *Learn Everywhere* program.

This student now has the option to participate in the BGC theater arts program for high school credit. While they are participating in the BGC performing arts program, they can also participate in their public school performing arts program, if they want (e.g., nothing is lost). However, if they find that practices at the BGC program, which are three nights a week until 9pm, do not give them enough time to do homework, they could elect to take a study hall in their public school (all schools have study halls in all time blocks) to do their homework so they do not have to do it at night after play practice at the BGC. This student may also decide to take an elective course during that period.

In addition to creating more educational options for the student, it can reduce the level of stress experienced by the student and family, stress representing an increasing problem in our current culture.

What is important to consider with this example is that with or without the *Learn Everywhere* option, the student is already participating in the BGC performing arts program. *Learn Everywhere* simply finds a way for that deep and engaging learning to count for academic credit.

Let's look at a few questions that one might have when considering this program for New Hampshire.

- *So how does the program work?*
  - Applicants interested in offering education opportunities for students will complete an application with information about the program, including the course credit that will be offered (from education rule 306, minimum standards), an outline of the program, how student progress will be monitored and how assessment and grading will be completed.
  - The New Hampshire Department of Education ("NHDOE") will review the application for completeness. Once complete, applicants will appear before the SBOE and present their program for approval. The SBOE will approve, conditionally approve or deny the application. If the program meets the requirements, the SBOE will authorize the provider a one-year license to operate.
  - During that period, the NHDOE will complete a monitoring visit of the program to determine that it is being implemented as presented to the SBOE. If the NHDOE review is satisfactory, the SBOE will extend a five-year authorization to the program. After five years, the program will be subject to renewal through the initial application process.
  - As students complete the program, they will be awarded a certificate of completion and a grade that they will present to their home district for credit, if the student desires credit.
  - Annually, the programs will report participation and credits awarded to the NHDOE for reporting to the SBOE.

This *Learn Everywhere* process has been modeled after the current Charter School authorization program.

- *How does the Learn Everywhere affect school funding? Is this an unfunded mandate?*
  - *Learn Everywhere* does not affect school funding. Schools will continue to be funded under the current formulas. *Learn Everywhere* does not require the school to create any new programs or administrative supports. Students who complete a *Learn Everywhere* program will receive a certificate with a grade from the participating program. This certificate will be provided to the student's school by the student so that credit can be awarded.
  - Keep in mind that *Learn Everywhere* is simply capturing the learning that is already taking place through student participation in programs outside of school. *Learn Everywhere* creates a pathway for students to

apply that learning toward meeting the minimum standards for graduation established by the SBOE.

- *Shouldn't we require teachers in these programs to be credentialed so that we know the students are getting a good education?*
  - The SBOE and New Hampshire public schools have a long-established policy that is reflected in both law and rule to accept educational credit from non-certified teachers. There is no requirement for teachers in either private or home education settings to be certified. Public Charter schools require that only 50% of teachers be certified or have at least 3-years of teaching experience. Every year, many students coming out of these education settings transfer to traditional public school settings and higher-education pursuits, and the credits they bring with them are readily accepted.
  - *Learn Everywhere* captures the essence of state minimum education standards which state that we should “harness all available community resources.” (ED 306.04 (k) (6)) *Learn Everywhere* creates a framework to engage engineers to teach our students about engineering, math and physics, artists to engage them on the stage and in the studio, and entrepreneurs to open up the world of business to them. As Clay Christensen writes in the forward of Julie Freeland’s book *Who You know: Unlocking Innovations that Expand student Networks*, *Learn Everywhere* allows those not even part of our traditional education system to “mentor, support and inspire young people.”
  - The assumption that a credentialed educator always results in a better educational outcome is not born out by the underlying data. While that may be true in certain circumstances, the better measure of strong student outcomes is based on their level of engagement in their education. If they are engaged, they will perform better. State academic assessment results show that only about 50% of students in the traditional public school reach proficiency.
  
- *These programs would be unfair. If the program charged tuition, not every student could afford to pay.*
  - The SBOE has a long and established policy to permit families and students to access private educational options. Thousands of New Hampshire families pay tuition to private schools, affording those students access to a private school option that is not universally available to all New Hampshire students simply because of financial limitations.
  - Many of the programs that might become available to students through this program are offered for free or at reduced rates. In many

cases they are readily available to families without financial resources or are offered on a sliding scale based on capacity to pay. This includes programming through organizations like Boys and Girls Clubs, Girls, Inc. and through many of our public school after-school programs. *Learn Everywhere* has the ability to increase educational options for disadvantaged students and families.

- Many businesses, eager to source qualified employees for their businesses, support excellent learning opportunities, without cost, for those students who show an interest in a particular vocational field. Programs like *Learn Everywhere* will encourage the development of more of these work-based learning opportunities.
  - By unbundling these education options, a family that may not be able to afford a full private education, may be able to afford part of that education in the form of a specific program, resulting in increased access to education options for families.
- *Won't these programs limit opportunities for good teachers if students do some of their learning outside of the traditional school system?*
- Actually the opposite is true. Teachers interested in taking advantage of *Learn Everywhere* will have the ability to pursue teaching in its most pure form. A common refrain heard from teachers is frustration at an overly regulated and burdensome system that causes them to spend more time administrating students than instructing them. An inspired teacher may discover the entrepreneurial aspect of the program and can now set up their own learning program to instruct students. These teachers may teach at a traditional public school during the regular school day, but decide to add an independent program in the afternoon or on a weekend, to pursue teaching in a less restrictive form.
  - Many of the programs may seek out credentialed educators in an effort to provide high quality programming and to differentiate their instruction, creating expanded employment opportunities for educators.
- *But what about accountability? How will we know that students are learning what they need to know?*
- Accountability and assessment are an important part of the program application process. Applicants will describe how they will assess students across the competencies that the student is expected to attain in the same way charter schools do now.
  - One of the really great aspects of *Learn Everywhere* is how seamlessly it fits into and supports the existing public school system. Existing

state and federal accountability systems are all still in place. Students are still required to take state and federal accountability assessments.

- *Doesn't Learn Everywhere cross the line and interfere with local control of education?*
  - *Learn Everywhere* does not create a state level high school diploma. The issuance of a diploma is the domain of the local school district. The determination of credit requirements for graduation is a responsibility of the local school board. The SBOE has authorized the minimum standards required for a high school diploma. *Learn Everywhere* is simply a program sanctioned by the SBOE for students to earn credits that count toward meeting those minimum standards that the SBOE has established leading to graduation. Local school boards will still be required to establish local graduation requirements that meet or exceed the minimum standards.
  
- *Won't this program put students with disabilities at a disadvantage?*
  - Like many other aspects of *Learn Everywhere*, supports for students with an Individual Education Plan (IEP) will follow the existing practice. Presently, when services or special education programs are called out in an IEP to support a student's learning, schools often contract with outside service providers. Authorized *Learn Everywhere* programs will function in the exact same manner. When an IEP team and parents believe that participation in a *Learn Everywhere* program is the right course of action for a student, and it is written into the IEP, *Learn Everywhere* program participants will coordinate with the school to accommodate appropriate services in support of the student. The same approach would apply for students with 504 plans.
  - Every day, schools in New Hampshire contract with outside providers to help students with IEP's in the areas of occupational therapy, physical therapy or speech therapy. *Learn Everywhere* simply expands options for math therapy, language arts therapy, and physical education therapy as well, when the IEP teams sees that as being in the student's best interest.
  
- *How do we know students will be safe in these alternative programs?*
  - This is a great and vitally important question. In working on this program, one thing discovered is that many families today participate in local student enrichment programs with little or no knowledge of basic safety precautions of the program. For example, parents may have no knowledge of the background checks performed for instructors. Or perhaps they know that background checks are not part of the routine, but close involvement with the program allows

them to be comfortable with their student's participation. *Learn Everywhere* has established two basic controls in this area.

- Background checks are required for instructional staff. Instructional staff are prohibited from serving if they have violated or are pending disposition for a RSA 189:13-a V violation. Programs must develop a background check policy and provide that to participating families.
  - Facilities must meet federal and state health and safety requirements that apply if there were not an *Learn Everywhere* program.
- *Won't Administrators of schools oppose this, as they might perceive that they are losing some control over education?*
- The facts are that this program will not diminish administrator control. It will not affect their budgets. It will not affect the programs that they now offer to students. All New Hampshire students will still be offered the same academic opportunities afforded to them now.
  - Rather than losing control, administrators will see that they are gaining a valuable tool to help meet the goal that we share, bringing all students to strong outcomes and bright futures. Perhaps more than anyone else in our state, administrators of schools know the circumstances of students in our schools. They know how large and how persistent the equity gap is. They know that there are certain students who the current system is simply unable to reach or connect with. They often direct these students to alternative education programs to try to find ways to engage them in their education. Administrators will recognize that *Learn Everywhere* gives them yet another tool to be able to help all students succeed.
- *What if an emergency situation arises that requires the program to be suspended?*
- While the program authorization can only occur through the SBOE process, the NHDOE has authority to suspend a program's license to offer credit if they find that there is a public health, safety or welfare concern. When such a suspension occurs, its ultimate resolution will follow the RSA 541-A:30, III adjudicative process with appropriate due process measures to the program operator.

## CHAPTER ED 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

### PART ED 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Parts Ed 1401 through 1407 provide rules of practice and procedure to ensure uniform application of RSA 193-E:2-a, V(b) relative to the approval of alternative programs for granting credit leading to graduation. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope. These rules shall apply to any for-profit or non-profit entity or any individual(s) that offers an educational program that meets the minimum standards for approval to grant credit leading to graduation.

### PART ED 1402 DEFINITIONS

Ed 1402.01 Definitions.

- (a) “Commissioner” means the commissioner of the department of education.
- (b) “Department” means the department of education.
- (c) “Program” means a sequence of instruction over a period of time, which meets the requirements of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

### PART ED 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant seeking state board approval for an alternative program shall complete and file the “Application for Establishing an Alternative Program for High School Graduation Credit” form, June 2018, to the department for review, and include:

- (1) The sponsoring organization’s purpose, mission statement, or both;
- (2) The name and contact information of the individual responsible for oversight and administration of the program for which approval is sought;
- (3) A description of demonstrated qualifications to instruct and a statement assuring that the instructor meets those requirements, which shall not be construed to imply that instructors require a New Hampshire educator license;
- (4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA 189:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11; and

(b) In addition to the application requirements outlined in 1403.01(b), an applicant shall also submit:

(1) In the area of instructional program:

- a. Identification of the program from Ed 306.31 through Ed 306.48 for which students completing the course subject will receive high school credit(s);
- b. An outline of each program for which approval is sought, which includes goals and a description of expected student outcomes;
- c. A plan for recording student progress in meeting expected student outcomes; and
- d. A description of how students will be assessed to determine that they have met the program requirements; and
- e. A description of the system for awarding grades to students, including, but not limited to:
  - i. Pass or fail;
  - ii. Letter grade system; and
  - iii. Competency-based number system 4-1;

(2) In the area of admission:

- a. A description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law; and
- b. A policy that describes how the program will coordinate with the local education agency (LEA) for students with an education plan pursuant to section 504 of the rehabilitation act, an individual education plan (IEP), or both, for matters pertaining to any required special education programs, support services, or both, including methods of compliance with all federal and state laws pertaining to children with disabilities;

(3) In the area of minimum standards:

- a. A description of how the program meets the minimum standards for graduation credit for the program as referenced in Ed 306.31 through Ed 306.48; and
- b. Number of credits the program will fulfill; and

(4) In the area of facilities:

- a. A description of facilities to be used for educational instruction and a description of how the facilities will meet the priorities of the program; and
- b. If applicable, a statement affirming that the facilities shall comply with all federal and state health and safety laws, rules, and regulations, including, but not limited to the follow, noting that the participation in this program shall not construe additional facility requirements not otherwise required by state or federal law:
  - i. Fire safety; and
  - ii. Barrier-free access under Abfd 300 and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

Ed 1403.02 Review by Department of Application for State Board Approval.

(a) Pursuant to RSA 541-A:29 the department shall review the application submitted for state board approval within 30 business days of receiving the application to verify completeness and:

- (1) If the application is incomplete, shall notify the applicant by email of the requirements for completion; and
- (2) If the application is complete, shall notify the applicant by email that the application is received and complete.

(b) The department shall provide support to the program where available and needed;

(c) The department shall evaluate the completed application for review by the board using the following criteria:

- (1) The purpose or mission statements express a clear and focused purpose for the program that supports student learning;
- (2) The description of the facilities includes sufficient detail to indicate that priorities will focus on a facility that is appropriate for the activities and students to be served;
- (3) The program outline being proposed aligns with the selected Ed 306.27(t) program area outlined in Ed 306.31 through Ed 306.48;
- (4) There are educational goals and methods for assessment that will be used to measure student progress toward meeting program goals;
- (5) An adequate description is provided for staff member qualifications;
- (7) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and
- (6) A policy is in place to meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(d) Pursuant to RSA 541-A:29, within 60 days of the notification of a completed application, the department shall notify the applicant in writing of the date and time of the meeting where the application will be discussed and voted on by the state board.

(e) The department shall submit an evaluation report to the state board along with the application materials for review.

Ed 1403.03 State Board Approval.

(a) The review of applications shall be an item on the agenda of a regularly-scheduled state board meeting.

(b) The state board shall approve, conditionally approve, or deny the application and notify the applicant in writing of its decision.

(c) The state board shall approve the application, after reviewing the application and the department's evaluation under Ed 1403.02, if it determines the application is in compliance with Ed 1403.01.

(d) If the application is not in compliance with the standards referenced in (c), the application shall be conditionally approved if the state board determines that the remaining issues can be readily addressed within timeframe specified by the state board, not longer than 90 days from notification, or it shall be denied.

(e) If the state board:

(1) Conditionally approves an application, the state board shall include in the notification:

- a. A written explanation of the reasons for conditional approval;
- b. The conditions the applicant shall meet for final approval; and
- c. The deadline for submission of the conditions that shall be met for final approval.

(2) Denies an application, the state board shall include in the notification:

- a. A written explanation of the reasons for the denial;
- b. The areas deemed deficient by the state board; and
- c. An explanation that the applicant may reapply for approval at any time.

(f) When the state board receives the conditional approval response from the applicant, the state board shall review the response at the next regularly scheduled state board meeting for discussion and vote and shall notify the applicant in writing of either a final approval, conditional approval, or a denial of the application.

(g) The applicant may appeal a denial or conditional approval by the state board in accordance with Ed 213.

Ed 1403.04 Renewal of an Alternative Program for High School Graduation Credit.

(a) 90 days prior to the expiration of a provisional license or a full license, an applicant seeking license renewal of a program for high school graduation credit shall complete and submit the “Renewal Application for an Alternative Program for High School Graduation Credit” form, August 2018, as specified in Appendix II, along with:

- (1) A statement signed by the sponsor entity or individual(s) stating that there have been no changes to any of the programs or documentation required, as outlined in Ed 1403.01, since the previous application period; or
- (2) A statement signed by the sponsor entity or individual(s) stating there have been changes to one or more approved programs, a list of the changes, and supporting documentation as outlined in Ed 1403.01.

(b) Upon receipt of a renewal application, the department shall follow the review procedures as outlined in Ed 1403.02.

(c) The state board shall consider renewal applications following the procedures outlined in Ed 1403.03.

Ed 1403.04 Changes to Application Information. Any changes to any of the information enumerated in Ed 1403.01 shall be submitted in writing to the department for review and shall be submitted to the state board following the procedures enumerated in Ed 1403.03.

PART 1404 ISSUANCE OF LICENSES, REVOCATION, AND WITHDRAWAL

Ed 1404.01 Issuance of Licenses.

(a) If the state board approves:

- (1) An initial application or a conditional approval of an initial application for establishing an alternative program for high school graduation credit, the state board shall issue a 1-year provisional license, which can be renewed following the procedures outlined in Ed 1403.04; and
- (2) A renewal application or a conditional approval of a renewal application for an alternative program for high school graduation credit, the state board shall issue a 5-year license, which can be renewed every 5 years following the procedures outlined in Ed 1403.04.

(b) If the state board conditionally approves an initial or renewal application for establishing an alternative program for high school graduation credit, the state board shall issue a conditional license, not to exceed 180 days, with a specific deadline for conditions to be met.

(c) A list of approved alternative programs for high school graduation credit shall be maintained on the department's website.

#### PART 1405 REPORTING REQUIREMENTS

##### Ed 1405.01 Alternative Program for High School Graduation Credit Report Requirements.

(a) Each approved program shall annually, in September, submit to the state board an annual report which shall include, at a minimum, the following:

- (1) A brief statement explaining how the program is meeting the goals of its mission statement; and
- (2) Number of students enrolled in the program and the number of students awarded certificates leading to high school credits for the previous school year.

#### PART 1406 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

##### Ed 1406.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(b)(2) and the instructor(s) of the program.

(c) Certificates shall contain course identification and credit information, including, but not limited to:

- (1) Course title;
- (2) Course minimum standard alignment as indicated in Ed 1403.01(b)(3);
- (3) Number of credits awarded and the grade attained.

##### Ed 1406.02 Issuing Credit for Graduation.

(a) Certificates shall be used to grant credit for graduation.

(b) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.

(c) Approved New Hampshire schools shall grant students with valid completion certificates high school credit leading to graduation in the area enumerated.

#### PART 1407 COMPLAINTS, REVOCATION, AND WITHDRAWAL

##### Ed 1407.01 Complaints and Investigations.

(a) Complaints shall be submitted in writing to the department under one or more of the following circumstances:

- (1) The program commits a material violation of any of the conditions, standards, or procedures set forth in its application;
- (2) The program or sponsor organization knowingly employs a person in violation of Ed 1403.01(b)(6);
- (3) The program or sponsor organization fails to disclose or violates its disclosed criminal history records check policy;
- (4) The program or sponsor organization makes a material misrepresentation in its application;
- (5) The program or sponsor organization becomes insolvent; or
- (6) The program is found to be in violation of any law that undermines the purpose of the program.

(b) All complaints shall be investigated and upon receipt of the complaint, the department shall notify the program and sponsor organization within 15 days of receipt of the complaint that an investigation has been opened.

(d) After completion of an investigation, the department shall present its findings to the state board of education at the next regularly scheduled state board meeting.

(e) If the board determines that the program or sponsor organization has not met one or more of the circumstances enumerated in 1407.01(a) the program or sponsor organization shall be notified in writing within 10 days of the board's finding.

Ed 1407.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a license if the department finds that public health, safety, or welfare requires emergency action and incorporates a finding to that effect, pursuant to RSA 541-A:30, III.

(b) The state board shall revoke a program license prior to the expiration of its term if the board determines that the program meets any of the circumstances outlined in Ed 1407.01(a), and shall notify the program or sponsor organization in writing within 10 days of the board's determination.

(c) The state board may place a program on probationary status for up to one year if the board determines that the complaint can be addressed with the implementation of a remedial plan, after which, if the plan is unsuccessful, the license shall be revoked.

(d) A program or sponsor organization may appeal the board's decision pursuant to Ed 213.

**SIGN IN SHEET**  
**State Board of Education**  
 Thursday, February 14, 2019

**Public Hearing**  
**9:30 AM – 10:00 AM**

**Learn Everywhere Program for Alternative Programs**  
**for High School Graduation**  
**(Ed 1400)**

*Limit is 3 minutes.*

*The Board may ask clarifying questions, otherwise no feedback will be provided.*

Name <i>(Please print clearly)</i>	Address or Organization
1. Sahith Kaki	Student, Nashua South High School <i>(Submitted written testimony)</i>
2. Ian McCabe	Student, Inter-Lakes Junior-Senior High School <i>(Submitted written testimony)</i>
3. Beth White	Big Picture Learning <i>(Submitted written testimony)</i>
4. Michael Bessett	SAU 65, Kearsarge <i>(Submitted written testimony)</i>
5. Joy Gobin	Lebanon High School <i>(Submitted written testimony)</i>
6. Bonnie Robinson	SAU 88 <i>(Submitted written testimony)</i>
7. Diane Murphy	Big Fish Learning Community
8. Janet Ward	League of Women Voters <i>(Submitted written testimony)</i>
9. Esther Kennedy	SAU 73, Gilford
10. Jane Bergernon	NH Association of Special Ed Administrators <i>(Submitted written testimony)</i>
11. Patricia Mellor	Girl Scouts of the Green and White Mountains <i>(Submitted written testimony)</i>
12. Brian O'Connell & Dean Cascadden	Bow HS Principal & SAU 67 Superintendent <i>(Submitted written testimony)</i>
13. Megan Tuttle	NEA NH <i>(Submitted written testimony)</i>

(over)

14. Donna Couture	Winnacunnet High School <i>(Submitted written testimony)</i>
15. Suzanne Filipone & Sean Peschel	ORHS Principal & ORHS ELO Coordinator
16. Bonnie Dunham	Merrimack <i>(Submitted written testimony)</i>
17. Doris Hohensee	Nashua, NH <i>(Submitted written testimony)</i>
18. John Freeman	Pittsfield School District
19. Jon DiPietro	Manchester
20. Esther Asbell	SAU 16, Exeter
21. Moira Ryan	SAC Committee
22. Frank Grossman	FIRST
23. Maureen Redman-Scura	Concord <i>(Submitted written testimony)</i>
24. Stacey Kallelis	SHS
25. Tracey Lollyer	SHS
26. Lexi Ouellette	SHS
27. Marisa Hamman	SHS
28. Jill Hartmann <i>(Had to leave &amp; was not able to speak)</i>	Hartmann Learning Center <i>(Submitted written testimony)</i>
29. Jeanne Gerulskis	McAuliffe-Shepard Discovery Center
30. Mary Wilke	Concord <i>(Submitted written testimony)</i>
31. Nicole Heimarck	NHSBA
32. Fred Bramante	National Center for Competency-Based Learning

33. Louise Spencer

Concord  
(Submitted written testimony)

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Name (Please print clearly)	Address or Organization
✓ 1. Sahith Kaki	Student, Nashua South High School
✓ 2. Ian McCabe	Student, Inter-Lakes Junior-Senior High School
✓ 3. <del>Dr.</del> Beth White	Big Picture Learning
✓ 4. Michael Bessette	SAU 65, Kearsarge
✓ 5. Joy Gobin	Lebanon High School
✓ 6. Bonnie Robinson	SAU 88
✓ 7. Diane Murphy	Big Fish Learning Community
✓ 8. Janet Ward	League of Women Voters
✓ 9. Esther Kenwood	SAU 73 Grafton
✓ 10. Jane Bergeron	NH Association of Special Ed. Admin.
✓ 11. Patricia Mellor	Girl Scouts of the Green and White Mountains
✓ 12. Brian O'Connell / Dean Casella	Dow High School / Supervisor SAU 67
✓ 13. Megan Tuttle	NEA-NH

LEARN EVERY WHERE

✓ 14.	Donna Couture	Winnacumet High School
✓ 15.	Suzanne Filippone	ORHS
✓ 16.	Sean Peschel	ORHS
✓ 17.	Bonnie Dunham	<hr/>
✓ 18.	DORIS HOFFENSEE	15 Swart Terr. Nashua
✓ 19.	John Freeman	Pittsfield Sch Dist
✓ 20.	Jon DiPietro	Manchester
✓ 21.	Esther Ansell	SACU 16 Exacted
✓ 22.	MOIRA RYAN	SAC Committee
✓ 23.	Frank Grossman	FIRST
✓ 24.	Maureen Redmond - Sun	Green Hill Rd Council
✓ 25.	Stacey Kallielis	SHS
✓ 26.	Tracy Lollyer	SHS
✓ 27.	Lexi Ouellette	SHS
✓ 28.	Marisa Hamman	SHS
✓ 29.	Jill Hartmann	Hartmann Learning Center
✓ 30.	Jeanne Gerulstis	McCliff. Super Discovery Center
✓ 31.	Mam Wilke	self 24 Bow St., Concord NH

✓ Nicole Heimark  
 Louise Spencer  
 Fred Bramante

WHSBA  
 Concord  
 NCCBL

1

Hi everyone. My name is Sahith Kaki and I am currently a senior at Nashua High School South. I am planning on pursuing a double major in college in biomedical engineering and economics. Biomedical engineering, my main interest of study, is a quickly growing field that incorporates several STEM topics including biology, engineering, and mathematics. In fact, my passion for the STEM subjects started when my parents entered me into the Kumon program in Nashua as an elementary school student. For those of you who don't know, Kumon is essentially an educational program where students are given increasingly difficult coursework over time. Once a week, students go to the Kumon center to complete classwork with instructors present to help them and the other days of the week are spent completing the work at home.

While completing the Kumon program, I studied math and English from letters and counting up to passage analysis and calculus. I finished the English program at the Kumon center and excelled in the math program. The Kumon curriculum's challenges compensated for my relatively smooth sailing through middle and elementary school. I can vividly recall myself, sitting in my elementary school classroom bored out of my mind, trying to formulate new problems and challenge myself. A child should never be bored in the classroom which is supposed to be a center for educational development.

Coming into high school, the notion of being able to select my own classes at a public school excited me; yet, again, I had to take several classes that I already understood. In the Kumon program, I spent several years learning mathematics. If I was able to receive credit for completing work at the Kumon center as this bill is proposing, I would have been able to take Calculus and Statistics classes earlier in high school allowing me more time to take other interesting classes being offered like AP Environmental Science or classes at the nearby community college.

This educational program may help students like myself explore more of their interests, not every student has a STEM interest like myself. It encourages kids to take their extracurricular activities and earn credits to push them towards graduation. For example, I have a friend who dances at competitions across New England as a member of a dance team. If she was able to take a study block during school to do homework and earn high school credit for being part of a certified organization, that would make her workload more manageable.

No matter how this program is viewed, it benefits the educational and mental development of the student. I believe this program can help students from all walks of life and I hope that I can see it implemented soon.

My name is Ian McCabe and I am a senior at Inter-Lakes High School in Meredith. When I first looked over the *Learn Everywhere* program, I was immediately in support as I recognized that it would be extremely beneficial for all types of students in my community. Whether it be the students in AP classes looking to further pursue their passions or the struggling students counting down the days until they can leave school, *Learn Everywhere* will expose New Hampshire students to engaging and thought provoking experiences. As I come from a public high school of only 300 students, it is very common for our limited resources to discourage these students. For my community and the rest of the state, *Learn Everywhere* will only benefit the school system and offer additional real-world experiences.

As the School Board Representative for my student body, and having been a part of the budget process, I am constantly exposed to the harsh realities of declining enrollment and rising pressures to lower the budget. Consequently, my district is being forced to take away multiple teaching positions and reduce elective offerings in Family and Consumer Science and within the Arts program. With the declining enrollment trend that is not appearing to slow down, it is necessary for *Learn Everywhere* to be implemented so that students can find ways to learn outside of the “core” subject areas when small communities such as mine are unable to offer classes such as Woodworking that so many students have an interest in. Although equally important, not all students find Mathematics or English courses fulfilling, and the state must not leave these students behind. The *Learn Everywhere* program is a proper response to this dilemma and it will allow students to have their interests met.

From my personal experience, I can confidently say that learning opportunities outside of school have taught me more about what I want to do in the future than in any one of my high school classes. Last year I had the opportunity to intern for a senator at the State House and I learned more than I could have ever envisioned about the inner-workings of legislation and local politics. My full immersion into government has led me to further pursue my interests in politics and I credit this experience for my desire to become a delegate for New Hampshire at the United States Senate Youth Program and seek out a degree in Political Science in college. Although not everyone may be able to work in the State House, whenever students are forced to go out of their comfort zone and dive into truly engaging work outside of the classroom, I guarantee that we gain confidence and learn life altering lessons and skills.

I conclude by requesting that the *Learn Everywhere* program is to be implemented throughout the state as it will offer additional resources to a student population with needs that are impossible to be completely met within school doors.

Thank you for listening.



SCHOOLS, INNOVATION, INFLUENCE

To Whom it May Concern:

I am writing with regards to the proposal in New Hampshire to spread and scale "Learn Everywhere" so that more young people can benefit from outside-of-school learning opportunities. In my over 40 years as a professional educator and leader, I have worked to research and develop methods and new forms of student engagement in learning, that I detailed in my book, *Leaving to Learn*. In particular, my work, and our work at Big Picture Learning, the non-profit organization that I co-founded 24 years ago and has spread and scaled internationally, has focused on activating the potential of young people through interest-driven real-world learning.

"Learn Everywhere" has the potential to afford students more opportunities to learn in a variety of different environments of their choice with experts in the field that create experiences that researchers Jean Lave and Etienne Wenger call Situated Learning. It is in these real-world contexts, through interactions with people and objects of the place, that learning becomes more embedded in a practice and more relational. It is here that students who excel in "field" learning shine because they are learning not just from a book or in a classroom lecture but in authentic contexts where the stakes are high, and with professional people who have expertise in practice.

Many affluent parents and families recognize the value in this, and already work to arrange a variety of experiential learning opportunities for their children outside of school that supplement and complement in-school learning. However, families of diminished financial means from lower socioeconomic strata, often struggle to identify and enroll their children in these sorts of powerful, potentially life-changing, learning experiences outside-of-school. "Learn Everywhere" has the potential to open up new opportunities for outside-of-school entities to offer credit-bearing learning experiences. This has the potential to lead to the development of many more opportunities for children from all socioeconomic levels to participate, thereby broadening access and improving equity of opportunity.

When young people are connected to adults outside of the school environment, who share common interests, it creates opportunities for the development of relationships with mentors who often have lifelong impact. As we work to prepare and equip young people to navigate and thrive in an ever more dynamic world and economy, attending not only to "what you know" but also "who you know" is of vital importance.

When young people engage in outside-of-school learning it most often results in an increase in motivation and engagement in academic learning in school. And when young people learn with adults in their community it increases their awareness of a diverse array of viewpoints leading to increased civic responsibility and engagement.

I am optimistic that "Learn Everywhere" has the potential to lead to a wide variety of valuable outside of school learning opportunities for young people across New Hampshire.

Sincerely,

Dr. Elliot Washor  
Co-Founder, Big Picture Learning

Co-Founders

Dennis Littky, Ph.D.  
Elliot Washor, Ed.D.

Executive Directors

Andrew Frishman  
Carlos Moreno

Board Chair

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February 14, 2019

To the Members of the New Hampshire Board of Education:

As an educational professional serving the children as a New Hampshire educator for the past twenty five years, and most recently as an Assistant Superintendent, I come today to speak on behalf of the School Board of the Kearsarge Regional School District, SAU 65 regarding Ed. 1400.

Extended Learning Opportunities (ELO) are an exciting and potentially engaging method of connecting learners with meaningful learning outside of the traditional classroom. As such, Kearsarge (and most schools in NH) have been working to develop ELO opportunities for students for many years as a means of supplementing the locally defined curricula endorsed by the local school boards. Much thought and consideration regarding the necessary mastery and rigor of competencies associated with the awarding of credit towards the graduation of our high school students has occurred in SAU 65, all of which was overseen and ultimately approved by the locally elected board members. This tie to local control has afforded the community with an elected voice to best represent their standards of learning that exceed the minimum standards provided by the New Hampshire Department of Education.

Please understand that rising today to provide testimony against Ed. 1400 does not indicate any concern with the nature and intentions supporting the ELO experience for students. This testimony represents the concern of the SAU 65 Board that Ed. 1400, through awarding the ELO providing entity the capacity to award credits without the consent of the local Board, usurps their authority and right to define locally controlled standards for their community of learners. The Kearsarge School Board endorses an ELO process that, upon the consideration and approval of the local board, awards students ELO obtained credits towards meeting graduation requirements without the mandatory acceptance of said credit, as required by the proposed legislation.

Finally, SAU 65 is fortunate to have many supportive resources to facilitate ELOs within our community. These include District ELO coordinators, transportation options to facilitate student travel to ELO sites, and sufficient local ELO sponsors to engage our students in meaningful learning opportunities. Unfortunately, not all communities have such access to resources in support of ELO programming given the lack of funding, a concern which serves to widen opportunity gaps for children rather than closing them in many of New Hampshire's public schools. The Kearsarge Regional Schools would strongly encourage our leaders to explore means by which they may appropriately fund public education in an equitable manner so as to provide districts with greater opportunity to engage their children in ELO experiences supported by their community.

On behalf of the SAU 65 School Board, I thank you for your consideration of this statement.

Respectfully,



Michael Bessette, CAGS  
Assistant Superintendent  
Kearsarge Regional School District

**The Three Minute Version  
Testimony**

**Joy**

Good Morning. My name is Joy Gobin and I am the Extended Learning Opportunity Coordinator at Lebanon High School. The ELO Program in Lebanon began with great support from the Lebanon School Board and community. A full-time Coordinator position was added in 2011.

As the coordinator, I manage several types of ELOs: internships, apprenticeships, private instruction, independent studies, small group ELOs, online learning, and college and dual enrollment courses. Parents are a critical element in the design, support, and achievement of ELOs at LHS, and many attend the presentations at the end of each experience. LHS students complete approximately 200-300 ELOs each year. Of the current senior class, 97 out of 147 students have completed at least one ELO and the school year is not over.

Establishing community partnerships is about building relationships within the greater business community. An example is the STEM Internship with local business partners Hypertherm and Fujifilm Dimatix that occurs during the school day and earns both high school and college credits. Developing a rich and meaningful experience takes hundreds of hours that keeps the student at the center.

Students report that an ELO experience gives them a unique voice. When a student approaches me with an idea of an ELO they are engaged every step of the way. Students participating in ELO's have reported that the experience has provided them with greater access to choice for their future and increased confidence.

Teachers and staff at LHS have a high level of engagement when it comes to ELOs. Integrity, rigor, relevance, and relationships are all part of the LHS culture. Currently at LHS 53 out of 65 educators have participated in developing and mentoring ELOs.

In conclusion, the purposes of ELO's at LHS are as unlimited as the range and depth of ELOs themselves. Students explore, dig deep, accelerate, remediate, and thrive as learners. They answer questions that are important to them, develop a solution, reflect on the process, and present about their experiences. They learn about collaboration, communication, critical thinking, and problem solving. They are creative in the design of their learning experiences, and they pursue them with self-direction and responsibility. ELOs show our students that there is no limit to their learning, and LHS is here to support them every step of the way.

6

**Bonnie**

My name is Bonnie Robinson, and I am the Director of Curriculum, Instruction, and Assessment at Lebanon High School. I was hired as Lebanon's first full-time Extended Learning Opportunity coordinator in 2011 and served in that capacity for four years. As an administrator, I now oversee the ELO Program.

Together with Sheila Ward from Pittsfield and Doug Cullen from Pinkerton, I am a co-author of the New Hampshire Extended Learning Opportunity Program Design Handbook. In addition, I earned my doctorate from Plymouth State University and the title of my dissertation was, "Extended Learning Opportunities in New Hampshire: An Exploration of High School Students' Perspectives and Lived Experiences."

As you can see from Joy's testimony, the Extended Learning Opportunity program is thriving in Lebanon. This is primarily due to our school board's decision to support the program, both through its policies and its funding.

However, we do not support the "Learn Everywhere" legislation for several reasons.

- The cornerstone of the success of our program is our ELO coordinator as the gatekeeper of students' experiences and credits. It is through this path that academic integrity is maintained, that certified educators oversee all student learning, and that community members become partners in our students' education. We feel that the strength of our program would be jeopardized without the ELO coordinator to assure accountability.
- We believe in the rights and responsibilities of school boards to create the policies, establish the funding, and make all decisions regarding what is best and most important for the town in which they serve. Local control is quintessential to New Hampshire, and as un-movable as the granite on which our communities are built. There are many wonderful teachers outside of our school systems, and Lebanon Board policy permits their involvement in our students' learning within its ~~parameters~~, as overseen by the Superintendent, Principal, and ELO Coordinator. Well-meaning non-profit agencies already have a pathway to participate in our students' learning, but the control of credits, is, and should always be, the responsibility of the local school.   
*policies & practices*
- We recognize that all schools do not have an ELO Coordinator, but we do not feel that this legislation will create substantial opportunities to fill that gap. Each ELO requires a significant number of hours to consider standards, establish competencies, determine outcomes, and incorporate the four cornerstones of research, reflection, product, and presentation. Ongoing communication is essential to success among all parties, and schools without an ELO coordinator will be not be in a better position to manage these learning experiences than they are now. The New Hampshire minimum standards require all schools to offer Extended Learning Opportunities, and as previously stated, local control should establish what that looks like.

Overall, from Lebanon's perspective, this legislation is attempting to fix a problem that is not broken and has the potential to open the floodgates to awarding high school credits without assurances of academic rigor, oversight by certified personnel, and the guidance and communication to ensure success. Our students deserve more. Thank you for your time.

**SB 435 (“Learn Everywhere” Law) – Rules for Implementation**

**State Board of Education February 14, 2019**

SB 435 “empowers the State Board of Education to adopt rules about ‘alternative programs for granting credit leading to graduation’.” The Learning Everywhere program gives the state board of education the ability to grant a license to any for-profit or non-profit group in NH to issue academic credits that must be accepted by any NH high schools. As a NH citizen and taxpayer, I object. Only local school districts should have the authority to grant such academic credit. Let me explain why this authority should be respected.

I live in Hopkinton. I pay the taxes which support my high school. Each year I can participate in discussions of Hopkinton HS’s curriculum, teaching staff and facilities at local school board meetings and at the Annual School Meeting where I get to discuss and vote on the School Budget. I have input and oversight about how my tax dollar is being spent. Our high school’s curriculum and our high school diploma reflect my town’s values and its priorities. It is unjust for my high school to be required or forced to recognize credits from a group which is not overseen directly by my town school district.

The State Board of Education must not be allowed to overrule local control of education. Let each school district decide whether it wishes to grant academic credit for work done under the Learn Everywhere program.

Submitted by Janet Ward, [REDACTED], Hopkinton, NH 03229; [REDACTED]:  
[REDACTED]

February 14, 2019

Dear State Board of Education Members:

I am writing in regards to the Learn Everywhere Proposal submitted to the State Board of Education on December 13, 2018.

As the ELO Coordinator at Winnacunnet High School I work to develop a program that allows students to explore their passions and career interests outside of our school walls and offers them alternative pathways to fulfilling graduation requirements. As the President of the NH ELO Network I also work collaboratively with ELO Coordinators, administrators, teachers and other educators to advocate, educate, and advance best practices for Extended Learning across the state. These experiences make me proud to be an educator in a state that has been on a long and innovative path toward transformation.

Extended Learning along with Career Technical Education, Concurrent/Dual Enrollment, Apprenticeship and other work based learning experiences are all opportunities that NH is implementing to ensure that learning is already happening everywhere. I believe that this proposal will undercut and weaken the quality of these experiences by circumventing the systems and processes we have put in place to ensure their quality.

Below is a list of some of these concerns:

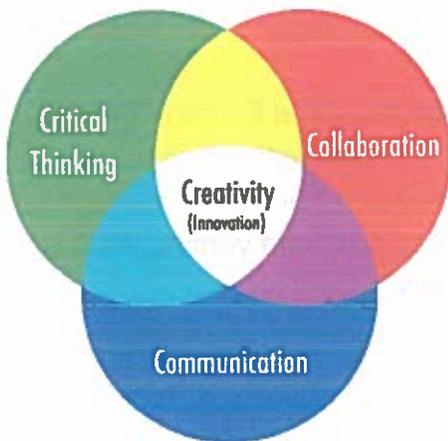
### **Collaborating with All Stakeholders**

ELO Coordinators work collaboratively with certified educators, parents, community partners and the students themselves to create high quality ELO experiences. Each of these individuals partner to develop, implement, and assess the ELO and work collectively to ensure positive outcomes. The Learn Everywhere proposal removes half of these vital partners. These partners have roles and responsibilities that support the complex processes that personalized learning experiences demand and are beyond what the vast majority of NH businesses could reasonably manage - nor should they have to. **In the last year at Winnacunnet the ELO Program has worked with over 30 certified educators to provide 276 individual ELO experiences.** ELO Coordinators alone couldn't provide the varied levels of support necessary to support our students.



## Equity

ELOs are currently available to ALL students. In fact, they are written into the Minimum Standards for Public School Approval requiring that ELOs be accessible to all students and that learning is allowed to happen “any time, any place, any pace and any method (ED 306.27).” The ELO Coordinator works with all partners to plan, implement, monitor and assess the learning experience. Further, ELO Coordinators have information on Community Partners and other Mentors that will ensure the person and environment is the “best fit” for the student’s needs, learning style, interests and abilities. In a recent conversation with the Commissioner he explained that the Learn Everywhere proposal cannot meet these expectations. That Learn Everywhere provides “off the shelf” learning experiences that cannot be personalized for each student nor can they require that these experiences expand beyond state minimum standards.



Therefore, under the Learn Everywhere proposal, if a student requires additional instruction and support around work study practices the business will not have the capacity to provide it.

**At Winnacunnet the majority of our students (high achieving, underserved and all students in between) who engage in ELOs require additional instruction and support around work study practices.** For example many of these students need support in making that first connection requesting their mentorship. They also need a structured time to reflect and on how well they are

communicating and collaborating with their community partner and encouragement to think critically and problem solve when necessary.

## Academic Rigor

ELOs align with state and national standards, local curriculum frameworks, and course competencies to ensure academic content. As ELO experiences continue to broaden, become more varied and more responsive to the student's interest, needs and abilities, there is a clear need to create guardrails that ensure they align with common, high quality elements. The NH ELO Network has developed a High Quality Framework based on the accumulated experience, wisdom, and research of state educators who have graciously shared their ideas and experiences. The key to this framework is that it allows for the local school districts to adopt it in



**EXTENDED  
LEARNING  
OPPORTUNITIES**  
HIGH QUALITY FRAMEWORK

For more information visit  
[www.nhelo.org](http://www.nhelo.org)

response to their local communities, learning environment, values, norms and graduation requirements. The Learn Everywhere proposal is taking those decisions away from local school districts and placing them on an already overburdened state department of education. **Over the past five months, as President of the ELO Network, I have worked with no less than 12 high schools seeking guidance in developing systemic strategies to align their programs with high quality standards.** I do not believe our department of education has the capacity to address these inquiries let alone those that will undoubtedly come from businesses seeking accreditation for this work.

### **ELO Program Support**

Since 2005 NH ELO Coordinators have worked steadily to increase ELO implementation across the state. Though we have seen great strides, the work continues. We are encouraged by the support the Commissioner has shown our ELO network's efforts and are hopeful that continued collaboration will occur. In my opinion the Learn Everywhere proposal misses the mark in supporting ELO growth in NH. **Instead I implore the State Board of Education to consider the following supportive measures:**

- Release a Technical Advisory that would help districts interpret ED 306.27 in order to help them develop ELO programs (Example of an outline attached).
- Create an opportunity for districts to capture their ELO data by building systems within the DOE's i4see mechanisms (Example of an EOY data submission attached).
- Assign ELO Programming oversight to a DOE employee that has the capacity to:
  - Provide professional development and guidance to districts
  - Act as a liaison to NH ELO Network and other associations with a stake in ELO program development
  - Provide consistent messaging regarding ELO policy development
  - Maintain a state-wide ELO contact list
- Explore ELO Coordinator credentialing

Thank you for the opportunity to voice my concerns regarding the Learn Everywhere proposal. I look forward to further exploration of how the State Board of Education and the Department Of Education can continue to support Extended Learning Opportunity implementation in NH.

Sincerely,

Donna Couture  
Winnacunnet High School, ELO Coordinator  
NH ELO Network, President  
[dcouture@warriors.winnacunnet.org](mailto:dcouture@warriors.winnacunnet.org)  
603-758-9248

## NH Extended Learning Opportunity Network Technical Advisory Proposal

**RE: Guidance in meeting the expectations in ED 306.27 (b)(4) & (b)(5)**

### I. Actual Text from the NH Minimum Standards

**Ed 306.27 (b)(4):** Districts shall develop local policies that identify how the district shall engage students in creating, and support extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

**Ed 306.27 (b)(5):** The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
  1. Provide acknowledgement of achievement or supplement regular academic courses; and
  2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
  1. Provides for the administration and supervision of the program;
  2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
  3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
  4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
  5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and

**Department Comment:** *This statement strengthens the previous rules regarding personalized learning in Extended Learning Opportunities and other learning experiences and activities connecting a student's interests and initiative to learning by requiring that each district develop policies that identify what they will do to support that.*

### II. NH Department of Education Guidance

**Development of Local Policies:** 306.27 states that districts shall develop local policies this is meant to be interpreted as districts must have policy in existence; Since 2014, the new language states that districts MUST offer ELOs; [link to NH superintendents sample](#)

**Student Engagement:** 306.27 references the need for learner empowerment in creating their own learning experience thereby redefining the traditional roles of student and teacher; ELOs must be available to all students with additional support for those with disabilities; pilots programs that are for limited cohorts of students are permissible as long as the intention is to build the program for all learners

**Flexibility:** the sentiment of the regulations are to establish that learning is without bounds of location and time. ED 306.27 states that ELOs occur outside of the physical school building and outside the usual school day; this language was meant to encourage non-traditional approaches. However, ELOs can be completed or partially completed within the school and school day. Credits toward graduation are based solely on mastery of required competencies regardless of when, where, or how the learning happened. Students are not required to attend classes for 180 days.

**Demonstration of Achievement:** achievement refers to effective assessment of mastery of competencies where competency is acknowledged as the following: consistent even in novel situations, independent, and with deep depth of knowledge

**Varied Educational Experiences:** various formats and performance tasks can be included as long as competency is demonstrated

**Credit:** Districts cannot deny credit if a student has demonstrated mastery of the district's competencies.

**Facilitation and Administration:** Best practices support a team approach of ELO coordinator, student, Certified School Personnel and community partner. Research indicates that ELOs are most successful for learners when full-time ELO coordinators are in place [link to RFA study](#)

**Program Development:** [Link to State School Board example of ELO Policy](#) ; [link to NH ELO Program Design Manual](#)



February 14, 2019

Re: Initial Proposals for Ed 1400

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

Dear Chairman Cline and Members of the State Board of Education,

I am providing this testimony as a parent of a young man with disabilities who benefited tremendously from the special education services he received, which included inclusive in-school and community-based learning.

I support some aspects of Ed 1400, *the Learn Everywhere Program for High School Graduation Credit* rules; it is obvious that a lot of thought went into the development of these rules. However, I also have concerns and questions about other parts of the proposed rule, and I believe that it would benefit from further review.

First, I want to express my appreciation for Commissioner Edelblut taking the time to speak with me last week to answer some questions that I had about this proposed rule. I now understand how the Alternative Program for granting High School Graduation Credit (*Learn Everywhere Program*) differs from an ELO, which is approved on a district-by-district basis, often for an individual student, while the *Learn Everywhere Program* is intended to approve a program so that it can be accessed by students in multiple districts without each district having to approve the program as an ELO. In terms of efficiency, this makes sense. I believe that it would be helpful, however out of respect for local control, if the rule allowed, and clearly stated, that individual districts may establish additional criteria for granting credit(s) through the *Learn Everywhere Program*. For example, a district might require lab work in addition to the field work done by the student in the alternative program for granting credit, or they might require the student to develop a personalized report or portfolio on their experience, thereby customizing to meet the standards (competencies) for that district.

I know many students who have had fantastic experiences through ELOs, and was disappointed to learn that some districts have approved no or very few ELOs. Would it be possible to strengthen the ELO program, to find ways to make this option more broadly available for individualized students, while expanding it by offering the option of a program to be approved as an option for multiple students across districts (like a group ELO)?

While I realize that the purpose of Ed 1400 is to provide alternative programs for students to earn high school credit, I believe that to meet the needs of students with significant cognitive disabilities who are unable, even with special education, related services, accommodations and other supports and services, to earn a regular high school diploma, language should be added to Ed 1401.02 so that it reads, "Ed 1401.02 Scope. These rules shall apply to any for-profit or non-profit entity or any individual(s) that offers an educational program that meets the minimum standards for approval to grant credit leading to graduation, *or for students with disabilities whose IEP team has determined it appropriate, to make progress towards one or more of the child's annual goals or appropriate measurable postsecondary goals in the child's IEP, regardless of whether the program will result in the student earning credit.* Similar language would also need to be added to Ed 1401.01(c), the definition of "program". I am making this recommendation based on my son's experiences in high school. Sean's extended school year program included volunteer and paid work at a variety of community-based sites where he could learn to generalize the skills he learned in the classroom to real-life situations and locations, as well as to work towards achieving his postsecondary goals related to employment and independent living / community participation. Through his work with Habitat for Humanity, the town's recycling center and library, local hospital and food pantry, police department, Wendy's, and 9 other sites during his high school years, while Sean did not earn traditional high school credits, he learned valuable academic, social, and life skills that he continues to use today. This option was provided through the special education/IEP process for Sean, but if Ed 1400 is approved, it would offer some structure that I believe would be helpful to school districts and students with disabilities.

One of my concerns has to do with the potential for this program being manipulated in ways that would diminish the integrity of local public schools. For example, could a private school be approved as an alternative program for granting credit? If so, could a student obtain all or nearly all of his/her credits through this program by attending a private school, but still receive a high school diploma from his/her local high school? If a student is not receiving the majority of his/her credits from a public high school, it would seem unreasonable to require that public school to grant the student a diploma from that public high school. In such situations, since the majority of the student's credits were earned through the student's participation in State-approved *Learn Everywhere Programs*, shouldn't NH grant the student a NH State diploma instead of the student receiving one from his/her resident high school? While this would require NH to develop a State diploma and establish criteria for granting such diploma, it would seem to be a reasonable solution.

I am very pleased that these proposed rules (Ed 1403.01 & 1403.02) are proactive in protecting the safety of participating students by including requirements that the facilities comply with all federal and state health and safety laws, rules and regulations, fire safety, and requiring that any person providing instruction through a *Learn Everywhere Program* complete a criminal history records check and that the individual's successful completion of the criminal background check be verified and disclosed to parents enrolling their child in the program.

I also appreciate that these proposed rules intend to offer equal opportunities for students with disabilities to participate in and benefit from the alternative program for granting credit option. Proposed Ed 1403.02 requires an alternative program's application to include a "policy that describes how the program will coordinate with the local education agency (LEA) for students with an education plan pursuant to section 504 of the rehabilitation act, an individual education plan (IEP), or both, for matters pertaining to any required special education programs, support services, or both, including methods of compliance with all federal and state laws pertaining to children with disabilities". One of the foundations of our special education laws is the value they place on parent involvement, including establishing parents as members of their child's IEP team. I recommend that these proposed rules include a requirement that, if the alternative program is included as part of a child's IEP, a representative of the program will attend a meeting of the IEP team if requested, to assist the team in determining the appropriate special education, related services, accommodations and other supports and services needed by the student so that the program can appropriately meet the student's needs, and so that the child's progress can be measured and reported, as required, to the child's parent(s).

Since the school district is only required to provide a child with a disability with special education, related services, accommodations and other supports and services as part of the child's special education program if the alternative program for granting credit, the language in the rule should make this clear. I also request that these rules include more detail regarding the process for a child with a disability to obtain credit through the *Learn Everywhere program*.

According to the Q & A Overview of the Program, "When an IEP team and parents believe that participation in a Learn Everywhere program is the right course of action for a student, and it is written into the IEP, Learn Everywhere program participants will coordinate with the school to accommodate appropriate services in support of the student". I have a few concerns with that sentence:

- Since parents are equal members of the IEP team and not add-ons, I recommend changing the first part of the sentence to say, "When an IEP team, including the parents ..."
- The standard used by the IEP team is not whether the Learn Everywhere program is the "right course of action for a student", but rather whether it will provide the child with a FAPE.
- The statement that once a Learn Everywhere program is written into a student's IEP, "Learn Everywhere program participants will coordinate with the school to accommodate appropriate services in support of the student" is a good plan, but in order to be workable, it needs additional detail, including a specific process and requirements .
- The Q & A Overview of the Program adds, "The same approach would apply for students with 504 plans." This wording needs to be revised to reflect that students who have 504 plans do not have IEPs or IEP teams, and rather than receiving special education, related services, accommodations and other supports and services, the student must be provided with reasonable accommodations, supports and services so that he/she can have an equal opportunity to participate in and benefit from the program. Additionally, particularly if the child's enrollment in a *Learn Everywhere Program* is made by the parent, and not by the school district, I believe that it would be helpful for these rules to include a statement that if the program is a recipient of federal funds, the program has an obligation to provide reasonable accommodations to the child so that he/she has an equal opportunity to participate in and benefit from the program.

My understanding from the Commissioner is that, in accordance with its responsibility to make a FAPE available to each eligible child with a disability, if a child's IEP team places (enrolls) the child in a *Learn Everywhere Program*, the school district is responsible for meeting the child's special education needs in the program, including providing/paying for the special education, related services, accommodations and other supports and services the child needs. If, however, a child's parent, outside of the special education process, decides to enroll his/her child in a *Learn Everywhere Program*, the parent would be responsible for providing/paying for the child's needed accommodations, supports, etc.. If the parent and school district cannot agree on whether the *Learn Everywhere Program* should be included in the child's IEP, the informal and informal dispute resolution procedures (facilitated IEP team meeting, third party moderated discussion, mediation, neutral conference, and due process hearing) offered by the NH Department of Education may be utilized to resolve the dispute.

Since the cost implications for a child's parent(s) to pay for the accommodations, supports, etc. needed by the child to participate in a parent-selected *Learn Everywhere Program*, and/or to pay the costs related to utilizing formal dispute resolution procedures is very significant, I recommend that these rules be extremely clear about when a parent can expect the LEA to pay to support the child's participation in a *Learn Everywhere Program*, and when the parent will be responsible. I also recommend that the rules should specify the options available to parents and school districts when they disagree about whether a *Learn Everywhere Program* should be included in a child's IEP.

Ed 1404.01 provides that, if an alternative program submits an initial application that meets all of the established requirements, the State Board of Education shall issue a 1-year provisional license one year, which may be renewed for 5 years and every 5 years thereafter. The *Q & A Overview of the Program*, states that during the 1-year provisional period, "the NHDOE will complete a monitoring visit of the program to determine that it is being implemented as presented to the SBOE". This seems like a reasonable monitoring and oversight activity, however I recommend that it needs to be included in the rule, and not just in the Q & A Overview. I also recommend that Ed 1400 include a cap limiting the number of students who can participate in a Learn Everywhere program during its 1-year provisional period.

An alternative program applicant must also include in their application, "a description of methods for admission which shall not be designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law". The proposed rules do not, however, include a reference to, or requirement that "Learn Everywhere" programs comply with, RSA 126-U, NH's law limiting the use of restraint and seclusion in schools and facilities. RSA 126-U applies to schools operated by school districts, public chartered schools, public academies and nonpublic schools subject to the State Board of Education's approval authority, and to private and public providers of any component of a child's IEP. Research and educational policy affirm that the use of restraint and seclusion in schools is unnecessary, unsafe, and counterproductive to the goal of providing a quality education. I ask that Ed 1400 require that any program applying to be approved under these rules include a statement that the program complies with RSA 126-U.

Proposed Ed 1403.01 requires that, if applicable, the applicant must affirm "barrier-free access under Barrier-free access under Abfd 300 and the Americans with Disabilities Act of 1990 (ADA), as amended by the ADA Amendments Act of 2008." I would like to offer two suggestions: Since Abfd 300 is a NH standard with which the reader may not be familiar, I recommend referencing full title, "Chapter Abfd 300, Code for Barrier-Free Design"; I also recommend referencing the ADA Standards for Accessible Design (based on the ADA Accessibility Guidelines).

The Q & A Overview of the Program, in response to a concern that fees or tuition costs for alternative programs will make the programs unaffordable for some students/families, notes that NH has many free, low-cost or reduced rate programs. The NH DOE could provide a real service for lower-income families if the department added to the list of *Learn Everywhere Programs* it must maintain on its website, notations regarding which programs are free, low-cost, or offered at reduced or sliding scale rates. I suggest adding this as a requirement in these rules. Additionally, if the intent is to open up all available options to students who wish to earn credits through alternative programs, I ask that you consider adding language stating that any funds made available to low-income families through tax credit scholarships or other publicly-funded programs/options to support nonpublic school choice may also be used to pay costs, including enrollment, fees, books and materials, and/or services, supports or accommodations to support the child's participation in a *Learn Everywhere Program*.

My last comment, which is not related to content, is that there are two typographical errors that should be fixed:

- The term, "individual education plan" is used in section Ed 1403.01(b)(2)b.; it should be "individualized education program". The correction should also be made in the Q & A Overview of the program, in the response to the question, "Won't this program put students with disabilities at a disadvantage?"
- There is a numbering error in Part Ed 1407.01, in which letter (c) is missing (it skips from (b) to (d)).

Thank you in advance for your consideration of my testimony.

Sincerely,



Bonnie A. Dunham, as a private citizen

Merrimack, NH 03054

**February 14, 2019**  
**NH Board of Education**  
**Ed 1400 Learn Everywhere Program for High School Graduation Credit**

Chairman Cline and members of the NH Board of Education,

I'm Doris Hohensee, a school board member from Nashua, speaking on my own behalf, not on behalf of my board, in opposition to **Ed 1400** as written.

***The concept of "learning everywhere" is great, but these rules exceed statutory authority.*** Senate Bill 435 gave this board authority to adopt rules to **"approve"** Alternative Programs that would grant credit leading to graduation.

*RSA 193-E:2-a, V. (b) The state board of education shall adopt rules, pursuant to RSA 541-A, relative to the **approval** of alternative programs for granting credit leading to graduation.*

This bill did not authorize the state board to **"identify and implement"** Alternative Programs. The text granting the department this authority was introduced in the Senate, but deliberately struck from the bill by Senate amendment 2018-0488s.

*RSA 193-E:2-a, V. (a) It is the responsibility of local teachers, administrators, [and] school boards, ~~and the department of education~~ to **identify and implement** approaches best suited for the students in their communities to acquire the skills and knowledge included in the curriculum, to determine the scope, organization, and sequence of course offerings, and to choose the methods of instruction, the activities, and the materials to be used.*

*In spite of this, the current rules proposal authorizes the department to "identify and implement" Alternative Learning programs in contradiction to the intent of the legislature. That's an overreach. Keep in mind that these rules will affect **all** "approved New Hampshire schools."*

That's because Ed 1400.02 (c), affects not only public high schools, but also private high schools.

*Ed 1400.02 Issuing Credit for Graduation*

*(c) **Approved New Hampshire schools** shall grant students with valid completion certificates high school credit leading to graduation in the area enumerated*

Generally, students transfer state-approved credits from one school to another when they register. But, once a student attends a particular school, permission is required before taking an out-of-school course to replace an in-school course to gain credit towards graduation. Changing this basic requirement **tramples** local control – whether it's a public or private school.

School administrators can't hire teachers or purchase textbooks and materials if students can abruptly – without notice – take out-of-school courses for credit. Students currently must provide prior notice to their district or school before engaging in an alternative learning program.

This program also makes a mockery of local diplomas, as it allows the state board to force schools to accept an **unlimited** number of out-of-school credits. Any proposed rules must respect local programming and budget needs.

It's ironic that I'm defending local control on this particular issue. In 2005 I stood in this chamber appealing a decision by my district which denied my son the opportunity to take an advanced online physics course at Stanford University at my own expense. This board upheld my district's decision and denied my son an outstanding opportunity despite the fact that my district has no advanced courses to offer him.

But, transferring local authority to the state is not the solution. Keep in mind is that the state board of education is a *political* body just as much as any other school board in the state. Whatever good this board may do, the next board may undo. The harm caused by statewide control is potentially far greater than the damage caused by an individual local board. That is why decentralized authority is so important and why it's critical to protect over the long term.

If improvements are needed for Alternative Programs, this board should:

- establish guidelines for alternative learning programs that will not encroach upon local schools;
- be more even handed when considering parental appeals of adverse district decisions; ***Parental voice in education is paramount. Protecting their voices and preserving local control is what's essential.***
- allow providers to appeal a local decision if their Alternative Program is not considered "eligible" by a local board or school; ***It's dangerous to allow the state to initiate and restrict alternative programs to promote a fixed political agenda. But, on the other hand, this board may, and should, intervene to referee a local dispute when appropriate.***
- require schools to report to the department all eligible Alternative Programs, so parents can review the options available to them for their children.

This board can advance learning without trampling local control. Alternative Learning is a fabulous concept, but local control of education is far more important. Please respect local control.

Doris Hohensee  
member, Nashua Board of Education  
[Doris.Hohensee@comcast.net](mailto:Doris.Hohensee@comcast.net) 603 305-9772

Good morning.

My name is Maureen Redmond-Scura. I live in Concord and have 3 grown children who attended Concord Public Schools. I was also a school board member.

I am here to ask you **not** to implement the "Learn Everywhere" Program. As a school board member, I know the careful, deliberative process the board uses to create new classes and to discard old ones.

The District takes seriously its responsibility to give its students a comprehensive education that meets state standards, while keeping up with modern technology, business needs and evolving educational expectations, as well as the unique talents and interests of each individual student.

There is already a program in place to allow students to get credit for course work done outside the school curriculum. If some districts are underutilizing this program, it would be better to provide them with the supports they need in order to do more, rather than create a new program - especially one that circumvents local school districts.

As a board member, I saw students and teachers advocate for new courses.

Engaging with the board is itself an educational experience, and working within the system improves it for everyone.

School board members are elected while the Board of Education is appointed.

That gives school board members a much closer connection to local families and taxpayers. Undermining local control is not an education improvement and is not the NH way.

I ask you **NOT** to implement the "Learn Everywhere" program.

Thank you

Written Testimony – Learn Everywhere

Jill A. Hartmann, M.Ed., S.A.I.F.

██████████  
Chester, NH 03036

February 14, 2019

State of New Hampshire Board of Education,

I am writing this testimony in support of the Learn Everywhere program and I thank you for the opportunity to show my support. I have reviewed the program and I have had many discussions with colleagues and fellow parents about the potential and the drawbacks surrounding Learn Everywhere.

I have been in the field of education for approximately 20 years, with the majority of that time being in New Hampshire. I currently maintain five certifications in the State of New Hampshire: Elementary Education, General Special Education, Specific Learning Disabilities, Intellectual and Developmental Disabilities, and Specialist in the Assessment of Intellectual Functioning. I hold a Master's degree in Education and my Doctorate in Educational Leadership is close to completion. I am trained in the Orton-Gillingham methodology, I was a part of the Dyslexia Stakeholders Group put together by the Department of Education, and I was active in lobbying for dyslexia screening legislation. I am a member of the State Advisory Committee on the Education of Students/Children with Disabilities. (Please know that the views expressed in this testimony are my personal views and I do not speak for the SAC in any way.)

I currently own a learning center in Derry through which I provide tutoring and evaluation services for districts and private clients. Many of my clients are students with some form of specific learning disability, ADHD, executive functioning difficulties, and/or are on the Autistic Spectrum. Many are experiencing a combination of learning difficulties. Most importantly, I am a proud parent of a child that experiences dyslexia, visual processing difficulties, and ADHD. I have seen education from many different perspectives, including classroom teacher, district level specialist, private consultant for parents, and as a parent myself. My views come from my experience and education in the field.

The Learn Everywhere program would allow for the State Board of Education to approve programs that meet the criteria for high school credit. Many examples of athletic programs have been cited as well as robotic programs, etc. From my perspective, I also see this as a benefit to students that have difficulty learning in their current schools. I have many clients that are very intelligent but are not learning in the local schools because they learn differently; they have difficulty with writing, executive functioning, reading, or all of it. This doesn't mean they cannot learn, but it does mean that they need specialized instruction and support. Many of these students do have Individualized Education Programs (IEPs), however, in many places they do not have teachers that are equipped to teach them or support them using the instructional strategies they require. As a result, these

children fail their classes, particularly the language-based classes, year after year. It breaks my heart to see this happen over and over again.

When parents are confronted with this type of situation some difficult decisions must be made. Many choose to invest in outside, specialized instruction instead of legal action. They do not want to be adversarial with their local district but they do want their child to learn. They feel their money is better spent investing in their child's education. Most of the year, my schedule is booked from 3:30pm to 7:30pm every Monday through Friday. I have hired additional teachers to help me fill the demand for instruction. My summer intensive reading sessions are usually full before I advertise them. The point is there are a lot of parents seeking these types of specialized instructional services and a lot of students that participate in these services.

If I could design classes at my learning center that met the standards laid out in Learn Everywhere, I could offer classes that pushed these children's intellectual capabilities while supporting them in their executive functioning, reading, and writing. In this manner, kids could see success! What kind of a difference would make in their lives?

I also have many students that experience dyslexia and or language-based learning difficulties, including my own daughter. When you look at the brain research studies, you learn that these children's brains are wired differently. They process language differently non-dyslexic children. This means they need to be

taught using a different methodology, such as Orton-Gillingham. With resources spread thin, many districts do not have access to personal trained in Orton-Gillingham or other methodologies that can work with these students. They also may not have anyone that understands this type of difficulty. When a child experiences dyslexia, it affects all aspects of their education. Every subject requires reading. As a dyslexic person reads their working memory is working close to capacity just in the task of decoding the words, which means their comprehension suffers. It takes longer for them to read and understand a passage, for example, than their classroom peers. This leads to them missing information and falling behind. In my opinion, teachers at the local level should be trained in how to address these difficulties in the classroom, but often they are not due to the lack of resources or awareness of the need.

I will use the example of my own daughter. She receives 3 to 4 hours of tutoring outside of the school week. This time is spent re-teaching her information that was presented during the day. Once it is explained utilizing an OG type methodology she understands and is able to complete her homework. In her school district, they do not have anyone who understands or is trained on how to teach children experiencing dyslexia at her grade level. She does not have any other options in her school district to access an OG type of methodology. Of course, we could move to another district, but I don't know if that would be any better. We have explored private schools, as have many of my other students, but not many private schools will accept students with learning difficulties unless they are

focused on learning disabilities. Also, many of these students prefer not to leave their home schools.

My daughter and my clients spend so much time afterschool in tutoring and working on their homework that they don't have an opportunity to participate in extra-curricular activities. Even if they did find time, they are so mentally exhausted by their efforts throughout the day that they don't have anything left to give. Their confidence is so low from constantly struggling that it impacts their emotional well-being. They often withdraw from other students at lunch and free time because they feel so bad about themselves. They lack the self-confidence to initiate social interactions.

Imagine if these children were able to get credit for the work they do outside of school? They are already putting in 3-4 hours a week afterschool to try and pass courses that they may never pass. If they could take a course that has been specially designed to challenge their strengths and support their weaknesses, they could experience success. When they experience success, they feel better about themselves and are willing to take more risks in their learning. This could have a major impact on their lives. It could also free up valuable time during the day to take other classes they may need or participate in extra curricular activities. In addition, the schools would not see the high rate of failure in some students. It is not good for anyone to have these kids fail the same classes year after year.

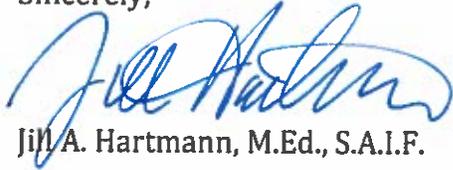
The Learn Everywhere program would also allow places like mine to offer programs to students from different districts without having to be approved by each individual district. I could go to one place (the State Board of Education) to be approved. This program requires everyone involved to have a background check. This would hopefully alleviate the problem of having background checks by each and every school district. For someone like myself, I visit many schools and districts over the course of a school year. To have my background checked every time I visit a new school is quite expensive. If I had a background check through the Learn Everywhere program it would be much easier to show each district and school that it has been complete. Think of how much time and paperwork this would save myself and the districts.

As far as I have seen, there is no funding attached to this program. It would not cost the local districts any additional money. In fact, this could save them money by having these children take certain courses from an outside facility, such as mine. Currently, parents are paying the cost of these services out of their own pockets and it is not always easy. In fact, I have many parents that apply for private grants, etc. to fund the outside instruction, which makes it more accessible.

There are many reasons I support the Learn Everywhere program and I believe it would be a benefit for the State of New Hampshire. There is a lot of potential in this program to make significant impacts on children's learning without putting an undue financial burden on the districts. If students of all kinds were able

to get credit for all the work they do outside of school it would be a wonderful opportunity that many in New Hampshire would take advantage of. Thank you for the opportunity to express my support of the Learn Everywhere program.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jill A. Hartmann". The signature is fluid and cursive, with a large initial "J" and "H".

Jill A. Hartmann, M.Ed., S.A.I.F.

State Board of Education

Public Hearing re: Learn Everywhere proposed rules 2/14/19

Testimony submitted by Mary Wilke, Concord, NH

I'm here to speak in opposition to the Learn Everywhere program. First let me be clear that I applaud efforts to provide alternative learning experiences to students, who come to school with such varied interests, backgrounds and needs. However, excellent programs already exist to accomplish this goal. The difference is that these other programs are, appropriately, overseen by local school districts. On the other hand, the Learn Everywhere program would require public high schools to give graduation credit for programs that haven't been approved by, and aren't accountable to or overseen by, the local elected school board.

I've been paying taxes in Concord for 35 years, and throughout this time our community has invested generously in our public schools. Over the years, our district has developed standards that take the State requirements as a starting point but then go beyond. District-wide committees, which include administrators and teachers, spend hours working together to develop course curricula, which are then approved by the Superintendent and ultimately, after opportunity for public input, the Concord School Board. The teachers who teach our schools' classes are credentialed educators who have been vetted and selected by administrators and approved by the School Board. Their teaching is supervised by their building principals and they participate in the district's extensive professional development program.

Because of the community's investment through the years, and because of all these layers of participation and accountability, Concord's education system has developed an excellent reputation. Families move to Concord for its public schools, and college admissions officers familiar with students from Concord have complimented the level of preparedness of our alums. I imagine that local employers feel the same way.

The Learn Everywhere program would undermine this. The proposed rules would allow someone to set up a program that might, at least on paper, meet the DOE's standards, but doesn't necessarily meet the district's. In such a case, the high school would have to give credit to a student for completing a program that was less rigorous or comprehensive than what the high school would require of its other students.

If this program were adopted, our School Board, and by extension the community, would not even have a way to know or have any control over:

- whether programs that students are completing elsewhere, but getting credit for here, are excellent, mediocre or poor,
- whether they meet our curricular requirements,
- whether they are being taught competently,
- whether they are graded appropriately, and
- whether students are learning the specific skills and body of knowledge - achieving the competencies - that our district has identified as critical.

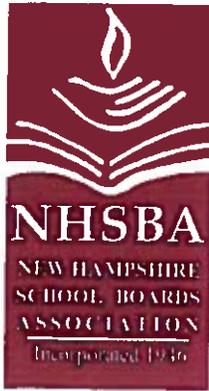
In short, if this plan were adopted, our School Board would no longer be able to assure local taxpayers, or colleges, employers, or families who think about moving here, that a Concord High School diploma represents successful completion of a course of study

that the School Board can vouch for. I'm all for the idea of offering alternative programs to meet the individual needs of students, and Concord already does this in a variety of ways. However, such programs should be overseen by, and accountable to, the local district so that the district may maintain control over its quality, its curriculum and its reputation.

I have the following additional concerns about the proposed rules:

- a) Lax state oversight. State oversight of the Learn Everywhere program, even if rigorous, would not substitute for local oversight, so please don't take the next comment as suggesting that if the state oversight were better I'd be fine with the program, because that's not true. However, I'd like to point out that the provisions for state oversight seem very lax. The rules suggest that once an application has been approved by this Board, the program is basically self-regulated. (Rule 1405.01 simply requires the program to submit each year a statement explaining how it's meeting its goals. It doesn't appear that anyone from the State does anything to verify this.) The Question & Answer section states that during the first year of the program the DOE will complete a monitoring visit of the program, and based on that visit, a five-year authorization may be granted. I couldn't find a reference to this monitoring visit in the actual proposed rules, and it's unclear to me what that visit would consist of. But in any case, a single "monitoring visit" is nowhere near the level of supervision that classes in our high school get. Nor does it seem sufficient to ensure that a program is living up to the promises made in its application. Five years of additional operations without oversight could invite a lapse in rigor or a veering off course. This increases my concern that local school districts might find their reputations diminished as a result of this program.
- b) The possibility of discrimination. The proposed rules require that the application describe its methods for admission which "shall not be designed, intended or used to discriminate or violate individual civil rights in any manner prohibited by law", 1403.10(b)(2)a (emphasis added). However, most religious organizations, including religious schools, are exempt from most anti-discrimination laws. If a religious organization offered a Learn Everywhere program, it could deny access to students based on disability, religion, sexual orientation, gender identity or other characteristics and the student would have no recourse. Section 1403.10(b)(2)a would not prevent that from happening, since discrimination is usually not "prohibited by law" when practiced by religious organizations.
- c) Grading confusion. The proposed rules require the approved program to grade the student, using pass/fail, a letter grade or a competency-based grade. How does a high school that uses a grading system different from the one chosen by the program record the grade on the student's transcript? And how will we know if an A from the program is equivalent to an A from the high school?

While I commend your desire to look for innovative ways to meet the varied needs of NH's students, I ask you to reject this proposal and, instead, find ways to support the programs that already exist to accomplish this goal. Thank you.



New Hampshire School Boards Association  
25 Triangle Park Drive, Suite 101  
Concord, NH 03301  
(603) 228-2061  
(603) 228-2351 (fax)  
[www.nhsba.org](http://www.nhsba.org)

**Presentation to the State Board of Education – February 14, 2019  
Ed 1400 Public Hearing**

*Legal References - State and Local Authority*

**State Authority**

**RSA 193 E:1, E:2 Adequate Education**

**I. 193-E:1 Policy and Purpose**

It is the policy of the state of New Hampshire that public elementary and secondary education shall provide all students with the opportunity to acquire the knowledge and skills necessary to prepare them for successful participation in the social, economic, scientific, technological, and political systems of a free government, now and in the years to come; an education that is consistent with the **minimum standards for public school approval, the state-established academic standards, and school district or school curriculum.**

- II. Respecting New Hampshire's long tradition of **community involvement**, it is the purpose of this chapter to ensure that appropriate means are established to provide an adequate education through an **integrated system of shared responsibility** between state and local government. **In this system, the state establishes minimum standards for public school approval and academic standards for inclusion and delivery of educational services at the local level. School districts then have responsibility and flexibility in implementing diverse educational approaches to instruction and curriculum tailored to meet student needs.**

## **RSA 193-C:3 Statewide Education Improvement and Assessment Program**

### **193-C:3 Program Established; Goals**

There is established within the department of education a statewide education improvement and assessment program. The commissioner shall develop and implement this program in conjunction with the state board of education and the legislative oversight committee. In carrying out this program, the commissioner shall consult widely with educators at all levels, business people, government officials, community representatives, and parents.

- I. The aims of this program shall be to:
  - a. Define what students should know and be able to do.

## **RSA 21-N:9**

### **21-N:9 Rulemaking**

- I. The board of education shall adopt rules, pursuant to RSA 541-A, relative to minimum standards for:
  - s. Certification standards for educational personnel, and educator certification fees for granting credentials to educational personnel, including teachers, paraprofessionals, superintendents, assistant superintendents, special education administrators, business administrators, principals, vocational directors, coordinators of comprehensive health education and services, directors of pupil personnel services, guidance directors, guidance counselors, school psychologists, associate school psychologists, speech-language specialists, social workers, health educators, physical education teachers, consumer and family science teachers, elementary teachers, specialists in assessment of intellectual functioning, media supervisors, media generalists, and master teachers as authorized by RSA 186:8 and RSA 186:11, X, professional credentials including beginning educator credentials, experienced educator credentials, and intern licenses, and other classifications of educators, administrators, specialists, and paraprofessionals necessary to address educational needs as determined by the state board upon the recommendation of the professional standards board pursuant to RSA 186:60.

## **Local Authority**

### **RSA 189:1 – a, II Duty to Provide Education**

- II. Elected school boards shall be responsible for establishing the structure, accountability, advocacy, and delivery of instruction in each school operated and governed in its district. To accomplish this end, and to support flexibility in implementing diverse educational approaches, school boards shall establish, in each school operated and governed in its district, instructional policies that establish instructional goals based upon available information about the knowledge and skills pupils will need in the future.

**193-E:2-a, VI (a), (b), (c) Substantive Educational Content of an Adequate Education**

VI. In this section:

- a. "Minimum standards for public school approval" mean the applicable criteria that public schools and public academies shall meet in order to be an approved school, **as adopted by the state board of education through administrative rules.**
- b. "**Academic standards**" means what a student should know and be able to do in a course or at each grade level.
- c. "**Curriculum**" means the lessons and academic content taught in school or in a specific course or program.

Ed 302.02(f) Substantive Duties of the Superintendent

Ed 302.02 Substantive Duties. The superintendent shall in addition to those duties outlined in Ed 302.01:

- f. **Be responsible for the development of an educational plan including curriculum, instruction, and assessment programs for the district or districts and for recommending a program of studies suitable to the needs of the pupils and the community** in accordance with local school board policies, state statutes and state board rules;

**Definitions Established in Administrative Rules**

Ed 306.02 Definitions. Except where the context makes another meaning manifest, the following words have the meanings indicated when used in this chapter:

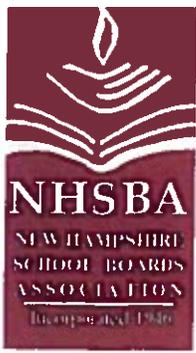
- d. "Competencies" **means student learning targets that represent key content-specific concepts, skills, and knowledge applied within or across content domains. Specific and required types of competencies include district competencies and graduation competencies;**
- e. "Credit" means the record keeping structure that is awarded to a student who demonstrated **achievement of graduation competencies organized around the specific credit;**
- f. "Extended learning" means the primary acquisition of knowledge and skills through instruction or study **outside of the traditional classroom methodology,** including, but not limited, to:
  - 1) Independent study;
  - 2) Private instruction;
  - 3) Performing groups;

- 4) Internships;
  - 5) Community service;
  - 6) Apprenticeships; and
  - 7) Online courses;
- j. “Graduation competencies” means specific types of competencies that are common across the district and define learning expectations for each student for graduation from high school;

## **Local Policy Development**

### **Ed 306.04 Policy Development**

- a. In accordance with Ed 303.01, the local school board shall adopt and implement written policies and procedures relative to:
- 13) Providing alternative means of earning credit toward a high school diploma or equivalent such as extended learning opportunities, and distance education to meet the requirements of RSA 193:1, (h) until July 1, 2015;
  - 14) Providing alternative means of demonstrating achievement of identified graduation competencies toward the awarding of a credit for a high school diploma or equivalent such as extended learning opportunities, career and technical education courses, and distance education no later than July 1, 2015 to meet the requirements of RSA 193:1, (h);
  - 15) How a credit can be earned, as provided in Ed 306.27(e) until July 1, 2015;
  - 16) How a credit used to track achievement of graduation competencies can be earned no later than July 1, 2015, as provided in Ed 306.27(e);



# State and Local Authority

*Who makes what decisions?*

**State – Level  
Authority**

ED 306, Minimum  
Standards for School  
Approval  
**RSA 193-E:1, E:2**

State Curriculum  
Frameworks, NH College  
and Career Ready Standards  
**RSA 193-C:3**

Educator  
Certification/Credentialing  
**RSA 21-N:9**

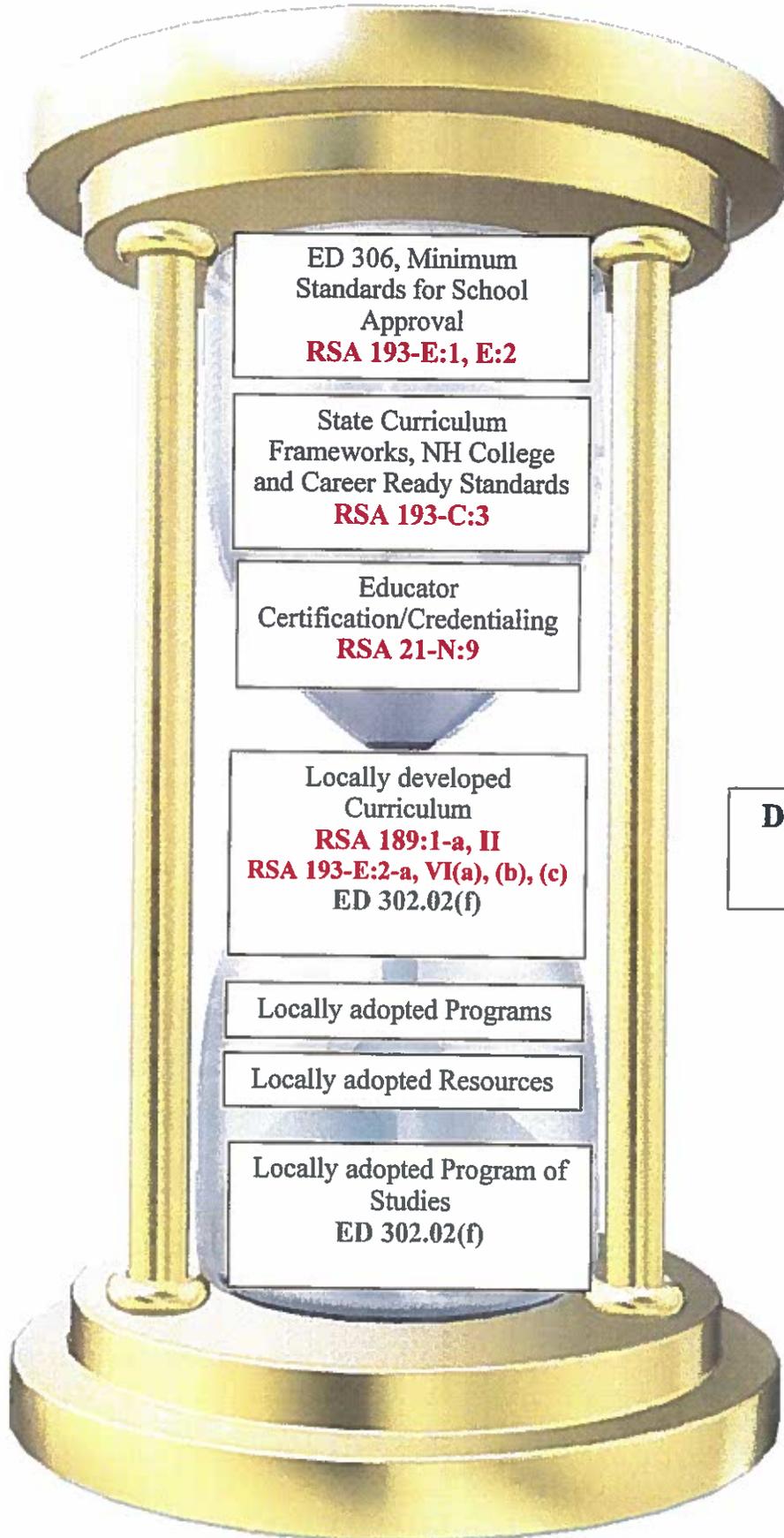
Locally developed  
Curriculum  
**RSA 189:1-a, II**  
**RSA 193-E:2-a, VI(a), (b), (c)**  
ED 302.02(f)

Locally adopted Programs

Locally adopted Resources

Locally adopted Program of  
Studies  
ED 302.02(f)

**District – Level  
Authority**



Educator Tiles Supporting ELO's

Yearbook Coordinator

Manager of Career Services

Athletic Director

Work-Based Learning Coordinator

ATC Program Director

Administrative Support Staff

Senior Seminar Coordinator

Mentor

ELO Coordinator

Theatre Technician

First Advisors

College and Career Facilitator

Transition Coordinator  
Business Community Liason

School Counselor

School & District Administration

Director of Student Services

School to Career Counselor

Media Coordinator

Special Education Case Manager

Industry Partner

CTE Coordinator

School to Work Coordinator

Work to Learn Coordinator

Parent Teacher

Director of Counseling

Futures Director

Adult Education Director

Senior Project Coordinator



## Data Report on Extended Learning Opportunities New Hampshire Public High Schools

Last month, NHSBA launched a survey for completion by local districts requesting data on the implementation of Extended Learning Opportunities (ELO's) across the public schools of NH. The survey was motivated by a desire to gather and provide actual numbers and statistics on the realization of ELO's in NH's schools. To our knowledge, no such data has ever been assembled.

This data set represents a start to the collection of such information and should be expanded in an effort to recognize the work of local school districts. Furthermore, it should be a tool for providing greater support in enhancing opportunities that already exist, and a means for identifying obstacles to proactively and collaboratively generate solutions for existing rules and laws.

**Table 1: Response Rates**

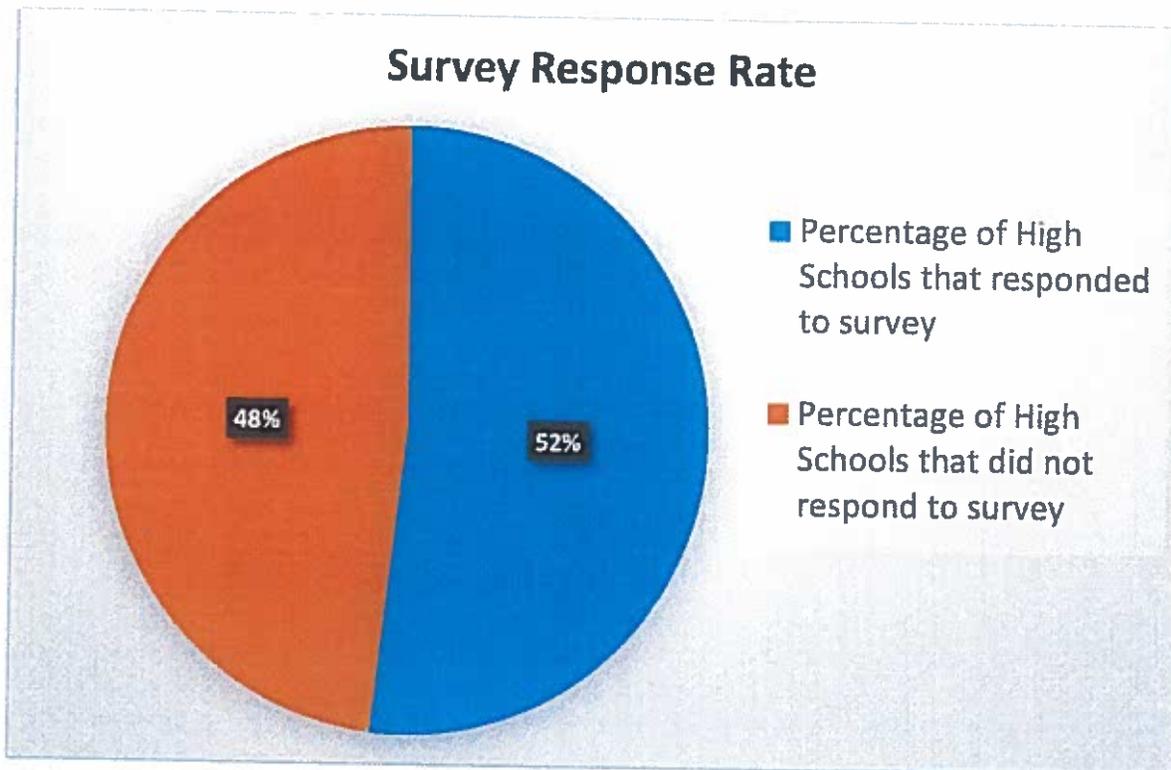


Table 1 highlights that of the 81 high schools in NH 42 responded to the survey. Providing a response rate of 52%. The total number of high schools in NH was pulled from the NHDOE website.

**Table 2: Levels of ELO Implementation**

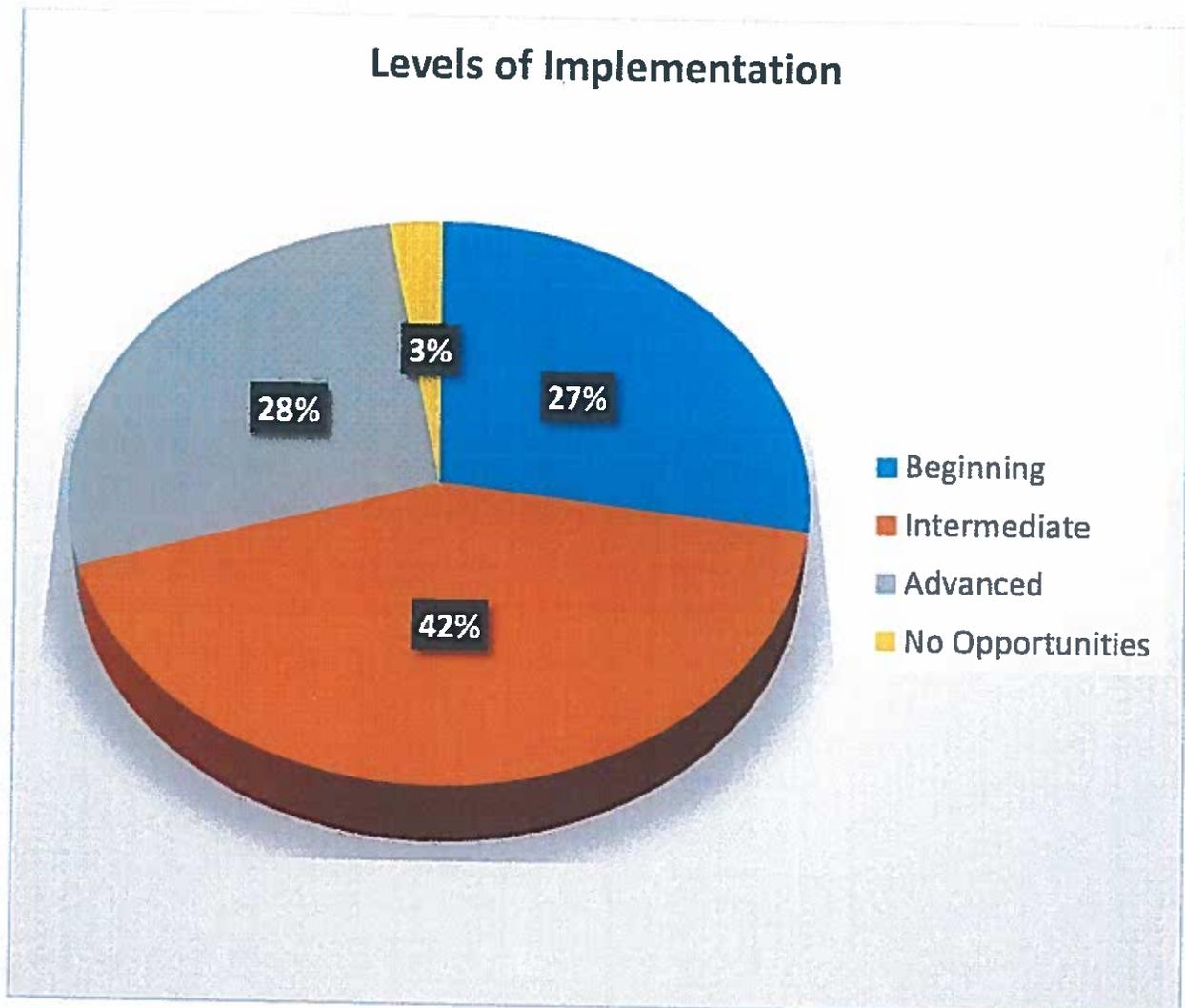


Table 2 - Of the 52% of high schools who responded to the survey most identified their schools at an intermediate level of implementation.

The three levels of implementation were defined in the survey in an effort to establish some standardization in results. Beginning to phase in opportunities; Intermediate level of implementation defined by frequent opportunities; Advanced level of implementation defined by numerous and varied opportunities. One high school reported having no opportunities.

**Table 3: Number of ELO Opportunities Across 52% of NH High Schools**

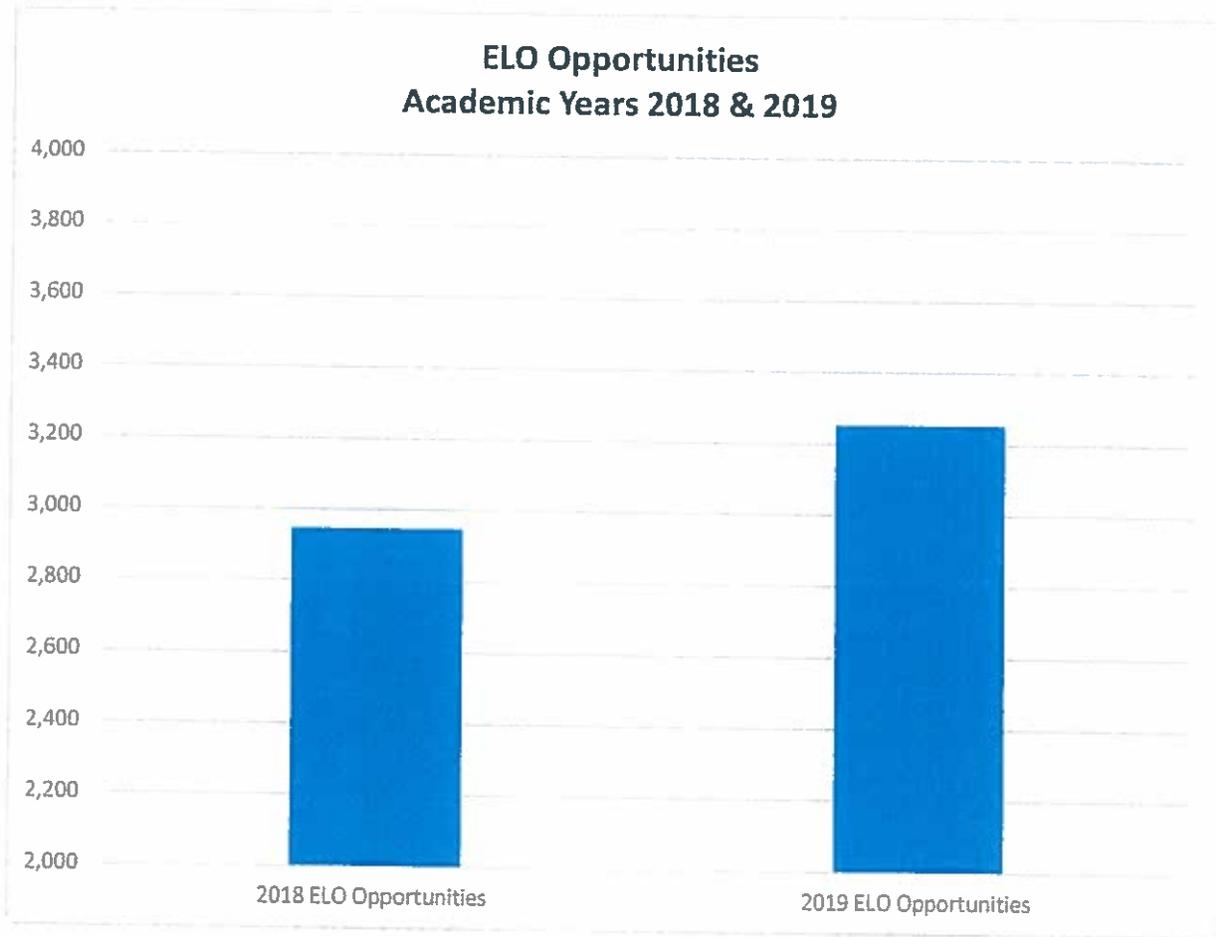


Table 3 details the raw number of ELO’s implemented in 42 of 81 NH high schools during the 2018 and 2019 academic years. Over the two years a 10% increase is reported in the number of implemented opportunities.

2019 numbers are incomplete. When survey responses were submitted semester 2 numbers were not reported for many high schools. The 2019 numbers are believed to be higher. A few high schools reported estimates for the 2019 spring semester.

### **Conclusion**

It has been reported that Learn Everywhere is necessary as a means to accelerate the implementation of ELO’s because facilitation is spotty at best and exists only in pockets of the state. While these claims have been made little to no data has been provided to support such claims. This data set is merely a start and should be used as a launching point. Policy recommendations should be evidence-based and highly collaborative bringing all stakeholders to the table. Learn Everywhere is missing these two essential components of the process.

State Board of Education Public Hearing Feb. 14, 2019 "Learn Everywhere"  
Submitted by Louise Spencer, Concord

Like so many others here today, I understand that students learn in different ways, and they come to school from different backgrounds and with different strengths and interests. I agree that it's important that students have a variety of learning opportunities. But I'm opposed to the Learn Everywhere proposal, because of my concerns about equity.

As I understand it, Learn Everywhere would allow organizations like dance studios, science museums and soccer teams to apply to this Board for approval, and then offer students programs that they could enroll in for high school credit. The problem is that most programs like that have participation costs. Children from low income families are among those most likely to benefit from having alternative options. But their families are often unable to pay the entrance fees or provide the necessary transportation, and therefore this program would primarily serve students from more well-to-do families. The equity gap that I assume everyone in this room is concerned about would be exacerbated.

The Commissioner has cited the Boys and Girls Club as an example of an organization that might offer programs for free, but surely this would be an exception and not the rule. It's hard to imagine that most of the for-profit and non-profit organizations eligible to apply to this program would offer services at no cost and throw in free transportation.

Many organizations will say they offer scholarships, but even then there are often hidden costs. For instance, a friend of mine mentored a boy who, along with his parents, was a recently arrived refugee. He was a talented soccer player and wanted to play on a travel soccer team. The coach told him that there was a \$20 try-out fee, but if the boy made the team, the cost of playing would be covered by a scholarship. My friend paid the \$20 try-out fee (his parents couldn't), the boy made the team, and then they discovered that the scholarship had a few catches.

First, players were only eligible for the scholarship if one of their parents agreed to do volunteer work for the team. Since this student's father worked three jobs and his mother worked two, that was impossible. Second, the scholarship didn't cover the \$80 cost of the team uniform. And, finally, because of his parents' work schedules, they couldn't get him to the games, which were held all around the state. So this talented and motivated soccer player did not, in fact, have the opportunity to play on this team, but his more well-off peers did. To have the high school actually accepting credits from an organization like this, that left this boy out, just doesn't seem right.

In short, I worry about creating a system of opportunities that comes with a price of admission, and using them as a substitute for programs offered for free by our public schools. Children from low income families will be asking their peers, "Why don't you have to take art class?" or "How did you get an extra study hall?" The answer will boil down to this: "Because I'm more privileged than you."

The other day the Superintendent of a property-poor district testified in a Senate committee hearing that his district was an early embracer of the ELO program, which also offers alternative learning experiences to students, but for free. Unfortunately, with all the state budget cuts, they had to eliminate that program. Rather than creating a whole new program to address the same issues that the ELO program was designed to address, I urge you to provide more support to our public schools and the programs they currently provide to address the varied needs of students.

## Learn Everywhere Support Letters

- 1 Aviation Museum of New Hampshire
- 2 BEA (*NH Department of Business and Economic Affairs*)
- 3 BIA of NH
- 4 Big Picture Learning
- 5 Busche Academy
- 6 Dean Graziano
- 7 FIRST NH
- 8 Franco-American Centre
- 9 Heritage Training Academy
- 10 Hurricane Island Outward Bound School
- 11 Joy of Dance Studio
- 12 Jump Start NH Coalition
- 13 Katherine Shea, Goffstown, NH
- 14 Kumon North America, Inc.
- 15 LNA Health Careers, LLC
- 16 Manchester School District
- 17 McAuliffe-Shepard Discovery Center
- 18 Michelle Levell, Hillsborough, NH
- 19 My Turn
- 20 New England College
- 21 NH Alliance of Boys & Girls Clubs
- 22 School District Governance Association of NH
- 23 The New Hampshire Academy of Science
- 24 Unique Systems Skills LLC



*Celebrating Flight!*

Jan. 16, 2019

N.H. Department of Education  
101 Pleasant Street  
Concord, NH 03101-3494  
Attn: Frank Edelblut, Commissioner

Dear Frank,

I am writing in support of the Department of Education's new "Learn Everywhere" initiative. If approved and implemented, this program would greatly augment our ongoing educational efforts, which focus on encouraging young people to pursue careers in the fields of aerospace and aviation.

The Aviation Museum of New Hampshire, a 501(c)3 non-profit organization located at Manchester-Boston Regional Airport, runs regular educational outreach programs as part of its basic mission. These programs are currently intended primarily for student of middle school or high school age.

As an example, we have created "Flights of Discovery," a two-semester course for high school students with a demonstrated interest in aviation. Held after school in the museum's classroom, the course explores real world application of science and math techniques and methodologies in aviation. The objective of "Flights of Discovery" is to provide an avenue to learn about and explore potential career paths and opportunities in aerospace, a field that faces a looming shortage of skilled professionals.

The ability to offer educational credits through the "Learn Everywhere" initiative would be a boon to our efforts, allowing us to serve more students in more districts. In the future, we intend to expand our educational outreach programs to better serve students in districts throughout the state. Having "Learn Everywhere" in place will enhance our ability to reach students with meaningful and specific real-world aviation-related programs that build upon a district's existing STEM curriculum.

I would be happy to further discuss the potential impact of the "Learn Everywhere" initiative at your convenience.

Yours,



Jeff Rapais  
Executive Director, Aviation Museum of NH

*NHAHS is a 501 (c) 3 non-profit organization – ID #02-0504337  
Gifts and donations are tax deductible*

*New Hampshire Aviation Historical Society*



February 11, 2019

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

Dear State Board Members:

I am writing to you in support of the Department of Education's *Learn Everywhere Program* and the Ed 1400 administrative rules.

New Hampshire's economy depends on our ability to educate and develop a 21<sup>st</sup> century workforce. We know that the industries that will be central to our economic growth in the coming decades will be heavily dependent on a highly qualified workforce. Our state's ability to provide pathways for that workforce are a critical component of our long-term success.

The *Learn Everywhere Program* is a just that sort of pathway for students educated in New Hampshire to begin and maintain their careers in New Hampshire. The program will create opportunities for students who are participating in educational experiences outside of the classroom to receive high school graduation credits. Internships are an excellent example of capturing student learning through an alternative approach, as well as an opportunity for that student to stay and work in New Hampshire.

I look forward to working with the Department of Education in building a student population that sees and experiences the opportunities that New Hampshire has to offer after they graduate.

Best regards,

A handwritten signature in black ink, appearing to read 'Taylor Caswell', with a long horizontal line extending to the right.

Taylor Caswell  
Commissioner



**Business and Industry Association**  
New Hampshire's Statewide Chamber of Commerce

122 North Main Street, Concord, NH 03301  
Tel: 603.224.5388 • Fax: 603.224.2872 • Web: [www.BIAofNH.com](http://www.BIAofNH.com)

February 13, 2019

State Board of Education  
New Hampshire Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

Dear Chairman Kline and Directors:

The Business & Industry Association (BIA), New Hampshire's statewide chamber of commerce and leading business advocate, has a strong interest in helping businesses meet their workforce needs. We recognize the important role industry partners play in supporting student achievement and development of future career skills. BIA works with organizations throughout New Hampshire to support our statewide attainment goal of 65% of our adult population possessing a post-secondary degree or credential by 2025 (65x25).

Among BIA's public policy priorities is supporting competency-based experiential education, hands on learning, and appropriate assessment tools that better prepare young people with core 21st century skills and professional behaviors necessary for post-secondary education and/or the workforce upon graduation from high school. As a process by which community-based programs with educational value can be vetted by the state, leading to high school credit for students outside the classroom, the Learn Everywhere program proposed by the Department of Education will help more students prepare for 21st century jobs. For these reasons and more, BIA enthusiastically supports Learn Everywhere.

Please feel free to contact me with any questions. Thank you.

Best regards,



Jim Roche  
President



## SCHOOLS, INNOVATION, INFLUENCE

To Whom it May Concern:

I am writing with regards to the proposal in New Hampshire to spread and scale "Learn Everywhere" so that more young people can benefit from outside-of-school learning opportunities. In my over 40 years as a professional educator and leader, I have worked to research and develop methods and new forms of student engagement in learning, that I detailed in my book, *Leaving to Learn*. In particular, my work, and our work at Big Picture Learning, the non-profit organization that I co-founded 24 years ago and has spread and scaled internationally, has focused on activating the potential of young people through interest-driven real-world learning.

"Learn Everywhere" has the potential to afford students more opportunities to learn in a variety of different environments of their choice with experts in the field that create experiences that researchers Jean Lave and Etienne Wenger call Situated Learning. It is in these real-world contexts, through interactions with people and objects of the place, that learning becomes more embedded in a practice and more relational. It is here that students who excel in "field" learning shine because they are learning not just from a book or in a classroom lecture but in authentic contexts where the stakes are high, and with professional people who have expertise in practice.

Many affluent parents and families recognize the value in this, and already work to arrange a variety of experiential learning opportunities for their children outside of school that supplement and complement in-school learning. However, families of diminished financial means from lower socioeconomic strata, often struggle to identify and enroll their children in these sorts of powerful, potentially life-changing, learning experiences outside-of-school. "Learn Everywhere" has the potential to open up new opportunities for outside-of-school entities to offer credit-bearing learning experiences. This has the potential to lead to the development of many more opportunities for children from all socioeconomic levels to participate, thereby broadening access and improving equity of opportunity.

When young people are connected to adults outside of the school environment, who share common interests, it creates opportunities for the development of relationships with mentors who often have lifelong impact. As we work to prepare and equip young people to navigate and thrive in an ever more dynamic world and economy, attending not only to "what you know" but also "who you know" is of vital importance.

When young people engage in outside-of-school learning it most often results in an increase in motivation and engagement in academic learning in school. And when young people learn with adults in their community it increases their awareness of a diverse array of viewpoints leading to increased civic responsibility and engagement.

I am optimistic that "Learn Everywhere" has the potential to lead to a wide variety of valuable outside of school learning opportunities for young people across New Hampshire.

Sincerely,

Dr. Elliot Washor  
Co-Founder, Big Picture Learning

### Co-Founders

Dennis Littky, Ph.D.  
Elliot Washor, Ed.D.

### Executive Directors

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Carlos Moreno

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@bigpiclearning

Big Picture Netherlands  
KPC Groep  
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Big Picture Education  
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[www.bigpicture.org.au](http://www.bigpicture.org.au)  
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Busche Academy  
40 Chester Street  
Chester, NH 03036  
(603) 887-5200

February 14, 2019

Re: Learn Everywhere Program  
Written Testimony

Dear Members of the New Hampshire State Board of Education,

Busche Academy would like to express our support of the Learn Everywhere program. As an international school we can offer students a wide variety of cultural and language classes with a focus on Mandarin Chinese. We are centrally located between several districts and we are aware of the need for language learning opportunities in our State.

The Learn Everywhere program would allow us to seek program approval from the Board of Education and then offer classes to local high school and middle school students. Students that currently do not have access to Mandarin Chinese classes could take them from Busche Academy and then have that credit become part of their high school experience. It would provide another language learning opportunity to students in our area.

It would also be helpful to develop the program and have it approved by one entity rather than each separate district. Our program would be a comprehensive and complete Mandarin Chinese course and we would aim to satisfy all the requirements any district may have, however, it would be desirable to have it approved statewide if possible.

This would be a wonderful opportunity to enhance students' educational experiences and provide a service to the community and we would like to offer our support.

Sincerely,

Lei Wang  
President  
Busche Academy

Jill A. Hartmann  
Educational Advisor  
Busche Academy

Learn Everywhere

PUBLIC HEARING

Ed 1400 Learn Everywhere Program

State Board of Education  
101 Pleasant Street  
Concord, NH 03301

February 14, 2019  
9:30 a.m.

Name: Dean Graziano, J.D.  
(Please print)

Phone: 

Address:   
Dover, NH 03820

Email: graziano.d@rocksterschools.com

In lieu of verbal testimony, I submit the following as my written testimony for the record:

I fully support the Learn Everywhere Program. As ELO Coordinator in Rochester, NH, this program does what our motto states, "Acquisition of knowledge outside a traditional classroom!" On page 222 of the STATE OF NH ELO Handbook, "... without the level of commitment that many educators, businesses, non-profit orgs + comm members... ELO would not be possible."

This program leverages the power of comm partnerships to engage, educate + empower students to have open opportunities to attain the right experiences, in the right place, at the right time and by the right expert/mentor!

Innovation breeds progress, and NH owes NO less towards that end. My in-school workplace program in Rochester [No cost college tuition costs] is now looked @ STATE wide + other states. We want to teach our kids critical thinking skills, this program allows their voice to advocate + think the bigger picture!

  
Signature

2/14/19  
Date



20A Northwest Blvd #445  
Nashua, NH 03063

November 15, 2018

Dear New Hampshire Department of Education,

We are writing today in support of Bill 435. There are many reasons why we feel compelled to write to you in support of this bill.

We feel bill 435 is an excellent way to show our support for non-traditional educational experiences. We absolutely respect the learning opportunities presented to children by teachers in classrooms, but we would also like to recognize that there are paths to learning outside the traditional classroom curriculum.

The real winners in these additional educational experiences would be the students. We believe it is beneficial for students to have multiple ways of getting credit for lessons learned.

It has been our experience that students retain the most knowledge from lessons they learned while engaged and interested in the subject matter. We, at *FIRST* NH have seen proof of this over and over again throughout each season of *FIRST* Robotics.

Every year our *FIRST* students learn subjects such as computer science, engineering, and accounting. We strongly support these students getting credit for what they are learning and not having to retake a class.

Thank you for your work on this bill.

Sincerely,

Frank Grossman  
Director *FIRST* NH



## **Franco-American Centre Franco-Américain**

**100 Saint Anselm Drive, No. 1798 • Manchester, New Hampshire 03102  
(603) 641-7114 • [www.facnh.com](http://www.facnh.com) • [info@facnh.com](mailto:info@facnh.com)**

**Celebrating French language, culture and heritage since 1990**

January 31, 2019

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

Dear members of the State Board of Education,

I am writing this letter in support of the Learn Everywhere Program, ED 1400. As a former teacher who recognizes the importance of expanding learning opportunities for NH's students, I believe this program will add significant value to the state's educational offerings.

One of the areas where NH distinguishes itself is through the innovative approaches to challenges by its for-profit and non-profit organizations. These organizations adapt to the changing dynamics of the business world by providing employees with training to meet the demands of an evolving workplace.

The Franco-American Centre, a 501 (c)(3) organization located on the Saint Anselm College campus, promotes French language, culture and heritage throughout the state. Through our existing courses and workshops, we provide youth and adult students as well as new and experienced educators with the tools to use French in real-world applications. Additionally, our collaboration with school districts such as Manchester that offer extended learning opportunities in French assists motivated students to succeed in actively applying their second-language learning.

As we continue to expand our educational offerings, including involvement with the Learn Everywhere initiative, we look forward to working with schools and community partners to develop student abilities to effectively communicate with French speakers in business and personal situations. This program will not only offer a valuable opportunity to attain high school credits but will produce more students capable of better serving tourists and consumers from our principal trading partner, Quebec.

Thank you for your time and consideration of this proposal. Please feel free to contact me with questions.

Sincerely,

John P. Tousignant, MAT  
Executive Director

# Heritage™

## Training Academy

February 7, 2019

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Board of Education,

We are writing in support of the *Learn Everywhere Program*. We support nontraditional education and the opportunities it presents for many of the students of this state. Our training academy provides vocational instruction and *Learn Everywhere* would fit into this existing system. Students would be able to receive vocational training in our field of expertise in exchange for academic credits at their high school. In addition, increased enrollment in the training we provide would help to fill shortages in the plumbing, heating, air conditioning and electrical industry. This in turn benefits our local economy. *Learn Everywhere* is a win-win for everyone and we heartily endorse it.

Sincerely,



Steven Chartier

Co-President  
Heritage Plumbing, Heating, Cooling & Electric  
Heritage Training Academy  
28 Commercial Court  
Auburn, NH 03032  
[www.justcallheritage.com](http://www.justcallheritage.com)

JAN 29 2019

STATE DEPARTMENT  
OF EDUCATION

*Executive Director  
Eric Denny*

January 20, 2019

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Gretchen Ostherr  
Rick Pahn  
Cindy Purcell  
John Remington  
Kaki Smith  
Mike Stanley  
Sally Stetson  
Sandy Stone  
Dan Wyman*

To Commissioner Frank Edelblut and the New Hampshire State Board of Education,

I am writing in strong support of the Learn Everywhere program. The phrase "learn everywhere" could well have been the motto of Outward Bound. Our organization was established in United States in 1962 by Josh Miner, the former Dean of Admissions at Phillips Andover Academy. Josh knew that giving young people the opportunity of experiential learning on mountains, rivers, lakes, etc. could change the lives of millions.

The Outward Bound experience is tried and tested over decades and, for so many, one of the most important learning experiences of their lives. The possibility that successfully completing an Outward Bound course could count for credit toward graduation in the New Hampshire high schools is exciting to us. We welcome the opportunity to be vetted by the New Hampshire Department of Education staff.

Thank you so much for your forward thinking in offering amazing possibilities to the students of New Hampshire.

Sincerely,



Eric Denny

Executive Director

October 27th, 2018

To whom it may concern,

As the Owner and Director of Joy of Dance, located in Lee, New Hampshire, I am greatly looking forward to seeing this program come to fruition. My dancers spend many hours at the studio each week, often 10 or more, working hard. It would be wonderful to see that hard work gain them credit for school. The rules proposed for this program are fair and reasonable. I am in full support of this new program.

If there are any questions or concerns, please do not hesitate to reach out.

Thank you.

Sincerely,

Lindsey Hadley  
Owner and Director  
Joy of Dance  
29 Calef Hwy  
Lee, NH 20861  
603-397-5391  
joyofdancen@gmail.com



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January 28, 2019

Frank L. Edelblut, Commissioner of Education  
NH Department of Education  
101 Pleasant St.  
Concord, NH 03301

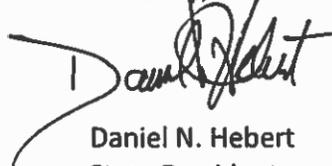
Dear Commissioner Edelblut:

Please accept this letter of support for the recently announced initiative, "Learn Everywhere." Creating other pathways for children to learn by participating in outside activities and programs while receiving educational credit for that participation will not only help those students who are challenged by the classroom setting, but will also encourage all students to expand their knowledge, confidence and skill.

As the main voice of youth financial literacy in New Hampshire, we would welcome the opportunity to assist you in this endeavor. We are eager to review the details to determine if any of our programs would meet the criteria. As an example, our **FinLit300** program is an educational tournament which empowers high school students to apply classroom-based financial education in a contest of knowledge and skills. The topics are based on the Jump\$Tart National Standards in K-12 Personal Finance Education.

Thank you for introducing this exciting initiative and I look forward to working with you in achieving its success.

Sincerely,



Daniel N. Hebert  
State President

KATHERINE L. SHEA

[REDACTED]  
GOFFSTOWN, NH 03045

[REDACTED]  
[KATHERINE.SHEA@ENR.COM](mailto:KATHERINE.SHEA@ENR.COM) (WORK)

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

Dear Commissioner,

I am writing today in response to the January 15, 2019, letter I sent to house education committee members about the “Learn Everywhere” program. The following are points I shared with that committee. It is my firm belief that we need to fundamentally change the way we are teaching children from K through 12. It is not a matter of getting additional funding and adding loads of resources, but rather, redirecting resources more effectively to something better matched to the needs of both neuro-typical and neuro-diverse populations today. The following is what I shared with them. While I am not a teacher, I do have a 20 year successful career in software engineering/program management, so can see the inefficiencies in how the resources are being underutilized.

My write-up for the education committee...

As an older mom of two sets of twins (3 boys all with special needs, 1 girl), and child of a long time educator, I was excited to hear about a program called Learn Everywhere that is being discussed by the NH DOE Board of Education. I was excited about this for many reasons, having had a creative, stimulating upbringing that was the catalyst for my success for over 20 years in the business/software engineering world, but also because I truly believe this is a way that engages children early and keeps their interest in learning.

This is not a new concept by any means, in fact, the Italian physician and educator Maria Montessori as you know, is quite famous for having popularized the concept of hands-on learning – and more specifically, learning outside the confines of four walls or a building. A hands on learning approach using life’s every day activities, allows for sensory exploration and richer exposure to all types of information, encouraging inquisitive minds and ultimately providing a more robust learning experience. Maria’s approach was the original STEM or STEAM concept, but utilized alternative learning methodologies to ensure that all types of individuals were set up to successfully learn. Her theories were actually based on using science as the basis for education, in that children do best when they can act freely and make observations in an environment prepared to meet their needs.

With a growing population of neuro-diverse students, for many reasons, but one being that autism has increased and is now 1 in 40 (and for boys more like 1 in 30 due to the 1:3 b/g ratio), it is critical that we shift the approach to educating students. The majority of neuro-diverse students learn best through kinesthetic and/or physical learning, while fewer than ever are visual or auditory learners.

While the Montessori approach includes much more than just project based, hands-on learning, the spirit of Montessori is to encourage educators to take away obstacles to natural development and to provide opportunities for children to proceed and flourish. Following only traditional book learning methods of education is an outdated and mediocre at best way of teaching. With a population of neuro-diverse that will soon eclipse the neuro-typical population, we need to think hard about changes in the approach to teaching. Children that cannot sustain attention, appear to have behavioral or developmental issues have been proven to thrive using alternative teaching methods like Montessori. This shifts the use of teaching resources from role of support to just “get by”, to using those same special education resources utilizing better proven methods to help kids prosper, yet still be in the ‘mainstream’.

My own children are examples of why a less rigid, more creative/flexible and hands-on learning approach is a proven success. In the mainstream environment, my older two children and third son languished and were literally driven to the point of physical and mental health issues. They did not adapt well to such an overly-structured, inflexible environment that was mostly for visual or auditory learners. Two of these children are autistic and the third has autistic tendencies. This does not mean they do not have huge potential. Conversely, for most autistic children, the sky is the limit! We are not utilizing this largely ignored part of our population and many of these children are easily engaged, but need alternative methods to do so – namely, hands-on learning techniques. My older two sons eventually had to leave the ‘mainstream’ environment to attend a more flexible, adaptive learning environment and are flourishing. An example of some things they have had the chance to do there is to have special speakers come in and talk about different historic era’s, such as about Rome, be engaged hands-on to learn about the life of Vikings, and see, hear and feel pieces of history. My son just yesterday brought home a recipe for hand sanitizer, that was done as a project during speech therapy, which for him is largely to work on his executive functioning and ability to problem solve. He was able even in this simple example to learn about measurement and some basics in chemistry and follow steps to create something. While simple, he also was socializing with his classmates along the way and actually participating – something that he rarely did before. Another example of hands-on work has been the video game that his aide in spare time is helping him with. From knowing nothing about coding, he has now learned some simple coding and actually produced parts of a video game that can actually be played! At 9.5, he is beyond thrilled to do something that piques his interest and wants to know all about coding now and how he can someday have a career in technology. As a mom, THIS, is what pushes me to find solutions for my children. But the full time job it has been and time and toll taken is not something other parents can all do. Parents like me are screaming for help in the trenches to find a better way for their children to learn. There are over 1,200 parents and care givers on the NH Autism FB page alone, and we all have the same things in common with our neuro-diverse kids, and even parents of kids that are neuro-typical are seeking this type of learning for their kids.

Please help the incredibly smart and information hungry neuro-diverse and neuro-typical children of NH by supporting Learn Everywhere. My hope is by this program existing, we will see the great results and start to support our needy youth by passing this approach down into middle and elementary schools. Thank you for taking the time to read this email. Please feel welcome to contact me with questions or comments.

As I close this letter to you, Commissioner Edelblut, I am asking that we push down the concept of "Learn Everywhere" to embrace physical/kinesthetic hands on learning and encourage school boards to depart from the rigidity not only of the curriculum, but the student schedule, and what it consists of. Children are incredibly unhappy, frustrated with the abstract and frankly boring materials, having information directed to them using only visual and auditory methods, restricted from having enough recess/movement time, pushed through the day resulting in hardly any breaks to eat or bathroom time (our school is violating the bathroom/per child rule by the way resulting in children not going and ending up with medical problems), and this ultimately results in: 1) requiring more special education/minimally effective, 2) disturbed children who internalize become anxious and depressed and develop mental health or physical problems, 3) children who become disturbed and take out their frustration on others via bullying and tattling on the community for "safety reasons", and overall kids who are just not getting an appropriate education. We would fix a LOT of our problems adopting an approach that allows for more flexibility in the schedule and materials, taking the handcuffs off of teachers and rewarding those who use ingenuity and creativity which is where STEM and STEAM is most successful. This DOES mean changing the standards ASAP. I was recently informed by our curriculum committee for SAU 19 that it takes SIX YEARS to make any change. This happened after I brought Shannon Desilets from Choose Love to talk to the superintendent and group of principals across SAU 19. This is not even a curriculum, but to think of anything taking this long is SIMPLY UNACCEPTABLE. I would be fired in business/IT if I suggested something take this long.

Thank you if you have taken the time to read this incredibly long letter. I am working daily on finding ways to identify and influence stakeholders to do something for the neuro-diverse (autistic and beyond), but also feel the neuro-typical would benefit from a drastic change in how education is being delivered. We can do this – it isn't impossible, and there are many of us who can help. But we need to redirect the resources and not wait.

Sincerely,

Katherine Shea

*"Not everything of value in life comes from books- experience the world". – Thomas Edison.*

Boston Branch Office  
20 Mall Road, Suite 251  
Burlington, MA 01803  
tel. 781-221-8411 fax. 781-221-8418  
www.kumon.com

February 5, 2019

**MR FRANK EDELBLUT**  
Commissioner of Education  
Department of Education  
State of New Hampshire

Dear Commissioner Edelblut:

Please accept this letter of support for the recently announced initiative, "*Learn Everywhere.*" As a global education company, we are excited to take part and help shape the education and future of New Hampshire students. We believe that our Kumon method will complement your initiative in creating a unique learning ecosystem and providing additional opportunities for students across New Hampshire.

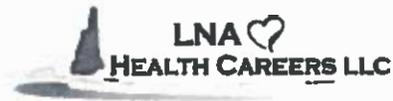
Our three (3) Kumon Centers and esteemed Instructors in New Hampshire are prepared to offer students the same service and promise Kumon has provided for 60 years in over 50 countries worldwide: To maximize the potential of each individual through learning.

We are grateful for this initiative and we look forward to working with you and contribute to its success.

Sincerely,



**Mari Okazaki**  
Boston Branch Manager  
Kumon North America, Inc.



22 Concord Street Suite #3 • Manchester, NH 03101 • Phone: 603-647-2174 • Fax: 603-647-2175

2/6/19

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Board of Education,

We are writing in support of the *Learn Everywhere Program*. We support nontraditional education and the opportunities it presents for many of the students of this state. Our school provides vocational instruction and *Learn Everywhere* would fit into this existing system. Students would be able to receive vocational training in our field of expertise in exchange for academic credits at their high school. In addition, increased enrollment in the training we provide would help to fill shortages in sectors of the economy. This in turn benefits our local economy. *Learn Everywhere* is a win-win for everyone and we heartily endorse it.

Sincerely,

A handwritten signature in blue ink that reads "Shelly Robinson, RN". The signature is written in a cursive style.

Shelly Robinson, RN  
Director of LNA Health Careers, LLC



MANCHESTER SCHOOL DISTRICT  
SCHOOL ADMINISTRATIVE UNIT NO. 37  
20 Hecker Street  
Manchester, NH 03102  
Telephone: 603.624.6300 • Fax: 603.624.6337

Bolgen Vargas, Ed.D.  
Superintendent of Schools

Jennifer C. Gillis  
Assistant Superintendent  
Curriculum & Instruction

Amy L. Allen  
Assistant Superintendent  
Elementary Education and  
Innovation

Karen DeFrancis  
Business Administrator

Sherri Nichols  
Executive Director of the  
Innovation Zone

February 12, 2019

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

Dear State Board Members:

I am writing to you in support of the Department of Education's *Learn Everywhere Program* and the Ed 1400 administrative rules. This is an extremely important effort to allow districts like Manchester to expand and foster the opportunity for learning beyond the walls of the classroom.

The Manchester School District strives to help every student succeed and thrive in the way that works for them. Students participate in a wide variety of educational experiences outside of the school day and the four walls of the schools. The Manchester School District welcomes a simplified process that identifies these programs by allowing the programs to be approved at the state level. By doing so, the State will be recognizing and further encouraging the efforts of local districts, such as Manchester, to engage students in rigorous and innovative learning outside of school.

The *Learn Everywhere Program* allows students to be engaged in their learning. Research shows that students who are engaged in their learning are more successful and avoid unhealthy activities and behaviors. I am excited about what the program can bring to Manchester students and how it reaches out and brings the community into the mission of making sure that our students master the skills they need to be successful in a complex society in the 21<sup>st</sup> Century.

I urge you to vote for the Department of Education's *Learn Everywhere Program* and the Ed 1400 administrative rules.

Sincerely,

Bolgen Vargas, Ed.D.  
Superintendent of Schools

*It is the policy of the Manchester Board of School Committee, in its actions, and those of its employees, that there shall be no discrimination on the basis of age, sex, race, color, marital status, physical or mental disability, religious creed, national origin or sexual orientation for employment in, or operation and administration of any program or activity in the Manchester School District. The Title IX Coordinator is Pamela Hogan for staff; the 504 and Title IX Coordinator is Mary Steady for students. Please see above for contact information.*



2 Institute Drive  
Concord, NH 03301  
phone 603-271-7827  
fax 603-271-7832

[www.starhop.com](http://www.starhop.com)

February 7, 2019

Drew Cline, Chair  
State Board of Education  
c/o Department of Education  
101 Pleasant St.  
Concord, NH 03301

Dear Mr. Cline:

This letter is in support of the New Hampshire Department of Education's forward-thinking initiative, the *Learn Everywhere Program for High School Graduation Credit*, and in support of the new rules proposed by the Department of Education, CHAPTER ED 1400, governing this program.

We are particularly delighted by this program because it aligns so strongly with the goals of the teacher to whom our center is dedicated, Concord High School social studies teacher and NASA Teacher-in-Space Christa McAuliffe. Known as "the field trip teacher", Christa McAuliffe made every effort to consistently get her students out into the community to learn. To Christa, the meadows, the museums, the halls of government were her students' classrooms. She exhorted all of America's students to learn all they can about the universe in which we live.

New Hampshire has rich cultural, commercial and natural environments. With the *Learn Everywhere* program, Granite State students will be able to pursue studies and research in astronomy at the McAuliffe-Shepard Discovery Center, natural history at the Squam Lakes Natural Science Center, oceanography at the Seacoast Science Center, meteorology at the at the Mount Washington Observatory. They will be able to steep themselves in aviation at the many public and private airports throughout New Hampshire. They can immerse themselves in the practice and history of art at the Currier and Hood Museums They can learn about aerospace design, TV studio production, financial investment strategies and more in New Hampshire's many private sector businesses. There is no limit to what our Granite State students can do, with the right resources, guidance and encouragement.

We believe that CHAPTER ED 1400, the rules governing this initiative, are well thought out, effective and fair to the students, their families, the Learn Everywhere providers and New Hampshire's school systems. Thank you for your consideration of the New Hampshire Department of Education's *Learn Everywhere Program for High School Graduation Credit* and the proposed rules for the program.

Sincerely,

Jeanne T. Gerulskis  
Executive Director

Board of Directors

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J. Stephan Lundquist  
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Col., USMC, ret.

Dr. James R. MacKay

Brian Parsons

Hon. William Remick

---

Jeanne T. Gerulskis  
Executive Director

*We bring the universe to you*

**Adams, Angela**

---

**Subject:** FW: support for the "Learn Everywhere" program

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**From:** M Levell [<mailto:mlevell@hotmail.com>]

**Sent:** Friday, February 1, 2019 10:47 AM

**To:** [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Chagnon, Cindy; [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [hhonorow@barrylawoffice.com](mailto:hhonorow@barrylawoffice.com); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Cc:** Edelblut, Louis (Frank)

**Subject:** support for the "Learn Everywhere" program

Dear honorable members of the state Board of Education,

I support the innovative program called "Learn Everywhere" because it recognizes that students benefit from hands-on learning opportunities that are not limited to the four walls of a classroom or the hours of 8:00am to 3:00pm.

My children greatly benefited from experiential learning opportunities. When they were younger, my twins loved going to the Museum of Science in Boston every chance we could get. They would rush over to the engineering exhibit when it opened at 10:00am and would stay there tinkering for a couple hours. They were fascinated with experimenting with the different materials to see how it impacted the learning objective. Years later, when they were writing college application essays, each of them wrote about these museum exhibits as the inspiration for them wanting to become engineering majors. Now they are both juniors at different Big 10 universities pursuing engineering degrees.

Hands-on learning can inspire our students to explore the world beyond their classrooms. Thank you for recognizing the importance of these learning opportunities in the new "Learn Everywhere" program.

Sincerely,

Michelle Levell

Hillsborough, NH



*for Opportunity and Success*

Friday, February 8, 2019

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

Dear Commissioner Edelblut,

It is with much excitement that I submit this letter in support of the Department of Education's *Learn Everywhere* program. We look forward to presenting new and engaging paths to credit attainment to our students, many of whom are off-track to graduate, and to expanding on our program offerings that meet the standard for credit achievement under this innovative program.

At MY TURN we have observed that students who engage in learning that happens outside of the classroom develop stronger communication, collaboration, and time management skills than their peers who do not. These skills are critical for success in college and careers. *Learn Everywhere* presents the incredible opportunity and incentive for students to engage in meaningful community based learning and to develop these skills most necessary for success beyond the classroom.

Thank you for bringing forth this forward thinking program and for all that you do to support the students of New Hampshire.

Most Sincerely,

A handwritten signature in blue ink, appearing to read "Allison Joseph", with a long horizontal flourish extending to the right.

Allison Joseph  
Executive Director

February 13, 2019

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

Dear Commissioner Edelblut,

Good education recognizes that each and every student is a unique individual with varying capacities to learn. Our task as educators is to meet students where they are and present opportunities to access education wherever and whenever such an occasion presents itself. Historically, the most common approach at meeting student educational needs came in the form of K-12 public schools with credentialed educators at the forefront of education.

Today, however, there is an opportunity to create new paths to educational achievement. The *Learn Everywhere* proposal represents an approach that recognizes that quality education can take place outside of the K-12 environment.

There are a number of reasons to support this innovative approach. First, New Hampshire schools cannot be everything to everyone. *Learn Everywhere* allows students and parents to identify for-credit programming that supplements what's possible in schools increasingly struggling to make ends meet with their budgets. Cuts to the arts, civics, music, foreign languages, and many other programs limit student options. Through *Learn Everywhere*, parents and students have new options available to them to supplement what exists in their neighborhood schools.

Next, *Learn Everywhere* can provide a deeper educational experience than what is possible in many schools. Imagine a student who has exhausted the Humanities or Social Science offerings of his/her local school seeking out more educational opportunity. Through the *Learn Everywhere* options, these students have new options that count towards the achievement of their diploma.

Finally, quality control is assured up front. Critics of the program wrongfully assume that *Learn Everywhere* might create a 'free for all' without regulation for students to amass credits towards graduation without meeting the outcomes tied to the high school diploma. The proposed regulatory language is clear that any program that seeks to give credits towards high school diplomas must meet appropriately high standards of review. Such a regulatory approach should satisfy anyone concerned that the *Learn Everywhere* proposed program represents an easier path towards graduation.

In short, we must continue to evolve our understanding of how students learn and be creative in our approach to meeting the educational needs of our students in the Granite State. *Learn Everywhere* represents a novel and positive approach to meeting students where they are and to make education more accessible than ever.

Best regards,

A handwritten signature in blue ink, appearing to read "Michele D. Perkins". The signature is fluid and cursive, with a large, stylized initial "M" and "P".

Michele D. Perkins, EdD  
President



NEW HAMPSHIRE ALLIANCE  
OF  
**BOYS & GIRLS CLUBS**

47 Grand Ave.  
Nashua, NH 03060  
(603) 883-0523

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February 13, 2019

Mr. Drew Cline, Chairman  
New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301-3494

Dear Chairman Cline:

On behalf of the New Hampshire Alliance of Boys & Girls Clubs, I am writing today to express our support for the initial proposal of the ED 1400 Learn Everywhere rules. The Alliance is comprised of 8 Clubs across New Hampshire that serve 30,000 members through a variety of before and after school programming and services designed to help empower youth to excel in school and beyond.

We applaud state legislators, the New Hampshire Department of Education and various other stakeholders for recognizing that learning is a unique process that all children experience differently. The ED 1400 rules allow non-profits and other entities that meet certain safety qualifications, minimum instructional standards and approval by the State Board of Education to assist in further educating students who may thrive in alternative learning environments. Learn Everywhere would give high school students the opportunity to obtain credits for graduation in out-of-classroom settings with differing levels of engagement that may better meet their individual needs. We believe that this program will assist schools and educators in harnessing all available community resources available to further enhance – not replace – a child’s learning experience.

We understand the critical role that New Hampshire’s teachers and schools play and look forward to working collaboratively within our school districts to provide students with all of the tools needed to succeed. We believe that the concept behind New Hampshire’s Learn Everywhere program has merit and will continue to explore options to implement the program as an Alliance for Club kids that may need it the most.

Best regards,

Richard V. Lowney  
President, New Hampshire Alliance of Boys & Girls Clubs

**GREAT FUTURES START HERE.**



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SCHOOL DISTRICT GOVERNANCE ASSOCIATION OF NH

February 13, 2019

Dear Members of the NH Board of Education,

The Learn Everywhere program is an attempt to move us back toward the plain language and intent of Part 2, Article 83 of the New Hampshire Constitution, which says that it is the state's job to protect the 'inherent and essential right' of 'free and fair competition in the trades and industries' against 'all monopolies and conspiracies which tend to hinder or destroy it'.

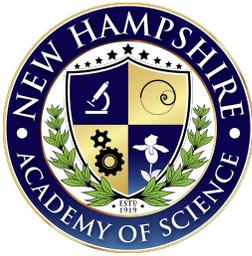
When you look beyond the particular details, to the heart of the program, what Learn Everywhere does is to take a step towards breaking the state's monopoly on education, which hinders free and fair competition in the industry of education. Whatever other issues may arise regarding its particular implementation — whether about local control, or anything else — this reason alone is sufficient to justify moving forward with the program.

That said, while Learn Everywhere offers options for students, who do not all thrive in a one-size-fits-all learning environment, the SDGA would like to see more explicit local and parental control in the rules.

Yours truly,

A handwritten signature in black ink, reading 'Jody S. Underwood'. The signature is written in a cursive, flowing style.

Jody S. Underwood, Ph.D.  
President, School District Governance Association of New Hampshire



**THE NEW HAMPSHIRE ACADEMY OF SCIENCE**  
P.O. Box 378, LYME, NH 03768  
501c3 FEDERAL TAX ID #46-5758781  
**NHACADSCI.ORG**

November 27, 2018

State Board of Education  
21 S. Fruit Street  
Concord, NH 03301

Dear State Board of Education,

We are writing in support of the Department of Education's initiative to grant graduation credit to high school students for activities performed outside of school. We have met with Department of Education staff and have reviewed the administrative rules.

The New Hampshire Academy of Science is a 501(c)(3) non-profit organization that is focused on enabling middle and high school students to perform authentic scientific research in their own lab space. Our students carry out sophisticated research projects and learn skills and techniques that are usually not available to students until at least college.

We look forward to this DOE program being implemented so that we can offer high school credit to students who are putting in dedicated work and gaining a strong supplement to the standard science curriculum.

Thank you for your time and attention.

Sincerely,

Peter Faletta, Ph.D.  
Executive Director

Kelly Salmon, Ph.D.  
Senior Scientist



## UNIQUE SYSTEM SKILLS LLC

Date: Wednesday, February 13, 2019

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Board of Education,

We are writing in support of the *Learn Everywhere Program*. We support nontraditional education and the opportunities it presents for many of the students of this state. Our school provides vocational instruction in IT (Information technology/Computers) and *Learn Everywhere* would fit into this existing system. Students would be able to receive vocational training in our field of expertise in exchange for academic credits at their high school. In addition, increased enrollment in the training we provide would help to fill shortages in sectors of the economy. This in turn benefits our local economy. *Learn Everywhere* is a win-win for everyone and we heartily endorse it.

Sincerely,

A handwritten signature in black ink, appearing to read "Santosh Salvi", is positioned below the word "Sincerely,".

Mr. Santosh Salvi  
CEO | Founder  
UNIQUE System Skills LLC.

## **Learn Everywhere Commentary**

- 1 Blodgett, Jack ~ New Boston, NH
- 2 Duncan, Bill ~ New Castle
- 3 Lebanon High School
- 4 White Mountain High School

## **Learn Everywhere Non-Support Letters**

- 1 Brooker, Randy ~ Teacher, John Stark High School
- 2 Connell, Lorraine, ~ Teacher, John Stark High School
- 3 Ellerman, Maureen ~ Concord, NH
- 4 Kirschbaum, Michele ~ Concord, NH
- 5 Williams, Dan ~ Concord, NH

## Adams, Angela

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**From:** Randy Brooker [REDACTED]  
**Sent:** Monday, February 11, 2019 10:32 AM  
**To:** ACBOE@comcast.net; Adams, Angela  
**Subject:** Learn Everywhere

Dear Mr. Cline,

Please reject the changes to the administrative rules proposed in the "Learn Everywhere" initiative. I encourage the Board to keep the decision making process on high school credits with local school boards and subject to local school board approval. As a teacher in an alternative education program, I recognize the importance of providing students with multiple modes of proving what they know and can do. However, I do not support "Learn Everywhere" as written.

Ms. Adams,  
Would you please share this note with the whole board?

Thank you,  
Randy Brooker

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Randy Brooker, M.Ed.  
English Teacher  
President, JSTA  
John Stark Regional High School

Teacher Consultant  
National Writing Project in NH

## **Adams, Angela**

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**From:** Lorraine Connell [REDACTED]  
**Sent:** Tuesday, February 12, 2019 10:14 AM  
**To:** ACBOE@comcast.net; Adams, Angela  
**Subject:** Reject the Change of Learn Everywhere

Please share this message to the full board.

I am writing this email to the full State Board of Education please reject this change of Learn Everywhere and keep the decision making on high school credits with the local school board and subject to local school board approval for the recognition of any such alternative programs for high school credit. We have such a program here at JSR and the students in this program would likely be drop outs, but instead are contributing members of the local community.

Lorraine Connell  
Member AFT  
Teacher John Stark HS

**Adams, Angela**

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**Subject:** FW: Learn Everywhere program

**From:** [ellermannf@aol.com](mailto:ellermannf@aol.com) [<mailto:ellermannf@aol.com>]

**Sent:** Friday, February 15, 2019 1:36 PM

**To:** Helen Honorow

**Subject:** Learn Everywhere program

Dear Ms. Honorow.

I'm writing to you in reference to the "Learn Everywhere" program. As a teacher, parent, and grandparent, I find the idea of this "education" program very distressing.

I am looking to educate children for many reasons. First, I'd like to prepare the future generation of this country to be compassionate, knowledgeable, and responsible

adults for the time when they will take over the positions that we now hold as citizens of this country. Second, I'd like to prepare them for employment so they can

obtain a standard of living that affords them the lifestyle they choose to live. And third, I want to give them the opportunity to explore and fulfill their dreams and hopes

for the people they would like to become. I don't see this Learn Everywhere program doing any of that. It sounds more like an after school program to occupy the

students time until they're old enough to no longer be the responsibility of the school system. Our students don't need to just "fill time". They need real classes with

real subjects. Let's not sell them short.

Please don't support this program. There must be better ways to spend our tax dollars while supporting our children.

Thank you for listening.

Maureen Ellermann

Concord

**Adams, Angela**

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**From:** MICHELE KIRSCHBAUM [REDACTED]  
**Sent:** Monday, February 11, 2019 6:01 PM  
**To:** ACBOE@comcast.net; Adams, Angela  
**Subject:** Reject "Learn Everywhere"

Dear Mr. Cline and Ms. Adams,

Please submit this email to the full New Hampshire Board of Education.

I am writing to request that the New Hampshire Board of Education reject the "Learn Everywhere" proposal. "Learn Everywhere" will take away local control of high schools away from elected school boards. Local school boards have been elected by the people of New Hampshire to decide educational standards for our high school students. Please reject this unfair, undemocratic and unwise concept.

Thank you. Michele Kirschbaum, [REDACTED] Concord NH.

## Adams, Angela

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**From:** dan williams [REDACTED]  
**Sent:** Monday, February 11, 2019 6:44 PM  
**To:** ACBOE@comcast.net; Adams, Angela  
**Subject:** RE: "Learn Everywhere"

I remember a few years ago, at the ribbon cutting for a new school building in the district I teach in, Fred Bramante was invited to say a few words. He proceeded to lay out his vision for the future of education, whereby students could earn high school credits towards graduation for doing virtually anything outside of school. The example he gave was this: "Suppose a student wants to get credit for taking music lessons at a local music store instead of having to take music in school." Now consider this, at the time of his speech, Mr. Bramante owned a series of music stores called "Daddy's Junky Music", which are now out of business.

This was a blatant, self-serving move on his part, and I'd argue a conflict of interest, as he also sat on the NH Board of Education at the time!

This is the sort of thing that we will see more of if we allow "Learn Everywhere" to become law. I urge you never let "Learn Everywhere" see the light of day.

Want another reason, not to support it? Two words: LOCAL CONTROL. "Local control" is something we here a lot about in NH lately. It's supposed to matter. But it apparently doesn't matter in this case. Why would we want to take the decision-making process regarding high school credits out of the hands of the experts (the dedicated, credentialed men and women who've earned degrees in and now work in the field of education) and put it in the hands of bureaucrats with questionable motives and dollar signs in their eyes?

Please - kill "Learn Everywhere."

Dan Williams  
Concord, NH

## Adams, Angela

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**From:** Bill Duncan <waduncan@gmail.com>  
**Sent:** Tuesday, February 12, 2019 3:57 PM  
**To:** Andrew Cline BOE; Ann Lane; Chagnon, Cindy; Helen Honorow; Kate Cassady; Philip Nazzaro; Sally Griffin  
**Cc:** Adams, Angela  
**Subject:** Comments on the Initial Proposal, Ed 1400

Members of the State Board of Education,

I comment for the record on the Initial Proposal of the Ed 1400 rules, the Learn Everywhere program.

The statute itself, RSA 193-E:2-a, V, reads like a extension of the ELO programs thriving in many of our schools. But the proposed rule reads like an alternative to public education. In fact, the recent Union Leader oped seemed to frame it that way. Ms. Kerry McDonald said that Learn Everywhere would "...[loosen] the grip of schooling on education....[W]e urgently need a new model of education...."

The board may not have that ambitious a goal, but what makes it possible for people to see it this way is that the state board, in effect, takes over responsibility for all New Hampshire's locally issued diplomas in this section of the proposed rule (emphasis added):

Ed 1406.02 Issuing Credit for Graduation.

- (a) Certificates shall be used to grant credit for graduation.
- (b) The student shall submit the completion certificate to the high school where they wish to be granted credit, or they shall not receive credit.
- (c) Approved New Hampshire schools **shall** grant students with valid completion certificates high school credit leading to graduation in the area enumerated.

If that were to happen and the Learn Everywhere program were to grow to some scale, the state board would have taken diplomas out of local hands. Neither parents nor post-secondary institutions would be able trust that graduation credits granted by our high schools would be guaranteed by the communities and school boards that issued them.

So, while various Ed 1400 provisions may merit debate, I would propose only that the word "shall" be changed to "may." That would enable the board to develop an innovative program while leaving control of locally issued diplomas where it belongs.

Thank you,

Bill Duncan, New Castle

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Bill Duncan

[REDACTED]

[REDACTED]

New Castle, NH 03854

[REDACTED]

[REDACTED]

## Adams, Angela

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**From:** Jack Blodgett <jcblodgett@comcast.net>  
**Sent:** Tuesday, February 12, 2019 3:08 PM  
**To:** ACBOE@comcast.net  
**Cc:** Adams, Angela  
**Subject:** Learning Everywhere - Please Use This Version (Typo Fixed)

Dear Chairman Andrew Cline and Members of the State Board of Education,

Please accept this letter in lieu of my attendance at the public hearing on the “Learning Everywhere” program. It is also my hope that Ms. Angela Adams will distribute this letter to members as appropriate.

My perspective on the program is based on many years of experience in school reform - in large and small districts, statewide, and nationally. My work in supporting the development of charter schools and numerous other innovations has challenged the traditional system of schooling in a great variety of ways - even risking my job over the issue of charter schools while I was Director of Research and Accountability for the Greenville School District in South Carolina years ago. I wanted to make this point to alleviate concerns that I was coming at the issue at hand from a political bias that will inevitably charge the atmosphere around Learning Everywhere with suspicion of prior agendas. I was reading John Holt, Paul Goodman, and Ivan Illich long before anyone ever thought about partisan affiliation with one or another education philosophy.

My advice with regard to Learning Everywhere is simple: do not do anything that would co-opt a school district’s responsibility for ensuring that its enacted strategies - structures and practices of teaching and learning - are consistent with its mission, goals, and objectives. In other words, for strategic planning and accountability for results to retain meaning, the school district must be able to give prior approval of the use of credentialed Learning Everywhere experiences toward the fulfillment of graduation requirements. Obviously, Learning Everywhere courses or other experiential resources outside the regular school walls can be extremely valuable - or, conversely, they can be look promising but end up being pretty worthless. In either case, if the school district is not in charge of incorporating that learning into its program, the district loses accountability for the quality of its program.

As you know well, school accreditation works under this same assumption: tell us what you're trying to do and how you’re trying to do it, and we’ll take a close look to see if you’re doing what you think and hope you’re doing. If Learning Everywhere becomes a reality, the school must be left in a position to say: we also approved these other outside experiences as part of our program, and here’s a complete description of what they are. Think about the alternative: you’re welcome to look at our program, what there is of it left to accredit.

The Board may have no intention of absorbing responsibility for maintaining and improving the quality of teaching and learning in public schools, but just in case the Board had aimed, even in all innocence, to insist that districts accept credentialed Learning Everywhere experiences without their individual prior approval as part of their respective instructional program, I thought I should weigh in with this advice against doing that.

Thank you for your kind consideration.

Best regards,

Jack Blodgett  
New Boston, NH



# LEBANON HIGH SCHOOL

195 Hanover Street • Lebanon, New Hampshire 03766 • Main Office (603) 448-2055 • Fax (603) 448-1356

## Lebanon High School Extended Learning Opportunities

In 2011, the Lebanon School District created a new position for a full-time Extended Learning Opportunity Coordinator. The position was initially held by Bonnie Robinson, and Joy Gobin has been the ELO coordinator since 2014. Both have participated in the NH ELO Network, and their website and materials have been used as a model for many schools. Lebanon has presented about its ELO Program at the NHASP conference as well as the School Redesign conference. Dr. Robinson's dissertation was entitled: *Extended Learning Opportunities in New Hampshire: An Exploration of High School Students' Perspectives and Lived Experiences*. Together with Sheila Ward from Pittsfield and Doug Cullen from Pinkerton, Dr. Robinson wrote the New Hampshire ELO Program Design Handbook which is in use across New Hampshire today.

The job description for the ELO Coordinator position at LHS includes a variety of responsibilities in the following areas:

- Leadership
- Liaison
- Development and Maintenance
- Coordination and Support
- Assessment
- Rigor
- Records and Data

The ELO Program began with great support from the Lebanon School Board and community, and the program is well-accepted and celebrated by students, parents, and teachers. ELO records are kept, and it is estimated that more than half of all LHS students participate in at least one ELO during their high school career. Of the current senior class of 147 students, 97 have completed at least one ELO. It should be noted that Lebanon's ELO coordinator manages several types of ELOs: internships, apprenticeships, private instruction, independent studies, small group ELOs based on student and/or teacher interest, online learning, and college and dual enrollment courses. Parents are also a critical element in the design, support, and achievement of Extended Learning Opportunities at LHS, and many attend the presentations at the end of each experience. LHS students complete approximately 200-300 Extended Learning Opportunities each year.

The philosophy of the Lebanon School District regarding ELOs is simple: provide and support all students in pursuing topics of need and/or interest through Extended Learning Opportunities. Each ELO is created by the ELO Coordinator to include competencies and expectations, are supervised by a certified teacher to maintain academic rigor, and coordinated with mentors found within LHS and throughout the Upper Valley community. All ELOs are built on the four pillars of research, reflection, product, and presentation.

Extended Learning Opportunities give students the option of studying anywhere, any time - beyond the brick and mortar of Lebanon High School. However, LHS will always value the experiences to be found in what might be considered a more traditional high school. Some experiences that began as ELOs became classes at LHS as a result of student interest. Two examples of this would be Makerspace and Women & Gender Studies. ELOs are an important extension of learning, but Lebanon is also committed to providing a full range of experiences.

Under Mrs. Gobin's leadership, the number of community connections has been significantly developed. Mrs. Gobin participates in the Lebanon Rotary Club and has fostered continual support from the business community. Dartmouth, Running Start, and other opportunity to earn college credit have also expanded, and LHS had a student graduate in 2017

having already earned his Associate's Degree from Southern New Hampshire University. Together with Superintendent Roberts, Principal Smith, and Dr. Robinson, Mrs. Gobin was instrumental in establishing a STEM Internship with local business partners Hypertherm and Fuji that occurs during the school day and earns both high school and college credits through River Valley Community College. Mrs. Gobin annually holds a Tech Women/Tech Girls Day with NH High Tech Council and invites other local high schools to attend. She has arranged for a speaker series with Dartmouth Hitchcock to encourage career exploration, and she has designed many ELOs throughout the community in physical therapy, dental hygiene, equine studies, international travel, herpetology, education, and many others. Mrs. Gobin is also working with our counseling department to plan LHS's first job fair this spring. These are just a few examples in the busy day of an ELO coordinator.

The most significant indicator of success is students' reflections on their experiences. It would be best for the students to speak for themselves, and several quotes from LHS students appear below:

- "I originally wanted to be a petroleum engineer. After working with and speaking with a variety of engineers from both Hypertherm and Fujifilm, they encourage me to look into mechanical engineering because of the vast variety of careers that can be connected to mechanical engineering. I was also shown that mechanical engineers have more career choices and opportunities than a specified petroleum engineer. This internship has help me focus. I also like the idea that I have earned running start college credit that can be applied to some of my graduation requirements. This is been a great opportunity."
- "I did an internship in at Cioffredi Physical Therapy originally because I had to deal with injuries when I was younger due to athletics. I had the opportunity to work in all aspects of the business. It went so well they offered me a job after a year of internship. I will be attending college in the fall to pursue my degree in PT. I am confident in my decision."
- "ELOs are at my own pace, and as I need to do it, it gets done. I can go as far as I want to go, whereas in other classes you have a final thing you need to do. Right now, it's very open as to what I can do. It's very freeing and nice."
- "The best part of ELOs is the freedom. You know, to develop on your own interests."
- "When you are still young, you want to try things out and see if they work out the way you want them to."
- "I was tailoring my own voice. It's hard in a high school setting, but working for an outside publication was a good place to both write and create an individual voice."
- "The best part of ELOs for me is that independence in your learning, and your being able to drive not only what you are interested in but also what you are producing."
- "It's about responsibility. You get to choose what you want to do, but then you have to be responsible for your choice, and take it to the end - to the furthest extremes of where you couldn't even imagine it would go."
- "Participating in ELOs has made school better."
- "You are building your own education and building your own curriculum. It makes you realize what you are interested in and that you have the power to drive your education in a different way. I think that brings a lot of independence, and you are more apt to work harder when you are interested in the subject."
- "The fact that they trusted me was a huge thing."
- "It was very gratifying to have the school board and superintendent read your work, attend your presentation, and appreciate what I was doing."
- "My school wouldn't know about me if I hadn't done an ELO, and I feel like there are tons of kids out there with similar stories. It's cool to do something that you love and get recognition for it. Getting the school credit is just the cherry on top. And it's also kind of cool to take a step back and look at your time, and reflect on it, and stuff."
- "I think it looks really good for the school as well. It shows that they are invested in having kids pursue what they are interested in."

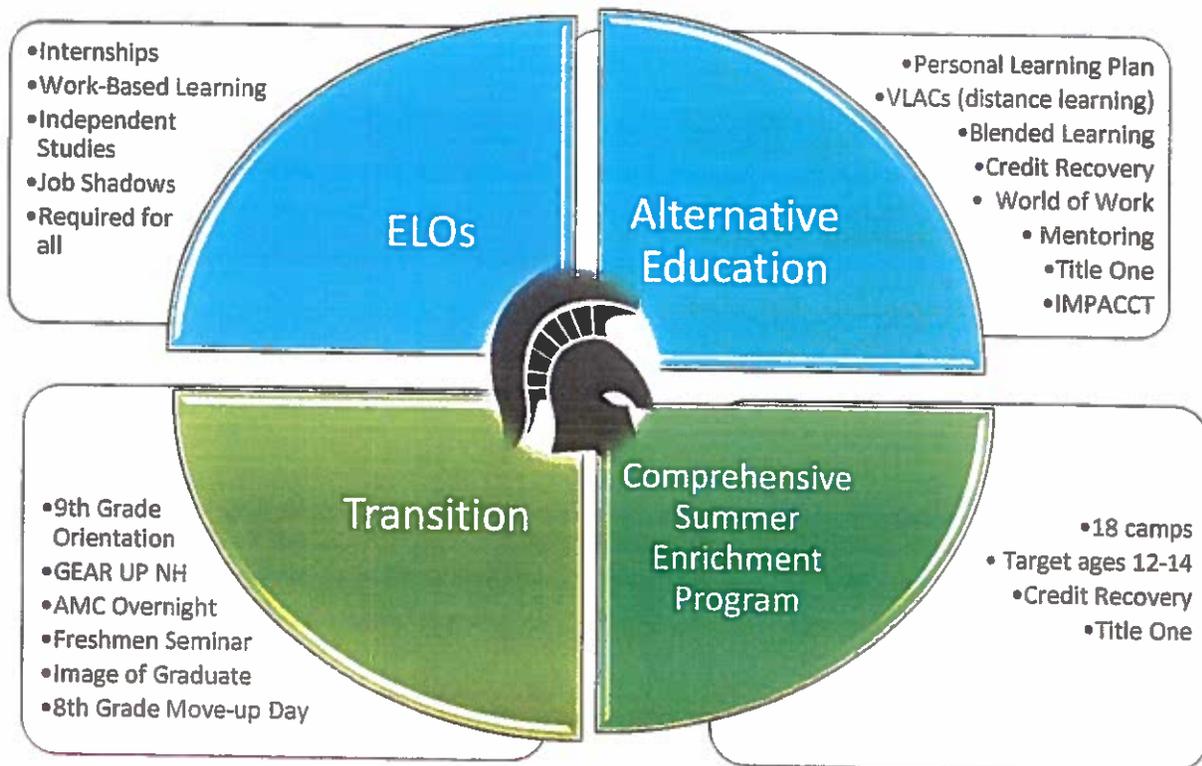
The purposes of Extended Learning Opportunities at Lebanon High School are as unlimited as the range and depth of ELOs themselves. Students explore, dig deep, accelerate, remediate, and thrive as learners. They answer questions that are important to them, develop a solution, reflect on the process, and present about their experiences. They learn about collaboration, communication, critical thinking, and problem solving. They are creative in the conception, design, and completion of their learning experiences, and they pursue them with self-direction and responsibility. ELOs show our students that there is no limit to their learning, and LHS is here to support them every step of the way.

# White Mountains Regional

## What are the impacts of Extended Learning Opportunities at WMRHS?

White Mountains Regional High School is in its second year of offering a comprehensive extended learning opportunity program through the *Futures Program*. White Mountains Regional School District (SAU 36) provides the resources for two full-time staff members to operate many strands of these non-traditional educational experiences (see visual).

### FUTURES PROGRAM



## APPALACHIAN MOUNTAIN CLUB

- 8<sup>th</sup> Grade Transition
- Each year, the 9<sup>th</sup> graders travel to Joe Dodge Lodge and spend two days with *Appalachian Mountain School* staff and WMRHS staff.
- AMC and the high school collaborate to teach incoming freshmen the “Five Pillars” of the AMC leadership program and WMRHS “Image of a Graduate” soft skills.
- The AMC will pilot a program in April 2019 which is an extended learning opportunity. Students will work with AMC staff to enrich the students’ leadership, science, and writing skills.

### Five Pillars of Leadership

- Self-awareness
- Communication
- Empathy
- Problem-solving
- Determination

### Image of a Graduate

#### *Example*

Uses communication for a range of purposes to document, inform, instruct, motivate and persuade.

## Extended Learning Opportunities, Internships, Independent Studies, and Online Learning

- WMRHS currently is working with about 20 local businesses. Students get on-the-job training in a career he or she has shown an interest in. WMRHS is working to make these experiences competency based.
- There are currently 10 students at WMRHS working on ELOs.
- VLACS (distance learning) had 45 students enrolled semester one and now has 30 registered.
- Odyssey-ware participants reached 50 students.
  - WMRHS has instituted a credit recovery program with Odyssey-ware and the Title One department.
- There is a student participating in the school’s first apprenticeship in the field of Cosmetology.
- WMRHS is part of the pilot program for GEAR UP NH’s iTutor academic assistance.
- WMRHS will roll out an SAT Prep and Algebra tutoring program later this month.

## Summer Camp Programming

- Through district funds, registration fees, and grants SAU 36 has created a four-week summer camp program for grades 6-9.
- In 2018, the Futures Program ran 18 individual camps, 4-5 camps per week which hosted nearly 200 campers.
- Camps included: Art, Music, Creative Writing, Welding, Culinary, Hospitality, Floral Design, Outdoor Adventure, Robotics, Rocketry, and a variety of sports.

*See attachments for more information about the progress*

*WMRHS is making in guiding students to*

# Own Your Learning



# FUTURES PROGRAM-EXTENDED LEARNING RUBRIC

Student: \_\_\_\_\_

ELO: \_\_\_\_\_

Date: \_\_\_\_\_

Skill	Doesn't Meet Expectations	Meets Expectations	Beyond Expectations	Advanced Expectations
<b>Communication</b> Articulates thoughts and ideas effectively using oral and non-verbal communication skills.	Communication is brief and includes unrelated information. Speaks with little confidence and appears unfocused.	Communication is sometimes brief and effective. Speaks with confidence but hasn't prepared and planned clearly.	Communication is organized in the delivery of ideas. Speaks with confidence and appears focused using both oral and non-verbal communication skills with ease.	Speaks with preparation and confidence. Articulates thoughts and ideas using oral and nonverbal skills clearly and effectively with ease.
<b>Journal-Reflection</b> Articulates thoughts and ideas effectively using written communication skills in a variety of forms and contexts.	Writes with little clarity, includes unrelated general statements that appear unfocused and are incomplete.	Writes with clarity but details are not allowed included. Work isn't always turned in on time and complete.	Writes with whole sentences using well-developed vocabulary and clear focus. Produces writing that meets expected style.	Recognizes and understands major writing styles. Produces a variety of writing with clarity and purpose with confidence.
<b>Research</b> Uses skills learned throughout high school to analyze, synthesize, and organize materials to education an audience.	Little evidence material is logically organized into topic, subtopics or related to topic. Many transitions are unclear or nonexistent.	Most material clearly related to subtopic, main topic. Material may not be organized within subtopics. Attempts to provide variety	All material clearly related to subtopic, main topic and logically organized within subtopics. Clear, varied transitions linking subtopics, and main topic.	All material clearly related to subtopic, main topic. Strong organization and integration of material within subtopics. Strong transitions linking subtopics, and main topic.
<b>Content Skills</b> Community Partner and student will craft this learning objectives. The workplace will establish 3-5 skill based competencies.	The student doesn't meet any of the competencies established at the workplace.	The student meets the majority of the competencies established at the workplace with basic knowledge.	The student meets the majority of the competencies established at the workplace with a high level of knowledge.	The student meets all the competencies established at the workplace and has mastered the material.
<b>Work Habits-Interpersonal Skills</b> Demonstrates ability to work effectively and respectfully with diverse groups.	Rarely listens to, shares with or supports the efforts of others. Most statements, responses and body language are not respectful. Interpersonal skills are below the workplace standards.	Has the ability to listen to others and has shown the ability to be a team player and support co-workers. Interpersonal skills are good.	Listens to, shares and supports others. Statements and responses are respectful. Appropriate body language is exhibited for the group process. Interpersonal skill exceed workplace standards.	Consistently listens to others. All statements, responses and body language are respectful and appropriate for the group process. Always listens to, shares with and supports the efforts of others. Interpersonal skills are stellar.

## WMRHS Extend Learning Opportunities

## Communicating Student Achievement to Students and Parents

**Competency Levels**

<p>A- Advanced Competent</p>	<p>The student has <b><u>met</u></b> all competencies outlined within the ELO plan.</p> <p>The student has <b><u>submitted</u></b> all paperwork and assignments, and has submitted a <b><u>completed</u></b> assessment summary in a timely manner with a high degree of quality.</p> <p>The working site mentor would <b><u>hire</u></b> the student after the extending learning experience.</p>
<p>B- Beyond Competent</p>	<p>The student has <b><u>met</u></b> all competencies outlined within the ELO plan.</p> <p>The student has <b><u>submitted</u></b> all paperwork and assignments, and has submitted a <b><u>completed</u></b> assessment summary in a timely manner with quality.</p> <p>The working site mentor would <b><u>hire</u></b> the student after the extending learning experience.</p>
<p>C- Competent</p>	<p>The student has <b><u>met</u></b> all competencies outlined within the ELO plan.</p> <p>The student has <b><u>submitted</u></b> the majority of work and has met the mentors expectations.</p>

NYC-Not Yet Competent	<p>The student has <b><u>not submitted</u></b> the majority of work. The student does <b><u>not consistently communicate and work</u></b> successfully with his/her mentor.</p> <p>All competencies are <b><u>not completed</u></b></p>
IWS- Insufficient Work Submitted	<p>The student has <b><u>not submitted</u></b> work to the Futures instructors and has <b><u>not communicated</u></b> if he or she has mastered the competencies required to receive credit.</p>

### Performance Indicators - Example From a Computer Science Internship

#### Worksite Rubric

(scale 1-4)

Competency	October	January
1. Workstation System Imaging	2	3
2. Active Directory & Group Policies	2	2
3. Security Best Practices	2	2
4. Troubleshooting / Problem Solving	3	3
5. Organizational Skills	3	4

### Definition of Competency

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Competency

}

- A combination of skills, job attitude, and knowledge which is reflected in *job behavior* that can be observed, measured and evaluated.
- Competency is a determining factor for successful performance
- The focus of competency is *behavior* which is an application of skills, job attitude and knowledge.

[www.exploreHR.org](http://www.exploreHR.org)

**Best practices in a competency-based grading system are below.**

1. Once grading/assessment has taken place, the student must receive clear feedback from the teacher on his/her performance. The more timely and criterion-referenced the feedback is, the more it will impact student growth.
2. If a student has been deemed not yet competent, it is compulsory to provide clear instructions on what must be done to achieve competency.
3. In determining a student's competency, emphasis is placed on the most recent evidence collected. New levels of understanding can replace old levels of understanding in the grade book.
4. Teachers are encouraged to make their assessment & grading practices transparent to their students. This will allow them to take more ownership of their learning. Additionally, they will know where improvement is needed.
5. Students who understand concepts and skills without needed additional practice are not penalized for skipping this work.
6. Students who need additional time, practice, and/or instruction are not penalized by the averaging of assignment/assessment scores over time.
7. Teachers at each grade/class/course-level will collaborate to develop an understanding of what is an adequate demonstration of proficiency.
8. Teachers will assess skills and concepts in multiple contexts and in multiple ways.
9. Attention is placed on student learning, not on student grades.

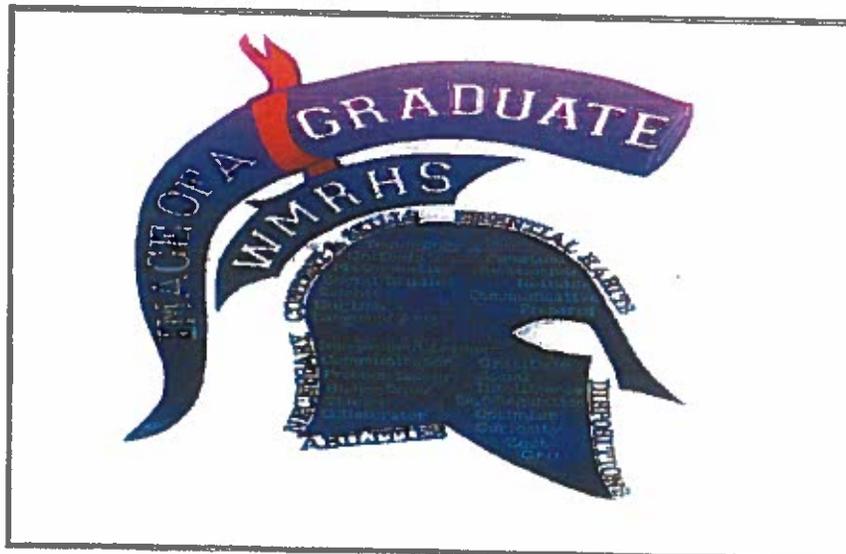
**White Mountains Regional High School Futures Program**  
**Image of Graduate Rubric**

Through extended learning opportunities, White Mountains Regional High School students will learn “transferable skills” which are applicable to the workforce. Below is the rubric the student’s mentor or community partner will use for feedback.

**Image of a Graduate Rubric**

(1-4)

<i>Punctual - arrives on time and ready to work</i>	
<i>Communicative - communicates appropriately and in a timely manner with supervisor</i>	
<i>Prepared - comes with appropriate materials as needed</i>	
<i>Reliable - trustworthy while on site</i>	
<i>Self-Regulation - appropriately controls oneself in a variety of situations</i>	
<i>Grit - completes tasks even when overwhelmed or appears too difficult; does not give up</i>	
<i>Gratitude - appropriately thankful in a variety of situations</i>	
<i>Curiosity - inquires when needs/desires more information</i>	
<i>Zest - appropriately enthusiastic</i>	
<i>Social Intelligence - acts appropriately in a variety of situations; understands what is appropriate for the audience/group</i>	
<i>Optimism - positive attitude</i>	



**Public Comment Received  
After  
the February 14, 2019  
Public Hearing**

## Adams, Angela

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**Subject:** FW: AFT-NH Public Comment Regarding Learn Everywhere proposal  
**Attachments:** 2019 02 18 AFT-NH on Learn Everywhere.pdf

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**From:** Doug Ley [<mailto:dley@aft-nh.org>]  
**Sent:** Tuesday, February 19, 2019 11:44 AM  
**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net)  
**Cc:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net);  
[annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
**Subject:** AFT-NH Public Comment Regarding Learn Everywhere proposal

Chairman Cline and Members of the NH State Board of Education,

Please accept the attached letter for placement in the Learn Everywhere file as testimony/comment from American Federation of Teachers-New Hampshire.

Thank you for the work that you do.

Sincerely,

Douglas Ley  
President, AFT-NH (on behalf of AFT-NH Executive Board)  
603 831 3661



# AFT-NH

February 18, 2019

NH State Board of Education  
c/o Dept. of Education  
101 Pleasant St.  
Concord, NH 03301

Dear Board Members,

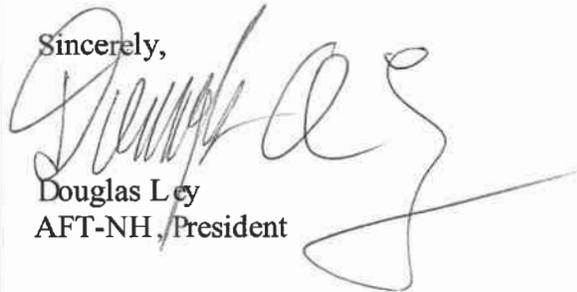
Please accept this written statement from the American Federation of Teachers-New Hampshire (AFT-NH) regarding the proposed rules establishing the Learn Everywhere program. As staunch advocates of public education, AFT-NH is firmly opposed to the creation of the Learn Everywhere program.

As currently outlined, the Learn Everywhere program removes from local control the decisions regarding standards for credit-bearing activities and courses, thereby reversing longstanding New Hampshire tradition. As an organization representing educators who work closely with local administrators and school boards, AFT-NH rejects the centralization of authority over graduation standards and supports keeping it at the level closest to students, teachers, and citizens—the local level.

Many members of AFT-NH have worked over the years to develop and enhance ELO (extended learning opportunities) which are open to all students, including those with disabilities. It appears the same standards of access and transparency will not exist under the Learn Everywhere program. There are also serious questions to be raised concerning oversight and quality control in the Learn Everywhere program. Rather than create a new and centralized program with few controls for quality, access, and accountability, we should continue to expand ELOs by working in our local communities where students and parents live.

In conclusion, AFT-NH opposes the Learn Everywhere program as currently articulated as weakening the quality, standards, accessibility and accountability of public education in New Hampshire. We ask that this program proposal be shelved as unnecessary and counterproductive.

Sincerely,



Douglas Ley  
AFT-NH, President

785 Route 3A, Unit 102  
Bow, NH 03304

Phone: 603-223-0747  
Fax: 603-226-0133

## PRESIDENT

**Douglas Ley**

Email: [dley@aft-nh.org](mailto:dley@aft-nh.org)  
603 831 3661 (c)

## STAFF

**Terri D. Donovan,  
Esquire**

Director of Field Services  
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Email:  
[terrid@metrocast.net](mailto:terrid@metrocast.net)

**Douglas Ley**

Staff Representative  
Email:  
[dartley58@gmail.com](mailto:dartley58@gmail.com)

**Adams, Angela**

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**Subject:** FW: No on Learn of Everywhere Rule

**From:** Alex Newbold [<mailto:> ]

**Sent:** Friday, February 15, 2019 10:41 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** No on Learn of Everywhere Rule

Dear State Board of Education,

As a New Hampshire resident, I find that usurping the power not granted to the Department of Education is a dangerous precedent and should not continue.

As small business owner living and working in the City of Nashua, I find that taking the local power from our schools to decide graduation standards is simply not acceptable.

As a parent I know the value of opening doors for children and incentivizing their learning, but not as a replacement for the basics we expect all citizens to have.

As a community member, I need to believe that that diploma means that another young citizen is ready to step into society, not just as a rite of passage, but as a well-informed member as well.

Should the state decide to fund the creation and support for programs that enrich the education of our youngest citizens I will support this, but this new Rule appears to provide none of this.

I do not support your implementation of the Learn Everywhere Rule.

Alex Newbold  
03060

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"Arthur hoped and prayed that there wasn't an afterlife. Then he realized there was a contradiction there and merely hoped that there wasn't an afterlife. "

-Douglas Adams

**Adams, Angela**

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**Subject:** FW: Ed 1400 rules

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**From:** Allen Howe [mailto:████████████████████]  
**Sent:** Wednesday, February 20, 2019 10:06 AM  
**To:** Drew Cline ; Celina Sally Griffin ; Kate Cassady ; Helen Honorow ; Cindy C. Chagnon  
**Subject:** Ed 1400 rules

To the Members of the New Hampshire State Board of Education:

I am the Chair of the Goshen School Board, but the following comments are my own since the board has not discussed and thus has not taken a position on the proposed Ed 1400 rules.

These comments are also not meant to be a thorough review of the proposed rules, but rather an expression of the major areas of concern that I have.

Currently, Extended Learning Opportunities (ELO) provide local school districts a way to supplement their traditional classroom learning with out-of-classroom experiences. They also provide the local community members a way to support education in their area of expertise and possibly ensure that some students attain their high school diploma. I fear that if ELOs lose local development and implementation control, they may also lose local community support and participation.

What is proposed by Ed 1400 Rules would be a significant addition to the NHDOE's responsibility, which would come with a significant cost. It would seem logical that if some statewide resources were dedicated to assist the work already being done by local districts in establishing and monitoring ELOs, costs would be less.

Expanding educational opportunities can be great, but not if those opportunities are realistically available only to a limited subset of the student population due to prohibitive cost and transportation burdens. State resources should be directed toward establishing educational opportunities accessible to all public school students. This would be better achieved for ELOs by the state working with local schools districts.

As a school board member I have to express concern about how the proposed ELOs under Ed 1400 rule might affect local property taxes. There needs to be a real assessment of how local school district's obligation for Special Education costs would be affected under Ed 1400 rules.

Overall, the proposed Ed 1400 rules seem like a lot of over-regulation that's not needed. I suspect that similar results could be achieved, if only a portion of the costs of implementing Ed 1400 rules were directed to assisting local districts in ELO development.

Thank you for this opportunity to express my concerns.

Sincerely,  
Allen L. Howe

Sent from [Mail](#) for Windows 10

**Adams, Angela**

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**Subject:** FW: Support the Learn Anywhere Program

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**From:** Amy Gall [<mailto:> ]

**Sent:** Monday, February 18, 2019 4:36 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Support the Learn Anywhere Program

Dear Sirs,

I urge you to vote in support of the Learn Anywhere program.

As a home education advocate in NH for more than 15 years, volunteering my time to provide information to parents interested in starting a home education program, I have noticed that many parents who are dissatisfied with the public education their children are receiving are not really interested in homeschool either. They are looking for an a la carte education, with their children learning subjects in a variety of settings: some public, some private, and some at home. Most of them would still like their children to receive a high school diploma.

Why should it matter where a child develops knowledge and skill, so long as they have mastered necessary competencies? The Learn Anywhere program would meet their needs, and also give a boost to students who may be at risk of dropping out of school, or even those who learned a subject in an alternative setting but then are forced to sit through it again in school to gain credit.

Thank you for your consideration.

~Amy Gall, M.Ed., CAGS

## Adams, Angela

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**Subject:** FW: Rules: Learn Everywhere Program

**From:** Ann Marie Banfield [mailto: [REDACTED]]  
**Sent:** Sunday, February 17, 2019 7:11 PM  
**To:** ACBOE@comcast.net; Sally Griffin ; Kate Cassady ; Helen Honorow ; Cindy Chagnon ; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; Louise (Frank) Edelblut  
**Subject:** Rules: Learn Everywhere Program

Dear Honorable Chair and Members of the State Board of Education:

I am submitting testimony based on the **Learn Everywhere Program**. I was unable to attend the hearing where public comments were presented. After listening to the presentations, I have many concerns that mirror some of what the public presented.

There was legitimate concern over the loss of local control. The State has not been involved with textbook selection in the past, and has prided itself over their refusal to mandate curriculum.

After listening to the concerns, I'm left with questions that should be answered publicly, before any decision is made on how to implement rules.

Since this program involves internships, how can a community member access the textbook, materials, testing?

The information provided on the new Learn Everywhere program references Elliott Washor, [Founder of Big Picture Learning](#), *Big Picture Learning: takes a revolutionary approach to education that individualizes study for each student and sends them out into the real world for work experience.*

Within the article, there is an example of what an internship would look like in a school district: " *For example, a student was working with a pediatric cardiologist - she had the opportunity to observe surgery, and work with the patients and the family. .... The student researched the procedure and created an informational brochure for patients....* "

*Academically, the student had to learn a ton about the anatomy involved with the procedure, practice technical writing skills combined with ensuring her audience received the information needed, and had to learn the technical aspects of creating a brochure. That is just one example - every project is individualized because it is based on the needs of the mentor and the student.* "

Having a child myself who took Anatomy and Physiology in High School and College while studying to become a Registered Nurse, the amount of content that was covered, would go far beyond an internship. One must look at the claim of "a ton of anatomy involved" with a critical eye. I wonder how much academic content would be denied, but credit granted in this example. Would this student be denied the academic content that would help him/her qualify and succeed in a college nursing program? How much content is actually covered in these internships?

Paul Leather, Former Deputy Commissioner gave an example of a student interning in a hospital, and receiving biology credit. A high school biology class typically includes cellular biology, genetics, DNA technology, evolution, ecology and more. Would students receive credit in Biology without learning all of the academic content that should be mastered while interning?

It's possible that some of these kids may never go to college, but no child should be denied an educational opportunity to go to college just because the school failed them. It's possible a child will earn a high school diploma but lack the academic knowledge to pass college admissions.

Has there been any independent analysis on the current internships offered in the New Hampshire schools?

From the document on Learning Everywhere there is a reference to Clay Christensen: "*As Clay Christensen* writes in the forward of Julie Freeland's book *Who You know: Unlocking Innovations that Expand student Networks, Learn Everywhere* allows those not even part of our traditional education system to "mentor, support and inspire young people."

Clayton Christensen, the conservative father of "disruptive innovation" and author of the book "Who You Know: Unlocking Innovations That Expand Student Networks," there is a list of people that wrote endorsements. They are leaders of Common Core technological (data surveillance learning) reforms like Joanne Weiss and Bob Wise.

<https://www.amazon.com/Who-You-Know-Unlocking-Innovations/dp/1119452929>

I would have hoped that before a program like this was implemented, improvement to the standards and testing would have been completed. Since there is enough evidence now that Common Core needs a big improvement, this would have been the first priority. Governor Sununu made that part of his campaign over two years ago. Then when these organizations focus their program on meeting state standards, they were at a level parents could trust as the best.

Who oversees the program? We've had Competency Based Education in New Hampshire for about a decade now, and I have yet to see any independent studies that show improved academic outcomes in our public schools. Within the explanation of Learn Everywhere, there is a reference to the dismal proficiency scores. But we were told we needed Common Core and Competency Based Education to improve the quality of education. Now we are going to implement another new and untested program.

We have proven education reforms that has elevated public education in the past. We could look to those examples as template: [Massachusetts Miracle](#).

Who monitors the curriculum, child protection laws, and background checks when the student attends an internship? How safe are the children who participate? What if they are working in an environment where heavy equipment is involved? Who covers the liability insurance? Who takes responsibility if there is an accident?

There was a call for competencies at the public hearing to be included as part of the accountability measure. However, in the past, there has been serious problems with the competencies not covering all of the content that should be covered in a typical core academic class.

Girl Scouts of Green and White Mountains publicly supported Learning Everywhere and mentioned they had a Civics Education, Physical Education, and Outdoor Environmental Program. However, I couldn't find any details on their web site. Would these programs be required to post their curriculum, materials, and competencies on their web site for public review?

Would these organizations fall under the Right to Know law so members of the community can access data on the program itself?

While this program has similarities to the Outcome Based Model from the 90's, shouldn't something like this at least be piloted first? It's unfortunate that no one thought enough to pilot an experimental program to show some level of success first.

In the future, all programs under consideration should have a measurable history of success. U.S. public education has a long history of education reforms that have proven to be fads that have failed children across the country. Every person who comes up with some new education reform should present documentation, data and studies that show real success. This should be the priority of every person involved in public education.

Thank you for your consideration and your service to the state of New Hampshire.

Ann Marie Banfield

## Adams, Angela

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**Subject:** FW: Learn Everywhere

From: Arthur Rosen [mailto: ]

Sent: Monday, February 18, 2019 3:56 PM

To: [ACBOE@COMCAST.NET](mailto:ACBOE@COMCAST.NET); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow  
<[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

Subject: Learn Everwhere

Ladies and Gentlemen of the Committee,

This is to express my reservations about the Learn Everywhere program. It appears to be a step toward privatization of secondary education and a step away from local control. Assorted profit and non-profit outside groups can only create a mixed bag of studies. With participating students receiving the same credit as non-participating students, high school diplomas will lose their value as standards and local administrators will lose control of the process..

There are also the matters of monitoring the quality of outside educators, the relevance of their subject matter to the general curriculum, and finally, the opportunity for exploitation. Students are now free to engage outside services as supplements to their education but these services should not become alternatives to their required studies.

Appreciate it if you would consider these thoughts in your deliberations.

Yours cordially,

Arthur M. Rosen

  
Newbury, NH 03255

**Adams, Angela**

---

**Subject:** FW:

**From:** Becky Karush [<mailto:> ]

**Sent:** Thursday, February 14, 2019 9:26 PM

**To:** Helen Honorow

**Subject:**

Dear Board Member Honorow,

I am writing to register my deep disapproval of the Learn Everywhere program.

My biggest problem with the program is how it undermines local control. I'm a taxpayer in Swanzey, NH, and I help pay for the schools and elect school board members. These members, in consultation with the principals and district leaders, determine the graduation standards at their high schools. And the boards and staff also oversee the quality of programs at their schools.

But Learn Everywhere would mandate that my district's high school give credit for completing programs that may not at all meet our requirements. How can we stand behind diplomas where we have absolutely no say in the quality of the education behind them? That is not fair to us, the taxpayers, and frankly, stupid for our community. We invest in our students. We build the future for and with them. To have a state system that undercuts our say in our own communities is deeply unfair.

For students who desire more than their school offer, we already have programs that provide learning opportunities, including Extended Learning Opportunities, Regional Technical Centers, apprenticeships, online courses, and of others. What's the point of creating yet another structure? None but to undercut the local district's authority.

This program is unfair and underhanded. As a NH taxpayer, I disapprove.

Thank you,  
Becky Karush  
Swanzey, NH

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere VS. Local Control and NH Towns' School Boards

**From:** Betsey Harding [[mailto:\[REDACTED\]](mailto:[REDACTED])]

**Sent:** Sunday, February 17, 2019 5:34 PM

**To:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); [chags@comcast.net](mailto:chags@comcast.net); Helen Honorow ; [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Subject:** Learn Everywhere VS. Local Control and NH Towns' School Boards

How astounding that you could be in favor of a program that would prevent towns from participating in determining what extra education opportunities children will have, how to evaluate them, what they will cost and whether they are worth while, whether they will be suitable for children who might sign up for them, etc.!

I hope this proposal will die an immediate death. Jackson resident Betsey Harding

Betsey Harding

[BetseyH44@gmail.com](mailto:BetseyH44@gmail.com)

[REDACTED]  
Jackson, NH 03846  
[REDACTED]  
[REDACTED]

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere

**From:** Bonnie Robinson [<mailto:brobinson@sau88.net>]

**Sent:** Wednesday, February 20, 2019 12:14 PM

**To:** [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [chags@comcast.net](mailto:chags@comcast.net); [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); Helen Honorow

**Cc:** Joy Gobin

**Subject:** Learn Everywhere

Greetings,

Joy and I would like to thank you for your warm welcome on February 14th at the Learn Everywhere hearing. In addition to our testimony, we would add our support for a compromise position that we hope will meet the needs of all parties. It is a relatively simple change. Rather than say "Schools shall...." you could say, "Schools may....." accept the credits. This leaves the door open for good folks like the Girl Scouts and the planetarium to offer credits, but leaves the control with the local school district.

It should be noted that at Lebanon High School, we have had several boy scouts and girl scouts earn credits for their learning through our ELO program, and we will continue to do this with or without Learn Everywhere. The difference is that in our school, each ELO is custom-designed for the individual student rather than creating a framework in which the same experience applies to all.

We would be happy to continue to be involved in your work on this since we are passionate about this work. Please don't hesitate to reach out, and thank you for listening to all voices.

Best regards,

Bonnie Robinson and Joy Gobin

--

*Bonnie Robinson, Ed.D.*

*Director of Curriculum, Instruction, and Assessment*

*Lebanon High School*

*603.448.2055 ext. 2016*

***The Right-To-Know Law*** provides that most e-mail communications, to or from Lebanon School District employees regarding the business of the School District, are government records available to the public upon request. Therefore, this e-mail communication may be subject to public disclosure. This e-mail is intended solely for the person or entity to which it is addressed and may contain confidential and/or privileged information. Any review, dissemination, copying, printing, or other use of this e-mail by persons or entities other than the addressee is strictly prohibited. If you receive this e-mail in error, please notify the sender immediately and delete the material from any computer.

**Adams, Angela**

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**Subject:** FW: Ed. 1400 Letter  
**Attachments:** Response to Ed. 1400.docx

**From:** Bruce Beasley [<mailto:bbeasley@sau7.org>]  
**Sent:** Wednesday, February 20, 2019 3:35 PM  
**To:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
**Subject:** Ed. 1400 Letter

Dear State Board Members,

Attached, please find a letter from the Colebrook School Board regarding Ed. 1400. On behalf of the board I would like to thank each of you for your commitment and dedication to the education of children in this great state.

Bruce Beasley  
SAU #7  
School Superintendent

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February 20, 2019

Dear Members of the New Hampshire Board of Education:

Supporting extended learning opportunities for students is something that the Colebrook School Board agrees is important to many learners. Our small high school in the north country of New Hampshire is able to offer these credit bearing opportunities to students. We are able to do this by assigning the monitoring responsibilities to a staff member who also teaches a number of other courses. We are not fortunate enough to employ a full time ELO coordinator to oversee our program.

However, we are blessed with community partners willing to help students meet graduation requirements while exploring potential areas of interest for further study. Geographically our pool of opportunities is shallow as compared to our friends to the south.

The Colebrook School Board takes pride in developing policies that surround graduation expectations and we work closely with administration to enforce these expectations. A rigorous pathway to success is best paved by local control. Through local control we are able to establish and govern the expectations of ELO's. We feel that Ed. 1400 will force us to accept ELO's for credit when we have actually had no voice in their development or oversight.

Another board concern is that Ed. 1400 is being promoted as an initiative to narrow the opportunity gap among students across the state. It is our belief that, while well intended, this program falls short of narrowing the gap and actually widens it for our students. This widening is a result of limited large corporations and businesses in this area.

A better solution for our area might be to offer funding to maximize our efforts in this region. Many schools have designated funds for Extended Learning Coordinators. Supporting funding for a similar position in SAU #7 might better serve the students and truly focus on closing the opportunity gap.

On behalf of the Colebrook School Board, I appreciate your willingness to assure all New Hampshire students have equal access to a high quality education.

Respectfully,

Bruce Beasley  
Superintendent of Schools  
SAU #7

**Adams, Angela**

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**Subject:** FW: Learn Everywhere Feedback and Comments

**From:** Carisa Corrow [mailto:████████████████████]

**Sent:** Tuesday, February 19, 2019 7:21 PM

**Subject:** Learn Everywhere Feedback and Comments

I am writing to share my voice on the matter of Learn Everywhere. I have been a NH educator since 2002 and have served as a Senior Project Coordinator and an ELO coordinator. Currently I work in NH and VT supporting educators as they develop competency-based systems and practices. Learn Everywhere is an unnecessary complication to current policies that have been successful when proper funding exists. We should focus on current ELO models that have been established in districts and are working well. We should also identify and support districts that are struggling with implementation of ELO. We should seek to unite, rather than divide. Below I've added some commentary to Commissioner Edelblut's FAQ document.

“The ideas and concepts are embedded in our educational philosophy, law, and rules, but it has been an elusive target with only marginal attainment.” **What are the root causes of this marginal attainment? Based on my experience and observation:**

- Funding: lack of it for personnel, transportation and cost of out of school programs
- “our educational philosophy” does not line up with our existing systemic processes and procedures. Schools are still struggling to implement CBE with fidelity.
- ELOs are often seen as elective credits and not as academic.

Let's work on some of these and explore other root causes before introducing new policies.

“Learn Everywhere is just that, an innovative approach to learning passed into law by the 2018 New Hampshire Legislature to capture existing student learning and create an eco-system of additional learning opportunities for our students, wherever and whenever they occur.” **Frankly, it's not that innovative. Competency Based Education and ELO policy currently allow this. Schools and districts might need some support in implementation and setting up a system, but the legislation already exists. My son has received 2 ELO credits in high school, one last year, one this year- he's a sophomore. It's already happening in NH.**

“Learn Everywhere simply unbundles education and says, rather than authorize only entire schools, the state will authorize educational programs to offer part of comprehensive adequate education. If the SBOE credentials teachers, and if the SBOE credentials schools, why not also simply credential a course or a program as well?” **Unbundling education is never simple. Does the SBOE currently have the budget, time and resources to do more credentialing?**

State academic assessment results show that only about 50% of students in the traditional public school reach proficiency. **There needs to be a conversation about our state academic assessment and maybe assessment literacy in general. The measure we are currently using for high school is the SAT and some NAEP data. Both are limited in scope of what they can assess and what they do assess is up for debate. Where is the evidence that a program like Learn Everywhere will increase these particular assessment results?**

So, now that I have pointed out some flaws, I'd like to offer some solutions.

First, let's do some state-wide work to identify existing learning experiences our young people are engaged in and how that learning connects to competencies. Let's bring educators and organizations offering these experiences together. Our learners do engage in learning outside the school building at organizations like My

Turn, Girls at Work and Boys and Girls Clubs, and they should be able to use that evidence of learning in their body of evidence- not just in high school, but in middle school as well. In some of the spaces I work, I know that hold up is staffing. Systems would gladly integrate out of school learning done by students into a learner's body of evidence, but there is not enough staff to filter these requests or staff are pulling double duty. For systems that do have full time integrated ELO models, I suspect that credit is granted for all of these opportunities if requested.

Next, let's write some policy or guidance to define competency-based education and let's get districts some more support, including how to communicate with their communities. We have so many operating with a compliance mindset because they don't understand the why behind competency education, and if they don't understand, communities won't. Competency Based Education is a progressive policy, but it hasn't fully come to fruition in NH because our state has so much unlearning to do. It's slow going, but it's happening- let's continue the forward motion. When competencies are established and schools are truly making proficiency determinations based on bodies of evidence of student learning, then ELOs will be integrated seamlessly into the learning ecosystem.

My last suggestion, let's engage in a Comprehensive Needs Assessment with root cause analysis as we approach changes to rules or policies. We often create band-aid solutions rather than addressing the root causes of our struggles and inequities.

Thank you,

Carisa Corrow

Merrimack Street

Penacook, NH



## Chester School Board

February 17<sup>th</sup>, 2019

**To: the Members of the New Hampshire Board of Education  
Regarding: Ed 1400 - Learn Everywhere Proposed Rules**

As a longtime School Board member and current Chairman of the Chester School Board I am writing to you in regard to the proposed new administrative rules for student learning opportunities, called Learn Everywhere.

Over the past two years my Board has discussed Extended Learning Opportunities (ELO) on several occasions and our consensus has been that this provides a beneficial opportunity for many students and that we would encourage and embrace this sort of program whenever appropriate. However, we also realize that consideration must be given to the mastery of critical competencies associated with the awarding of credits toward the graduation of our students. For this reason, we feel that it is critical that the local School Board maintain a clear oversight role of these programs to ensure that they exceed the minimum standards provided by the New Hampshire Department of Education (NH DOE).

My primary concern is that, if enacted, ED 1400 would allow the NH DOE to award the ELO-providing entity the capacity to award credits without the consent of the local School Board. This would override our authority to define standards for the students of our School District. This would also increase the role and responsibility for NHDOE staff and the Board with a workload that would be unpredictable at best.

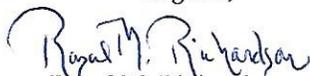
This would also have the effect of positioning the NH DOE to usurp the local School District's role in designing and adopting curriculum, resources and programs. Historically, New Hampshire has not embraced the idea of the Federal or State agencies setting, prescribing or adopting curriculum and resources on behalf of the local School District.

In addition, currently all ELO's require that a certified educator at the student's school take part in the ELO design and plan development, progress monitoring, and assessment. My understanding is that the Learn Everywhere program will include applications from for-profit programs and will not require certified teachers to manage the process.

While I feel that we should continue to develop and support ELO opportunities for our students in New Hampshire I would urge you to reconsider the proposed changes associated with Learn Everywhere as these changes unnecessarily encroach on the oversight authority of local school boards.

Thank you for your consideration.

Regards,

  
**Royal M. Richardson**

**Chairman, Chester School Board / SAU 82**

**22 Murphy Drive, Chester, NH 03036**

**phone: 603-887-5146**

**e-mail: [richardsonr@chesteracademy.org](mailto:richardsonr@chesteracademy.org)**

cc: Chester School Board, SAU 82 Superintendent Dr. Darrell Lockwood, NHSBA

### ***Chester School Board***

***Royal M. Richardson – Chairperson***

***Michael Romick - Vice Chairperson***

***Sarah Ungava***

***Maria Veale***

***Valerie Weider***

**Adams, Angela**

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**Subject:** FW:

**From:** Claudia Damon [mailto: ]

**Sent:** Friday, February 15, 2019 11:30 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:**

Dear Members of the State of NH Board of Education:

I write in order to register my disapproval of the Learn Everywhere program. I urge you to vote it down.

This program would allow any for-profit or nonprofit organization or person to set up a “program” that it could offer to high school students. (Examples include a pottery class, a sports team, a private tutoring service). If a student completes the program, the local high school would be required to give graduation credit for it, regardless of quality, and whether or not it met the expectations and requirements decided on by the local school board.

This proposal is unsound. It wipes out local control. It will enlarge the education equity gap.

- Local districts would have no oversight at all. Local districts wouldn't even know whether the program covered the material that the high school expected to be covered. Local districts wouldn't know whether the program was taught competently. Local districts wouldn't know whether the student acquired the knowledge and skills that the local high school would expect if it were to award credit itself. We have some great school districts that have worked hard to earn a reputation as outstanding, and their reputations could well be diminished by under-prepared graduates.

Commissioner Edelblut even admitted at a recent conference that a student could satisfy all of his/her graduation requirements through this program and get a diploma from any high school in the state, without ever having stepped foot in it! This is shocking to me.

- In addition, the Learn Everywhere program will exacerbate the education equity gap. Most of the Learn Everywhere programs will cost participants money and transportation to the Learn Everywhere programs will also be necessary. Low income families will be challenged to provide the costs and transportation for the programs and many will find it impossible to bear those expenses. Hence, Learn Everywhere will be just another program to help economically advantaged students while leaving the low-income students behind.

Thank you for all you do for public education which is essential for our democracy.

Claudia C. Damon  
Concord, NH

RECEIVED

FEB 12 2019

STATE DEPARTMENT  
OF EDUCATION

## ■ Clinical Career Training

February 10, 2019

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, NH 03301

Dear Board of Education,

We are writing in support of the *Learn Everywhere Program*. We support nontraditional education and the opportunities it presents for many of the students of this state. Our school provides vocational instruction and *Learn Everywhere* would fit into this existing system. Students would be able to receive vocational training in our field of expertise in exchange for academic credits at their high school. In addition, increased enrollment in the training we provide would help to fill shortages in sectors of the economy. This in turn benefits our local economy. *Learn Everywhere* is a win-win for everyone and we heartily endorse it.

Sincerely,



Melanie Hill RN  
Owner/Director, Clinical Career Training LLC

**Adams, Angela**

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**Subject:** FW: Learn Everywhere.

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**From:** Corinne Dodge [<mailto:>   
**Sent:** Saturday, February 16, 2019 7:02 PM  
**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com);  
Helen Honorow  
**Subject:** Learn Everywhere.

**I am a voter in Derry, NH and a retired special education teacher. I ask that you vote against the Learn Everywhere program.**

**The program is unacceptable for any reasons. Among them is that this program does not provide for the needs of special education students. In addition high school credits will be given for unaccredited activities without provisions for oversight of the material provided, the competency of the adult presenting the material, or assessment of the knowledge gained by the student.**

**This program will undermine the quality of our education system, and I urge you to vote against this affront to our public school system.**

**Thank you for your time.**

**Corinne Dodge**

**Derry, NH 03038**

**Adams, Angela**

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**Subject:** FW: Learn Everywhere program

**From:** Cyndy

**Sent:** Monday, February 18, 2019 11:01 AM

**To:** Edelblut, Louis (Frank)

**Subject:** Learn Everywhere program

Good Morning,

I am writing to you to express my grave concern over the Learn Everywhere Program. I reside in Sunapee and we do not receive any aid from the State for our schools or programs. It seems crazy that the NHDOE could require we accept courses for "our" students that may not have the rigor we expect. We spend money to meet every student where they are, and to have them progress through our K-12 system to become the best future learners and productive citizens they can. Why should we grant credit for some bogus course? How can we expect a strapped NHDOE to find the resources and personnel to vet any of these programs and evaluate the content on a "continuous" basis? Why should you expect us to accept mediocrity? We, on a local level, are the best providers for our students. Our staff know our students.

I am a retired educator and have trained staff in most of our NH schools as an independent contractor. I think I can say unequivocally that our local school staff would be the best educators to determine what is best for our students!

Please do not allow Learn Everywhere

Have a great day,

Cyndy

NHSTE

Georges Mills, NH 03751

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

**From:** Deborah Bruss [<mailto:> ]

**Sent:** Thursday, February 14, 2019 10:16 PM

**To:** Helen Honorow

**Subject:** Learn Everywhere

Dear Helen,

Frankly, I'm totally amazed that the Learn Everywhere program is even being considered in our state! If the program is adopted, our state will become the laughing stock of the rest of the country, and rightly so. If towns don't have control over what is considered a good education, many students will slip through the cracks. There's no need to create yet another structure or to circumvent the local district.

Please do not support the Learn Everywhere Program!

Sincerely,

Deborah Bruss

Concord, NH 03301

## Adams, Angela

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**Subject:** FW: Ed 1400 Learn Everywhere  
**Attachments:** Ed 1400 Learn Everywhere Letter to NH Board of Education.pdf

**From:** Sutphen, Kathy [<mailto:ksutphen@sau53.org>]  
**Sent:** Tuesday, February 19, 2019 12:54 PM  
**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
**Cc:** Barrett Christina ; [nheimarck@nhsba.org](mailto:nheimarck@nhsba.org); patty sherman ; james deely ; Ken Heckman ; Leslie Witham ; Nathan Oxnard ; Zachary Langlois  
**Subject:** Ed 1400 Learn Everywhere

Good Afternoon Everyone,

On behalf of the Deerfield School Board I have been asked to forward the attached letter regarding Ed 1400 Learn Everywhere.

Sincerely,

***Kathleen Sutphen***

Executive Asst. to the Superintendents

Tel: 603.485.5187

Fax: 603.485.9529

[ksutphen@sau53.org](mailto:ksutphen@sau53.org)

[www.sau53.org](http://www.sau53.org)

February 18, 2019

To the Members of the New Hampshire Board of Education:

As the Deerfield School Board we represent our community's high expectations and standards for our students. We also recognize that different students have different learning styles and life goals and therefore require an educational program that takes that diversity into consideration. For these reasons and others we have contracted with Concord High School to provide a challenging yet individualized education to our students.

Concord High's 21st Century Learning Center (or "21C") is staffed by professional educators who share both our community's high expectations for student achievement as well as our commitment to offering educational paths that meet each student's unique needs. Through the Extended Learning Opportunity (ELO) program, students whose needs are not met by the typical course catalog are able to work with educators to craft learning experiences specifically designed to meet their academic interests while maintaining an appropriate amount of academic challenge. With this tool in their arsenal, Concord High School is providing a rigorous and individualized 21st-century education to our all of our diverse students.

However, Ed. 1400, "Learn Everywhere", undermines this work. We understand that through this proposed program the state Department of Education would grant licenses to various for-profit and non-profit groups to award credits to New Hampshire high-school students. Further, we understand that under this program Concord High School would be required to recognize these credits without questioning the rigor or validity of the learning that earned the credit.

We are concerned that this loosening of educational credit regulations will result in CHS being unable to decide for itself whether granting credit would be appropriate or in the Deerfield School Board being unable to meet our commitment of high expectations and standards to our community. We are concerned that high school in New Hampshire will become closer to a 'free-for-all' with students earning credit for marginal effort and marginal learning. And we are concerned that the local control on which New Hampshire has prided itself is in jeopardy; it sounds like rather than various communities determining what constitutes a diploma in their own district, the state Board of Education will be taking on that responsibility.

It is not our intent to argue that individualizing student education is a poor idea. We are, in fact, pleased that Concord High's 21C accomplishes this very goal. But our students are already beginning to "learn everywhere," and they are doing it at a level that is rigorous and verifiable by the professional educators in the district. We would hate to see these efforts inadvertently undermined by a state-level initiative that usurps authority from the town boards directly vested with it. We urge you to vote against Ed. 1400.

Thank you for your consideration.

Sincerely,  
The Deerfield School Board

## Adams, Angela

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**From:** Denise Clark <[REDACTED]>  
**Sent:** Wednesday, February 20, 2019 11:33 AM  
**To:** Adams, Angela  
**Subject:** NH voter - Learn Everywhere

Greetings,

As a NH voter and retired public high school teacher familiar with Extended Learning Opportunities (ELOs), I do **not support** the Education Commissioner's Learn Everywhere program. I applaud the concept of innovation, but not the implementation as proposed under this program. Earning academic credit from a public high school should be under the purview of the school staff, and by extension, the local school board and community.

As a high school teacher, I helped implement ELOs in my district.

For a student to receive credit from our school, he or she submitted documentation of learning outcomes to the school to be reviewed and evaluated by certified staff in the general area of interest, using the guidelines established by the DOE.

While under the general supervision of a certified staff member, the students needed to provide the following: a journal of learning maintained throughout the duration of the learning process; a reflection piece detailing what the student believed he or she had learned at the end of the process; and a public presentation of the student's knowledge or work product. At that point, the guidance staff and a certified staff member in the general area of interest then decided if the work qualified for credit.

Under the Commissioner's plan, none of this would occur. To earn credit outside the classroom, a student needs to provide a body of proof of learning to the public school from which that student expects credit. Otherwise, it is a sham.

Regards,  
Denise Clark

[REDACTED]  
Milford, NH 03055  
[denise.m.clark03055@gmail.com](mailto:denise.m.clark03055@gmail.com)

## Adams, Angela

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**Subject:** FW: Learn Everywhere Comments - NH ELO Network  
**Attachments:** Learn Everywhere Testimony Donna Couture (1).pdf

**From:** Donna Couture [mailto:dcouture@warriors.winnacunnet.org]  
**Sent:** Wednesday, February 20, 2019 9:48 PM  
**To:** griffinweb1@gmail.com; kcassady@allstaffcorp.com; Helen Honorow ; chags@comcast.net; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; Edelblut, Louis (Frank)  
**Cc:** Brennan, Christine ; Gage, Heather  
**Subject:** Learn Everywhere Comments - NH ELO Network

Good evening Commissioner and State Board of Education Members,

I appreciate the opportunity to once again express my feedback regarding the *Learn Everywhere* proposal. Attached is a copy of the testimony I presented to you at the hearing on 2/14.

During your deliberations, as you are reading through testimony on both sides of this very spirited debate, we encourage you to recognize the one thing we all seem to agree on - learning experiences that place students in real world settings (outside of the traditional classroom walls) are a vital component of a student's pathway towards graduation and preparation for college, career and life. I walked away from the hearing on 2/14 very proud to be an Extended Learning Coordinator and proud to be part of a network of educators dedicated to ensuring we continue to build capacity for these experiences throughout the state.

Commissioner, I have heard you say a number of times that these experiences are "spotty" at best and not happening enough across our state. I respectfully disagree. Attached you will find our [State ELO contact list](#). Please see for yourself that we have a contact person in EVERY high school in NH. It is true that our high schools across the state are at varying stages of development. As Nicole Heimarck from the NHSBA previously pointed out, ELO programs are facilitated by a variety of individuals. Titles vary greatly. Through these contacts we have the ability to determine where schools are in their program development and what supports they need moving forward. Notice also that we have partnered in most high schools with Career and Technical Education (CTE) Centers and other programs and organizations engaging in this work. We have made tremendous strides over the last 10 years in building collaborations with these educators. However we haven't stopped there. We have also connected with businesses and organizations such as the BIA, the NH Sector Partnership Initiative and the Community College Systems of NH to ensure that ELOs, CTE, Apprenticeships, Dual/Concurrent Enrollment and other work based learning continues to happen EVERYWHERE.

So if we agree that these learning experiences must happen everywhere than why are so many of us in the NH ELO Network opposed to this proposal? The answer is simple - *Learn Everywhere* takes us, the educators, out of the equation. Years of experience and research clearly supports the fact that all stakeholders must work in partnership to improve student outcomes. Educators, community mentors and parents must work together to guide our students through the development, implementation and assessment of these alternative learning experiences.

It doesn't surprise me that there are several businesses who have submitted letters of support for *Learn Everywhere*. These letters speak to their support of the general concept behind *Learn Everywhere*. I would be surprised how many of these businesses fully understand the roles and responsibilities required to provide an

experience worthy of issuing credit. If we recognize, as educators, that we CANNOT do this work alone, so will they. We must COLLABORATE in the best interests of our students.

So I urge you to consider all of this as you move forward in your deliberations and voting. The NH ELO Network suggests that the Department of Education work with a task force of stakeholders to review and edit this proposal in order to present rules that include all partners involved in these learning experiences. We believe a task force should include representation from organizations such as:

- The NH ELO Network
- The Career and Technical Education
- NH Business and Industry Association
- NH School Administrators Association
- NH School Board Association
- NH Community College System of NH

Together with the Department of Education, these organizations are an unstoppable force working towards the best interests of NH students.

I would be remiss if I didn't mention that we have also heard the need for a universal framework that makes collaborating across districts and regions more efficient. Through an NGA grant the NH ELO Network was contracted to collaborate with the CCSNH, CTE and the DOE to deliver a High Quality ELO Framework. Commissioner, I believe you have referred to this as a rubric. The intention is to use this framework to build consistency. This framework was previously submitted to the Deputy Commissioner and is included as part of my testimony attached. The NH ELO Network has already started to share this across the state.

Once again, thank you for reading these comments and considering them as you move forward.

**Donna Couture**  
*Extended Learning Coordinator*  
**Winnacunnet High School**  
**NH ELO Network, President**  
office (603) 926-3395 ext. 248  
cell (603) 397-7025

February 14, 2019

Dear State Board of Education Members:

I am writing in regards to the Learn Everywhere Proposal submitted to the State Board of Education on December 13, 2018.

As the ELO Coordinator at Winnacunnet High School I work to develop a program that allows students to explore their passions and career interests outside of our school walls and offers them alternative pathways to fulfilling graduation requirements. As the President of the NH ELO Network I also work collaboratively with ELO Coordinators, administrators, teachers and other educators to advocate, educate, and advance best practices for Extended Learning across the state. These experiences make me proud to be an educator in a state that has been on a long and innovative path toward transformation.

Extended Learning along with Career Technical Education, Concurrent/Dual Enrollment, Apprenticeship and other work based learning experiences are all opportunities that NH is implementing to ensure that learning is already happening *everywhere*. I believe that this proposal will undercut and weaken the quality of these experiences by circumventing the systems and processes we have put in place to ensure their quality.

Below is a list of some of these concerns:

### **Collaborating with All Stakeholders**

ELO Coordinators work collaboratively with certified educators, parents, community partners and the students themselves to create high quality ELO experiences. Each of these individuals partner to develop, implement, and assess the ELO and work collectively to ensure positive outcomes. The Learn Everywhere proposal removes half of these vital partners. These partners have roles and responsibilities that support the complex processes that personalized learning experiences demand and are beyond what the vast majority of NH businesses could reasonably manage - nor should they have to. **In the last year at Winnacunnet the ELO Program has worked with over 30 certified educators to provide 276 individual ELO experiences.** ELO Coordinators alone couldn't provide the varied levels of support necessary to support our students.

### **Equity**

ELOs are currently available to ALL students. In fact, they are written into the Minimum Standards for Public School Approval requiring that ELOs be accessible to all students and that learning is allowed to happen "any time, any place, any pace and any method (ED 306.27)." The ELO Coordinator works with all partners to plan, implement, monitor and assess the learning experience. Further, ELO Coordinators have information on Community Partners and other Mentors that will ensure the person and environment is the "best fit" for the student's needs, learning style, interests and abilities. In a recent conversation with the Commissioner he explained that the Learn Everywhere proposal cannot meet these expectations. That Learn Everywhere provides "off the shelf" learning experiences that cannot be personalized for each student nor can they require that these experiences expand beyond state minimum standards. Therefore, under the Learn Everywhere proposal, if a student requires additional instruction and support around work study practices the business will not have the capacity to provide it.

**At Winnacunnet the majority of our students (high achieving, underserved and all students in between) who engage in ELOs require additional instruction and support around work study practices.** For example many of these students need support in making that first connection requesting

their mentorship. They also need a structured time to reflect and on how well they are communicating and collaborating with their community partner and encouragement to think critically and problem solve when necessary.

### **Academic Rigor**

ELOs align with state and national standards, local curriculum frameworks, and course competencies to ensure academic content. As ELO experiences continue to broaden, become more varied and more responsive to the student's interest, needs and abilities, there is a clear need to create guardrails that ensure they align with common, high quality elements. The NH ELO Network has developed a High Quality Framework based on the accumulated experience, wisdom, and research of state educators who have graciously shared their ideas and experiences. The key to this framework is that it allows for the local school districts to adopt it in response to their local communities, learning environment, values, norms and graduation requirements. The Learn Everywhere proposal is taking those decisions away from local school districts and placing them on an already overburdened state department of education. **Over the past five months, as President of the ELO Network, I have worked with no less than 12 high schools seeking guidance in developing systemic strategies to align their programs with high quality standards.** I do not believe our department of education has the capacity to address these inquiries let alone those that will undoubtedly come from businesses seeking accreditation for this work.

### **ELO Program Support**

Since 2005 NH ELO Coordinators have worked steadily to increase ELO implementation across the state. Though we have seen great strides, the work continues. We are encouraged by the support the Commissioner has shown our ELO network's efforts and are hopeful that continued collaboration will occur. In my opinion the Learn Everywhere proposal misses the mark in supporting ELO growth in NH. **Instead I implore the State Board of Education to consider the following supportive measures:**

- Release a Technical Advisory that would help districts interpret ED 306.27 in order to help them develop ELO programs (Example of an outline attached).
- Create an opportunity for districts to capture their ELO data by building systems within the DOE's i4see mechanisms (Example of an EOY data submission attached).
- Assign ELO Programming oversight to a DOE employee that has the capacity to:
  - Provide professional development and guidance to districts
  - Act as a liaison to NH ELO Network and other associations with a stake in ELO program development
  - Provide consistent messaging regarding ELO policy development
  - Maintain a state-wide ELO contact list
- Explore ELO Coordinator credentialing

Thank you for the opportunity to voice my concerns regarding the Learn Everywhere proposal. I look forward to further exploration of how the State Board of Education and the Department Of Education can continue to support Extended Learning Opportunity implementation in NH.

Sincerely,

Donna Couture  
Winnacunnet High School, ELO Coordinator  
NH ELO Network, President  
[dcouture@warriors.winnacunnet.org](mailto:dcouture@warriors.winnacunnet.org)  
603-758-9248



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# **EXTENDED LEARNING OPPORTUNITIES**

## HIGH QUALITY FRAMEWORK

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For more information visit  
[www.nhelonetwork.com](http://www.nhelonetwork.com)

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# Extended Learning Opportunities

## High Quality Framework

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Across New Hampshire, more and more school districts are beginning to implement Extended Learning Opportunities (ELOs). Educators are recognizing ELOs as an essential part of a school-wide curricula as well as authentic ways in which students can develop the skills necessary for life readiness including college or career.

As ELO experiences continue to broaden, become more varied and more responsive to the student's interest, needs and abilities, there is a clear need to create guardrails that ensure they align with common, high quality elements that apply to all experiences. Various models and guidelines for ELO implementation have been created by experts and organizations. The NH ELO Network has developed this High Quality Framework based on the accumulated experience, wisdom, and research of state educators who have graciously shared their ideas and experiences.

This Framework describes six critical components, each of which must be at least minimally present in an ELO in order for it to be considered “high quality.” It is intended to stimulate conversation and assessment about the ways in which ELOs can be improved.



# High Quality ELO Framework

## Six Critical Components

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**ESSENTIAL QUESTIONS FOCUS THE ELO AND  
DRIVE THE LEARNING**



**The Essential Question should:**

- Motivate and shift students toward ownership of learning.
- Be approachable from many different entry points.
- Be thoughtful, provoking, and philosophical, and not have a simple (or “Google-able”) answer.
- Provide a baseline for the student to refine his or her own answer throughout the ELO experience.



## Essential Question

**ELO PARTNERS OFFER A RICH SOURCE OF KNOWLEDGE  
AND EXPERIENCE**



## Partners

**The ELO Partners involved should:**

- Know their roles and responsibilities.
- Have input in all aspects of the ELO experience.
- Include the following individuals:
  - Student(s)
  - ELO Coordinator(s)
  - Mentor Teacher(s)
  - Community Partner(s)
  - Parent/Guardian(s)



# High Quality ELO Framework

## Six Critical Components

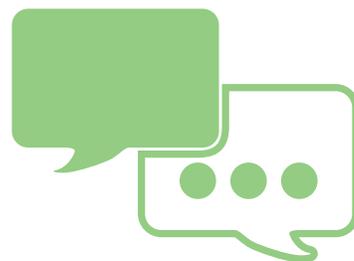
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THE STUDENT DESCRIBES HOW AND HOW OFTEN THEY WILL COMMUNICATE WITH ALL PARTNERS



**The Communication Plan should:**

- Describe how regular communication with each partner will take place.
- Reflect the needs and ability of the student.
- Involve the student reflection process so partners can assess the student's developing understanding.



### Communication Plan

A TIMELINE AND BENCHMARKS PROVIDE A FRAMEWORK TO ENSURE MOVEMENT TOWARDS COMPETENCY MASTERY



**The Timeline and Benchmarks should:**

- Contain the essential content of the ELO.
- Represent tasks, reflections, rehearsals, practices, drafts, or small discreet projects that can be assessed formatively as well as provide a foundation for the summative assessment.
- Provide an opportunity to review work by all partners involved in the ELO.



### Timeline and Benchmarks



# High Quality ELO Framework

## Six Critical Components

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THE ASSESSMENT PLAN IS BASED ON  
COMMON COMPONENTS.

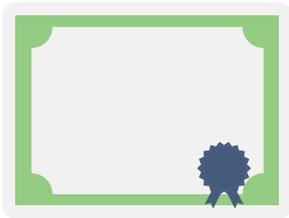


### Assessment Plan

The ELO Assessment Plan should:

- Be based on common components through which students are assessed on the knowledge and skills demonstrated through the ELO:
  - Reflection
  - Research
  - Product
  - Presentation

THE ELO IS BASED ON COMPETENCIES THAT GUIDE A  
STUDENT'S LEARNING AND TRANSLATE THE LEARNING  
INTO CREDIT.



### Credit Bearing

The Credit Bearing ELO should:

- Describe competencies that illustrate what the student should know and be able to do.
- Be considered for either core content or elective credit.
- Consider interdisciplinary competencies.
- Include college and career readiness standards.



# Extended Learning Opportunities

## High Quality Framework

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This work would not have been possible without the support of the New Hampshire Department of Education, National Governors Association Work-Based Learning Initiative and the Community College System of NH. Personal thanks are extended to the NH DOE Commissioner Frank Edelblut, Deputy Commissioner Christine Brennan and Beth Doiron, Director of College Access and DOE Programs and Initiatives at the Community College System of NH.

The enclosed material is compiled and collated by the efforts of Donna Couture, Douglas Cullen and Amy Yeakel, Leadership Members of the New Hampshire Extended Learning Opportunities Network. The ELO High Quality Framework is a result of the collective wisdom of many ELO professionals and referenced through sources including:

- NH Department of Education  
[www.education.nh.gov/innovations/elo/](http://www.education.nh.gov/innovations/elo/)
- NH Extended Learning Opportunity Program Design Handbook  
[www.nhelonetwork.com](http://www.nhelonetwork.com)
- Next Steps NH in partnership with Keene State College, the NH DOE and Ideas that Work [www.beyondclassroom.org](http://www.beyondclassroom.org)
- The Buck Institute <http://www.bie.org>





**Extended Learning Opportunities Network**

[www.nhelonetwork.com](http://www.nhelonetwork.com)

2019

## NH Extended Learning Opportunity Network Technical Advisory Proposal

**RE: Guidance in meeting the expectations in ED 306.27 (b)(4) & (b)(5)**

### I. Actual Text from the NH Minimum Standards

**Ed 306.27 (b)(4):** Districts shall develop local policies that identify how the district shall engage students in creating, and support extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

**Ed 306.27 (b)(5):** The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
  1. Provide acknowledgement of achievement or supplement regular academic courses; and
  2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
  1. Provides for the administration and supervision of the program;
  2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
  3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
  4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
  5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;
- c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and
- d. Be available to all students; and

**Department Comment:** *This statement strengthens the previous rules regarding personalized learning in Extended Learning Opportunities and other learning experiences and activities connecting a student's interests and initiative to learning by requiring that each district develop policies that identify what they will do to support that.*

### II. NH Department of Education Guidance

**Development of Local Policies:** 306.27 states that districts shall develop local policies this is meant to be interpreted as districts must have policy in existence; Since 2014, the new language states that districts MUST offer ELOs; [link to NH superintendents sample](#)

**Student Engagement:** 306.27 references the need for learner empowerment in creating their own learning experience thereby redefining the traditional roles of student and teacher; ELOs must be available to all students with additional support for those with disabilities; pilots programs that are for limited cohorts of students are permissible as long as the intention is to build the program for all learners

**Flexibility:** the sentiment of the regulations are to establish that learning is without bounds of location and time. ED 306.27 states that ELOs occur outside of the physical school building and outside the usual school day; this language was meant to encourage non-traditional approaches. However, ELOs can be completed or partially completed within the school and school day. Credits toward graduation are based solely on mastery of required competencies regardless of when, where, or how the learning happened. Students are not required to attend classes for 180 days.

**Demonstration of Achievement:** achievement refers to effective assessment of mastery of competencies where competency is acknowledged as the following: consistent even in novel situations, independent, and with deep depth of knowledge

**Varied Educational Experiences:** various formats and performance tasks can be included as long as competency is demonstrated

**Credit:** Districts cannot deny credit if a student has demonstrated mastery of the district's competencies.

**Facilitation and Administration:** Best practices support a team approach of ELO coordinator, student, Certified School Personnel and community partner. Research indicates that ELOs are most successful for learners when full-time ELO coordinators are in place [link to RFA study](#)

**Program Development:** [Link to State School Board example of ELO Policy](#) ; [link to NH ELO Program Design Manual](#)





## Adams, Angela

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**Subject:** FW: Learn Everywhere: Does not support sustainable, economic growth and is not right for N.H.

**From:** Doug Cullen [mailto:nhbizconnect@gmail.com]

**Sent:** Friday, February 15, 2019 6:45 PM

**To:** ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; Helen Honorow ; chags@comcast.net; annlanenhsboe@gmail.com; Philip Nazzaro

**Cc:** Douglas Cullen

**Subject:** Learn Everywhere: Does not support sustainable, economic growth and is not right for N.H.

Good evening:

I'd like to give short testimony associated to Learn Everywhere initiative coming from the rules proposed in response to [Senate Bill 435](#), legislation passed in spring 2018. Learn Everywhere authorizes the SBOE to grant credits towards high school graduation for out-of-school learning opportunities, which the student's school must count as academic credits towards the student's graduation.

While competency-based education may be within the mix of the Learn Everywhere effort, ultimately enabling the issuance of academic credit to organizations outside the realm of school settings will be problematic long-term.

Our Extended Learning Opportunity (ELO) solutions within schools can, and have, adequately provided for students an alternative education path that fosters 21st Century Learning Skills. This umbrella includes many quality programs such as VLACS and other educational solutions. The N.H. Department of Education has not spent adequate time evaluating the raw numbers and effectiveness of the ELO education solution to effectively determine, especially as we heard with Mr. Bramante's testimony, that ELOs have not been engaged by enough school districts. That statement that does not reflect N.H.'s actual success of the education process through the use of ELOs which is a strong competency-based mechanism already well-entrenched in N.H.'s schools.

As an enthusiast of developing school-business partnerships for 16 years, and one who strongly advocates for the development of enrichment of alternative programs to draw students through our educational system and ultimately towards industry, I see initiatives that "replace" the school system as a step backward not forward. Whether industry partners have public, private, independent, secondary or post-secondary schools in their catchment areas, long-term economic growth will not be sustained when building "academic" solutions without local schools involved in the design of these solutions **as partners**. I'm very concerned about industry creating such academic solutions that school districts are forced to accept for credit, even if that credit is at a state-minimum standard.

Donna Couture provided excellent testimony and ideas towards moving forward - in collaboration - with the State Board of Education and the N.H. Department of Education. I suggest we work on those efforts. If the N.H. Dept of Education has a genuine interest in promoting "*equal educational opportunities and quality practices and programs that enable New Hampshire residents to become fully productive members of society*," as it says in it's Mission Statement, I would encourage stronger efforts to sustain our schools through the use of alternative education paths for ALL citizens, such as ELOs, and not undermine such efforts by creating work-arounds. Circumventing schools simply as "you're not sure if an alternative education path is being used" is akin to saying, "we think we've found some bad apples in the barrel, but we're not sure; so let's burn down the entire apple orchard and start all over again!" This isn't right for N.H.

In conclusion, I would encourage a going-forward position for such game-changing proposals to be discussed in **collaboration** with various stakeholders in N.H. prior to creating such controversy throughout the state. The Learn Everywhere movement was done with a greater degree of secrecy than I would have expected to be "normal" given the radical change in the issuance of academic credit and other attributes this proposals suggests. The N.H. School Board Association, Reaching Higher New Hampshire, the NEA, and the N.H. Career and Technical Education Administrator's Association, to name just a few of the agencies tasked with watching out for our students while keeping an eye on creative educational solutions barely saw this coming. I believe that situation contributed to the various questions and controversy that has so quickly swelled in the state; and I would encourage such lack of transparency to not continue.

I look forward to **continuing** to work with our educational and legislative leaders in building successful school-business partners collaboratively with continued transparency, and am always available for additional commentary.

--

Douglas A. Cullen  
*Education-to-Industry Bridge Builder*  
603.540.3943  
[nhbizconnect@gmail.com](mailto:nhbizconnect@gmail.com)  
<https://www.linkedin.com/in/dacullen/>

**Adams, Angela**

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**Subject:** FW: CORRECTION on Learn Everywhere comments by the Commissioner

**From:** Doug Cullen [<mailto:nhbizconnect@gmail.com>]

**Sent:** Wednesday, February 20, 2019 10:43 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); Sally Griffin ; [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); Philip Nazzaro ; Douglas Cullen

**Subject:** CORRECTION on Learn Everywhere comments by the Commissioner

Good morning, State Board of Education Members:

Specific members of the Extended Learning Opportunity Network (ELON) wanted to engage with you directly associated to a question Ms. Lane asked Commissioner Edelblut towards the end of the Learn Everywhere public hearing on Feb. 14th. We feel it's important to correct **an error** in the Commissioner's commentary regarding an effort he mentioned funded through the National Governor's Association (NGA) directed towards specific members of ELON. While the Commissioner has discussed with ELON the need for data on NH ELOs, he nor his office have contracted ELON, nor individual members to perform that service. The NGA funding effort he mentioned was used to create a small set of related deliverables that helped define ELOs and their potential impact in New Hampshire. It resulted in deliverables that were completed in the Fall of 2018 and were accepted and signed off by the Deputy Commissioner and the Community College System Office in early January 2019. Should you wish to discuss the details of that contract in greater detail, we would be delighted to have a private conversation with you but at the very least wanted you to be correctly informed.

Doug Cullen

--

Douglas A. Cullen

*Education-to-Industry Bridge Builder*

603.540.3943

[nhbizconnect@gmail.com](mailto:nhbizconnect@gmail.com)

<https://www.linkedin.com/in/dacullen/>

**To:** New Hampshire State Board of Education  
**From:** Kelly Young, President of Education Reimagined  
**Date:** February 19, 2019  
**RE:** Letter in support of the Learning Everywhere Program  
for High School Graduation Credit, Rule Number Ed 1400

Education Reimagined is a national non-profit guided by [“A Transformational Vision for Education in the U.S.”](#) Since our launch, Education Reimagined has built a reputation as a leader in the movement for learner-centered education. We help support the efforts of a national network of 70 schools, 330+ educational practitioners, 150+ youth leaders, and a robust community of educational leaders in policy, funding, higher education, and advocacy.

The vision that guides our work was created by an ideologically diverse group of national education stakeholders, brought together to reimagine education. That vision sets out a future in which each young person’s educational journey is designed around their unique constellation of strengths, passions, aspirations, and challenges. In such a system, every child is nurtured in caring communities of adults both inside and outside of the formal education system. The aim of this transformed education system is to support each young person to achieve their full and unique potential and enable them to lead meaningful, fulfilling lives, rather than trying to fit all children into a predetermined mold of what “success” looks like.

Our network recognizes that this vision cannot be made real from top-down mandates or one-size-fits-all implementation strategies. Rather, it must emerge through innovation and experimentation of local communities and educators finding their way to new systems that work for their young people and communities.

At the heart of learner-centered models and systems, we have found five elements at play:

**Learner Agency** • Young people are learning to own and drive their unique educational experience and to become lifelong learners, in partnership with adults and other young learners.

**Socially Embedded** • Education is focused on creating whole human beings, a process grounded in meaningful relationships with family, peers, learning facilitators, and community members. Each young learner feels safe and supported in being their full, authentic, and unique self. And, learning is considered a social endeavor, which helps young people make authentic connections between themselves and their broader community.

**Personalized, Relevant, and Contextualized** • Education values the diverse lived experiences of young people, viewing them as assets to be built upon rather than deficiencies to be remediated. A learner’s passions, strengths, needs, family, culture, and community are guiding considerations in developing unique learning pathways. Learning is personalized with an eye towards a young person’s background, interests, and

aspirations, rather than a standardized set of outcomes. Experiences are relevant to a young person's life and aspirations and are rooted in real-world contexts that allow learners to demonstrate their learning in a variety of ways and settings.

**Open-Walled** • Young people have the opportunity to develop the skills, knowledge, and dispositions they need to succeed in life at every moment and in every place. Experiences outside the walls of traditional classrooms are both encouraged and recognized as important opportunities for learning.

**Competency-Based** • Because each learner's pathway is unique, learning happens in so many different ways and in so many different places, and each learner is allowed to demonstrate what they know and can do in ways that suit their pathways and strengths; competency-based structures are critical to learner-centered education. Competency-based approaches are the best way to ensure that learners are given credit for all the ways they advance along their learning journey regardless of timing, location, or experience.

As you can see, an important part of the vision and how the elements play out for learners lies in recognizing that learning happens in lots of places and at lots of different times, not just in schools during school hours. A public education system that can credential learning no matter where it happens is an essential part of any learner-centered system. The program instituted in RSA 193-E: 2-a, V(b) and Rule Ed 1400 creates a mechanism to give young people credit for meaningful learning that is happening outside of school.

This program keeps the public education system as the guardian of what can be credentialed. It helps make visible the learning that is already happening in other parts of a child's life to get a fuller picture of what that child knows and is capable of doing. This enables them to maximize their time in school by giving educators and school administrators a fuller picture of what learning is happening, as well as where a learner may need additional support. We have seen in our community of schools and districts from around the country that crediting learning outside of school enables the resources of the community to be leveraged and brought in to the education system to better meet the needs of each child.

We support the aim of Ed Rule 1400 to credential learning that happens outside of school in ways that will allow public schools to better support young people in their education.

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

-----Original Message-----

From: Elaine Laurie [REDACTED]

Sent: Sunday, February 17, 2019 9:46 AM

To: [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

Subject: Learn Everywhere

Hello,

I am writing because I disapprove of the Learn Everywhere program. It sets a bad precedent in so many ways, not least of which is the removal of local control.

As someone who takes the time to vote in local elections for school board members, I believe they are the most informed, within their respective communities, to decide if a program meets the expected quality and standards that they, as an duly elected local body, have set. Don't take this away from the community!

Please think long and hard on this. This program should not be put in place.

Elaine Laurie  
New Durham NH

**Adams, Angela**

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**Subject:** FW: NH Dept of Education

**From:** Eleanor Drury [[mailto:\[REDACTED\]](mailto:[REDACTED])]

**Sent:** Thursday, February 21, 2019 7:39 AM

**To:** Helen Honorow

**Subject:** NH Dept of Education

Please VOTE AGAINST Learn Everywhere.

Thank you

--

**Eleanor Drury**

[REDACTED]  
[REDACTED]  
[REDACTED]

**Adams, Angela**

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**Subject:** FW: I do NOT support the Learn Everywhere program

**From:** Gale Taylor [[mailto:\[REDACTED\]](mailto:[REDACTED])]

**Sent:** Sunday, February 17, 2019 5:03 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Subject:** I do NOT support the Learn Everywhere program

I do NOT support the Learn Everywhere program for these simple reasons:

- We have seen this type of things. To me it sounds like those for-profit colleges that have ripped off the government and don't provide a true education

- If private schools want this, then they can do it. We don't need this to take the scarce funds from public schools.

Regards,

Gale Toale Taylor

[REDACTED] Concord, NH 03301

**Adams, Angela**

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**Subject:** FW: Please vote NO on Learn Everywhere Program

**From:** J Spielman [REDACTED]  
**Sent:** Friday, February 15, 2019 9:48 AM  
**To:** Helen Honorow  
**Subject:** Please vote NO on Learn Everywhere Program

Ms. Honorow,

Please vote NO on the Learn everywhere program.

This program takes control away from local school boards and has no controls over the quality or relevance of the program the child attends.

Please do not undermine our children's future, a NH High School diploma should show our children are prepared to be productive citizens.

Kathy Spielman  
Durham NH

Sent from [Mail](#) for Windows 10

## Adams, Angela

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**From:** Jack Blodgett <[REDACTED]>  
**Sent:** Monday, February 18, 2019 4:25 PM  
**To:** ACBOE@comcast.net  
**Cc:** Adams, Angela  
**Subject:** Amended Letter Re Learn Everywhere

Dear Members of the NH State Board of Education,

I have already voiced my concern about Learn Everywhere in a brief letter already in your possession, but I hope you might also consider the points of emphasis in this amended version.

My early opposition to the program was based on the best knowledge I had at the time that the Learn Everywhere (LE) program compels local districts to accept all credentialed (LE) courses completed satisfactorily by students toward the fulfillment of local graduation requirements. To be honest, I still don't know whether this has always been the specific intention of the DOE and SBOE advocates, or whether such an apparent intention is, in fact, misunderstood and/or miscommunicated - therefore offering the opportunity for clarification before judgments can reasonably be made of the program's potential benefits.

For my purposes below, however, I'll assume that any credits awarded for completion of LE courses must be counted toward meeting local graduation requirements. I'll further assume that such credits apply not only to electives, but also to subject area requirements, since limiting the program's effect to an area of the curriculum already addressed by ELOs, Learning Studios, internship programs, and other innovative partnerships does not seem worth the time and effort to administer in mere competition with other, readily available opportunities for individualized learning orchestrated by local districts and schools.

That said, I want to make a point that many, I'm afraid, may say is rather arcane or is roughly interpreted as "local control" going up against forces that have the potential to diminish it. The latter has come into play, as you'll recall, in arguments for and against the "Common Core" standards on the basis of their perceived assistance to or intrusion into local curriculum planning. A large part of the problem is that we use the term "local control" without knowing quite what we mean. For example, if a district decides to contract with a software company for comprehensive teaching of subject matter in grades K-5, does the district remain in "control" of what its children are learning and how they come to learn it? Many districts, adamant about "local control," would say definitely yes - simply because it was they who decided to turn over the control of teaching and learning to an external, for-profit vender, leaving teachers as willing "facilitators." Others would be very uncomfortable saying yes to this question.

My "arcane" point is this: many districts in New Hampshire define local control as the freedom and responsibility of planning exactly what strategies and related activities, technology solutions notwithstanding, will be enacted in classrooms to accomplish district and community goals and objectives for student learning. Research has found that the tighter a relationship between enacted strategies and relevant objectives, the better kids do, especially if those strategies are also aligned with what we've learned from research. Districts with the best results tend to be very conscientious about this planning, referring to the process as following the "logic model" - the very structure of planning, for example, expected by applicants for re-accreditation, charter renewal, or even for being awarded a grant or other recognition. Admittedly, some districts are not so conscientious, having less professional capacity or inclination to map out and assess the effectiveness of everything they do. For these districts, a random and haphazard infusion of strategies and activities in the form of LE courses into the routine of what they do without much regular review might well be taken in stride. But to

assume, in effect, that the scrupulous planning going on in the majority of New Hampshire districts should be cast aside in favor of recording LE credits for experiences outside the bounds of their professional control is a position contrary to everything we have learned about continuous improvement of quality. Almost needless to say, the uneven, highly varied nature of experiences within the scope of LE experiences credited toward graduation by any one district from year to year makes it impossible to evaluate in a way that reveals anything reliably useful for potential replication.

I don't mean to sound tedious with the above, but the alternative is just to come out and say that Learn Everywhere can play havoc with planning and evaluation at every level. Alternatively, districts and schools can and do address the purpose of the program in a way that honors their professionalism as public school educators.

I am retired now, from a background of teaching, research & accountability, coordination of statewide reform, and years of peer evaluation of federal innovation grants to districts and their partnering organizations. Through my work with charter schools, I've come to respect the value of exceptional alternatives interacting within the whole of public education. I mention this background for what you may infer about a perspective that looks past agendas for what might actually be useful in helping more kids succeed. In light of this perspective, and if the program proceeds in some form or another, I hope you might consider:

- Encouraging voluntary acceptance of credentialed LE experiences for meeting local graduation requirements.
- Preparing a preliminary list of sponsors committed to seeking approval for LE courses they want to offer in order to estimate the actual scope and depth of potential for LE experiences to become an actual resource for district schools and charters
- Merging the LE concept with the present activities of ELOs (and Learning Studios), providing coordination assistance from the state and regional levels to districts and schools interested in planning for integration or expansion of such learning into their instructional program.
- Developing a test project for potential foundation or federal funding that features elements of the LE program as a way of addressing a specific need or educational priority; e.g., STEM

Thank you for your thoughtful consideration.

Best regards,

Jack Blodgett  
New Boston, NH

**Adams, Angela**

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**Subject:** FW: Concerning the Learn Everywhere Rule

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**From:** Jan Schmidt [REDACTED]  
**Sent:** Friday, February 15, 2019 9:35 AM  
**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ;  
[chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
**Subject:** Concerning the Learn Everywhere Rule

Dear State Board of Education,

As a State Representative I find that usurping the power not granted to the Department of Education is a dangerous precedent and should not continue.

As an Alderman for the City of Nashua I find that taking the local power from our schools to decide graduation standards is simply not acceptable.

As a parent I know the value of opening doors for children and incentivizing their learning, but not as a replacement for the basics we expect all citizens to have.

As a community member I need to believe that that diploma means that another young citizen is ready to step into society, not just as a rite of passage, but as a well informed member as well.

Should the state decide to fund the creation and support for programs that enrich the education of our youngest citizens I will support this, but this new Rule appears to provide none of this.

I do not support your implementation of the Learn Everywhere Rule.

Jan Schmidt  
Ward 1 Alderman and State Representative  
[REDACTED]  
Nashua NH 03063

Jan Schmidt  
[REDACTED]

**Adams, Angela**

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**Subject:** FW: oppose "learn everywhere"

---

**From:** Jean [REDACTED]

**Sent:** Monday, February 18, 2019 8:30 PM

**To:** Helen Honorow

**Subject:** oppose "learn everywhere"

Dear Ms. Honorow:

I am a retired teacher with almost 30 years' experience working with special needs students. I also served for 6 years on the school board in my previous home town, Laporte, MN. I am writing to strongly urge you to oppose the proposed Learn Everywhere program. It is plainly a way public money can be diverted from public education to private schools, programs, and individuals. Citizens of New Hampshire have already made it plain through the legislative process that we are not in favor of doing this, whether it is clothed as "vouchers" or "school choice" or "learn everywhere." This program would decrease accountability in education, because it would not allow local districts to decide for which courses students may earn credit toward graduation. It would require extra staff at the state level to review applications, which would be costly, as well as unnecessary, since many local districts already have Extended Learning Opportunities in place. I'm particularly concerned that students with disabilities would be negatively affected. The proposal not only would divert funds from local districts, says nothing about how their needs would be met in alternative programs or who would be responsible for paying for necessary supports.

The New Hampshire Constitution is clear that we are to "cherish" public education. That means provide adequate public funding and rigorous public oversight. "Learn everywhere" undermines both of those requirements, so I urge you once again not to support it.

Sincerely,

Jean Lewandowski  
Nashua

[REDACTED]



# White Mountains Regional School District

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

[www.sau36.org](http://www.sau36.org)

Carroll

Dalton

Jefferson

Lancaster

Whitefield

Dear Member of the New Hampshire State Board of Education,

As the sitting Chairman of White Mountains Regional School District (WMRSD) School Board, SAU36, I write to you on behalf of the entire School Board regarding Ed 1400, also known as "Learn Everywhere". This written statement is in opposition of the implementation of "Learn Everywhere", Ed 1400 as proposed before you.

White Mountains Regional School District has been fully engaged in serving our students with more individualized pathways by offering ELO's through our Futures Program, here in the North Country, for 2 years. The staff, students, and families are engaged with the community and area businesses in providing learning experiences that are held above minimum standards, and we have been diligently working together as a community to serve the needs of our youth to provide a meaningful public education. As WMRSD has moved into a culture of 'Own Your Learning' our students have multiple avenues to graduate high school using the many programs and resources available, in and out of the school buildings.

By implementing another program like "Learn Everywhere", there are quite a few concerns with providing a diploma to students using the accreditation from another entity who may not have the resources or rigor that the local school district provides for every student. These businesses are not formally trained in educating the whole student. Although the thought may have been that Ed 1400 would compliment the already established curriculum and ELO's across New Hampshire school districts, we have many questions on the potential for greater inequities and oppose this potential ruling, and not for this reason alone.

In the North Country, SAU36 specifically, there are many ELO's currently up and running with a substantial amount of effort on SAU36's part to oversee the structure, competencies, assessment, and commitment of outside institutions in assuring each ELO is meeting the needs of every student. We examine the curriculum, provide transportation, SEL, accommodations, and ESL, for example, when necessary. Students graduate with diploma requirements of 25 credits for the WMRHS diploma or 27 credits for the WMRHS Honors diploma. Having a diploma that includes one or more "Learn Everywhere" credit(s), not only undermines the work this district has been doing and improving on over the years, but raises serious questions about enrollment, attendance requirements, local control, and the potential for a larger disparity or inequity within our district. By adopting a rule like this, does the Department of Education have the capacity to oversee what we know are multifaceted demands in providing each student and these outside institutions with the support throughout one ELO, for one student in one district, let alone in every district for every student across the state?

Currently the NHDOE states it is a local decision for districts to create policy in reference to ELO's that may indicate it is for the purpose of addressing certain parts of the curriculum and not other parts. Ed 1400 is contradictory in its own rule by potentially approving or certifying outside institutions for a program which may already be thriving in the school district. Program for accreditation does not have the same standards and resources we have been providing at a local level. There is great potential to lower enrollment in or outside the school building when declining enrollment is already an issue in public education in the State of New Hampshire.

I'd like to point out a question on the "Q&A Overview of the Program" handout from the NHDOE. *Won't these programs limit opportunities for good teachers if students do some of their learning outside of the traditional classroom?* The answer in part, "A common refrain heard from teachers is a frustration in overly regulated and burdensome system that causes them to spend more time administrating students than instructing them". Are these frustrations you say are common not coming from the regulations in place by the NHDOE currently? The answer goes on to state that our "frustrated teachers" can teach by day in their current "frustrated" state in their classroom and also pursue their own "certified by NHDOE" program within "Learn Everywhere", in the afternoon

or on a weekend, and in fact, the answer goes on to state “many of the programs may seek out credentialed teachers to provide high quality programming” and “creating expanded employment opportunities for educators.”

Looking at individualized education as the necessity in the future in affording an excellent public education to every student, all the programs, including at the very least, minimum standards, at WMRSD have curriculum, whether an ELO, AP class, CTE Completer Course, VLAX, Running Start Program, to name a few, which is approved locally by the school board and required to have oversight by certified personnel. Unless of course our certified personnel has gone outside the school to “expand their employment opportunities” on a minimum standard competency non-educationally based credit from an outside entity for profit. This program is far from complementary to what we currently do for not only our students but also our educators, at the very least, in our district.

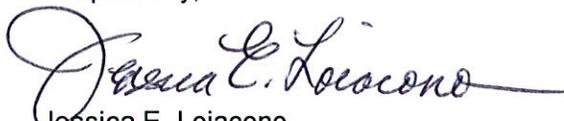
Our teachers in SAU36 go above and beyond, ensuring that every one of their students are not only provided high quality programming while dealing with a “regulated and burdensome system”, but do so in the afternoons, weekends, holidays with additional stipends and tremendous support locally by the administration for those educators who want to expand the old way of thinking and complement the “traditional” programming within the many offerings at White Mountains. I am happy to report that our district rewards our educators and makes them part of a great educational system and community all year round with our offerings. This answer, in particular, scares me as to the future of teachers, and in turn the impact or rather, insinuation that teaching inside the classroom cannot be fulfilling and individualized for the benefit of a quality public school education for all involved.

Standards for demonstrating competency or a student demonstrating mastery in any current ELO in our district are the same standards used in our classrooms. Each student has to present evidence of each classroom or ELO requirement, the sufficiency of evidence is currently determined at the local level, by educational professionals or in the case of our Futures Program, by our Director of Futures (ELO Coordinator), who also has many resources and supports not seen elsewhere. “Learn Everywhere” is essentially asking local districts to provide credits based solely on minimum standards and cutting out the oversight and complementary resources afforded to our students by allowing non-educational professionals in an outside institution to not just be considered, but by making the assumption they have completely gone through the rigorous process of course requirements as they’re currently defined at the local level for every class. Would the NHDOE’s resources be better used to continue with rules currently in place to ensure that districts who are not offering or grasping ELO’s and competency based learning, are provided support in those areas before adopting an entirely complex program with many holes and serious concerns and unanswered questions of liability, equity, and the quality of credits awarded?

The WMRSD School Board feels implementing this program would not only stunt the great work our district is doing, but also markedly affect the great momentum and culture we have in an adverse way. Moving forward providing a meaningful and excellent public education, for not only every student, but the whole student, is something White Mountains Regional School District strives for every day. We wholeheartedly oppose any branch of New Hampshire government supporting curriculum standards that infringe upon the rights of and limit local control and oversight by our local school board.

We appreciate the opportunity to be heard in opposition of this legislation. On behalf of the SAU36 School Board, I thank you for your consideration of this written statement moving forward in looking at the intricacies of “Learn Everywhere”, as proposed.

Respectfully,



Jessica E. Loiacono  
Chairman of the Board SAU #36  
White Mountains Regional School District  
14 King Square  
Whitefield, NH 03598  
[jloiacono@sau36.org](mailto:jloiacono@sau36.org)

**Adams, Angela**

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**Subject:** FW: Celebrating Extended Learning Opportunity Month January 2019

**From:** Jessica Rodriguez [mailto:jessica@reachinghighernh.org]

**Sent:** Wednesday, February 20, 2019 8:44 AM

**To:** Ann Lane ; Cindy Chagnon ; Chairman ; Helen Honorow ; Kate Cassady ; Phil Nazzaro ; Sally Griffin

**Subject:** Celebrating Extended Learning Opportunity Month January 2019

Good morning NH State Board of Education:

Last month, [as part of Extended Learning Opportunity Month](#), the NH Alliance for College and Career Readiness, the Business and Industry Association, and the Extended Learning Opportunity Network organized an educational luncheon for legislators on January 31st.

The goal of the event was to both shed light on an existing program that provides students opportunities to learn outside of the classroom and for students and educators themselves to share their stories.

I am writing to share the [link](#) to an interactive micro-site we created on ELOs with video clips from the luncheon, as well as with all of the resources distributed that day. These include:

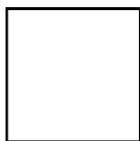
- [Agenda](#)
- [Presentation slides](#)
- [High-Quality ELO Framework](#)
- [Contact list for ELO Coordinators by region](#)
- [ELO Technical Advisory Proposal](#)
- [Links](#) to [research studies](#) conducted on ELOs

Please do not hesitate to contact me if you have any questions.

Thank you,

Jessica Rodriguez

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**Jessica Rodriguez, M.A.**

Director of the NH Alliance for College and Career Readiness, Reaching Higher NH

(786) 623-8226 | [jessica@reachinghighernh.org](mailto:jessica@reachinghighernh.org)

[www.reachinghighernh.org](http://www.reachinghighernh.org)

40 N Main Street, Suite 204, Concord, NH 03301

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

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**From:** Stephanie MInteer [REDACTED]

**Sent:** Sunday, February 17, 2019 9:21 PM

**To:** Helen Honorow

**Subject:** Learn Everywhere

Dear Commissioners,

We are writing in total opposition to the “Learn Everywhere” program recently proposed.

While we are in favor of students learning outside of formal schooling, the idea of informal learning resulting in high school credit toward graduation is ridiculous, time-consuming, unregulated, and downright dangerous.

It would foster a belief in students that learning should always be “for credit” and not for its own sake. Many students learn at their local public libraries, through team or individual sports, at boys’ and girls’ clubs, or through apprenticeships. This education outside of high school helps young people mature, provides role models, challenges them in unique ways, but in no way should it be substituted for the core curriculum in high school; rather, it should be viewed as a supplement.

I wonder what kind of problem we are trying to fix here? Are our state officials trying to divert attention from the real problems facing public education in New Hampshire? Is this a back-door effort to revitalize the failed school voucher issue? New Hampshire has some poor, struggling schools. Has the State Department of Education spend effort or monies to lift them up, to equalize educational opportunities for every NH student rich or poor?

The “Learn Everywhere” program seems to be a wolf in sheep’s clothing—ill-conceived with little or no oversight. Unstandardized learning opportunities held up for graduation credit. A whole bureaucracy would be needed to figure out how this program could be implemented. The possibility of high school diplomas in the state of New Hampshire being handed out for “Mickey Mouse” courses.

I urge you to vote against the “Learn Everywhere” proposal.

Sincerely,

John F. and Stephanie J. Minter

**Adams, Angela**

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**Subject:** FW: Disapproval of the Learn Everywhere program

**From:** Polly Wessel [REDACTED]

**Sent:** Wednesday, February 20, 2019 12:13 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Disapproval of the Learn Everywhere program

As a New Hampshire resident and voter, I am writing to express my concerns with the proposed "Learn Everywhere" program. I do not see any useful process for ensuring quality, and there does not seem to be any plan for additional funding to provide oversight.

This appears to be yet another attempt to chip away at public education.

Judith L Wessel  
New Durham

**Adams, Angela**

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**Subject:** FW: Vote Against Learn Everywhere!

-----Original Message-----

From: Karen McLoud [REDACTED]

Sent: Wednesday, February 20, 2019 11:24 AM

To: [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

Cc: [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenh@gmail.com](mailto:annlanenh@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com)

Subject: Vote Against Learn Everywhere!

Dear Chairman Cline and Board,

Please, vote no on the "Learn Everywhere Program"! I am actively involved in teaching and currently have 2 responsible public high school students earning high school credits by assisting and guiding the learning in my classroom. While earning credit these students are held accountable first hand by certified teachers. It is truly authentic learning at its best. There is no need to reinvent the wheel here!

Let's not create more expenses for programs that already exist & DOE cannot afford to oversee and properly implement.

I urge you to take care of the public schools in the cities and towns of NH by directing your attention to the existing needs!

Why not contact high schools who are already offering extended learning opportunities and go visit and see what is already happening?

You are most welcome to visit my classroom and see its implementation happening or inquire about sitting in on the "End of Year Share" hosted by the students in the spring at Plymouth Regional High School to witness all of the extended learning opportunities that have occurred this year in the district.

Please, channel your valued time, energy, and taxpayers' funds directly toward the needs of the general population. Let's work to improve and support our public schools!

Respectfully,

Karen McLoud  
Grade One Teacher - Plymouth Elementary School  
Co-President, Plymouth Education Association  
NH - NEA Board Member - Lakes Region

Sent from my iPad

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

-----Original Message-----

From: Kate Messinger [REDACTED]

Sent: Sunday, February 17, 2019 9:21 AM

To: Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>

Subject: Learn Everywhere

Dear board member,

I am concerned to hear of consideration to create positions at the state level under Learn Everywhere. This would be redundant and take away authority of local districts and elected school boards. Districts already allow students to receive credits for work and studies outside of the curriculum through alternatives. Local districts ensure the community of the quality of education provided.

Please allow continued local control and not create a state evaluation system.

Kathleen Messinger  
Canterbury

Sent from my iPad  
Sent from my iPad

**Adams, Angela**

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**Subject:** FW: HB 569 Questions and Comments

-----Original Message-----

From: Kay Yeagley [REDACTED]

Sent: Monday, February 18, 2019 7:58 PM

Subject: HB 569 Questions and Comments

There is a saying "You can't make this stuff up" - yet, I surely thought the report of the Learn Everywhere program and innovation schools in HB 569 was made up.

Here are some questions I would like to ask:

Why do "we" continue to try to devalue the total educational experience of our children and young adults in the state of New Hampshire?

Why do we continue to try and take away control by local school districts while also taking away state money from them?

Why do we keep taking money away from local school districts yet demand so much from them while letting others do as they wish?

Would your local school district see this as an insult to the quality of the education they provide to their students?

Does this mean that down the road I might be able to get a degree from UNH in this manner?

I believe money is the answer. I believe some see the field of education as a cash cow and they want in.

I don't fall for this or the glitzy "advertising"?

Please do not support HB 569 and send our money and the reputation of New Hampshire as a leader in education down a rabbit hole.

If you took the time to read this entire email, I thank you.

Kay Yeagley  
Sunapee, NH



**SCHOOL ADMINISTRATIVE UNIT FIFTY SIX**  
**Rollinsford School District – Somersworth School District**  
 51 West High Street  
 Somersworth, NH 03878  
 (603) 692-4450 • Fax (603) 692-9100



**SUPERINTENDENT**

February 18, 2019

Dr. Robert Gadomski

Dear State School Board members,

**ASSISTANT SUPERINTENDENT**

The purpose of this letter is to provide written testimony *opposing* ED 1400, also known as the “Learn Everywhere” program. My opposition is two-fold. One, the proposed rule is redundant as similar requirements are already outlined for Extended Learning Opportunities in the 2014 Minimum Standards for School Approval. Two, the “Learn Everywhere” program contains an approval process that flies in the face of the local decision-making process that is the bedrock of public education in New Hampshire.

Lori Lane

**BUSINESS ADMINISTRATOR**

As a former New Hampshire school counselor and career & technical education director, I have long embraced the idea of creating learning opportunities for students that extend beyond the walls of the traditional classroom environment. Extended Learning Opportunities or ELOs follow a rigorous set of expectations and learning activities that allow students to maximize the opportunity to explore alternative ways to meet their academic and/or career goals. Throughout my career, I have actively worked with many students to create a variety of ELO experiences from job shadowing to registered youth apprenticeships. The “Learn Everywhere” program is largely redundant to the ELO language already outlined in the Minimum Standards for School Approval, ED306.261 (f) and ED306.27 (4) and (5), making it an unnecessary mandate.

Katie Krauss

**SPECIAL SERVICES DIRECTOR**

What is most concerning, however, is the proposed role of the State School Board in determining what educational opportunities, courses, etc. will meet local education requirements. What meets these requirements has always been a locally driven decision made by community stakeholders – school boards and school district administrators. It is unclear why the process to approve different opportunities as outlined in the “Learn Everywhere” program would take that decision-making away from local districts and give it to the State School Board. It is an unnecessary layer of bureaucracy as local school districts already have the capacity to make these decisions and have been successfully doing so for many years.

Pam MacDonald

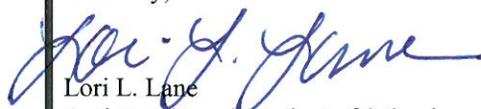
**SPECIAL EDUCATION LIAISON**

In summary, I oppose the “Learn Everywhere” program as outlined in ED1400. It is unnecessary because of the existing requirements of public schools to already provide extended learning opportunities to students. Additionally, and of greater concern is the attempt of this rule to erode the decision making of local school districts. Public education is successful in New Hampshire because local communities are able to make decisions about how to meet or exceed the minimum standards for school approval. It is unnecessary and unwise to add more layers of bureaucracy to decisions that should be made at the local level.

Tom Hayward

Thank you for your time and consideration.

Sincerely,

  
 Lori L. Lane  
 Assistant Superintendent of Schools

**EXPECT EXCELLENCE**

*Equal Opportunity Employer • Equal Education Opportunities*

**Adams, Angela**

---

**Subject:** FW: Learn everywhere

**From:** Linda Matlage [REDACTED]

**Sent:** Saturday, February 16, 2019 6:58 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Cc:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn everywhere

I am writing to express my opinion about the Learn Everwhere initiative. I attended both the presentation that was made to the joint House and Senate Education committees, and the public hearing at the State Board of Education last Thursday. I have two concerns. First, although this program sounds great, it seems to be a duplication of the already existing ELO programs. Second, it dilutes the authority of elected school boards to determine what programs meet graduation requirements. As a property taxpayer, I can hold my school board accountable. I cannot hold the Board accountable. Although I agree that many children need a non- traditional setting, resources would be best allocated to the ELO programs that already exist. Please do not approve the Learn Everywhere program.

Thank you.

Linda Matlage

Concord

**Adams, Angela**

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**Subject:** FW: Learn Everywhere concern re teachers

**From:** Liz Tentarelli [REDACTED]

**Sent:** Saturday, February 16, 2019 2:31 PM

**To:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); Helen Honorow ; [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com)

**Subject:** Learn Everywhere concern re teachers

To members of the NH State Board of Education

From Liz Tentarelli, retired teacher (16 years in NH public schools, 23 years in colleges) and president of the League of Women Voters NH

Re: a serious concern about Learn Everywhere

You have already heard on Feb. 14 many concerns about the Learn Everywhere program. I am sorry that a medical appointment prevented my attending. I won't repeat the reasons reported in the news.

Instead I would like to direct your attention to a problem that may not have been discussed. Please refer to the wording copied below in the document presented to your board on December 12, 2018, by Commissioner Edelblut, titled "Executive Summary: Initial Proposal Learn Everywhere Program New Rules." Here is a link to the full document, <https://www.education.nh.gov/news/2018/documents/learn-everywhere-initial-proposal.pdf> and I ask you to look at the Q&A on page 5, copied here:

*Q. Won't these programs limit opportunities for good teachers if students do some of their learning outside of traditional school systems?*

*A. Actually the opposite is true. Teachers interested in taking advantage of Learn Everywhere will have the ability to pursue teaching in its most pure form. A common refrain heard from teachers is frustration at an overly regulated and burdensome system that causes them to spend more time administrating students than instructing them. An inspired teacher may discover the entrepreneurial aspect of the program and can now set up their [sic] own learning program to instruct students. These teachers may teach at a traditional public school during the regular school day, but decide to add an independent program in the afternoon or on a weekend, to pursue teaching in a less restrictive form. Many of the programs may seek out credentialed educators in an effort to provide high quality programming and to differentiate their instruction, creating expanded employment opportunities for educators.*

Please see how dangerous to public education this point of view can be. To suggest that many teachers are frustrated by an “overly regulated and burdensome system that causes them to spend more time administrating students than instructing them” indicates a problem that needs to be solved in our schools. Then to suggest that problem should be solved by those same teachers creating private academies or businesses after school hours “to pursue teaching in a less restrictive form” is frightening. If the teachers are successful, they could leave their public school careers entirely and make more money in a private setting. Is this what we want to happen to our public schools? If teachers are frustrated by the current practices in public schools, change those practices! Allow teachers to teach well...in the public schools. To ask them to take on second jobs to be able to teach well is ridiculous.

I support ELOs that many public schools have set up, and I also support learning outside of the school setting, something I and my now grown children and grandchild have done for decades. But that should not be in competition with the public school system that has an obligation to educate everyone, nor should it create a financial or emotional incentive for dedicated teachers to leave the public schools.

Please let Learn Everywhere die a slow death in favor of ELOs, or at the very least make the program answerable to the local school districts, who can decide which activities will count toward graduation credits. The NH Dept. of Education has neither the staff nor resources to vet fully whatever programs might pop up for financial gain. They and the state board of education should focus on making our public schools the best they can be, with the best teachers given the resources to do their best teaching.

I appreciate the time you put into your board of education work, and this is a very serious matter you must consider. Thank you for reading this email.

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

-----Original Message-----

From: MARTHA CLARK [REDACTED]

Sent: Tuesday, February 19, 2019 6:49 AM

To: Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>

Subject: Learn Everywhere

I am opposed to adding an additional program rather than giving Extended Learning Opportunities more support. The lack of oversight and compliance to local standards of Learn Everywhere could lead to devaluing NH diplomas. Please vote no on Learn Everywhere. Thank you for your time. Martha Clark, Canterbury NH

## Adams, Angela

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**Subject:** FW: Learn Everywhere

**From:** mary heath [REDACTED]

**Sent:** Monday, February 18, 2019 3:18 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [kcassidy@allstaffcorp.com](mailto:kcassidy@allstaffcorp.com); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhsboe@gmail.com](mailto:pnazzaronhsboe@gmail.com)

**Cc:** [Frank.Edelblut@doe.nh.gov](mailto:Frank.Edelblut@doe.nh.gov); Myler, Mel

**Subject:** Learn Everywhere

Dear Members of the NH State Board of Education:

My name is Mary Heath and I represent Hillsborough County, District 14 in Manchester, NH. I served on House Education for two terms, an educator for over 42 years, and a former Deputy Commissioner for the NH Department of Education from 2005 to 2009. I retired from SNHU as the dean of their School of Education in 2012. I am a supporter of out of school learning.

At the end of the last session, the General Court passed SB 435 relative to alternative programs for granting credit leading to graduation. At that time I spoke with the commissioner prior to the hearing and then during the hearing, my question to him was with regard to SB 435 and I asked the question, did this bill attempt to change the authority of the local school districts to grant credit? I further asked would this bill usurp the authority of LEAs in assigning credit? He said no to both questions. When I recently read the proposed rules for SB 435 going to JLCAR, I was very surprised and even more so when I read the DOE's Learn Everywhere Q&A overview. I am a huge supporter out of school learning, apprenticeships and internships but it remains academically responsible to add a local connection for credit awarding purposes. The current minimum standards allow for all the work called for in the ELO process.

My concerns are as follows: 1. School districts have had the authority to credit "Extended Learning Opportunities" for years and thousands of students participate under the guidance of a credentialed teacher within their school district in the designated business, community organization, museum, etc.; 2. The SBOE and the NHDOE have limited staff and accrediting "private" entities as credit awarding bodies" leaves the supervision of the local school district outside of this approval and supersedes the authority of the LEA in the event that the local school board does not approve the activity or there appears to be a content concern or safety issue; and 3. "Learn Everywhere" appears to have a possible tuition component to it and therefore becomes available to some students but not all.

My question remains, for whom is this credit awarding process really for? Does this mean that a home-schooling group can be approved to grant academic credit? As the Department of Education presented the Learning Everywhere program to the state board in January 2019, the SBOE would grant a license to a for-profit or non-profit group with a presence in New Hampshire to issue academic credits that must be accepted by any New Hampshire high school.

Rather than overstep the authority of the LEA, have you considered establishing a minimum standard NH State Diploma for credit awarding purposes, a Department staff person would be assigned to evaluate credit requests, award the credit and in some instances a NH State Diploma (these credits could be transferred to the individual's LEA as appropriate). School districts have developed their own unique standards; please do not

take that away from them. In addition, isn't misleading for a student to have a local diploma that does not reflect work in their district school?

I respectfully ask your consideration for my concerns.

Mary Heath

Representative Mary Sullivan Heath  
Ward 7, District Hills. 14  
Finance, Division II

[REDACTED]  
Manchester, NH 03109  
[REDACTED]  
[REDACTED]

**Adams, Angela**

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**Subject:** FW: Learn Everywhere Program

**From:** mary ruedig [REDACTED]

**Sent:** Tuesday, February 19, 2019 9:36 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn Everywhere Program

There are many other existing programs that already provide alternative learning opportunities, including apprenticeship programs, online courses, and a wide variety of others. They already exist, and the local school board has ultimate authority to decide whether they meet the district's standards. There is no need to circumvent the local district. This program would lessen local control of our schools.

M Ruedig

## Adams, Angela

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**Subject:** FW: Helping organizations that support the Learn Everywhere program while also dealing with legitimate concerns

**From:** Mary Wilke [REDACTED]

**Sent:** Friday, February 15, 2019 5:45 PM

**To:** Helen Honorow

**Subject:** Helping organizations that support the Learn Everywhere program while also dealing with legitimate concerns

Dear Ms. Honorow,

After listening to all the testimony yesterday, I have some thoughts about ways to address the concerns raised by people opposed to the Learn Everywhere program, while still addressing proponent's needs. It seems to me that the supporters of Learn Everywhere at the hearing mostly fit into one of two categories.

The first category included people from organizations like the Girl Scouts, who want to partner with schools, but are looking for a streamlined procedure so they can go through just one approval rather than having to work district by district. It was clear that some school representatives at the hearing were not aware that some of these organizations even wanted to partner with them. (e.g. the ELO coordinator who expressed her excitement that the Christa McAuliffe Discovery Center wanted to offer a program.)

Here are two possible ways to meet the needs of these organizations while taking into account some of the concerns raised by those opposing the program:

a) Avoid creating a whole new program but help organizations and ELO coordinators find each other. DOE could solicit and maintain a list of organizations that would like to partner with schools to provide ELO opportunities, with a description of what those opportunities would be. School ELO coordinators could be encouraged to access that list and reach out re: opportunities that meet the needs/interests of their students and (if taken for credit) that also meet the standards for graduation. Efforts would focus on helping every district participate in ELOs, or

b) Create the Learn Everywhere program and require that proposals describe how they will make programs accessible to:

1. students who cannot pay for them or who lack transportation, and
2. students with disabilities or fragile health conditions

DOE reviews and approves program proposals, but school districts retain the option of accepting or rejecting student requests to take the programs for graduation credit. This would provide an incentive for organizations to create high quality programs with transparency, opportunity for district oversight, and accessibility to students. It has the disadvantage of creating a new program with DOE staffing needs, when multiple other alternative learning opportunities already exist.

The other category of proponents of Learn Everywhere included students and parents who simply wanted an opportunity for alternative programs. Many of these people were apparently unaware of options that currently exist, like ELOs, or didn't have those options in their districts. Solution: Rather than create a whole new program requiring new DOE staff to review Learn Everywhere proposals and provide the (admittedly minimal)

oversight over Learn Everywhere program implementation, resources could be put into encouraging the development of ELOs in every district, and creating the list described in (a) above.

Thank you for your consideration,  
Mary Wilke  
Concord

## Adams, Angela

---

**From:** Mary Wilke <[REDACTED]>  
**Sent:** Friday, February 15, 2019 8:16 PM  
**To:** ACBOE@comcast.net  
**Cc:** Adams, Angela  
**Subject:** Helping organizations that support the Learn Everywhere program while also dealing with legitimate concerns

Dear Mr. Cline,

After listening to all the testimony yesterday, I have some thoughts about ways to address the concerns raised by people opposed to the Learn Everywhere program, while still addressing proponent's needs. It seems to me that the supporters of Learn Everywhere at the hearing mostly fit into one of two categories.

The first category included people from organizations like the Girl Scouts, who want to partner with schools, but are looking for a streamlined procedure so they can go through just one approval rather than having to work district by district. It was clear that some school representatives at the hearing were not aware that some of these organizations even wanted to partner with them. (e.g. the ELO coordinator who expressed her excitement that the Christa McAuliffe Discovery Center wanted to offer a program.)

Here are two possible ways to meet the needs of these organizations while taking into account some of the concerns raised by those opposing the program:

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- b) Create the Learn Everywhere program and require that proposals describe how they will make programs accessible to:
  1. students who cannot pay for them or who lack transportation, and
  2. students with disabilities or fragile health conditions

DOE reviews and approves program proposals, but school districts retain the option of accepting or rejecting student requests to take the programs for graduation credit. This would provide an incentive for organizations to create high quality programs with transparency, opportunity for district oversight, and accessibility to students. It has the disadvantage of creating a new program with DOE staffing needs, when multiple other alternative learning opportunities already exist.

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Thank you for your consideration,

Mary Wilke  
Concord

## Adams, Angela

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**Subject:** FW: Learn Everywhere: Please notice the absence of any state oversight of the LE programs, as the proposed rules are written

**From:** Mary Wilke [REDACTED]

**Sent:** Sunday, February 17, 2019 11:53 AM

**To:** Helen Honorow

**Subject:** Learn Everywhere: Please notice the absence of any state oversight of the LE programs, as the proposed rules are written

Dear Ms. Honorow,

I'm concerned about a specific aspect of the Learn Everywhere rules that wasn't addressed at the public hearing. The rules provide for virtually no oversight of the Learn Everywhere programs once they are up and running. According to the rules, after an application has been approved by this Board, the program is basically self-regulated. An organization simply has to submit a statement each year explaining how it's meeting its goals (see 1405.01), and no one is required by the rules to check up on this.

The Q&A section states that during the first year of the program the DOE will complete a "monitoring visit" of the program, and based on that visit, a five-year authorization may be granted. There are several problems with this:

- The monitoring visit isn't mentioned in the proposed rules, so it would not be a legal requirement,
- There's no explanation of what a "monitoring visit" would consist of, and
- There's no reference to any monitoring after a five year authorization is granted.

Five years of operations without any outside oversight could invite a lapse in rigor or a veering off course. And who would know? Not the local school board, which would continue to grant credits based on a program that, on paper, the DOE approved but that may not be doing what it promised.

Only if a complaint is filed (1407.01) will the program be investigated, but who will be in a position to file a complaint? For instance, if a sports program is fun and all the students get good grades, what parent or child will file a complaint when the child gets a graduation credit for participating, even if DOE standards weren't met? The high school issuing the credit will be in no position to know how the program was operated and whether or not it complied with the state's requirements.

I'd like to be clear that, in my opinion, even rigorous state oversight of the Learn Everywhere program would not substitute for local oversight, which is also completely lacking, and I oppose the program on other grounds as well. However, I want to point out that the provisions for state oversight seem extraordinarily lax, ceding to unregulated and unsupervised for-profit and non-profit organizations the authority to offer any programs they want, in any manner they want, while promising high school students a high school graduation credit in exchange for whatever payment they ask students to make.

Sincerely,  
Mary Wilke  
Concord NH  
(taxpayer and retired teacher)

**Adams, Angela**

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**Subject:** FW: Learn Everywhere program

**From:** [REDACTED]

**Sent:** Friday, February 15, 2019 1:36 PM

**To:** Helen Honorow

**Subject:** Learn Everywhere program

Dear Ms. Honorow.

I'm writing to you in reference to the "Learn Everywhere" program. As a teacher, parent, and grandparent, I find the idea of this "education" program very distressing.

I am looking to educate children for many reasons. First, I'd like to prepare the future generation of this country to be compassionate, knowledgeable, and responsible

adults for the time when they will take over the positions that we now hold as citizens of this country. Second, I'd like to prepare them for employment so they can

obtain a standard of living that affords them the lifestyle they choose to live. And third, I want to give them the opportunity to explore and fulfill their dreams and hopes

for the people they would like to become. I don't see this Learn Everywhere program doing any of that. It sounds more like an after school program to occupy the

students time until they're old enough to no longer be the responsibility of the school system. Our students don't need to just "fill time". They need real classes with

real subjects. Let's not sell them short.

Please don't support this program. There must be better ways to spend our tax dollars while supporting our children.

Thank you for listening.

Maureen Ellermann

Concord

**Adams, Angela**

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**Subject:** FW: Learn Everywhere Program

-----Original Message-----

From: Maureen Prohl [REDACTED]  
Sent: Saturday, February 16, 2019 3:47 PM  
To: Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>  
Subject: Learn Everywhere Program

Hello, Board Member Honorow,

I am writing to encourage you to vote against the "Learn EverywhereProgram". I think a new layer of bureaucratic structure at the state level is not needed. I elected local school board members to oversee our already existing "Learn Everywhere" programs. Kearsarge has its own personnel to oversee these programs and insure that local taxpayer dollars are supporting quality programs that address our district's goals and competencies. My own son completed a research project for the Audabon Society in 2007. Local School districts already have years of great experience in this area of education, and there is no reason to duplicate their efforts.

Sincerely,

Maureen Prohl

**Adams, Angela**

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**Subject:** FW: Learn Everywhere proposal

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**From:** Melanie Hamilton [REDACTED]

**Sent:** Saturday, February 16, 2019 4:07 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn Everywhere proposal

To the State Board of Education members:

I have just recently learned about the proposed "Learn Everywhere" scheme, which by my reading, means that any learning of any subject, regardless of quality, and without oversight by a school board, would result in credits towards a diploma. This appears to fly in the face of standards that school boards and the State have established for graduation. The lack of oversight is particularly troubling, as it could open the door to virtually anything "studied" and there would be no assurance that the subject would adequately prepare a graduating student for the future, or meet the minimal requirements set by the Department of Education.

That Commissioner Frank Edelblut recently admitted at a conference that theoretically a student could satisfy all of his/her graduation requirements through this program and get a diploma from any high school in the state, without ever having stepped foot in it, is extremely troubling.

Rather than go along with and spend money on a dubious scheme as this appears to be, NH ought to invest in more funding for our existing schools, particularly those in low property tax towns.

A high school diploma should mean something. If a student can complete "studies" without having whatever the subject matter is meeting the usual requirements for a diploma, such diploma will be rendered completely useless. NH should be providing more support, not less, to its schools.

Melanie Hamilton  
Northwood, NH

**Adams, Angela**

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**Subject:** FW: New Hampshire students already "learn everywhere"

**From:** Michael Matros [REDACTED]

**Sent:** Sunday, February 17, 2019 3:03 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [chags@comcast.net](mailto:chags@comcast.net); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com)

**Subject:** New Hampshire students already "learn everywhere"

Some of that learning's great, some not so much. Isn't it a good idea to reserve school credit for learning that's approved according to established educational guidelines and subject to local oversight?

Dear Education Board Members,

As I read about the "Learn Everywhere" proposal now under consideration, I'm astounded that something so loosely defined can be adopted. This initiative is obviously a run around local control, giving license to programs that may purport to meet minimal standards, but whose organizers ("teachers"? certified?) know they will not in all likelihood be held accountable. And if state employees really are required to investigate each of these programs, I guess that would mean there's more staffing money in the budget than I ever realized.

I ask you please not to approve "Learn Everywhere" and other initiatives we've seen in the last two years that undercut established educational requirements.

Many thanks to each of you for your consideration.

Sincerely,

Michael Matros

[REDACTED]

Keene

## Adams, Angela

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**Subject:** FW: Ed 1400-Learn Everywehre  
**Attachments:** Ed 1400 comments 2.19.19.docx

-----Original Message-----

From: Nancy Hendricks [REDACTED]  
Sent: Wednesday, February 20, 2019 4:10 PM  
To: [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow  
<[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
Subject: Ed 1400-Learn Everywehre

February 20, 2019

To the Members of the New Hampshire Board of Education:

Extended Learning Opportunities are an integral part of connecting our students to educational opportunities outside of the traditional classroom. The Londonderry School District has been engaging students in ELO's for years. As such, the Londonderry School Board has complete control and oversight of our ELO's. Our ELO's are embedded in our written curriculum and monitored by our Curriculum Coordinators, faculty, administration and other staff. In particular, this type of engagement by our staff lends itself to the success of our ELO's.

As a Board, we are concerned with the following with respect to Learning Everywhere:

Liability - Learn Everywhere positions the state in a place of assuming liability. What if a student is injured, who manages a discipline issue, what if a program fails? Given that the state is approving these programs - what layers of protection exist from the state, who supervises the students, what sorts of support are offered if a student needs help with the content? This proposal addresses none of these issues.

There are no guidelines for curriculum compliance. There is no oversight by the State Board of Education and certainly no oversight by anyone at the local level. If passed, this will completely undermine our local control of issuing credits for graduation in our District.

Under Learn Everywhere, the NH State Board of Ed will approve for-profit and non-profit entities to offer programs that count for high school credit toward graduation. What does this mean? If a student in our district completes a Learn Everywhere program our high school will be required to accept the state approved learning experience as credit towards our local high school graduation requirements. The Londonderry School District will not be involved in the development of the student's program, have no access to progress, and will have no means of supporting a student who may need help. Additionally, the Londonderry School District will have no input with respect to rigor. All of these issues are very concerning. We maintain very high standards in Londonderry and we are committed to maintaining the integrity of our diploma.

In an environment where local school boards' hands are already tied due to federal mandates, it makes no sense to take even more local control away from a Board with a state issued mandate. It is for these reasons that we do not support Learn Everywhere.

Respectfully submitted,

Nancy N. Hendricks

Londonderry School Board

Vice Chair?

Last week the NH State Board of Education (SBE) heard testimony on new administrative rules for student learning opportunities, called *Learn Everywhere*. These new rules (Ed 1400) propose to offer opportunities that already exist. While these learning opportunities already exist as Extended Learning Opportunities (ELO's), Learn Everywhere initiates an unprecedented change that encroaches on the authority of local school boards.

Under Learn Everywhere, the NH State Board Ed will approve for-profit and non-profit entities to offer programs that count for high school credit towards graduation. What does this mean? If a student in our district completes a Learn Everywhere program our high school will be required to accept the state approved learning experience as credit towards our local high school graduation requirements.

You could imagine that the NH School Board Association has many concerns about Ed 1400, not the least of which is Liability.

**Liability** - This proposal places the state in a place of assuming liability, which, they have historically not faced. What if a student is injured, who manages a discipline issue, what if a program fails? Given the state is approving the programs - what layers of protection exist from the state, who supervises the students, what sorts of support are offered if a student needs help with the content? This bill addresses none of these issues.

There are no guidelines for curriculum compliance, rigor and there is no oversight by the State Board of Education and certainly no oversight by anyone at the local level. If passed, this will completely undermine our local control of issuing credits for graduation in our District.

**Adams, Angela**

---

**Subject:** FW: Opposition to Learn Everywhere

**From:** Nancy Kane [REDACTED]

**Sent:** Friday, February 15, 2019 6:13 PM

**To:** Helen Honorow

**Subject:** Opposition to Learn Everywhere

Dear Ms. Honorow,

I strongly oppose the creation of Learn Everywhere. As a local School Board member, I know we already have alternative learning opportunities for students such as Extended Learning Opportunities, Regional Technical Centers, apprenticeships, and on line courses. Alternatives already exist, but with them, the local School Board has ultimate authority to decide whether they meet the district's standards. There's no need to create yet another structure or to circumvent the local district's authority.

Please do not support the creation and implementation of Learn Everywhere.

Thank you.

Nancy Kane  
Concord

## Adams, Angela

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**Subject:** FW: Learn Everywhere

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**From:** Adam Marcoux [<mailto:nashuatu@nashuatu.org>]

**Sent:** Wednesday, February 20, 2019 12:50 PM

**To:** Helen Honorow

**Subject:** Learn Everywhere

Good Afternoon Helen,

I wanted to reach out to you regarding the proposed Learn Everywhere program. The Nashua Teachers' Union is opposed to the Learn Everywhere program as it is currently written. New Hampshire has a long history of local control. This program takes away the local school board's control to regulate what counts as high school credit. Each school board, in conjunction with the district administration and staff, should be allowed to write curriculum, determine course requirements, and what counts as credit – not the State Board of Education or the Department of Education. These decisions should be left to local, elected leaders to meet the needs of each community.

Respectfully,

Adam Marcoux

\*\*\*\*\*

**Adam A. Marcoux**  
**President, Nashua Teachers' Union**  
**American Federation of Teachers, Local 1044**  
**7C Taggart Drive**  
**Nashua, NH 03060**  
**Office: 603-888-7544**  
**Cell: 603-321-0634**  
**Fax: 603-888-7639**  
**Email: [president@nashuatu.org](mailto:president@nashuatu.org)**  
**[www.nashuatu.org](http://www.nashuatu.org)**  
**Like the NTU on Facebook: @nashuantu**  
**Follow the NTU on Twitter: @NTULocal1044**  
**Follow Adam on Twitter: @NTUPresident**



**Adams, Angela**

---

**Subject:** FW: Learn Everywhere

-----Original Message-----

From: Natalie Archey [REDACTED]  
Sent: Wednesday, February 20, 2019 3:47 PM  
To: Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [ACBOE@comcast.net](mailto:ACBOE@comcast.net)  
Subject: Learn Everywhere

Good Afternoon,

Today I was informed of the Learn Everywhere Program and I am deeply concerned that the NH BOE is considering this. In addition to teaching mathematics in a public school, I also have tutored students as a second job for almost 20 years. Over the years, I have been sought after by many private school parents who realize that their child is not where they should be with their math skills. This happens often when private school students are coming back to the public school realm.

While there are some good private schools, MANY are substandard in one or more areas - particularly in mathematics. To allow students to enter a public high school and have their private school classes automatically count for credit regardless of the standard or rigor of those classes is absurd. When those students move on to higher education and fail, which school does it reflect upon? The private school that did not prepare the student or the high school in which they were able to get the diploma due to Learn Everywhere. That totally devalues the public high school diploma!

I have much more to add, however, I will end by urging you to end this nonsense as quickly as you can. We need to protect the integrity of our public schools and continue to have high expectations of our NH public education students. If you want to be a public school graduate, then you should have to demonstrate that you meet our standards.

Thank-you for your time.

Sincerely,

Natalie LaFlamme  
[REDACTED]

Nashua, NH

## Adams, Angela

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**Subject:** FW: Learn Everywhere  
**Attachments:** 1400 rules\_001.pdf

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**From:** Jerry Frew [<mailto:jerry@nhsaa.org>]  
**Sent:** Wednesday, February 20, 2019 2:20 PM  
**To:** Edelblut, Louis (Frank)  
**Cc:** [hhonorow@barrylawoffice.com](mailto:hhonorow@barrylawoffice.com); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [acboe@comcast.net](mailto:acboe@comcast.net); Brennan, Christine; [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [chags@comast.net](mailto:chags@comast.net); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com)  
**Subject:** Learn Everywhere

Good Afternoon Commissioner,

Please find below feedback regarding your Learn Everywhere proposal. Thank you for the invitation to offer this perspective.

Jerry Frew  
Associate Executive Director  
New Hampshire School Administrators Association  
46 Donovan Street, Suite 3  
Concord, NH 03301  
(603)225-3230 Fax: (603)225-3225  
[Email: jerry@nhsaa.org](mailto:jerry@nhsaa.org). Website: [nhsaa.org](http://nhsaa.org)

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# NEW HAMPSHIRE SCHOOL ADMINISTRATORS ASSOCIATION

CHAMPIONS FOR CHILDREN



February 20, 2019

Dear Commissioner Edelblut,

Thank you for your invitation to offer feedback on the modification of the 1400 rules.

Our Association believes that the existing Extended Learning Opportunities (ELO) program as outlined in ED 306.27 (b) (4) provides the appropriate guardrails for students, supervised by certified adult advocates in safe and rigorous learning environments, in collaboration with communities partners which result in credit granting authority at the local level to be in the best interest of children.

These opportunities are free of charge to families, with support from the local school district that can align them with locally developed competencies, and thereby provides for a standard of quality and equity that is inclusive of all students who are interested in participating.

We value credentialing, codes of conduct and ethics, high quality community partnerships, and local control. Each of these areas is compromised by the existing 1400 proposal, leaving little room for modification.

We value advocacy for students of all abilities, ethnicities, social and economic backgrounds, and strive to meet the needs of those children daily in each of our communities.

We would welcome the resources that are planned for the implementation of the Learn Everywhere initiative to be re-directed toward supporting the existing ED 306.27 (b) (4) rules and developing the programs in the schools, which you have deemed unsatisfactory.

We believe that it is this type of collaboration that will be much more beneficial to children than a state run program in a department whose resources are already stretched to the maximum, and challenged to provide the necessary technical support to schools who the state accountability system has identified as in need of improvement.

Thank you again for the opportunity of offering feedback to your proposal.

Respectfully,

Jerry Frew  
Associate Executive Director, NHSAA

Cc: Carl Ladd  
State Board of Education

**Adams, Angela**

---

**Subject:** FW: NHSBA Call to Action: Ed 1400 - Learn Everywhere Proposed Rules

----- Forwarded message -----

From: **The New Hampshire School Boards Association** <[nheimarck@nhsba.org](mailto:nheimarck@nhsba.org)>

Date: Fri, Feb 15, 2019 at 3:20 PM

Subject: NHSBA Call to Action: Ed 1400 - Learn Everywhere Proposed Rules

To: <[boscatlargerg@mansd.org](mailto:boscatlargerg@mansd.org)>

Having trouble viewing this email? [Click here](#)



**YOU**  
**MATTERS MORE THAN EVER!**

Dear Membership,

Yesterday morning the NH State Board of Education (SBE) heard testimony on new administrative rules for student learning opportunities, called *Learn Everywhere*. These new rules (Ed 1400) propose to offer opportunities that already exist. While these learning opportunities already exist as Extended Learning Opportunities (ELO's), Learn Everywhere initiates unprecedented change that encroaches on the authority of local school boards.

Under Learn Everywhere, the NH SBE will approve for-profit and non-profit entities to offer programs that count for high school credit towards graduation. What does this mean? If a student in your district completes a Learn Everywhere program your high school will be **required** to accept the state approved learning experience as credit towards your local high school graduation requirements.

**A Call to Action**  
NHSBA urges membership between now and **February 20<sup>th</sup>** to submit written testimony/comment in opposition to Learn Everywhere, Ed 1400. In an effort to assist individuals, SAU's, school board members, and boards as a collective we have included resources to support the development of written comment.

Written comment is **necessary**. While we had a great showing at the public hearing in opposition of Learn Everywhere, much of the written comment submitted to date is in support.

**Resources**

Reaching Higher NH has issued content that we believe is incredibly helpful.

1) A detailed recap of the SBOE hearing yesterday:

<http://reachinghighernh.org/2019/02/15/outpouring-of-public-comments-on-learn-everywhere-at-state-board-meeting/>

2) A comparison chart of existing opportunities and Learn Everywhere - the post contains a high-level comparison, and if you scroll down to the downloadable version of the table, it contains an 'unabridged' version:

<https://reachinghighernh.org/2019/02/14/state-board-hears-public-testimony-regarding-learn-everywhere-this-morning/>

3) An interactive microsite on ELOs - developed following a session for lawmakers last month as part of ELO Month:

<http://reachinghighernh.org/elo2019/>

Talking points have been developed that individuals and districts can customize to local school and community stories. Please do not cut and paste as is. NHSBA desires testimony to be organic and reflective of our diverse membership and your individual circumstances.

### **Sample Talking Points**

- **Capacity** - Historically the NHDOE has lacked capacity to see through existing responsibilities, this adds another responsibility for staff and the Board. Can the NHDOE truly take on more? DOE has not fulfilled even recent responsibilities, schools are coming to professional organizations for technical assistance, interpretation, and support.
- **Liability** - The proposal places the Board and state in a place of assuming liability they have historically not faced. What if a student is injured, violated, or a program fails? Given the state is approving the programs - what layers of protection exist for the state?
- **Authority** - The proposal discounts and undercuts local communities, their learning environment, values and norms and local graduation requirements. It also poses an executive overreach culture, LEA's design and adopt curriculum, resources and programs. This model is the equivalent of the state setting/prescribing and adopting curriculum and resources.
- **Equity** - The existing proposal creates/fuels an opportunity gap for students. Admission requirements - are the requirements based on the ability of a parent to pay, provide transportation, equipment. Also assumes parents have the resources and capacity to be exceptionally engaged. But for the great many NH parents working multiple jobs to make ends meet, this opportunity is off the table - they have neither the resources nor the time required to take advantage of it.
- **Special Education** - How are expenses planned for and who covers them? *Learn Everywhere* will impact local budgets as it is currently presented (in theory, it could have the same impact and process as do our obligations to special education eligible students who choose to attend Public Charter Schools).
- **Quality** - *Learn Everywhere* has the opportunity to dilute ELO's and local diplomas. Impacting the quality of an education in NH and how experiences and

credits are viewed within and outside the system?

A sample copy of written testimony submitted by the Kearsarge Regional School District can be viewed by [clicking here](#). This is a great example of written testimony submitted on behalf of the local board.

### **Process Going Forward**

As outlined in the [NH Department of Education Rulemaking Process](#), the rulemaking process can take several months. **During the hearing, Chairman Drew Cline announced that the SBOE would receive public testimony in [written form through February 20](#).**

Below is the contact list for current state board members. Your comments and viewpoints will be welcome and appreciated.

### **State Board Member Contact List**

Drew Cline, Chairman: [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

Sally Griffin: [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com)

Kate Cassady: [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com)

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**Please copy NHSBA on any written comment that is submitted.**

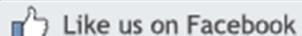
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## Adams, Angela

---

**Subject:** FW: NHSBA Update: Learn Everywhere

**From:** Barrett Christina <[bchristina@nhsba.org](mailto:bchristina@nhsba.org)>

**Date:** February 20, 2019 at 8:25:23 PM EST

**To:** Andrew Cline BOE <[ACBOE@comcast.net](mailto:ACBOE@comcast.net)>, [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com), [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com), [hhonorow@barrylawoffice.com](mailto:hhonorow@barrylawoffice.com), [chags@comcast.net](mailto:chags@comcast.net), [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com), [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com), "Edelblut, Louis (Frank)" <[Frank.Edelblut@doe.nh.gov](mailto:Frank.Edelblut@doe.nh.gov)>, "Brennan, Christine" <[Christine.Brennan@doe.nh.gov](mailto:Christine.Brennan@doe.nh.gov)>

**Cc:** "Adams, Angela" <[Angela.Adams@doe.nh.gov](mailto:Angela.Adams@doe.nh.gov)>, Amanda Hodgman <[amanda@nhsba.org](mailto:amanda@nhsba.org)>, Nicole Heimarck <[nheimarck@nhsba.org](mailto:nheimarck@nhsba.org)>

**Subject:** Fwd: NHSBA Update: Learn Everywhere

Dear Chairman Cline, State Board of Education members, and Commissioner Edelblut -

I am forwarding this message from NHSBA to our members relative to Ed 1400/Learn Everywhere and relative to Commissioner Edelblut's letter to NHSBA member school boards. NHSBA sent this email to our full membership earlier today, with Commissioner Edelblut's letter included therein. Each of you were included/copied on that email distribution. We hope you received it. If not, please check your spam folder, as some of our emails sometimes end up there.

Thank you for your continued support of New Hampshire's students. Please reach out to me at any time if NHSBA can be of assistance.

---

Barrett M. Christina, Executive Director  
New Hampshire School Boards Association  
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# New Hampshire School Boards Association

Excellence in Public Education Through School Board Leadership

## *New Hampshire School Boards Association Update*

### *Learn Everywhere*

Dear NHSBA Members -

Yesterday afternoon NHSBA received a request from Commissioner Edelblut asking NHSBA to distribute his response to NHSBA's public comments and NHSBA's "Call to Action" message concerning the proposed Ed 1400 "Learn Everywhere" administrative rules. In the spirit of full transparency and the desire to foster a highly collaborative and professional relationship with the Commissioner and the NHDOE, the Commissioner's letter can be [viewed here](#).

While NHSBA is sharing this message, it does not indicate a change in NHSBA's position relative to the proposed Ed 1400 rules. The concerns NHSBA has surfaced continue to exist. Additionally, NHSBA's opposition to these proposed rules is also based on the following NHSBA Resolution:

***Resolution V:K*** \* *NHSBA opposes any branch of New Hampshire government adopting or supporting curriculum standards that usurp state's rights and de-emphasize and limit local control of curriculum and local school board oversight. (2011)*

NHSBA will be engaging in discussions and possible amendments with the Commissioner and the Department. We will keep our members informed, accordingly.

Sincerely,

Barrett M. Christina, Esq.  
Nicole Heimarck

*Barrett M. Christina, Esq.*  
*NHSBA Executive Director*  
[bchristina@nhsba.org](mailto:bchristina@nhsba.org)

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**Frank Edelblut**  
Commissioner

**Christine M. Brennan**  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant St.  
Concord, NH 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

Feb. 19, 2019

Dear Members of the NHSBA,

I want to thank Barrett for allowing me to respond to some of the concerns he raised in a recent email to you about the Learn Everywhere program that we have been working on at the New Hampshire Department of Education.

Below I have tried to provide specific information that is responsive to concerns he raised in his email. Also attached is a Q&A document that was developed for the program. Some of the content overlaps.

New Hampshire has been a leader in education for many years and I know that we all share to goal of remaining so for the benefit of our students. Learn Everywhere, contrary to some of the recent rhetoric, neither replaces nor displaces our strong existing public schools. Rather, it is designed to support that work.

We have known for more than a decade that each student engages learning differently. We are also dealing with increasing issues of bullying, mental illness, student trauma, anxiety, suicide, among other difficult circumstances in our schools that make accessing education difficult for some students.

Programs like Learn Everywhere, rather than taking away from the current education system, actually allow more students to be successful. Students who learn and have success outside of the traditional model bring that success back into the system and are better equipped to access the programs offered in schools. Here is a link to a short 3-minute video testimonial by a Granite State student that helps explain this: <https://www.youtube.com/watch?v=OwNKvXu1piM>.

Thank you for serving and engaging in the work so passionately. If you have any additional questions about the program, I would be happy to discuss those with you individually, in a group or at one of your board meetings.

Frank Edelblut  
Commissioner of Education

*These programs are already offered to students, so why do we need Learn Everywhere?*

We wish that this were true. Starting in 2005, the State Board of Education passed rules that required schools to provide these opportunities to students (Extended Learning Opportunities). These rules were subsequently added to and studies were conducted showing the benefits of these programs to students. While many schools have embraced these opportunities, many others, for a variety of reasons, have not been able to make these available in their districts. The NHSBA surveyed schools and only received a 52 percent response rate. Many of the schools that didn't respond simply do not offer these opportunities to students. Student testimony during a public hearing on Feb. 14, 2019, confirmed that students are not offered or told of these opportunities. Those testifying at the public hearing were, of course, the schools that do offer programs. Schools that do not offer these required programs did not show up to testify about what they were not offering students.

Learn Everywhere is an opportunity for the NH DOE to help promote this important policy across the state so that all students have the opportunity for extended learning opportunities. If you would like to learn more about this and other ongoing changes in education, I would [recommend this short video produced in 2012](#).

**Authority:** *Doesn't Learn Everywhere cross the line and interfere with local control of education?*

In crafting the Learn Everywhere program, great care was taken to avoid encroaching on local control while at the same time trying to move this policy forward.

Learn Everywhere does not create a state level high school diploma. The issuance of a diploma is the domain of the local school district. The SBOE has authorized the minimum standards required for a high school diploma. The determination of credit requirements for graduation is a responsibility of the local school board. Learn Everywhere is simply a program sanctioned by the SBOE for students to earn credits that count toward meeting those minimum standards that the SBOE has established leading to graduation. Local school boards will still be required to establish local graduation requirements that meet or exceed the minimum standards.

What we know is that nearly all schools offer two diplomas: the local high school diploma and some type of a minimum standards diploma. Many schools do this to ensure students who are not able to meet the local diploma graduation requirements are still able to attain a high school diploma. This helps the students by getting them across an important threshold in their lives, and it helps the school by helping them to maintain strong high school graduation rates.

In order to make sure Learn Everywhere can move forward, it is important to create a structure that allows that to happen and does not create unintended barriers to students. In 2007, the SBOE authorized the VLACS online charter school. Authorization of VLACS had, as one of its principle objectives, to create alternative learning pathways – namely online – for students that were not reaching their full potential using the traditional instructional model. The courses were to be available to all New Hampshire students. Unfortunately, more than a decade later, access continues to be limited. Some districts do not allow students to take VLACS courses for credit,

some allow them only for elective credit only and some, who have accepted VLACS credits in the past, now do not accept those credits.

This VLACS experience reflects the same concerns about Learn Everywhere: While districts have been required to offer extended learning opportunities to all students since 2005, many still do not. Just as some districts limit student access to VLACS, we do not want student access to Learn Everywhere to be limited because of local pressures, whatever those may be. As such, we have structured Learn Everywhere to allow students to gain access to extended learning opportunities both through the local school, where this is offered, and independent of the local school where such opportunity does not exist. All the while, Learn Everywhere leaves local graduation requirements firmly in the domain of the local school board.

**Capacity:** *Does the department of education have capacity to support this program?*

The department will house the Learn Everywhere program in the Office of Instructional Support under the leadership of Dr. Nate Greene. Dr. Greene and his team have decades of relevant experience in New Hampshire schools, are well qualified and have capacity to evaluate programs. It is possible that these resources could be deployed to highlight all of the “shall” requirements in the rules that schools are not doing, but a better deployment is to help schools achieve the shared objectives we have for our students.

The expectation is that the number of programs that the department might be involved with would be self-limiting. Many extended learning opportunities now in the state are with local companies and community organizations. It is unlikely that a small hypothetical company like “Sal’s Garage” that offers a great work-based learning experience for a single student each semester will engage the process of state accreditation. Larger organizations that cut across multiple school districts, however, would be more likely to engage. And, in this process both students and districts alike are advantaged. Districts now have state vetted opportunities in which they can place students while continuing to develop local opportunities. Students in districts that do not now offer any extended learning opportunities, however, now have the possibility of access to strong programs.

**Liability:** *Will Learn Everywhere create additional liability?*

One of the requirements for program approval will be appropriate and adequate levels of liability insurance. This risk is no different than now for students on extended learning opportunities or who participate in outside extra-curricular activities. Where appropriate, sites will also be certified by the department of labor. No one wants to expose our students or institutions to excessive risk.

**Equity:** *These programs would be unfair. If the program charged tuition, not every student could afford to pay.*

A great deal of care went into structuring Learn Everywhere to increase accessibility – not diminish it. What we must recognize is that the very design of an extended learning opportunity is to create more equity. Back in 2005, Extended Learning Opportunities were first written into

New Hampshire rules to overcome the very real inequity of the current system that disadvantages students from lower socio-economic backgrounds.

- The SBOE has a long and established policy to permit families and students to access private educational options. Thousands of New Hampshire families pay tuition to private schools, affording those students access to a private school option that is not universally available to all New Hampshire students simply because of financial limitations.
- Many of the programs that might become available to students through this program are offered for free or at reduced rates. In many cases they are readily available to families without financial resources or are offered on a sliding scale based on capacity to pay. This includes programming through organizations like Boys and Girls Clubs, Girls, Inc. and through many of our public school after-school programs. Learn Everywhere will increase not decrease educational options for disadvantaged students and families.
- Many businesses, eager to source qualified employees for their companies, support excellent learning opportunities, without cost, for those students who show an interest in a particular vocational field. Programs like Learn Everywhere will encourage the development of more of these work-based learning opportunities.
- By unbundling these education options, a family that may not be able to afford a full private education, may be able to afford part of that education in the form of a specific program, resulting in increased access to education options for families.
- Currently, children in property-poor school districts often have more limited learning opportunities than do children in property-rich districts. By accrediting high-quality programs accessible statewide, Learn Everywhere will give children in property-poor districts greater access to the sort of opportunities more often associated with property-rich school districts.

**Special Education:** *Won't this program put students with disabilities at a disadvantage?*

It is hard to imagine any education program design process today that does not put figuring out special education at or near the top of the list, and Learn Everywhere is no different. New Hampshire special education experts have weighed in on these rules and, through the public hearing process, have made helpful suggestions for improvement.

- Like many other aspects of Learn Everywhere, supports for students with an Individual Education Plan (IEP) will follow the existing practice. Presently, when services or special education programs are called out in an IEP to support a student's learning, schools often contract with outside service providers. Authorized Learn Everywhere programs will function in the exact same manner. When an IEP team and parents believe that participation in a Learn Everywhere program is the right course of action for a student, it will be written into the IEP. Learn Everywhere program participants will coordinate with the school to accommodate appropriate services in support of the student. The same approach would apply for students with 504 plans.
- Every day, schools in New Hampshire contract with outside providers to help students with IEPs in the areas of occupational therapy, physical therapy or speech therapy. Learn Everywhere simply expands options for math therapy, language arts therapy, and physical education therapy as well, when the IEP teams sees that as being in the student's best interest.

**Quality:** *Won't Learn Everywhere diminish the value and perception of the quality of a New Hampshire education?*

This misperception is understandable when considered from a local and parochial perspective. When viewed on a national and international perspective, however, it quickly turns around and amplifies its many advantages. States across the country struggle to find ways to close performance and equity gaps. These same states look enviously at New Hampshire and the extensive work that we have already done to create a flexible environment that allows for innovative ideas like Learn Everywhere. Rather than diminish the perceived value of a New Hampshire secondary education, Learn Everywhere will continue to demonstrate New Hampshire's education leadership. The SBOE has received support letters from many prestigious institutions, including leaders in education reform across the country. These reformers recognize that Learn Everywhere is on the leading edge of creating a learning environment in which all students can succeed.

*Why would we allow outside organizations to offer unvetted academic credits?*

We won't! Learn Everywhere does not allow outside organizations to give students high school credit. Under Learn Everywhere, an outside organization may request accreditation for a specific program. That program would be thoroughly vetted by the Office of Instructional Support. IF the program meets the NH DOE's rigorous standards, it would then be forwarded to the SBOE for accreditation. This would be a lengthy and vigorous approval process in which the department would seek out input from local educators and administrators.

## Adams, Angela

---

**From:** Peter Miller [REDACTED] >  
**Sent:** Wednesday, February 20, 2019 4:24 PM  
**To:** ABCOE@comcast.net  
**Cc:** Adams, Angela  
**Subject:** Learn Everywhere Rule

Dear Chairman Kline and members of the State Board of Education,

I am writing today in opposition to the proposed Learn Everywhere Program Rules as currently written. I support the goal of offering students more opportunities to earn graduation credit than most New Hampshire schools currently provide. I oppose the proposed rule because it steals authority from my local school board to determine how a student earns a diploma, it creates a new need for government programs to oversee private programs, an existing program is already being implemented to achieve Learn Everywhere's stated goals, and because far too many questions remain unanswered about how Learn Everywhere would be implemented.

1. My children attend the Oyster River Cooperative School District. My family moved to Durham in large part for the schools. The proposed Ed. 1406.02 states, "Approved New Hampshire schools **shall grant** students with valid completion certificates **high school credit leading to graduation in the area enumerated.**" As written, the rule would allow a student to gain all of her or his graduation credits and receive an Oyster River diploma without ever attending an Oyster River school. I strongly object to the state government dictating to my local school board what must be counted as graduation credit.

**The State Board should not approve any rule that prevents local school districts from determining whether to award graduation credit for Learn Everywhere certificates.**

2. The Learn Everywhere rule opens the Department of Education as a clearinghouse for any organization that wants to provide graduation credit in New Hampshire. The Department currently has staff dedicated to ensuring that public schools, private schools, and charter schools comply with state minimum standards. I find it surprising that the State Board is proposing to further expand a government bureaucracy to evaluate organizations that will likely need extensive hand-holding. If resources are needed for Learn Everywhere, I prefer that those resources be devoted to existing schools and programs. If the Commissioner contends that few or no resources are needed, then I believe the organizations will not have adequate oversight. Will we be asked to simply trust the organizations that they are complying with the requirements of Ed 1400? The Board must ensure adequate oversight.

3. The Department of Education already has a mandate to pursue Extended Learning Opportunities (ELOs). Mr. Edelblut speaks favorably about ELOs while he promotes Learn Everywhere. ELOs seem to be working. It does not make sense to create a new rule bypassing ELOs when New Hampshire has a successful program with district-level oversight to achieve the same goals.

4. Many other questions remain unanswered, including questions about:

Student safety: Ed 1403.01(4) states that applicants must have a criminal records check policy and a statement affirming that the sponsoring entity shall not allow instruction by someone ineligible to teach in a public school because of criminal activity. Public schools dedicate significant resources to ensuring that employees meet criminal background check standards. As written, the State Board will need to trust that the entity has performed background checks. The rule does not require the entity to submit its background checks to the

Department of Education or to certify that employees have had successful background checks. Why should we believe that non-education entities will perform this vital function adequately?

Special education: Ed 1403.01(2) requires the sponsoring entity to coordinate with the LEA for students with special needs. Will the Department of Education provide any support to local schools to deal with transportation or IEP implementation costs? How much additional expense will local school districts face? If the State Board doesn't know the answer, it should conduct a study before approving the rule.

Resources: Ed 1403.02 states, "The department shall provide support to the program where available and needed." Since sponsoring entities are not experienced education providers, they will likely need significant assistance. What assistance will the department provide? How much will it cost? Could those resources be better used to strengthen ELOs?

New Hampshire leads the nation in offering non-traditional learning opportunities to its students. Please continue to strengthen and build upon the good work undertaken by the Board and the Department with ELOs, not launch a new program.

Thank you.

Peter Miller

  
Durham, NH 03824

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere

**From:** Richard H. Girard [<mailto:> ]

**Sent:** Wednesday, February 20, 2019 9:24 PM

**To:** Edelblut, Louis (Frank)

**Subject:** Learn Everywhere

Commissioner.

I wanted to take a moment to voice my support for the Learn Everywhere initiative. As a member of the Board of School Committee, I believe this initiative will open up countless and valuable learning opportunities for the children of the Queen City.

Thanks to the leadership of Superintendent Dr. Bolgen Vargas, the Manchester School District has put forward an unprecedented effort to involve the community in the schools. A cornerstone of this effort has been to engage businesses to provide opportunities to students. Some of those partnerships, like the one between Catholic Medical Center and West High School, are providing off-site internships and job shadowing arrangements. Others, like Velcro Academy, also at West, are bring new offerings into our schools.

Having reviewed the Learn Everywhere initiative, it is clear to me that it will assist our efforts to provide our students with educational opportunities to learn and gather credits on a grand scale. If education is to be personalized to every student, and that mantra is all the rage today, then the system must work to provide choices to students. It's really that simple.

One of the things that has long troubled me about education is how one-dimensional the thinking is. The position of those in the bureaucracy and the unions seems to be that the only worthwhile educational experiences are those that are within the school building. That has always mystified me. Why is it that only those classes and activities within a school earn credit while similar or superior experiences outside of the school are shunned? How will we ever be able to truly provide a personalized education for every student if they can only receive credit for what happens in their schools or whatever limited opportunities their local school boards will recognize?

Regarding local control, I simply don't see how this program infringes on it. The state has long determined the minimum requirements for graduation. This program simply provides students with the ability to get involved with opportunities that meet the state's minimum standards. If a student enrolls in something that meets the state's standards, they should get credit for doing so, regardless of where they live. I'm okay with that because it's opening prequalified doors for kids to learn and get the credit.

While we are fortunate in Manchester that Dr. Vargas has started to bring the community into our schools and encouraged them to create opportunities for our students in their organizations, we have a long way to go to provide the number and quality of outlets needed in this day and age. The Learn Everywhere initiative will augment our efforts to provide these opportunities and ease our burdens as more and more learning activities outside of school become credit-bearing.

In closing, I want to thank you for bringing this forward. If education is about the kids and personalization is the key to success, we have to recognize, embrace and foster legitimate educational opportunities outside of the

classroom to engender student interest and harness the energy that will come when they catch a glimpse of their future via these alternative avenues.

On behalf of the families in Manchester who want, need and deserve as many opportunities as we can provide, I remain

Very truly yours,

Richard H. Girard  
Committee Member at-Large

**Adams, Angela**

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**Subject:** FW: Learn Everywhere

---

**From:** richard vincent [REDACTED]

**Sent:** Tuesday, February 19, 2019 5:23 PM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Cc:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn Everywhere

To the Members of the NH Board of Education:

I am writing as a private individual and not as a school board member. However, I have been serving on the Merrimack Valley School Board for twenty-eight years.

While I certainly want to encourage students to learn everywhere and to have opportunities to learn a wide variety of skills in a wide variety of settings, I have some deep concerns with the Learn Everywhere initiative as proposed. Of particular concern are the control individual school districts would lose over defining graduation requirements for their students, the lack of alignment of Learn Everywhere opportunities with the established NH and district educational competencies, and the lack of individualized support for students, particularly students with special needs, in accessing out of school learning opportunities.

Many districts, including Merrimack Valley, are developing district initiated Extended Learning Opportunities for students. By developing these opportunities on a district level, students can be assured of out of school learning opportunities that allow them to master competencies as defined by the district, provide transportation to access these opportunities, receive supervision of the opportunities from certified educators, and receive placements in opportunities individualized to meet individual student needs, including the needs of students with special needs.

Support for the Extended Learning Opportunities being developed in individual school districts would greatly benefit students. This support could include providing background checks for people students would be working with outside the schools and providing liability coverage for these placements. A Learn Everywhere statewide database of extended learning opportunities developed by districts throughout the state would be a very valuable resource. By working together while still maintaining local control at the district level, we can accomplish much in providing new learning opportunities for all students.

Thank you for your time and consideration,

Laura Vincent

[REDACTED]  
Loudon, NH 03307

## Adams, Angela

---

**From:** Rose Marie Lanier [REDACTED]  
**Sent:** Wednesday, February 20, 2019 1:38 PM  
**To:** Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com;  
kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy;  
annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com  
**Subject:** Please do not short change public education by supporting SB280

Dear members of the NH State Board of Education,

I believe public funds should support the public education system. Therefore I do not support SB280 the Learn Everywhere Bill.

The State seems to increasingly put economic limitations on local public school systems. This is unfortunate for the children of our state. If some parents feel their local public school is not meeting the needs of their child, they should work to improve the public school system, not use public funds for private schools.

Please do not support the Learn Everywhere Bill SB280.

Thank you,

Rose Marie Lanier  
Concord NH  
[REDACTED]



# Salem School Board

38 Geremonty Drive  
Salem, New Hampshire 03079-3313  
(603) 893-7040 Fax (603) 893-7080

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February 18, 2019

Memo to: NH State Board of Education

From: Patricia Corbett, Ed.D. Chair  
Salem School Board

RE: Learn Everywhere

The Salem School Board has long advocated for non-traditional student learning opportunities. Our work-based learning coordinator annually examines and evaluates work site options and approves those that meet district standards. Students participate in approved credit-bearing experiences within and beyond our community. The Board is aware of the benefits, and we currently support more than one hundred fifty such experiences this year alone.

The Board also encourages students to identify and develop extended learning opportunities related to personal areas of interest. Our school counselors and many teachers assist in the development of worthwhile experiences that include meaningful intentionally designed competencies. In most cases, it's an intensive process for both student and faculty mentor, but the learning experiences are worth associated efforts.

Additional alternative credit options include a robust relationship with New Hampshire's Community College System and other institutions. Students in our middle and high school participate in Virtual Learning Academy Charter School courses and Virtual High School classes. School administrators routinely consider credit worthy learning proposals that are alternatives to what is provided in traditional classrooms.

Our Board does not object to the fundamental premise that learning can occur anywhere and valuable learning experiences influence a student's growth and development. The Board objects to the mandatory requirement that our school district accept high school graduation credits from entities other than those extended district approval. The Board has an obligation to establish policies that govern how graduation credits are earned. A Salem High School diploma should reflect Salem School District approved credit-bearing options.

We reject the concept of awarding high school credit for experiences not approved by Salem School District personnel.

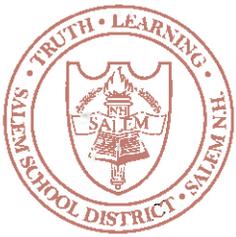
Sincerely,

Patricia Corbett Ed.D.  
Chair, Salem School Board

PC:pas

**"Dedicated to Quality Lifelong Education"**

Equal Opportunity Employer



## Salem School District

38 Geremonty Drive  
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(603) 893-7040 Fax (603) 893-7080

**Maura E. Palmer**  
Assistant Superintendent  
Academics & Support

**Michael W. Delahanty, Ed.D.**  
Superintendent

**Deborah E. Payne**  
Assistant Superintendent  
Business Operations

February 18, 2019

Dear New Hampshire State Board of Education Members:

The significance of learning experiences is related to attitudes and dispositions of learners, and to such variables as knowledge, preparation, and motivation of instructors and mentors. To generalize that a completed experience is credit-worthy is to discredit inputs and outputs of learning itself. The concept of Learn Everywhere is relatable to anyone with a passion and focus to honorably pursue a field of interest. Hours in a gym or a dance studio bring personal gratification and achievement; earning a Girl Scout Gold Award or a Boy Scout Eagle Rank is a testament to perseverance and leadership and offers lifelong benefit and reward. Students characterized by such achievements very likely are doing exceptionally well in school and are in pursuit of something more than a credit.

To presume that a State Board of Education declaration that accomplishments should be credit-bearing is disingenuous. To believe that a State Board of Education will annually review and approve such opportunities to scale is unrealistic. Yet, Learn Everywhere mandates that school boards around New Hampshire accept such experiences for high school credit, because not all learning takes place inside the four walls of a school building.

Salem offers work-based learning opportunities that are vetted and evaluated for safety and substance. The school averages more than one hundred sixty such placements annually, and the program continues to grow. We offer another one hundred or more extended learning opportunities to students that express personal interest in a field or topic. Mentors help the students develop their ideas, identify measurable outcomes, and structure a process for achieving those outcomes. All of the aforementioned are free to the students; offer rigorous challenges; and provide gratifying outcomes all under the umbrella of approved Salem High School learning opportunities.

Like most New Hampshire schools, our alternatives to classroom learning provide a tight relationship between the learning and the outcomes. When you forge a loose relationship, or at best a slack one, you're relieving a credential from its integrity.

Learn Everywhere is an idea in search of a basis.

Sincerely,

Michael W. Delahanty, Ed.D.  
Superintendent  
MWD:pas

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere programs

-----Original Message-----

From: Samuel Stark [REDACTED]

Sent: Tuesday, February 19, 2019 2:27 PM

To: [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

Cc: [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@mail.com](mailto:pnazzaronhboe@mail.com)

Subject: Learn Everywhere programs

I strongly disapprove of the Learn Everywhere Program. We need to spend taxpayer dollars to support and improve our current educational system and not channel money to support alternatives that are loosely regulated. This proposal seems to create another system to regulate and therefore more expense.

Thank You,

Sam and Martha Stark  
Hillsborough, NH

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere Program

**From:** Sandy Swinburne [REDACTED]

**Sent:** Sunday, February 17, 2019 1:18 PM

**To:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhsboe@gmail.com](mailto:pnazzaronhsboe@gmail.com); [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Subject:** Learn Everywhere Program

Greetings School Board Members, I am calling on you to support and enrich NH's public schools and to reject this absurd program which will drain much needed resources from our underfunded public schools (especially in poorer towns), degrade the value of a NH high school diploma, and ask no accountability for what is allegedly taught in the name of our public schools. There will be court challenges to the state support of religious education facilitated by this program. More than ever, our students need and deserve a comprehensive education to become informed citizens with the means to contribute to their communities and to care for and educate their families. Public schools already provide thoughtful and tested opportunities for education beyond the classroom, and families that can supplement their children's development with outside activities. Schools have a very specific role to play and this careless, neglectful program does a disservice to our children. Please reject this bad proposal. Thank you, Sandy Swinburne, Marlborough, NH



Lisa Witte <lwitte@mrsd.org>

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## State Board of Education Meeting - 2/14/2019

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Lisa Witte <lwitte@mrsd.org>

Sun, Feb 10, 2019 at 7:51 PM

To: ACBOE@comcast.net, griffinweb1@gmail.com, kcassady@allstaffcorp.com, hhonorow@barrylawoffice.com, chags@comcast.net, annlanenhsboe@gmail.com, pnazzaronhboe@gmail.com

Good Evening,

Attached, please find written testimony regarding the Learn Everywhere initiative. I will be out of town on February 14th and therefore unable to attend to speak in person.

Thank you,

*Lisa*

**Lisa A. Witte**

Superintendent of Schools

Monadnock Regional School District

**Like us, follow us, and tell us what's worth celebrating! #celebrateMRSD**



@MonadnockRSD



@MRSDSuper

600 Old Homestead Highway  
Swanzey, New Hampshire 03446  
603-352-6955 Extension 6977

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 **StateBOELearnEverywhereWitte.pdf**  
823K

January 28<sup>th</sup>, 2019

New Hampshire State Board of Education  
101 Pleasant Street  
Concord, New Hampshire 03301

Dear Members of the State Board of Education;

As a public school educator with over two decades of experience, I wholeheartedly support personalized learning and extended learning opportunities for students. Now more than ever, learning experiences that occur beyond brick and mortar school buildings and traditional classrooms are an integral part of developing the skills it takes for the students of today to succeed in the 21<sup>st</sup> century – and beyond.

As I walk through schools across the state, I see many examples of the myriad ways in which our educators have blended classroom learning with more global opportunities. Online learning is one such option, and is accessible to students of all grade levels. My own daughter, who is in the third grade at Peterborough Elementary School, engages regularly in school and at home in many different valuable learning experiences through a variety of online tools. Whole class opportunities that allow students to explore the world around them – colloquially known as field trips – can take on a whole new dimension thorough interactive casting applications through the internet. For students in secondary grades, virtual online learning can assist with credit recovery, enrichment, and meeting graduation requirements. These opportunities, and so many more, are in place and flourishing in public schools across the state of New Hampshire.

It is not just online that our educators and students are finding exciting learning opportunities. In our middle schools and especially our high schools, educators have recognized the need for an embraced the potential of extended learning opportunities (ELOs). Many schools have dedicated ELO coordinators, and many others have educators who coordinate ELOs for students as part of their overall responsibilities. Internships are just one type of ELO – each experience can be unique. In Monadnock, a group of students took part in an ELO led by a retired teacher in which they studied the Ashuelot River in Swanzey. Their research and findings on macroinvertebrates and Biotic Index calculations were posted on the NH Fish and Game Watershed Education Program website. This ELO encouraged collaboration and community by incorporating training and partnerships with the Ashuelot River Advisory Board, NH Fish and Game Department, NH Department of Environmental Services, NH EdGIS Specialist Team, Ersi, and Keene State College. Students participated in activities that had real-world implications, which highlighted and emphasized the role of our resource agencies and how they work to protect our environment.

Additionally, students at the high school level have access to 30 high school career and technical centers across the state of New Hampshire. These centers offer a wide range of opportunities to students – from training and certification in trades such as construction or welding to professions such as health science, graphic design, or information technology (to name a few). These centers offer state-of-the-art, hands-on learning opportunities that prepare many students to enter the workforce after graduation, if they choose, or attend a two or four-year post-secondary program (1).

The types of personalized learning and extended learning opportunities that our public schools in the State of New Hampshire offer to students are, simply put, numerous and of very high quality. As such, I am unclear how the Learn Everywhere program will foster and support these programs at our public schools.

How will the Department of Education implement and monitor this program? Specifically, what resources will be needed (and where will they come from) in order to:

- Support the personnel necessary to evaluate applications from non-educational entities for compliance with local school district competencies
- Conduct site visits to ensure safety and appropriate supervision
- Coordinate with labor officials to ensure compliance with labor laws
- Conduct on-site observations of students

- Evaluate the cooperating non-educational entity's adherence to the credit-granting requirements
- Review completed student portfolios for the purpose of granting credit

This school year, our District received the attached letter regarding the school approval process. In short, while the Department was able to conduct the facility review, '*...due to a lack of resources, the department will not be completing the content review at this time (2).*' It concerns me that the Department of Education would allocate resources to developing an entirely new program that would permit non-educational entities to grant local high school credit. This is especially concerning given that a lack of resources is preventing the Department from fulfilling its obligation under RSA 186:8 to ensure that existing public schools meet the minimum standards set forth in Ed 306.

I would encourage the Board of Education to first look to ensure adequate resources exist to support existing public schools – including current personalized learning and extended learning opportunities already offered - before venturing into the creation of an entirely new program that frankly seems as though it would parallel, and potentially negatively impact, existing programs.

Respectfully,



Lisa A. Witte  
Superintendent of Schools  
Monadnock Regional School District  
600 Old Homestead Highway  
Swansey, New Hampshire 03446  
[lwitte@mrdsd.org](mailto:lwitte@mrdsd.org)  
603-352-6955 x6977

(1) <http://nh-cte.org/>

(2) Attachment



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, N.H. 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

August 27, 2018

Principal [REDACTED]

Subject: School Approval Facility Review for School Year 2018-2019

Dear Principal [REDACTED],

Pursuant to RSA 186:8, II, the Department of Education is responsible for ensuring schools meet the minimum standards for public school approval, as outlined in Ed 306. This verification process is completed through school approval visits. This school year, your school has been selected for a school approval review.

The school approval process includes two reviews: a content review and a facility review. This letter is to coordinate completion of the facility review. **Due to lack of resources, the department will not be completing the content review at this time.**

The facility review will include a site visit as well as examination of submitted documents. Your site visit has been scheduled for:

***Monday, October 1, 2018 from 11:00 - 1:00 pm***

The visit will be led by Marjorie Schoonmaker, our safe and healthy schools educator. Ms. Schoonmaker will need to walk around the facility with your facility director so it is helpful if he or she has keys to spaces that may be locked (boiler room, elevator, etc.). The visit typically takes between 1 and 4 hours, depending on the size and condition of the school. Ms. Schoonmaker will be reviewing similar items to those found on the School Facility Self-Assessment Checklist which is available on our public school approval website ([https://www.education.nh.gov/program/school\\_approval/public\\_approval.htm](https://www.education.nh.gov/program/school_approval/public_approval.htm) or select 'P' from our A-Z list and click on the Public School Approval link). It is our experience that schools

that regularly self-assess their facility not only are more likely to provide a clean and healthy learning environment but they are also well prepared for a school facility visit.

The documents necessary to complete the review are listed below. Most of these items can be downloaded from our public school approval website.

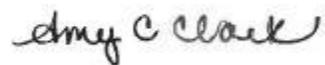
1. **Floor plans** - a week prior to your visit, please provide a copy of the floor plans to aid in the site visit. Standard letter size or 11" by 17" is suitable.
2. **Emergency Operations Plan (EOP)** - by September 1<sup>st</sup>, please submit your EOP plan via the secure EOP portal: [https://prd.blogs.nh.gov/dos/hsem/?page\\_id=3910](https://prd.blogs.nh.gov/dos/hsem/?page_id=3910). Never include EOP information in an unsecured email or post it online. [RSA 189:64]
3. **Fire Inspection Report** – by December 15<sup>th</sup>, please submit your report to the State Fire Marshal's Office *and* provide a hard copy to DOE. [Ed 306.07, Ed 403.01(c) and RSA 153:14II(b)]
4. **Health Inspection Report** – by December 15<sup>th</sup>, please submit a hard copy of your report to DOE. [Ed 306.07 and EDD 403.01(c)]
5. **Fire drill schedule** – by December 15<sup>th</sup>, please submit your fire drill schedule for the previous school year, as well as this year's proposed schedule. Please keep in mind that *monthly* fire drills are required, as well as, two emergency response drills. Drills may be deferred in severe weather provided that you meet the requirements in Saf-C 6008.c. [Saf-C 6008.c, RSA 189:24, and RSA 189:64]
6. **Playground inspection** – by December 15<sup>th</sup>, if your school's liability and property insurance company performed an inspection of your playground in the last 5 years, please submit a copy for review. If the insurance company did not perform an inspection, please complete the Playground Safety Self-Inspection Checklist located on our public school approval website and submit a hard copy to DOE. [Ed 306.07]
7. **Indoor Air Quality (IAQ) Checklist** – at the end of each school year principals or their designees complete an annual IAQ checklist provided by the department. A review of the past 5 years of submissions will be completed. Please continue to submit your required IAQ checklist each year. [RSA 200:11a]
8. **IAQ policy** – by December 15<sup>th</sup>, please submit a copy of your indoor air quality policy and indicate the date it was last reviewed by the school board. [RSA 200:48 and Ed 306.07]

Excluding the EOP, you can either hand deliver these documents at the time of your site visit or email them to Ms. Schoonmaker by **December 15<sup>th</sup>**. If more time is needed to submit a specific item, please contact Ms. Schoonmaker prior to December 15<sup>th</sup>.

If you have any questions concerning your facility review, please feel free to contact me at (603) 271-2037 or [amy.c.clark@doe.nh.gov](mailto:amy.c.clark@doe.nh.gov) or Marjorie Schoonmaker at (603) 271-3620 or [marjorie.schoonmaker@doe.nh.gov](mailto:marjorie.schoonmaker@doe.nh.gov).

We look forward to our visit with you.

Sincerely,



Amy C. Clark  
Administrator  
School Safety & Facility Management Bureau

cc: Lisa A. Witte, superintendent #93  
David Lapointe, facility director  
Lisa Steadman, school board chair

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere Program

**From:** Steve Barker [REDACTED]

**Sent:** Wednesday, February 20, 2019 11:19 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn Everywhere Program

Please do not support this bill. Adequate choice options already exist and this program is so clearly counter to the long standing belief in local control. The lack of standards and oversight proposed will be ripe for abuse and potentially create meaningless high school diplomas.

Thank you for your careful attention in this regard.

Steve Barker  
Springfield

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere

**From:** Susan & Jay Ginsburg [REDACTED]

**Sent:** Saturday, February 16, 2019 5:07 PM

**To:** [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [chags@comcast.net](mailto:chags@comcast.net); Helen Honorow ; [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [ACBOE@comcast.net](mailto:ACBOE@comcast.net)

**Subject:** Learn Everywhere

To the NH State Board of Education:

We are concerned with this proposed program.

It seems to be an inappropriate use of state resources (which we pay), with many demands on the budget. For the future of the State, we should be strengthening our public schools and University System, for the sake of NH residents and as an important consideration for people who consider moving here or opening businesses here.

The spirit of New Hampshire supports local control of our schools, a part of the system that includes our revered Town Meetings.

For these reasons and others, we hope you will set this program aside and support a true education for all.

Susan and Jay Ginsburg  
Westmoreland NH 03467

**Adams, Angela**

---

**Subject:** FW: Everywhere Program

-----Original Message-----

From: Sue Bracy [REDACTED]

Sent: Friday, February 15, 2019 2:59 PM

To: [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow  
<[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronnhboe@gmail.com](mailto:pnazzaronnhboe@gmail.com)

Subject: Everywhere Program

Dear Dept. Of Education Board Members,

I am asking you to vote against the Learn Everywhere Program.

Please allow our local boards of education, elected by our town members, who control the standards for graduation at our high schools, continue to be the ones in charge. The local boards oversee our schools and see to it that requirements are met.

Learn Everywhere will give credit to a student falling short of the standards set by our own local boards.

Please vote 'no'.

Sue Bracy

[REDACTED]  
Dunbarton NH. 03046  
Sent from my iPhone

**Adams, Angela**

---

**Subject:** FW: Please vote against the Learn Everywhere program

---

**From:** Susan Paton [REDACTED]

**Sent:** Monday, February 18, 2019 6:45 PM

**To:** [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com); [acboe@comcast.net](mailto:acboe@comcast.net)

**Subject:** Please vote against the Learn Everywhere program

I am extremely concerned with the loss of local control over high school credits and the depressed value and quality of program courses offered in the Learn Everywhere program. I urge you to vote against this program which takes funding which would be better used by local schools.

**Please do everything in your power to prevent privatization of NH public schools and vote against the Learn Everywhere program.**

Susan Paton  
Acworth, NH

**Adams, Angela**

---

**Subject:** FW: Concerns about Learn Everywhere

**From:** Susan Richman [REDACTED]

**Sent:** Friday, February 15, 2019 9:03 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Concerns about Learn Everywhere

Dear State Board of Education members Cline, Griffin, Cassady, Honorow, Chagnon, Lane, and Nazzaro,

Business leaders of New Hampshire have repeatedly expressed their need for qualified workers. It is the responsibility of local school boards and local high schools to furnish our businesses with young people who possess the knowledge basis and the thinking skills to enter the work force or go on to higher learning.

School boards, principals, teachers, parents, and other local stakeholders are dedicated to defining and updating standards for what happens in the classroom and during the experiential opportunities afforded by internships. The diploma a student receives on graduation is a guarantee that a student has met certain criteria. "Learn Everywhere" will create an end run around those standards, around New Hampshire's valued "local control" of its schools, and will create confusion as to the meaning and worth of a New Hampshire high school diploma. I cannot imagine any business would choose to move to New Hampshire or to remain in the state, if educational standards are to become so lax.

Thank you for your consideration, and for your dedication to the welfare of our students,  
Susan Richman

[REDACTED]  
Durham, NH 03824  
[REDACTED]

**Adams, Angela**

---

**Subject:** FW: Learn Everywhere Illusion

-----Original Message-----

From: Ted Leach [REDACTED]  
Sent: Sunday, February 17, 2019 3:46 PM  
To: Helen Honorow <[Helen@barrylawoffice.com](mailto:Helen@barrylawoffice.com)>  
Subject: Learn Everywhere Illusion

The "Learn Everywhere Program" is a classic Wolf in Sheeps clothing scenario. And in its attempt to bring forward this silent agenda this program will stomp all over any semblance of local control. No one knows the needs of a local community better than the local school board and certainly not a bunch of suits from Concord, New Hampshire. This idea needs to be killed as quickly as possible and let's get back to more sensible issues such as compelling the state to fulfill its funding obligations to local school units.

Ted Leach  
Hancock, NH

**Adams, Angela**

---

**Subject:** FW: Learn everywhere

**From:** Terri O'Rorke [REDACTED]

**Sent:** Friday, February 15, 2019 10:17 AM

**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)

**Subject:** Learn everywhere

Dear Board of Education members,

I am emailing all of you to express my concern about this proposed program that takes away district oversight. It is my understanding local school boards would not know if these individual courses were properly taught. Also, the district itself would not have the ability/authority to make sure said program was teaching what it proposed! What happened to checks and balances?

My other concern, where will the money come from to fund this program? There are now already many property-poor towns who could use revenue assistance rather than adding yet another unnecessary burden to property owners.

My final concern, two words; "Special Needs." I don't see anything about how these students needs would be taken into account, which leads me to wonder if these students would be left by the wayside.

I thank you for your time in reading my email and hope that you all look into every aspect, both pro and con, into this proposed program before implementing it.

Terri O'Rorke, Keene

**Adams, Angela**

---

**Subject:** FW: "Learn Everywhere"

-----Original Message-----

From: Trudy Mott-Smith [REDACTED]

Sent: Tuesday, February 19, 2019 4:54 PM

To: Adams, Angela

Subject: "Learn Everywhere"

Dear Ms. Adams

I am a retired public school teacher and believe that the "Learn Everywhere" program is bad idea.

It would compete with efforts already being made by some school districts and draw resources away from the public schools when they need them most.

Sincerely,

Wiltrud R. Mott-Smith

## Adams, Angela

---

**From:** Helen Honorow <Helen@barrylawoffice.com>  
**Sent:** Wednesday, February 20, 2019 9:11 PM  
**To:** Adams, Angela  
**Subject:** two phone calls

Hi. I got the following two messages left at my home:

1. Nicole Demarest, Keene, NH Retired teacher of 37 years. Opposed to Learn Everywhere. Major concerns about the program.
2. Harry Young, Jaffrey, NH. Former state rep. This program is nuts (asked that the language be excused). Concerned about no oversight in the programs offered to students. Concerned about lack of funding for schools. Opposed to Learn Everywhere

Please include these in the record. Thanks. Helen

Helen G. Honorow, Esq.  
Barry & Honorow  
Attorneys at Law  
161 Kinsley Street  
Nashua, New Hampshire 03060  
Phone: 603-883-0474  
Fax: 603-886-8625  
e-mail: [hhonorow@barrylawoffice.com](mailto:hhonorow@barrylawoffice.com)

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## Adams, Angela

---

**From:** Helen Honorow <Helen@barrylawoffice.com>  
**Sent:** Tuesday, March 5, 2019 7:40 AM  
**To:** Adams, Angela  
**Subject:** FW: SB 140 As Amended

Helen G. Honorow, Esq.  
Barry & Honorow  
Attorneys at Law  
161 Kinsley Street  
Nashua, New Hampshire 03060  
Phone: 603-883-0474  
Fax: 603-886-8625  
e-mail: [hhonorow@barrylawoffice.com](mailto:hhonorow@barrylawoffice.com)

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**From:** Mark Hounsell [mailto:[granitestatefocus@gmail.com](mailto:granitestatefocus@gmail.com)]  
**Sent:** Monday, March 04, 2019 8:11 PM  
**To:** Bradley, Jeb  
**Cc:** Donna Soucy ; Jay Kahn ; Mel Myler ; Steve Shurtleff ; Rep. Steve Woodcock ; Jessica Whitelaw ; David Bettencourt ; Kevin Richard ; Ann Lane ; Cindy Chagnon ; Drew Cline ; Frank Edelblut ; Helen Honorow ; Kate Cassady ; Phil Nazzaro ; Sally Griffin  
**Subject:** Re: SB 140 As Amended

Conway Daily Sun  
March 5 2019

[https://www.conwaydailysun.com/news/local/hounsell-learn-everywhere-hijacks-local-school-control/article\\_56fbf5e0-3acf-11e9-bac9-4b883b94bdfd.html](https://www.conwaydailysun.com/news/local/hounsell-learn-everywhere-hijacks-local-school-control/article_56fbf5e0-3acf-11e9-bac9-4b883b94bdfd.html)

On Sat, Mar 2, 2019 at 3:27 PM Mark Hounsell <[granitestatefocus@gmail.com](mailto:granitestatefocus@gmail.com)> wrote:

March 2, 2019

The Honorable Senator, Jeb Bradley  
NH State Senate District 3  
Concord NH

Re: SB 140

Dear Senator Bradley,

Jeb,

I am writing to you to voice my full support of the **Out to Pass amendment for SB 140** as it appears in the Senate Journal #12, February 27 2019 and printed below.

Please be advised the NHDOEs CHAPTER ED 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT developed rules will be discussed at the upcoming March, 11th public meeting of the Conway School Board.

It is reasonable, at this time, to predict with certainty that the school board will pass a resolution to share with you stating our opposition to the proposed rules.

However, since the Senate will be voting on SB 140 this Thursday March 7, I am compelled to provide you with this advisory statement before the Conway School Board takes a formal position. Although, I serve as a member of the Conway School Board, none of my colleagues have taken a public position on the proposed rules that I am aware of at this time. Accordingly, they may have similar or different positions.

I have scrutinized the proposed rule. Having once served on the JLCAR. I learned that the first duty of that committee is to determine if a proposed rule contains any *overreach* by an agency.

It is my opinion the proposed **CHAPTER ED 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT** rules are indeed an overreach of legislative intent.

The eventual enactment of the provisions of the amendment to SB 140, with a strong bipartisan vote from the Senate, would have a significant positive impact on the future development of locally led curriculum programming in our public schools.

In recent years the community based leadership of the development of Extended Learning Opportunities (ELO) has been at the local level. These local programs are having good successes and should be encouraged the NHDOE. Reenacted Section RSA 193-E:2-a, V(b) of the amendment accomplishes a good purpose.

I hope the Senate will pass this important legislation with a strong bipartisan vote? SB 140 as amended, provides school districts across the state the encouragement that the enactment of this bad administrative rule may yet be averted. Hopefully the House will concur?

**Amendment to SB 140** Amend the title of the bill by replacing it with the following:  
**AN ACT** relative to credit for alternative, extended learning, and work-based programs.  
Amend the bill by replacing section 1 with the following:  
*1 Substantive Content of an Adequate Education; Alternative Programs. RSA 193-E:2-a, V(b) is repealed and reenacted to read as follows: (b) Each local school board shall determine whether to grant academic credit for alternative, extended learning, and work-based programs. 2019-0647s*

**AMENDED ANALYSIS** This bill authorizes local school boards to grant academic credit for alternative, extended learning, and work-based programs. Education and Workforce Development February 21, 2019 2019-0646s 05/04

Respectfully yours,  
Mark Hounsell Member  
Conway School Board

Cc. His Excellency Governor, Christopher Sununu  
The Honorable Senate President, Donna Soucy  
The Honorable House Speaker, Stephen Shurtleff

The Honorable Senator, Jay Kahn Chairman Senate Educations and Workforce Development  
The Honorable Representative, Mel Myler Chairman House Education  
The Honorable Representative, Steve Woodcock, Carroll County District 2, House Education  
Jessica Whitelaw, Member Conway School Board  
The Honorable State Board of Education  
SAU 9 Superintendent, Kevin Richard

## Adams, Angela

---

**From:** Linda Tanner <[REDACTED]>  
**Sent:** Friday, April 19, 2019 4:50 PM  
**To:** Adams, Angela  
**Subject:** Testimony

Angela,

I have enclosed a copy of my testimony on Learning Everywhere. I would appreciate if you could distribute it to the members of the State School Board.

Thank you,

Linda Tanner  
State Representative  
Sullivan 9  
Education Committee Clerk

Today's New Hampshire public schools offer internships, apprenticeships, career technical education, community service, capstone projects, extended learning opportunities (ELO), and senior projects all involving learning out in the community. All are accomplished under the knowledge and approval by the local school board. The local school system and career technical Institutes provide a necessary directed and safe, well thought out framework for these well defined learning experiences. These programs involve oversight from professional educators who set benchmarks or rubrics for the experience. School coordinators contact the outside vendor or person to make sure the experience will be safe and can meet the goals of the project. A teacher or coordinator provides oversight during the experience and develops a method of self-evaluation with the student as well as an assessment to certify the credits.

Educators encourage all students to be life-long learners, to be curious, thoughtful, critical thinkers, to take their experiences outside the classroom and relate them to their directed learning with in the classroom. Education must be relevant but it also must be directed by standards and benchmarks. We should be assured that our students are in a safe environment and benefit from quality learning experiences.

New Hampshire schools are ranked in the top of the nation's schools. We are a national model in competency based education. New Hampshire's educational system is successful because we have followed principles of innovation within the framework of educational best practices, guided by professional educators and meeting high standards of achievement.. not simply capturing learning anywhere and applying it towards graduation.

--

Sent from Gmail Mobile

## Adams, Angela

---

**From:** Helen Honorow <Helen@barrylawoffice.com>  
**Sent:** Sunday, February 24, 2019 3:28 PM  
**To:** Adams, Angela  
**Subject:** FW: Letter from Manchester Mayor Craig Regarding Learn Everywhere  
**Attachments:** Mayor Craig Letter Re Learn Everywhere.pdf

Helen G. Honorow, Esq.  
Barry & Honorow  
Attorneys at Law  
161 Kinsley Street  
Nashua, New Hampshire 03060  
Phone: 603-883-0474  
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**From:** Mahoney, Ryan [<mailto:RMahoney@manchesternh.gov>]  
**Sent:** Friday, February 22, 2019 3:58 PM  
**To:** 'ACBOE@comcast.net'  
**Cc:** 'griffinweb1@gmail.com'; 'kcassady@allstaffcorp.com'; Helen Honorow; 'chags@comcast.net'; 'annlanenhsboe@gmail.com'; 'pnazzaronhboe@gmail.com'  
**Subject:** Letter from Manchester Mayor Craig Regarding Learn Everywhere

Good Afternoon Chairman Cline and Members of the Board,

Attached please find a letter from Manchester Mayor Joyce Craig regarding the Learn Everywhere program. If you have any questions, please do not hesitate to let me or Mayor Craig know.

Ryan

Ryan Mahoney

Chief of Staff  
Office of the Mayor  
One City Hall Plaza  
Manchester, NH 03101  
T: 603.624.6500 C: 603.502.4069  
<https://www.manchesternh.gov>

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*The Right-To-Know Law (RSA 91-A) provides that most e-mail communications, to or from City employees and City volunteers regarding the business of the City of Manchester, are government records available to the public upon request. Therefore, this email communication may be subject to public disclosure.*



## CITY OF MANCHESTER

*Joyce Craig*  
*Mayor*

February 22, 2019

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

**RE: Learn Everywhere**

Dear Chairman Cline and Members of the Board,

At the February 14<sup>th</sup> public hearing on the proposed “Learn Everywhere” program, it was misrepresented to your Board and members of the public that the Manchester School District was in favor of the program based on a letter from our outgoing Superintendent Dr. Vargas. As Mayor and Chair of the Manchester Board of School Committee, I can assure you that the Manchester Board of School Committee has not taken a position on this program, nor has it authorized Dr. Vargas to support this proposal on behalf of the district.

I write to you not on the behalf of the Manchester Board of School Committee or the City of Manchester, but as a Mayor who deeply cares about the quality of education our children receive from our schools.

The “Learn Everywhere” program, as currently proposed, runs counter to the established policies of the Manchester Board of School Committee and I urge the Board of Education to reject this proposal.

Encouraging learning outside the classroom and providing innovative learning opportunities is critical to meeting the needs of our students with different talents and development. That is why Manchester has authorized Extended Learning Opportunities (ELOs) in our district to improve student achievement when the traditional classroom structure is not practical or effective for an individual student. However, as detailed in the Manchester Board of School Committee’s Instruction Policy 131.2, all such ELOs “must be aligned with the school’s educational goals and objectives.”

The “Learn Everywhere” program would give the State Board of Education the ability to force Manchester to grant academic credit for programs that are either not aligned with our district’s goals or not up to the rigorous standards we set for our students. Decisions like this should not be made in a boardroom in Concord, but by the Manchester Board of School Committee, who are elected by the people of Manchester every two years and who care the most about the quality of education in Manchester schools.

In Manchester and school districts across the state, local control is the bedrock on which our public education is based. What works in a rural town in Coos County may not work in Manchester, which is why local control and local decision-making is so important. If the “Learn Everywhere” program is approved, it will usurp our local school boards’ ability to decide what is best for our students as well as potentially weaken the standards our students and educators are held to.

Therefore, I respectfully ask the Board of Education to reject the “Learn Everywhere” program proposal. However, if the Board intends on approving the program, I strongly urge the Board to amend the proposal to allow each local school district to determine whether or not to grant credits earned in the “Learn Everywhere” program so that each school district can maintain the local control that our residents, teachers, and students expect from their elected officials.

Thank you for your attention to this important matter and if you have any questions, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Joyce Craig".

Joyce Craig  
Mayor

## Adams, Angela

---

**From:** Helen Honorow <Helen@barrylawoffice.com>  
**Sent:** Thursday, April 18, 2019 2:55 PM  
**To:** Adams, Angela  
**Subject:** FW: Learn Everywhere, Implications for Special Education  
**Attachments:** SKM\_C454e19041813480.pdf

Helen G. Honorow, Esq.  
Barry & Honorow  
Attorneys at Law  
161 Kinsley Street  
Nashua, New Hampshire 03060  
Phone: 603-883-0474  
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**From:** [jbergeron@nhasea.org](mailto:jbergeron@nhasea.org) [<mailto:jbergeron@nhasea.org>]  
**Sent:** Thursday, April 18, 2019 2:54 PM  
**To:** [ACBOE@comcast.net](mailto:ACBOE@comcast.net); [griffinweb1@gmail.com](mailto:griffinweb1@gmail.com); [kcassady@allstaffcorp.com](mailto:kcassady@allstaffcorp.com); Helen Honorow ; [chags@comcast.net](mailto:chags@comcast.net); [annlanenhsboe@gmail.com](mailto:annlanenhsboe@gmail.com); [pnazzaronhboe@gmail.com](mailto:pnazzaronhboe@gmail.com)  
**Cc:** [Frank.edelblut@doe.nh.gov](mailto:Frank.edelblut@doe.nh.gov); 'Gerald M. Zelin'  
**Subject:** Learn Everywhere, Implications for Special Education

Good Afternoon Members of the State Board of Education,

On behalf of the NH Association of Special Education Administrators (NHASEA), I would like to share with you the attached letter which includes a detailed set of comments related to ED 1400, Learn Everywhere Program and implications upon special education.

As the State Board of Education moves forward with the rule making process, we would encourage you to review our comments and consider them during your deliberations and decision making. If you have any questions or require additional information, please do not hesitate to reach out to us.

Thanks in advance for your review and consideration of the comments provided in the attachment above.

Sincerely,  
Jane  
Jane Bergeron-Beaulieu  
Executive Director  
NHASEA  
[jbergeron@nhasea.org](mailto:jbergeron@nhasea.org)

224-7555



# N.H. Association of Special Education Administrators

Jane Bergeron-Beaulieu, Executive Director  
Denise Lavoie, Administrative Assistant

State Board of Education  
NHDOE  
101 Pleasant Street  
Concord NH 03301

RE: Proposed Rules Ed 1400

Dear State Board of Education Members,

On behalf of the New Hampshire Association of Special Education Administrators (NHASEA) we would like to submit to your attention the following comments regarding Proposed Rules ED 1400, "Learn Everywhere Program". Upon review of the draft rules NHASEA, in collaboration with Attorney Gerald M. Zelin, would offer the following observations.

1. When it comes to special education, the proposed rules are not authorized by statute. The proposed rules purport to implement RSA 193-E:2-a, V. (See proposed Ed 1401.01.) That statute simply says, "The State Board of Education shall adopt rules, pursuant to RSA 541-A, relative to the approval of alternative programs for granting credit leading to graduation."

Nothing in the statute authorizes the State Board to adopt rules that hijack school district services or funds. Yet, as you will see in point 7 below, the proposed rules indeed hijack school district services and funds.

2. By increasing local costs as described in point 7 below, the proposed rules violate the N.H. Constitution, Part 1, Article 28-a, which prohibits the state from imposing new unfunded mandates on school districts, as well as RSA 541-A:25, I, which prohibits state agencies from adopting rules "in such a way as to necessitate further expenditures" by school districts.
3. Proposed Ed 1403.01(a) lists the information a "Learn Everywhere program" must file with the State Department of Education to obtain approval. Section 1403.01(b) says that the applicant "shall also submit" additional information, but is ambiguous on when that additional information must be submitted; it does not explicitly say this information must be included in the application.

25 Triangle Park Drive, #103  
Concord, NH 03301

603-224-7555 Office  
603-224-0684 Fax  
[www.nhasea.org](http://www.nhasea.org)

4. Proposed Ed 1403.01(b)(2)-b states that this additional information must include “a policy that describes how the program will coordinate with the local education agency (LEA) for students with an education plan pursuant to Section 504 of the Rehabilitation Act, to include facilitating accommodations if necessary.” That provision is flawed for the following reasons.
5. Section 504, 29 U.S.C. § 794(a), applies only to recipients of federal funds. Another statute, the Americans with Disabilities Act, applies to all state and local governments, as well as to “public accommodations” operated by private businesses. 42 U.S.C. §§ 12131, *et seq.*, § 12181, *et seq.* Both Section 504 and the ADA: (i) prohibit discrimination on the basis of disability; and (ii) require reasonable accommodations and modifications for disabled persons to gain access.<sup>1</sup>
6. Section 504 and the ADA do not require that a school district provide accommodations and modifications when a student attends a program the school district neither operates nor subsidizes. The duty to provide accommodations and modifications, and to fund them, falls on the entity operating the out-of-district program. Proposed Ed 1403.01(b)(2)-b, in contrast, seems to assume the school district will have some role in providing and funding the accommodations and modifications Section 504 or the ADA compel a Learn Everywhere program to provide.
7. Proposed Ed 1403.01(b)(2)-b fails to mention the Learn Everywhere program’s duty to provide reasonable “modifications.”<sup>2</sup> It refers solely to “accommodations.”
8. Proposed Ed 1403.01(b)(2)-b contains no standards or guidelines concerning what the Learn Everywhere program’s policy shall say on the issue of coordinating Section 504 accommodations with school districts. JLCAR may view that as too open-ended.
9. Proposed Ed 1403.01(b)(2)-b speaks of “facilitating accommodations if necessary.” That is overly vague. What do “facilitating” and “necessary” mean in this context?
10. Proposed Ed 1403.01(b)(2)-c requires that the applicant submit “a policy that describes how the program will coordinate with the LEA for students with an individual education program pursuant to the Individuals with Disabilities Education Act (2004), to include, but not be limited to coordinating: 1. Required special education programs; 2. Support Services; and 3. Least restrictive environment.” That provision contains no standards or guidelines concerning what the policy shall say. JLCAR may consequently view that as too open-ended.

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<sup>1</sup> Some say that Section 504 and the ADA require accommodations, not modifications. In fact, they require not only reasonable accommodations, but also reasonable modifications. E.g., *Alexander v. Choate*, 469 U.S. 287, n 19 (1985) (regarding Section 504); 20 U.S.C. § 12131(2) (regarding the ADA as applied to state and local government); 28 C.F.R. § 36.302(a) (regarding the ADA as applied to privately operated public accommodations).

<sup>2</sup> See footnote 1 above.

11. Proposed Ed 1403.01(b)(5) recites what the applicant shall submit for “insurance.” However, a subsidiary clause, proposed Ed 1403.01(b)(5)-b, discusses a topic unrelated to insurance. This subsidiary clause states that the Learn Everywhere program’s policy shall include a provision requiring that parents or legal guardians “referred by an LEA” sign a “policy” agreeing to “indemnify and hold harmless the school district ... from all claims ... for any action or inaction of the state approved Learn Everywhere program.”

This subsidiary clause provides only limited protection for school districts. It is not a waiver. It’s an agreement to “indemnify and hold harmless,” which means to reimburse the school district for liability or attorney’s fees the district may incur. This provides no protection to a school district if the parents are “judgment proof” because they lack the financial capacity to reimburse the school district.

12. Proposed Ed 1406.01(a)-(c), addressing students who have IEPs (i.e., who qualify as disabled under the IDEA) hijacks school district resources.
- a. The IDEA, 20 U.S.C. §§ 1400, et seq., requires that a school district offer a “free appropriate public education” (FAPE) in the least restrictive appropriate environment. The IDEA defines a FAPE as “special education and related services” provided at public expense and “under public supervision and direction,” in conformity with an IEP. 20 U.S.C. § 1401(9). A FAPE must include preschool, elementary, or secondary education, 20 U.S.C. § 1401(9)(C), which means education in a *public or nonprofit* school. 20 U.S.C. § 1401(6), (27).
  - b. Importantly, the IDEA requires that a school district offer “an” appropriate public education, not the “most” appropriate one. A program is “appropriate” if it is reasonably calculated to confer meaningful educational benefit. E.g., *D.B. v. Esposito*, 675 F.3d 26 (1st Cir. 2012).

If a school district can provide an appropriate public education in its public schools, it has no duty to provide or fund services outside them. For example, although a private school selected by a student’s parents may be appropriate, or even more appropriate than the public school, the school district has no duty to pay for the private school if an appropriate program is available in its public schools. *D.B. v. Esposito*.

As some courts have said the IDEA compels a school district to provide a “serviceable Chevrolet, not a Cadillac.”

- c. Proposed Ed 1406.01(a)-(c), in contrast, requires that a school district provide and fund services at a Learn Everywhere program even if a FAPE is available in the public schools.

For example, if the student needs an aide or nurse to participate in the Learn Everywhere program, proposed Ed 1406.01(b) requires that the school district send an aide or school nurse to accompany the student at the Learn Everywhere program. This will increase local costs if the Learn Everywhere program

operates outside of regular school hours or if the school district must hire an additional aide or nurse to accompany the student to the Learn Everywhere program during school hours.

- d. Proposed Ed 1406.01(a)-(c) will not only increase local costs, but will also make school districts responsible for the appropriateness of programs over which they have no managerial control. This will contradict the IDEA, which requires that a FAPE be “under public supervision and direction.” 20 U.S.C. § 1401(9)(A).
- e. If a school district refuses to support a Learn Everywhere program for a special education student, proposed Ed 1406.01(e) allows parents to either request an IDEA due process hearing under Ed 1123 or to file a complaint with the N.H. Department of Education under Ed 1121. The reference to Ed 1121 should be deleted. Proceedings under Ed 1121 begin with an investigation and conclude with an order by the Commissioner of Education. Unlike proceedings under Ed 1123, proceedings under Ed 1121 include no hearing and no mechanism for judicial review. Ed 1123, in contrast, reflects what the IDEA demands as a process for resolving IEP and FAPE disputes. See 20 U.S.C. § 1415.
- f. RSA 186-C:10 requires that school districts offer special education in their public schools or in private programs *approved by the State Department of Education for the provision of special education*. RSA 186-C:18 and the state rules implementing that statute offer state financial assistance only when a school district pays tuition for a student to attend a private school that is *state-approved for the provision of special education*.

The proposed Learn Everywhere rules, in contrast, create a mechanism to force a school district to fund services at a facility *that does not operate a state-approved special education program*.

For example, there are several for-profit “pseudo-schools” in New Hampshire that are not state-approved for special education, or even for general education, yet offer instruction for a full school day. The proposed Learn Everywhere rules, taken to their logical extreme, will encourage parents of special education students to demand public funding for their children to attend such facilities for the full school day.

- g. As noted above, the IDEA stats that a FAPE must include education in a public or *nonprofit* school. 20 U.S.C. § 1401(6), (9), (27). Proposed 1401.02(a), in contrast, states that Learn Everywhere programs may include “for-profit” entities.
13. Proposed Ed 1401.02(b) is nonsense. It says, “These rules shall apply to students, emancipated students, or students with disabilities whose individualized education program (IEP) team has determined it appropriate.” What does “it” mean? And does the clause “whose individualized education program (IEP) team has determined it appropriate” modify the entire sentence?

In conclusion, the special education provisions in the State Board of Education's proposed "Learn Everywhere" rules mistakenly assume the IDEA compels a school district to provide or fund any service that is "appropriate."

In fact, the IDEA requires a school district to provide or fund only services that are *necessary* for a child to receive an appropriate education. A service is not "necessary" under the IDEA unless it is essential for the child to make meaningful educational progress.

Very truly yours,

Jane Bergeron-Beaulieu  
Executive Director, NHASEA  
[jbergeron@nhasea.org](mailto:jbergeron@nhasea.org)

Gerald M. Zelin  
Attorney, Drummond Woodsum  
[GZelin@dwmlaw.com](mailto:GZelin@dwmlaw.com)

Cc: Frank Edelblut

## Adams, Angela

---

**From:** Ken Page <kpage@nhasp.org>  
**Sent:** Monday, February 25, 2019 11:33 AM  
**To:** Edelblut, Louis (Frank); ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; Brennan, Christine  
**Cc:** Adams, Angela  
**Subject:** NHASP Comments  
**Attachments:** NHASPComments&Recommendations.docx

Dear Commissioner Edelblut, State Board of Education Chair Drew Cline and other Members of the New Hampshire State Board of Education:

Although we realize that the formal comment period has ended, we nonetheless wanted you to know the opinions of the New Hampshire Association of School Principals regarding Learn Everywhere.

Please see the attached comments from our NHASP president, Bill Lonergan of Campbell High School in Litchfield

Ken Page  
Interim Executive Director  
New Hampshire Association of School Principals  
[kpage@nhasp.org](mailto:kpage@nhasp.org)  
office 1-603-225-3431  
cell 1-802-595-1844





25 Triangle Park, Suite 105, Concord, NH 03301

**William Lonergan, NHASP President, Principal, Campbell High School in Litchfield, NH**

Re: Written testimony regarding SB 435 and its proposed rules

Dear Commissioner Edelblut, State Board of Education Chairman Kline and other members of the New Hampshire State Board of Education:

On behalf of New Hampshire's principals, we seek to clarify our position relative to Senate Bill 435 and the implication of its proposed rules referred to as *Learn Everywhere*. **We oppose the change in practice for the State Board to approve nonprofit and for-profit programs that would award academic credits for learning outside the classroom.** The proper focus should be centered around the question *What do schools need to overcome the barriers of meeting ED 306.27?* and *How can the NH BOE and NH DOE support schools in doing so?* *Learn Everywhere* is a solution to a perceived problem. We, too, believe it is our obligation to work with the community, parents, and businesses to provide a quality education for all students to meet their unique needs. New Hampshire has been a leader in the area of personalized education through Extended Learning Opportunities (ELOs), Competency Based Education, and Project Based Learning, all moving toward customization. *Learn Everywhere* is divisive to our discussion regarding continuous improvement of the public education experience of each New Hampshire student. New Hampshire Association of School Principals' (NHASP) Executive Board asks that the following points be considered in the decision-making process:

**The concept of *Learn Everywhere* already exists in demonstrated practice and by state regulation.**

- ED 306.27 (b)(4) & (b)(5) of NH Minimum Standards address Extended Learning Opportunities with a focus on providing opportunities for students to learn in a variety of contexts beyond the classroom.
- Although initially presented by the New Hampshire Commissioner of Education as a "rare opportunity for students to receive alternative credits," after the February 14, 2019, State Board of Education hearing, the testimony presented clearly demonstrates that many schools in New Hampshire offer high quality learning experiences for students through ELOs. These opportunities are student driven and supported by adults providing multiple pathways for students to learn outside the classroom and achieve credits toward high school graduation through assessment based on high school competencies. Members of the community and beyond are involved as mentors, teachers, and facilitators with the Extended Learning Coordinator's role being one of ensuring rigorous content, deeper learning through transferable skills, and alignment with the competencies, state and national standards, and local curriculum.

**ELOs offer a variety of opportunities for students to engage in their communities and beyond in a variety of settings.**

- Learning outside the classroom is not an alternative to the classroom, but instead, another way for students to engage in their learning.

**Local control is a cornerstone of New Hampshire's communities.**

- Local control is supplanted when the State Board has the authority to approve nonprofit and for-profit programs that would award academic credits.
- According to the New Hampshire Commissioner of Education, a student could engage in credit bearing educational opportunities outside of a school with no local oversight of the opportunities. These opportunities would receive credits to meet the graduation requirements of a New Hampshire high school. The student could then request a diploma from his/her local school. Our local school boards create diploma requirements that meet the state standards, and just as important, incorporate the values of the community, and how to best meet the needs of students in that community. Local school boards will lose oversight over their own diplomas.

**We encourage the NH BOE to consider the following recommendations:**

- Seek accurate data. Although only 52% responded to the ELO survey from NHSBA, we believe is a misconception that the 48% who did not respond do not have ELOs. So, therefore, an attempt needs to be made to gather ELO data from all high schools.
- If the data validates Commissioner Edelblut's statement that the rollout has been uneven, seek to find out why and what support is needed by the Department of Education in order to state with assurance that the ELO system is fully implemented in New Hampshire's schools.
- Create a study committee with the charge to review present practices for students to access learning outside of the classroom in New Hampshire middle and high schools to understand the barriers and gaps to providing high quality learning experiences for students outside of the classroom such as transportation, fees, materials, etc.
- Highlight schools as excellent exemplars of learning outside the classroom for other schools to use as models for their own work.
- Facilitate professional learning communities focused on learning outside the classroom to support all schools in achieving quality learning experiences available for all students.
- Support adequate funding for schools to implement ED 306.27 (b)(4) & (b)(5) creating equitable opportunities for all students to access learning outside the classroom.
- Support NH School Board credit granting authority and also to seek a compromise: Even if the NH BOE chooses to approve nonprofit and for-profit programs by awarding a *limited number of academic credits* for learning outside the classroom, continue to allow and support local school boards to make the decisions on when and how credits are granted for their schools. If students have successfully completed the local board requirements, they would therefore be entitled to a diploma from that school. It's the NH way.

Respectfully submitted by William Lonergan, President, New Hampshire Association of School Principals, [wlonergan@litchfieldsd.org](mailto:wlonergan@litchfieldsd.org)

Notice Number 2019-4

Rule Number Ed 306.18(c) **V, B**

<p>1. Agency Name &amp; Address:</p> <p><b>State Board of Education c/o Department of Education 101 Pleasant Street Concord, NH 03301</b></p>	<p>2. RSA Authority: <u><b>RSA 189:1; RSA 189:24</b></u></p> <p>3. Federal Authority: _____</p> <p>4. Type of Action:</p> <p>Adoption _____</p> <p>Amendment <u><b>X</b></u></p> <p>Repeal _____</p> <p>Readoption _____</p> <p>Readoption w/amendment _____</p>
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5. Short Title: **School Year**

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

**Ed 306.18 addresses minimum standard for public school approval relative to the school year. Paragraph (c) of Ed 306.18 is being amended to address local school district concerns regarding rescheduling high school graduation dates because of snow and other emergency make-up days. The amendment allows schools to set the graduation date and not have to reschedule if there are more than 5 snow or emergency days in a school year.**

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

**Local school districts and their citizens are affected by these rules.**

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

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.18(c)	RSA 189:1; RSA 189:24

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

Name: **Amanda Phelps**

Title: **Administrative Rules  
Coordinator**

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

Phone #: **(603) 271-2718**

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

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

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

NN 2019-4 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **February 19, 2019**

 Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **February 14, 2019 at 10:00 a.m.**

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

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

FIS # 18:228, dated 01/02/19

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

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

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

No federal mandate, no impact on state funds.

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

**A. To State general or State special funds:**

None.

**B. To State citizens and political subdivisions:**

None.

**C. To independently owned businesses:**

None.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the political subdivisions of the state. These rules clarify a process that is already in place regarding setting the graduation date for high school seniors. There is therefore no violation of Part I, Article 28-a.

Amend Ed 306.18(c), effective 3-27-14 (Doc. #10556), cited as follows:

Ed 306.18 School Year.

(c) ~~The school year for high school seniors may be reduced by no more than 5 days or 30 hours of instruction, whichever is less, from the number of days or hours of instruction for other high school students.~~ ***The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).***

**Nonpublic School Approval Checklist Application Review Form**

Reviewed By: Jane Levesque

**School Name: US Performance Academy**

**Town: New London**

**Address: 276 Newport Rd., Suite 206**

**Phone Number: 617-448-7016**

**Head of School: Pete Smith**

**Email: pete.smith@gouspa.org**

**Date Initial Application Received: 1/22/2018**

**Date of Anticipated Opening: 2/15/19**

**Grade Levels Requested: 6-12**

**Expected first year enrollment: 45**

**Multi Grade Classes: No**

**Co-Educational: Yes**

**Boarding School: No**

Received	Required Documents	Date Received	Comments
X	Summer School/Programs	1/22/18	None offered
X	School Calendar	1/22/18	p.7-8
X	School Hours Survey	1/22/18	p.6
	Fire and Life Safety Report		N/A, online school
	Health Inspection Report		N/A, online school
	Water/Waste Approval		N/A, online school
	Zoning Approval	1/22/18	N/A, online school
X	Board Members List	1/22/18	p.2
X	Staff List	5/2/18	p. 9
X	Staff Resumes	5/2/18	p.10-16
X	Organizational Chart	5/2/18	p.17
X	Criminal Records Check	1/22/18	p.2
X	Professional Development Plan	5/2/18	p.18
X	First Year Budget	5/2/18	p.20-23
X	Secretary of State	1/14/19	p.19
X	Federal Tax Exemption	1/22/18	p.3, for profit
X	Authority to Sign Financial Documents Bonded	1/22/18	p.3
X	Policy of Auditing School Finances yearly	1/22/18	p.3
X	School Purpose/Objectives	5/2/18	p.26
X	Philosophy/Faith Based	5/2/18	p.26
X	Evaluation Procedures	5/2/18	p.26
X	School/Community Relationship	1/22/18	p.26
X	Curriculum/Objectives for Each Grade	1/22/18	p.27-49
X	Graduation Requirements	1/22/18	p.25
X	US-NH History, RSA 189:11	1/22/18	p.2
X	English Primary Language For Instruction	1/22/18	p.2
X	Programs offered: Art, Music Computer, PE, World Languages, CTE	1/22/18	p.2
X	Physical Education Credit on High School Transcript	1/22/18	p.24
X	Student Handbook	5/2/18	p.50-78

Received	Required Documents	Date Received	Comments
X	Grievance Policy	5/2/18	p.77-78
X	Student Records Location Upon School Closing	1/22/18	Per RSA 189:27-b Department of Education
X	Physicals, Immunization, RSA 141-C:20a	1/22/18	
X	Services: Health, Transportation, Food , Library	1/22/18	N/A online
X	Emergency Operations Plans, RSA 189:64	1/22/18	p.79-82
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32	1/22/18	N/A
	United States Flag Displayed, RSA 189:17	1/22/18	N/A
X	Accrediting Agency	1/22/18	N/A
	Date of Visit by the Department of Education		N/A online school
X	Commissioner Recommendation to the State Board	1/28/19	
X	Application Complete and Reviewed by DOE	1/28/19	



NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 101 PLEASANT STREET  
 CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL**

(Please Print)

Today's Date: 1/18/2018

1. Name of School: US Performance Academy

2. Street Address: 276 Newport Road, Suite 206, New London, NH 03257

3. Mailing Address: PO Box 293, Elkins, NH 03233

4. Name/title of the director or the person authorized to represent the school: Pete Smith, President

5. Telephone Number: 603-775-7423 Fax Number: \_\_\_\_\_

Email: pete.smith@gouspa.org Website: http://gouspa.org

6. Approval is requested for Grade 6 to Grade 12 and Age 11 to Age 18.  
 Please provide the school's current number of students in the table below.  
 Include the number of infants and toddlers in the I-T column.

**NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.**

GRADES	I-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students																
International Students																
Special Education Students																
Home Education Students																
Total Number of Students									1	12	9	6	9	3	5	45

7. Will the school combine different grades in one classroom? YES \_\_\_ NO x

8. Will this school be co-educational? If not, which gender will be admitted? YES x NO \_\_\_

9. Will this school provide room and board for students? YES \_\_\_ NO x

10. Will this school year offer summer school or summer programs? YES \_\_\_ NO x  
 If yes, please attach a full description.

**CALENDAR**

11. Please complete and submit the attached School Schedule Survey.

**FACILITIES** **USPA is an online school and does not maintain school facilities.**

12. Acceptable fire safety and health inspection reports for all school facilities used by students must be submitted before a school can receive an approved designation. (Please read the attached forms.) Please attach a list of all school buildings including the name (if any) and location (if offsite) of all school buildings. Please include modular buildings.
13. If the school facilities are **not** connected to the municipal water system, a letter of approval or exemption from the NH Division of Environmental Services (DES) must be submitted.
14. If the school facilities are **not** connected to the municipal wastewater system, submit proof that septic tank is pumped regularly.
15. The attached Zoning Verification form must be completed and submitted with this application.

**PERSONNEL**

16. Does the school presently have a governing board? no If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete.
17. Please attach a list of all staff and teachers and a brief resume or curriculum vitae for each to include: formal education, professional experience and special life experiences qualifying that staff member to carry out assigned responsibilities. If teachers and staff have not yet been hired, please submit this information before the start of classes.
18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors.
19. Will you require criminal record checks for teachers and staff? (Highly Recommended) yes
20. Please attach your plan to provide professional development opportunities to staff and teachers.

**FINANCES**

21. Please submit a tentative first year budget indicating anticipated expenses, income and sources of income. Anticipated expenses shall include, but not be limited to: facility acquisition, maintenance and operations, insurance, salaries and benefits, equipment and supplies.
22. Will this school be incorporated in New Hampshire? no If yes, what is or what will be the name of the corporation? \_\_\_\_\_  
Is this school incorporated in another state? yes If yes, which state? Maine  
Please provide the school's current Certificate of Good Standing or other documentation showing that the school is currently registered with the NH Secretary of State's Office. (Information at <http://www.sos.nh.gov/corporate/index.html> or 271-3244.)

23. Will this school apply for federal tax exempt status? no If yes, submit proof of status when available.
24. Who will have the authority to sign payment checks and other financial documents for the school?  
Pete Smith, President  
 Will these people be bonded? no
25. Will an independent audit of school finances be conducted each year? yes

**EDUCATIONAL PROGRAM**

26. Please submit the following information:

- a) The specific educational purpose(s) and objectives to be served by this school;
- b) The philosophic or religious traditions influencing this school's programs, if any;
- c) The procedure to evaluate the achievement of school's stated educational purpose(s) and objectives;
- d) A description of the school's planned procedure to ~~evaluate~~ <sup>evaluate</sup> and report students' overall progress;
- e) A description of the expected relationship between this school and the local community; and
- f) The school's curriculum or list of objectives for each grade or list of course descriptions for each grade.

27. If this school will include Grade 12, provide a list of the courses and credits needed to receive a high school diploma from this school.

28. In which grade(s) will this school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government? grade 7  
 (Per RSA 189:11, such instruction shall begin not later than the opening of the 8<sup>th</sup> grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.)

29. Will English be the primary language used in this school? (RSA 189:19) yes

30. Which of the programs will be offered at this school?

PROGRAMS OFFERED	YES	NO
Art	x	
Computer Technology	x	
Music		x
Physical Education Classes	x	
Vocational or Career Technical Education		x
World Languages	x	

**OTHER**

- 31. Please submit a copy of the school's student handbook or similar guidelines to be provided to students and parents. **Attached**
- 32. Please submit a copy of the school's grievance policy or procedures to address complaints concerning bullying, teacher misconduct and payment of tuition when a student leaves the school. **Attached**
- 33. Will this school submit to the NH Department of Education on or before October 15<sup>th</sup> each year, the school's average daily membership in attendance, fall enrollment and teacher staff numbers in accordance with RSA 189:28? **Yes**
- 34. Please indicate: **Records will be stored in a fire proof file cabinet at USPA Headquarters.**
  - 1) How the school will keep student records secure and safe; and
  - 2) Where student records will be stored if the school closes.

**They will be stored at the Department of Education**  
 (We recommend records be sent to the local school administrative unit or the Department of Education.)
- 35. Will your school require students to be immunized prior to enrollment and maintain the results in the students' records as required by RSA 141-C:20a? **Yes**
- 36. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 200:32, Physical Exam of Pupils, requiring a complete physical examination by a licensed physician, physician's assistant or advanced practice registered nurse of each child upon entry into school for the first time. **All students submit a physical prior to enrollment.**
- 37. Please submit a brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, Health Studies, requiring health and physical education be taught especially as they relate to the effects of alcohol and other drugs, child abuse, HIV/AIDS and STDs on the human system. **All students take a health course.**
- 38. Please provide a brief description below for those services which will be provided.

<b>Services</b>
Nurse or other medical support: <b>n/a</b>
Transportation services including to and from school, field trips and extracurricular activities: <b>n/a</b>
Food Services: <b>no</b>
Library: <b>no</b>

- 39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)? **Yes**
- 40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32. **n/a**

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? n/a

42. Is your school approved by any of these recognized agencies? **No**

- a.  New England Association of Schools and Colleges (NEASC)
- b.  Association of Christian Schools International (ACSI)
- c.  American Association of Christian Schools (AACCS)
- d.  NH Department of Education Bureau of Special Education

**The school is accredited by SAIS and NWEA — which are affiliated with AdvancEd. USPA is also a member of NAIS and iNACOL.**

**“I verify the information submitted on this form and in other submitted documents is true and accurate.”**

Name of Principal or Authorized Representative (Print) Pete Smith

Name of Director or Authorized Representative (Signature) 

Today's Date: 1/18/18

**Please send the completed nonpublic school application and related documents to the:**

Division of Program Support  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

**New Hampshire laws and administrative rules, as well as contact information for various state departments, can be found at <http://www.nh.gov>.**

**NH Department of Education  
Bureau of School Safety and Facility Management  
101 Pleasant Street  
Concord, NH 03301**

**Initial Nonpublic School Schedule Survey**

**School Year: 2018 to 2019**  
(Please Print)

1. School Name: US Performance Academy
2. School Address/Town: 276 Newport Road, Suite 206, New London, NH 03257
3. Which grades are offered at this school? Grade 6-12
4. Number of full days (6 hours or more) this school will be in session: 180
5. Number of partial days (less than 6 hours) this school will be in session: 0
6. List the partial days to be scheduled, if any: n/a
7. List the vacation weeks and other holidays when school will not be in session:  
**The school observes US national holidays**
8. First scheduled day of classes: 9/4/17 Last scheduled day of classes: 6/28/17  
**Students can enroll any time during the year**
9. Last day of grade 12 classes, if applicable: Seniors will complete classes by June 28, 2019.
10. On full days, what time will school start and end? How many minutes will students attend?  
The program is delivered online and students set their own schedule but it typically runs 5 hours per day.  

Kindergarten:	Start _____	End _____	Total Day Minutes: _____
Elementary Grades (1-6):	Start _____	End _____	Total Day Minutes: _____
Middle/Jr HS Grades (7-8):	Start <u>8:30 am</u>	End <u>4:30 pm</u>	Total Day Minutes: <u>420</u>
High School Grades (9-12):	Start <u>8:30 am</u>	End <u>4:30 pm</u>	Total Day Minutes: <u>420</u>

**Note: Students will set their own individual schedule.**
11. On full days, how many minutes will be allowed for lunch?  
**Students take lunch as their schedule permits.**  
Elementary Grades: \_\_\_\_\_ Middle/Junior HS Grades: \_\_\_\_\_ High School Grades: \_\_\_\_\_
12. Will the school hold regular classes or meetings on weekends or during the evenings?  
If yes, please explain.  
**Students may meet with their academic advisors in the evening or on weekends as needed. Each class is led by a state certified teacher.**



2017-2018

### District Settings: USPA - US PERFORMANCE ACADEMY (ME)

Schools **Calendar** Schedules Permissions Licensing

Changes made to the calendar will affect ALL students in your district.

Calendar: School Year (Aug-Jul) 2014 - 2015 2015 - 2016 2016 - 2017 2017 - 2018 2018 - 2019

Set School Week Set Holidays

August 2017							September 2017							October 2017						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5	3	4	5	6	7	8	9	1	2	3	4	5	6	7
6	7	8	9	10	11	12	10	11	12	13	14	15	16	8	9	10	11	12	13	14
13	14	15	16	17	18	19	17	18	19	20	21	22	23	15	16	17	18	19	20	21
20	21	22	23	24	25	26	24	25	26	27	28	29	30	22	23	24	25	26	27	28
27	28	29	30	31										29	30	31				
November 2017							December 2017							January 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4	3	4	5	6	7	8	9		1	2	3	4	5	6
5	6	7	8	9	10	11	10	11	12	13	14	15	16	7	8	9	10	11	12	13
12	13	14	15	16	17	18	17	18	19	20	21	22	23	14	15	16	17	18	19	20
19	20	21	22	23	24	25	24	25	26	27	28	29	30	21	22	23	24	25	26	27
26	27	28	29	30			31							28	29	30	31			
February 2018							March 2018							April 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7
4	5	6	7	8	9	10	11	12	13	14	15	16	17	8	9	10	11	12	13	14
11	12	13	14	15	16	17	18	19	20	21	22	23	24	15	16	17	18	19	20	21
18	19	20	21	22	23	24	25	26	27	28	29	30	31	22	23	24	25	26	27	28
25	26	27	28											29	30					
May 2018							June 2018							July 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5	3	4	5	6	7	8	9	1	2	3	4	5	6	7
6	7	8	9	10	11	12	10	11	12	13	14	15	16	8	9	10	11	12	13	14
13	14	15	16	17	18	19	17	18	19	20	21	22	23	15	16	17	18	19	20	21
20	21	22	23	24	25	26	24	25	26	27	28	29	30	22	23	24	25	26	27	28
27	28	29	30	31										29	30	31				

Color Key

Weekend Holiday USPA Holiday

# District Settings: USPA - US PERFORMANCE ACADEMY (ME)

Schools **Calendar** Schedules Permissions Licensing

Changes made to the calendar will affect ALL students in your district.

Calendar: School Year (Aug-Jul) 2014 - 2015 2015 - 2016 2016 - 2017 2017 - 2018 2018 - 2019

Set School Week Set Holidays

August 2018							September 2018							October 2018						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													
November 2018							December 2018							January 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
				1	2	3							1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	31		
							30	31												
February 2019							March 2019							April 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
					1	2						1	2		1	2	3	4	5	6
3	4	5	6	7	8	9	3	4	5	6	7	8	9	7	8	9	10	11	12	13
10	11	12	13	14	15	16	10	11	12	13	14	15	16	14	15	16	17	18	19	20
17	18	19	20	21	22	23	17	18	19	20	21	22	23	21	22	23	24	25	26	27
24	25	26	27	28			24	25	26	27	28	29	30	28	29	30				
							31													
May 2019							June 2019							July 2019						
Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa	Su	M	Tu	W	Th	F	Sa
			1	2	3	4							1		1	2	3	4	5	6
5	6	7	8	9	10	11	2	3	4	5	6	7	8	7	8	9	10	11	12	13
12	13	14	15	16	17	18	9	10	11	12	13	14	15	14	15	16	17	18	19	20
19	20	21	22	23	24	25	16	17	18	19	20	21	22	21	22	23	24	25	26	27
26	27	28	29	30	31		23	24	25	26	27	28	29	28	29	30	31			
							30													

Color Key

Weekend  Holiday  USPA Holiday



Pete Smith, President

Kimberly Dow, Chief of Academics

Brendan Bigos, Learning Coach

Brennan Barnard, Director of College Counseling

Leann Hollis, Director of Marketing

### **Additional Teaching Staff**

Will be assigned by beginning of academic year. State certified teachers are provided by Edgenuity Instructional Services.

### **Exeter Staff**

Chet Murch

Travis Bezio

## **Brendan T. Bigos**

**176B Kinsley St. Nashua, New Hampshire 541-530-2432 btbigos@gmail.com**

### **ADMINISTRATION**

Fall 2010-Fall 2016

**COLLEGE EXCEL (Bend, OR)**

***Program Director***

- Managed all aspects of program development and delivery of services for young adult college support program.
- Developed holistic wellness curriculum for young adults struggling with ADD, ADHD, depression and anxiety
  - Managed staff of 10-15 Certified Behavioral Coaches
  - Oversaw hiring process and staff development
  - Managed Human Resources and Payroll
  - Supervised Admissions, Student Life and Academic Departments
- Conducted student and parent interviews for Admissions Department to assess program appropriateness and potential for success
- Created and implemented treatment plans for students in collaboration with local mental health providers
- Provided emergency interventions for students in the areas of anxiety, depression, substance use/abuse and self-harm
- Responsible for program discipline including; intervention, corrective, suspension and expulsion
- Conducted and taught series of four introductory parent classes
- Ran a weekly "Parent Hotline" for parent coaching
- Life and Academic Coach for 1-3 students
- Developed and executed national marketing strategy based on maintenance and growth of Educational Consultant and professional referral sources
  - Represented College Exel at national and regional conferences for marketing and admissions, including IECA, NATSAP & HECA
  - College Excel representative in the Central Oregon Program Alliance (Group comprised of eight programs and school in the Central Oregon region)
  - Performed market research and scouted for East Coast expansion locations

Fall 2009-Fall 2010

**COLLEGE EXCEL (Bend, OR) *Student Life Director***

- Managed all aspects of Student Life Department and staff
  - Responsible for overall safety and health of all students enrolled in program
  - Supervised staff of three life coaches
  - Worked as a Life and Academic Coach for up to 10 students
  - Certified as Behavioral Coach

Fall 2008 – Summer 2009

**THE HYDE SCHOOL (Bath, ME)**

***Athletic Director***

- Managed all facets of \$110,500 budget
- Appointed and managed coaching staff for 20 teams
- Managed three season participation philosophy for 140 students
- Coordinated game scheduling of over 200 contests for 20 teams
- Managed use of Athletic and Student Life Facilities
- Oversaw six-team Invitational Basketball Tournament

- Mentored four student Athletic Directors

Summer 2006- 2008    **THE HYDE SCHOOL** (Woodstock, CT)    ***Asst. Dean of Students***

- Supervised and implemented school discipline for 175 boarding students
- Liaison between school and parents of boarding students
- Head of student housing, including management of dorm culture
- Supported the implementation of a character curriculum in all facets of the school
- Head Dean of Students for Summer School 2006

## **TEACHING**

February 2016-February 2017    **Fremont Middle School** (Roseburg Oregon)    ***Head TAP Program***

- Managed all aspects of program and delivery of services for middle school students designated as Emotionally Disturbed.
- Developed behavioral protocol for up to 11 students on Individual Educational Plans
- Managed 2 Instructional Assistants
- Oversaw instruction of web based curriculum for students unable to participate in traditional classroom environment.
- Served as disciplinary liaison for Administration and lead teachers.

2004 –2009                                    **THE HYDE SCHOOL**                                    ***Humanities & Language***

- English 9, 10, 11, Analysis of text, grammar, parts of speech, development of analytical, expository, critical thinking essays and creative writing
- Relevant Texts: *Catcher in the Rye, Old Man and the Sea, The Watchmen, V for Vendetta, Self Reliance, One Flew Over the Cuckoo's Nest, The Sailor Who Fell From Grace with the Sea, Monkeys, Iron and Silk*
- Senior History Seminar, 20<sup>th</sup> Century World History, American History- analysis of cause and effect relationships, writing of a 15-page term paper and independent research skills
- Spanish 1, Basic grammar, vocabulary and introductory conversation

## **COACHING**

2003-2009                                    **THE HYDE SCHOOL**                                    Woodstock, CT

*Head Men's Varsity Lacrosse Coach, Head Women's Varsity Soccer Coach,  
Assistant Women's Ice Hockey Coach*

2000-2001                                    **COLBY COLLEGE**                                    Waterville, ME  
*Assistant Men's Lacrosse Coach*

## **EDUCATION**

1996-2001                                    **FRANKLIN & MARSHALL COLLEGE**                                    Lancaster, PA  
*Bachelor of Arts in American Studies*

***References Available Upon Request***

## SUMMARY

An experienced educational leader with a background in for-profit and non-profit educational administration. Developed and implemented effective solutions, including high-impact product launches, with a creative and visionary approach. Experienced in operations, financial management, marketing, strategic planning, fundraising, online education, team building, and partnership development. Able to bring multi-stakeholder groups together to complete projects and create value for an organization. Background working with virtual teams. A start-up builder who thrives in unstructured, ambiguous environments. Always willing to roll up sleeves to get the job done with exacting standards, inclusiveness, and humor.

## STRENGTHS

Leading & Developing Teams  
 Internet Start-Ups  
 Redesigning Business Processes  
 E-commerce Operations  
 Talent Identification

Grant Writing & Fundraising  
 Leading Change  
 Online Learning  
 Forming Strategic Alliances  
 Accreditation

Managing Budgets and P&L  
 LMS and SIS Management  
 Project Management  
 Public Speaking

## EXPERIENCE

Consultant, **Education First (EF)**, Boston, MA, 2016

- Partnered with senior management and twelve EF language school administrators over six month engagement to inform and help navigate twelve accreditation self-study documents.
- Evaluated corporate operations plan and related documents and delivered outline of methods for strengthening usability.
- Part-time role over six months for strategic project.

Chief of Academics, **US Performance Academy**, Virtual, 2014-2017

Provided strategic and entrepreneurial leadership for early stage, high growth online school start-up. Devised instructional model, including course offerings for all grades. Promoted a positive school culture focused on the needs of students. Identified courseware solutions and oversaw the implementation of the school's SIS-LMS based learning community. Assisted in doubling enrollment.

- Devised course assignments and four-year plans for all students.
- Co-led AdvancEd school accreditation process and visit.
- Maintained a strategic roadmap and calendar for curriculum development.
- Spearheaded and managed deep, multi-stakeholder, relationships with partner organizations.
- Identified cloud-based enrollment management solution.
- Designed training materials for academic advisors; wrote/created major school documents.
- Collaborated with marketing department to launch promotional campaign.
- Architected development of life skills curriculum on D2L platform.
- Administered/set up Naviance college planning solution.
- Served as academic advisor for initial cohort of students and held regular meetings with families.

Head of School & Academic Dean, **National Sports Academy**, Lake Placid, NY, 2012-2014

Led transformation of school suffering from low enrollment by hiring new teachers/staff and strengthening academic program. Performed strategic, management, advancement, public speaking, and business related responsibilities of the Head of School. Reversed enrollment spiral through staff restructuring, instituting tighter financial controls, and fundraising.

- Raised \$495K through parent campaign, \$200K HUD and \$50K NYSED grant.
- Hired and mentored faculty, coaches and administrators. Directed a team of 20.
- Transitioned course management to cloud-based LMS.
- Managed low-cost redevelopment of school's print-based and electronic marketing materials.
- Transformed College Guidance and Admissions office and implemented Naviance and SchoolAdmin solutions.

- Recruited five new Board members. Reported to Board on all aspects of school operations.
- Developed and managed a 2 million dollar annual budget, and implemented a five-year forecast.
- Led 10-year NYSAIS accreditation.
- Devised and oversaw building rehabilitation plan.
- Taught Statistics and Algebra.

Founder, **KD Media**, New York & Vermont, 2006—2012

Launched several companies, including media company that encompassed a wide range of projects for over 12 clients including: online usability and instructional design evaluation, online course development, museum exhibit plans, program evaluations, curriculum creation, and web presence for start-up. Founded e-commerce company BearHillSports.com that manufactured and sold domestically/commercially sewn athletic apparel.

- Consulted with clients around web-based course and assessment tool development, and developing strategy for pricing and production of online product offerings.
- Applied instructional design expertise to deliver competitive solutions for clients.
- Wrote successful \$400K grant to World Bank for client.
- Developed distribution channels through online and retail stores. Managed all design, fabric sourcing, and sewing contractor relationships, to create line of clothing made from Polartec®.

Director of Online Learning, **Legal Research Network (LRN.com)**, Los Angeles, CA, 2000-2006

Managed the creation of Web-based education products from concept through completion for a privately held, market-leading provider of governance and compliance software and legal research services to Fortune 500 companies. Provided operational oversight of Content Department for 50+ Fortune 500 customers.

- Directed operations of online learning division. Responsible for oversight of 800+ course library and of the annual creation of ~220 new online courses. Identified new course offerings.
- Created new corporate business division (custom content) to develop custom corporate training courses.
- Managed all aspects of custom content development.
- Fortified strategic partnerships with law firms, production talent, and vendors for the localization and translation of web-based courses into 40+ languages.
- Oversaw all onsite video and audio production.
- Increased production by factor of 3 through improved processes with no increase in staff.
- Hired and managed creative/legal staff of 25. Devised production schedule.
- Created strategic partnership with India based company to augment production.
- Developed and took to market 25 new video-based course offerings in 3 months.
- Directed development of over 100 Corporate Codes of Conduct into web-based courses.
- Managed 4 million dollar annual department budget. Full P & L responsibility.
- Analyzed market and forecast sales, prepared corporate budgets and monitored results to achieve ROI objectives. Fueled revenue growth from 0 to \$2M in year one for custom content.

Adjunct Faculty, **Graduate Center at Marlboro College**, Brattleboro, VT, 1998-2000,

Graduate program faculty member responsible for the supervision of five Master of Arts in Teaching (MAT) thesis projects. Contributed to curriculum development. Courses taught: three graduate-level courses within the MAT program concerning the theory and technologies behind the design and development of online educational materials and learning environments.

Division Director, Education, **Smithsonian Institution**, 1992-1998, Cambridge, MA

Responsible for conceiving and directing all major education related activities for the Division of major research institution. Successfully wrote grants for over \$3M to support education programs.

- Presented talks at national and international conferences and published articles in journals.
- Contributing author for two astronomy textbooks: one for elementary and one for college students.
- Produced Astronomy in Motion, a public service campaign for Boston subway system.
- Founded and directed program that encouraged undergraduates to pursue careers via a nationally competitive summer intern program, funded by \$300K National Science Foundation grant.
- Produced web-based public information web site for major NASA telescope mission. Managed international campaign to send the winner of mission naming contest to NASA launch.
- Created web-based curriculum development program with NASA, K12 teachers, and national museums funded by \$1 million grant.

**EDUCATION**

Master of Education in Technology, Innovation, and Education; Ed.D. (ABD)  
Harvard University, Cambridge, MA

Master of Science in Astrophysics  
University of Arizona, Tucson, AZ

Bachelor of Science in Physics, summa cum laude  
Marlboro College, Marlboro, VT

**RECENT COMMUNITY SERVICE**

School of Leadership Afghanistan, Online Math/Physics Mentor (2016)  
Lake Placid Unified School District Board Decision Making Committee, Member (2015-17)  
USA Luge Education Committee Chair (2015-16)  
Klingenstein Fellow, Columbia University (Class of 2015, offer)  
Ironman Lake Placid Volunteer (2014, 2015)  
Race Official, USA Luge (2012-13)  
Berkeley Hall School Character Education Council, Advisor (2003)  
Vermont Institute of Science, Math, and Technology Committee, Member (2000)  
NASA/Hubble Space Telescope proposal review committee member: (1999), Chair: (2000)

# Peter Graydon Smith

153 Wilmot Center Rd • Wilmot, NH 03287 • (617) 448 – 7016 • [pete.smith@gouspa.org](mailto:pete.smith@gouspa.org)

## EDUCATION

- 2008 - 2009 **TEACHERS COLLEGE, COLUMBIA UNIVERSITY** New York, NY  
M.A. Education Leadership; The Klingenstein Center
- 1995 - 1999 **UNIVERSITY OF RHODE ISLAND** Kingston, RI  
B.S. Marine Affairs  
Minor: Political Science

## ADMINISTRATIVE & TEACHING EXPERIENCE

- 2013 - Present **US PERFORMANCE ACADEMY** WILMOT, NH  
*President and Co-Founder*
- Responsible for daily overall operation of the school
  - Executed and created model of integrating athletics and college preparatory academics to support high performance athletes throughout the world
  - Manage and collaborate with USPA Leadership team
  - Created strategy and executed infrastructure for a ground breaking methodology in community building in digital environments
  - Collaborates with Director of Business Development to grow enrollment and create alternative revenue streams
  - Collaborates with Chief of Academics in student and family decisions, admissions, overall academic decisions, and other student learning questions
- 2008 - 2013 **THE ST. ANDREW'S SCHOOL** Savannah, GA  
*Head of Middle School*
- Responsible for daily overall operation of the middle school division
  - Introduced and managed implementation of one of the first 1 to 1 iPad programs in the United States including presenting to the board of directors, purchasing, and managing community impacts, student learning, parent education, faculty professional development and creation of vanguard education teams
  - Served on strategic planning committee as administrative representative and co-wrote the student life section, led board of trustees discussion during collaboration process
  - Olweus Bullying Prevention Committee Coordinator led group implementing Olweus program in the middle school responsible for leading meetings, scheduling, and faculty professional development
  - Served on middle school building and renovation planning committee working with board members and architect in redesign of middle school facility
  - Created a middle school parent advisory group that meet monthly to discuss current teaching practices, middle school news, and collaborate with Head of Middle School on possible new programs
  - Chair of scheduling committee charged with reshaping our daily middle school schedule to incorporate more class offerings and enrichments
  - Chair of student led conferences committee introducing student led conferences to the middle school
  - Co-taught a Socratic Seminar class to 7th grade students
  - Developed and taught a public speaking class to 8th grade students
- 2005 - 2008 **THE PENNFIELD SCHOOL** Portsmouth, RI
- Interim Upper School (Grades 6 -8) Dean of Students*
- Chair of Upper School Discipline Committee; lead faculty committee in major discipline cases
  - Liaison between the school and parent community in both group and individual settings
- Upper School Mathematics*
- Taught introductory geometry and pre-algebra mathematics
  - Head Coach; soccer, basketball, and lacrosse
  - Student Advisor; served as advisor for 6 Upper School students on a weekly basis
- Director of Athletics*
- Responsible for developing team schedules, officials, and travel logistics for Middle School and Upper School athletic programs
  - Responsible for hiring, evaluating, and supervising coaching staff for both Middle School and Upper School interscholastic programs
  - Managed athletic facilities, equipment, and fields
- 2001-2003 **ST. PAUL'S SCHOOL** Brooklandville, MD
- Middle School Faculty*
- Science and Mathematics; taught introductory geometry and pre-algebra mathematics, environmental and physical science; facilitated small group instruction of students with mild to severe learning disabilities

- Blue/Gold Faculty Representative; coordinated logistics for student-run spirit contests and fundraisers
- Head Coach; football, basketball and baseball
- Differentiated Learning Committee; developed program addressing differentiated instruction
- Student Advisor; served as school/parent liaison; addressed current adolescent social issues

## OTHER PROFESSIONAL EXPERIENCE

- 2006-2008  
NY
- THE FISHERS ISLAND YACHT CLUB** Fishers Island,
- Sailing Director*
- Developed and supervised implementation of sailing curriculum for 110 students while managing a staff of 14 instructors
  - Responsible for hiring and evaluating all staff and organizing travel logistics for racing teams
- 2003-2005
- INTERPORT TOWING & TRANSPORTATION** Southport, ME
- Captain*
- Supervised crew and managed logistics of 70' commercial tugboat moving material along the Eastern Seaboard
- 2000-2001  
MA
- TRC ENVIRONMENTAL CORPORATION** Lowell,
- Environmental Consultant*
- Provided technical consulting and management for US Environmental Protection Agency superfund sites throughout New England; assisted in the development of environmental policy education for private contractors

## PROFESSIONAL PRESENTATIONS

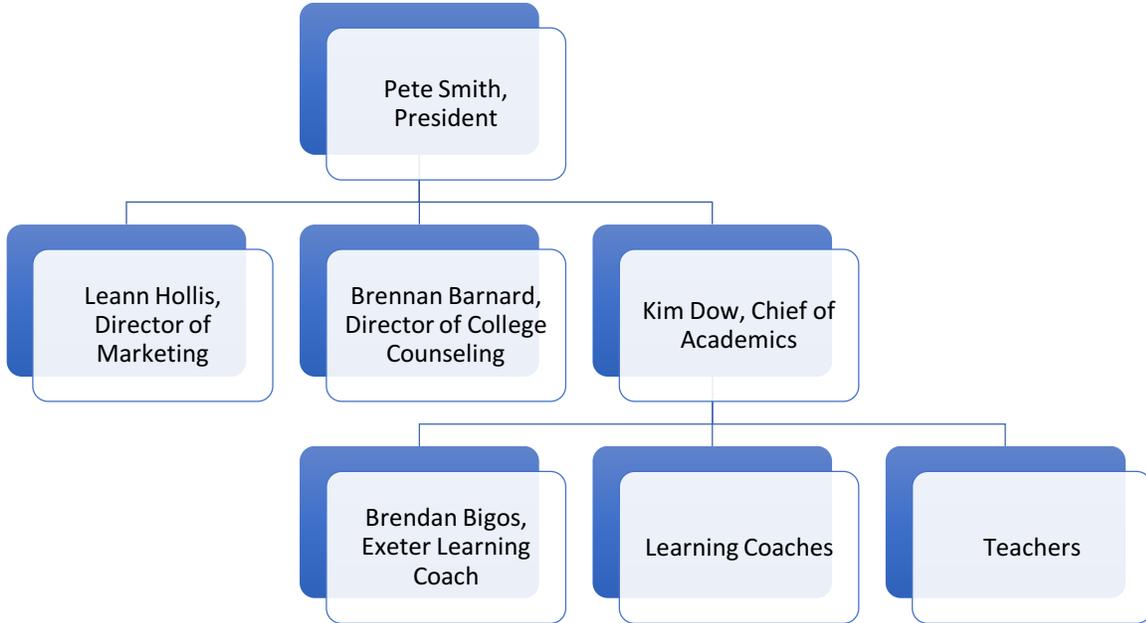
- Presenter, NAIS National Conference, Washington, DC: *iDiscover21c: 1 to 1 iPad Initiative That Launched a Small Technologically Challenged PK3-12 School into the 21st Century in 100 Days*
- Featured Speaker, Alabama Association of Independent Schools: *iDiscover 21C; A St. Andrew's Teaching & Learning Initiative-Preparing Students to be Leaders in the 21st Century*
- Presenter at Georgia Educational & Technology Conference: *iDiscover 21C; A St. Andrew's Teaching & Learning Initiative-Preparing Students to be Leaders in the 21st Century*
- Presenter, *Apple Corporate Briefings*, Spring 2011

## PROFESSIONAL DEVELOPMENT & BOARD MEMBERSHIP

- Member, Board of Directors for Lighthouse Coalition of Schools, 2011
- Creating Resilient Schools: Strategic Marketing, enrollment, and budget Management; NAIS 2011
- Olweus Bullying Prevention Coordinating Committee Training, 2011
- Learning with iWork, 2 day workshop; Apple Computers 2010
- Introduction to the Eno Board; Polyvision Products 2010
- Conference on Multiple Intelligence Classrooms, 2008

## OTHER

- United States Coast Guard 150 Ton Masters License (1996-2007; Qualified by the United States Coast Guard to operate commercial vessels of no more than 150 gross tons)
- Tybee Island Volunteer Fire Department; Member
- American Safety & Health Institute; CPR/AED/First Aid Certified
- Avid sailor and outdoorsman





### **Professional Development Plan**

All USPA Learning Coaches undergo a formal training schedule early in their hiring to ensure they are able to utilize the student information system for trends and challenges in each of their students' learning patterns. As we grow in enrollment we will continue to streamline these processes of training and implementing different professional development opportunities with our faculty in addition to continuing to collaborate with the USPA faculty.

# State of New Hampshire

## Department of State

### CERTIFICATE

I, William M. Gardner, Secretary of State of the State of New Hampshire, do hereby certify that US PERFORMANCE ACADEMY, INC is a Maine Profit Corporation registered to transact business in New Hampshire on January 11, 2019. I further certify that all fees and documents required by the Secretary of State's office have been received and is in good standing as far as this office is concerned.

Business ID: **810517**

Certificate Number : **0004375316**



IN TESTIMONY WHEREOF,

I hereto set my hand and cause to be affixed  
the Seal of the State of New Hampshire,  
this 11th day of January A.D. 2019.

A handwritten signature in black ink, appearing to read "Wm Gardner".

William M. Gardner  
Secretary of State

<b>USPA</b>							
Fiscal Year Jan 1-December 31							
		Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
<b>Enrollment-USPA</b>							
Okanagan/Vegas/canada		2	50	2	0	0	0
Seacoast/Exeter		6	50	82	75	100	145
Stan		6	10	6	6	6	6
Full Pay (12,100)		6	30	10	10	10	10
		0	0	75	125	156	200
<b>Total Enrollment-USPA</b>		<b>36</b>	<b>140</b>	<b>175</b>	<b>216</b>	<b>272</b>	<b>361</b>
<b>Enrollment-T Bezio</b>							
Inaugural Scholarship							
Optional Partnership		0	0	0	0	0	0
Sibling 10% discount							
Full Pay							
<b>Total Enrollment-T Bezio</b>		<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total Number of Students</b>		<b>36</b>	<b>140</b>	<b>175</b>	<b>216</b>	<b>272</b>	<b>361</b>
<b>Revenue</b>							
	Tuition/Student						
Okanagan/Vegas/canada	9000	\$ 18,000.00	\$ 450,000.00	\$ 18,000.00	\$ -	\$ -	\$ -
Seacoast/Exeter	7500	\$ 45,000.00	\$ 375,000.00	\$ 615,000.00	\$ 562,500.00	\$ 750,000.00	\$ 1,087,500.00
Stan	8000	\$ 48,000.00	\$ 80,000.00	\$ 48,000.00	\$ 48,000.00	\$ 48,000.00	\$ 48,000.00
Full Pay (12,100)	10500	\$ -	\$ 315,000.00	\$ 787,500.00	\$ 1,312,500.00	\$ 1,640,625.00	\$ 2,100,000.00
Average Tuition	8750						
		\$111,000	\$1,220,000	\$1,468,500	\$1,923,000	\$2,438,625	\$3,235,500
<b>Tuition and Fees Total</b>		<b>\$111,000</b>	<b>\$1,220,000</b>	<b>\$1,468,500</b>	<b>\$1,923,000</b>	<b>\$2,438,625</b>	<b>\$3,235,500</b>
<b>Expenses</b>							
<b>Curriculum/Instruction- COG-Edgenuity</b>							
		\$100,800	\$392,000	\$490,000	\$604,800	\$762,300	\$1,010,800
<b>Staffing</b>							
		\$196,000	\$400,275	\$674,650	\$756,775	\$820,056	\$913,775
<b>Travel &amp; Entertainment</b>							
Learning Coach Travel	0.0243902	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Business Development Travel	0.0243902	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
President Travel		\$10,000	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
Marketing Person Travel	0.0243902	\$2,500	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Chief of Academics Travel	0.0243902	\$5,000	\$10,000	\$30,000	\$30,000	\$30,000	\$30,000
<b>Total Travel &amp; Entertainment</b>		<b>\$37,500</b>	<b>\$45,000</b>	<b>\$65,000</b>	<b>\$65,000</b>	<b>\$65,000</b>	<b>\$65,000</b>
<b>Marketing</b>							
Digital	0.0243902	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
Traditional		\$26,300	\$26,300	\$26,300	\$26,300	\$26,300	\$26,300
Event	0.0243902	\$1,200	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	0.0243902	\$0	\$0	\$0	\$0	\$0	\$0
<b>Total Marketing</b>		<b>\$41,500</b>	<b>\$45,300</b>	<b>\$45,300</b>	<b>\$45,300</b>	<b>\$45,300</b>	<b>\$45,300</b>
<b>INFRASTRUCTURE</b>							
GRADUATION EXPENSES		\$2,000	\$10,000	\$15,000	\$20,000	\$20,000	\$20,000
SATI/ACT FEES	0.0243902	\$500	\$500	\$0	\$0	\$0	\$0
LEARNING COACHES OFFICE/TECH		\$3,250	\$4,750	#REF!	#REF!	#REF!	#REF!
ZOOM		\$1,200	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
SLACK		\$500	\$500	\$500	\$500	\$500	\$500
WEBSITE & DOMAINS & LMS		\$2,500	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
COMPUTER SUPPLIES		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
ACCREDITATION/AFFILIATIONS/MEMBERSHIPS		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
Office Lease		\$3,000	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
LEGAL	0.0243902	\$11,000	\$10,927	\$10,927	\$10,927	\$10,927	\$10,927
ACCOUNTING		\$2,000	\$1,967	\$1,967	\$1,967	\$1,967	\$1,967
DUES AND SUBSCRIPTIONS	0.0243902	\$2,000	\$2,814	\$2,814	\$2,814	\$2,814	\$2,814
BANK SERVICE CHARGES	0.0243902	\$2,500	\$3,278	\$3,278	\$3,278	\$3,278	\$3,278
<b>Total Other Expenses</b>	0.0243902	<b>\$31,000</b>	<b>\$34,986</b>	<b>\$34,986</b>	<b>\$34,986</b>	<b>\$34,986</b>	<b>\$34,986</b>
<b>TOTAL PROJECTED EXPENSES</b>		<b>\$406,800</b>	<b>\$917,561</b>	<b>\$1,309,936</b>	<b>\$1,506,861</b>	<b>\$1,717,642</b>	<b>\$2,058,861</b>
<b>Net Profit/Net Cash Flow</b>		<b>(\$295,800)</b>	<b>\$302,439</b>	<b>\$158,564</b>	<b>\$416,139</b>	<b>\$720,983</b>	<b>\$1,175,639</b>
Funding							





<b>INFRASTRUCTURE</b>													
Professional Development				\$25,000				\$50,000				\$50,000	\$50,000
GRADUATION EXPENSES				\$15,000				\$65,000				\$65,000	\$65,000
SAT/ACT FEE'S	0.0243902		\$0	\$500				\$500				\$500	\$500
LEARNING COACHES OFFICE/TECH			\$2,500	\$1,500.00				\$3,000.00				\$25,000.00	\$25,000.00
ZOOM			\$1,200	\$1,200				\$1,200				\$1,200	\$1,200
SLACK			\$500	\$500				\$500				\$500	\$500
WEBSITE & DOMAINS & LMS			\$5,000	\$5,000				\$5,000				\$5,000	\$5,000
COMPUTER SUPPLIES			\$3,000	\$10,000				\$25,000				\$25,000	\$45,000
ACCREDITATION/AFFILIATIONS/MEMBERSHIP S			\$5,000	\$5,000				\$5,000				\$5,000	\$5,000
Office Lease			\$6,000	\$10,000				\$15,000				\$15,000	\$15,000
LEGAL	0.0243902		\$10,927	\$10,927				\$25,000				\$25,000	\$25,000
ACCOUNTING			\$1,967	\$1,967				\$5,000				\$5,000	\$5,000
DUES AND SUBSCRIPTIONS	0.0243902		\$2,814	\$2,814				\$2,814				\$2,814	\$2,814
BANK SERVICE CHARGES	0.0243902		\$3,278	\$3,278				\$3,278				\$3,278	\$3,278
<b>Total Other Expenses</b>	0.0243902		<b>\$42,686</b>	<b>\$92,686</b>				<b>\$206,292</b>				<b>\$228,292</b>	<b>\$248,292</b>
<b>TOTAL PROJECTED EXPENSES</b>			<b>\$638,786</b>	<b>\$1,035,986</b>				<b>\$2,302,092</b>				<b>\$3,556,592</b>	<b>\$6,548,592</b>
<b>Net Profit/Net Cash Flow</b>			<b>\$2,214</b>	<b>\$194,014</b>				<b>\$900,408</b>				<b>\$3,688,408</b>	<b>\$5,011,408</b>



**Staff**

Pete Smith, President

Kimberly Dow, Chief of Academics

Brendan Bigos, Learning Coach

Brennan Barnard, Director of College Counseling

Leann Hollis, Director of Marketing

**Additional Teaching Staff**

Will be assigned by beginning of academic year. State certified teachers are provided by Edgenuity Instructional Services.

**Exeter Staff**

Chet Murch

Travis Bezio

Grade	Language Arts		Math		Social Studies		Science		Languages		Electives	
9	Language Arts 9		Algebra	Geometry	World History		Biology		Spanish I, II, III			Health
10	Language Arts 10		Geometry	Algebra II	Modern World History		Chemistry		French I, II, III			
11	Language Arts 11		Algebra II	Pre-Calculus	US History	AP US History	Physics	Environmental Science	Chinese I, II			
12	Language Arts 12	AP English	Pre-Calculus	Elective	AP World History, US Government, Economics		AP Environmental Science		German I, II			See Course Catalog
<b>Graduation Requirement</b>	4 credits		3 credit (must complete through Algebra II)		3 credits (Must complete through U S History)		3 credits (must include Biology and Chemistry)		2 credits Minimum of 2 levels of the same language (3 recommended)		0.5 credits health plus 3.5 credits	

Total Academic credits required to graduate: 19

Graduation requirements describe the basic, minimally acceptable level for a student's program. The majority of students undertake programs with greater depth and breadth than the minimum requirements.



### **A. Educational Purpose**

US Performance Academy is an independent, digital, middle and high school for high performance athletes. Blending 21st century educational innovation with world-class competitive athletics, USPA challenges highly motivated students, providing them with the skills and expertise needed to compete at the highest levels of academics, sport, adventure, and life.

USPA embodies this daily in the way that our stakeholders interact with one and other. From the leadership utilizing our digital platform and work tools to improve the school, to the way in which our students study, train, and socialize with one another from worlds apart. We understand and deliver an excellent academic experience. However, what sets us apart is our understanding and support mechanisms that are in place for our unique students. Our combination of not only academics, but focus on life skills, community, and flexibility are staples of our overall program.

### **B. Any Philosophic or Religious Traditions**

We push our students to not only achieve academically, but begin to develop life skills to identify how they learn best while also understanding what it means to be part of a bigger community made up of fellow student athletes with common passions around sport and school. As we ask you students and families to continually reflect, the USPA team is constantly asking how to better support our students, what have we learned from our experiences, and what can we do to ensure we remain flexible and adaptable. The understanding that as a community we will always be learning and a willingness to take risks is key to our success, whether it's in a digital meeting, collaborative project, math essay, or on the sporting field.

### **C, Procedure to Evaluate School Progress**

USPA is evaluated through a self-study/accreditation process undertaken in collaboration with AdvancEd. The school is re-evaluated by AdvancEd every five years.

### **D. Procedure to Evaluate Student Progress**

Students are evaluated on both their academic progress and the ability to stay on pace with their online courses. Certified teachers and each student's academic advisor monitors student progress on a daily basis.

### **E. Expected Relationship with Community**

US Performance Academy has created a culture of excellence, collaboration, and intrinsically motivated leaders and students that are all highly qualified in their expertise. Students attending US Performance Academy at the Rinks at Exeter are expected to participate in the school's service learning and leadership program.



# High School Course Descriptions

Academic Year 2017-2018

## Table of Contents

	Page
English Language Arts	3
Mathematics	5
Science	8
Social Studies	9
World Languages	11
Electives	14

## English Language Arts

### **English Language Arts 9 (H)**

Dedicated to creating effective and adaptable readers and writers, this course provides rigorous training in the foundations of English language arts skills and strategies. Using the core foundation, the course expands on and applies traditional concepts to modern, twenty-first century demands. Offering practical lessons in techniques such as visualizing, making inferences and predictions, and recognizing organizational patterns in online and offline texts, this course delivers hands-on training in applying the writing process, evaluating essays, and using MLA style and documentation. Over the course of two semesters, interactive grammar lessons strengthen students' grasp of language and improve writing skills.

### **English Language Arts 10 (H)**

Focused on application, this sophomore English course reinforces literary analysis and twenty-first century skills with superb pieces of literature and literary nonfiction, application e- resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also expand on training in media literacy, twenty- first century career skills, and the essentials of grammar and vocabulary. Under the guidance of the e-Writing software, students also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

### **English Language Arts 11 (H)**

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students engage in literary analysis and inferential evaluation of great texts as the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students master comprehension and literary analysis strategies. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

### **English Language Arts 12 (H)**

This senior-level English course offers fascinating insight into British literary traditions spanning from Anglo-Saxon writing to the Modern Period. With interactive introductions and historical contexts, this full-year course connects philosophical, political, religious, ethical, and social influences of each time period to the works of many notable authors, including Chaucer, William Shakespeare, Queen Elizabeth I, Elizabeth Barrett Browning, and Virginia Woolf. Adding an extra dimension to the British literary experience, this course also exposes students to world literature, including works from India, Europe, China, and Spain.

### **Introduction to Communications and Speech\***

Beginning with an introduction that builds student understanding of the elements, principles, and characteristics of human communication, this course offers fascinating insight into verbal and nonverbal messages and cultural and gender differences in the areas of listening and responding. High school students enrolled in this one-semester course will be guided through engaging lectures and interactive activities, exploring themes of self-awareness and perception in communication. The course concludes with units on informative and persuasive speeches, and students are given the opportunity to critique and analyze speeches.

### **IDEA Writing- Instruction to Develop Expository & Applied Writing\***

Motivating students in grades nine through twelve to become more articulate and effective writers, this one-semester course offers hands-on experience writing personal reflections, definition essays, research essays, persuasive essays, informative essays, and literary analysis essays. Offering targeted lessons on reputable research, effective communication, solid grammar, and compelling style, this one-semester course utilizes the Six Traits of Effective Writing as an overarching framework. Students enrolled in this course develop the skills necessary to evaluate their own writing and articulate and apply writing and researching strategies. In addition, students get further practice applying the grammatical rules of Standard American English in formal writing.

### **Classic Novels and Author Studies\*\***

Classic Novels provides an in-depth study of twelve novels and two authors and gives students the opportunity to fully explore a large work of fiction or to be introduced to a celebrated author. Each mini-course guides students through the work with lectures, web activities, journals, and homework/practice. Students study the following novels: 1984, A Midsummer Night's Dream, Call of the Wild, Dr. Jekyll and Mr. Hyde, Heart of Darkness, Jane Eyre, Mrs. Dalloway, Portrait of the Artist, Robinson Crusoe, The House of Seven Gables, The Red Badge of Courage, and The Three Musketeers along with the following author studies: Jorge Luis Borges and Flannery O'Connor.

### **AP English Language & Composition**

This college-level course prepares students for the Advanced Placement English Language and Composition Exam while exploring and analyzing a variety of rhetorical contexts. This is a fast-paced, upper-level course designed for highly motivated students. Multiple opportunities are provided to enhance test-taking skills through critical reading, writing, classroom assignments, and discussion activities. Advanced Placement English Language and Composition practice assessments and essays will be given throughout the course as well. This course provides students an opportunity to increase knowledge concerning prose of many styles and genres, including essays, journalistic writing, political writing, science writing, nature writing, autobiographies/biographies, diaries, speeches, history writing, and critical writing. Throughout the course, there is an intense focus on writing and revising expository, analytical, and argumentative essays to prepare students for a broad range of writing purposes.

## AP English Literature & Composition

English Literature & Composition is designed to be a college/university-level course. This course equips students to critically analyze all forms of literature in order to comment insightfully about an author's or genre's use of style or literary device. Students will also interpret meaning based on form; examine the trademark characteristics of literary genres and periods; and critique literary works through expository, analytical, and argumentative essays. As students consider styles and devices, they will apply them to their creative writing. In addition to exposing students to college-level English course work, this course prepares them for the AP exam.

## Mathematics

### Algebra I (H)

This course begins with a brief review of what students should already know about linear equations, with a focus on analyzing and explaining the process of solving equations. Students develop a strong foundation in working with linear equations in all forms, extending solution techniques to simple equations with exponents. Students explore functions, including notation, domain and range, multiple representations, and modeling. Through the comparison of linear and exponential functions, students contrast the concepts of additive and multiplicative change. Students then apply what they have learned to linear models of data, analyzing scatterplots and using lines of best fit to apply regression techniques. The course closes with an exploration of rational exponents, quadratic and exponential expressions, and an introduction to non-linear functions, with a heavy emphasis on quadratics.

### Geometry (H)

This course formalizes what students learned about geometry in the middle grades with a focus on reasoning and making mathematical arguments. Mathematical reasoning is introduced with a study of triangle congruency, including exposure to formal proofs and geometric constructions. Then students extend what they have learned to other essential triangle concepts, including similarity, right-triangle trigonometry, and the Laws of Sines and Cosines. Moving on to other shapes, students justify and derive various formulas for circumference, area, and volume, as well as cross-sections of solids and rotations of two-dimensional objects. Students then make important connections between geometry and algebra, including special triangles, slopes of parallel and perpendicular lines, and parabolas in

the coordinate plane, before delving into an in-depth investigation of the geometry of circles. The course closes with a study of set theory and probability, as students apply theoretical and experimental probability to make decisions informed by data analysis.

### **Algebra II (H)**

This course focuses on functions, polynomials, periodic phenomena, and collecting and analyzing data. The course begins with a review of linear and quadratic functions to solidify a foundation for learning these new functions. Students make connections between verbal, numeric, algebraic, and graphical representations of functions and apply this knowledge as they create equations and inequalities that can be used to model and solve mathematical and real-world problems. As students refine and expand their algebraic skills, they will draw analogies among the operations and field properties of real numbers and those of complex numbers and algebraic expressions. Mathematical practices and habits of mind are embedded throughout the course, as students solve novel problems, reason abstractly, and think critically.

### **Pre-Calculus**

With an emphasis on function families and their representations, Pre-Calculus is a thoughtful introduction to advanced studies leading to calculus. The course briefly reviews linear equations, inequalities, and systems and moves purposefully into the study of functions. Students then discover the nature of graphs and deepen their understanding of polynomial, rational, exponential, and logarithmic functions. Scaffolding rigorous content with clear instruction, the course leads students through an advanced study of trigonometric functions, matrices, and vectors. The course concludes with a short study of probability and statistics.

### **Mathematics I**

The first in an integrated math series for high school, this course formalizes and extends middle school mathematics, deepening students' understanding of linear relationships. The course begins with a review of relationships between quantities, building from unit conversion to a study of expressions, equations, and inequalities. Students contrast linear and exponential relationships, including a study of sequences, as well as applications such as growth and decay. Students review one-, two-, and multi-step equations, formally reasoning about each step using properties of equality. Students extend this reasoning to systems of linear equations. Students use descriptive statistics to analyze data before turning their attention to transformations and the relationship between algebra and geometry on the coordinate plane.

### **Mathematics II**

This course begins with a brief exploration of radicals and polynomials before delving into quadratic expressions, equations, and functions, including a derivation of the quadratic formula. Students then embark on a deep study of the applications of probability and develop advanced reasoning skills with a study of similarity, congruence, and proofs of mathematical theorems. Students explore right triangles with an introduction to right-triangle trigonometry before turning their attention into the geometry of circles and making informal arguments to derive formulas for the volumes of various solids.

### **Mathematics III**

This course synthesizes previous mathematical learning in four focused areas of instruction. First, students relate visual displays and summary statistics to various types of data and to probability distributions with a focus on drawing conclusions from the data. Then, students embark on an in-depth study of polynomial, rational, and radical functions, drawing on concepts of integers and number properties to understand polynomial operations and the combination of functions through operations. This section of instruction builds to the Fundamental Theorem of Algebra. Students then expand the study of right-triangle trigonometry they began in Mathematics II to include non-right triangles and developing the Laws of Sines and Cosines. Finally, students model an array of real-world situations with all the types of functions they have studied, including work with logarithms to solve exponential equations. As they synthesize and generalize what they have learned about a variety of function families, students appreciate the usefulness and relevance of mathematics in the real world.

### **Mathematical Models with Applications**

Broadening and extending the mathematical knowledge and skills acquired in Algebra I, the primary purpose of this course is to use mathematics as a tool to model real-world phenomena students may encounter daily, such as finance and exponential models. Engaging lessons cover financial topics, including growth, smart money, saving, and installment-loan models. Prior mathematical knowledge is expanded and new knowledge and techniques are developed through real-world application of useful mathematical concepts.

### **Financial Math**

Connecting practical mathematical concepts to personal and business settings, this course offers informative and highly useful lessons that challenge students to gain a deeper understanding of financial math. Relevant, project-based learning activities cover stimulating topics such as personal financial planning, budgeting and wise spending, banking, paying taxes, the importance of insurance, long-term investing, buying a house, consumer loans, economic principles, traveling abroad, starting a business, and analyzing business data. Offered as a two-semester course for high school students, this course encourages mastery of math skill sets, including percentages, proportions, data analysis, linear systems, and exponential functions.

### **Trigonometry\***

In this one-semester course, students use their geometry and algebra skills to begin their study of trigonometry. Students will be required to express understanding using qualitative, quantitative, algebraic, and graphing skills. This course begins with a quick overview of right- triangle relationships before introducing trigonometric functions and their applications. Students explore angles and radian measures, circular trigonometry, and the unit circle. Students extend their understanding to trigonometric graphs, including the effects of translations and the inverses of trigonometric functions. This leads to the Laws of Sines and Cosines, followed by an in-depth exploration of trigonometric identities and applications.

### **AP Calculus**

AP<sup>®</sup> Calculus AB is a yearlong, college-level course designed to prepare students for the Advanced Placement (AP) Calculus AB exam. Major topics of study include a review of precalculus; the use of limits, derivatives, definite integrals, and mathematical modeling of differential equations; and the applications of these concepts. Emphasis is placed on the use of technology to solve problems and draw conclusions. The course uses a multi-representative approach to calculus, with concepts and problems expressed numerically, graphically, verbally, and analytically. This course is aligned to the new College Board AP Calculus AB course description that was introduced in 2016. Topics covered include: Pre-Calculus Review, Limits and Continuity, Derivatives, Applications of Derivatives, Definite Integrals, Mathematical Modeling Using Differential Equations, and Applications of Definite Integrals.

## Sciences

### **Biology (H)**

This compelling two-semester course engages students in the study of life and living organisms and examines biology and biochemistry in the real world. This is a yearlong course that encompasses traditional concepts in biology and encourages exploration of new discoveries in this field of science. The components include biochemistry, cell biology, cell processes, heredity and reproduction, the evolution of life, taxonomy, human body systems, and ecology. This course includes both hands-on wet labs and virtual lab options.

### **Chemistry (H)**

This rigorous, full-year course engages students in the study of the composition, properties, changes, and interactions of matter. The course covers the basic concepts of chemistry and includes eighteen virtual laboratory experiments that encourage higher-order thinking applications, with wet lab options if preferred. The components of this course include chemistry and its methods, the composition and properties of matter, changes and interactions of matter, factors affecting the interactions of matter, electrochemistry, organic chemistry, biochemistry, nuclear chemistry, mathematical applications, and applications of chemistry in the real world.

### **Physics**

This full-year course acquaints students with topics in classical and modern physics. The first semester offers an introduction to physics and discusses topics in Newtonian mechanics, gravity, work and energy, oscillatory motion, waves, and electricity and magnetism. The second semester discusses the topics of electric circuits, light, fluids, sound, heat, nuclear physics, and modern physics. The course emphasizes conceptual understanding of basic physics principles, with some problem solving. There are interactive conceptual and problem-solving examples throughout the lessons, as well as interactive lab simulations and in-school, hands-on lab options.

### **Environmental Science**

Environmental science is a captivating and rapidly expanding field, and this two-semester course offers compelling lessons that cover many aspects of the field: ecology, the biosphere, land, forests and soil, water, energy and resources, and societies and policy. Through unique activities and material, high school students connect scientific theory and concepts to current, real-world dilemmas, providing them with opportunities for mastery in each of the segments throughout the semester.

### **AP Environmental Science**

Environmental Science is a laboratory- and field-based course designed to provide students with the content and skills needed to understand the various interrelationships in the natural world, to identify and analyze environmental problems, and to propose and examine solutions to these problems. Since this is an online course, the laboratory- and field-based activities will be completed virtually and via experiments that students can easily perform at home with common materials. The course is intended to be the equivalent of a one-semester, (college-level) ecology course, which is taught over a full year in high school. The course encompasses human population dynamics, interrelationships in nature,

energy flow, resources, environmental quality, human impact on environmental systems, and environmental law.

## Social Studies

### **Survey of World History** (H)

This yearlong course examines the major events and turning points of world history from ancient times to the present. Students investigate the development of classical civilizations in the Middle East, Africa, Europe, and Asia, and they explore the economic, political, and social revolutions that have transformed human history. At the end of the course, students conduct a rigorous study of modern history, allowing them to draw connections between past events and contemporary issues. The use of recurring themes, such as social history, democratic government, and the relationship between history and the arts, allows students to draw connections between the past and the present, among cultures, and among multiple perspectives. Throughout the course, students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events.

### **Modern World History**

This yearlong course examines the major events and turning points of world history from the Enlightenment to the present. Students investigate the foundational ideas that shaped the modern world in the Middle East, Africa, Europe, Asia, and the Americas, and then explore the economic, political, and social revolutions that have transformed human history. This rigorous study of modern history examines recurring themes, such as social history, democratic government, and the relationship between history and the arts, allowing students to draw connections between the past and the present, across cultures, and among multiple perspectives. Students use a variety of primary and secondary sources, including legal documents, essays, historical writings, and political cartoons to evaluate the reliability of historical evidence and to draw conclusions about historical events. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

### **Survey of U.S. History** (H)

This one-year high school course presents a cohesive and comprehensive overview of the history of the United States, surveying the major events and turning points of U.S. history as it moves from the Era of Exploration through modern times. As students examine each era of history, they will analyze primary sources and carefully research events to gain a clearer understanding of the factors that have shaped U.S. history. In early units, students will assess the foundations of U.S. democracy while examining crucial documents. In later units, students will examine the effects of territorial expansion, the Civil War, and the rise of industrialization. They will also assess the outcomes of economic trends and the connections between culture and government. As the course draws to a close, students will focus their studies on the causes of cultural and political change in the modern age. Throughout the course, students will learn the importance of cultural diversity while examining history from different perspectives.

### **U.S. Government\*** (H)

This semester-long course provides students with a practical understanding of the principles and procedures of government. The course begins by establishing the origins and founding principles of

American government. After a rigorous review of the Constitution and its Amendments, students investigate the development and extension of civil rights and liberties. Lessons also introduce influential Supreme Court decisions to demonstrate the impact and importance of constitutional rights. The course builds on this foundation by guiding students through the function of government today and the role of citizens in the civic process and culminates in an examination of public policy and the roles of citizens and organizations in promoting policy changes. Throughout the course, students examine primary and secondary sources, including political cartoons, essays, and judicial opinions. Students also sharpen their writing skills in shorter tasks and assignments, and practice outlining and drafting skills by writing full informative and argumentative essays.

### **Economics\*** (H)

This semester-long course invites students to broaden their understanding of how economic concepts apply to their everyday lives—including microeconomic and macroeconomic theory and the characteristics of mixed-market economies, the role of government in a free-enterprise system and the global economy, and personal finance strategies. Throughout the course, students apply critical-thinking skills while making practical economic choices. Students also master literacy skills through rigorous reading and writing activities. Students analyze data displays and write routinely and responsively in tasks and assignments that are based on scenarios, texts, activities, and examples. In more extensive, process-based writing lessons, students write full-length essays in informative and argumentative formats.

### **Human Geography**

Examining current global issues that impact our world today, this course takes a thematic approach to understanding the development of human systems, human understanding of the world, and human social organization. Divided into two semesters, this high school course will challenge students to develop geographic skills, including learning to interpret maps, analyze data, and compare theories. Offering interactive content that will grow students' understanding of the development of modern civilization and human systems—from the agricultural revolution to the technological revolution—this course encourages students to analyze economic trends as well as compare global markets and urban environments.

### **AP Human Geography**

Human Geography is a college-level course designed to prepare students for the Advanced Placement Human Geography Exam. The goal of the course is to provide students with a geographic perspective through which to view the world. Through a combination of direct instruction, documentary videos, and online readings, students will explore geographic concepts, theories, and models; human-environment interactions; and interactions among human systems. Topics covered include population, culture, political organization of space, agricultural land use, industrialization, and urban land use. Students will demonstrate their understanding and acquisition of skills through essays, document-based questions, student collaborative activities, and practice AP exams.

### **World History**

This advanced study of world history combines historical thinking skills with the in-depth exploration of major course themes such as the interaction between humans and the environment; development and

interaction of cultures; state-building, expansion, and interaction of economics systems; and more. Students engage in reading, writing, and discussion as they trace history from before the Common Era to the present.

### **AP U.S. History**

This year-long AP® US History course provides an in-depth study of American history from the pre-Colombian era to the present. The course emphasizes themes such as national identity, economic transformation, immigration, politics, international relations, geography, and social and cultural change. Students learn to assess historical materials, weigh the evidence and interpretations presented in historical scholarship, and analyze and express historical understanding in writing.

## World Languages

### Spanish I

Students begin their introduction to high school Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### Spanish II

High school students continue their introduction to Spanish with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, cultural presentations covering major Spanish-speaking areas in Europe and the Americas, and assessments.

### Spanish III

In this expanding engagement with Spanish, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in Spanish, and respond orally or in writing to these works. Continuing the pattern, and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Spanish-speaking areas in Europe and the Americas.

### French I

Students in high school begin their introduction to French with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and across the globe.

### French II

Students continue their introduction to French in this second-year, high school language course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and

grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major French-speaking areas across the globe, and assessments.

### **French III**

In this expanding engagement with French, high school students deepen their focus on four key skills in foreign language acquisition: listening comprehension, speaking, reading, and writing. In addition, students read significant works of literature in French, and respond orally or in writing to these works. Continuing the pattern, and building on what students encountered in the first two years, each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major French-speaking areas in Europe and the Americas.

### **German I**

High school students begin their introduction to German with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

### **German II**

Students continue their introduction to high school German in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering major German-speaking areas in Europe.

### **Chinese I**

High school students begin their introduction to Chinese with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

### **Chinese II**

Students in high school continue their introduction to Chinese in this second-year course with review of fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of an ongoing adventure story, a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and multimedia cultural presentations covering major Chinese-speaking countries.

## **Latin I**

High school students begin their introduction to Latin with fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

## **Latin II**

Students continue their introduction to high school Latin by continuing to cover the fundamental building blocks in four key areas of foreign language study: listening comprehension, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, a notable ancient myth in Latin, numerous interactive games reinforcing vocabulary and grammar, reading and listening comprehension activities, speaking and writing activities, and cultural presentations covering significant aspects of Roman culture or their modern-day manifestations, and assessments.

## **AP French Language & Culture**

French Language & Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communicative skills. The course prepares students for the AP French Exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined in the Standards for Foreign Language Learning in the twenty-first century. The course is designed as an immersion experience requiring the use of French exclusively. The online learning coach only uses French to communicate with students. In addition, all the reading, listening, speaking, and writing is in French. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. The course contains a forum where students share their opinions and comments about various topics and comment on other students' posts. The course makes great use of the Internet for updated and current material.

## **AP Spanish Language & Culture**

Spanish Language and Culture is an advanced language course in which students acquire proficiencies that expand their cognitive, analytical, and communication skills. The course prepares students for the College Board's AP Spanish Language and Culture Exam. It uses as its foundation the three modes of communication (Interpersonal, Interpretive, and Presentational) as defined in the Standards for Foreign Language Learning in the twenty-first century. The course is designed as an immersion experience and is conducted almost exclusively in Spanish. In addition, all student work, practices, projects, participation, and assessments are in Spanish. The course teaches language structures in context and focuses on the development of fluency to convey meaning. Students explore culture in both contemporary and historical contexts to develop an awareness and appreciation of cultural products, practices, and perspectives. In addition, students participate in a forum where they are able to share their opinions and comments about various topics and comment on other students' posts. The course also makes great use of the Internet for updated and current material.



## Electives

### Introduction to Art\*

Covering art appreciation and the beginning of art history, this course encourages students to gain an understanding and appreciation of art in their everyday lives. Presented in an engaging format, this one-semester course provides an overview of many introductory themes: the definition of art, the cultural purpose of art, visual elements of art, terminology and principles of design, and two- and three-dimensional media and techniques. Tracing the history of art, high school students enrolled in the course also explore the following time periods and places: prehistoric art, art in ancient civilizations, and world art before 1400.

### Art History I\*

Introducing art within historical, social, geographical, political, and religious contexts for understanding art and architecture through the ages, this course offers high school students an in-depth overview of art throughout history, with lessons organized by chronological and historical order and world regions. Students enrolled in this one-semester course cover topics including early Medieval and Romanesque art; art in the twelfth, thirteenth, and fourteenth centuries; fifteenth-century art in Europe; sixteenth-century art in Italy; the master artists; High Renaissance and Baroque art; world art, which includes the art of Asia, Africa, the Americas, and the Pacific cultures; eighteenth and nineteenth-century art in Europe and the Americas; and modern art in Europe and the Americas.

### Health and Physical Education Bundle

This bundle includes three courses. Foundations of Personal Wellness is a full-year offering that combines health and fitness instruction. Two separate semester-long courses are also included: Healthy Living, which focuses exclusively on personal health, and Lifetime Fitness, which is a one-semester physical education course.

### Online Learning and Digital Citizenship\*

This one-semester course provides students with a comprehensive introduction to online learning, including how to work independently, stay safe, and develop effective study habits in virtual learning environments. Featuring direct-instruction videos, interactive tasks, authentic projects, and rigorous assessments, the course prepares students for high school by providing in-depth instruction and practice in important study skills such as time management, effective note-taking, test preparation, and collaborating effectively online. By the end of the course, students will understand what it takes to be successful online learners and responsible digital citizens.

### Psychology

This two-semester course introduces high school students to the study of psychology and helps them master fundamental concepts in research, theory, and human behavior. Students analyze human growth, learning, personality, and behavior from the perspective of major theories within psychology, including the biological, psychosocial, and cognitive perspectives. From a psychological point of view, students investigate the nature of being human as they build a comprehensive understanding of traditional psychological concepts and contemporary perspectives in the field. Course components

include an introduction to the history, perspectives, and research of psychology; an understanding of topics such as the biological aspects of psychology, learning, and cognitive development; the stages of human development; aspects of personality and intelligence; the classification and treatment of psychological disorders; and psychological aspects of social interactions.

### **AP Psychology**

Psychology will introduce students to the systematic study of the behavior and mental processes of human means and animals. Students are exposed to the psychological facts, principles, and phenomena associated with the major fields within psychology. Students also learn about the methods psychologists use in their science and practice. The major aim of this course is to provide each student with a learning experience equivalent to that obtained in most introductory college psychology courses. In addition, this course has been designed to help students successfully achieve a passing score on the AP exam.

### **Sociology\***

Providing insight into the human dynamics of our diverse society, this is an engaging, one- semester course that delves into the fundamental concepts of sociology. This interactive course, designed for high school students, covers cultural diversity and conformity, basic structures of society, individuals and socialization, stages of human development as they relate to sociology, deviance from social norms, social stratification, racial and ethnic interactions, gender roles, family structure, the economic and political aspects of sociology, the sociology of public institutions, and collective human behavior, both historically and in modern times.

### **Strategies for Academic Success\***

Offering a comprehensive analysis of different types of motivation, study habits, and learning styles, this one-semester course encourages high school and middle school students to take control of their learning by exploring varying strategies for success. Providing engaging lessons that will help students identify what works best for them individually, this one- semester course covers important study skills, such as strategies for taking high-quality notes, memorization techniques, test-taking strategies, benefits of visual aids, and reading techniques.

### **3D Art I - Modeling\***

This course focuses on the fundamental concepts of 3D modeling and explores the basic concepts and skills of 3D animation. Students learn Blender® software to create 3D models such as a house, a creature, an animation of the creature walking, and a landscape terrain. Activities include using points on a grid to create mountains and using a color gradient to create a sun and a moon. Students learn 3D space and 3D objects; creating, scaling, and rotating objects; materials and textures; poses and key frames; extruding and mirroring 3D objects; rendering animations; and appending materials, textures, objects, armatures, and animations.

### **3D Art II - Animation\***

This course focuses on building animation skills including realistic movement and lighting. Students learn the Blender® software workspace and tools; location and rotation properties; scripts; IP curves; vector handles; rendering and baking animations and simulations; and particle systems and emitters.

Activities and projects promote key 3D animation concepts including frames and key frames, squash and stretch, action strips, walk cycles and poses, and trajectories. Students develop the skills needed to design and create animations with an understanding of the skills needed to succeed as professional animators. (Prerequisite: 3D Art I - Modeling).

### **Career Planning & Development\***

Introducing high school students to the working world, this course provides the knowledge and insight necessary to compete in today's challenging job market. This relevant and timely course helps students investigate careers as they apply to personal interests and abilities, develop the skills and job search documents needed to enter the workforce, explore the rights of workers and traits of effective employees, and address the importance of professionalism and responsibility as careers change and evolve. This one-semester course includes lessons in which students create a self-assessment profile, a cover letter, and a résumé that can be used in their educational or career portfolio.

### **Computer Science\***

This one-semester course introduces students to the basics of computer science through a series of Python® programming projects that encourage creativity and experimentation. Students create a diverse portfolio of projects as they learn commands and functions, values and variables, Graphical User Interface, modular and object-oriented programming, and events and event-driven processes. Students also learn loops, debugging techniques, software-development processes, arrays and sets, generators and namespaces, packages and libraries, randomness, file handling, and how to program simple games. Students explore careers in programming, including profiles from a wide variety of programming professionals.

### **Digital Arts\***

Digital Arts focuses on building a solid foundation of the elements of art and design: line, shape, form, color, value, space, and texture. Topics include learning processes for evaluating artworks and identifying selected artists' works, styles, and historical periods. Student learn 3D space in a 2D environment; filters, gradients, and highlights; and methods of working with color. By the end of this course, students will have created a unique portfolio of digital artwork, including repeating images to be used as a computer's desktop background, a logo with text, two images scaled proportionally to one another, and a poster image and layout. Students advance their skills using Inkscape, a free open-source alternative to Adobe® Illustrator®, and also learn new tools such as the Spiral, Bezier, and Paint Bucket Tools.

### **Engineering Design\***

Engineering Design introduces students to computer-aided design including the creation of geometric forms, interpreting 2D and 3D drawings of objects, and editing isometric and perspective drawings in a professional CAD environment. Students learn the steps of the design process by modeling and building paper towers, bridges, or platforms. Projects include orthographic projections of 3D objects, isometric drawings, designing a 3D container, and applying math and geometry skills to models and engineering processes. Students produce drawings to meet design specifications, create oblique and perspective CAD drawings, edit drawings in a 3D CAD environment, and apply reverse

engineering to an object to explore its parts, aesthetics, and manufacturing process. Students also learn Creo™ Elements/Direct™, a 3D CAD modeling program used by professional engineers.

Career Electives

### **Introduction to Entrepreneurship\***

This one-semester course teaches the key skills and concepts students need to know to plan and launch a business. Students learn about real-life teen entrepreneurs; characteristics of successful entrepreneurs; how to attract investors and manage expenses; sales stages, planning, and budgeting; how to generate business ideas and create a business plan; and how to promote and market a company. Topics include exploring factors of business success and failure, economic systems, competition, production, costs and pricing, accounting, bookkeeping, and financial reporting, working with others, and successfully managing employees.

### **Personal Finance\***

This introductory finance course teaches what it takes to understand the world of finance and make informed decisions about managing finances. Students learn more about economics and become more confident in setting and researching financial goals as they develop the core skills needed to be successful. In this one-semester course, students learn how to open bank accounts, invest money, apply for loans, apply for insurance, explore careers, manage business finances, make decisions about major purchases, and more. Students will be inspired by stories from finance professionals and individuals who have reached their financial goals.

# HIGH SCHOOL COURSE SEQUENCE

Grade	Language Arts		Math		Social Studies		Science		Languages	Electives
<b>9</b>	Language Arts 9		Algebra	Geometry	World History		Biology		Spanish I, II, III French I, II, III Chinese I, II German I, II Latin I, II	Health
<b>10</b>	Language Arts 10		Geometry	Algebra II	Modern World History		Chemistry			See Course Catalog
<b>11</b>	Language Arts 11		Algebra II	Pre-Calculus	US History	AP US History	Physics	Environmental Science		
<b>12</b>	Language Arts 12	AP English	Pre-Calculus	Elective	AP World History, US Government, Economics		AP Environmental Science		AP French Language & Culture AP Spanish Language & Culture	
<b>Graduation Requirement</b>	4 credits		3 credit (must complete through Algebra II)		3 credits (Must complete through U S History)		3 credits (must include Biology and Chemistry)		2 credits Minimum of 2 levels of the same language (3 recommended)	0.5 credits health plus 3.5 credits

Total Academic credits required to graduate: 19

Graduation requirements describe the basic, minimally acceptable level for a student's program. The majority of students undertake programs with greater depth and breadth than the minimum requirements.

## MIDDLE SCHOOL COURSE SEQUENCE

Grade	Language Arts	Math	Social Studies	Science	Languages	Electives
<b>6</b>	English Language Arts 6	Math 6	World Cultures & Geography or Civics, Government & Economics	Life Science	Spanish, Chinese, French, Latin, German 1 & 2	
<b>7</b>	English Language Arts 7	Math 7 or Pre-Algebra	US History	Physical Science	Spanish, Chinese, French, Latin, German 1 & 2	
<b>8</b>	English Language Arts 8	Math 8 Pre-Algebra Algebra*	World History	Earth Science	Spanish, Chinese, French, Latin, German 1 & 2	

Students may also enroll in Spanish I, French 1, Chinese 1, German 1 if they complete two middle school language levels.

# Table of Contents

---

[Welcome](#)

[Overview](#)

[USPA at a Glance](#)

[School Contact Information](#)

[Courseware Providers](#)

[Accreditation](#)

[Industry Memberships](#)

[NCAA and California A-G Subject Requirements](#)

[Getting Started](#)

[USPA Instructional Model](#)

[Academic Support Team](#)

[The Learning Coach](#)

[The Virtual Instructor](#)

[Virtual Tutor](#)

[College Counselor](#)

[Parents, Guardians or Other Responsible Adults](#)

[USPA Orientation](#)

[Online and Blended Environment Students](#)

[Parent/Guardian Responsibilities](#)

[Students with Learning Disabilities](#)

[Gifted Students](#)

[Academic Information](#)

[Courses](#)

[Course Catalog and Course Sequence](#)

[Course Placement](#)

[AP Courses](#)

[Course Add/Drop](#)

[Credits Earned Prior to Enrolling at USPA](#)

[Course Policies](#)

[Academic Integrity](#)

[Acceptable Use Policy](#)

[Netiquette](#)

[Bullying and Other Forms of Harassment](#)

[Online Communication](#)

[Student-to-Student Communication](#)

[Student-Instructor Communication](#)

[Pacing and Attendance](#)

[Quiz and Exam Retakes](#)

[Policy on Re-Opening Archived Courses](#)

[Policy on Courses Not Completed Within 12 months](#)

[Assessment and Grading](#)

[Academic Progress](#)

[Progress Reports](#)

[Transcripts](#)

[Grading Scale](#)

[Grade Dispute Policy](#)

[Course Completion](#)

[Grade Level Advancement](#)

[Community](#)

[Overview](#)

2 | Page

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P: 617-488-7016

W:

[College Planning](#)[Overview](#)[Focusing on the Future](#)[Test Preparation / PSATs](#)[NCAA Eligibility](#)[Graduation Requirements](#)[Early Graduation](#)[Diploma](#)[Letters of Recommendation](#)[Appendix](#)[Admission Information](#)[Deposit and Tuition](#)[Academic Account Suspension](#)[Transcripts and Diplomas](#)[Part-Time Enrollment](#)[International Applicants](#)[USPA Policies](#)[Non-Discrimination Policy](#)[Confidentiality Policy](#)[Statement on Harassment](#)[Sexual Harassment](#)[NCAA Information](#)[Frequently Asked Questions](#)[System Requirements](#)[Contact Information](#)[Academic Calendar 2016-17](#)[Academic Integrity Policy Agreement](#)

Tahoe Hockey Acemdy Academic Probation Document

## Welcome

Dear USPA Families,

It is a pleasure to welcome you to US Performance Academy. Your work is just beginning as a member of our community. USPA is a school that will expect your very best as a student, but even more importantly as a person.

These expectations, policies, and procedures are laid out in this handbook and designed to be a reference for you and your family throughout the year. It's important you take the time to read through it carefully, and if you have any questions, don't hesitate to contact your Learning Coach.

One area that I'd like to highlight is our section on academic support. You have an amazing team of educators who are here to both support and challenge you throughout the year. Please take advantage of them, they are here to support you and answer any questions or concerns you have throughout the year. Your grades are very important, but there are a host of smaller responsibilities that you will have as a member of our community. For example, making sure you are on time for your Learning Coach meetings, a quick email to your teachers explaining that you are traveling and your workload might be impacted, or a quick note to a peer saying great job on a recent athletic event.

These are life skills built on **community**, **communication**, and **accountability**, and designed to both improve your communication skills and develop great life long habits. These are skills that we hold very highly at USPA, and you will be continually working to improve working with your academic team throughout the year.

Please let us know if you have any questions as you read through this handbook.

Again, it is a pleasure to welcome you to our school.

Best,

Pete Smith  
President, USPA  
July 2016

## Overview

### USPA at-a-Glance

The US Performance Academy is an accredited independent school for competitive athletes in middle and high school. We offer student-athletes the opportunity to excel academically while pursuing their athletic endeavors in a rigorous but flexible environment. Blending 21st century educational innovation with world-class competitive athletics, our unique program will challenge highly motivated students, and provide them with the skills and expertise needed to compete at the highest levels of academics, sport, adventure, and life. At the heart of the USPA experience, is the creation of a community of students who are seeking a community of like-minded peers.

We are here to help our students succeed. When you join USPA, you immediately receive support through monitoring, mentoring, coaching, and teaching to ensure your success. Our student support services are available to assist students quickly and effectively with any questions or concerns they may have in the classroom.

USPA is a game changer for our students, their families and coaches. We provide students with flexible, personalized course schedules, support from USPA staff that understand high performance athletes, and a connection to other USPA athletes around the world. Parents receive support and frequent communication with USPA staff and other parents; access to student progress in real time; and more family time and schedule support. Finally, coaches have the benefit of a flexible student schedule for training times and travel, support from USPA staff, and more focused and dedicated athletes.

This handbook provides general information. For the most up to date information about course offerings and other programs, please see the USPA website at <http://gouspa.org>. Providing support to students and parents is a priority at USPA, and our Student-Parent Handbook is one element around this effort. We encourage you to become familiar with the policies and programs outlined on the following pages and the expectations USPA has of its students.

### School Contact Information

Information	Contact
USPA Main Number	617-448-7016
School Address	P.O. Box 293 Elkins, NH 03233
School Hours	8:30 am - 6:00 pm Eastern Time
Edgenuity Technical Support	Call 877-202-0338, option 3

### Courseware Providers

USPA has partnered with Edgenuity as their preferred core course provider. Edgenuity provides research-based online education solutions for students in grades 6-12. Their catalog includes more than 200 semester-equivalent core and elective online courses Edgenuity delivers a range of core curriculum, AP®, elective, career and technical education (CTE), and credit recovery courses based on the rigor of state, Common Core, California A-G, and iNACOL standards and designed to inspire lifelong learning.

After careful consideration of a variety of providers, we chose Edgenuity for our courseware because we believe that their research based development process and demonstrates effective outcomes. Direct-instructional videos taught by expert, on-screen teachers, interactive learning tools, and checks for understanding embedded strategically

#### 5 | Page

throughout each lesson provides a learning management system that empowers students with real-time, actionable data, which allows them to easily monitor their progress and achievement.

During 2016-17, other courseware providers will be added to our portfolio of offerings in the area of global languages and fitness. USPA is always on the look out for best-in-class courseware solutions and will continue to add to our portfolio of course offerings in the future.

## Accreditation

USPA was fully accredited by AdvancEd in January 2016. USPA recognizes that accreditation is a very important assurance to our families. In keeping with the goal to continually work to improve our community, we have undergone the accreditation process with the AdvancED accrediting body. AdvancED is the largest community of education professionals in the world. They are a non-profit, non-partisan organization that conducts rigorous, on-site external reviews of PreK-12 schools and school systems to ensure that all learners realize their full potential.

With a balanced, systemic approach combining standards, stakeholder feedback and student performance to measure quality programs, relationships and results, their systems-oriented Accreditation Process supports USPA in making the most of their talents and resources. Their process aligns accreditation with accountability, emphasizing learner outcomes when evaluating institutional quality.

## Industry Memberships

USPA is a member of National Association of Independent Schools (NAIS) and the International Association for K-12 Online Learning (iNACOL). Our programs and curriculum meet rigorous standards recognized by colleges, universities, and employers.

## NCAA and California A-G Subject Requirements

USPA core courses are NCAA and California A-G approved. USPA students may elect to enroll in either our “national” curriculum or “A-G” approved curriculum. For more information on California A-G requirements see: <http://www.ucop.edu/aguide/a-g-requirements/>

## Getting Started

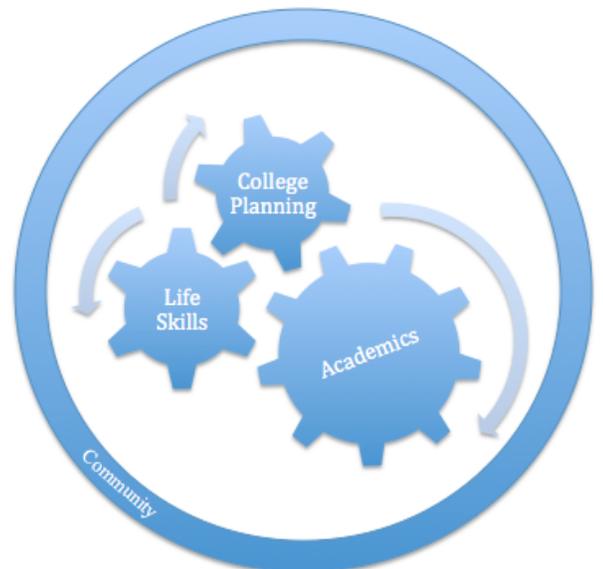
### USPA Instructional Model

The goal of the USPA instructional model is to help students achieve academic success. Using best-in-class courses that feature rigorous, standards-based instruction and powerful interactive tools that support learning through engaging multimedia and real-world applications, students build content knowledge and essential skills. The strength of the USPA program comes from the intersection of academics, life skills, and college planning encased by a community of learners that values a balanced approach to elite athletics and rigorous college-preparatory academics that are not bound by physical location.

The USPA instructional model is rooted in providing students with challenging curricula taught by experienced teachers using a variety of technical tools and resources. Students, parents (or another responsible adult) working in concert with our academic team provide a foundation for academic excellence. We believe this model prepares students to enter the college and/or career of their choice.

6 | Page

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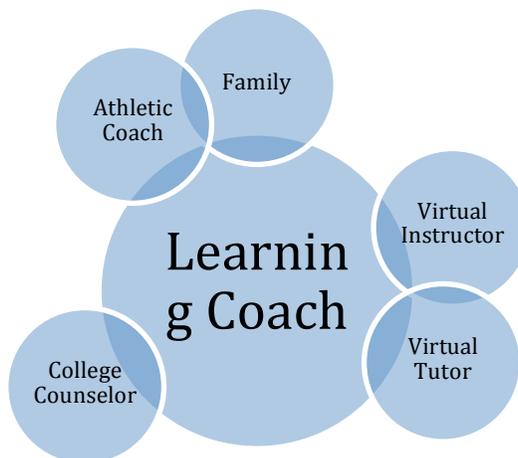


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## Academic Support Team

The USPA academic support team includes five groups. Each of these groups plays a key and unique role in supporting each USPA student-athlete. Each member of the student's team is committed to working collaboratively to ensure that each student engages not only with award-winning, standards-aligned curriculum but that regular communication, web-based meetings, monitoring of student progress and attendance, personalized learning plans, a sense of community and college planning are also woven into the experience.

To ensure students are successful as they advance through their courses, each USPA student is paired with a learning coach. Our learning coaches are paired with students at the beginning of the admissions process and work with faculty and coaches to build customized academic calendars and to set specific goals for each semester/year. The learning coach is the hub of the student's support team and serves as an advocate and main academic point of contact for the student-athlete and their family.



### The Learning Coach

The relationship between the learning coach and a USPA student is one of the most distinctive and unique aspects of the USPA program. The learning coach provides students with an orientation to the USPA platform following the enrollment process. Additionally, learning coaches and students collaborate throughout the academic year through weekly meetings. Learning coaches sometimes travel to sporting events and meet with students and families in person to better understand the dynamics in each of our student-athlete's lives. Your learning coach is your **first** point of contact if you have a question about any aspect of your program. They may also help facilitate communication with your virtual tutor or instructor.

### The Virtual Instructor

The virtual instructor reviews student progress and works with learning coaches to strategize and implement each student's learning plan. The virtual instructor supports core instruction and application of new skills through USPA's curriculum. This occurs through student-teacher one-to-one meetings, live chat support, interactive whiteboard sessions, video-conferencing, and discussion boards.

Our teachers are highly qualified, state-certified instructors who provide proactive instruction, remediation, and motivation. They teach and re-teach concepts, provide feedback on assignments, and communicate regularly with students and families. When combined with the role of the virtual tutor, students can always get the help they need, when they need it.

## Virtual Tutor

The virtual tutor works with students through the live chat and whiteboard communication system to:

- Employ proven strategies/tactics to help facilitate learning success
- Review additional course/concept examples
- Provide anchored instruction
- Conduct concept demonstration (via a virtual whiteboard)
- Provide direction to re-engage prior knowledge

Students can drop in to meet with subject-area instructors for one-on-one or small group instruction.

## College Counselor

At USPA, the college application process is marked by balance, careful planning, and reduced stress. USPA learning coaches in collaboration with our Director of College Counseling guide and support student-athletes as they consider possibilities beyond USPA. Throughout the program, learning coaches meet with their students to discuss options and identify strengths, interests, and a strategy to discover which colleges and universities suits them best. USPA also utilizes an extensive network of coaches and industry experts so our graduates have access to multiple resources as they navigate their opportunities.

## Parents, Guardians or Other Responsible Adults

At USPA we know that parents play an integral part in each student's academic success and that they often play a key role in the mentoring of their student. The USPA leadership team and a student's learning coach are always available to meet with our families to discuss optimal work environments, studying strategies, student progress and ways to support online learning.

## USPA Orientation

After students have completed the enrollment process, including an interview, it generally takes one week to get started. Students and their parents will receive an email notification when they are enrolled in the USPA learning management system. This introductory email will include the student's username and password along with the learning management system hyperlink. In addition, general program guidelines and a student guide are also provided.

Learning coaches meet several times with students to get them started on their coursework and to answer any initial questions about navigating the learning management system and to determine course pacing. When logging in for the first time, students participate in an orientation session that will include a video along with some specific activities. This orientation prepares the student for the various lesson activities and the expectations for successful completion. Following the Orientation, students and learning coaches are in regular contact each week.

## Online and Blended Environment Students

In our blended learning environments at our students meet with their learning coach on site. The learning coach will set student coursework hours working with the athletic team that is on site. The USPA Learning Coach is responsible for the academic portion of each academy's programming. Residential and/or athletic responsibilities or questions should be addressed by the administration of those programs. All communication and student integrity issue are addressed later in this handbook.

## Parent/Guardian Responsibilities

Parents/guardians are also required to be fully aware of all USPA policies as outlined in this handbook. In addition, parents should also make every effort to ensure that the following are taking place:

- The student completes all coursework.
- The student participates in coursework for an appropriate number of hours.
- The student maintains regular contact with their virtual instructor and learning coach.
- Reviews the system generated pacing reports.

### 8 | Page

- The student is able to demonstrate that he/she is doing his/her own coursework.
- The student attends all mandatory testing.
- The parent/guardian/student has communicated with the learning coach in advance if he or she will be away for more than three days.

## Students with Learning Disabilities

During the enrollment process, parents/guardians of students with an IEP or 504 Plan are asked to provide an overview of any recommended teaching and learning accommodations. When considering USPA, parents should be aware that the USPA staff does not include a certified special education teacher, nor does it alter curriculum based specifically on IEP or 503 Plans. The USPA curriculum; however, includes a number of features that support many learning styles as part of the admission process. USPA will notify the family if they feel USPA can not meet the applicant's academic needs. If a student with an IEP or 504 Plan enrolls at USPA, the school may request that USPA teachers are provided access to the student IEP or 504 Plan in order to better support their needs. .

## Academic Information

### Courses

USPA's high school and middle school courses combine rigorous content with direct instructional videos from certified, on-screen teachers, multimedia, and interactive learning tools and resources to engage and motivate students. Our courses also embed supports and scaffolds into every lesson to ensure that all students can be successful. Many courses are Common Core and state standards aligned.

### Course Catalog and Course Sequence

USPA's course library includes over 200 courses. In addition to a core curriculum, USPA also provides Honors and AP courses. Students also have access to a wide range of electives, many of them on health and fitness related topics. USPA at its discretion may add additional course offerings from new course providers during the academic year.

### Course Placement

Course placement is managed by the USPA Chief of Academics, in collaboration with learning coaches, the student, and their family. Additionally, at the end of middle school, we work with families to create a four-year high school academic plan that we review annually at virtual parent-teacher conferences. Students may earn up to six academic credits per academic year / billing cycle. Courses taken at other school concurrent with USPA enrollment will be included on the USPA transcript at the discretion of the USPA President or Chief of Academics. A petition to take credit bearing courses outside USPA that will count toward USPA graduation requirements must be requested 30 days prior to enrolling in an external course.

### AP Courses

USPA currently offers the following Advanced Placement ® courses:

Biology  
 Calculus AB  
 English Language & Composition  
 English Literature & Composition  
 Environmental Science  
 Human Geography  
 Psychology  
 Spanish  
 U.S. History

AP Courses offered by other academic institutions may be taken for credit upon approval of the Chief of Academics.

The cost of external AP courses is not be included in your USPA tuition. It is expected that students who take AP courses will sit for the AP exam in May. AP exam fees are covered by the student's family. The USPA Director of College Counseling or Chief of Academics can advise you on required passing scores for specific colleges and universities.

### Course Add/Drop

Courses may be added at any time during the year. Students may drop a course within 14 calendar days of a course enrollment without having it appear on their transcript. **Any course dropped after 14 days will appear on a student's transcript as a "W" (withdrawal).** All courses changes require the approval of the Chief of Academics.

### Credits Earned Prior to Enrolling at USPA

Students transferring into US Performance Academy from another school, private or public, may receive credit toward graduation for courses successfully completed from a public, virtual, or accredited independent transferring school. Recognized regional accrediting agencies include:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Accreditation Commission
- Western Association of Schools and Colleges
- Southern Association of Colleges and Schools
- AdvancED

Students transferring into USPA from a non-public school that is not accredited by the above-specified regional accrediting agencies or from a home school may receive credit toward graduation based upon individual course/program evaluation. Any potential credit acceptance or credit award will be at the discretion of the USPA individual course/program review may include but is not limited to:

- Evaluation of course curriculum including objectives, goals, expected student outcomes, and description of how student was assessed
- Attendance records and grade book reports
- Student work portfolio including homework assignment, quizzes, projects, and course exams
- Program evaluation including teacher credentials, program type, and school policies, and procedures.
- Validation by competency testing.

As part of the enrollment process, students must submit official transcripts. Note that not all courses may transfer to USPA. Credit granted for courses undertaken prior to enrollment at USPA will be listed on the USPA transcript as transfer credits. USPA recognizes that students are involved in many activities outside of school, including music and art. While USPA recognizes the value of these activities, they can not be used to earn high school credit.

## Course Policies

### Academic Integrity

USPA expects all students to complete their academic work with honesty and integrity. Any student who engages in academic dishonesty (as defined below) will receive a failing grade on the corresponding assignment and may also be withdrawn from the course with a failing grade. Repeated academic integrity offenses may result in suspension or dismissal from USPA.

1. Plagiarism is copying or using ideas or words from another person or source such as the Internet or a print source, and passing it off as your own. When in doubt, be sure to cite your resource. Your online instructor can help you with proper citing of sources. Be sure to enlist their help. Please be aware that all instructors use technologies to check student work for authenticity.
2. Cheating on assessments or tests may include copying from another student or using unauthorized materials on the exam. A student found guilty of cheating in examinations or term assignments is also subject to serious academic penalties.

3. The use of digital, printed, or live translators in global language courses is forbidden. Students are responsible for properly crediting all sources in the composition of their work.

Failure to abide by these standards will result in the following consequences:

First offense: Student receives a 0 and the opportunity to redo the work for up to 75% of the grade.

Second offense: Student receives a 0 and no opportunity for retakes. There may be a permanent notation on academic record and a formal letter will be sent to parents and/or guardians.

Additional offenses: Teacher will suspend grading and will escalate the issue to the Chief of Academics. Student may be removed from course with a failing grade and an “incomplete.”

In all cases, students will be notified of the violation and will meet with their learning coach to discuss the violation. Policies will be reviewed and clarified for understanding.

These policies also extend to instances of “extreme” support by parents, guardians, and/or tutors and may result in immediate dismissal from USPA.

## Acceptable Use Policy

The operation of the USPA network relies upon the proper conduct of all students, who must adhere to the following guidelines.

1. You must respect the copyright and licensing of USPA and Edgenuity data and programs. You may not copy, screenshot, or share course content with others without prior authorization from USPA.
2. Students are responsible for the appropriateness and content of material they transmit or publish on the system. Hate mail, harassment, discriminatory remarks, or other antisocial behaviors are expressly prohibited. Nor is the system to be used to access or publish information potentially endangering the public.
3. System accounts are to be used only by the authorized owner of the account for the authorized purpose. Users may not share their account or password with another person or leave an open file or session unattended or unsupervised. Account owners are ultimately responsible for all activity under their account. Users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the system, or attempt to gain unauthorized access to the system.
4. Personal information such as addresses and telephone numbers should remain confidential when communicating on the system. Students should never reveal such information without permission from a parent/guardian. Students should never make appointments to meet people in person that they have contacted on the system without knowledge and permission from a parent/guardian.
5. Students should notify their instructor or an USPA representative if they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.
6. The unauthorized installation, use, storage, or distribution of copyrighted software or materials on USPA network is prohibited.

## Netiquette

Netiquette, a combination of the words network and etiquette, is the informal “code” of how one should behave online. At USPA, we rely on rules for communicating digitally because just like in a brick and mortar school everyone needs to behave appropriately and to understand the boundaries of what is acceptable.

Cyberspace has its own culture and no one wants to offend someone over a miscommunication. Always give people the same respect and communication that you would give them in real life and be careful because you cannot immediately see if you are offending someone with careless words.

Here are some important things to keep in mind when interacting with others online:

1. Address adults by using Mr., Mrs., or Ms. unless they have asked you to otherwise.
2. Use appropriate language. Curt, rude, or profane language will not be tolerated.

3. Use Standard English not “texting” language.
4. Use lower case as appropriate. All capital letters have the appearance of yelling online.
5. Use a text and font that teachers can easily read such as Times New Roman 12 pt.
6. Always use a thoughtful and informative subject line when communicating with teachers and peers. If you are asking for help with an assignment, be sure to include information about the assignment number.
7. Be patient. Do not send many emails in a short period of time to encourage your teacher to respond more quickly.
8. Include your full name when emailing your online teacher so he/she can easily recognize you.
9. If your teacher contacts you, be polite and reply.

## Bullying and Other Forms of Harassment

It is the policy of USPA to ensure that all students and school staff have an educational experience that is free from bullying and harassment of any kind. If in doubt about whether a particular behavior is considered a prohibited behavior you are encouraged to report your concern to the USPA President or Chief of Academics.

Cyberbullying is the use of communication devices to willfully harm a person or persons through the use of email, text, or other social media outlets. USPA will not tolerate cyberbullying. This includes actions that could be interpreted as actions that are threatening, harassing, or embarrassing to a person or a group of people that makes them uncomfortable or impedes their learning. Examples of inappropriate behavior include but are not limited to:

1. Breaking into an email account and impersonating another person.
2. Sending false and/or abusive messages to ridicule others.
3. Engaging someone in electronic communication and willfully convincing them to communicate sensitive information and the forwarding that information to others.
4. Posting information about someone without his or her permission.

Individuals who feel that they are victims of cyberbullying should contact their learning coach. The learning coach will escalate the issue to the Chief of Academics who will decide on the appropriate action.

USPA considers other forms of harassment as any threatening or insulting conduct toward a school employee or student that interferes with academic performance or disputes the orderly operation of the school in any way. Harassment also encompasses retaliation, cyberstalking, hazing, and sexting.

The consequences of any form of harassment found to be committed by a student will be determined by the school administration and may include a warning, suspension or expulsion depending on the severity of the infraction. A student who commits an infraction that results in permanent expulsion will not be entitled to a tuition reimbursement.

## Online Communication

Although courses are delivered entirely through an online format, course success is dependent upon interaction between students and their academic team. As a student, you are expected to utilize the Live Chat feature within the Virtual Classroom to contact your instructional teacher, respond to emails sent by your instructor, and participate in group discussions and message boards as directed by your instructor.

### Student-to-Student Communication

Communication between your teachers and academic coaches is a critical part of the online learning process, but communication with your peers is also important. The students in your courses are also part of the learning community and by working together you will be able to share your online learning experience. There are various ways to participate in student-to-student communication in your courses:

**Study Hall:** Each of your teachers has weekly study hall hours and will host an online web study session. All students in the course are encouraged to attend, ask questions, and have discussions amongst themselves. Teachers encourage students to help answer other student’s questions and provide demonstrations via the web meeting tool.

**Team Meetings:** Your learning coach will schedule weekly team meetings with their advisees. This may be a time for

the learning coach to review calendar, answer questions, or just check in with the group to hear about the latest sporting events.

We strongly encourage you to participate in student-to-student communication in your courses. It will help make your online learning experience more engaging and fun.

### Student-Instructor Communication

Students are required to have regular two-way communication with their instructors.. This can be in the form of an email exchange, assignment submittal, video conference, or a phone or “slack” conversation. Students should make every effort to respond quickly to their instructor’s communication. The standard turnaround times for a teacher response are below:

Teacher Communication and Grading Response Policy	
Email	24 hours
Voicemail	24 hours
Teacher graded assignments	72 hours
Teacher graded projects	72 hours
Teacher graded essays	72 hours

Your instructors will contact your learning coach if you are struggling with your academic workload and the instructor is unable to work out an alternate schedule with you. Signs of struggling include: not taking quizzes, missing assignments, lack of participation in class meetings, or failing to maintain communication with the instructor.

Also, if you display a pattern of missed regular contact, (for example, your instructor sends emails but you do not reply to them) your instructor will contact your learning coach to find a solution. If you have any questions about the course or assignments, contact your online instructor. You and your parent/guardian will have access to your instructor’s email.

If you have technical difficulties that are preventing you from sending or receiving emails, log on to Live Chat support and request assistance or contact your learning coach.

### Attendance and Pacing

At USPA we view student success in terms of content mastery, and feel that deep understanding of material comes from consistent and regular attendance. Students are expected to stay on pace with their courses and regular attendance is imperative. Learning coaches’ work with students to create, monitor, and adjust their academic calendar and daily assignments around their athletic schedules to ensure students are staying on track. Students are expected to log in to each course day during the academic week unless they have been in touch with their learning coach about a change in schedule. Students should always be in touch with their learning coach and virtual instructor if they anticipate being away from their course for more than three days.

Students should work ahead before any planned absence. A student who is inactive in their course for more than 10 consecutive days without explanation and is non-responsive should anticipate meeting with their parent or guardian and their learning coach to discuss the absence. If the parent/student do not respond after two weeks, an official truancy letter will be sent by the school administration and the student may be administratively withdrawn from all courses and the program. Students who are administratively dismissed for truancy will not be eligible for a tuition refund.

The recommended number of instructional hours (based on a 180 day school year) are 900 hours per academic year (5 hours per day or 25 hours per week). This pacing plan is based on two 18 week semesters. This is intended to be a guideline as we recognize that some students may complete their work in more or less time. Learning coaches are always available to meet with families about course attendance and pacing. If you are a student-athlete trying to maintain NCAA eligibility, keep in mind that extending a course beyond its’ recommended length may flag your transcript for audit by the NCAA.

## Quiz and Exam Retakes

All quizzes and exams are set up to permit one retake. Any request for a third retake is at the discretion of the teacher of record for the class. Students who request a retake from their learning coach or the Chief of Academics will be referred to their teacher of record.

## Policy on Re-Opening Archived Courses

Courses that have been completed and archived are unlikely to be re-opened. A student or family who feels a course may have been closed in error may contact the Chief of Academics to resolve their concern.

## Policy on Courses Not Completed Within 12 months

**Semester long courses must be completed within six months. Courses that are not completed within 12 months will be archived and students will receive an incomplete for the course.** A student who is at risk of an incomplete may be granted an extension of up to 30 days but will incur an additional fee. Only one 30 day extension will be granted. Parents/students must contact the Chief of Academics 30 days prior to the course end date to request a one time extension. Note that students who elect to extend their courses should be aware of the NCAA implications.

## Assessment and Grading

### Academic Progress

Students are assigned to courses on a per semester basis. Courses are designed for completion within 14-26 weeks. On enrollment, courses are set to have completion dates of 18 weeks. Students may be granted extensions of no more than 8 weeks (i.e. course completion in 26 weeks) to complete a one-semester course. Requests to extend the course beyond 18 weeks must be submitted to the Chief of Academics 10 business days prior to the set course completion. Courses not completed within 26 weeks may or may not earn course credit at the discretion of the Chief of Academics. The amount of work completed will be taken into account when making a determination.

### Progress Reports

USPA provides weekly or monthly learning management system progress reports to families (as requested during Orientation). Learning coaches and the Chief of Academics are available to discuss academic progress at any time. Year-end learning coach-family conferences are scheduled at the end of the academic year or on request at any time.

### Transcripts

One grade report is provided at the end of each academic year on request. Official transcripts for college applications or school transfers are also available on request. Coursework completed at other institutions does not appear on USPA transcripts. Sealed official transcripts can be sent to academic institutions and take 2-3 weeks to process.

## Grading Scale

Your online gradebook will display points earned and points possible, as well as percentage grades. You and your parent(s)/guardian(s) can access and check your online gradebook at any time. To receive credit for a course, students must complete all lessons, examinations, and assignments as required. After all course requirements have been reviewed, students will receive a final grade, based on the following grading scale:

94-100	A	74-76.9	C
90-93.9	A-	70-73.9	C-
87-89.9	B+	67-69.9	D+
84-86.9	B	64-66.9	D
80-83.9	B-	60-63.9	D-
77-79.9	C+	0-59.9	F

Note when you view the progress report option within the learning management system you will see three grade metrics: the “overall” grade reflects the work completed so far, the “actual” grade takes progress into account (penalizing students who are not on track), and “relative” grade, which reflects the final course grade if the course was dropped now (i.e. assigning zeros to any activity not yet completed). Global language courses, depending on course provider, may or may not include these metrics.

## Grade Dispute Policy

If a student believes a grade is incorrectly calculated or unfair, the student may appeal the grade. The student should speak with the teacher who gave them the grade to make sure the student understands how the grade was earned/calculated. If this conversation resolves the dispute, the process ends here. If the student disagrees with the grade, the student should contact their learning coach to assist in reviewing the class assignments and grades. Grade appeals must be filed within three months of the student receiving the disputed grade.

## Course Completion

Students should view their course calendar daily for a list of their lessons and quizzes and tests and do their best to adhere to the schedule indicated in their assignment calendar. Students cannot be exempted from individual assignments, quizzes or tests.

Students are automatically given two attempts on a quiz and one attempt on a test and must reach the passing threshold of 70% to be automatically moved on to the next section. Students who do not pass their quiz or test with a passing mark, should contact their learning coach or virtual instructor to determine what areas need to be reviewed and strategies for improving their grade. To improve their grade, students should:

- Review their eNotes
- Make sure they have filled out the vocabulary section completely
- Make sure they are spending sufficient time on their assignments and quizzes

If students meet the requirements above, the virtual instructor may issue a retake. If eNotes are incomplete, the instructor will have you review the vocabulary and lecture and take notes before issuing a retake. If the homework is incomplete or has a score below 70%, the virtual instructor will reset your assignment before issuing a retake.

If this is your second attempt at taking a quiz and you have not passed with a grade of 70% or higher, your learning coach will assist you in meeting with your virtual instructor over live chat. A virtual coach session is a longer chat session that may involve the use of an interactive whiteboard. The virtual instructor will review the concepts you missed on your quiz or assessment

Your virtual instructor may issue a third attempt if you go through the coaching session and demonstrate an understanding of the material. If you have not passed the assessment with a 70% or higher after the second attempt, you will be moved on with your highest grade.

When you are ready to take a Cumulative Exam, you will need to speak with your virtual instructor through email. They will be able to unlock the exam for you. They will check to see that you have completed the following before

taking your exam:

- Completed Unit Assignments
- Sufficient time spent on test review sections
- Assignments are passed with 70% or above

Your virtual instructor reviews and provides extra practice for the concepts that need attention-perhaps redirecting you back to the lesson where that concept was introduced.

#### Cumulative Exam Second Attempt

If you do not pass the Cumulative Exam on the first attempt, you may be given a second attempt. The following areas will be covered with a concept coach or virtual instructor:

- A complete review of missed questions
- Additional examples from lessons in course to solidify understanding

It is important that you have an online support group to help you navigate your courses and succeed. USPA has a support team dedicated to assisting you with your online courses. If you should ever need help, you are encouraged to ask for assistance and guidance via the following routes

**Chat:** If you need immediate assistance, click on the live chat support icon located in the Virtual Classroom and speak with a member of the Student Support Team. Live Chat operator hours are Monday to Saturday 7am-11pm Eastern Standard Time.

**Resources:** You also have access to ongoing resources that are added to your virtual classroom. You can access these resources by clicking on the Resources button and then the Orientation Videos button.

**Email:** Use the email tool inside the Virtual Classroom to correspond with your online instructor

## Grade Level Advancement

USPA is a flexible program that is not based on the standard school year. At times our students discover that they need to be identified with a particular class or grade level. The following describes how we determine each student's "grade level".

In order to rise to the next grade, a student must have the following number of core academic credits (credits from the five core disciplines: English, math, science, history and foreign language):

Entering 10th: 5 core credits  
 Entering 11th: 10 core credits.  
 Entering 12th: 15 core credits

If a student does not pass a course he/she may have the ability to retake the course for credit. From the time you first begin ninth grade, you have four years to complete your core course requirements. If you repeated a grade, your window for completing all requisite courses closes at the end of your junior year.

## Community

### Overview

At USPA students and the academic team play an active role in shaping our school community. Additionally, all students are members of the USPA "Network-of-Athletes." At USPA, we recognize the value in connecting students with similar passions through academics and athletics and understand that it can be very challenging to continue to train at the highest levels while still managing school and life's demands. It can become exponentially difficult when your sport requires you to travel for long stretches or multiple times of the year. Plus, students are not necessarily traveling with their classmates. Athletes are spread throughout the world and very rarely are there multiple athletes

from the same school, training in the same sport, and traveling to the same events. Middle and upper school can be tough enough socially, and finding the time to connect with friends can be challenging outside of school.

At USPA, we recognize the deep value in connecting students with similar passions through academics and athletics. Our network of driven students, connect through the USPA family, and can easily relate to the demands and excitement of high-level athletics. However, the connections that students make with each other do not need to develop from academic collaborations. Our students form a network of athletes by attending orientation events and swap travel stories and ideas on how to stay organized on the road during all school meetings. We foster a group of like-minded students who recognize and appreciate what the other student is doing in addition to their academics. Our school celebrates the successes and opportunities that athletics provides.

Students have the opportunity to participate in several community-building activities, including:

#### 1. All School Meetings

All school meetings occur four times per year and are recorded for students unable to attend due to conflicts. All students are strongly encouraged to participate. All school meetings often include a Meet-the-Teacher component, an opportunity to recognize Classroom Champions (those who have completed courses) and general announcements

2. USPA offers participation in the USPA student magazine as a club activity.

3. National Honor Society chapter (Fall 2016)

3. As our student population increases, USPA will be offering regional conferences. These conferences are an opportunity for parents, coaches, and students to gather to celebrate student success, participate in team building exercises, presentations on best practices student-athletes virtual learning, and various social activities.

#### 4. Parent Involvement

There are multiple opportunities for parent involvement with USPA. In addition to serving as an academic mentor for your student, parent involvement and support is always welcome. Currently, parents serve as school ambassadors (speaking to prospective families) and as members of our advisory board.

#### 5. Educational Webinars

USPA offers webinars lead by dynamic speakers on topics relevant to young athletes, parents of athletes, and coaches. We encourage our community to let us know what they are interested in so we can provide relevant material through these webinars.

## College Planning

### Overview

USPA believes that the ideal college advising process is marked by balance, careful planning, and reduced stress—not to mention satisfying results. We encourage all of our students to make a plan for the future and keep their eye on it, while keeping an eye on the present and making the most of their high school academic, athletic, and personal lives.

Frank Sachs, former president of the National Association for College Admission Counseling (NACAC), was known to contend that, “College is a match to be made, not a prize to be won.” In a competitive culture, it is often difficult to remember that the college admission experience is not simply a game, but rather an opportunity for growth, introspection and to refine skills of self-advocacy, networking, decision making and goal setting while finding a college that will serve students’ aspirations and interests.

USPA learning coaches begin working with their students from day one and collaborate with the USPA college counselor to best serve each of our students. Our counselor will work in unison with learning coaches and parents to

guide and support student athletes as they consider possibilities beyond USPA.

Throughout the program, learning coaches meet with their students to discuss options and identify strengths,

interests, and a strategy to discover which colleges and universities best suits them. USPA will also utilize its extensive network of coaches, counselors and industry experts so our graduates have access to unique athletic, academic and career perspectives as they evaluate each of their options beyond USPA. Through use of the our college counseling software solution, students and families have access on day one to a wealth of resources that will compliment their personalized work with our college counselors. We make sure our students are prepared to take on the next challenge they face after graduating from USPA.

We recognize the selective nature of the college admission process. And as such, we appreciate the role of standardized testing as colleges and universities evaluate applicants. Our curriculum is fully accredited and designed to prepare students for college. We offer SAT/ACT programs for each US Performance Academy student that is integrated into the academic program and enhances the college counseling process.

## Focus on the Future

Beyond coursework, testing, and athletic prowess, we believe that independent school education is unique in the way that it distinguishes students. The experiences that our students have within the program are what set them apart from other college applicants. We want our students to have the ability to perform at the highest levels while still being fully prepared for success in university classrooms and professional careers. Ask any student or parent in a traditional brick and mortar independent high school about the value of their experience, and you are likely to hear similar themes. Engaged faculty who are invested in students learning, small classes, healthy connection with peers, personal attention, rigorous offerings, close relationships with teachers and one-on-one college counseling to open up opportunities post high school. USPA is no different.

As competitive athletes know, there is not only one way to train, nor is there often one path to reach one's ultimate goal. With this realization in mind, the USPA college counseling office tailors each student's college search to the unique needs and hopes of that individual and family. Our counselors have been in the profession as both college admission officers and high school counselors for many years and regularly visit colleges and universities throughout the country and world to stay current on trends in higher education and to network with their colleagues who are reviewing USPA applicants.

## Test Preparation / PSATs

USPA offers access to the following test preparation courses in conjunction with college planning: SAT® and ACT®. All 10th and 11th grade students are required to register for the PSAT. The PSAT is offered every October and students should contact a school in their area to register. Your learning coach can help you with this process.

## NCAA Eligibility

The NCAA, USPA and Edgenuity share a commitment to rigorous, standards-aligned online instruction for student athletes. Edgenuity continues to work with the NCAA and has been awarded "extended evaluation" status. This indicates that NCAA has completed a thorough review of our curriculum and implementation model, and has found that it meets their guidelines for online courses. As part of the extended evaluation, NCAA continues to monitor coursework from actual student athletes enrolled in our online courses. Students interested in NCAA-eligible courses through USPA should discuss their expectations with the Chief of Academics or Director of College Counseling upon enrollment to ensure appropriate courses are selected. Students who need to maintain NCAA eligibility for college admissions should advise USPA admissions during the enrollment process as maintaining course completion time guidelines are essential.

## Graduation Requirements

Full-time students that are enrolled directly with US Performance Academy may qualify for graduation by completing a minimum of 20 Credit graduation requirements. A student must complete a minimum of 5 courses from USPA to be eligible for USPA Diploma.

Department	# of Credits
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18 | Page

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W:

English	4 must be enrolled each semester
Math	3 including Algebra II
Social Studies	3 including World History and US History
Science	3 must include Biology and Chemistry
Languages	2 in the same language
Electives	4 including 0.5 credits of Health
Total	20

Graduation requirements describe the basic, minimally acceptable level for a student's program. The vast majority of students undertake programs with greater breadth and depth than the minimum requirements described here.

## Early Graduation

Students who have completed all graduation requirements before the end of the second semester of their senior year may request early graduation by contacting the Chief of Academics. Early graduates are welcome to participate in the graduation ceremony following the completion of their courses.

## Diploma

Students may request a replacement diploma for a fee of \$65.00, payable by check or credit card. The replacement diploma will list the original graduation date and will be signed by the current school administration.

## Letters of Recommendation

To ensure that letters of recommendation deadlines are received by third-parties in plenty of time, please request letters from USPA teachers and administrators 30 days before they are due.

## Appendix

## Admission Information

### Deposit and Tuition

An non-refundable application fee of \$50 due when you apply. Paying this fee does not guarantee admission to US Performance Academy.

Upon acceptance to USPA, a non-refundable tuition deposit of \$1000.00 must accompany the enrollment contract. This deposit will be applied against the first semester tuition which is due before courses begin. The balance is due within four months of the start date. Students who have outstanding balances will not be allowed to continue with their courses until their account is current. Tuition payments must be received by USPA on or before each due date.

Acceptance of enrollment constitutes an agreement to pay the full academic year's account, comprised of both total tuition and all related fees and expenses of the student. USPA is entitled to be reimbursed for any attorney's fees and costs incurred in the collection of any unpaid balance.

In support of this contract, a promissory note for the balance of the year's tuition (with 0 % interest) will be issued by the school and signed by the parents or guardians in those cases in which parents or guardians choose an installment payment plan in lieu of full payment prior to the beginning of the school year.

### Academic Account Suspension

An account is considered delinquent if not paid within 30 business days of the due date. A late payment fee of 1-1/2% per month, or fraction of a month, may be charged on a delinquent account. Whenever a tuition or fee account becomes past due for a period of 60 days from its due date then, unless the School shall obtain adequate security acceptable to the School for such account within that 60 day period, the student will be withheld from classes until the delinquency is cured. If the delinquency is not cured within an additional 30 day period, the student will be dismissed.

In all events, the first tuition installment payment must be paid on or before the first day of school or the student's place will not be reserved. The student will not be enrolled in classes. Furthermore, the parent or guardian and student agree to the policy of the School that, as long as an account has an outstanding delinquent tuition balance, grade reports, transcripts, semester and final exams, and diplomas may be withheld at any time. The parent or guardian and student further agree that the School shall have unconditional authority to suspend or terminate the student's participation in any or all School activities, in the School's sole discretion, at any time while the account described in this contract is not current.

### Transcripts and Diplomas

Official transcripts and diplomas can be ordered by emailing [info@GoUSPA.org](mailto:info@GoUSPA.org).

### Part-Time Enrollment

USPA supports part-time enrollment on a case-by-case basis. Students must demonstrate that they are enrolled in a full complement of courses through another school or provider. Students who will be transferring their USPA credits back to their sending school must complete a USPA sending school enrollment form that is signed by the sending school guidance officer prior to enrollment.

### International Applicants

USPA accepts students from any country. Note that USPA is not equipped to translate transcripts in languages other than English. We refer families and students to commercial records and document translators. Transcripts in languages other than English must be translated by a recognized commercial service prior to enrollment.

## USPA Policies

### Non-Discrimination Policy

USPA's policy is not to discriminate on any grounds, including the basis of gender, race, color, religion, national or ethnic origin, disability, or sexual orientation. This same policy applies to students enrolling and participating in US Performance Academy. The criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status. Services will be available equally to all students who participate in the program. We will not tolerate any deviations from the policy by faculty, students, parents, or others who participate in the program. If you feel that some form of discrimination has been directed toward you or another in any online forum, or other method, it is your right to contact the administrator in charge.

US Performance Academy Inc. reserves the right to repeal, change, or amend this Student Handbook and its policies at any time.

### Confidentiality Policy

USPA recognizes the importance of the physical and mental safety of our students. Students should be aware that we maintains an ethical and moral obligation to refer students in need to community services and confidentiality may be breached under a number of conditions that include but are not limited to the following:

- If a student has suffered child abuse, or knows of another individual who has.
- If a student threatens to harm himself/herself or others.
- If a student has witnessed or taken part in a crime.
- If a student indicates she is pregnant, or if a male student indicates he impregnated a minor.
- Any situation where a legal document requests such information.

### Statement on Harassment

Discrimination and harassment based on race, age, color, religion, national origin, gender, sexual orientation, disability, or veteran status are prohibited. Prohibited conduct includes, but is not limited to, derogatory remarks and acts, including slurs, epithets and other verbal, written, graphic or physical conduct of a hostile, intimidating, abusive, degrading, threatening or violent nature. This prohibition shall include harassment perpetrated by or against a student, employee, patron, vendor or associated school individual.

### Sexual Harassment

Sexual harassment is a form of sex discrimination that violates the law. US Performance Academy Virtual School Services believes that each student and employee should be able to attend school and work in an environment, which provides for fair and equitable treatment and is free of discriminatory intimidation based on sex and unwelcome sexual advances.

Definition:

Sexual Harassment - Any unwelcome sexual advances, requests for sexual favors, or verbal, physical or other sexually offensive conduct made by anyone on district property or during any district-sponsored event when:

Submission to the conduct is either explicitly or implicitly a term or condition of an individual's education or employment;

Submission to or the rejection of such conduct by an individual is used as a basis for educational or employment decisions affecting that individual; and/or Such conduct has the purpose or effect of unreasonably interfering with an individual's educational or work performance or creating an intimidating, hostile or offensive educational or work

22 | Page

Examples of acts of sexual harassment, which shall not be tolerated, include, but are not limited to:

1. Written: Sexually suggestive or obscene letters, notes, invitations, and graffiti.
2. Verbal: Sexually derogatory comments, epithets, slurs, degrading jokes, “teasing,” “kidding,” double meanings, demeaning comments about a person of a particular sex, solicitation of sexual favors or attention.
3. Physical: Unwelcome touching of an individual, such as pinching, hugging, patting, repeated brushing against an individual’s body, pulling at clothing, blocking one’s passage.
4. Visual: Sexually oriented gestures, displaying sexually suggestive or derogatory objects, pictures, magazines, cartoons, or posters.
5. Any other action that emphasizes the vulnerability of the victim specifically because of gender.

**Prohibition:**

Sexual harassment will not be permitted or tolerated. This policy is applicable to all students, employees, non-employees, and any other associated individual(s).

**Action to be taken:**

Students who sexually harass shall be subject to any and all disciplinary action that may be imposed by the school’s policy regarding student behavior.

**Retaliation:**

Retaliation shall not be permitted against an individual who complains of sexual harassment, anyone who testifies on behalf of the complainant, or anyone who assists or participates in an investigation or proceeding conducted under this policy.

## NCAA Information

**As a student athlete, you and your family are responsible for ensuring your eligibility.** This includes registering with the NCAA and maintaining your profile. For a quick, step-by-step guide to register, follow the steps below. Before you get started, note that the process can take up to one hour. Make sure you have access to:

**Personal information:**

A valid email address

Your education history, including courses you have taken outside of your high school (summer school, supplemental courses, virtual courses)

Your sports participation history

A fee payment of \$70

The NCAA recommends all student athletes register during their sophomore year. To begin, enter the NCAA College-Bound Student Athletes portal here:

[http://web1.ncaa.org/ECWR2/NCAA\\_EMS/NCAA.jsp](http://web1.ncaa.org/ECWR2/NCAA_EMS/NCAA.jsp)

Create an account by clicking on the phone device or on “New Account” in the upper right corner. You will receive a link via email to create an account. NOTE: If you receive a failure message, this could mean you already registered through the old NCAA website. If so, log in to the website using your email address and four-digit PIN and you will see instructions to start the transfer process. If you have not registered previously and receive a failure message, please call the NCAA Eligibility Center (877.262.1492).

You can save and exit the registration process at any time, but registration will not be finalized until all sections are complete. Remember, you’ll need to keep your account updated. Log in periodically to ensure your transcripts and test scores are current.

Also, be sure to review the updated student eligibility requirements on the NCAA web site.

## Frequently Asked Questions

1. How many hours are 0.5 credit courses? Full Credit?

A 0.5 credit course is typically 60 hours and a full credit course is typically 120 hours.

2. How much work should my student be completing each day they work on a course?

The average student can complete 7 activities in one hour.

3. Are your courses approved by the NCAA?

Many of our courses are approved by the NCAA. Please view Edgenuity's listing at the NCAA Eligibility Center for the most current list of courses.

4. What should I do if I received a low score on a homework assignment?

Use the student support button located inside your course to speak with a concept coach through live chat support. We also recommend you contact your learning coach or virtual instructor so they can assist you.

5. I am having technical problems with the program. What should I do?

Check the required plugins. Go to the Organizer under Resources you can review the plugins status. Notify your learning coach so they may assist you.

6. Can I use notes on a quiz or test?

Yes notes are permitted on quizzes and tests.

7. Is tutoring provided?

Yes. We call it concept coaching. Students must have notes and a specific question in order to receive the concept coaching.

8. Why am I getting a message saying "a teacher needs to review my work before I can take the test?"

Topic Tests are a checkpoint in which your course work is reviewed by an online instructor before taking the test. Our team will make sure all the work is completed properly. Any incomplete assignments will be reset. The quickest way to have the work reviewed is to speak with your learning coach to make sure it is being graded.

9. Does pretesting count as an attempt?

Yes, pretesting counts as a quiz attempt.

10. How long should I be working on my class each day?

Each class has a different amount of activities; the time spent working on courses should be based on completing the day's activities scheduled in your assignment calendar.

11. What are your USPA administrative team hours? And are you open weekends?

Mon-Sat 8:30am-6:00pm EST. Virtual tutors are also available on Saturday.

12. How can I check my student's progress?

Each month a progress report is sent to the parent's email address. Also, we can provide parents/guardians with access to a portal to monitor progress and attendance daily. This automatic report can also be sent weekly on request.

13. What is the USPA dual enrollment policy?

USPA students must have a single "school of record." In general, most of our students attend USPA as their main school. Students who elect to attend another online or brick and mortar school for one or two classes must still maintain full time tuition enrollment status even if they elect to take less than a full course load. All external classes must be approved by the Chief of Academics prior to enrollment to ensure they are of similar high quality and will ensure the student maintains a competitive transcript.

## System Requirements

The following requirements will ensure that you experience with USPA learning management system is optimal. Your courseware may run on lower specifications, but your experience may be impacted. USPA students have access to their courses 24 hours a day, seven days a week and can work on their coursework anywhere they have Internet access.

### Bandwidth

Given the audio and video components in USPA courses, sufficient bandwidth is required for ideal course functionality. Minimum suggested bandwidth requirements are 3 Mbps download speed and 512 kbps upload speed. You can test your bandwidth at the following website: [speedtest.net](http://speedtest.net)

### Browsers

USPA recommends that you access your courses through Google Chrome 6.0 or newer. The minimum version of compatible browsers are:

Safari 5.0  
Mozilla Firefox 4.0  
Internet Explorer 9  
Google Chrome 6.0

### Computer Specifications

<p><b>PC Requirements</b></p> <p>Processor: PC 2.33GHz AMD® -or- Intel® Core™ Duo 1.83 GHz</p> <p>Operating System: Windows 7 Windows Vista Windows XP (Home/Pro)</p> <p>Memory: 1024 MB RAM</p> <p>Hard Disk Space: 500 MB available</p> <p>Display setting: 1024x768 resolution, 16-bit color 128MB graphics memory and sound card</p>	<p><b>Mac Requirements</b></p> <p>Processor: Intel Core Duo 1.33GHz or above</p> <p>Operating System: Mac OSX v10.6.2 or higher</p> <p>Memory: 1024 MB RAM</p> <p>Hard Disk Space: 500 MB available</p> <p>Display setting: 1024x768 resolution, 16-bit color 128MB graphics memory and sound card</p>
<p><b>Plug-Ins:</b></p> <p>Adobe Flash player plug-in 10.0+ (see <a href="http://adobe.com">adobe.com</a>)</p> <ul style="list-style-type: none"> <li>• Adobe Acrobat® Reader® 8</li> <li>• Adobe® Flash® Player 10</li> <li>• Adobe Shockwave® Player 10</li> <li>• QuickTime® Player 7</li> <li>• Java® Virtual Machine 1.7</li> </ul> <p>Cookies enabled</p> <p>Speakers or headsets (recommended)</p>	

## Contact Information

Please contact us if you have any questions about this handbook or USPA. Please refer any questions about policy and payments to Pete Smith, USPA President. Academic questions can be referred to the Kimberly Dow, Chief of Academics.

US Performance Academy  
P.O. Box 323  
Elkins, NH 03233  
Phone: 617-448-7016 (Pete Smith)

General Questions: [pete.smith@GoUSPA.org](mailto:pete.smith@GoUSPA.org)  
Enrollment: [admissions@gouspa.org](mailto:admissions@gouspa.org)  
Academics: [kimberly.dow@gouspa.org](mailto:kimberly.dow@gouspa.org)  
Web: [www.GoUSPA.org](http://www.GoUSPA.org)

### Social Media

[Facebook](#)

[Twitter](#)

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US Performance Academy reserves the right to modify, discontinue, or add policies and procedures, as it deems appropriate, at any time and without notice. US Performance Academy does not require student or family acknowledgment or consent in order to enforce or change the policies herein.

## Academic Calendar 2016-17

USPA offices are closed on the following major national holidays. Although we do close our main office and USPA personnel are off on certain holidays during the year, students can access their courses and maintain momentum in their courses, even when other schools are closed. Your USPA course(s) will always be open and available, even on holidays. Courses will not increment on the following days.

Independence Day	July 4, 2016
Labor Day	September 5, 2016
Veteran's Day	November 11, 2016
Thanksgiving	November 24, 2016
Winter Break	December 25, 2016 - January 1, 2017
New Year's Day	January 2, 2017
Martin Luther King, Jr. Day	January 16, 2017
President's Day	February 20, 2017
Memorial Day	May 20, 2017

Parent meetings are held every three months.

All school meetings are held every three months.

## Academic Integrity Policy Agreement

Students, by signing this form you agree that you:

Have read the USPA Handbook including the Academic Dishonesty and Plagiarism sections,

Understand the seriousness of academic dishonesty and the consequences of it,

Agree to be academically honest with your teacher, your coursemates, your parents or guardian, and yourself, and

Understand that requests for quiz and exam retakes must be forwarded to your teachers and not your learning coach.

Student signature \_\_\_\_\_ Date: \_\_\_\_\_

Parents, by signing this form you agree that you:

Have read the USPA Handbook including the Academic Dishonesty and Plagiarism sections,

Understand the seriousness of academic dishonesty and the consequences of it,

Understand the importance of your student doing their own work,

Will provide appropriate help and guidance to your son or daughter, and

Understand the consequences if your son or daughter violates the USPA Academic Integrity Policy

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent signature: \_\_\_\_\_ Date: \_\_\_\_\_



## Grievance Policy

Note: The grievances procedure regarding bullying is included in the Parent-Student Handbook (attached)

### Grievance Procedure (Tuition)

An account or a payment is considered to be delinquent if not paid within 30 business days of the due date. A late payment fee of 1-1/2% per month, or fraction of a month, will be charged on a delinquent account. Whenever a tuition or fee account becomes past due for a period of 60 days from its due date then, unless the School shall obtain adequate security acceptable to the School for such account within that 60 day period, the student will not be permitted to participate in classes until the delinquency is cured. If the delinquency is not cured within an additional 30 day period, the student will be dismissed. In all events, either full tuition, or the first tuition installment payment if an installment payment plan is agreed to by the parties and set forth in Exhibit A, must be paid on or before the first day of school or the student's place will not be reserved and the student will not be enrolled in classes. Furthermore, the parent or guardian, and the student, agree that, as long as an account has an outstanding delinquent tuition balance, grade reports, transcripts, semester and final exams, and diplomas may be withheld by the School. The parent or guardian and student further agree that the School shall have unconditional authority to suspend or terminate the student's participation in any or all School activities, in the School's sole discretion, at any time while the student's account is not current, or for other reasons deemed sufficient in the discretion of the School.

The parent or guardian and student agree to submit any disputes or controversies between the School and either the parent or guardian or student to final and binding arbitration before a single, neutral arbitrator in the State of Maine under the Rules of the American Arbitration Association and the laws of the State of Maine. The arbitrator will have experience in education law, and all arbitration costs shall be divided equally between the School and the parent or guardian. The existence and outcome of any arbitration – including any material filed with the arbitrator, the contents of all depositions or testimony, all documents produced during the course of the arbitration, and any remedy imposed or damages awarded by the arbitrator – shall remain confidential. Failure to maintain the confidentiality of the arbitration will void any award in favor of the breaching party and shall entitle the non-breaching party to damages to be determined by the arbitrator.

### Grievance Procedure (Employees)

A grievance shall be defined as a dispute concerning the application or interpretation of a specific provision of the employee contract. In the event an employee has a dispute or complaint about an interpretation or application of a specific provision of the employee contract, such matters shall be adjusted according to the below grievance procedure.

#### Probationary Employees

No probationary employee may use this grievance procedure and no other employee, groups of employees may file or advance a grievance on behalf of any probationary employee.

#### Extension of Deadlines

US Performance Academy may, in writing, choose to extend the deadlines set out in each step of the grievance procedure, for example to allow for additional time to investigate or negotiate a resolution to a grievance. Any request to extend a deadline must be made before the deadline has passed.

#### Step 1

Within five (5) working days after the event giving rise to the grievance, any aggrieved employee shall discuss the matter with the employee's supervisor, who will attempt to satisfactorily resolve the matter. Any settlements or resolutions at this step are not precedential.

### Step 2

Within ten (10) working days after the event giving rise to the grievance, if no settlement is reached, an employee may submit a written grievance to supervisor and/or the President of US Performance Academy on the form provided by US Performance Academy that contains the following:

- Detailed facts upon which the grievance is based, including but not limited to, the event, the date of the event and the aggrieved employee or employees.
- References to the specific sections of the employee contract alleged to have been violated.
- The remedy sought.
- The printed name and signature of the union representative who completed the form.
- The date that the grievance is filed.

### Step 3

Within ten (10) working days after the answer of US Performance Academy in Step 2 or of a failure by direct supervisor or Chief of Academics or his or her designee to answer within the applicable time period, the employee may submit the grievance in writing on the form provided by US Performance Academy to President of US Performance Academy or his or her designee.

If employee does not appeal the grievance to Step 3 within ten (10) working days after US Performance Academy's Step 2 Answer or failure to timely answer, the grievance will be deemed settled in accordance with the management's disposition in Step 2.

US Performance Academy shall not be required or obligated under the terms of this employee contract or otherwise to submit a grievance and demand for arbitration about any claim or grievance which it may have or may assert as an alleged violation of the employee contract against employee or employees covered by the employee contract. US Performance Academy shall have a right to sue at law and at equity in any court of competent jurisdiction to enforce this employee contract and seek appropriate remedies at law and in equity.

## USPA Crisis Management Plan 2017-18

### Overview

The following crisis management plan is designed specifically for US Performance Academy. As a digital school we approach student and school crisis differently in that we don't have a physical location that we ask students to attend daily. Therefore, the following plan outlines the responsibilities of the USPA team, communication flow, checklists, and follow up plans with our community. This plan does not attempt to outline the response for every possible scenario, but instead offers a clear communication plan for the US Performance Academy personnel to adhere to in the event of a community emergency.

### Assignment of Personnel to Contingency Functions:

The following personnel are appointed to act in succession in absence of the President with regard to the administration and supervision of all aspects of the contingency plan:

1. Chief of Academics, Kimberly Dow
2. Director of Business Development, Robert York

Specific Team members are assigned the contingency functions below:

Emergency Function	Primary	Alternate
Emergency Director	Peter Smith	Kim Dow
Media Coordinator	Leann Hollis	Brendan Barnard
Family Liaison Coordinator	Kim Dow	Peter Smith

### General:

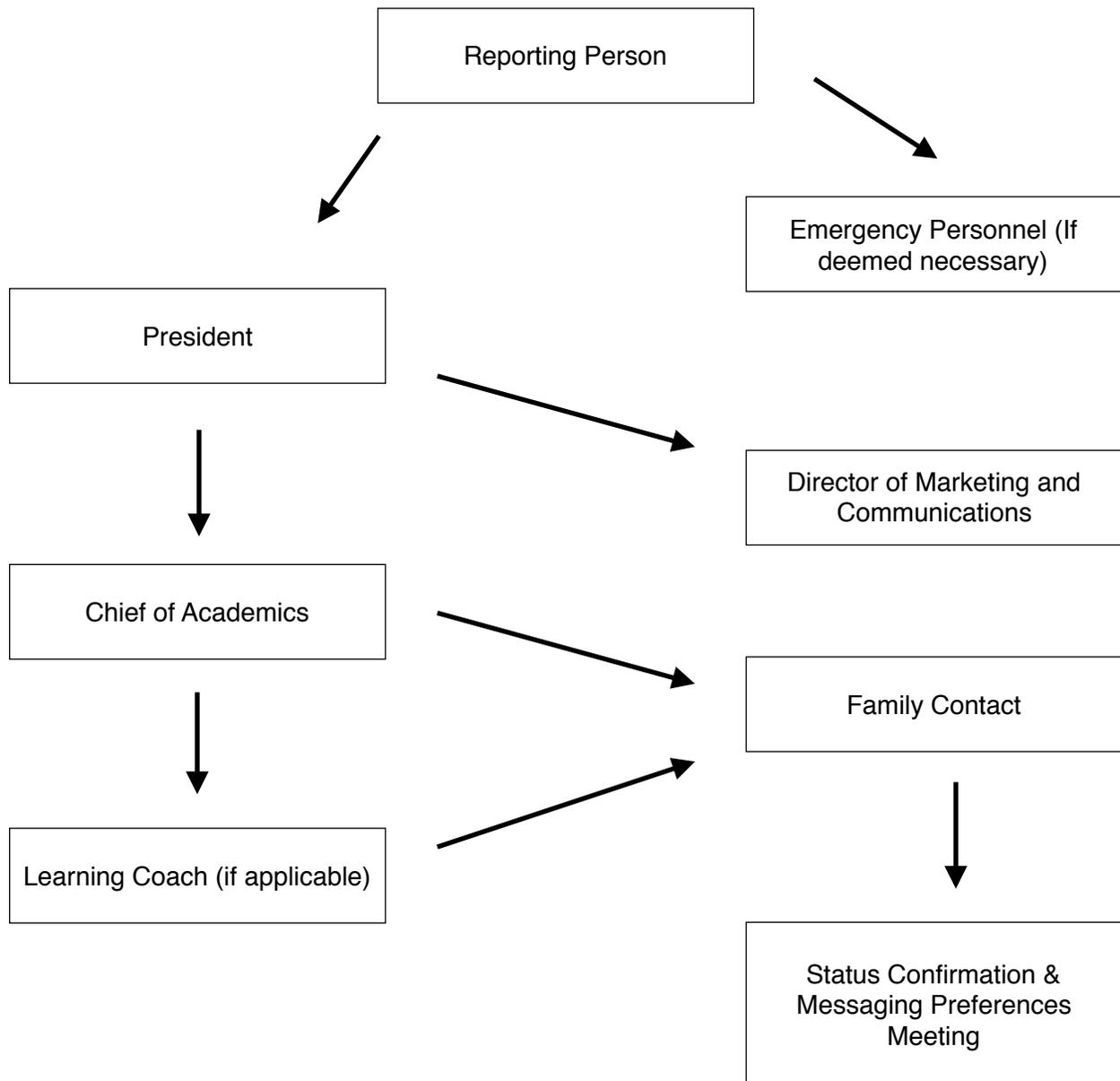
- A. Purpose: The purpose of this plan is to protect the lives and establish communications within the USPA family to ensure a rapid and effective response to a variety of conditions that could impact our USPA community.
- B. Plan Review: The President will ensure that a plan review is completed annually during the month of August and that pertinent portions of the plan are distributed electronically to leadership and faculty. At a minimum this review will include:
  - A. Updating staff assignments
  - B. Verifying emergency contact information
  - C. Updating and modifying communication procedures

### Notifications & Responsibilities

- A. In the event of a traumatic event to a member of the USPA community the person who is notified of the event will immediately contact the President, Pete Smith and/or the proper authorities to ensure student safety.
- B. In the event of a student tragedy notification. The school will work with the families to ensure a timely and accurate message to the USPA community. The focus will be on support and student safety throughout the process. In the event that a USPA team member feels that a student has notified them that they are in imminent danger, or have contacted them about an injury or other distress that may require immediate attention. That USPA team member should contact the appropriate emergency personnel and/or supervising

adult to ensure a proper medical response is occurring. Only then will reporting person attempt to contact president and/or chief of Academics to report and confirm next steps for notification of family and enacting the communication plan.

**Communication Tree Diagram:**



## Contact Information for USPA Leadership Team

<b>Role</b>	<b>Name</b>	<b>Contact Information</b>
<b>President</b>	Pete Smith	617-448-7016
<b>Chief of Academics</b>	Kimberly Dow	802-373-0336
<b>Director of Marketing &amp; Communications</b>	Leann Hollis	760-216-1991
<b>Director of Business Development</b>	Robert York	405-370-7203

**Nonpublic School Approval Checklist Application Review Form**

Reviewed By: Jane Levesque

<b>School Name:</b> Vista Learning Center	<b>Town:</b> Amherst
<b>Address:</b> 31 Old Nashua Rd.	<b>Phone Number:</b> 603-673-5488
<b>Head of School:</b> Amanda Reed	<b>Email:</b> areed@rsec.org
<b>Date Initial Application Received:</b> 11/5/18	<b>Date of Anticipated Opening:</b> 2/15/19
<b>Grade Levels Requested:</b> 5-12	<b>Expected first year enrollment:</b> 7
<b>Multi Grade Classes:</b> No	<b>Co-Educational:</b> Yes
<b>Boarding School:</b> No	

Received	Required Documents	Date Received	Comments
X	Summer School/Programs	11/5/18	p. 1, None offered
X	School Calendar	11/5/18	p.9
X	School Hours Survey	11/5/18	p.10
X	Fire and Life Safety Report	10/02/18	p.15-21
X	Health Inspection Report	10/02/18	p.22-26
	Water/Waste Approval		
X	Zoning Approval	11/5/18	p.27
X	Board Members List	11/5/18	p.14
X	Staff List	11/5/18	p.50
X	Staff Resumes	11/5/18	p.50, certified staff
X	Organizational Chart	11/5/18	p.17
X	Criminal Records Check	11/5/18	p.13
X	Professional Development Plan	11/5/18	p.18
X	First Year Budget	11/5/18	p.20-23
X	Secretary of State	1/14/19	p.19
X	Federal Tax Exemption	11/5/18	p.3, NonProfit
X	Authority to Sign Financial Documents Bonded	11/5/18	p.3
X	Policy of Auditing School Finances yearly	11/5/18	p.3
X	School Purpose/Objectives	11/5/18	p.26
X	Philosophy/Faith Based	11/5/18	p.26
X	Evaluation Procedures	11/5/18	p.26
X	School/Community Relationship	11/5/18	p.26
X	Curriculum/Objectives for Each Grade	11/5/18	p.2
X	Graduation Requirements	11/5/18	p.40
X	US-NH History, RSA 189:11	11/5/18	p.2
X	English Primary Language For Instruction	11/5/18	p.2
X	Programs offered: Art, Music Computer, PE, World Languages, CTE	11/5/18	p.2;
X	Physical Education Credit on High School Transcript	11/5/18	p.2
X	Student Handbook	11/5/18	p.28-48

Received	Required Documents	Date Received	Comments
X	Grievance Policy	11/5/18	p.49
X	Student Records Location Upon School Closing	11/5/18	Per RSA 189:27-b Regional Services and Educational Center, Amherst
X	Physicals, Immunization, RSA 141-C:20a	11/5/18	
X	Services: Health, Transportation, Food , Library	11/5/18	p.10-12
X	Emergency Operations Plans, RSA 189:64	11/5/18	
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32	11/5/18	N/A
X	United States Flag Displayed, RSA 189:17	11/5/18	p.4
X	Accrediting Agency	11/5/18	p.1,Special Education
X	Date of Visit by the Department of Education	12/04/18	
	Commissioner Recommendation to the State Board	1/28/19	
	Application Complete and Reviewed by DOE	1/28/19	



NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
 101 PLEASANT STREET  
 CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL RENEWAL APPLICATION**

(Please Print)

Today's Date: 9/12/18

1. Name of School: Vista Learning Center
2. Street Address: 31 Old Nashua Road, Amherst NH 03031
3. Mailing Address: 94 Route 101A, P.O. Box 370 Amherst NH 03031
4. Name/title of the director or the person authorized to represent the school: Amanda Reed (Director)/ Judy Koch (Exec. Director)
5. Telephone Number: 603-673-6656 Fax Number: 603-673-5488

Email: areed@rsec.org jkoch@rsec.org Website: www.rsec.org

6. Approval is requested for Grade 5 to Grade 12 and Age \_\_\_\_\_ to Age \_\_\_\_\_.  
 Please provide the school's current number of students in the table below.  
 Include the number of infants and toddlers in the I-T column.

**NOTE: The NH Department of Education ONLY approves grades K-12 per RSA 186:6-a.**

GRADES	I-T	Pre	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Non Special Education Students																
International Students																
Special Education Students								0	1	0	3	1	1	1		7
Home Education Students																
Total Number of Students																

7. Is this school accredited by any of the following agencies? If yes, please attach verification.

\_\_\_\_\_ New England Association of Schools and Colleges (NEASC)  
 \_\_\_\_\_ Northern New England Conference of Seventh-day Adventists, Inc. (NNEC)  
X Other NHDOE Bureau of SpEd Program Approval

8. Is this school licensed by the NH Department of Health & Human Services Child Care Licensing Bureau?

Does this school offer summer school or summer programs? YES \_\_\_\_\_ NO X \_\_\_\_\_

If yes, please submit a full description.

10. Are any classes regularly provided at an off campus location? If yes, please explain.

No

**CALENDAR**

11. Please submit the School Calendar for this year and complete and submit the attached School Schedule Survey.

*Please see attached calendar*

**EDUCATIONAL PROGRAM**

12. Have there been any changes in this school’s educational objectives, grades or curriculum in the last three years? If **yes**, please submit a description of these changes. YES \_\_\_\_\_ NO X

13. If this school includes Grade 12, please submit the requirements for graduation.

*Please see attached students handbook*

14. Is credit for Physical Education noted on the high school transcript? YES X NO \_\_\_\_\_

If **no**, please explain.

15. Which of the following services or classes are available at this school?

*Please see attached document Resources and Services*

Services or Classes	YES	NO
Nurse or Other Medical Support		X*
Guidance Counselor	X	
Food Services		X
Library		X**
Computer Technology	X	
World Languages	X	
Vocational or Career Technical Education Classes	X	
Music	X	
Art	X	
Physical Education Classes	X	

*\*all staff is First Aid/CPR/AED trained Please see attached document for services description*

*\*\*access to local library*

16. In which grade does your school provide instruction in the history, government and constitutions of the United States and New Hampshire, including the organization and operation of New Hampshire municipal, county and state government and of the federal government?

*Grade 8,10,11(American History & Government class)*

Per RSA 189:11, such instruction shall begin no later than the opening of the 8<sup>th</sup> grade and shall continue in high school as an identifiable component of a year's course in the history and government of the United States and New Hampshire.

## PERSONNEL

17. Please ~~submit a list of all staff and teachers including a resume/curriculum vitae for new~~  
~~teachers hired in the past three years.~~

18. Please explain the type of background check or criminal record check performed for new staff, if any.

*Please see attached document*

19. Does the school have an advisory or governing board? Yes  
If yes, please submit a list of all board members and their addresses.

*Please see attached document*

## FACILITIES

20. Prior to renewing this school's approval status, acceptable fire safety and health inspection reports for all facilities utilized by staff and students must be submitted.

21. Please submit a list of all school buildings including the name (if any) and location.

## FINANCES

22. . Please submit the School's current Certificate of Good Standing or other documentation showing the school is currently registered with the NH Secretary of State's Office.  
(Info at <http://www.sos.nh.gov/corporate/index.html> or 271-3244)

23. Does this school have federal tax exempt status? *Yes*

24. Who has the authority to sign payment checks and other financial documents for the school?

*Sue Bission (Admin. Assistant), Cyndee Raab (Treasurer), Charles Windhausen (Financial Director), Judy Koch (Executive Director)*

25. Are the people listed in item #24 bonded? *Yes*

26. Does this school receive any funds from a public school district, state, or federal agency? Yes

If yes, which district/s or agencies and for what purpose? Tuition for out of district placement students.

27. If any students from this school receive services from any public school district, please indicate the district and the type of services received.

*Occupational Therapy*

28. Which public school districts have sought your input regarding federal or state grant opportunities in the past three years?

*None*

## OTHER

- 29. Does your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? Yes
- 30. Please submit a copy of the school's student handbook or similar guidelines.
- 31. Please submit a copy of the school's grievance policy and procedures you have in place for parents and students, if they are not printed in the student handbook.
- 32. Please indicate where student records will be located in the event the school closes.  
(We recommend high school records be sent to the NH Department of Education.)  
*Regional Services and Educational Center 94 Route 101 Amherst NH 03031*
- 33. Has an Emergency Response Plan been developed ,coordinated with local emergency Authorities, and sent to the Department of Education in accordance with RSA 189:64?  
YES   X   NO

**"I verify that the information submitted on this form and on attached documents is true and accurate."**

Name of Principal/Director/Headmaster (Print) Amanda Reed

Name of Principal/Director/Headmaster (Signature) A Reed

Today's Date: 10/17/18

**Please send the completed application and related documents to the address below.**

Division of Program Support  
NH Department of Education  
101 Pleasant Street  
Concord, NH 03301-3860

If you have any questions, please contact:

Division of Program Support, Division Director  
[Caitlin Davis@doe.nh.gov](mailto:Caitlin.Davis@doe.nh.gov) (603) 271-3427

Division of Program Support  
[Jane.Levesque@doe.nh.gov](mailto:Jane.Levesque@doe.nh.gov) (603) 271-3749

**New Hampshire laws and administrative rules, as well as, contact information for various state departments can be found at <http://www.nh.gov>.**

Which of the following documents are submitted with this Nonpublic School Renewal Application?

ITEM	DOCUMENT	YES	NO	N/A	COMMENTS
#7	Accreditation Verification	X			
#9	Summer School Description		X		
#11	School Calendar	X			
#11	School Schedule Survey	X			
#12	Description of Educational or Curriculum Changes		X		
#17	List of All Staff with Resumes for New Staff		X		
#19	List of Governing Board members and Addresses	X			
#20	Fire Safety Inspection Report	X			
#20	Health Safety Inspection Report	X			
#21	List and Location of all School Buildings		X		
#29	Student Handbook or Similar Document	X			
#30	School's Grievance Policy	X			
# 33	Emergency Response Plan	X			
#15	Resources and Support Services	X			
#18	Criminal & Background Check	X			
#22	Certificate of Good Standing	X			
#31	Grievance Policy	X			



Frank Edelblut  
Commissioner

Christine M. Brennan  
Deputy Commissioner

STATE OF NEW HAMPSHIRE  
DEPARTMENT OF EDUCATION  
101 Pleasant Street  
Concord, NH 03301  
TEL. (603) 271-3495  
FAX (603) 271-1953

October 3, 2018

Ms. Judy Koch, Executive Director  
Regional Services & Educational Center, Inc.  
94 Route 101A  
P.O. Box 370  
Amherst, NH 03031

Ms. Koch,

The New Hampshire Department of Education (NHDOE), Bureau of Student Support (Bureau) is writing to report the results of the NHDOE Special Education Program Approval Review of the **Vista Learning Center program at Regional Services And Education Center, Inc.** for students with educational disabilities as required by RSA 186:C. The criteria for the program approval review are specified in the New Hampshire Standards for the Education of Children with Disabilities, adopted March 23, 2017 and IDEA 2004.

Based on the follow up visit, it has been determined that the **Vista Learning Center program is granted continued approval from the date of this letter until June 30, 2020.**

**The New Hampshire Department of Education, Bureau of Special Education, approves the following special education instructional program(s):**

<u>PROGRAM PROVIDER LOCATION</u> <i>(as recorded in the New Hampshire Special Education Information System (NHSEIS))</i>	<u>GRADES GENDERS</u>	<u>PROGRAM CAPACITY</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT</u>	<u>TYPE</u>
<b>Vista Learning Center</b>	Grades: 5-12	10 Students with disabilities	Autism Emotional Disturbance Other Health Impairments Specific Learning Disability Speech-Language Impairments	Separate School	Year round
<b>Regional Services And Education Center, Inc.</b> 31 Old Nashua Rd Amherst, NH 03031	Males/ Females	(for both in-state and out-of-state students)			

This change has been made in NHSEIS as of the date of this letter.

The following previously approved programs for the **Regional Services And Education Center, Inc.** are provided for your review and are approved until June 30, 2020.

<u>PROGRAM PROVIDER LOCATION</u> <i>(as recorded in NHSEIS)</i>	<u>GRADES GENDERS</u>	<u>PROGRAM CAPACITY</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT</u>	<u>TYPE</u>
<b>RSEC Academy</b>  <b>Regional Services And Education Center, Inc.</b> 31 Old Nashua Rd Amherst, NH 03031	Grades: 5-12  Males/ Females	39 Students with disabilities  (for both in-state and out-of-state students)	Autism Deafness Emotional Disturbance Hearing Impairment Other Health Impairments Specific Learning Disability Speech-Language Impairments	Separate School	School Year

<u>PROGRAM PROVIDER LOCATION</u> <i>(as recorded in NHSEIS)</i>	<u>GRADES GENDERS</u>	<u>PROGRAM CAPACITY</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT</u>	<u>TYPE</u>
<b>Summer Program, RSEC Academy</b>  <b>Regional Services And Education Center, Inc.</b> 31 Old Nashua Rd Amherst, NH 03031	Grades: 5-12  Males/ Females	28 Students with disabilities  (for both in-state and out-of-state students)	Autism Deafness Emotional Disturbance Hearing Impairment Other Health Impairments Specific Learning Disability Speech-Language Impairments	Separate School	Summer

<u>PROGRAM PROVIDER LOCATION</u> <i>(as recorded in NHSEIS)</i>	<u>GRADES GENDERS</u>	<u>PROGRAM CAPACITY</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT</u>	<u>TYPE</u>
<b>Longview School</b>  <b>Regional Services And Education Center, Inc.</b> 55 Reservation Rd Deerfield, NH 03037	Grades: 9-12  Males/ Females	21 Students with disabilities  (for both in-state and out-of-state students)	Emotional Disturbance, Specific Learning Disability Other Health Impairments	Separate School	School Year

<u>PROGRAM PROVIDER LOCATION</u> (as recorded in NHSEIS)	<u>GRADES GENDERS</u>	<u>PROGRAM CAPACITY</u>	<u>PRIMARY DISABILITY</u>	<u>EDUCATIONAL ENVIRONMENT</u>	<u>TYPE</u>
<b>Longview School, Summer</b>  <b>Regional Services And Education Center, Inc.</b> 55 Reservation Rd Deerfield, NH 03037	Grades: 9-12  Males/ Females	8 Students with disabilities  (for both in-state and out-of-state students)	Emotional Disturbance Specific Learning Disability Other Health Impairments	Separate School	Summer

You must inform the New Hampshire Department of Education of any new special education programs or substantive program changes that may have a bearing on your special education program approval status. In addition, any deficiencies which may arise for fire, safety and/or health reasons and which could cause revocation of State Health and Fire licensure should be reported immediately to the New Hampshire Department of Education.

The Bureau extends to you its appreciation for your cooperation and assistance as it conducted the Special Education program approval process. During the new program follow-up on-site visit, your staff presented as enthusiastic, caring, knowledgeable, and skilled as they interacted with the students. The atmosphere was warm, welcoming, and supportive. In each of the classrooms, students were working on grade level standards in a variety of ways, taking in to account each individual's specific interests, needs, strengths, and learning styles. Developing clear expectations with the students input and holding students to high standards was a clear focus during the observation. The Bureau looks forward to our continued partnership in working with you to provide quality Special Education services to students with disabilities.

If you have any questions regarding this matter, please feel free to contact me directly at 271-6693.

Sincerely,



Lori Noordergraaf, M.Ed.  
 Education Consultant

cc: Janet Reed, Director  
 NHDOE File

Vista Learning Center  
2018-2019

July					Jan.						
M	T	W	T	F	M	T	W	T	F		
2	3	4	5	6	1	2	3	4			
9	10	11	12	13	7	8	9	10	11		
16	17	18	19	20	14	15	16	17	18		
23	24	25	26	27	21	22	23	24	25		
30	31				28	29	30	31			
Aug.					Feb.						
M	T	W	T	F	M	T	W	T	F		
			1	2	3					1	
6	7	8	9	10	4	5	6	7	8		
13	14	15	16	17	11	12	13	14	15		
20	21	22	23	24	18	19	20	21	22		
27	28	29	30	31	25	26	27	28			
Sept.					March						
M	T	W	T	F	M	T	W	T	F		
3	4	5	6	7					1		
10	11	12	13	14	4	5	6	7	8		
17	18	19	20	21	11	12	13	14	15		
24	25	26	27	28	18	19	20	21	22		
					25	26	27	28	29		
Oct.					April						
M	T	W	T	F	M	T	W	T	F		
1	2	3	4	5	1	2	3	4	5		
8	9	10	11	12	8	9	10	11	12		
15	16	17	18	19	15	16	17	18	19		
22	23	24	25	26	22	23	24	25	26		
29	30	31			29	30					
Nov.					May						
M	T	W	T	F	M	T	W	T	F		
				1	2				1	2	3
5	6	7	8	9	6	7	8	9	10		
12	13	14	15	16	13	14	15	16	17		
19	20	21	22	23	20	21	22	23	24		
26	27	28	29	30	27	28	29	30	31		
Dec.					June						
M	T	W	T	F	M	T	W	T	F		
3	4	5	6	7	3	4	5	6	7		
10	11	12	13	14	10	11	12	13	14		
17	18	19	20	21	17	18	19	20	21		
24	25	26	27	28	24	25	26	27	28		
31	July 2-6 Vacation										
	August 20-24 Summer Recess				<b>Key</b>	<b>SCHOOL HOURS: 8:00am-2:30pm</b>					
	Sept. 3 Labor Day					First/ Last days of school w/o snowdays					
	Sept. 21 Teacher Workshop day					Teacher Workshop					
	Oct. 8 Columbus Day					Early Release at 12:30					
	Oct. 19 Teacher Workshop Day					No School					
	Nov. 12 Veteran's Day				▲	Report Cards Close		●	Progress Reports Close		
	Nov. 22-23 Thanksgiving Holiday					Apr. 22-26 Spring Recess					
	Dec 24-Jan 1 Christmas Vacation					May 27 Memorial Day					
	Jan. 21 MLK Day					June 12-13 Teacher Workshop Day					
	Feb. 25-Mar. 1 Winter Recess					June 11 Tentative 210th day					
	Mar. 22 Teacher Workshop Day					June 21 Tentative 220th Day					

NH Department of Education  
101 Pleasant Street  
Concord, NH 03301

School Schedule Survey

School Year: 2018 to 2019  
(Please Print)

- School Name: Vista Learning Center School Address/Town: 31 Old Nashua Road, Amherst NH 03031
- Which grades are offered at this school? 5-12
- Number of full days (6 hours or more) this school will be in session: 210
- Number of partial days this school will be in session: 0
- First scheduled day of classes: 7/9/18 Last scheduled day of classes: 6/11/18
- Last day of grade 12 classes, if applicable:
- On full days, what time does school start and end? What are the total minutes students attend?  
 Kindergarten: Start \_\_\_\_\_ End \_\_\_\_\_ Total Day Minutes: \_\_\_\_\_  
 Grades: 1 – 6 Start 8:00am End 2:30pm Total Day Minutes: 390  
 Grades: 7 - 8 Start 8:00am End 2:30pm Total Day Minutes: 390  
 Grades: 9 – 12 Start 8:00am End 2:30pm Total Day Minutes: 390
- On full days, how many **total** minutes are allowed for these activities at each grade level?

	Recess/Breaks	Lunch	Home room	Total Minutes of Travel Between Periods
Kindergarten				
Grades 1 - 6	15 mins	30 mins	10	0
Grades 7 - 8	15 mins	30 mins	10	0
Grades 9 - 12	15 mins	30 mins	10	0

9. For Grades 7 – 8 (Middle/Junior High Schools) and Grades 9 – 12 (High Schools), please complete the equation below using information previously noted.

Total Day Min. (390) MINUS # Lunch Min. (30) MINUS # Recess & Break Minutes (15)  
 MINUS # Homeroom Minutes (10) MINUS # Daily Travel Minutes (0) EQUALS  
 Daily Instructional Minutes (335) TIMES # Full Days (210) EQUALS Full Day Instructional  
 Minutes (70,350) DIVIDED by 60 = Total Full Day Instructional Hours (1,172.5).

Note: If the schedules differ for each group of grades, a separate form for each group should be submitted. Please indicate which form is for which group of grades.

# VISTA LEARNING CENTER

AN RSEC PROGRAM

## Resources and Support Services

Vista Learning Center works cooperatively with public schools to provide appropriate supportive services and resources as outlined by NH Department of Education and students' Individualized Educational Programs.

- I. **PHYSICIAN SERVICES** are the responsibility of students' parents. If, through Special Education Procedures, the Staffing Team determines a physician to be a necessary component of an individual's educational program, provisions for such services would be the responsibility of the sending school district. Vista Learning Center would work cooperatively in implementing said services.
- II. **NURSE SERVICES** are available through students' sending school district. On-site we have the following resources in place to ensure that students receive prompt and competent medical care in case of an emergency: Parents grant the RSEC permission to secure prompt and adequate medical attention on behalf of their child. Emergency contact numbers for police, fire, and rescue squad are clearly posted over phones; emergency procedures have been distributed to staff; and members of our professional staff have maintained current American Red Cross Emergency First Aid and CPR Training. We have written policies regarding the assistance of administration and use of medication to students.
- III. **HEALTH SERVICES** are offered to students through our health class and curriculum.
- IV. **SCHOOL GUIDANCE AND PSYCHOLOGICAL SERVICES** are offered through students' sending school district. In coordination with an RSEC Guidance Counselor and Case Manager, the sending school district's representatives outline graduation requirements, develop long-term transitional planning objectives and monitor academic progress. Sending school districts subcontract related counseling services, which are typically implemented at Program.
- V. **EDUCATIONAL TESTING SERVICES** are offered within the program as part of the evaluative measure for students' academic progress based on their Individual Education Programs. Sending school districts have the option to contract with Regional Services and Education Center Inc., for additional Evaluation services. The parent or guardian of a student shall be informed of any disabilities discovered and identified through screening, observation, or evaluation procedures.
- VI. **TRANSPORTATION SERVICES** are offered through sending school districts. Qualified students may obtain permission from their parent/guardian to provide their own transportation to and from school if they so choose.
- VII. **TEXTBOOK AND INSTRUCTIONAL MATERIALS** are provided by Vista Learning Center for students' use.

# VISTA LEARNING CENTER

AN RSEC PROGRAM

- VIII. **ADDITIONAL RESOURCES** As part of the RSEC learning community, Vista Learning Center will have access to and benefit from the extensive training and expertise of RSEC leaders and educators.
- IX. **HEALTH/WELFARE/REMEDIAL/DIAGNOSTIC SERVICES** are coordinated by individual student's IEP Teams. It is the mission of Vista Learning Center to assist students in transitioning back to school, on to work or into post-secondary education. Thus, we play a major role in academic remediation and assisting students to access community support services.
- XI. **PROGRAMS FOR THE IMPROVEMENT OF EDUCATIONAL STUDIES FOR PUPILS WITH DISABILITIES** have been established through our consultation with area public schools and site visits and internships by pre-service and in-service educators.
- XII. **PHYSICAL EDUCATION** class is formally offered within our schedule on a rotating basis. Activities designed to promote community health and wellness have been incorporated into the program.
- XIII. **HOT LUNCH** is not provided for students. A refrigerator and microwaves are available for student use should they choose to prepare their own meal.
- XIV. **LIBRARY SERVICES** are accessed through the community, sending schools and the Internet.
- XV. **SPEECH AND LANGUAGE SERVICES** are available to students as directed by their IEP and contracted through RSEC by their sending school district. These are implemented across the curriculum in both group and individual formats.
- XVI. **OCCUPATIONAL THERAPY SERVICES** are available to students as directed by their IEP and contracted through RSEC by their sending school district. These are implemented across the curriculum in both group and individual formats.
- XVIII. **ART and MUSIC INSTRUCTION** are formally offered by a certified Art or Music teacher, or under the consultation of a certified Art or Music Teacher.

**15. Criminal Check and Background Investigation**

**a. Criminal History Records Check**

RSEC conducts a background investigation and a criminal history records check on all employees, volunteers and interns as required by NH RSA 189:13a. The criminal history check must be initiated prior to the start of employment. Job applicants must execute all necessary releases, and are responsible for paying all fees and costs associated with the fingerprinting process and/or the submission or processing of the requests for the criminal history records checks. Employment contracts, letters of employment, and any engagement of services shall become null and void if the individual fails the criminal record check required by N.H. RSA 189:13a.

**b. Additional Criminal Records Checks**

RSEC may conduct a subsequent Criminal Records Check at any time of any employee or individual who provides services to RSEC. Employees and individuals who provide services to RSEC are required to execute any authorization/release needed for RSEC to conduct such check. Any individual who fails to execute an authorization/release needed for RSEC to conduct a criminal record check will be subject to immediate termination/dismissal.

**REGIONAL SERVICES AND EDUCATION CENTER  
94 ROUTE 101A, P.O. BOX 370  
AMHERST, NH 03031**

**RSEC BOARD OF DIRECTORS**

**2018-2019**

Andrew Corey  
Superintendent of Schools  
SAU #41  
4 Lund Lane  
Hollis, NH 03049

(603) 324-5999  
andrew.corey@sau41.org

Chairperson  
SAU#41

Galen Tremblay  
25 Greenbriar Lane  
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Vice Chairperson  
Board Member  
Amherst School District

Jessica Huizenga  
Superintendent of Schools  
SAU#40  
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(603) 673-2202  
jhuizenga@milfordk12.org

Board Member  
Milford SAU#40

Adam Steel  
Superintendent of Schools  
SAU #39  
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Brookline School District

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Board Member  
Brookline School District

Michele Terlizzi  
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Amherst, NH 03031

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MicheleLW@aol.com

Community Member



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY  
John J. Barthelmes, Commissioner



Division of Fire Safety  
OFFICE OF THE STATE FIRE MARSHAL  
J. William Degnan, State Fire Marshal

Office: 110 Smokey Bear Boulevard, Concord, NH  
Mailing Address: 33 Hazen Drive, Concord, NH 03305  
PHONE: (603) 223-4289 FAX: (603) 223-4294

### SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

School Name: Vista Learning Center

School Address: 31 Old Nashua Rd. suite 8

Town: Amherst Phone: 603-673-6656

Inspected By (Please Print): Roy Olsen

Inspection Organization Name: Amherst Fire Rescue

Inspector Phone: 603-686-0584

Date of Inspection: 10/2/18

Building Name: SAA

1. This checklist is intended for use by local authorities in conducting required inspections of existing school facilities. Chapter and section references are from the NFPA-101, 2015 edition and NFPA-1, 2009 edition.
2. The fire and life safety inspection is part of the Department of Education school approval process. An inspection is required to show that a public school is in compliance with NH Administrative Rule Ed 306.07 and that a nonpublic school is in compliance with NH Administrative Rule Ed 403.01(c). The inspection of schools is also regulated by RSA 153:14, II (b)
3. A copy of this report shall be furnished to the school district superintendent and school board members.
4. This report shall be submitted to the NH Division of Fire Safety upon completion, but no later than December 15, of each calendar year.



STATE OF NEW HAMPSHIRE DEPARTMENT OF SAFETY  
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*Division of Fire Safety*  
**OFFICE OF THE STATE FIRE MARSHAL**  
J. William Degnan, State Fire Marshal



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NFPA 101 REFERENCE	YES	NO	N/A	COMMENT
<b>15.1.2 Classification of Occupancy</b>				
Does facility meet the definition of an educational occupancy? If not, use other appropriate checklist.	X			
<b>15.1.3 Multiple Occupancies</b>				
Do assembly occupancies meet general requirements of Chapter 13 of the Life Safety Code (NFPA 101, 2015 ed.)?	X			
Are occupant loads for assembly spaces calculated and posted by the authority having jurisdiction?	X			
Are egress/relocation drills conducted prior to all public events in assembly occupancies?	X			
If the occupant load of an assembly area is 250 persons or more, are trained crowd control managers available at all public events?			X	
<b>15.2 Means of Egress</b>				
Do the means of egress meet the general requirements of Chapter 7?	X			
Are Pre-School, Kindergarten, and Grade 1 students restricted to the level of exit discharge?			X	
Are Grade 2 students restricted from occupying any floor level more than one level above exit discharge?			X	
Are all doors serving 100 or more persons equipped with approved panic hardware or fire exit hardware?	X			
Are there any exit doors which are locked or chained to prevent use?		X		
Do all exit stairs comply with Chapter 7?			X	
Do Assembly space exit doors open in the direction of egress travel?	X			



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NFPA 101 REFERENCE	YES	NO	N/A	COMMENT
Are all exit access corridors at least 6 feet wide?	X			
Are there any non-compliant Dead-end corridors?		X		
Are there any non-compliant Common Paths of Travel?		X		
Do all rooms larger than 1000 square feet have at least two exits doors that lead to separate exits?	X			
Do any doors that swing into exit access corridors interfere with travel?		X		
Are all doors which could be mistaken as exit doors clearly marked as not an exit?	X			
Are all aisles not less than 30 inches wide?		X		
Do travel distances exceed 150 feet in a non-sprinklered building or 200 feet in a sprinklered building?		X		
Are all means of egress properly marked and illuminated?	X			
Is emergency lighting properly installed and functional?	X			
Is there at least one acceptable rescue window in each classroom below fourth floor unless building has a sprinkler system or room has direct exit to outside?			X	



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NFPA 101 REFERENCE	YES	NO	N/A	COMMENT
Do lockup or time-out rooms meet the requirements of 23.4.5?			X	
<b>15.3 Protection</b>				
Are all vertical openings enclosed or protected unless they meet the criteria for exception?	X			
Are all storage, janitor, and mechanical rooms properly protected?	X			
Are hazardous and flammable materials stored properly and away from sources of ignition?	X			
Do commercial kitchen facilities comply with NFPA 96?			X	
Are all stages properly protected per Chapter 13?			X	
Has the fire alarm system been properly installed, approved, tested and maintained?	X			
Does the sprinkler system automatically activate the fire alarm system?			X	
Is there a vertical clearance of at least 18 inches between sprinkler heads and any objects below? (NFPA 1 2009 ed. Ch. 10.19.3.2)			X	
Are the required manual fire alarm pull stations installed and unobstructed? (NFPA101, 2015 ed. Ch. 9.6.2.7)	X			
Does the fire alarm system provide automatic notification to the local fire department?	X			
Does fire alarm system provide audible and visible signals and can the fire alarm system audible devices be heard in all occupied spaces?	X			
Is the fire alarm system used for any other purposes such as class change signals or announcements?		X		



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NFPA 101 REFERENCE	YES	NO	N/A	COMMENT
Are all student occupied areas below the exit level of discharge properly protected by an approved automatic sprinkler system?			X	
Is there proper separation between floors, corridors, and compartments to limit the movement of smoke and fire?			X	
Do all fire doors operate properly and are free from obstructions? (NFPA 1, 2009 ed. Ch. 12.4.6.18)	X			
Are all fire extinguishers properly charged, marked, and accessible (NFPA 1, 2009 ed. Ch. 13.6.8.1.2)	X			
<b>15.4 Special Provisions</b>				
Do open or flexible plan buildings meet special criteria?			X	
<b>15.5 Building Services</b>				
Does all HVAC equipment comply with Chapter 9.2?	X			
Is there any unvented fuel-fired heating equipment?			X	
<b>15.7 Operating Features</b>				
Is there an approved emergency plan available?	X			
Are fire/emergency drills being conducted and documented?	X			
Is documentation is available that routes of egress and exits are inspected prior to all public events?	X			
Do all furnishings and decorations comply with Chapter 10?	X			
Are any clothing and/or personal effects stored in corridors?		X		



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NFPA 101 REFERENCE	YES	NO	N/A	COMMENT
Does artwork and teaching materials on the walls exceed the requirements of 15.7.4.3?		X		
<b>Portable Classrooms</b>				
Do modular classrooms meet the requirements of Chapter Saf-C 3300, Rules for Modular Buildings, of the NH Code of Administrative Rules?			X	
<b>Other Items Inspected</b>				



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**Other Comments and Recommendations:**

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**FOLLOW-UP:**

1. Based upon the information collected on this form, corrective action (check one)  IS  IS NOT required. If corrective action is required, when do you anticipate it will be completed? \_\_\_\_\_

2. An approved plan of correction  will  will not be submitted to the local fire department.

3. A re-inspection of this facility (check one)  IS  IS NOT required. If a re-inspection is required, it will occur on or before? \_\_\_\_\_

D.C. Reed 10/2/18  
Signature of Inspector Date

I acknowledge receipt of this report.

Reed 10/2/18  
Signature of School Contact Date

New Hampshire Department of Education  
Bureau of School Safety and Facility Management  
101 Pleasant Street, Concord, NH 03301-3852  
Telephone (603) 271-8049

### School Health Inspection Form

Last revised: August 9, 2018

SCHOOL INFORMATION		
School Name: <i>Vista Learning Center</i>	Address: <i>3101 Nashua Rd</i>	SAU #:
Town/City: <i>Amherst</i>	State: <i>NH</i>	Zip: <i>03031</i>
School Contact: <i>Amanda Reed</i>	Title: <i>Director</i>	
Name of each building used by students: <i>Vista Learning Center</i>		Enrollment: <i>7</i>
Year each building was built: <i>1987-1988</i>		
Water supply (municipal, well, etc.): <i>Water by Pennichuck</i>	Wastewater system (municipal, septic, etc.): <i>Septic</i>	

INSPECTION INFORMATION		
Inspector's name: <i>Scott P Torrey</i>	Organization: <i>Amherst Town</i>	Inspector's phone: <i>673-6041 x214</i>
Inspector's email: <i>STorrey@AmherstNH.gov</i>	Were all buildings used by students inspected (Y/N)? <i>Yes</i>	Date of Inspection: <i>10/2/18</i>

**INFORMATION/INSTRUCTION**

A Health Inspection is part of the NH Department of Education's school approval review to ensure school facilities are meeting minimum standards, Ed 306.07 and Ed 403.01(c). The form shall be completed the school year in which the school is up for a school approval review; preferably prior to December 15<sup>th</sup>.

The health inspection must be performed by a health official, not a school employee. Visit <https://www.dhhs.nh.gov/dphs/holu/documents/officers.pdf> for a list of local health officers.

Kitchen inspections are not acceptable substitutes for the health inspection.

It is helpful to provide the inspector with a map of the school showing room numbers and special areas such as the gym, cafeteria, offices, and library.

**Attach the following to the health inspection form, if applicable:**

- o Most recent septic tank pumping service
- o Asbestos inspection reports for buildings built before 1990
- o Animal vaccination certificates, if applicable
- o Swimming pool testing records, if applicable

**Please submit the completed form to the NH Department of Education as follows:**

- o Public schools - email the form to Marjorie Schoonmaker at: [marjorie.schoonmaker@doe.nh.gov](mailto:marjorie.schoonmaker@doe.nh.gov)
- o Charter schools – email the form to Marjorie Schoonmaker at: [marjorie.schoonmaker@doe.nh.gov](mailto:marjorie.schoonmaker@doe.nh.gov)
- o Non-public schools – email the form to Jane Levesque at: [jane.levesque@doe.nh.gov](mailto:jane.levesque@doe.nh.gov)

SANITARY INVESTIGATION	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
Is there a presence of garbage, insects, rodents, or other unsanitary conditions? If so, please describe the location.	YES	<input checked="" type="radio"/> NO	Unknown		
	Notes:				
RESTROOMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
Are all restrooms clean and in working order? If not, please describe the location.	<input checked="" type="radio"/> YES	NO	Unknown		
	Notes:				
Do all restrooms have hot water (85 to 110 degrees F), dispensed soap, toilet paper & dispensed paper towels or heated air dryers?	<input checked="" type="radio"/> YES	NO	Unknown		
	Notes:				
Is there at least one toilet fixture for every 50 people? (IPC 2009)	<input checked="" type="radio"/> YES	NO	Unknown		
	Notes:				
FOOD PREPARATION, DINING AREAS, SINKS, & WATER FOUNTAINS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
If food is prepared on-site, is a current license from the municipality or state licensing authority posted?	YES	NO	Unknown		
	Notes: <i>n/a</i>				
Are toxic materials clearly labeled and properly stored away from food?	<input checked="" type="radio"/> YES	NO	Unknown		
	Notes:				
Is hot water (110 to 130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	<input checked="" type="radio"/> YES	NO	Unknown		
	Notes:				
Are water fountains clean with sufficient water pressure? If not, describe the location of problems.	YES	NO	Unknown		
	Notes: <i>n/a</i>				

SEPTIC SYSTEMS & WATER SUPPLY SYSTEMS	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
Is there a pump schedule for the septic system?	YES	NO	Unknown		
Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES	NO	Unknown		
If the school's drinking water is supplied from an onsite well and the student and staff population is 25 or more, is the well registered and tested as required by NH Dept. of Environmental Services (DES) administrative rule Env-Dw 700?	YES	NO	Unknown		
In the past 2 years, has the school performed any voluntary water testing for lead, radon or PFCs? If so, please state the findings.  1 <sup>st</sup> round of mandatory testing required by July 1, 2019. Contact DES for more information (see <a href="#">Letter to schools</a> ).	YES	NO	Unknown		
ENVIRONMENTAL HAZARDS (mold, asbestos, lead paint, & radon)	RESPONSE (circle best answer)			CORRECTIVE ACTION	CORRECTIVE DATE
Is there a presence of water leaks in the ceiling, walls, or internal plumbing? If so, please describe the condition and location.	YES	NO	Unknown		
Is there any mildew or mold present? If so, please describe the condition and location.	YES	NO	Unknown		
If any building used by students and staff was built before 1990 and this is a nonprofit organization, have school staff provided you with an asbestos inspection report showing its buildings are free of asbestos containing building material (ACBM), or an inspection within the last three years showing that areas with ACBM have been properly maintained? (AHERA, 40 CFR 763, Subpart E and RSA 141-E)	YES	NO	Unknown		

If the building was built before 1978, are you aware of the presence of flaking paint?	YES	<b>NO</b>	Unknown		
	Notes:				
If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	<b>NO</b>	Unknown		
	Notes:				
If the building was built before 1978, has any follow up testing been performed by a licensed lead inspector/risk assessor?	YES	NO	Unknown		
	Notes: <i>N/A</i> <i>Britlin '88</i>				
Has the school performed any voluntary air testing for radon?	YES	NO	<b>Unknown</b>		
	Notes:				
<b>SMOKING</b>	<b>RESPONSE</b> (circle best answer)			<b>CORRECTIVE ACTION</b>	<b>CORRECTIVE DATE</b>
RSA 126-K:7 prohibits the use of tobacco products, e-cigarettes, or liquid nicotine on public school grounds. Are signs posted noting the prohibition of smoking on the school's grounds? Signs are available from DOE.	<b>YES</b>	NO	Unknown		
	Notes:				
<b>ANIMALS ON SHOOOL PROPERTY</b> (if applicable)	<b>RESPONSE</b> (circle best answer)			<b>CORRECTIVE ACTION</b>	<b>CORRECTIVE DATE</b>
Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	Unknown		
	Notes: <i>N/A</i>				
Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	Unknown		
	Notes: <i>N/A</i>				
Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	Unknown		
	Notes: <i>N/A</i>				
Is a hand washing station available nearby with hot water and soap for those students or staff handling the animals or cleaning their cages?	YES	NO	Unknown		
	Notes: <i>N/A</i>				

**ADDITIONAL REMARKS**

**ACKNOWLEDGEMENT**

*"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."*

Amanda Reed A Reed 10/2/18  
School contact name and signature Date

*"I acknowledge this form has been completed to the best of my knowledge."*

Sarah P Tenney [Signature] 10/2/18  
Inspector name and signature Date

RECORDED #20

NEW HAMPSHIRE DEPARTMENT OF EDUCATION  
101 PLEASANT STREET  
CONCORD, NEW HAMPSHIRE 03301-3860

**NONPUBLIC SCHOOL ZONING VERIFICATION FORM**

(Please Print)

Name of Nonpublic School: RSEC (Vista)

School's Physical Address: 31 Old Nashua Rd

Applicant's Name: RSEC Tel Number: \_\_\_\_\_

Instructions: If zoning action is not required, complete Section 1. If zoning action is needed, complete Section 2. Indicate any zoning restrictions placed on this nonpublic school on this form or attach signed copies of the zoning board's decision.

**Section 1:**

The Nonpublic School named above **DOES CONFORM** to the zoning requirements of

(City/Town) Amherst

Comments:

Name of Official: (please print) Scott Tenney Signature: [Signature]

Date: 10/2/18 Telephone: 673-6041 Email: STENNEY@AmherstNH.gov  
+214

**Section 2:**

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) Amherst

Check one.

No restrictions were specified by the zoning authority.

Restrictions specified by the zoning authority are noted below or attached.

Comments:

Name of Official: (please print) [Signature] Signature: SCOTT TENNEY

Date: 10/3/18 Telephone: 673-6041 Email: STENNEY@AmherstNH.gov  
+214

Regional Services and Education Center  
Inc

Also Known As:  
PO Box 370  
Amherst, NH 03031

*Institutional funders should note that an organization's inclusion on guidestar.org does not satisfy IRS Rev. Proc. 2011-33 for verifying charitable status and identifying supporting organizations.*

Contact Information

Regional Services and Education Center Inc

Also Known As:

Physical Address: Amherst, NH 03031

[Register for free](#) to see this organization's full address, telephone number, Web site, and more!

At A Glance

Formerly Known As:

Category (NTEE): B Educational Institutions /B28 (Specialized Education Institutions/Schools for Visually or Hearing Impaired, Learning Disabled)

Mission Statement

SPECIAL EDUCATION SERVICES AND DEVELOPMENT/COORDINATION OF RESOURCES FOR CHILDREN WITH SPECIAL LEARNING AND CARE NEEDS FOR PARTICIPATING SCHOOL DISTRICTS.

Financial Data

[FAQs on Financial Data](#) | [Digitizing IRS Form 990 Data](#)

[Sign in or create an account](#) to view this information.

Revenue and Expenses

[Sign in or create an account](#) to view this information.

Balance Sheet (Form 990)

Subscribe to [GuideStar Premium](#) to view this information, if available.

Forms 990 Received from the IRS 

[Sign in or create an account](#) to view this information.

Forms 990 Provided by the Nonprofit

[Sign in or create an account](#) to view this information.

Financial Statements

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Annual Reports

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Formation Documents 

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Chief Executive

**Board Co-Chair**

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**Board of Directors**

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**Officers for Fiscal Year** (Form 990)

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**Highest Paid Employees & Their Compensation** (Form 990)

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# STUDENT HANDBOOK 2018-2019

Vista Learning Center  
A Regional Services and Education Center Program  
31 Old Nashua Road  
PO Box 370  
Amherst, New Hampshire 03031

Telephone: (603) 673-6656  
Fax: (603) 673-5488  
[www.rsec.org](http://www.rsec.org)  
E-mail: [academy@rsec.org](mailto:academy@rsec.org)

**Director**  
Amanda Reed

## Student Schedule

<u>Period</u>	<u>Semester 1</u>	<u>Semester 2</u>
1 – 8:10 – 8:55		
2 – 8:55 – 9:45		
3 – 10:00 – 10:45		
4 – 10:45 – 11:30		
Lunch/Advisory 11:30-12:40		
5 – 12:40 – 1:25		
6 – 1:25 – 2:30		

## Vista Learning Center

### CORE RESPONSIBILITIES

#### **It is a student's responsibility to:**

- Be in charge of their own behavior
- Attend school daily
- Arrive at school and class on time
- Be prepared to learn and challenge themselves to achieve their personal best
- Honor the community by recognizing teachers' duty to teach and other students' right to learn
- Learn and uphold these school expectations/policies
- Tell school staff about any concerns or needs that impact their education
- Be actively engaged in their learning process and educational planning

#### **It is a parent's/guardian's responsibility to:**

- Communicate to the school their student's concerns or needs regarding educational programming
- Encourage students to do their best
- Contact the school if the student will be absent
- Be available for conferences and school related functions
- Assure that children attend school daily
- Help students learn about The RSEC Academy's behavioral expectations and consequences of inappropriate behavior
- Provide a healthy environment for students who are home on suspension
- Communicate with school any issues which may effect the learning process (i.e. med changes, pertinent personal issues)
- Encourage and support students to maintain physical and mental health

#### **It is the Vista Learning Center Staff's responsibility to:**

- Provide a productive learning environment
- Challenge each student to achieve their individual best
- Be prepared to teach
- Communicate to parents/guardians/Education Team their concerns or student needs regarding educational programming
- Continue to improve professional skills and knowledge
- Be aware of and hold students accountable for policies and responsibilities
- Be available for student/parent conferences
- Maintain physical and mental health
- Uphold community philosophy outlined in our RSEC Academy Behavior Matrix
- Provide feedback and direction to help students strive toward independence.

## **COMMUNITY EXPECTATIONS**

**All members of our community are expected to behave appropriately and treat each other with respect**

### **CLASS EXPECTATIONS**

- Be on time, prepared, and have necessary school supplies for class.
- Do not stop the class from functioning.
- Treat yourself and others with respect.
- Eating or drinking in the classroom is not allowed unless approved by the teacher.
- Personal Electronic Devices (PED's) i.e., I-pods, Walkmans, MP3 players etc., may be used in classrooms only with explicit teacher permission. Refusal to comply will result in student removal from class and possible item confiscation/loss of privilege.
- Cell phones, pagers and other electronic devices should be turned off when entering the building. Refusal to comply will result in student removal from class and item confiscation.

### **BUILDING**

- Students will enter no earlier than 8:00 a.m., and must go directly to the community room. Loitering in the school parking lot is not permitted.
- Students must have teacher permission to be in the office or classrooms.
- Students may eat only in areas specified by the staff, during break and lunch.
- Students may use the phone only under direct teacher supervision. Calls for non-academic purposes should be limited to those of an urgent nature.
- Cell phones and pagers are not allowed for use on school grounds during the regular school day. Failure to comply with cell-phone and pager guidelines may result in confiscation, detention, or loss of other school privileges.
- Students may bring PED's provided they are used with explicit teacher permission.
- Swearing (including phonemic approximations), offensive jokes, put-downs, and discussion or display of inappropriate subject matter is not permitted. This includes but is not limited to, sexually explicit materials, drug or alcohol promoting items, books, magazines, listening materials or conversations.
- If a student causes any damage to the building or its contents, whether purposeful or accidental, he/she will be held accountable.
- Students may not leave the school grounds without permission. Failure to comply will result in notification of parent/guardians and police.

### **ASBESTOS HAZARD EMERGENCY ACT (AHERA)**

It is a requirement of the Asbestos Hazard Emergency Act that building occupants and their legal guardians are notified that there is an asbestos Management Plan for Regional Services and Education Center, Inc., and The RSEC Academy. As part of the management plan, Judy M. Koch, Executive Director, RSEC, Inc., is the designated asbestos coordinator. Responsibilities are to ensure that the requirements of the AHERA Regulations, 40 CFR 763 Subpart E, are properly implemented. The documentation for **no** Asbestos Containing Building Materials (ACBM) used in the building is on file at The Academy's Administrative Office or by contacting Judy Koch, 886-8500 x103.

## ATTENDANCE

Absenteeism undermines a student's educational success. Therefore, it is expected that students will be in attendance provided they are in good health. This policy pertains to all aspects of The Academy educational experience, including special adventure-based trips away from The Academy main campus.

*If a student is unable to attend school, the student's parent/guardian must call Vista Learning Center to verify that their son/daughter's absence is authorized and provide a written note. If the parent/guardian has not called Vista Learning Center by 9:00 am, the student will be considered truant. The Vista Learning Center Director will notify the appropriate authorities.*

*The parent/guardian or student must also **notify the bus company** of any absences. Students will be responsible for obtaining missed work and making arrangements for a completion plan. Completing missed work may require before or after school time.*

**Excused Absences:** a student's absence is excused in the case of a religious holiday, legal appearance, death in the family, pre-approved extra-curricular activity, pre-approved family vacation leave, and personal illness when accompanied by a doctor's note. Absence from school for any other reason is considered unexcused.

Upon the 5th absence in a quarter, parent/guardians and the sending school district of the student will be notified.

**STUDENTS ABSENT 6 OR MORE DAYS IN A SEMESTER WILL RECEIVE AN ATTENDANCE "F"** and a grade of 59% will replace their current grade if it is 60% or above.

**\*\*Students absent due to extra-curricular activities must receive prior formal approval from Vista Learning Center and submit documentation of their participation. Students will be responsible to obtain and submit all work missed.**

### APPEAL FOR EXCEPTION TO FAILURE DUE TO ATTENDANCE

Students wishing to appeal an "attendance F" must provide written notice of intent to appeal. Appropriate documentation regarding the cause of their absence is required. Students that have improved their attendance record may appeal for a reversal if they have no more than five unexcused absences in the following marking period. Students with any days truant during the quarter are not eligible for appeal. All students will be held accountable to this policy unless other provisions are stated in the student's Individualized Education Plan.

Regular attendance is essential to academic success. **IAW NH RSA 193:1**, "A parent of any child at least 6 years of age and under 18 years of age shall cause such child to attend the public school to which the child is assigned in the child's resident district. Such child shall attend full time when such school is in session unless:

- (a) The child is attending a New Hampshire public school outside the district to which the child is assigned or an approved New Hampshire private school for the same time;
- (b) The child is receiving home education pursuant to RSA 193-A and is therefore exempt from this requirement;
- (c) The relevant school district superintendent has excused a child from attendance because the child is physically or mentally unable to attend school, or has been temporarily excused upon the request of the parent for purposes agreed upon by the school authorities and the parent. Such excused absences shall not be permitted if they cause a serious adverse effect upon the student's educational progress. Students excused for such temporary absences may be claimed as full-time pupils for purposes of calculating state aid under RSA 186-C:18 and adequate education grants under RSA 198:41;

(d) The child is attending a public or private school located in another state which has been approved by the state education agency of the state in which the school is located;

(e) The pupil has been exempted from attendance pursuant to RSA 193:5;

(f) The pupil has successfully completed all requirements for graduation and the school district is prepared to issue a diploma or the pupil has successfully achieved the equivalent of a high school diploma by either:

(1) Obtaining a high school equivalency certificate; or

(2) Documenting the completion of a home school program at the high school level by submitting a certificate or letter to the department of education;

(g) The pupil has been accepted into an accredited postsecondary education program; or

(h) The pupil obtains a waiver from the superintendent, which shall only be granted upon proof that the pupil is 16 years of age or older and has an alternative learning plan for obtaining either a high school diploma or its equivalent.

(1) Alternative learning plans shall include age-appropriate academic rigor and the flexibility to incorporate the pupil's interests and manner of learning. These plans may include, but are not limited to, such components or combination of components of extended learning opportunities as independent study, private instruction, performing groups, internships, community service, apprenticeships, and on-line courses.

(2) Alternative learning plans shall be developed, and amended if necessary, in consultation with the pupil, a school guidance counselor, the school principal and at least one parent or guardian of the pupil, and submitted to the school district superintendent for approval.

(3) If the superintendent does not approve the alternative learning plan, the parent or guardian of the pupil may appeal such decision to the local school board. A parent or guardian may appeal the decision of the local school board to the state board of education consistent with the provisions of RSA 21-N:11, III. "Every child between six and eighteen years of age shall attend the public school within the district or a public school outside the district to which he is assigned or to an approved private school during all the time the public schools are in session" (RSA 193.1)."

**Parent/Guardian Request for Family Leave:** For anticipated absences due to family functions, parents may request in advance that a student's absence be excused if all the following steps are followed:

- Parent notifies Vista Learning Center of student's anticipated absence 2 weeks prior to the date
- Parent meets with school administrator to receive work that will be missed
- Student submits completed work the day of their return

**\*\*Please note:** Students will not be eligible for full class credit as they will lose the class participation component. As regular attendance is essential, we ask that parents/guardians make such requests judiciously. Vista Learning Center reserves the right to deny such requests if they believe granting such would adversely affect a student's educational progress.

## **BULLYING**

### **Regional Services and Education Center, Inc.(RSEC)**

#### **Pupil Safety and Violence Prevention Policy**

##### **I. Definitions of Bullying:**

1. **Bullying.** Bullying is defined as a single significant incident or a pattern of incidents involving written, verbal, or electronic communication, or a physical act or gesture, or any combination thereof, directed at another pupil which:

- (a) Physically harms a pupil or damages the pupil's property;
- (b) Causes emotional distress to a pupil;
- (c) Interferes with a pupil's educational opportunities;

- (d) Creates a hostile educational environment; or
- (e) Substantially disrupts the orderly operation of the school.

Bullying shall also include actions motivated by an imbalance of power based on a pupil's actual or perceived personal characteristics, behaviors, or beliefs, or motivated by the pupil's association with another person and based on the other person's characteristics, behaviors, or beliefs.

2. Cyber bullying. Cyber bullying is defined as any conduct defined as "bullying" in this policy that is undertaken through the use of electronic devices. For purposes of this policy, any references to the term bullying shall include cyber bullying. Electronic devices include, but are not limited to telephones; cellular phones; computers; and pagers that are able to transmit instant messages, text messages, and websites.

## II. Statement Prohibiting Bullying or Cyber bullying of a Pupil:

The Board is committed to providing all pupils a safe and secure school environment. This policy is intended to comply with RSA 193-F. Conduct constituting bullying and/or cyber bullying will not be tolerated and is prohibited.

RSEC reserves the right to address bullying and, if necessary, impose discipline for bullying that:

1. Occurs on, or is delivered to, school property, school/private/public vans/buses, or a school-sponsored activity or event on or off school property; or
2. Occurs off of RSEC property or outside of a RSEC-sponsored activity or event, if the conduct interferes with a pupil's educational opportunities or substantially disrupts the orderly operations of the school or school sponsored activity or event.

## III. Statement of False Accusations and/or Prohibiting

Retaliation: False Accusations:

A student found to have wrongfully and intentionally accused another of bullying shall be subject to disciplinary consequences and/or interventions designed to address the behavior.

An RSEC employee found to have wrongfully and intentionally accused a student of bullying shall be subject to discipline or other consequences to be determined in accordance with applicable law, RSEC policies and procedures.

Reprisal or Retaliation:

RSEC shall discipline and take appropriate action against any student, volunteer, or employee who retaliates against any person who makes a good faith report of alleged bullying or against any person who participates in a proceeding relating to such bullying. RSEC shall take appropriate action for any individual who engages in reprisal and/or retaliation in accordance with applicable law and Board policy. Students who engage in this act may be subject to discipline up to and including expulsion. Employees who engage in this act may be subject to discipline up to and including termination of employment. Volunteers may be subject to exclusion from school grounds.

Process to Protect Pupils from Retaliation:

If the alleged victim or any witness expresses to the Program Director/designee or other staff member that he/she believes he/she may be retaliated against, the Program Director/designee shall develop a process or plan to protect that student from possible retaliation. Such plans may include warnings, rearranging of class schedules, and eliminating privileges, and other similar strategies.

#### IV. Protection of all Pupils:

This policy shall apply to all pupils and school-aged persons on RSEC grounds and participating in RSEC functions, regardless of whether or not such pupil or school-aged person is a student within RSEC.

#### V. Disciplinary/Intervention Consequences for Violations of This Policy:

RSEC reserves the right to impose disciplinary measures or interventions against any student who commits an act of bullying, falsely accuses another student of bullying, or who retaliates against any student or witness who provides information about an act of bullying.

### **CANCELLATION OF SCHOOL**

Vista Learning Center will follow the Amherst School District cancellations due to inclement weather. Students, whose sending school district and/or bus companies cancel, have excused absences. Cancellation will be announced through WZID (95.7) and WMUR-TV (Ch 9).

### **DISCIPLINE POLICY**

Vista Learning Center Discipline Policy is meant to inform students, parents and staff of the standards of behavior that we have established at Vista Learning Center, and the consequences for violation of these standards. The consequences listed are typical but are not meant to cover every situation that may arise.

The goal of the discipline policy is to assist the student in developing responsibility, self-discipline, and good decision making. Our goal is to guide students to take actions which remedy the mistake and prevent them from occurring in the future.

The following is a description of the rules, infractions, and an indication of the types of consequences students might expect from the staff. The administration reserves the right to modify the consequences when the individual situation warrants such action or as required under State of New Hampshire or Federal Laws.

Discipline infractions might include the following actions, but the list is not meant to be all-inclusive nor limited to:

Violations that impede orderly classroom procedures or interfere with the normal operations of the school e.g., late for class, inappropriate language;

Misbehaviors that tend to disrupt the climate of the school, e.g., physical roughness, cutting a class, disrespect/insubordination to staff;

Misconduct which endangers the health and safety of others or themselves, e.g., fighting, bullying, threatening, vandalism;

Infractions that are illegal or violate established school policy, e.g., smoking or possession of smoking paraphernalia, possession of a weapon, assault.

Disciplinary action for the above conditions could include but are not necessarily limited to:

Informal warning (phone call home)  
Detention (break, lunch, after school)

Parent conference  
Suspension (in-school, out-of-school)  
Probationary placement  
Termination of placement

## **DISMISSAL**

Requests for dismissals should be submitted in writing to the office at the beginning of the school day. The same attendance guidelines will apply for missed classes. It is the responsibility of the student and their parent(s) to notify the bus company of any changes that are **NOT** whole school related.

## **DRIVING**

Students must drive safely while on school grounds. Students under the age of 18 must have parent/guardian permission in writing and a valid driver's license.

Students planning to transport themselves are responsible for contacting the bus company.

Students that drive themselves **must be on time** to school both at Vista Learning Center and other programs.

Students who are excessively **tardy** to school or class more than **3** times in a quarter may lose their driving privileges.

Students may not go to cars during the school day, unless given permission. One warning will be issued. A second offense will result in loss of driving privileges.

Students may use or provide alternative forms of transportation **ONLY with prior notice and written parent/guardian permission**. Students cannot transport themselves or others on field trips.

## **DRUGS AND ALCOHOL**

A student will be considered in violation of Vista Learning Center's policy if he/she is on school grounds, including in automobiles or off school grounds during a school related event and is:

- In possession of any drug paraphernalia
- Under the suspected influence of alcohol or drugs\*
- In possession of alcohol or drugs
- Distributing or selling alcohol or drugs

In circumstances where students are suspected to be under the influence of drugs or alcohol:

- Parents will be contacted and the student will be sent home.
- A consequence of suspension will be enforced.
- Students will be required to complete a personal growth project.

\*Students and parents may challenge suspension charges through participation in a same day, supervised, drug and alcohol screening at the families' expense.

Students found in violation for possession or use, will be subject to the following consequences:

- Suspension, with a drug and alcohol assessment appointment to be scheduled prior to the student's returning
- Documentation from a certified drug and alcohol counselor must be forwarded to Vista Learning Center, to verify the results of the assessment and recommendations
- Student and parents will be expected to agree to follow through with the counselor's recommendations
- Student will be on automatic probation for the semester
- A Team meeting must be scheduled prior to the student's return to school
- Police will be notified

Students found in violation for distribution will be subject to the following consequences:

- Police will be notified
- Out-of-school suspension will be in effect pending a program termination meeting.

### **THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)**

FERPA is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA gives parents certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

- Parents or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents or eligible students to review the records. Schools may charge a fee for copies.
- Parents or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.
- Generally, schools must have written permission from the parent or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose those records, without consent, to the following parties or under the following conditions (34 CFR § 99.31):
  - School officials with legitimate educational interest;
  - Other schools to which a student is transferring;
  - Specified officials for audit or evaluation purposes;
  - Appropriate parties in connection with financial aid to a student;
  - Organizations conducting certain studies for or on behalf of the school;
  - Accrediting organizations;
  - To comply with a judicial order or lawfully issued subpoena;

- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, "directory" information such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. However, schools must tell parents and eligible students about directory information and allow parents and eligible students a reasonable amount of time to request that the school not disclose directory information about them. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school. Parents/eligible students who do not want RSEC, Inc., to disclose directory information must notify the Director in writing by September 15<sup>th</sup> of the school year or within 15 days of enrollment, whichever is later. This opt-out shall remain in effect until the following school year, unless the parent or eligible student rescinds it earlier, or unless the student no longer attends The RSEC Academy, in which case the opt out will remain in effect unless it is rescinded.

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the [Federal Relay Service](#).

Or you may contact us at the following address:

Family Policy Compliance Office  
 U.S. Department of Education  
 400 Maryland Avenue, SW  
 Washington, D.C. 20202-8520

## **FIRE DRILLS**

Fire drills are held at regular intervals to ensure orderly and prompt exit from the building in case of emergency. Whenever the fire alarm rings, students are to leave the building immediately with their teachers, following the routes posted at the front of each classroom.

## **GRADING SCALE**

98-100	A+	73-76	C
93-97	A	70-72	C-
90-92	A-	67-69	D+
87-89	B+	63-66	D
83-86	B	60-62	D-
80-82	B-	59 or below	F
77-79	C+		

## **MIDDLE SCHOOL GRADING**

Unit reports are designed to build greater communication between home and school by more frequent reports, narratives about the subject matter, and student/teacher evaluations.

<b>Grade</b>	<b>Meaning</b>	<b>Interpretation</b>	<b>% Range*</b>
A	Excellent	Met or exceeded challenges	90-100
B	Very Good	Met most challenges	80-89
C	Average	Achieved some success	70-79
D	Below Expectations	Success was limited	60-69
U	Unsatisfactory	Effort was insufficient for success	Below 60

\*percentages are not always used, nor the sole factor in determining final grades

## GRADUATION REQUIREMENTS

Acknowledging students' individual transitional needs, graduation requirements for an Vista Learning Center diploma will be determined collaboratively by the student's special education team.

In accordance with state and RSEC educational requirements, the following is a minimum expected course of study in order to receive a diploma:

<i>Course</i>	<i>Credit</i>
English	4
Social Studies	2.5
US and NH History (1 credit)	
US and NH Government/Civics (.5 credit)	
Economics (.5 credits)	
World History, Global Studies or Geography (.5 credit)	
Math	4
Algebra (1 credit)	
Science	3
Biology (1 credit)	
Physical Science (1 credit)	
Information and Communication Technologies	.5
Arts Education	.5
PE/Health Education	1.5
Electives	5
<hr/> <i>Total</i>	<hr/> <i>21</i>

\*\* Students must successfully complete a Junior Research Paper and the Senior Project in order to receive a Vista Learning Center high school diploma.

\*\*All students are required to complete 40 hrs of community service in order to receive a Vista Learning Center high school diploma.

## HARASSMENT

Vista Learning Center seeks to provide an environment that promotes an atmosphere of mutual respect. Harassment of any kind, including but not limited to: sex, race, color, religion, national origin, age, marital status, physical or mental disability, sexual orientation or pregnancy, or bullying toward any student or employee by another student or employee with whom they interact is prohibited by state and federal law and will not be tolerated by Vista Learning Center

“Harassment” is verbal and/or physical conduct that denigrates or shows hostility or aversion toward an individual because of his/her race, color, sex, pregnancy, national origin, age, religion, disability, marital status, sexual orientation or veteran status.

“Sexual harassment” is defined as unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, and other verbal, non-verbal or physical conduct of a sexual nature. This includes but is not limited to:

*Sexual innuendo, verbal harassment, including epithets, derogatory comments or slurs, physical harassment, physical interference, or visual harassment such as derogatory cartoons, drawings, or graffiti.*

## **HARASSMENT REPORTING**

At the beginning of the school year students will be informed of the policy, participate in harassment training and learn the designated people and reporting procedures of how to report incidents of harassment or bullying.

Students can report to any adult in the building including but not limited to teachers, administrative staff or RSEC Executive Director Judy Koch, 886-8500 X103. Please reference the RSEC Harassment Policy for additional information.

## **HOMEWORK**

Homework serves to:

- Promote independence
- Encourage organizational and time management skills
- Reinforce the day's lesson
- Foster a sense of responsibility for one's learning
- Enhance work ethic
- Encourage automaticity
- Prepare students to face the demands of further education

Recognizing this, teachers will assign, and students are expected to complete work outside of class in a timely fashion.

## **HONOR ROLL**

To receive recognition on the honor roll, a student must receive grades no lower than a B (80-89), in all subjects. A student will be recognized for high honors if they receive a grade of A (90-100) in all of their classes.

## **IMMUNIZATIONS**

According to the New Hampshire Code of Administrative Rules He - P 301.14 "Acceptable levels of the immunization for the public and non-public school admittance or enrollment shall be as follows:

### He-P 301.14 Immunization Requirements.

(a) The number of immunization doses, dosage, route of administration, spacing and age requirements shall be defined by the Recommended Immunization Schedules for Persons Aged 0-18 years – United States, 2008, as published by the Centers for Disease Control and Prevention (CDC) and as approved by the Advisory Committee on Immunization Practices (ACIP), the American Academy of Pediatrics (AAP) and the American Academy of Family Physicians (AAFP).

(b) No child shall be admitted or enrolled in public or private, primary or secondary schools or child care agency without showing documentation, as defined in He-P 301.01 (n), of having received age-appropriate and acceptable immunization in accordance with current department immunization requirements for the following vaccines:

(1) Five doses of diphtheria, tetanus, pertussis (DTP), or diphtheria, tetanus, acellular pertussis (DTaP) vaccines, unless the fourth dose has been administered after the fourth birthday, in which case only 4 doses are required:

- a. When pertussis vaccine is medically contraindicated, diphtheria-tetanus toxoid (DT) shall be substituted for DTaP vaccine;

b. When a child is between 7 and 10 years of age and requires additional immunizations to satisfy He-P 301.14(c) (1), tetanus-diphtheria toxoid (Td) shall be substituted for DTP, DTaP, or DT vaccine;

c. When a child is 11 years of age or older, and it has been 5 years or longer since the last documented dose of a tetanus toxoid containing immunization, the child shall receive a booster dose of tetanus, diphtheria acellular pertussis (Tdap) vaccine, except if the child has a medical contraindication to pertussis vaccine, in which case the child shall receive Td; and

d. For children 7 years of age or older, a minimum of 3 or 4 doses, with the last dose administered after age 4, of diphtheria, tetanus, pertussis (DTP), diphtheria, tetanus, acellular pertussis (DTaP), or Td vaccines, or a total of 5 doses;

(2) Four doses of trivalent polio vaccine, unless the third dose of an all oral polio vaccine (OPV) or all inactivated polio vaccine (IPV) series has been administered after the fourth birthday, in which case only 3 doses are required;

(3) One dose of measles (live), mumps, rubella (MMR) vaccine given at or after 12 months of age;

(4) All students in grades kindergarten through 12<sup>th</sup> shall have received 2 valid doses of measles, mumps and rubella vaccine;

(5) Three doses of hepatitis B vaccine for children born on or after January 1, 1993; and

(6) For varicella vaccine:

a. All children entering kindergarten, first grade and sixth grade shall have received one valid dose of varicella vaccine; and

b. Beginning the 2009/2010 school year, all children entering kindergarten, first grade and sixth grade shall have received two valid doses of varicella vaccine.”

A copy of each student’s immunization record must be on file at The Academy in order for the student to attend school. If the record is outdated, parents will receive notification that the record must be updated within thirty days or the child will not be allowed to return to school until the record is updated.

## **LUNCH STUDY**

Lunch study is an option for students to complete assignments during their lunch time. Students may use this time to eat their lunch while they finish homework, get extra help on assignments, receive organizational assistance, or complete any other academic tasks they may have. Lunch study will be held every day in an assigned classroom and will be run by staff members. **Teachers may assign students** to lunch study in order to complete classroom work or homework. While teachers generally do not assign lunch study to upperclassman (Junior/Senior), they will guide students to make positive choices about their learning, and suggest that students attend the study period to complete assignments. Students that do not complete assignments in a timely manner will be graded accordingly.

## **LOCKERS**

Lockers are school property. Lockers are provided as a courtesy for students and are to be used for school purposes only. There should be no expectations of privacy; please refer to the **Search Policy** for further explanation.

## MID-TERM AND FINAL EXAMS

Students will not be allowed to enter a classroom after a final exam has begun. Students who are late or miss the exam, with valid reason, will be allowed to make up the exam at the discretion of the Director.

Semester long courses the grading breakdown should be calculated as:

Quarter 1	40%	Quarter 2	40%	Final Exam	20%	=Semester Grade
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Year long courses the grading breakdown should be calculated as:

Quarter 1	40%	Quarter 2	40%	Semester Exam	20%	=Semester Grade
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Quarter 3	40%	Quarter 4	40%	Semester Exam	20%	=Semester Grade
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Final grade for the year should be calculated as:

Semester 1	50%	Semester 2	50%	=Final Grade
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## PHYSICAL ACTIVITIES

During these periods students will be allowed outside and will be able to participate in unstructured physical activities such as basketball, football, soccer and bike riding while on school grounds. The appropriateness of the activity will be determined by the staff and only be allowed to take place if the students are following the proper guidelines of the activity and/or wearing the recommended safety gear for the activity, e.g., closed toe shoes for kicking activities; helmet for bike.

## POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS):

Vista Learning Center is committed to focusing our energies on the positive things our students do on a daily basis. Vista Learning Center participates in a state-wide initiative for developing positive interventions and supports for student behavior. This initiative assists schools in identifying expected behavior, teaching the expected behavior, then recognizing and rewarding students when exhibiting expected behaviors. In order to achieve this, students and staff work together each year to create policies, procedures, and guidelines for recognizing and supporting positive student behavior.

When PBIS is combined with our discipline procedures, students and parents have clear expectations for student behavior at Vista Learning Center.

## **PROBATION**

Students who are having a difficult time meeting the behavior expectations of Vista Learning Center community may be subject to a probationary placement. During this probation period the student will be expected to make progress on the behavior objectives outlined in the probation plan. If progress is not made, a recommendation of termination of placement will be made to the Director.

A probationary placement is designed to put the student on notice that their behavior (specifically stated) has reached a level of severity that is interfering with the learning process and is preventing themselves or other students from making progress and moving forward in their learning objectives and curriculum. The goal is to help the student regain control of their behavior and manage themselves in the classroom or school setting through the development of a detailed improvement plan allowing them to return to regular placement at The RSEC Academy.

## **PUPIL APPEARANCE**

Any appearance or dress that would tend to cause a distraction to the learning process, as **determined by the staff**, will not be accepted.

Shirts are required to have sleeves and midriffs must be covered at all times. Students may not wear T-shirts and other clothing imprinted with obscenities, sexual references, or messages promoting tobacco, violence, drugs or alcohol.

**Students may not wear hats in the building.**

Students' undergarments must not be visible at any time which includes general movements such as bending over and reaching upward. Undergarments may include underwear, boxers, and bras.

Shorts, cut offs, and skirts must not have hems or slits higher than mid thigh.

## **RESTRAINT POLICY**

Regional Services & Education Center, Inc. (RSEC) hereby authorizes RSEC program officials to use restraint to ensure the immediate physical safety of persons when there is a substantial and imminent risk of serious bodily harm to the child or others, and then only when other interventions have failed or have been deemed inappropriate, and in a manner consistent with state law and regulations.

The Executive Director shall develop procedures for the use of child restraint.

For purpose of this policy and any accompanying procedures, the term "restraint" means any bodily physical restriction, mechanical devices, or any device that unreasonably limits freedom of movement. It includes mechanical restraints, physical restraints, and medication restraint used to control behavior in an emergency or any involuntary medication.

Restraint shall not include the following:

- (1) Holding a child to calm or comfort, holding a child's hand or arm to escort the child safely from one area to another, or intervening in an ongoing assault or fight;
- (2) Brief periods of physical restriction by person-to-person contact without the aid of medication or mechanical restraints, accomplished with minimal force and designed either to prevent a child from completing an act that potentially would result in physical harm to himself or herself or to another person, or to remove a disruptive child who is unwilling to leave an area voluntarily;
- (3) Physical devices or other physical holding when necessary for routine physical examinations or when used to provide support for the achievement of functional body position or proper balance or to protect a person from falling, 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 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 force that he or she reasonably believes to be necessary for such purpose.

RSEC Program staff shall not use or threaten to use any dangerous restraint techniques, any inappropriate aversive behavioral interventions, any medication restraints, or any mechanical restraints except as permitted for transporting students.

**References:** RSA 126-U:1 to 13 (2010); Ed 1113.04 to .07 (2008).

## **SCHOLASTIC DISHONESTY**

Academic dishonesty, which includes, but is not limited to, cheating on a test, plagiarism, from any source, or unauthorized collaboration with another person to prepare work, will result in a student receiving no credit for the assignment, possibly and/or depending on the circumstances, administrative referral for disciplinary action.

## **SEARCH POLICY**

Students should have no expectation of privacy in regards to the searching of personal property. At any time, if the staff of Vista Learning Center has reasonable suspicion that there is a threat to the safety of the school community, regarding suspicion of drugs, alcohol, weapons, etc, we reserve the right to search persons and personal possessions, i.e. bags, lockers, purses, cars, etc. Searches may be conducted prior to school field trips.

## **SMOKING**

There is no use of any tobacco products on school property, on a field trip, or school sponsored event on or off school grounds. In accordance with NH Statutes, Title X, CH 126-K: 6- "No person under 18 years of age shall purchase, possess or use any tobacco product."

Failure to comply, regardless of age, will result in the following:

1. Notification of parent/guardians and a school service project related to the offense.
2. Second offense will result in notification to police.

## **STUDENT TECHNOLOGY ACCEPTABLE USE POLICY**

RSEC's computers, network, and internet services are provided for students to conduct research, complete assignments, participate in collaborative activities, and communicate appropriately with others. Compliance with RSEC's policies and procedures concerning computers, network, and internet services use is mandatory. Students must also follow general school rules, including but not limited to, appropriate behavior and communication. Computer and internet access is a privilege, not a right. Students who violate these policies, procedures or rules may, after being given an opportunity to respond to an alleged violation, have their privileges limited, suspended, or revoked. The RSEC Program Administrator or designee shall have the final authority to decide whether a student's privileges will be altered, based on the circumstances of the particular case. Such violations may also result in disciplinary action, referral to law enforcement, and/or legal action.

RSEC's computers, network, and internet services remain under the control, custody, and supervision of RSEC at all times. RSEC has the right to, but is not obligated to; monitor all computer use and internet activity by students. School and network administrators or designees may review any necessary devices, documents, and internet activity, including student files and communications, to maintain system integrity and to investigate whether students are using the system responsibly. Students have no expectation of privacy in their use of school computers, networks, internet services, or the cloud based Google education application.

The RSEC Program Administrator or designee shall ensure that all RSEC computers with internet access utilize filtering technology designed to block materials that are pornographic, obscene or otherwise deemed harmful to minors. The RSEC Program Administrator or designee may disable the technology protection measure during use to enable access for bona fide research, educational or other lawful purpose. RSEC takes precautions to supervise student use of the internet and electronic communications, and to prevent the unlawful disclosure, use, or dissemination of personally identifiable information about students. However, RSEC cannot reasonably prevent all instances of inappropriate computer use by students, including access to objectionable materials and communications.

RSEC will provide annual training and instruction about Policy, Procedures, and Acceptable Use of Technology. To use RSEC's technology resources, all students and parents/guardians must read the Student Technology Acceptable Use Procedures carefully and must sign and return this Authorization Form. Any questions or concerns about this Policy, Procedures, Authorization Form, or any aspect of RSEC's technology resources should be referred to the school administration.

### **Disciplinary Actions**

Student violation of this acceptable use policy will result in, but not limited to, one or more of the following disciplinary actions and is determined by the severity of the infraction:

- Removal from a class activity
- Suspension or revocation of access privileges
- Detention, suspension or expulsion
- Referral to the appropriate legal authorities for possible criminal prosecution

## **TARDINESS**

**To School:** Students arriving after **8:10am** in the morning will be considered tardy to school. Students tardy to school will receive a lunch detention each time they are tardy after the 5th unexcused tardy in each grading quarter.

**To Class:** Students tardy to class two times in a quarter will receive a lunch detention. A detention will be assigned for each additional time they are late.

## **VISITORS**

Parents and other individuals who have business to conduct with Vista Learning Center must sign in at the office upon arrival. Visitation of alumni or student guests can be made with prior administrative approval. Visits will occur only during non-scheduled class periods.

## **WEAPON POLICY**

Vista Learning Center staff members are acutely aware of the precautions and supervision needed to provide a productive learning environment for all students. As a result, the students and staff have developed the following guidelines. Individuals will be considered in violation of Vista Learning Center's weapon policy following if they are:

In possession of knives, razors, brass knuckles, martial arts weapons, mace, pepper spray, bullets, or replica of any weapon or explosive device including any other instrument whose primary purpose is to injure, on school property or off school grounds during a school sponsored event.

**Failure to comply with Vista Learning Center's Weapon Policy will result in the following consequences:**

- Confiscation of weapon or replica of weapon
- Parents notified
- The police will be notified and there will be an immediate suspension
- Team meeting will be held
- Students will be placed on probationary placement or expelled

**Vista Learning Center** reserves the right to rescind placement of students for noncompliance with Vista Learning Center policies.



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## Grievance Policy

When a dispute, conflict, or an issue arises it is important that it is resolved directly and quickly as possible.

Although you are encouraged to resolve a dispute, conflict or issue informally, you may bring the matter to the attention of your Program Director/Executive Director or Assistant Program Director. He or she will meet and discuss the situation with you, and a thorough examination and discussion of the facts will take place to attempt to satisfactorily resolve the matter.

If you do not feel comfortable bringing the matter to a Program Director or Assistant Program Director, or you feel that the action taken by him/her is unsatisfactory, you may request a meeting with the Executive Director. The Executive Director will arrange a meeting(s) with each individual concerned and possibly the Board of Directors. After this meeting(s) you will be informed of the resolution

Executive Director-Judy Koch	603-886-8500 x103	<a href="mailto:jkoch@rsec.org">jkoch@rsec.org</a>
Program Director- Amanda Reed	603-673-6656	<a href="mailto:areed@rsec.org">areed@rsec.org</a>

**Private Provider:** RSEC - Vista Learning Center

**Date Completed:**

Please complete this personnel roster with all personnel employed by the private provider and all professional personnel that provide contracted/consultation services to students with educational disabilities and note each as either **consultant** or **program personnel**.  
**Please contact your coordinating consultant with any questions.**

Approved Special Education Program Name	Personnel (Full, legal Name)	Job Title	Specific Assignment	Consultant or Program Personnel	Endorsment(s)	Check One		
						Certified/Licensed	Intern License	Neither
RSEC Vista	NEW	Administrator		Program				
RSEC Vista	Judy A. Koch	RSEC Administrator		Program	Special Ed Admin	0006		
RSEC Vista	NEW	Teacher		Program	Gen Sp Ed, Elem Ed (K-8)			
RSEC Vista	Marie L. Long	Teacher		Program	Elem Ed (K-6)	1810		
RSEC Vista	NEW	Speech/Language Pathologist		Program				
RSEC Vista	NEW	BCBA		Consultant				
RSEC Vista	Sara B. Burt	Education Consultant		Consultant	Library Media Specialist	0036		
RSEC Vista	Susanne Renselear	Education Consultant		Consultant	Middle Level Science (5-9)	1301		
					Life Science Ed (7-12)	1302		
					Earth/Space Science Ed	1304		
					Physical Science Ed	1313		
RSEC Vista	Candice K. Hancock	Education Consultant		Consultant	Comp. Family & Consum. Scier	0900		
RSEC Vista	Brian R. Miskinis	Education Consultant		Consultant	Comp. Tech. Ed	1000		
RSEC Vista	Michael T. Shupe	Education Consultant		Consultant	Emot. & Beh. Disabilities	1855		
					Gen Spec Ed	1900		
RSEC Vista	John O. Willis	Education Consultant		Consultant	Spec. in assessment of Int. Fun	0050		
					Physical & Health Disabilities	1844		
					Gen Spec Ed	1900		
					Specific Learning Dis.	1907		
RSEC Vista	Erin M. White	Education Consultant		Consultant	Health Education	0801		
RSEC Vista	Amy E. Clark-Canty	Education Consultant		Consultant	Reading & Writing Spec.	0037		
					English Ed (5-12)	0500		
RSEC Vista	Bridgette Doucette-Howell	Education Consultant		Consultant	Theatre	0506		
					Social Studies (5-12)	1500		
RSEC Vista	Jane S. Senk	Education Consultant		Consultant	Mathematics (7-12)	1100		
RSEC Vista	Thomas E. Jennings	Education Consultant		Consultant	Principal	0003		
					Physical Education	0800		
RSEC Vista	Rachel A Rouillard	Education Consultant		Consultant	Visual Art Education	0200		
RSEC Vista	NEW	Education Consultant		Consultant	Music			
RSEC Vista	Albert Sciarappa	Education Consultant		Consultant	School Counselor	0040		
					School Counseling Director	0042		
RSEC Vista	Susan L. Yardley, Phd	Consultant		Consultant				
RSEC Vista	NEW	Education Consultant		Consultant	math (5--8)			



*2018*

*Charter Renewal Application*

## Table of Contents

<b>Title Page</b>	<b>Page 1</b>
<b>Table of Contents</b>	<b>Page 2</b>
<b>Part 1</b>	
<b>Cover Letter</b>	<b>Page 4</b>
<b>1. Mission Statement</b>	<b>Page 5</b>
<b>2. Goals</b>	<b>Page 5</b>
<b>3. Progress the school has made towards its academic, programmatic, and organizational goals</b>	<b>Page 8</b>
<b>B. Reports: School Features</b>	<b>Page 11</b>
<b>1. Curriculum and Instruction</b>	<b>Page 11</b>
<b>2. Technology Programs</b>	<b>Page 12</b>
<b>3. Academic Attainment</b>	<b>Page 13</b>
<b>4. Successes</b>	<b>Page 16</b>
<b>5 Areas of Improvement</b>	<b>Page 17</b>
<b>6. Stakeholders</b>	<b>Page 17</b>
<b>7. Fundraising</b>	<b>Page 18</b>
<b>8. School Accountability Plan</b>	<b>Page 18</b>
<b>9. Budget</b>	<b>Page 18</b>
a) <i>Budget narrative</i>	
b) <i>Detailed description of reasoning for funds allocation</i>	

**10. Best Practices** **Page 19**

**Part 2: Affirmative Evidence**

**1. Is the school making progress toward achieving its mission?** **Page 19**

*Followed by sub-questions a-c*

**2. Is the public school responsibly using public funds?** **Page 22**

*Followed by sub-questions a-i*

**3. Is the charter school promoting student attainment of expected knowledge and skills?** **Page 24**

*Followed by subquestions a-f*

**4. Is the school sustainable?** **Page 29**

*Followed by sub-questions a-m*

**5. Current status of the Board of Trustees** **Page 34**

*Followed by sub-questions a-e*

**6. Student Data** **Page 34**



Dear Renewal Committee,

Thank you for your volunteering your time and your talents to participate in this very valuable process. Our school has been working diligently to provide you with the information you are need to complete the charter review.

As you know, our school's story began in 2011 with a small group of organized, motivated, and energized parents and professionals who were passionate about the prospect of creating a school which not only valued arts as a subject area, but who also felt strongly about the arts being a vehicle through which students could be accessed, inspired, and energized. Fueled with this belief, they developed the mission of the school and then, over several months, drafted the charter. The school opened its doors to students in the fall of 2014. In the four years since then, there has been much learning and growing. We have had many successes and, as with any young organization we have had some hurdles to overcome. The past few years have seen major improvements especially in the areas of teacher retainment and enrollment. We have also seen a new emphasis placed on our arts integrated mission.

This charter renewal comes at an ideal time for the school, as we are poised for further growth and enhancement. It is the result of countless hours of collaborative effort with teachers, administrators, board members, and staff. We are thrilled with this opportunity to reflect upon our charter and the ideas and goals of our founders. The following document outlines the progress that has been made over the past few years. The sequence and order of the questions is in accordance with the Charter Renewal Draft Application which we received in September.

Warmest Regards,  
Rebecca Fredrickson  
Director of Operations

## **1) Mission Statement**

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in both academics and the arts and have the knowledge, creativity and inquisitive nature that foster a life-long love of learning.

## **Guiding Principle**

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

## **Vision**

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st Century. We envision a school where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potentials and express ideas through music, dance, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries, and solve problems.

## **2) Goals**

In January 2018, the Board of Trustees and school administration held a full day meeting to develop a strategic plan with goals in the areas of **Curriculum, Instruction, and Social/Emotional Wellness**. That plan is outlined below.

### **Curriculum**

We have students from numerous surrounding communities, and therefore it is imperative that an arts-integrated curriculum is in place to provide consistent educational outcomes for students. If educators implement an arts integrated curriculum that articulates common, well-defined learning outcomes with a focus on depth of understanding and critical thinking, then students will be prepared for the next level of learning.

### **Objective 1**

Develop a consistently implemented and vertically aligned K- 8 arts integrated curriculum.

### *Priority Initiatives*

- Develop a dynamic and clearly articulated K-8 curriculum with a focus on vertical alignment and arts integration
- Use common assessments to measure progress toward grade level expectations

### **Objective 2**

Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.

### *Priority Initiatives*

- Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs and student growth
- Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject
- Match curriculum expectations with individual student learning needs

### **Instruction**

If educators implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration, and measure, analyze, and act upon student learning data, then all students will be challenged to grow as individuals and global citizens.

### **Objective 1**

Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, communication, and collaboration.

### *Priority Initiatives*

- Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices
- Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners
- Define and support effective differentiation

### **Objective 2**

Measure, analyze, and act upon student learning data.

### *Priority Initiatives*

- Staff will examine and evaluate student work to plan and adjust instruction, and evaluate student learning

- Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices
- Instructional staff develop assessments and evaluate student work based on a common understanding of mastery level learning outcomes
- Students consistently receive constructive, targeted feedback as well as guidance on how to improve

### **Professional Development & Structures for Collaboration**

If staff is consistently provided with professional development that enhances their content knowledge and their pedagogy is enriched through collaboration with one another, then educators will be able to implement effective educational practices that will improve the learning and growth of all students.

#### **Objective 1**

Professional development includes high-quality, job- embedded professional development aligned with school and educator goals.

#### **Objective 2**

Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.

#### **Objective 3**

Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

### **Social, Emotional, and Health Needs**

If the school supports effective, researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health factors affecting learning, and works collaboratively with families and community services, then students will be able to use their knowledge and skills to maximize their learning potential.

#### **Objective 1**

Build an understanding of social, emotional and physical health as factors affecting learning.

#### *Priority Initiatives*

- Identify effective, research-based practices that promote student health and develop a system of support

- Educate all staff regarding student social, emotional, and physical elements that impact learning

## **Objective 2**

Engage families and the community in a partnership to increase the school's capacity to address students' social and emotional health needs.

### *Priority Initiatives*

- Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue
- Maintain consistent protocols and communication across all grade levels
- Enlist local support agencies to provide wrap-around services
- Improve multigrade interaction
- Increase arts integration
- Increase community involvement
- Give more attention to financial stability and strategic financial planning

As a school we will strive for continual improvement and growth. We are fortunate to have these goals and initiatives to refer to as we move through the next five years.

## **3. Progress the school has made towards its academic, programmatic, and organizational goals.**

The school has made progress towards its goals. We are retaining more students and adding faculty. We are working hard at assessing and meeting the needs of students at all levels and of all learning styles. We are increasing programs and are able to offer more services to students each year. Significant improvements include an arts and music integrated time where students have an arts or music teacher working with them to enhance the arts integration that is already occurring in their classes. This year we are also putting new focus on the social and emotional needs of students through the addition of a school counselor, who is providing direct instruction in classes. As an organization we are making goals toward becoming stronger through community connections and involvement. This past spring students connected with the Nashua Artists Symposium, learned about the international artists who were creating public art this year, and donated two meals to the artists. This fall, the school participated in ArtWalk and donated a decorated tree to the Nashua Festival of Trees, the proceeds of which will benefit the Hunt Building Preservation Fund.

### **Academic Goals**

Analysis of curriculum in all content areas is a perpetual priority. The school has been using Wit and Wisdom as the main ELA program, along with a humanities approach. However, it has been

reported by classroom teachers that this program reaches students at the accelerated level. Some struggling students, particularly in reading, had difficulty accessing curriculum. Therefore, teachers have been modifying and using supplemental materials at varied levels. We have adopted the Fountas and Pinnell Guided Reading System at the K-4 level to accommodate students' individual reading levels. This program has been found to be a much more successful program using high-quality instruction that allows students to critically think, be creative, communicate ideas, and collaborate with peers.

All classroom teachers have also shared concerns about the Eureka math program that was implemented from the start, four years ago. Teacher feedback noted that the program is language intensive, and does not supply the necessary visual tools that many students at Gate City Charter School for the Arts need. The NHSAS scores were analyzed and the overall math results indicated a much needed improvement. Therefore, some teachers have piloted the enVisionmath program and have used a balance of both curriculum programs with greater success. Teachers were pleased with the engagement from the students and saw a lessening of resistance when approaching a complex math problem based on Envision presentation.

As the state of New Hampshire gets closer to adopting Next Generation Science Standards, teachers have taken a critical look at the Foss Science kits and the formative and summative science assessments used to make ongoing improvements in instructional practice and effective resources.

A school-wide, K-8 assessment program was purchased and used to collect data and help inform instruction in literacy and math. Students in grades K and 1 were administered the test on a 1:1 basis, while students in grades 2-8 were on individual computers. The AimsWeb Plus system was used to benchmark the students in the fall, winter, and spring. Students who fell into the "at risk" area received interventions from their teachers and were frequently progress-monitored to look for gains. Literacy results of students in grades K-4 were used as one criteria for receiving Title I direct instruction in reading. AImswEB has now been replaced by i-Ready.

### **Programmatic Goals**

Over the past two years there has been an increased emphasis on arts integration as a method of instruction. Several of our faculty members have participated in professional development training which has enhanced the way they use arts integration in the class and benefits other teachers in the building as they share their knowledge. Additionally, students have benefitted from extra time with the art and music teachers for focused "Integration Blocks". Classroom teachers and specialists have been collaborating more closely to align their curriculum and create more meaningful connections and learning experiences.

This year, the school has placed emphasis on the social/emotional climate of the building. We applied for and received funding for a student wellness program which includes a mental health professional who is providing in-class support in the form of lessons that teach and promote kindness and respect. This program is helping to develop a schoolwide climate of respect. In addition, GCCSA has hired a behaviorist who is trained to de-escalate and process with any student in distress. Also, our teachers have been trained in and are implementing the Responsive Classroom program, which helps foster a positive climate of mutual respect and clear expectations for students and teachers. We also have a Director of Student Supports who works directly with our mental health counselor, our educational aides, our behavior paraprofessional, and our classroom teachers to ensure the social/emotional needs of our students are being met. The Director of Student Supports has also implemented a Bullying Task force composed of students, teachers, and parents who will be developing a program to be implemented school-wide to promote bullying awareness and prevention.

### **Organizational Goals**

Over the past 12 months, many advances have been made in terms of building our school community. We are striving to be a school that welcomes volunteer involvement, values ideas, and supports the needs of our school and the greater community. We have many parents who are in the building on a weekly basis. Some of the things that our volunteers help with include our library program, serving lunch, reading to students, and helping with photocopying and packing weekend folders to go home. In addition to these ongoing opportunities, we also have several larger events which require support from volunteers including our field day, school dances, and our fall festival. Other school-wide community events that parents have been invited to include: a schoolwide play, a talent show and barbecue, an Open Mic night, Celebrations of Learning, our STEAM Fair, and our art Exhibits and concerts.

Our “Remind” text notifications are used as a way of communicating events, lunch sign-ups, and any important information that needs to be disseminated quickly. This communication tool is used on a regular basis.

The school participates in many local events and tries to give back to the community on a regular basis. During the past two years, the school has engaged in several community service events including:

### **Community Service Projects**

- Students in the upper grades visited and sang at an assisted living facility.
- Younger students created “Friendship Cards” to give to the elderly to brighten their days.
- Third graders packed care bags for foster kids.

- Last year we ran a tissue and K-cup drive to benefit Children’s Hospital Boston.
- The entire school collected tissues and coffee to donate to Children’s Hospital Boston.
- Fifth Grade participated in a Cards for Our Troops drive.
- Students in grades seven and eight made dinner for sculptors for the International Sculpture Symposium in Nashua.
- Students decorated ornaments to adorn our donated tree for the “Festival of Trees” which raises money for the Hunt Memorial Building in Nashua.
- We have participated in ArtWalk as an organization over the last two years, offering free creative activities
- We are currently running a sock drive for foster children and a toy drive for Boston Children’s hospital

## **B. Reports: School Features**

### **1) Curriculum and Instruction: *Any changes or growth as a result of enrollment:***

Gate City Charter School for the Arts opened its doors in 2014 for grades K-6 with 138 students. The following year grade 7 was added and the school had 156 students. Year three the school became K-8 with 174 students. The 2017-2018 school year concluded with 154 students. The current enrollment for this school year is 169.

The early years of GCCSA combined first and second grades, and third and fourth grades. As enrollment increased, the school evolved into one class per grade. 8th grade was added to our school in the 2016-2017 year. GCCSA curriculum and instruction was therefore expanded to include 8th grade. Innovations continued last year, as the middle school model is now four teachers per grade for fifth, sixth, seventh, and eighth grades. Middle school students transition through English language arts, math, science and social studies, each with a different teacher. This four-teacher model gives teachers the ability to work as a collaborative, cooperative team. It also enables students to experience diversity in teaching style and technique. All students have music (including chorus), art, technology, and creative movement. Band is available after school.

Social-emotional learning is becoming more and more necessary in schools as students are ridden with a variety of anxiety issues, varying degrees of trauma, and social deficiencies. Teachers often find themselves diffusing conflicts, engaging distracted learners, and trying to help children calm themselves in order to focus. Working with an arts-integrated mission, GCCSA meshes exploration and the creative process with social-emotional ideals to better meet the needs of all of our students.

In the years since GCCSA opened, our enrollment has grown and brought us a student population with diverse needs. Many GCCSA students come from unstable homes, struggle with

learning challenges, and have social and emotional difficulties. GCCSA believes that social-emotional learning in school is as important as academic learning. Time is devoted daily to help students build community, learn to listen and share, talk through conflict, and more. Responsive Classroom (RC) is a research-based approach to K-8 teaching that focuses on the strong link between academic success and Social-Emotional Learning (SEL). GCCSA believes that a high-quality education for every child is built on the foundation of a safe and joyful learning community. Some key components of RC are morning meeting (K-4) advisory (5-8), logical consequences, interactive modeling, academic choice, and quiet time. All teachers at GCCSA received one full day of RC training in the spring of 2018, with the majority having received four full days of RC training in the summer of 2018. In recent years, teachers and administrators have discovered the benefits of taking time to work explicitly on social-emotional competencies in order for students to be better prepared to learn. Brain research proves that in order to be at full learning capacity, students need to be calm and feel safe in their learning environment. This is our goal in implementing Responsive Classroom at GCCSA.

Programs such as those working with yoga, mindfulness, growth-mindset, and conflict resolution are a great way to teach students how to manage themselves and work with others in any learning environment. In the start of school year 2018-2019, GCCSA moved on from traditional physical education classes and began a creative movement program. Each grade level meets weekly for one session of creative movement. Through this class, students collaborate positively through movement-based activities. All students have a voice and space to express themselves through this art form. Each creative movement class begins with a group activity which helps students get ready to be part of the group.

Yoga is coupled with the concepts of dance, bringing together self-awareness and use of energy and motion. Mindfulness is explored through visual art as students create pieces that help them focus on their current state and work to manage their emotions. Working with music can help students build a growth mindset alongside relationships as they collaborate on compositions and work through mistakes. Drama concepts become the vehicle to explore conflict resolution as students assume roles of others, walking in their shoes to build social-awareness and empathy. The creative process runs throughout all competencies, helping students build responsible decision-making skills as they question and reflect on their work.

## **2)Technology Programs:**

All students have access to the GCCSA technology lab and chromebooks. Chromebooks are also used in science labs, social studies research, writing projects, and accessing online math programs. We use them as well when assessing student learning. Our chromebooks are ruggedized and water resistant. Middle school technology classes focus on digital media. Students are introduced to video editing, music composition, and web comic creation.

Technology electives have taught digital animation. Students have also learned documentary filmmaking through art integrated social studies lessons. Third and fourth grade students have used iPads to create several videos of skits they performed to show their understanding of core content. These students also create stop motion animation to show various scientific processes. Students use apps to add text to video stills, creating short documentaries of historical reenactments. First through third grade students use iPads to supplement their daily reading, using RazKids and A-Z leveled online readers. Students in grades 3-8 use the computer lab to learn keyboarding, researching, and word processing skills. All GCCSA students become proficient in the use of computers and applications and understand concepts underlying hardware, software and connectivity. Students learn the responsible use of technology and understand the ethics and safety issues involved in using electronic media at home, in school, and in society.

Through technology, all students enhance their abilities to research, think critically, make decisions, communicate, and collaborate.

### **3) Academic Attainment**

Ongoing analysis of curricula in all content areas is a consistent priority at GCCSA. K-8 continues to use Wit and Wisdom as the main ELA program, mixed with a humanities approach. Wit and Wisdom tends to reach students at the accelerated level, and the humanities approach helps those students struggling with reading who often have difficulty accessing information. Teachers modify curriculum and supplement materials to provide differentiated instruction.

Teacher workshops aligned with our arts-integration mission and our goals for student literacy development were provided off campus for our faculty in GCCSA's second year. The two and three day workshops were "Picture Writing" and "Keys to Literacy."

Using the Fountas & Pinnell Benchmark Assessment Systems to determine students' independent and instructional reading levels, K-4 teachers are able to observe student reading behaviors one-on-one and in small guided reading groups, to engage in comprehension conversations that go beyond retelling, and to make informed decisions that connect assessment to instruction. Teachers accurately and reliably identify each child's instructional and independent reading levels according to the *F&P Text Level Gradient*<sup>TM</sup>, *A-Z* and document their progress through one-on-one formative and summative assessments. The Fountas & Pinnell Benchmark Assessment Systems provide teachers with precise tools and texts to observe and quantify specific reading behaviors, so they can then interpret and use that data to plan meaningful instruction.

Wilson Foundations provides all K-3 students with a vertically-aligned, systematic program in foundational skills for reading and spelling, emphasizing phonemic awareness, phonics word study, high-frequency word study, fluency, vocabulary, handwriting, and spelling. Although it includes comprehension strategies, it must be combined with core literature-based language arts for an integrated and very comprehensive approach to reading and spelling.

The power of this supplemental program is that it uses an integrated approach to teaching skills so that a daily lesson teaches and then reinforces corresponding skills. Foundations is a multisensory, structured, systematic, cumulative, and explicit program with a clear and thoroughly documented research base. The program focuses on student development by differentiating instruction and actively engaging students in their learning.

Foundations is integral to a Multi-Tiered System of Support (MTSS) model, providing scientifically-based instruction in Tier 1 as well as an early intervention program for students at risk for reading difficulties. MTSS is a prevention-based model that acknowledges the diversity of reasons for why a child might struggle to learn as a result of a specific learning disability. The overall goal is to prevent the domino effect of children developing weaknesses in foundational skills that over time give rise to deficits in higher-level reading skills, such as the comprehension of complex text in later grades.

As the state of New Hampshire gets closer to adopting Next Generation Science Standards, teachers have taken a critical look at the Foss Science kits and the formative and summative science assessments used to make ongoing improvements in instructional practice and effective resources. Next Generation approaches Science, Technology, Engineering and Math (STEM) education in a real-world context. At GCCSA, our students are taught to think and act like scientists and engineers while they are learning. Next Generation Science's major focus is related to the environment — energy, nature, climate, sustainability, and the earth. GCCSA students are learning how humans impact the earth by exploring subjects such as biodiversity, wildlife, weather systems, agriculture transportation, health care, green chemistry, green technology, and more.

K-8 science lessons at GCCSA follow the sequence of the 5E model of Kesler Science: engagement, exploration, explanation, elaboration and evaluation. Engagement provides a hook for students, piques their interest and gets them asking questions. Exploration is student-led learning. Explanation is when teacher and students clear up misconceptions together. Elaboration allows students to choose ways to create projects to show their learning. Evaluation is assessment of students' understanding. At GCCSA, the approach is "science in action." Students explore the interconnected nature of science as it is practiced and experienced in the

real world. Next Generation Science, the Foss kits, and the 5E model help our students delve into the scientific process as they experience the creative process.

The social studies curriculum at GCCSA reflects current, effective, research-based social studies instruction. Our students learn social studies through highly interactive, real-life based activities. Social studies in grades K-4 and humanities in grades 5-8 are the integrated studies of the social sciences that prepare young people to become responsible citizens. Responsible citizens display social understanding and civic efficacy. Social understanding includes knowledge of the human condition, how it has changed over time, the variations that occur in different physical environments and cultural settings, and the emerging trends that appear likely to shape the future in an interdependent world. Civic efficacy is the readiness and willingness to assume responsibilities of citizenship—knowing how, when, and where to make informed and reasoned decisions for the public good in a diverse and democratic society.

GCCSA social studies goals for students prepare them to face challenges in an ever-changing world, and provide them with the knowledge and skills needed for future success as productive citizens. Students gather, understand, and analyze information; draw conclusions and justify them; and organize and communicate ideas. The arts are incorporated into social studies lessons to promote students' critical thinking and communication, collaborative learning, and ethical decision-making.

GCCSA tracks academic attainment through both formative and summative assessment. GCCSA uses state assessment, internal assessment, and student work and projects to gauge student progress and to inform curriculum.

The AimsWeb Plus assessment system was used to collect data and help inform instruction in literacy and math until fall of 2018. Students in grades K and 1 were administered the test on a 1:1 basis in fall, winter, and spring, while students in grades 2-8 took the assessment on individual computers. Students who fell into the “at risk” area received interventions from their teachers and progress monitoring was used to look for gains. Literacy results of students in grades K-4 were used as one criteria for receiving Title I direct instruction in reading. AimsWeb Plus was replaced with i-Ready in the fall of 2018. i-Ready is a personalized learning tool which can give teachers the ability to differentiate instruction and to meet the needs of all our students. Data derived from i-Ready assessments enables GCCSA to understand both individual and group student learning, to chart student learning over a period of time, and to make recommendations for what students can accomplish next, together with recommended instructional resources.

NHSAS scores were analyzed, with overall math results indicating need for improvement. Teachers provided feedback regarding Eureka, the math program that was adopted and used

since the opening of the school. Teachers unanimously felt that the Eureka math program was too language intensive, and therefore not accessible to all students - in particular to struggling readers. Some teachers chose to pilot a new math program, EnVisionmath. Teachers were pleased with the engagement from the students with this new program, and saw a lessening of resistance when students approached a complex math problem based on EnVisionmath presentation. Therefore, in order to improve student learning in math as well as improving math scores, GCCSA launched EnVisionmath as the official math program for the school, launching in fall of 2018. This comprehensive math curriculum features project-based learning, multiple learning strategies, and customized learning opportunities for students. EnVision assessment gives pathways and next levels of learning for each student.

GCCSA is working with students who have a second language to determine if these students may require support as English Language Learners. An experienced ESOL certified teacher from the Merrimack School District is assessing GCCSA students to determine if supports for learning English are needed.

GCCSA maintains a strong Title I Literacy program, and, starting the 2018-2019 school year, now offers Title I Math. A Title I director coordinates communication among staff, ensures continuity and quality of instruction and materials, and assesses student eligibility for entering and exiting Title I, as well as managing and updating the grant as necessary. Ongoing progress-monitoring tools are used to determine the rate of performance. iReady (replacing Aimsweb from previous years), A-Z Leveled Reading, and Fountas & Pinnell (F & P) progress monitoring are administered by the Title I direct service providers. Certified interventionists provide targeted direct instruction in literacy and math to students grades K-4. Students demonstrate an understanding of learned goals through ongoing informal assessments. Student ability to retain literacy and math skills is demonstrated through the end of the program assessment scores.

#### **4) Successes (What has worked)**

GCCSA teachers have worked well together as a collaborative team. They meet together frequently, consult with and support each other, and integrate curriculum whenever possible. GCCSA teachers go “above and beyond,” often donating personal time to classroom preparation, and frequently attending evening board meetings.

Every year there is more evidence of excellent arts integration projects. An upcoming example is a project with 6th grade where they will be studying Gustav Holst's "The Planets," creating musical themes of their own, looking at a planet, and learning the Roman God's name that represents the planet. Creative movement will accompany this project to create a dance depicting how the chosen character/god or goddess / planet would move if it were orbiting the

sun. In connection with this project, students make Greek Trading Cards, write their own Hero Journey Comic Books, and create a play. This project integrates art, music, science, movement, social studies, ELA, and math.

GCCSA has special Celebration of Learning evenings for students to share student work and projects with families. GCCSA also attends the NH Alliance for Public Charter Schools Conference. GCCSA families and volunteers have been key to keeping the school library up-to-date and filled with resources, helping to pack bags and information to go home weekly with students, and planning events such as our “Paint Your Way 5K” community run, ice cream socials, themed school dances, community fall festival, and winter and spring concerts. Volunteers design a large bulletin board in our lobby which posts times and dates for celebrations and events.

**5) Areas for Improvement ( what has not worked):**

Our school has one class per grade. Each class, therefore, reflects a wide range of student knowledge and ability. The challenge is for each teacher to reach each student, facilitating every student’s ability to reach their next level of learning. Teachers and administrators are working on ways to understand and work with each student’s learning profile.

**6 ) Stakeholders: Discuss family/parent/stakeholder involvement and future needs plans for increased involvement**

Gate City Charter School for the Arts prides itself on being a school that values community. Throughout the year, there are several events that family members are invited to. These include: our fall open house, three “Celebrations of Learning,” a science fair, concerts, art exhibits, and drama performances. There are also school-wide events such as our fall festival and field day in which parents play a pivotal role. We communicate regularly with parents via class websites and newsletters so that parents are aware of what students are working on. There are many volunteer opportunities for parents to participate in. Our faculty are also dedicated stakeholders at the school. Gate City Charter School for the Arts offers many opportunities for faculty members to give feedback, make suggestions and contribute to the success and sustainability of the school. Many of our current staff have been here for several years, and have found the school to be a place which will foster their professional growth and development. Board of Trustee members are key stakeholders in the school. They volunteer many hours each month to ensure proper governance, health, and sustainability of the school. They donate their talent and skills to enhance and improve our resources.

As our school grows, so does the need for involvement from stakeholders. We will need more resources to support students and faculty, and especially, we will need to be thinking ahead to purchasing a building which will strengthen the school’s financial footing and allow for the school to invest in more permanent items that it cannot do in a rental property.

**7) Fundraising: Discuss fundraising efforts and future fundraising plans addressing sustainability**

Each year GCCSA has run a community 5k called “Paint Your Way 5k.” This annual event has attracted scores of runners and has connected the school to the larger community. Runners collect pledges, and companies sponsor the event. Proceeds from this event have ranged from \$3000-5000. Throughout the school year, the school organizes several in-house fundraisers. These have included Scripps gift cards, Boxtops for Education, Amazon Smile, and restaurant fundraisers. For the past two years the school has included a line item to cover the cost of a grant writer. This person has brought in grant money for improved curriculum resources, facility improvements, and programs. Currently, we are in the process of sending out our annual appeal letter.

**8) School Accountability Plan: Sustainability Measures**

The school’s finance committee meets one to two times a month to assess the school’s financials and sustainability. Sustainability of the school is dependant on continually strong enrollment, as well as community involvement and positive marketing which will enable strategic fundraising. As part of our new three-person administrative structure, the Director of Operations will be responsible for community outreach and marketing. The Director of Operations will create social media posts and press releases to share the school’s successes. These actions will build name recognition and attract new students. Quality teachers, meaningful curriculum, and exciting instructional styles are additional resources that will help maintain the sustainability of the school. It is the role of the Director of Curriculum and Instruction to work closely with classroom teachers to assess whether the curriculum and instruction is meeting the needs of all learners. The Director will ensure that the curriculum plans are in compliance with National Curriculum Standards. In order to grow and improve, the school will need to develop a capital campaign to be able to one day to allow purchase of a building.

**9) Budget: Attach Proposed budget for the following year**

**a) Budget Narrative *How the school will use public funds***

Gate City Charter School for the Arts is committed to accountability, transparency, and the responsible use of public funds. Our staff and faculty are kept to a conservative budget. It is routine to research pricing and/or request donations before purchasing items. Purchases need to be approved by the Director and fall within our budget requirements. Our finance manager practices internal controls. Each month, the Finance Committee, consisting of the Director, the Finance manager, and the Board Treasurer, meets to review the past month’s income and

expenditures. The budget is also reviewed monthly and the school enlists an outside auditor for an annual report.

**b) A detailed description of the School Board’s reasoning for allocating funds:**

Funds are, as in any budget, allocated first by necessity. In order to operate, facilities and staffing costs must be covered. The school believes in investing in its faculty, and has worked hard to ensure that faculty are compensated appropriately. Each year there is reflection on where the prior year’s budgetary variances were, and how to improve upon them from an operational standpoint. Another factor in the allocation of funds is the upgrade and replacement costs of items, especially those that are technology based as they have a shorter life expectancy.

**10) Best Practices: *Efforts to disseminate best practices; coordination with local or other school districts***

Our school frequently reaches out to other charter and public schools with questions and also provides feedback to questions whenever they are asked. The school also participates in the New Hampshire Public Charter School Alliance, attends quarterly meetings, and attends the charter school Best Practices Conference annually.

**Part 2: Affirmative Evidence**

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

The school is making progress toward achieving its mission. It is continuously growing and improving. Each year progress has been made towards a completely arts-integrated curriculum.

**a. What progress has the school made towards its academic goals?**

Our school supports effective research-based practices that promote a healthy school climate, that build an understanding of social, emotional, and physical health as factors which affect learning, and that work collaboratively with families and community services so students are able to use their knowledge and skills to maximize their learning potential.

GCCSA began the 2018-2019 school year with a guidance counselor. Our guidance counselor teaches a guidance lesson in each class once per week. She conducts school-wide programs, including “The Kindness Challenge.” She meets with individual students and families regularly to help manage the stresses of divorce, being a new student, anxiety, behavior, and academic matters. The guidance counselor serves as a resource for teachers, assisting them in better meeting the needs of our students.

Also in the 2018-2019 school year, GCCSA added a behavioral support staff person. This staff member comes with a background that includes working with children who have experienced

trauma and unstable homes and families. The behavior support staff person provides leadership and direction at the school level, working to design, implement, coordinate, and evaluate a comprehensive behavior support program. In addition, the behavior support staff person works directly with identified students to help them adopt behaviors that substantially increase their academic performance. Under the supervision of the Director of Student Support Services, the behavioral support staff person provides diversified strategies and activities specifically designed for students struggling to achieve appropriate behavior. Additionally, in the 2018-2019 school year, GCCSA is beginning a "School Reading Program" with the Merrimack Police. Officers will be given a book that a teacher has selected, and the officer will read the book to the class. Afterwards, the officer will answer any questions that the children may have. All of the elementary school grades K through 8 will participate. Officers will also go into upper elementary grades and assist teachers with their safety curriculum. Topics to be covered include school bus safety, bicycle safety, stranger awareness, gun safety, how to properly use 911, search and seizure, and respect and responsibility. This program brings the police department into a very positive light with the students.

In GCCSA's first year, a parent volunteer collected many books and shelved them in a small room that small groups of students could visit at a time. In GCCSA's third year, another parent volunteer, with a background in library science, helped organize our school library in its current larger location. She sorted books, adding labels and scanning them into LibraryThing.com. It took almost two years to complete this process. Teachers provided input along the way and added the library computer, scanner, comfortable chairs, barcodes on books, and many more novels and current titles.

Based on teacher feedback, this parent volunteer designed a grade K-4 library program including weekly library classes that provide read-aloud, responding to text activities, and book borrowing. In the 2018-2019 school year, the GCCSA school library provides a reading challenge for students in grades 4-8. The challenge generates and maintains students' interest in books nominated for state awards. Our school library has moved from an honor system for checking out books to a system including library cards and login numbers. Beginning this school year, 2018-2019, the school library collects fines from parents and charges for replacement copies of lost or damaged books. The GCCSA library has a presence on social media in the form of its Facebook page.

Our school field trips include both in-house field trips and those outside of school. This fall our students have been to Beaver Brook Environmental Center in Hollis, and to a presentation of the Nutcracker in Manchester. We also plan to host a Shakespearean play at our school. Upcoming field trips include museums as well as a trip to the Lowell National Historical Park. Our school has been invited to sing at the 2019 Merrimack Concert Association spring concert!

**b. What progress has the school made towards its programmatic goals**

*Consistently evaluate and improve upon the school's arts integrated instruction.*

Over the past two years there has been an increased emphasis on arts integration as a method of instruction. Several of our faculty members have participated in professional development training which will enhance the way they use arts integration in class and will benefit other teachers in the building as they share their knowledge. Additionally, students have benefitted from extra time with the art and music teachers for focused "Integration Blocks." Classroom teachers and specialists have been collaborating more closely to align their curricula and create more meaningful connections and learning experiences

*Improve means to address the social and emotional needs of our diverse student body through professional development and programs.*

This year the school has placed emphasis on the social/emotional climate of the building. We have applied for and received funding for a student wellness program which includes a mental health professional who is providing in-class support in the form of lessons that support and promote kindness and respect. This program is helping to develop a schoolwide climate of respect. In addition, GCCSA has hired a behaviorist who is trained to de-escalate and process with any student in distress. Also, our teachers have been trained in and are implementing the Responsive Classroom Program which helps foster a positive climate of mutual respect and clear expectations for students and teachers. We also have a Director of Student Supports who works directly with our Mental Health Counselor, our educational aides, our behavior para, and our classroom teachers to ensure the social/ emotional needs of our students are being met. The Director of Students Supports has also implemented a Bullying Task force of students, teachers, and parents who will be developing a program to be implemented school-wide to promote bullying awareness and prevention.

**c. What progress has the school made towards its organizational goals?**

**Organizational Goals**

*Continue to build a supportive community of educators, parents, students, and volunteers invested in lifelong learning.*

Over the past 12 months, many advances have been made in terms of building our school community. We strive to be a school that welcomes volunteer involvement, values ideas, and supports the needs of our school and the greater community. We have many parents who are in the building on a weekly basis. Some of the things that our volunteers help with include our library program, serving lunch, reading to students, and helping with photocopying and packing weekend folders to go home. In addition to these ongoing opportunities, we also have several larger events which require support from volunteers including our field day, school dances, and our fall festival.

Other school-wide community events that parents have been invited to include a schoolwide play, a talent show and an Open Mic night, Celebrations of Learning, our STEAM Fair, and our art exhibits and concerts.

Our “Remind” text notifications are used as a way of communicating events, lunch sign ups, and any important information that needs to be disseminated quickly. This is used on a regular basis.

The school participates in many local events and tries to give back to the community on a regular basis. During the past two years, the school has engaged in several community service events including;

### **Community Service Projects**

- Students in the upper grades visited and sang at an assisted living facility.
- Younger students created “Friendship Cards” to give to the elderly to brighten their days.
- Third graders packed care bags for foster kids.
- Last year we ran a tissue and K-Cup drive to benefit Children’s Hospital
- The entire school collected tissues and coffee to donate to Children’s Hospital Boston.
- Fifth Grade participated in a Cards for Our Troops drive.
- Dinner for sculptors for the International Sculpture Symposium in Nashua
- Students decorated ornaments to adorn our donated tree for the “Festival of Trees” which raises money for the Hunt Memorial Building in Nashua.
- We participated in ArtWalk as an organization over the last two years, offering free creative activities
- We are currently running a sock drive for foster children and a toy drive for Boston Children’s Hospital

## **2. Is the charter school responsibly using public funds?**

Gate City Charter School for the Arts is committed to accountability, transparency, and the responsible use of public funds. Our staff and faculty are kept to a conservative budget. It is routine to research pricing and/or request donations before purchasing items. Purchases need to be approved by the Director and fall within our budget requirements. Our finance manager practices internal controls. Each month, the Finance Committee, consisting of the Director, the Finance manager, and the Board Treasurer, meets to review the past month’s income and expenditures. The budget is also reviewed monthly and the school enlists an outside auditor for an annual report.

The Board of Trustees holds public meetings every month on the third Thursday of the month (except July). The Board provides minutes for viewing on our website as soon as they are reviewed and approved.

- a. Has the school provided quarterly financial reports that comply with accepted standards of public school accounting?** Yes, the school compiles monthly, quarterly, and annual reports in compliance with standards of public school accounting. Please refer to appendix to see the annual budgets and quarterly financials.
- b. Do the school's purchasing and billing practice meet acceptable standards for public school accounting?**  
Yes, the school makes every effort to be in compliance with all acceptable standards for purchasing and billing.
- c. Has the school provided an annual external audit with no material defects?**  
The school is in the process of our 2017/2018 audit process. This was delayed due to staff turnover in our finance office due to a medical situation. We are working diligently to get the current audit completed. Attached you will find the prior years' audits.
- d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?** The schools quarterly reports are detailed and accurate.  
Prudent planning is reflected in that the school has always been cautious with spending and has not had a deficit. The detailed and accurate reports are included in the appendix binder.
- e. Do the school's Board meeting minutes indicate a clear communication of accurate information about the school's financial condition?**  
The Finance Committee presents a written report at every board meeting. Topics included in the Finance Committee updates include invoicing timelines, financial policy and procedure discussions, and monthly discussion of items of financial significance. During the board meeting, members are presented with a report which the treasurer walks through with the board. Board members have the opportunity to ask questions, provide feedback, and vote on any changes.
- f. Please provide the transportation services currently available.**  
Currently, the school has a handful of transportation services available. As with any charter school in New Hampshire, local school district transportation is available for students who reside in Merrimack. In addition to this there are before and aftercare buses including Boys & Girls Club, YMCA, Salvation Army, and Minds in Motion. Often, due to personal challenges, parents reach out to the school with transportation concerns. When this occurs, the school does what it can to facilitate opportunities for carpooling as well as making accommodations to assist those families.

- g. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.**

This document is available in our appendix binder.

- h. Please provide projections of income and expenses for the upcoming school year.**

To fulfill the requirements of this application, a basic budget for the upcoming school year has been created. It is located in the appendix binder. This is a draft based on the current year's income and expenses, with an expectation of a slightly increased student enrollment. Typically, our budgeting process for the upcoming school year begins in January and takes several months.

- i. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process?**

Over the past few years, the school has not sent a representative to attend annual school district budget process meetings. The only funding the charter schools receive from any district is related to special needs services which are related to students who reside in that district and who should already be considered in that schools budgeting process. We are not a district authorized charter school.

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

GCCSA teachers and administrators took time this fall to carefully research and compile standards and competencies which should inform their curriculum. Standards researched include Common Core State Standards (CCSS) for ELA and math, Next Generation Science Standards (NGSS), National Council for the Social Studies (NCSS) curriculum standards, National Association for the Education of Young Children (NAEYC) Program Standards, the International Society for Technology in Education (ISTE) standards, National Core Arts Standards, and the social/emotional. By taking the time to do this, teachers became focused on what students need to learn in terms of knowledge and skills. Teachers then designed report cards which embed these standards and competencies. Kindergarten used a more narrative style in its report card due to the wide developmental range of kindergarten children. Student knowledge will be assessed three times a year with the newly acquired i-Ready assessment system as well as state assessments. Teachers also may use assessments from enVisionmath, Foundations, Wit & Wisdom, and Fountas & Pinnell, as well as formative assessment of student work and projects. Students in need of ELL supports are being identified by certified ESOL personnel.

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

Test scores below show how GCCSA student scores compared with those statewide. GCCSA scores generally came fairly close to state scores, with GCCSA scores exceeding those of the

state in ELA and NECAP for the years 2014-2015 and 2015-2016. GCCSA scores were similar to those of the state in the 2016-2017 school year for ELA, math, and NECAP.

When comparing GCCSA scores internally from one year to the next, the years 2014-2015 and 2015-2016 showed similar scores among GCCSA students. NECAP scores for GCCSA decreased in the year 2016-2017, although these NECAP scores were similar to those of the state.

**2014-2015 school year: Smarter Balance**

ELA: GCCSA	6%	State	17%	Novice
	28%		24%	Developing
	33%		35%	Proficient
	33%		23%	Advanced

Math: GCCSA	17%	State	23%	Below
	39%		31%	Partial
	23%		27%	Proficient
	20%		19%	Distinction

NECAP: GCCSA	0%		19%	Below
	41%		46%	Partial
	59%		34%	Proficient
	0%		2%	Distinction

**2015-2016 school year Smarter Balance**

ELA: GCCSA	11%	State	16%	Novice
	15%		23%	Developing
	45%		38%	Proficient
	29%		23%	Advanced

Math: GCCSA	21%	State	19%	Below
	34%		32%	Partial
	28%		29%	Proficient
	18%		20%	Distinction

NECAP: GCCSA 14% State 19% Below  
 36% 45% Partial  
 50% 34% Proficient  
 0% 2% Distinction

**2016-2017 school year Smarter Balance**

ELA: GCCSA 15% State 18% Novice  
 28% 23% Developing  
 36% 38% Proficient  
 21% 21% Advanced

Math: GCCSA 15% State 20% Below  
 38% 31% Partial  
 28% 28% Proficient  
 20% 20% Distinction

NECAP: GCCSA 14% 18% Below  
 54% 46% Partial  
 32% 35% Proficient  
 0% 2% Distinction

**2017/2018 SBAC RESULTS**

Grade	Content Area	2017-2018	
		N	%
3	Reading	17	36
	Math	17	35
4	Reading	20	40
	Math	20	30

<b>5</b>	<b>Reading</b>	<b>17</b>	<b>53</b>
	<b>Math</b>	<b>17</b>	<b>47</b>
<b>6</b>	<b>Reading</b>	<b>18</b>	<b>83</b>
	<b>Math</b>	<b>18</b>	<b>34</b>
<b>7</b>	<b>Reading</b>	<b>15</b>	<b>73</b>
	<b>Math</b>	<b>15</b>	<b>33</b>
<b>8</b>	<b>Reading</b>	<b>9</b>	<b>77</b>
	<b>Math</b>	<b>9</b>	<b>33</b>

**b. Are students making progress toward meeting state proficiency standards?**

We have had a transitory population of students. This inconsistency makes tracking student progress difficult to do. We currently rely on results from state tests as well as a number of in-house assessments. These in-house assessments include i-Ready (new this year), Fountas & Pinnell Benchmark Assessment Systems, and EnVisionmath assessment (new this year). We have chosen these tools because they give us information as to what learning should be next for each individual student. iReady, A-Z Leveled Reading, and Fountas & Pinnell (F & P) progress monitoring are administered by our Title I direct service providers.

**c Are students meeting reasonably defined measures of proficiency ( see also question 1-defined academic goals)**

In the year 2014-2015 GCCSA students scored fairly evenly with the state in math. GCCSA was more advanced than the state in ELA scores and in NECAP proficiency. In the year 2015-2016, GCCSA students again scored fairly evenly with the state in math. GCCSA was more advanced than the state in ELA scores and in NECAP proficiency. In the year 2016-2017, GCCSA students scored fairly evenly with state scores in math, ELA, and NECAP. 2017-2018 scores comparing GCCSA to the state have yet to be released. The NHSAS scores were analyzed and noted that the overall math results indicate a much needed improvement which is consistent with

statewide averages.. Teachers have been providing feedback in regard to using Eureka, the math program that was adopted and used since the opening of the school. Teachers unanimously felt that the Eureka math program was language intensive and not accessible to all students, in particular to struggling readers. Some teachers chose to pilot the math program, enVisionmath last year. Teachers were pleased with the engagement from the students and saw a lessening of resistance when approaching a complex math problem based on enVSIONmath presentation. EnVisionmath is now the math program for GCCSA

**d. Are students making progress toward any non-academic goals established within its charter?**

Students are making continuous progress towards arts integration which is one of our non-academic goals defined within our charter. Each year arts has increased to reflect more integration within the classrooms. Walking through our school, there is evidence of arts everywhere. Some examples include school walls painted with murals created by students, immigration reflections through art, illustrated habitat books, astronomy dioramas, songs related to integers, etc. As the years progressed, a greater effort to implement the arts within kindergarten has been developed. For example, students in kindergarten created a “Seasons Museum” in which they showcased each season using a variety of materials. Middle school students have also showcased their learning creating masks of various cultures. Outside of the classroom, students visited the Boston Museum of Science to support their science curriculum. One grade learned comparing and contrasting skills with different mediums by reading a book and watching a movie in the theater. Teachers and administration work collaboratively to implement highly motivating activities which result in motivating our students to continuously work towards progress in non-academic goals.

**e. Are students making progress towards meeting or exceeding personally established goals set by the students? How are these measured or recorded? Please include data.**

Over the past few years many students have worked towards meeting or exceeding personal goals in all areas of school. Although this goal setting has not been recorded in a formal manner, we do have several examples of goals.

We have a 7th grader who was having a large number of absences from school. After we met with the student and her mother, the student had a goal of coming to school each day (unless she was ill). Each day she made it into school, she colored a little flower and we put it up on an office mailbox. The growing bouquet was a nice visual for the student as to her progress and success.

We had a 6th grade student who had to miss some school due to fighting with another student on the playground at recess. This student set a goal for herself of avoiding future recess issues with the student in question. She thought of specific ways she could make it work on the playground. A number of weeks have since passed, and this student has been successful in her goal.

**f. Describe the community services available on site.**

There are a variety of services that are made available to Gate City Charter School for the Arts. One example includes an in-school field trip in conjunction with NH Opera House. They presented a consolidated Opera to grades 3-8. Another example is reaching out to neighborhood communities and businesses to host school functions such as talent shows, Open Mic nights, & art walks. Gate City has reached out to former veterans to share their experiences during all school Community Meetings. Community Meetings is a gathering time where the entire school comes together to work towards a goal or an objective. Currently there are 2 outreach programs that are ongoing to build community. These programs include a sock drive as well as a toy drive for students who spend the holidays in the hospitals. Our 1st grade class also organized a community tissue drive that collected as many tissue boxes as possible to donate to Boston Children's Hospital. Students also look forward to take part in elective periods which consists of Teacher led Tai- Chi, Ultimate Frisbee, knitting, learning new languages, etc. Gate City realized the importance of parent participation within our school. A wonderful memory is the participation of students and parents to provide gifts (to include not only toys, but blankets, clothing and bedding) to a family who could not provide these items during the holiday season. Gate City continuously works towards creating a community within itself but also outreach to neighborhood community services.

**4. Is the school sustainable?**

As is the case with any new school, there have been many lessons learned and growing pains. With each of these the school has tried to grow, improve, and move forward. There have been fluctuations in enrollment as well as some staff turnover, particularly in years 1-3. Our fourth year in operation helped to stabilize the school. During that year, there was less staff turnover and far fewer fluctuations in enrollment. This stability encouraged the school and administration to look at and evaluate future plans more closely through the development of a strategic plan. Throughout all of these changes, the school has remained strong financially and educationally accountable. We continue to strive to improve and work towards our mission.

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

Yes, the school board meets monthly and in accordance with Robert's Rules of Order. The

Board meets on the third Thursday of each month. An agenda is developed by the chair with input from members and is presented ahead of time for review. The meeting opens with a call to order and an opportunity for public comment. The Board adheres to formal procedures for discussion and voting. Meeting minutes are reviewed for accuracy and posted the following month.

**b. Has the school established systems to manage operations efficiently?**

The school has developed an extensive policy manual. It includes topics related to hiring processes, enrollment, and finances. Please see Policy Manual in the appendix. The school also has an employee manual and a school handbook outlining school expectations. From an operational standpoint, the school has been working hard to follow these policies and handle items accordingly. We utilize Google Docs and Google Drive to develop and share crucial documents. Our school information and reporting system is Sycamore. We have a finance manager, who logs financials in Quickbooks and we use a payroll company.

**c. Are there systems in place to assure instructional quality?**

Instructional quality is facilitated by teacher observation and evaluation by administrators, teacher self-evaluation and self-reflection, peer mentoring, portfolio and other documentation of student work, professional development, facilitation of pathways to certification, and furthering academic development.

Teachers compiled state standards and competencies this fall, studied them, and then designed new report cards based on these standards and competencies. In this way, teachers could focus on what needs to be learned, and reflect this learning in report card assessment.

The teacher evaluation form was also redesigned this year. It features narratives citing specific ways GCCSA teachers are meeting state teacher competencies. The teacher evaluation form also addresses future professional development and other specific resources teachers need. Teachers meet frequently with administrators to work out certification pathways and ways to further academic development. The teacher evaluation is a combination of administrator observation and teacher self-reflection. Administrator observation consists of many visits to every classroom. Classroom teachers often confer with administration on curriculum and class projects, and they often invite administration into their classrooms to view special projects and student presentations. Student presentations often take multiple forms, as we believe strongly in diverse ways to show competency. For example, to show they understand homonyms, middle school students wrote poems, created art, designed dramas, composed songs, created posters, and recorded videos. GCCSA believes in documentation of student work, and the walls are filled with student projects and evidence of learning.

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

The school has continuously worked towards creating appropriate relationships with all districts they work with to help provide high quality services for students with special needs. On a daily basis, speech pathologists, occupational therapists, and physical therapist from local school districts can be seen providing services to students with special educational needs. In addition, Gate City Charter School for the Arts provides academic services for the goals presented on a student's IEP. Gate City Charter School for the Arts works collaboratively with all local school districts they service. An example is a meeting that took place with the Merrimack School District during the 2017-2018 school year which included, the Director of Special Education & Learning Resource Specialists from individual schools, to identify the needs stipulated on individual IEP's. Gate City also works collaboratively with local school districts to ensure that paraprofessional support is implemented with fidelity.

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

Gate City Charter School for the Arts is located at 7 Henry Clay Drive. It occupies the bottom floor of the building. There are 12 spaces in the building that are used as classrooms, as well as a larger community space, a cafeteria, and office. There is a grassy area that surrounds the building and the school has fundraised to put a playground outside. The school adheres to all safety and building code regulations and participates in regular health, fire, and safety inspections. There are visible exit signs and emergency evacuation maps. A significant cost is spent monthly to ensure that the building is properly cleaned and maintained. The administration ensures that the classrooms have acceptable space, furniture, and equipment for the number of students enrolled in the class.

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

Safety measures are in place to maintain the emotional safety for all children and adults. In some cases students with severe emotional disabilities are provided with 1:1 paraprofessionals to ensure their daily emotional safety. GCCSA has increased the amount of staffing resources that can be provided to aid teachers in moments of crisis. As GCCSA has developed their programming, they have increased the number of directors to include one specific for student services. Previous Directors have applied and have been approved for grant funding for school counseling. GCCSA has most recently hired a behaviorist to work with students in crisis and process social situations in a quiet space, away from peers. GCCSA has also trained staff in Responsive Classroom. This approach to teaching includes several strategies to help support students who may require additional social/emotional education. GCCSA has further educated staff on bullying awareness and school policies related to it. This policy includes direct &

physical contact, social isolation & manipulation, as well as verbal assaults. All accusations of bullying are thoroughly investigated and taken seriously. Teachers have been provided with information through readings and videos to understand the impact of bullying and its behaviors. Appropriate action is taken once the determination has been made given individual situations.

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

The school's current financial plan is based on previous history with enrollment, fundraising, and donations as well as an understanding of expenses. It has also consulted with other charter schools locally to observe and understand their best practices related to finance. If trends continue, and the school continues its very conservative and cautious budgeting, the school will have just adequate financial coverage moving forward. In order to improve the resources, and strengthen the school to enable growth, more strategic planning and a committee dedicated to a capital campaign is necessary.

**h. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.**

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

Currently, the school is well enrolled at 170 students. The school has continued to have a healthy enrollment inquiry list, with a growing number of interested students. The school will continue to grow interest and attract new students with an active marketing plan, involvement in local community events, and press releases showcasing our student success.

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

The 2018-2019 school year shows 71% of our teachers with NH certification, with 65% certified in their assigned position. We have 88% of our teachers with NH certification and/or 3 years teaching experience. This last figure is an increase of 23% from last year.

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

Currently, the school still has one of its first year teachers. Over the past few years, the staff has been more consistent. Fifteen of seventeen total teachers from the 2017-2018 school year have continued on into the 2018-2019 school year.

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

Often, families choose Gate City Charter School for the Arts because they support the mission of the school and its way of teaching. Parents are generally satisfied with the ability of the school to

motivate the students academically and reach student needs. A renewed emphasis has been put on communications this year. We have made it a goal to ensure that families have several points of access for information GCCSA teachers use a variety of ways to communicate consistently with student families. Some classrooms send home a monthly newsletter. Others use Classdojo, a social media app for the classroom. Other teachers have class websites or blogs. Parents and families respond positively to communication from our teachers.

We host three “Celebration of Learning” events for families throughout the year, so that they can see and experience firsthand what their children are learning. These events are in addition to open houses and school concerts.

GCCSA uses “Remind” - a mobile messaging platform that gives teachers, families, and school staff the ability to instantly send a message to everyone. “Remind” messages range from lunch menu sign-ups to reminders of school events and happenings. Additionally, classroom teachers reach out to parents regularly with student specific questions and concerns.

Overall, parents have reported satisfaction with improvements in the area of communication. The school has also made efforts to keep close communication with parents regarding student progress, particularly if there are social, behavioral, or academic areas of concern.

**m. Describe the work the school has done over the past year in the dissemination of best or promising practices and what the school intends to do to ensure it remains active in dissemination practices?**

With the change in administration, and the newest Director of Operations having served many different roles in the school, including being a founding member, a parent, and a teacher, there has been much opportunity for reflection on best practices. When we think about disseminating best practices, we think about the practices that are institutionalized at our school and are driving results for our students. We aren't focused on our latest innovations, or things we are trying in hope that they will yield results, but rather on the practices that we have honed and are executing consistently. We then think about how we can document successful practices in a way that will make them realistic for another team to implement in their school. When we have a practice that yields results, and which can be replicated in a different school context and codified in a way that makes it actionable, we have met our goals for dissemination.

GCCSA actively participates in Founders’ Academy’s annual Best Practices conference for charter schools of New Hampshire. Each year our teaching staff attends the conference. GCCSA teachers share their practice of teaching core subjects through arts integration, and how students’ social emotional competencies can be facilitated and increased through arts integration.

All of our teachers will attend the upcoming Annual Integrated Arts Conference at Plymouth State in January 2019. This conference will feature Social Emotional Learning (SEL) through hands-on, cognitive power of the arts. Participants will “learn how to incorporate and integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges through the arts.” Our school was invited to be on a discussion panel for this conference.

## **5. Current Status of the Board of Trustees**

### **a. Have there been any changes in the membership of the board of trustees?**

Yes, there have been several changes to the schools’ initial Board of Trustees, with only one original board member remaining. Board of Trustee terms are three years with officers being elected every year. Currently, we have a seven member board comprised of four parents and three outside community members. Board recruitment has been a challenge, as the school understands the need to have not only parents on the board of trustees, but members of the larger community as well.

### **b. Have there been any changes in the Board of Trustees methods of operation or amendments to the by-laws?**

Yes, in 2016, the Board of Trustees did vote to make some changes to their committees and a handful of other items.

### **c. Have there been any recusals made by Board of Trustees’ members?**

Yes, there have been recusals from voting based on conflict of interest. One example that stands out was a board member recused himself from voting to accept the hiring of his wife to the Director of Operations position.

## **6. Student Data**

### **a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?**

Gate City Charter School for the Arts has had two graduating classes. Both groups had one hundred percent of students promoted to high school. The first graduating class was June 2017 which had twenty graduates. The 2018 graduating class had ten students. In total over the four years the school has promoted most students. There have been six students that have been retained.

**b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?**

GCCSA Attendance				
School Years	School %	District %	Student #	Grades in Attendance
2014-15	97.5	97.5	138	K-6
2015-16	97.5	97.5	156	K-7
2016-17	92.9	92.9	174	K-8
2017-18	92	92	154	K-8
2018-19	94.4	N/A	169	K-8

**c. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state, or federal law enforcement?**

During the current school year, the police have been contacted three times. One incident was for a student with a medical crisis, one was for assistance related to a domestic concern, and the third was a precautionary call when a person not known to the school requested entry through exterior back door. To the current administrator's knowledge there had been three prior calls to local law enforcement, one was related to disturbing graffiti. Another incidence was a result of a student bringing a large amount of cash into the building. The third was for an injured student to be assessed by EMTs.

**d. What is the number of incident reports prepared under RSA 126-U:7?**

There have been zero incident reports prepared under RSA 126-U:7.

**e. What is the number of substantiated incidents of bullying as identified in RSA 193-F:6?**

There have been zero substantiated incidents of bullying as identified in RSA 193-F:6.

2017/2018

# Accountability Report

## GATE CITY CHARTER SCHOOL FOR THE ARTS

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### Mission

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in both academics and the arts and have the knowledge, creativity and inquisitive nature that foster a lifelong love of learning.

### Guiding Principle

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

### Vision

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st century.

We envision a school where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potential and express ideas through music, dance, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries and solve problems.

Our arts-integrated model that infuses the arts across the curriculum assists in the definitive development of innovative, flexible, creative people who look at solving complex problems in a unique manner and have the skills necessary to engineer new, transformative, solutions to the challenges that face the future of New Hampshire and the global economic market.

### **2017-18 Staff**

Richard Boardman, Executive Director  
Nancy Donaghey, Office Manager  
Michael Mulraney, Finance Manager  
Sandra Smith, Curriculum Coordinator  
Astrid Alvarado, Special Education Coordinator  
Caleb Swann, IT Specialist  
Mark McHugh, Teacher  
September Frost, Teacher  
Julia Waterman, Teacher  
Jennifer Berube, Teacher  
Shannon Ferris, Teacher  
Cheri Gratton, Teacher  
Kyle Finnell, Teacher  
Jennifer Blanchette, Teacher  
Mary Ellen Wessels, Teacher  
Rebecca Fredrickson, Visual Arts Teacher  
Jessica Mason, Music Teacher  
Phil Coad, Physical Education  
Laura Pearson, Title I  
Carol Wagner, Title I  
Suzanne Wheeler, Special Ed  
Christine Dinbergs, Educational Aide  
Carolyn Sharpton, Educational Aide  
Deveroux Merchant, Educational Aide  
Dani-Lu Janti, Educational Aide  
Michalene Koskola, Lunch Coordinator

### **2017-18 Board of Trustees**

Jack Balcom, Chair  
Jennifer Hitzeman, Vice Chair  
William Spinelli, Treasurer  
Danielle Charest, Secretary/Parent  
Peter Bonaccorsi, Member  
Adam Fredrickson, Parent  
Eric Drouart, Member  
Anne Chessen,, Member  
*Vacant*, Member  
*Vacant*, Member  
*Vacant*, Member

### **Is the school making progress toward achieving its mission?**

The year beginning in August 2017 was the school's fourth year in operation. During this year, the administration reviewed and reflected on the mission and vision of the school. A renewed emphasis was placed on strengthening the quality and comprehensiveness of arts integration across the curriculum.



## Curriculum

### Curriculum Goals:

**Objective 1: Develop a consistently implemented and vertically aligned K-8 arts integrated curriculum.**

**Objective 2: Develop common, well defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.**

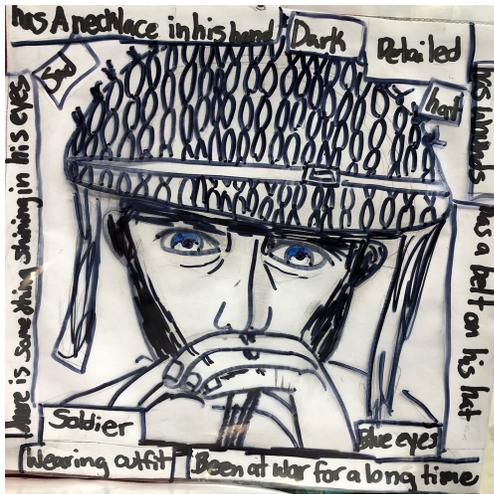
## Arts Integration

Why do we integrate the arts? Gate City Charter School for the Arts is founded on the belief that arts can make an impact on how students learn. Education in the Arts motivates and inspires students. It promotes student engagement and enjoyment. Students feel more connected to core content through the art. Arts Integration promotes problem solving and higher level thinking as it challenges students to explore concepts on multiple levels.

During the 2017-2018 school year there was an enhanced emphasis on arts integration. Students worked with their classroom teachers on project based arts integrated activities. One example of this was in sixth grade Humanities. Students each choose a global issue to research. After their research was done, students developed video documentaries. They started by writing scripts and sketching out storyboard. Next, they found images, video, and audio which they spliced together. They then learned how to edit and create a final product in iMovie. Students presented their finished products to a group of peers and parents.

In addition to the time they spent with the teachers on Arts Integration, students also got extra time to work with art and music specialists on content that was related to their classroom curriculum.

Here are a few samples:



Students in Seventh and Eighth grade created visual pieces that reflected what they learned about WWII using words combined with Visual Imagery.

First grade students explored symmetry in art to further their studies on the life cycle of butterflies!



**Fifth grade furthered their math studies on ratios and geometry with this project, for which they created mini three dimensional buildings, vehicles, and structures.**

### **Instruction Goals:**

#### **Objective #1 Implement evidence-based, high-quality instructional practice focused on critical thinking, creativity, communication, and collaboration.**

Ongoing analyzing of curriculum in all content areas was of priority. K-8 continued to use Wit and Wisdom as the main ELA program, mixed with a humanities approach. It has been reported by all classroom teachers that this program reaches students at the accelerated level and struggling students, particularly in reading, had difficulty accessing information. Therefore teachers have been modifying and using supplemental materials of varied levels. We have adopted the Fountas and Pinnell Guided Reading System at the K-4 level to accommodate the students' individual reading levels. This has been found to be a much more successful program using high-quality instruction that allows students to critically think, be creative, communicate ideas, and collaborates with peers.

All classroom teachers have also shared concerns about the Eureka math program that was implemented from the start, four years ago. The teachers feedback noted that the program is language intensive and does not supply the necessary visual tools that many students at Gate City Charter School for the Arts need. Therefore, some teachers have piloted the Envisions math program and have used a balance of both curriculum programs with greater success.

As the state of New Hampshire gets closer to adopting Next Generation Science Standards, teachers have taken a critical look at the Foss Science kits and the formative and summative science assessments used to make ongoing improvements on instructional practice and effective resources.

#### **Objective #2 Measure, analyze, and act upon student learning data.**

A school-wide, K-8, assessment program was purchased and utilized to collect data and help inform instruction in literacy and math. Students in grades K and 1, were administered the test on a 1:1 basis, while students in grades 2-8 were on individual computers. The AimsWeb Plus system was used to benchmark the students in the fall, winter, and spring. Students who fell into the "at risk" area received interventions from their teachers and were frequently progress monitored to look for gains. Literacy results of students in grades K-4 were used as one criteria for receiving Title I direct instruction in reading.

The NHSAS scores were analyzed and noted that the overall math results indicated a much needed improvement. Teachers had been providing feedback all year in regards to using Eureka, the math program that was adopted and used since the opening of the school. The teachers unanimously felt that the Eureka math program was language intensive and not accessible to all students, in particular to struggling readers. Some teachers chose to pilot the math program, Envisions. Teachers were pleased with the engagement from the students and saw a lessening of resistance when approaching a complex math problem based on Envision presentation.



## **Organizational**

### **Administration**

The school continues to transform and grow. Each year, the school has been reflective about identifying and understanding the areas of success as well as any areas in need of improvement. During 2017 and 2018, there was a transition in leadership, as well an evolution of the leadership structure. Richard Boardman was hired as the new full time Executive Director. With years of leadership experience, he was able to assess the needs of the school and foster, growth, community, accountability, and sustainability. The school also benefited from a part time Assistant Director Sandra Smith. Ms. Smith's primary tasks were teacher oversight, assessment, and educational accountability. In addition to her Assistant Director role, Ms. Smith also was the school's Title One project manager.

**Is the school promoting student attainment of expected knowledge and skills?**

## **Professional Development & Structures for Collaboration Goals:**

### **Objective #1 Professional development includes high-quality job-embedded professional development aligned with school and educator goals.**

Several of our teachers went to a 3 day arts integrated summer retreat by The Inspired Classroom prior to the start of the year which aligns with the mission of the school. The several teachers who attended were able to collaborate and bring back ideas to share with the other faculty members.

In addition to this training, several primary teachers attending Foundations training, a systematic approach to phonics instruction, by Wilson. This is a foundational skills building program that grades K-3 use for phonics instruction.

Furthermore, a full day workshop, attended by most staff members, on Responsive Classroom was delivered mid-year. This was based on the feedback from the administration, teachers, and parent community for a need to look at creating a positive learning community. The school will continue supporting this pedagogical approach using the suggested methodology.

Ongoing in-house professional development was supported that directly correlated with individual educator goals by the administration, along with the literacy coach, math experts, and special educators.

### **Objective #2 Systems, structures, and protocols are in place and used to guide collaborative discussions to improve implementation of the curriculum and instructional practices.**

Based on the change in calendar for the 2017-2018 school year, this objective was more difficult to achieve on a consistent basis. In previous years, every Wednesday was an early release for students. Staff continued to stay throughout the afternoon for staff meetings, professional development, and collaboration. This was a guaranteed time allotted for weekly meetings. Not having an allotted time set aside this year made it more difficult to obtain. Teachers met before, during, and after school to accommodate their needs. Direct feedback was given from the faculty and administration to revise the calendar moving forward to reflect past practice. This feedback has been applied to the 2018-2019 calendar.

### **Objective #3 Professional development and structures for collaboration are evaluated for their effect on raising student achievement.**

As mentioned previously, time allotted for collaboration was not sufficient. Teachers did not have a regularly scheduled time to meet with special education staff or Title I direct service providers (among others) and therefore teachers felt this inconsistency had a neutral impact on student achievement. Teachers felt if they were given more time to collaborate consistency, they would have made a stronger impact on student achievement. Even though classroom teachers had difficulty finding consistent time to meet regularly, meetings were still held and teaching staff, administration, and other team members, collaborated about best practices, data, and student achievement.

## **2017/2018 SBAC RESULTS**

<b>Grade</b>	<b>Content Area</b>	<b>2016-2017</b>	<b>2017-2018</b>
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		N	%	N	%
3	Reading	16	25	17	36
	Mathematics	16	44	17	35
4	Reading	17	47	20	40
	Mathematics	17	47	20	30
5	Reading	15	73	17	53
	Mathematics	15	53	17	47
6	Reading	17	82	18	83
	Mathematics	17	47	18	34
7	Reading	16	44	15	73
	Mathematics	16	38	15	33
8	Reading	19	68	9	77
	Mathematics	20	55	9	33

### Is the school responsibly using public funds?

Gate City Charter School for the Arts is committed to accountability, transparency, and the responsible use of public funds. Our staff and faculty are kept to a conservative budget. It is routine to research pricing and/or request donations before purchasing items. Purchases need to be approved by the Director and fall within our budget requirements. Our finance manager practices internal controls. Each month, the Finance Committee, consisting of the Director, the Finance manager, and the Board Treasurer, meets to review the past month's income and expenditures. The budget is also reviewed monthly and the school enlists an outside auditor for an annual report.

The Board of Trustees holds public meetings every month on the third Tuesday of the month (except July). The Board provides minutes for viewing on our website as soon as they are reviewed and approved.

**Goal: Consistently orient new members on our policies, bylaws, and proper board practices.**

**Goal: Maintain and improve upon our practices of ensuring minutes and reports are available for viewing and notifying the community about public meetings.**

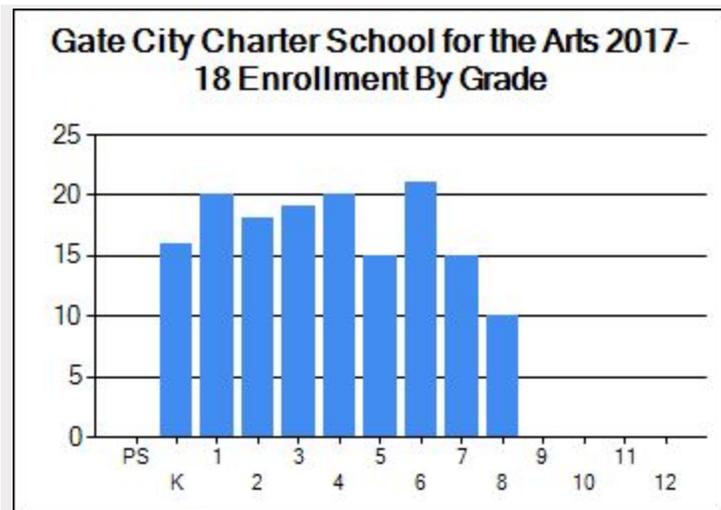
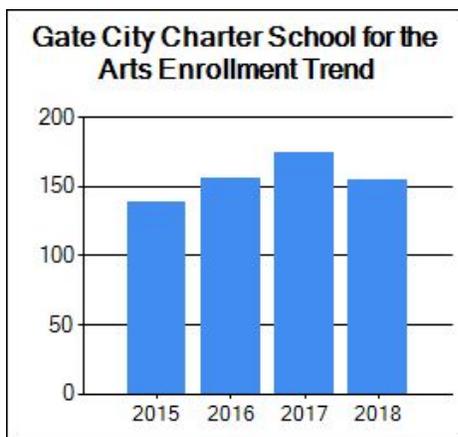
**Goal: Further develop a board of engaged, knowledgeable professionals from diverse backgrounds and professions.**

### Is the school sustainable?

Our school has maintained a strong budget with sustainable enrollment since opening in 2014. We have built a number of long term plans and goals. The 2017/2018 saw average enrollment in the mid 150's. Our anticipated enrollment for Fall 2018 is 170-175.

## Student Enrollment

### 2017/2018



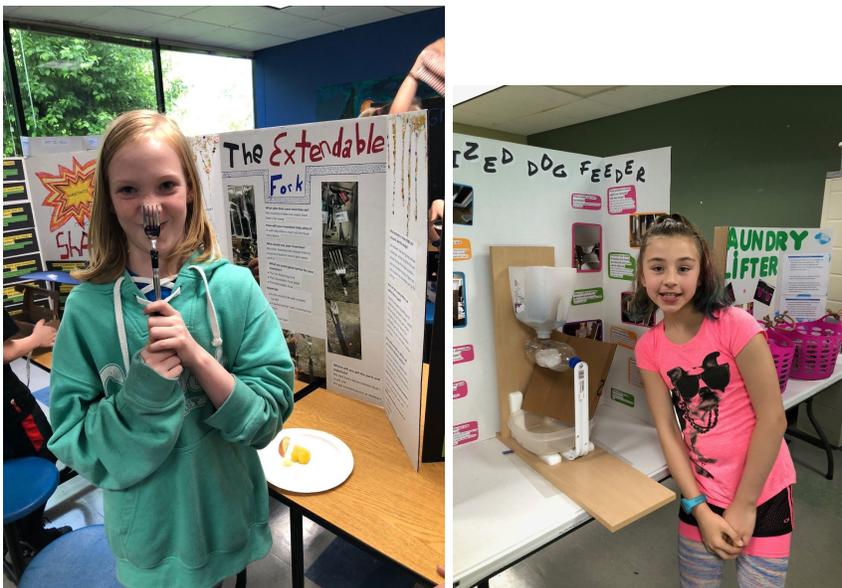
## Facilities and School Climate

**Goal: Continue to strive for an environment that promotes cooperation and collaboration between staff, students, administrators, and families.**

**Goal: Through a guidance program which will be implemented in the fall of 2018, continue to enhance our ability to promote the social and emotional health of our students.**

During the 2017/2018 our school underwent a number of improvements. The Parent/Teacher organization fundraised for two years to purchase an outdoor play and climbing structure. With the help of a grant writer the school was able to purchase and install new carpeting and flooring in the art room, hall, and library. A parent volunteer upgraded our inhouse internet communication system.

The school also participated in many local events and gave back to the community on several occasions. In October, the school created an art show and event as part of ArtWalk Nashua. The exhibit of student and faculty work was put on at the Nashua Telegraph building. In addition to enjoying the beautiful display, attendees could make a piece of art, donate to a cause, and learn how to use a bucket drum. During the year, students had several opportunities to demonstrate their knowledge! There were three showcases of learning. The showcase of learning was an evening event, during which students displayed a favorite project they had worked on. Students in the third and fourth grade participated in an "Invention Convention." They came up with an idea, worked it out in an inventor's log, and created a functioning prototype.



The school engaged in several community service events including;

- Students in the upper grades visited and sang at an assisted living facility.
- Younger students created "Friendship Cards" to give to the elderly to brighten their days.

- Third graders packed care bags for foster kids.
- The entire school collected tissues and coffee to donate to Children’s Hospital Boston.
- Fifth Grade participated in a cards for our troops drive.
- Dinner for sculptors for the International Sculpture Symposium in Nashua.

### **Community Service Projects**

ArtWalk  
 Visits to assisted living  
 Friendship card to elderly  
 Care bags  
 Tissue and coffee drive  
 Dinner donated to artists

### **School Events**

Open Mic night  
 Schoolwide play  
 Showcase of learning  
 Art exhibit and concerts  
 Talent show  
 Ice Cream Social and BBQ

## **Conclusion**

As Gate City Charter School for the Arts grows into a stronger school, both academically and in terms of future sustainability, continued evolution of goals becomes critical. The school will continue to work toward its mission of using an arts-integrated curriculum to educate all interested students. The administration and faculty will continue to scrutinize our areas of strength and those in need of improvement. The administrative team will strategize how to do the very best for students with the resources the school currently has and will seek out opportunities for more resources . Collaborations with other organizations, schools, and companies will grow and be a mutually beneficial endeavor.



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

**GATE CITY CHARTER SCHOOL FOR THE ARTS  
RENEWAL REPORT**



**Date of Site Visitation:**

**December 10, 2018**

**GATE CITY CHARTER SCHOOL FOR THE ARTS**  
**RENEWAL VISITATION REPORT**

**TABLE OF CONTENTS**

I.	Overview of the Charter School Renewal Process	3
II.	School Profile – Mission, School Philosophy, Vision of the Graduate	3
III.	Renewal On-site Visitation	4
IV.	Focus Group Interviews	10
V.	Commendations and Recommendations	14
	A. Progress Toward Meeting Mission	
	B. Responsible Use of Public Funds	
	C. Indicators of School Sustainability	
	D. Promoting Student Attainment of Expected Knowledge and Skills	
VI.	Overall Findings	16
	Appendix A	17
	Administrators, Support Staff, Instructional Staff and Educational Aides	

## I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

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

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

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

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

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

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

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

## II. SCHOOL PROFILE

The Gate City Charter School for the Arts (GCCSA) is an open enrollment public charter school, serving students in kindergarten through eighth grade from seventeen New Hampshire communities.

On July 18, 2013, Gate City Charter School was authorized by the New Hampshire State Board of Education and the school opened its doors to students on September 2, 2014. GCCSA operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public charter school, GCCSA is open to student applicants from any New Hampshire community.

### School Mission Statement

The mission of the Gate City Charter School for the Arts is to use an arts-integrated curriculum to educate all interested students in grades K-8, to produce graduates who excel in academics and the arts and have the knowledge, creativity and inquisitive nature that foster a life-long love of

learning.

### **Guiding Principle**

The arts, in all their media, can be an invaluable tool in the education of our children, building problem-solving skills, enabling students to express unique ideas, fostering critical thinking and enhancing overall learning.

### **Vision**

The vision of the Gate City Charter School for the Arts is to become a transformative leader in the education of students who will be prepared to successfully advance into the complex economy of the 21st Century. We envision a school where creativity is at the center of all we do. Curriculum will be designed to encourage students to recognize their creative potentials and express ideas through music, dance, movement, visual arts, and drama. Students and teachers will be encouraged to ask questions about the world around them, make discoveries, and solve problems.

### **Goals**

In January, 2018, the Board of Trustees and school administration held a full day meeting to develop a strategic plan with ambitious goals in the following areas: curriculum, instruction, professional development, and social, emotional and health needs wellness,

## **III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION**

On the 10<sup>th</sup> December, 2018, the renewal on-site visitation was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school.

**The On-site Visiting Team:** Jane Waterhouse, Amy Bottomley, Steven Nilhas

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

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

The following school documents were reviewed:

- Application for Renewal of Charter
- Annual Accountability Documents
- Financial Reports and Annual Audits and Quarterly Reports

- Board Meeting Minutes
- School Organizational Chart, Faculty List with Qualifications
- School Curriculum, Assessment Tools and Instructional Practices
- Yearly Calendar and Class Schedules
- Academic Achievement Data
- School Portfolios, Report Cards
- Student and Employee Handbooks
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports
- Letters of support
- Student Application Forms and Admissions packet
- Examples of Communications sent to students and families from school administration

### **Student Achievement**

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The following is the most recent data: 2017-2018 from the NHDOE's iPlatform Reports, showing that overall English proficiency exceeds the state average, whilst Math and Science are significantly lower than the State averages.

#### **ASSESSMENT PROFICIENCY IN CONTEXT**

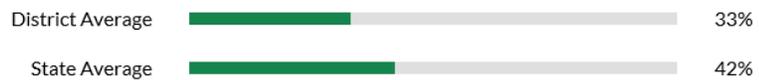
##### **ENGLISH LANGUAGE ARTS**



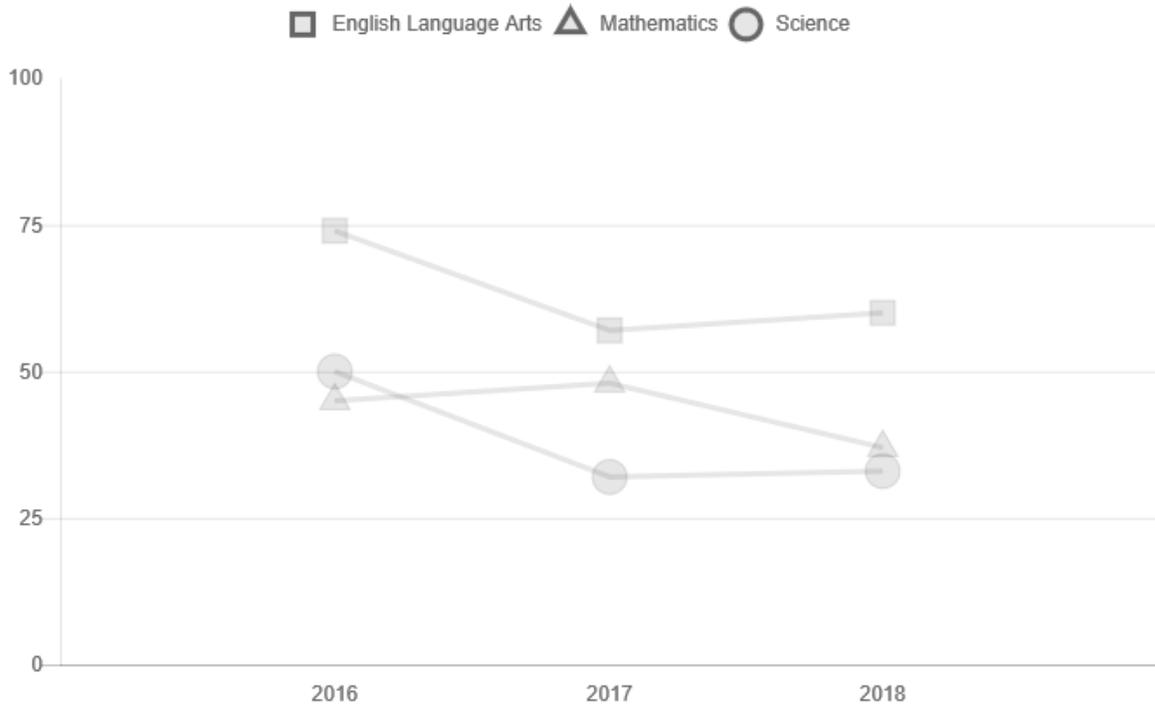
##### **MATHEMATICS**



##### **SCIENCE**



## ASSESSMENT PROFICIENCY OVER TIME



From 2016 to 2017, proficiency levels in ELA and Science dropped significantly, and Math proficiency had a slight increase. The following year, 2017 to 2018, Math proficiency decreased significantly, and both English and Science had a slight increase.

2014-2015 Smarter Balance: ELA		
Levels	GCCSA	State
Novice	6%	17%
Developing	28%	24%
Proficient	33%	35%
Advanced	33%	23%
2014-2015 Smarter Balance: Math		
Below	17%	23%
Partial	39%	31%
Proficient	23%	27%
Distinction	20%	20%
2014-2015 NECAP: Math		
Below	0%	19%
Partial	41%	46%
Proficient	59%	34%
Distinction	0%	2%

<b>2015-2016 Smarter Balance: ELA</b>		
Novice	11%	16%
Developing	15%	23%
Proficient	45%	38%
Advanced	29%	23%
<b>2015-2016 Smarter Balance: Math</b>		
Below	21%	19%
Partial	34%	32%
Proficient	28%	29%
Distinction	18%	20%
<b>2015-2016 NECAP: Math</b>		
Below	36%	45%
Partial	36%	45%
Proficient	50%	34%
Distinction	0%	2%
<b>2016-2017 Smarter Balance: ELA</b>		
Novice	15%	18%
Developing	28%	23%
Proficient	36%	38%
Advanced	21%	21%
<b>2016-2017 Smarter Balance: Math</b>		
Below	15%	20%
Partial	38%	31%
Proficient	28%	28%
Distinction	20%	20%
<b>2016-2017 NECAP: Math</b>		
Below	14%	18%
Partial	54%	46%
Proficient	32%	35%
Distinction	0%	2%

<b>2017/2018 SAS RESULTS</b>			
Grade	Content Area	2017-2018	
		N	%
3	Reading	17	36
	Math	17	35
4	Reading	20	40
	Math	20	30
5	Reading	17	53
	Math	17	47
6	Reading	18	83
	Math	18	34
7	Reading	15	73
	Math	15	33
8	Reading	9	77
	Math	9	33

Student achievement data was found to provide little evidence of how the school collects and measures student growth and progress year on year. From the data provided, it was difficult to determine grade level proficiency averages against state averages over time in order to conduct an effective analysis of school progress. More specific grade level data compared to other schools and the state averages would have provided a much more valuable understanding of the school's academic performance.

Recently, the school has made significant changes to its curriculum and data management; however, it is too soon to see if these changes are having the desired effect. The school has not confirmed if they intend to conduct an annual program review where cumulative data is reviewed to make decisions about curriculum and instruction for the following school year. There is a genuine desire by the school administration to improve their ability to track academic achievement more effectively, and teachers report that they are now able, through iReady, to track student progress and create student profiles in order to provide useful data for reporting and decision instructional making. It is evident that the school recognizes its need to make their data management system more robust and functional, and by implementing the iReady data management system, this is currently a work in progress. It is clear that the school is committed to improvement in this area. GCCSA has had two successful 8<sup>th</sup> grade graduating classes.

Both groups had 100% of students promoted to the high school. The first graduating class was in June, 2017, with twenty graduates. The 2018 graduating class had ten students.

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### **Student Admissions**

The school is fully compliant with the admission requirements as per State Law. It is an open enrollment school, open to any student in New Hampshire. If the school is over-subscribed, they shall conduct a lottery, the terms of which will comply with section 194-B:9 1 (2) of New Hampshire law. Currently there are 168 students attending the school and this number is planned to increase to 180 over the coming years. The Board of Trustees determines if children of staff members will be accepted as part of a benefit package, either by giving a spot of preference or by offering a tuition-based spot for a staff member who lives out of state. School admission preference is given to siblings of current students.

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### **Governance/Leadership**

The Board of Trustees is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission statement and the budget established annually by the Board.

The school has three administrators led by the director of operations (Rebecca Frederickson), who, with the assistance of the director of curriculum and instruction and the director of student services, is responsible for the day to day functioning of the school. The school leadership has only been in this format for the 2018/19 school year, but the staff reported that the increased

teacher and student support has been a welcomed change. Additionally, in alliance with the Board of Trustees, there is a commitment to research, identify and resolve any operational weaknesses, academic achievement shortfalls, and the ability to retain staff alongside the daily challenges of running a charter school.

The Gate City Board is comprised of the following:

<b>Trustee Name</b>	<b>Role</b>	<b>Background</b>	<b>Term Expires</b>
Jack Balcom	Chair	Extensive experience within the educational sphere. Was a vic-chair NH House education committee.	
Jennifer Hitzeman	Vice Chair	Parent member	
William Spinelli	Treasurer	Has had a long and successful career in finance at the highest levels within the business community.	
Danielle Charest	Secretary	Parent member	
Fellica Doucette	Member	Parent and certified public accountant.	
Adam Fredrickson	Chair of Facilities Committee	Parent member	
Sarah Thibault	Member	Parent member	

The school understands that establishing and maintaining a robust and committed Board of Trustees is essential, not only in complying with their Charter, but for the effective management of the school. The school, perhaps, should look for opportunities to reinforce the Board with additional members from the local community to infuse new thinking, access to the local business community and explore potential fund raising opportunities.

### **Staffing**

The 2018-2019 school year has 71% of teachers with NH certification, 65% certified in their assigned position. 88% of teachers have NH certification and/or 3 years of teaching experience. This last figure is an increase of 23% from last year.

Attached to this document, Appendix A, is the current staff list for the school with their certifications, qualifications and experiences.

## **Parent Involvement**

Gate City, in their original charter application, undertook to establish a parent teacher action committee. This was in fact established and has developed into an important element of the school organization. A PTAC handbook was written and is at present being updated to ensure all the required safety and other management protocols are relevant to the schools needs. There are currently three parent trustees on the board. The parents are actively encouraged to become involved with the school and it has been recognized by the school administration that this group represents a valuable asset in ensuring that Gate City develops and prospers as a Charter School.

## **Funding**

As demonstrated in the following Gate City is the recipient of funding from a number of diverse sources. They are aware that it is essential that prudent financial management of all revenues received is essential for the long-term stability and growth of the school. Since its opening the school has created a strong balance sheet and has built a substantial cash reserve.

Gate City Charter School for the Arts BUDGET Plan	FY 19/20 174	FY 18/19 170
4000 Revenue - State & Federal		
4002 State Revenue - Grades 1-8	1092472.92	\$1,064,097.00
4003 State Revenue - Kindergarten	118,351.00	\$118,351.00
4004 Differentiated Aid	58,500	\$52,500.00
40050 Title I-A	300000	\$30,000.00
40060 Title II - A	8500	\$8,500.00
Total 4000 Revenue - State & Federal	1,301,823.92	\$1,273,448.00
4100 Revenue - Other		
4101 Other Grants		
4300 Phys Ed grants	5,500	\$5,500.00
4102 Restricted Giving		
41025 GCCSA Fundraising (annual letter)	3,500	\$3,500.00
41026 PTAC	5,000	\$5,000.00
4106 Student Lunch/Snack/Milk Program		
Total 4100 Revenue - Other	14,000	\$14,000.00
4200 Revenue-SPED		
42005 SPED Case Manager Direct Instruction	37,500	\$37,500.00
4210 SPED Paraeducator Revenue	29,000	29,000.00
Total 4200 Revenue-SPED	66,500	\$66,500.00
Total Income	1,464,823.92	\$1,353,948.00

When looking at line items 4101 to 4100 the school has determined that it will remain focused on expanding its revenues from these areas by expanding its outreach to the community it serves. There are a number of initiatives under discussion for the remainder of the 2019 school year and in conjunction with the PTAC, new avenues are continually being explored.

### **Partnerships**

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Partnerships are an integral part of maintaining a successful Charter school. It is essential that this area is appropriately addressed and utilized for the benefit of the school and greater community. At present the school has only limited engagement with third parties and would benefit from a cohesive action plan with clear goals and direction. One area in which they have forged a partnership is with Merrimack Police Department in a student-reading program, which in turn is developing students' social interaction with the police and the service they provide to the community.

## **IV. FOCUS GROUP INTERVIEWS**

Gate City made arrangements for parents, members of the Board of Trustees, students, and staff members to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight on the program structure, effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

### **School Leadership**

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The three directors of the administrative team were interviewed.

Strengths:

- Committed and highly-qualified teachers
- 3-tiered management with clearly identified roles
- Strategic plan and goals – committee working to improve this process and its implementation
- Implementation of new curriculum and data management program
- Student support: Guidance counselor, differentiated instruction, 1:1 SPED tutors and Title I for struggling students, differentiated instruction, crisis intervention
- Staff trained in CPR, first aid, and epilepsy
- Teacher Professional Development
- Parent and Board member support

Challenges/Areas for Improvement:

- More collaboration with district and other charter schools
- Secure Funding for teacher benefits package
- Building Purchase
- Filling staff positions, especially SPED support staff
- New families and students coming in after having negative experiences in past schools

## **Parent Interviews**

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Eight parents were interviewed. Parents are committed to the mission and goals of the school and are active members of this school community, as members of the PTO and volunteering for extracurricular activities, yearbook production, library (100% organized and maintained by parents), on the Board of Trustees, in classrooms, for special events and on field trips. Parents appreciate the “old school house mentality” where everyone in this small community knows each other and they share common goals for the education of their children.

Strengths:

- Improvements in curriculum and data management will increase student proficiency
- New guidance counselor focused on social emotional learning
- Students making good progress – satisfied with the education and progress of children
- Seamless integration of the arts into curriculum
- Support for SPED, Title I and all struggling students
- Encouragement and support for student artistic talents and interests AND academics

Challenges/Areas for Improvement:

- 1 classroom per grade but would prefer smaller classes. Paraprofessionals are there when needed to provide help.
- Administration and teacher turnover. School needs to make decisions about how to retain High Quality staff. Creates challenges to building strong relationships.
- More opportunities for anonymous feedback. Right now, open door for administration and can go to Board meetings, but should have surveys as well.

## **Student Interviews**

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A very lively and articulate group of eleven students from grades 2 to 8 were present for the interview. All expressed enjoyment in learning, in their integrated academic and arts classes, and in activities. They were happy with teachers, and have built great relationships with them. Students feel trusted, valued and respected.

Strengths:

- Small close-knit community. Everyone is accepted, and welcomed from the first day of school
- Love the arts integration
- Lots of movement in classes
- Collaboration and choices
- Project-based work and assessments and VLACS courses are optional
- Minimal homework and tests
- Student-led electives for grades 5-8
- ½ day Wednesdays

### Challenges/Areas for Improvement

- More ELA and Social Studies options
- More opportunities for performing
- Open a high school so we can stay

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### Staff Interviews

Seven teachers and the guidance counselor were interviewed. Teachers are committed to the mission and goals of the school and understand the critical role they play in the success of each student and the school as a whole.

#### Strengths:

- iReady, the data management system creates student profiles and tracks progress
- Professional development in arts integration, ELA and Math curriculum
- The new 3-tiered school management (3 directors with very delineated roles) has vastly improved support for teachers.
- More collegial conversations with regards to individual, grade level and whole school short and long term goals and planning
- Inspired by each other and students
- Art is the creative process aligned to academics and students reflect what they know and have learned through the arts

#### Challenges/Areas for Improvement

- Math and writing are weak. Both areas have undergone a review and changes in curriculum and instruction have been implemented. Expected to see significant growth in these areas by the end of the year.
- More staff observations and evaluations would be helpful
- Health insurance and a retirement plan would reduce staff turnover
- Administration turnover. Staff hopes this administrative team will remain in place.

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### Board of Trustees

The visiting team met with five of the seven Board members. The Board takes their role seriously and is actively engaged in school governance and operations, meeting once each month, serving on committees and as a voice in the community. They see their role as a support for the school and ensuring that it is fully compliant with all Federal and state laws and regulations.

#### Strengths:

- High quality, professional, committed and dedicated staff and administrative team
- Sound financial management
- Cohesive Board
- 3-Tier school management structure
- New board member training

- A successful school program that is aligned to mission
- Outperforming district schools in many areas
- Now providing student services and social emotional education
- Successful transitions into high school programs for Gate City graduates

Challenges/Areas for Improvement:

- Time devoted to rigorous oversight
- Fixed budget does not allow for staff benefits, means teacher and administrator retention challenging
- A few dissatisfied parents
- Good recruiting activities, but not meeting current enrollment goals yet
- Parent teacher feedback
- Funding for new building

## V. COMMENDATIONS AND RECOMMENDATIONS

### A. Progress Toward Meeting Mission

#### **Programmatic:**

The school has effectively integrated its objectives into every aspect of school life. The arts are incorporated within the curriculum and that was apparent during the student, parent and staff interviews. Additionally, the school is currently engaged in improving its curriculum and instruction and data management in order to better meet the needs of its students.

#### **Academic:**

It was noted that whilst GCCSA was able to exceed the State performance averages in several areas, its students underperformed in the areas of Math and Science. The school is aware of this and a response has been formulated. The school recognizes the challenges that it faces in delivering and achieving its goals; however, the staff, trustees, students and stakeholders are all engaged in ensuring that continued progress is being made.

#### **Organizational:**

Organizational: The school has a clear and well-functioning organizational structure that leads to continuous improvement, required to meet the organizational demands required to meet the diverse needs of the students and parents who support them

### B. Responsible Use of Public Funds

Gate City has demonstrated responsible use of public funds. The fiscal management of the school is sound, allowing it to demonstrate that it manages its use of public funds as agreed with the NHDOE. There are clearly defined internal processes and procedures for segregation of duties, and a highly qualified staff for oversight. Independent auditors

review the school's accounts annually. The school produces quarterly financial reports to the Trustee that comply with accepted standards of public school accounting. Reasonable and prudent planning is evident in the financial reports. A review of Board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the Board of Trustees by the administration.

### **C. Indicators of School Sustainability**

Through this review process, it is clear that Gate City Charter School has a sustainable model as indicated below:

- The school actively engages families towards achieving its mission. Parents strongly support the school's mission and appreciate how effectively the arts are integrated into all aspects of school life.
- The school submits critical information punctually and accurately to the trustees on a quarterly basis and the detailed general ledger is submitted to the Board monthly for sign off.
- The school follows Generally Accepted Accounting Principles and meets financial reporting and compliance requirements. The school currently has no debts and a robust balance sheet.
- The Gate City Board of Trustees has operated effectively since the original charter was granted. Students who may have struggled to fit in to a traditional public school setting, or who needed enrichment or more focus on courses in the arts, are learning and thriving in GCCSA's safe and supportive learning environment.
- The school intends to implement a more robust fund raising plan.

### **D. Promoting Student Attainment of Expected Knowledge and Skills**

The school provides a high-quality, arts integrated learning environment for all students, and complies with State and Federal special-education laws. As stated within the school's charter, the school's mission is to match or exceed the State's educational standards and performance benchmarks. The school is indeed achieving the charter's goals in many areas of student achievement, and approaching achievement in the area of Mathematics and English in the lower grades. GCCSA has demonstrated that its academic programs have been improved with the addition of a new mathematics curriculum and a data management system to better track student progress to inform instruction. The school complies with applicable laws, rules and regulations relating to English Language Learner requirements.

Gate City has demonstrated progress promoting student attainment of expected knowledge and skills as outlined in this document.

### **Commendations:**

- The Board of Trustees has demonstrated a strong commitment to providing effective governance and support to the school.
- Student feedback was positive and they appreciate the schools philosophy of caring and nurturing.
- All the stakeholders interviewed viewed the school as meeting its mission goals and objectives.
- Given the social and economic profile of the student body, the school's recruitment of a student counselor is commended.
- Grades 6,7 and 8 demonstrated above state average scores in E.L.A
- A very clear and positive engagement with stakeholders within the community via various school sponsored events and community service activities.
- The school is demonstrating its sustainability through steady enrollment, sound financial position, parent and student satisfaction, and support from the school community it serves.

### **Recommendations:**

- Continue to develop community outreach programming and marketing the successes of students with the local business community and community members at-large.
- Additional fund raising from third party sources appears to be underutilized. Developing a cohesive strategy to address this area would benefit the schools financial sustainability.
- Develop and implement a system to track and measure progress towards achieving the school's goals and objectives. This should include a timeline for implementation and achievement.
- Using the school's teacher evaluation process as a model, develop additional evaluation processes and procedures to measure the effectiveness of the school's administration and the educational program with the objective of identifying areas for development.
- Provide more opportunities for family/parent/community feedback.
- Closely track student performance in the areas of mathematics, science and English Language Arts in order to determine gaps and improve knowledge and skills and performance.

## **VI. OVERALL FINDINGS**

The Gate City Charter School has **met** the requirements for: 1) Progress toward Meeting their Mission; 2) Responsible Use of Public Funds; and 3) Indicators of School Sustainability. The school is **approaching** the requirements for: 4) Promoting Student Attainment of Expected Knowledge and Skills.

The Gate City Charter School is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal by two of the members of the review team. One member of the review team has recommended an Approved with Conditions Charter School Renewal.

**Renewal Evaluation Team**

**Lead Evaluator:**

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

**Co-Evaluators:**

Amy Bottomley, Director, MicroSociety Charter School

Steven Nilhas, Superintendent, Littleton School District

Respectfully submitted,

*Jane Waterhouse*

Jane Waterhouse

## APPENDIX A

### **Administrators and Support Staff**

**Betty Mulrey, Director of Curriculum and Instruction**, *27 years teaching experience, Ed.D. in K-12 Leadership, MBA, M.Ed, BA in Math*

**Suzanne Wheeler, Director of Student Supports** *30 years teaching experience, BS in elementary education and special education, certified in elementary education K-8 and special education.*

**Rebecca Fredrickson, Director of Operations** *BFA in Art Education and Experienced Educator Certification in Art K-12*

**Michaelene Koskela, Assistant to the Director** *Bachelors in Marketing*

**Lucile Cole, Finance Manager** *Over 10 years in finance and bookkeeping*

**Lynn Rae, Office Manager** *Over 10 years non-profit and business experience*

**Amanda Cabrera Lunch Helper**

## **Instructional Staff**

**Kindergarten- Mark Mchugh** *2 years teaching, BA in Journalism*

**First Grade- Julia Waterman** *13 years teaching, BA Health Science and Elementary Education MBA Special Education Pre K- 6 Permanent certification in NYS*

**Second Grade-Nicole Riddell** *6 years teaching, BA in criminology, Masters elementary education K-8, NH certification*

**Third Grade-Jen Berube** *22 years teaching, BA Comparative Literature, Med Early Childhood Education MA, NH certification PreK-3*

**Fourth Grade- September Frost** *5 years teaching, Bachelor's of Science in Elementary Education, K-8.*

**Kyle Finnell -Fifth Grade Advisory/Middle School Science** *2 years teaching, Bachelor's of Arts in History and Sociology*

**Jennifer Blanchette-Sixth Grade Advisory/Middle School ELA** *5 years teaching, Masters in Creative Writing, Bachelor's in English and Secondary Ed Certified experienced educator endorsement in English 5-8*

**Cheri Gratton-Seventh Grade Advisory/Middle School Math** *6 years teaching, Bachelor's Degree in Education NH Certification in Special Education*

**MaryEllen Wessels-Eighth Grade Advisory/Middle School Social Studies** *10 years teaching, BA in "Drama/Theater for the Young" and "Creative Writing" M.Ed. in Arts Integration, and Curriculum, NH K-8 llcense*

**Jessica Mason, Music** *9 years teaching Certification in k-12 Music Instruction Bachelor of Arts in Music Education Specializing in instrumental music for k-12.*

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**Beth Ashton, Visual Arts** *2 years teaching experience, Masters of Art Education, BA in Graphic Design, Visual Art K-12 Certification*

**Astrid Alvarado, School Counselor** *4 years teaching experience, Bachelor's degree in Human Development, Early Childhood, Anticipated M. Ed in Counseling in January*

**Laura Pierce, Title I Elementary Ed (K-8) and General SPED (Undergrad degree), M.Ed with certifications as Learning Disabilities Specialist and Reading/Writing Specialist.**

**Caleb Swan, Technology Teacher** *4 years teaching. BFA in Photography*

#### **Educational Aides**

**Devercaux Merchant** *BA in Theatre Education*

**Patricia Harding** *background in business and hospitality*

**Christine Dinbergs-** *BA in Art, Minor in Art History from Framingham State University*

**Tracey Connelly** *undergraduate degree in progress, extensive volunteer work*

**Eric Petit** *Early Education degree anticipated in May 2019*

**Andrea Dedakian** *Business administration background*

**Hannah Schell** *Bachelor's in theatre performance, minor in communication sciences and disorders*

**Kerry Smith** *BFA photography*

**Lori White** *German and an MA in music. Certified as a Paraeducator 2.*

<b>Chartered Public School Renewal Rubric</b>			
<b>Name of Charter School: Gate City Charter School</b>			
<b>Date: December 19, 2018</b>			
<b>Evaluation Results Recommendations</b>	Approved	Approved with Conditions	Revoked
<b>School Details</b>	Complete	Mostly Complete	Not complete
<b>Comments</b>			
<b>Standards for Evaluation</b>			
<b>Level of Achievement</b>	<b>Description</b>		
<b><i>Exceeding</i></b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<b><i>Meeting</i></b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<b><i>Approaching</i></b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		
<b><i>Not Meeting</i></b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

<b>I. Charter School Renewal Application</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>A1. Cover Letter with:</b> <ul style="list-style-type: none"> <li>● <b>Mission Statement (changes highlighted)</b></li> <li>● <b>Goals,</b></li> <li>● <b>Progress made towards Academic, Programmatic and Organizational Goals</b></li> </ul>	<b>The school addressed each of these areas completely.</b>
<b>M</b>	<b>B1. Enrollment and projected growth of student body for the next 3 years</b>	The school is expecting some growth, but has the capacity to absorb expected student numbers.
<b>M</b>	<b>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</b>	None that were cited for this purpose.
<b>M</b>	<b>B3. Technology Programs</b>	.Adequate technology is available for students.
<b>M</b>	<b>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</b>	The school has tended to be somewhat below the state average on the state assessments. Although, in the most recent assessments, the school was well above the state average in grades 6,7, and 8 in ELA. Some additional work in gathering and disseminating the data is recommended.

<b>M</b>	<b>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</b>	The school showed evidence of good stakeholder involvement and increasing this in the future was discussed.
<b>M</b>	<b>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</b>	The school's ADM and Board is aware of this need. There is a plan to address funding raising activities with an eye toward the purchase of a building for the school.
<b>M</b>	<b>B7. New Hampshire Charter School Accountability Plan</b>	The school finance committee meets once or twice a month
<b>M</b>	<b>B8. Budget: <i>Attach Proposed budget for the following year</i></b> <b>a. Budget Narrative <i>How the school will use public funds</i></b> <b>b. A detailed description of the specific school board's reasoning for allocating funds</b>	The budget is appropriate. It is clear how the funds are used to support the school's programs for students.
<b>M</b>	<b>B9. Efforts to disseminate successful/best practices</b>	There are a number of successes at the school that are shared out through a variety of media and events.

<b>Part 3: <u>Affirmative Evidence</u></b>		
<b>From the answers to questions and evidence: data, charts, diagrams, etc.</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>

<b>E</b>	<b>1. Is the school making progress toward achieving its mission?</b>	The school has only been in existence for four years, but it has made significant progress in achieving an arts-centric program.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes, the school is well managed and is providing its students with a quality education. There are monthly meetings of the finance committee. There is an outside audit of funds.
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	Yes, classroom visits, interviews with parents and students, and assessment results indicate this.
<b>M</b>	<b>4. Is the school sustainable?</b>	Based on current enrollment, yes.
<b>M</b>	<b>5. Current Status of the Board of Trustees Ed 318.16(a)</b>	Board status is indicated.
<b>M</b>	<b>6. Student Data and Analysis</b>	Data is present. Some analysis is indicated.

<b>Part 4: <u>Policy/ Procedure Development</u></b>		
✓ Upon Review		
✓	<b>Policies</b>	<b>Comments</b>
✓	<b>Records Retention pursuant to RSA 189:29-a</b>	
✓	<b>Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.</b>	
✓	<b>Sexual Harassment, as detailed in ED 303.02 (j) and (k).</b>	

✓	<b>Pupil Safety and Violence Protection, pursuant to RSA 193-F</b>	
✓	<b>Limited Uses of Child Restraint Practices, pursuant to RSA 126-U</b>	
✓	<b>Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.</b>	
✓	<b>Due Process, pursuant to RSA 194-B:8</b>	

## II. Charter School Onsite Visit

### **Part 1: Documentation, Updated Forms Review**

✓ Upon Review

#### **Documentation**

✓	Criteria	Comments
✓	<b>Revised Charter Application (approved by the SBE)</b>	
✓	<b>Renewal Application</b>	
✓	<b>Master Class Schedule</b>	
✓	<b>List of Board of Trustees</b>	
✓	<b>School Organizational Chart</b>	
✓	<b>Academic Year Calendars (4 - 5)</b>	

✓	<b>Sample Report Card</b>	
✓	<b>List of Staff Members and Qualifications</b>	
✓	<b>Annual Charter Accountability Documents, (4 - 5 years)</b>	
✓	<b>Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached</b>	
✓	<b>Yearly Independent Financial Audits</b>	
✓	<b>Board of Trustees Meeting Minutes</b>	
✓	<b>Quarterly Financial reports (4 – 5 years)</b>	
✓	<b>Charter School By-laws</b>	
✓	<b>School Policies</b>	
✓	<b>List of Curriculum, Assessments Tools and current Instructional Practices</b>	
✓	<b>Parent/Student Handbook</b>	
✓	<b>Staff Handbook</b>	
✓	<b>Outstanding Charter Accountability documents</b>	
✓	<b>Student portfolios and/or student work samples</b>	
<b><u>Updated Forms</u></b>		

✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	

<b>Part 2: <u>Focus Group Interviews</u></b>		
<b>a) <u>Families, Parents, Guardians</u></b>		
<b>Number present:</b>		
<b>Level:</b> E, M, A, N	<b>Criteria</b>	<b>Comments</b>
<b>E</b>	<b>1. Is the school making progress toward achieving its mission?</b>	Each of these groups indicated extreme satisfaction with how the school is approaching its mission.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes. There was no indication from these sessions to the contrary.
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	Yes, all groups expressed satisfaction with student academic growth and well being.
<b>M</b>	<b>4. Is the school sustainable?</b>	Strong support and understanding of the need to grow the size of the student population.

<b>b) <u>School Leadership: Directors, Principals</u></b>		
<b>Number Present:</b>		
<b>Level:</b> E, M, A, N	<b>Criteria</b>	<b>Comments</b>
<b>E</b>	<b>1. Is the school making progress toward achieving its mission?</b>	There is strong evidence the focus of the leadership is squarely on the school's mission.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes, the funds that are available is being used correctly to support the work of the school.
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	Yes, there is an awareness of how the students are performing and some adjustments such as the change in the math curriculum have been made.
<b>M</b>	<b>4. Is the school sustainable?</b>	Yes
<b>M</b>	<b>5. Current Status of the Board of Trustees</b>	No concerns discussed or discovered.
<b>M</b>	<b>6. Student Data</b>	The leadership team needs to ensure this is shared with all stakeholders appropriately, especially the teachers.

<b>c. <u>Board of Trustees</u></b>
<b>Number Present:</b>

Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	As with the other groups, this is a strong area.
M	2. Is the charter school responsibly using public funds?	All indications are it is.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	.Yes
M	4. Is the school sustainable?	Yes
M	5. Current Status of the Board of Trustees	It appears the Board is properly constructed. There are individual on the Board who have needed areas of interest/expertise.

**d. Students**

**Number Present:**

Level: E, M, A, N	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	It was clear from our interviews that the students are very pleased with how the school is constructed, and it is meeting their expectations and the school mission.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	The students indicated the school was exceeding their academic expectations and goals. They felt they were doing

		even better than they expected when they started at the school.
<b>M</b>	<b>3. Is the school sustainable?</b>	Based on the student interviews and their satisfaction with the school, yes.

<b>e. <u>Instructional Staff</u></b>		
<b>Number Present:</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>E</b>	<b>1. Is the school making progress toward achieving its mission?</b>	As with the other groups, the teachers were very pleased with how the school is delivering programs for the students based on the school's mission of arts-centered education.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	The teaching staff generally expressed confidence that most students were learning at expected levels.
<b>M</b>	<b>4. Is the school sustainable?</b>	No indication from this group it is not. There seems to be stability in the teacher staff with not so many teachers coming and going that would point toward a sustainable school.
<b>M</b>	<b>5. Student Data</b>	Some discussion of student data. ADM and teachers are encouraged to continue to work with student data including non-standardized testing data.

<p><b>Commendations</b></p>	<p><b>There is a strong belief among the stakeholders this school is meeting its mission.</b></p> <p><b>The students in particular seemed to feel valued and appreciative of the work of the teachers.</b></p> <p><b>The addition of a school counselor to address the social and emotional needs of students is noted.</b></p> <p><b>State assessment scores were very high in grades 6,7, and 8 in ELA.</b></p> <p><b>There seems to be stability in the teaching staff, and that is very good for the students.</b></p> <p><b>The new Administrative structure seems to be working well.</b></p> <p><b>The Board is committed and active in providing support and direction of the school.</b></p>
<p><b>Recommendations</b></p>	<p><b>Continue to collect and study various student performance data to strengthen the math and reading ability of the students.</b></p> <p><b>Plan ahead as the school expands for possible relocation to a larger facility.</b></p> <p><b>Work with high schools to ensure a smooth transition for students.</b></p> <p><b>Although as noted above, math and reading are important, keep the focus on using the arts to create a life-long love of learning as stated in the mission.</b></p>

<p><b>Name of Reviewer</b></p>	<p><b>Steven L. Nilhas</b></p>
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<b>Contact Details</b>	<b>603-444-5215</b> <b>snilhas@littletonschools.org</b>
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<b>Chartered Public School Renewal Rubric</b>			
<b>Name of Charter School:</b>		<b>Gate City Charter School</b>	
<b>Date:</b>		12/18/18	
<b>Evaluation Results Recommendations</b>	Approved	Approved with Conditions X	Revoked
<b>School Details</b>	Complete	Mostly Complete X	Not complete
<b>Comments</b>	<p>With so many drastically new changes to the program and delivery model in the last few months, it is this evaluators opinion that it is too soon to make a definitive decision on full approval or not. Many changes in recent months seem to be positive, and with that consideration, the approval of operation should go forward with the condition that they can produce measurable goals and outcomes over the next five years. With clear direction from school wide goals, there will be a better understanding of the program's performance and whether it is making meaningful impact on student performance or not. At this time, it is not clear or evident to this evaluator due to the lack of measurable goals (SMART).</p>		
<b>Standards for Evaluation</b>			
<b>Level of Achievement</b>	<b>Description</b>		
<b><i>Exceeding</i></b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<b><i>Meeting</i></b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		

<b>Approaching</b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>	
<b>Not Meeting</b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>	
<b>I. Charter School Renewal Application</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>A</b>	<p><b>A1. Cover Letter with:</b></p> <ul style="list-style-type: none"> <li>● <b>Mission Statement (changes highlighted)</b></li> <li>● <b>Goals,</b></li> <li>● <b>Progress made towards Academic, Programmatic and Organizational Goals</b></li> </ul>	<p><b>Mission is clear and concise with solid guiding principle and vision to support it. Nicely done.</b></p> <p><b>However, in this evaluators opinion, the goals were not measurable. How do you know you have achieved the goals? How can you track progress? For example, what was the goal in changing the math curriculum? Was it to increase students ability in a specific area such as calculation or application?</b></p> <p><b>An example of a measurable goal may have been “Objective 2 for Instruction - By June 2018, GCCS administration and staff will implement, measure and analyze student data, at a minimum of three times per school year, as evidenced by staff records on individual student assessment data.”</b></p>

		<p><b>Some things were clear such as</b></p> <p><b>With that being said, a lot of positive change has been made in the last year. That was evident when meeting with staff, board and administration. However, the long term impact is unknown as there were so many new changes as compared to year 1-4.</b></p>
<b>M</b>	<b>B1. Enrollment and projected growth of student body for the next 3 years</b>	<p><b>Enrollment has stayed pretty consistent for the first 5 years of operation.</b></p> <p><b>The project hitting 180 (max capacity) over the next few years.</b></p>
<b>M</b>	<b>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</b>	<b>GCCS staff made changes to their program as a result of increased enrollment. They went from combined grade level classrooms to single grade level classrooms.</b>
<b>M</b>	<b>B3. Technology Programs</b>	<b>Sufficient access to devices and programs. (ie; chromebooks, ipads, RazKids, A-Z online leveled readers).</b>
<b>N</b>	<b>B4. Academic Attainment: Assessment of the charter school’s attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</b>	<b>The charter application “stated” they analyzed the data and made changes. There was no explanation of proficiency level increased or decreased and how they used it to make programmatic changes. At least it was unclear to this evaluator.</b>

		<p>Despite asking follow up questions, the team did not answer the question correctly.</p> <p>Goals and changes made to/for the school should be based on the data analysis. This was not clear in the report. They had a lot of great things they list or state that they do or have access to, but it was unclear what the actual impact it has was. And there was no chart-able data available anywhere.</p>
M	B5. Current stakeholder involvement and future plans for increasing stakeholder involvement	Clear that stakeholders participate in the community building and activities such as Celebration of Learning. The volunteerism from parents and community was evident and strong.
A	B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability	<p>The parent group clearly helps in fundraising efforts (5K, boxtops, etc). They also have hired a grant writer to help secure grants from outside sources over the past two years.</p> <p>It was unclear on how they plan on addressing sustainability in the area of fundraising. This is a large part of being a non-profit charter school as one can not rely solely on the state adequacy funding to meet all expenses. Is it clear what the fundraising minimum needs</p>

		<p>to be each year to meet operating expenses? Does the current budget sustain future operation increases (ie raises and rent increases)?</p> <p>After follow up, they gave event ideas, but it is not clear what the amount needed to be raised year over year is to make up any deficits.</p>
N	<p><b>B7. New Hampshire Charter School Accountability Plan</b></p>	<p>This evaluators understanding of the NH Charter School Accountability Plan includes Health inspections, proof of board minutes, annual progress reports, etc.</p> <p>There was no evidence supplied. At least not available to this evaluator.</p>
A	<p><b>B8. Budget: <i>Attach Proposed budget for the following year</i></b></p> <ul style="list-style-type: none"> <li>a. <i>Budget Narrative How the school will use public funds</i></li> <li>b. A detailed description of the specific school board’s reasoning for allocating funds</li> </ul>	<p>(no attached budget found)</p> <p>Narrative regarding how they use public funds was acceptable. Board’s reasoning and allocation of funds is sound.</p>
M	<p><b>B9. Efforts to disseminate successful/best practices</b></p>	<p>This was found to be sufficient and appropriate.</p>

<b>Part 3: <u>Affirmative Evidence</u></b>		
<b>From the answers to questions and evidence: data, charts, diagrams, etc.</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>N</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<b>Where is the evidence? Data? Chart?</b>  <b>Again, comments about great things they have implemented but not in measurable terms.</b>
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	<b>Finance committee minutes are available, along with the Profit and Loss statements and balance sheets. Seem to be sound as of 2017, however, no 2018 documents were under the board packets page. Perhaps in appendix binder which this evaluator did not have access to.</b>
<b>A</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	<b>There was no data to back up students who had stayed at GCCS since inception to show (at a minimum) a cohort of kids and how they have progressed year over year. They state in their application that they have a transient population, therefore an effort to track this data may want to be considered and is encouraged.</b>

		<p><b>They scored over all, commensurate with state, sometime slightly above and sometimes slightly below. However, <u>not</u> using only one assessment is key, tracking data with Aimsweb and IReady along with the state test will give the stakeholders a better idea with progress. It was unclear to this evaluator how the students were tracking in other assessments. Would have been nice to see a chart where they could show AYP for students using alternative tracking methods.</b></p> <p><b>Overall, they have made strong strides in recent months to start to better track data and use it to inform instruction. Nice job.</b></p>
<p><b>A</b></p>	<p><b>4. Is the school sustainable?</b></p>	<p><b>Some unanswered questions and some strong arguments as to its sustainability were found in the application.</b></p> <p><b>Positive attributes toward sustainability:</b></p> <ol style="list-style-type: none"> <li><b>1. steady enrollment</b></li> <li><b>2. Finances: committee, policy and practices and budget numbers</b></li> <li><b>3. Volunteerism - parent support</b></li> <li><b>4. policies and procedures in place and followed</b></li> <li><b>5. Facilities are clean and inviting and adequate for current use</b></li> </ol>

		<p><b>6. Communication</b></p> <p><b>Unanswered questions:</b></p> <ol style="list-style-type: none"> <li>1. <b>Unsure of teacher evaluation model</b></li> <li>2. <b>Goal setting - measurable goals for staff and school should be in place</b></li> <li>3. <b>Teacher turnover (improved but still can be a threat)</b></li> <li>4. <b>Administrative turnover and structure (who is ultimately in charge and has the final decision making authority? This seems to be a liability concern for this evaluator.</b></li> </ol>
<b>M</b>	<b>5. Current Status of the Board of Trustees Ed 318.16(a)</b>	<b>Current board seems to be functioning well. May want to consider increasing for 7 members so there will not be too much burden put on the few you have. MAY want to consider less parents and more community members so you have less recusals occurring.</b>
<b>M</b>	<b>6. Student Data and Analysis</b>	<b>All areas seem satisfactory.</b>

I could not answer these sections as I did not have access to these documents.

**Part 4: Policy/ Procedure Development**

✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	

II. Charter School Onsite Visit		
Part 1: <u>Documentation, Updated Forms Review</u>		
✓ Upon Review		
✓	Criteria	Comments
N/A	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	

✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	Kindergarten
✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
X	Outstanding Charter Accountability documents	Audit
✓	Student portfolios and/or student work samples	

<b>Updated Forms</b>		
✓	<b>Certificate for Occupancy</b>	
✓	<b>Fire Inspection Certificate</b>	
✓	<b>Building Safety Inspection</b>	
✓	<b>Health Inspection</b>	
✓	<b>Insurance Certificate</b>	
X	<b>Financial Audit</b>	Currently being completed by outside auditing company

<b>Part 2: <u>Focus Group Interviews</u></b>		
<b>a) <u>Families, Parents, Guardians</u></b>		
<b>Number present: 7</b>		
el: , A, N	Criteria	Comments
A	1. Is the school making progress toward achieving its mission?	The school is doing a nice job of integrating the arts into the curriculum this year. There has been a lot of change and turnover, and that seems to have had an effect on consistency within the program and the delivery. Changes in academic curriculum and tools, no measurable goals to drive and focus the board and staff and a consistent presence in the administration (4 in 5

		years is too much to make effective change) has made the start difficult, but they seem to be in a better place now and parent attitudes and input reflected as much.
M	2. Is the charter school responsibly using public funds?	From documents this evaluator could find or was provided it seemed so. An audit was not provided, however.
A	3. Is the charter school promoting student attainment of expected knowledge and skills?	<p>There has been a lot of retention (6 students) which is not so common these days in the public school now that RTI is in place. I would be curious as to why... School assessment scores have fluctuated and not made steady growth in improvement over the 5 years. Given time with the recent changes that have been implemented, one would expect to see a change in this area.</p> <p>PArents were happy with the arts integration recently implemented and feel that it better matched their student needs.</p>
A	4. Is the school sustainable?	Parents believed so. Enrollment numbers have been consistent. ONLY unsure of the financing and if projections were done for future needs/growth plan.

**b) School Leadership: Directors, Principals**

<b>Number Present: 3</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>A</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<b>Again, a new administrative team, but they seem to be embracing the mission and working to ensure the charter is upheld.</b>
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	<b>From what Administration states, it seems so. They did not speak of concerns in terms of financing, though budgets are tight as they are for all charters.</b>
<b>A</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	<b>Based on the state assessments, it is hard to tell. Some example progress monitoring scores or state assessment scores of students who have been there multiple years would have been helpful in determining if this areas was being met fo not.</b>
<b>A</b>	<b>4. Is the school sustainable?</b>	<p><b>Concerns regarding staff turnover. Also mentioned no health insurance and low starting pay as being threats. They also would like to see a nurse hired.</b></p> <p><b>This evaluator sees having three equal directors as a potential threat. Who makes the decision in the end? Especially in a crisis. Liability needs to fall to someone in the end. Just as an SAU has a superintendent and not co-superintendents, they need someone to wear that “hat.”. They may want to consider having one director</b></p>

		<p>and the others as assistant directors so there is a clear divide.</p> <p>The positive changes to aid to sustainability is the increased support for students and the guidance counselor teaching SEL's (social emotional learning) in order to have a better and more supportive environment.</p>
A	5. Current Status of the Board of Trustees	Administration stated that the an area of improvement would be for the Board to set clear and measurable goals so the staff can start to develop goals that support the board's mission and vision and future aspirations.
A	6. Student Data	The new administrative team is starting to work with staff on using data to drive instruction. They have recently implemented an RTI program as well. This is a huge improvement and step in the right direction.

<p><b>c. <u>Board of Trustees</u></b>  <b>Number Present: 6?</b></p>		
el: , A, N	<b>Criteria</b>	<b>Comments</b>
A	1. Is the school making progress toward achieving its mission?	Board has gone through start up woes, but feel they are on a good track now.

<p><b>M</b></p>	<p><b>2. Is the charter school responsibly using public funds?</b></p>	<p><b>Board feels they are in a much better position with the finances now. It is hard to find board members with the unique skill sets they need, but they do have an active treasurer who understands the budget process.</b></p>
<p><b>A</b></p>	<p><b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b></p>	<p><b>Board has a goal to outperform the local merrimack schools. Right now, the board has seen the state assessment scores, but it is unclear if they are aware of any school goals that have been developed based on the scores. There has been a change in math curriculum due to low scores and teacher input, but what are the changes trying to accomplish?</b></p> <p><b>They should be working with administration on goal setting (so the admin has direction) and strong evaluations of the administration. They stated they have not had evaluation processes due to the high turnover of their directors. Goal setting and evaluations should occur with all staff (under the direction of the director) and the board oversees the admin.</b></p>
<p><b>A</b></p>	<p><b>4. Is the school sustainable?</b></p>	<p><b>The board believes that with recent changes, the school will be sustainable.</b></p>
<p><b>A</b></p>	<p><b>5. Current Status of the Board of Trustees</b></p>	<p><b>The Board is currently only a 7 member team and mostly made up of parents. They should consider expanding the board with more community members with needed skill sets.</b></p>

<b>d. <u>Students</u></b>		
<b>Number Present: 11</b>		
<b>el: , A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	<b>Students all claimed they felt welcomes when joining GCCS. They all felt they were submerged in a program with art integration and it better meet their needs compared to their old school.</b>
<b>A</b>	<b>2. Is the charter school promoting student attainment of expected knowledge and skills?</b>	<p><b>Students enjoyed having project based assessments more often rather than tests. It is unsure how they are measuring proficiency this way as the evaluator did not see an example, rubric or report card that may have addressed this.</b></p> <p><b>Students really enjoy their art electives and student led activities.</b></p> <p><b>The students we met where there multiple years.</b></p>
<b>N/A</b>	<b>3. Is the school sustainable?</b>	<b>This question was not posed to the students.</b>

<b>e. <u>Instructional Staff</u></b> <b>Number Present: 7</b>		
el: , A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	The staff seemed very pleased with the new arts integration curriculum started in the last year. It seems to better support them in carrying out the school's mission more efficiently and effectively.
A	2. Is the charter school responsibly using public funds?	<p>Staff had same financial concners as any other charter, the lack of.... but they also had concerns around benefits and apy and that causing staff turnover.</p> <p>Many assistant teachers have been hired. perhaps a reevaluation of that system/need and whether the money could be put to better use... such as a benefits package.</p>
A	3. Is the charter school promoting student attainment of expected knowledge and skills?	<p>There has been a lot of student changes, however, they have managed to keep a somewhat steady enrollment.</p> <p>New this year is the implementation of IReady. The staff were very pleased to have this new program. It provides</p>

		<p>them data to better drive their instruction. It also provides materials to help supplement and differentiate their instruction, which they were thrilled about.</p> <p>It is too soon to tell if this program will provide a better measure to show that students are making progress and learning the necessary skills. It will, but it has not been a whole year year. It was unclear based on past practice how they could show effectiveness of the program or not.</p> <p>State assessments fluctuate, as does the student population, so without individual student data or cohort data, it is hard to tell using just that measure.</p>
<p>A</p>	<p>4. Is the school sustainable?</p>	<p>Again, with so many drastic changes in just this school year, it is hard to give a definitive answer on this. There was not a lot of insight from staff on this subject.</p>
<p>A</p>	<p>5. Student Data</p>	<p>See comments above.</p> <p>There does not seem to be a lot of effective use of student data to drive teacher instruction until year 5 in operation. IReady should better support this initiative.</p>

<p><b>Summary Comments</b></p>	
<p><b>Concerns</b></p>	<ol style="list-style-type: none"> <li>1. High turnover in staff and especially administration.</li> <li>2. No measurable goals for school, board, administration, staff or parents. This was of greatest concern to this evaluator. There was nothing to keep the focus on ensuring they are achieving the mission and ensuring adequate yearly progress is made by each child. They talked about it, but there was no evidence of it.</li> <li>3. Need to implement a strong evaluation model - Want to ensure that board, admins and staff are effective in their roles.</li> <li>4. Inconsistent test scores, inconsistent progress monitoring and lack of RTI program over the last 5 years. Unsure of RTI program and process if a student is not making AYP.</li> <li>5. Consider a administrative model that assigns one Director as the lead or executive. It will be confusing to parents as to who to go to when they want to have a final appeal or decision. Only extreme cases would go in front of the Board. I would also think it is better form a liability standpoint and Board relations standpoint. With one clear leader, the Board would only have oversight to that person, which is far easier and less messy than 3.</li> <li>6. Consider the use of surveys for all stakeholders annually to solicit constructive feedback.</li> </ol>
<p><b>Recommendations</b></p>	<ol style="list-style-type: none"> <li>1. Consider a more competitive contract with benefits to retain staff and compensate fairly.</li> <li>2. Each stakeholder group should have measurable goals that they are working to achieve each year. This gives you direction and performance outcomes. How do you know what you are doing is working? Consider a data driven board retreat each year.</li> <li>3. Consider using Board on Track for resources for CEO evaluation models and for Board evaluation tools. The Board should evaluate their effectiveness on a yearly basis as would</li> </ol>

	<p><b>staff. Administration should develop a strong evaluation model that can measure teacher effectiveness.</b></p> <ol style="list-style-type: none"> <li><b>4. Institute meetings with staff regularly to review IReady scores and state data. Develop an RTI program based on individual student need (this should be daily if possible). Institute a process (student assistance team/referral, etc) if a student is not making progress, despite interventions.</b></li> <li><b>5. Consider a new admin model. Consider a board training (Meryl Levin offers them) or access Board on Track to better understand best practices for governing boards and specifically non-profits.</b></li> <li><b>6. Consider anonymous student and staff surveys to give administration and board feedback on their performance and the family's opinion of the school annually. SurveyMonkey is a great tool for this. It also ensures you are involving all stakeholders in the planning of the mission and vision.</b></li> </ol>
<p><b>Name of Reviewer</b></p>	<p>Amy P.Bottomley, ME.d.</p>
<p><b>Contact Details</b></p>	<p><a href="mailto:abottomley@macsnh.org">abottomley@macsnh.org</a> 603-595-7877</p>

<b>Chartered Public School Renewal Rubric</b>			
<b>Name of Charter School:</b> Gate City Charter School for the Arts			
<b>Date:</b> January 2, 2019			
<b>Evaluation Results Recommendations</b>	Approved	Approved with Conditions	Revoked
<b>School Details</b>	Complete	Mostly Complete	Not complete
<b>Comments</b>	<p>Gate City has demonstrated its commitment to the ethos which makes Charter school such a vital element of public education in New Hampshire. As with all areas of education, Gate City is constantly evolving and diligently working towards improving its student's experiences in learning and social responsibility to each other and the community. It has been able to recognize the areas in which it needs to further develop and those which are working effectively. The Trustees, staff, students and parents all share in the vision to make City Gate an outstanding educational institution.</p>		
<b>Standards for Evaluation</b>			
Level of Achievement	Description		
<b><i>Exceeding</i></b>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>		
<b><i>Meeting</i></b>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>		
<b><i>Approaching</i></b>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>		

<b>Not Meeting</b>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>	
<b>I. Charter School Renewal Application</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>A-M</b>	<b>A1. Cover Letter with:</b> <ul style="list-style-type: none"> <li>• <b>Mission Statement (changes highlighted)</b></li> <li>• <b>Goals,</b></li> <li>• <b>Progress made towards Academic, Programmatic and Organizational Goals</b></li> </ul>	<p>The school has consistency demonstrated its commitment to its Mission and progress towards its academic, programmatic and organizational goals. The school still has considerable progress to make in reaching its academic goals, as achievement data is lower than state averages in some areas, but improvements in programmatic areas have been implemented to address student performance data.</p> <p>No measurable objectives, fidelity measures or a timeline for meeting goals in strategic plan has been included, and this is an area for improvement.</p>

<p><b>M</b></p>	<p><b>B1. Enrollment and projected growth of student body for the next 3 years</b></p>	<p>2018-19 there are 168 students enrolled. The school has a plan to increase its student numbers to 180 in the next few years it has identified that to move on from its designated maximum (180) the school will have to move to new premises. This is an integral part of their ten year plan which they have just completed year five. They are aware that any significant additional student enrolment will result in significant additional expenditure and therefore will only commit to expansion when their business model shows it is viable.</p>
<p><b>M</b></p>	<p><b>B2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.</b></p>	<p>The school has focused on revising their curriculum and instruction to reflect more closely the differing learning styles of the students. The school has developed over the past five years and has increased the number of grades served from 1<sup>st</sup> to 4<sup>th</sup> in shared grade class instruction to one class per grade up to eighth grade. The school has implemented a multi-tiered system of support to meet the needs of a diverse population of learners, included social-emotional education, differentiation, the hiring of a guidance counselor and a 3-tiered management system to support students, administrators and teachers</p>
<p><b>M</b></p>	<p><b>B3. Technology Programs</b></p>	<p>The school has embraced technology as a learning and teaching portal with students having access to Chromebooks, I-pads, computer, with the intention that all students are able to function effectively in the digital world.</p>

<p style="text-align: center;"><b>A</b></p>	<p><b>B4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.</b></p>	<p>The data and analysis presented was inadequate to clearly understand the progress made over time. However, with a new data management system in place, teachers are able to track student progress and use the data to inform instruction on a more personalized level in order to meet the specific needs of individual students.</p>
<p style="text-align: center;"><b>M</b></p>	<p><b>B5. Current stakeholder involvement and future plans for increasing stakeholder Involvement</b></p>	<p>The school is a proactive member of the community that it serves. This has been demonstrated in the programs it has undertaken. These activities included a science fair, fall festival, celebrations of learning and school open houses. Alongside these activities the students are encouraged to make their own community service contributions. The school understands that as a servant of the community their engagement with the community is crucial. Therefore the school is developing a number of initiatives which they expect will reinforce their relationships with all of their stakeholders.</p>
<p style="text-align: center;"><b>M</b></p>	<p><b>B6. Fundraising efforts, results, future fundraising goals and plans to address sustainability</b></p>	<p>Parent organization engages in fundraising and the school has a part time professional grant writer to raise needed funds. The school acknowledges the need for a solid fundraising plan and intends to organize this. Plans to grow student enrollment and provide additional support to teaching staff are indicators of sustainability.</p>
<p style="text-align: center;"><b>M</b></p>	<p><b>B7. New Hampshire Charter School Accountability Plan</b></p>	<p>Submitted each year. Most of the requirements for the accountability report are included. The DOE's new template</p>

		will help to ensure that all accountability requirements are met.
<b>M</b>	<p><b>B8. Budget: <i>Attach Proposed budget for the following year</i></b></p> <p><b>a. Budget Narrative <i>How the school will use public funds</i></b></p> <p><b>b. A detailed description of the specific school board’s reasoning for allocating funds</b></p>	<p>The school has provided both a 2018/19 budget and a projected budget for 2019/20. It appears that the school is able to manage its revenues effectively and is generally able to post a surplus, which is added to the schools reserves. The budget statement demonstrates how the school shall be utilizing its public funding. The schools board of trustees has financial oversight and approves or denies requested expenditures upon assessment of each request. The team of three senior administrators undertakes the day-to-day financial management of the school.</p>
<b>M</b>	<p><b>B9. Efforts to disseminate successful/best practices</b></p>	<p>The school actively pursues opportunities to engage with all agencies that have the same or similar goals and objectives. They are members of the NH PCS alliance and attend the Charter School best practices conference each year.</p>

<b>Part 3: <u>Affirmative Evidence</u></b>		
<b>From the answers to questions and evidence: data, charts, diagrams, etc.</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>

<p><b>M</b></p>	<p><b>1. Is the school making progress toward achieving its mission?</b></p>	<p>The school has demonstrated its ongoing commitment to continually developing its ability to deliver on its mission statement.</p>
<p><b>M</b></p>	<p><b>2. Is the charter school responsibly using public funds?</b></p>	<p>Yes, the quality and frequency of the financial reports generated by the school are fully compliant with State requirements.</p>
<p><b>A</b></p>	<p><b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b></p>	<p>The school is working towards further developing a curriculum that meets the academic needs of all its students. This is targeted on both the English and Math areas.</p>
<p><b>M</b></p>	<p><b>4. Is the school sustainable?</b></p>	<p>The school is well managed has a defined plan for growth of student numbers, and sound financial management . A possible constraint would be the inability of the school to put into effect its plan to move into larger premises within the next five years.</p>
	<p><b>5. Current Status of the Board of Trustees Ed 318.16(a)</b></p>	<p>There are currently seven active trustees on the board at Gate City Charter School. They are fortunate to have as their Chair an educator with long standing experience of the charter school environment as both a teacher and latterly as a N.H State representative with a particular involvement in Charter Schools. This experience is ideally suited to promote sound governance and guide the other trustees and the school administration. The Chair is well supported by the other trustees who bring a broad range of skills and experience to the board. The school should consider what actions they can take to reinforce the Board of Trustees with additional parent members, members of the local business community, and if</p>

		possible, individuals who have or have had educational experience.
A	<b>6. Student Data and Analysis</b>	Data has been included but improvements in data collection, analysis, management and use has been implemented.

<b>Part 4: <u>Policy/ Procedure Development</u></b>		
✓ Upon Review		
✓	<b>Policies</b>	<b>Comments</b>
✓	<b>Records Retention pursuant to RSA 189:29-a</b>	
✓	<b>Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.</b>	
✓	<b>Sexual Harassment, as detailed in ED 303.02 (j) and (k).</b>	
✓	<b>Pupil Safety and Violence Protection, pursuant to RSA 193-F</b>	
✓	<b>Limited Uses of Child Restraint Practices, pursuant to RSA 126-U</b>	
✓	<b>Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.</b>	
✓	<b>Due Process, pursuant to RSA 194-B:8</b>	

<b>II. Charter School Onsite Visit</b>		
<b>Part 1: <u>Documentation, Updated Forms Review</u></b>		
✓ Upon Review		
<b><u>Documentation</u></b>		
✓	Criteria	Comments
N/A	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	For KG only
✓	List of Staff Members and Qualifications	
✓	Annual Charter Accountability Documents, (4	

	<b>- 5 years)</b>	
✓	<b>Inventory or equipment, furnishings and materials purchased with Federal fund (\$250.00 and over) Must have DOE inventory stickers attached</b>	
<b>X</b>	<b>Yearly Independent Financial Audits</b>	Past 4 years included. Missing 2017/18 Annual Financial Audit. Letter received from auditing firm stating it is in the process of completion.
✓	<b>Board of Trustees Meeting Minutes</b>	Online and 2017/18 included in Binder
✓	<b>Quarterly Financial reports (4 – 5 years)</b>	
✓	<b>Charter School By-laws</b>	
✓	<b>School Policies</b>	
✓	<b>List of Curriculum, Assessments Tools and current Instructional Practices</b>	This document has been updated and submitted
✓	<b>Parent/Student Handbook</b>	
✓	<b>Staff Handbook</b>	
	<b>Outstanding Charter Accountability documents</b>	2017/18 Audit
✓	<b>Student portfolios and/or student work samples</b>	
<b><u>Updated Forms</u></b>		

✓	<b>Certificate for Occupancy</b>	
✓	<b>Fire Inspection Certificate</b>	
✓	<b>Building Safety Inspection</b>	
✓	<b>Health Inspection</b>	
✓	<b>Insurance Certificate</b>	
X	<b>Financial Audit</b>	In the process

<b>Part 2: <u>Focus Group Interviews</u></b>		
<b>a) <u>Families, Parents, Guardians</u></b>		
<b>Number present:</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	Parents and families are satisfied tat the school is committed to its mission – evidenced in the seamless integration of the arts into all curricular areas. Feel students are academically challenged and successful. Parents spoke about the significant changes in their children’s motivation, interest and enjoyment of leaning.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes, the school uses its funds very wisely. They hired a guidance counselor to teach social and emotional education

		because they identified a need. They purchased a new math curriculum and a data management system because they student were not performing to the school’s expectations. They also have 3 directors to ensure the teachers and students are supported and the school has strong management.
<b>M</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	The school supports not only high achievers and middle of the road students, but also those who are struggling, with Title I and Special education support. They are able to meet the needs of all the students. Parents are satisfied with students’ achievement and skill attainment in all curriculum areas and feel they are making good progress on their strategic plan and goals to improve the program.
<b>M</b>	<b>4. Is the school sustainable?</b>	The school delivers what it advertises. Parents were all satisfied with their children’s progress and well-being, and their children will continue to attend. Some concerns with teacher and administrator turnover – can be somewhat disruptive for the children, as the school values building strong relationships.

<b>b) <u>School Leadership: Directors, Principals</u></b>		
<b>Number Present:</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	Yes, recent PDs on arts integration and differentiation which are already being implemented. A Social emotional learning curriculum has been implemented. Students thrive in a safe community-centered environment that celebrates diversity and

		promotes creative expression and critical thinking.
<b>M</b>	<b>2. Is the charter school responsibly using public funds?</b>	Yes, able to cover all expenses with a limited budget. Provide resources...budget decisions are always made with student interests and needs in mind
<b>A</b>	<b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b>	Yes, vastly improved with new curriculum and data management program to track student performance to inform small and large scale instructional decisions
<b>M</b>	<b>4. Is the school sustainable?</b>	<ul style="list-style-type: none"> <li>• Future plans for new building purchase</li> <li>• Increasing students enrollments</li> <li>• Strategic plan and goal setting</li> <li>• Sound financial management</li> <li>• Cohesive and engaged board</li> <li>• Teacher PD and Evaluations</li> </ul>
<b>M</b>	<b>5. Current Status of the Board of Trustees</b>	Strong supportive board for governance and oversight but do not get involved in the day-to-day operations of the school unless requested.
<b>M</b>	<b>6. Student Data</b>	<ul style="list-style-type: none"> <li>• Majority curricular areas are meeting or exceeding state averages</li> <li>• Acknowledge some deficiencies in academic performance but have created and implemented a strategic plan to address these areas</li> <li>• Have purchased researched –based curriculum assessment and data management programs with evidence of effectiveness</li> </ul>

**c. Board of Trustees**  
**Number Present:**

Level: E, M, A, N	Criteria	Comments
M	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> <li>• Very positive feedback from parents and students</li> <li>• Many changes made to structures</li> <li>• Following strategic plan, goals and objectives</li> <li>• Modifications to curriculum and instruction in order to grow within the mission of the organization</li> </ul>
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> <li>• Effective and diligent board oversight, sound decision making with regards to school finance and governance</li> </ul>
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> <li>• Board is satisfied with student academic performance, feel they are successfully meeting the academic needs of all students. Lower math and ELA grades are showing strong growth and improvement</li> <li>• arts program Integrated into academics = increased enjoyment = increased knowledge and performance = increased confidence</li> </ul>
M	4. Is the school sustainable?	<ul style="list-style-type: none"> <li>• Rigorous recruiting efforts</li> <li>• 3 Tiered management structure</li> <li>• Cohesive board that makes sound, informed financial and governance decisions</li> <li>• Committed to supporting school and community</li> <li>• Teacher and Administrator evaluations to ensure high quality performance</li> <li>• Plans to purchase school building</li> </ul>
M	5. Current Status of the Board of Trustees	7 members, looking for more community members from the business world. We provide Board Member Training.

<b>d. <u>Students</u></b>		
<b>Number Present:</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>
<b>M</b>	<b>1. Is the school making progress toward achieving its mission?</b>	Yes; <ul style="list-style-type: none"> <li>• Many options to integrate the arts in all our classes – drama, music, visual</li> <li>• Lots of movement in classes to work on projects, to explore to work in groups</li> <li>• Creative and unique electives</li> </ul>
<b>M</b>	<b>2. Is the charter school promoting student attainment of expected knowledge and skills?</b>	. Yes: <ul style="list-style-type: none"> <li>• Can work at our own speed</li> <li>• Have extra support when needed</li> <li>• Always encouraged to to our best</li> <li>• Interesting classes and teachers keep us engaged, motivated and happy</li> </ul>
<b>M</b>	<b>3. Is the school sustainable?</b>	Most of the students come back every year because they love the school, the people the work and the program. Small knit community where we all feel safe and valued.

<b>e. <u>Instructional Staff</u></b>		
<b>Number Present:</b>		
<b>Level: E, M, A, N</b>	<b>Criteria</b>	<b>Comments</b>

<p><b>M</b></p>	<p><b>1. Is the school making progress toward achieving its mission?</b></p>	<p>Yes:</p> <ul style="list-style-type: none"> <li>• Solid support from administrators – they are very active and engaged in all school activities and events</li> <li>• Collegial interactions and collaborations</li> <li>• Everything we do reflects our commitment to the mission and goals.</li> <li>• Whole school PD at PSU on arts integration</li> </ul>
<p><b>M</b></p>	<p><b>2. Is the charter school responsibly using public funds?</b></p>	<p>Yes:</p> <ul style="list-style-type: none"> <li>• Funds are spent wisely on resources, curriculum and PD</li> <li>• Well managed budget and expenditures</li> </ul>
<p><b>M</b></p>	<p><b>3. Is the charter school promoting student attainment of expected knowledge and skills?</b></p>	<p>Yes:</p> <ul style="list-style-type: none"> <li>• Improved curriculum and resources</li> <li>• Better tracking of student progress In order to provide differentiated learning and personalized support</li> <li>• Weaknesses in Math and reading in lower grades are expected and beginning to show significant growth this year as a result of changes to curriculum, assessments and data collection and analysis</li> <li>• Support provided where and when needed</li> <li>• Creative process is aligned with academics</li> </ul>
<p><b>M</b></p>	<p><b>4. Is the school sustainable?</b></p>	<p>Yes:</p> <ul style="list-style-type: none"> <li>• Quality PD provided</li> <li>• Curriculum and Instruction support by curriculum director</li> <li>• Improvement made with new curriculum and, assessments and data gathering tools</li> </ul>
<p><b>A</b></p>	<p><b>5. Student Data</b></p>	<p>Will be much more accessible and useful to inform instruction with the implementation of iReady and curricular program-based assessments.</p>

<p><b>Commendations</b></p>	<ul style="list-style-type: none"> <li>• Commitment and dedication of staff to the mission and goals of the school</li> <li>• Successful arts integration model</li> <li>• Addition of Guidance Counselor and implementation of social emotional curriculum</li> <li>• Overall satisfaction and appreciation of program and teachers by parents and students</li> <li>• Ability of board and administrators to identify needs and prioritize meeting those needs</li> <li>• Development of Strategic Plan</li> </ul>
<p><b>Concerns</b></p>	<ul style="list-style-type: none"> <li>• Turnover in teaching staff and administrators</li> <li>• Not meeting state grade level proficiency standards</li> </ul>
<p><b>Recommendations</b></p>	<ul style="list-style-type: none"> <li>• Develop a system to collect and analyze data to create reports on student, subject and grade level performance</li> <li>• Create measurable objectives, fidelity measures and a timeline for meeting goals in strategic plan</li> <li>• Research successful fundraising models and develop plan</li> <li>• Focus additional time and resources on mathematics to meet proficiency standards</li> </ul>
<p><b>Name of Reviewer</b></p>	<p><b>Jane Waterhouse, NHDOE Charter School Administrator</b></p>
<p><b>Contact Details</b></p>	<p><a href="mailto:Jane.Waterhouse@doe.nh.gov">Jane.Waterhouse@doe.nh.gov</a>  <b>271-6813</b></p>





**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**

**DIVISION OF PROGRAM SUPPORT**

**PROFESSIONAL STANDARDS BOARD**

**APPLICATION FOR MEMBERSHIP**

(Please type or print)

NAME: MARY MURPHY, *INDEPENDENT BRANCH LEADER AND*  
(please include position/title) *FINANCIAL CONSULTANT*

WORK ADDRESS: **CHARLES SCHWAB & CO. INC.**  
2 CELLU DRIVE, SUITE 113  
NASHUA, NH 03063

LENGTH OF SERVICE: 12 YEARS IN THE FINANCIAL INDUSTRY, 8 YEARS OWNING  
THIS CHARLES SCHWAB BRANCH FRANCHISE BUSINESS.

WORK TELEPHONE: (603) 595-0581 (MAIN OFFICE); (603) 689-5411 (CELL)

WORK EMAIL: MARY.MURPHY@SCHWAB.COM

HOME ADDRESS: [REDACTED]

HOME TELEPHONE: [REDACTED]

PERSONAL EMAIL: [REDACTED]

Please attach:

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

SIGNATURE: \_\_\_\_\_

DATE: \_\_\_\_\_

Please submit the completed application form POSTMARKED by June 30, 2018 to:  
Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH  
03301 or email it to [credentialing.docs@doe.nh.gov](mailto:credentialing.docs@doe.nh.gov).

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION**

**DIVISION OF PROGRAM SUPPORT**

**PROFESSIONAL STANDARDS BOARD**

**PROFESSIONAL REFERENCES AND MOTIVATION FOR APPLICATION TO THIS BOARD**

(Please type or print)

NAME: **MARY MURPHY, INDEPENDENT BRANCH LEADER AND**  
(please include position/title) **FINANCIAL CONSULTANT**

WORK ADDRESS: **CHARLES SCHWAB & CO. INC.**  
**2 CELLU DRIVE, SUITE 113**  
**NASHUA, NH 03063**

PROFESSIONAL REFERENCES:

**SUSAN ROBINSON, MATH TEACHER AND MATH DEPARTMENT HEAD, WEST HIGH SCHOOL, MANCHESTER, NH (603) 472-3417 (HOME); (603) 533-3586 (CELL)**

**MARGARET BURKE, SPECIAL EDUCATOR, CENTRAL HIGH SCHOOL, MANCHESTER, NH (603) 930-0016 (CELL)**

**TRACY HALL, PRESIDENT, GREATER NASHUA CHAMBER OF COMMERCE, NASHUA, NH (603) 759-9395 (CELL)**

**STATEMENT WHY I WISH TO SERVE ON THE PROFESSIONAL STANDARDS BOARD:**

I am applying for a position on the Professional Standards Board in order to “give back” to my state and community. I would bring a combination of teaching experience and business experience to the Board, as I have had successful careers in both fields.

I was part of a team of Special Educators from the Town of Bedford, NH who taught mathematics to special needs children at West High School in Manchester, NH during the 2004 through 2006 school years.

My mother was a highly respected business teacher and head of the Business Department at the High School of Commerce in Springfield, MA. My father was a well-liked and respected Supervisor of Reading Specialists for the City of Springfield, MA Department of Education. They both emphasized the importance of preparing students for future employment and worked closely with local businesses and hiring managers to help their students secure summer work experience.

As the owner of the first-in-the-nation Charles Schwab Independent Branch franchise, I have mentored business and education students from Rivier University as part of the university’s alumni mentoring program and am currently serving as a Trustee on Rivier University’s Board of Trustees. I am also a Trustee on St. Joseph Hospital’s Board in Nashua, NH.

My business experience has ranged from working in small private startups to global multi-nationals, such as ITT and IBM Corporation. I am also a successful entrepreneur and currently own my independent wealth management practice.

I have attached my resume for your consideration and so that you can see my teaching and international and domestic business experience. I believe I could make a positive contribution to education in the State of New Hampshire and hope you will approve my application to join the Professional Standards Board.

SIGNATURE:

DATE: 01-03-2019

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Please submit the completed application form POSTMARKED by June 30, 2018 to:  
Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH  
03301 or email it to [credentialing.docs@doe.nh.gov](mailto:credentialing.docs@doe.nh.gov).

MARY C. MURPHY

Fracestown, NH 03043

(603) 595-0581 (O)

2011 to  
Present

**Charles Schwab Independent Branch Service** (Nashua, NH)

**INDEPENDENT BRANCH LEADER AND FINANCIAL CONSULTANT**

Selected out of thousands of applicants to be the first-in-the-nation Charles Schwab Independent Branch franchisee. Provided comprehensive wealth management advice and service to clients. Series 7, Series 66, Series 9 and Series 10, NH Life, Health, and Accident Insurance licenses. Licensed in over 40 states. (Peer Excellence Awards (2013 and 2014), ICON Award 2014, NHBR Business Excellence Award for Finance, 25 Extraordinary Women of Greater Nashua, Greater Nashua Chamber of Commerce Small Business of the Year 2018, and more awards.)

2007 to  
2011

**MassMutual Financial Group/MML Investor Services Inc.** (Bedford, NH)

**INDEPENDENT FINANCIAL ADVISOR**

Provided comprehensive asset protection, investment, and estate planning strategies, products, and services to affluent clients. Series 7, Series 66, NH Life, Health, and Accident Insurance licenses. (Multiple Leaders and Fast Start Awards for Asset Growth)

2006 to  
2007

**UBS Financial Services Inc.** (Manchester, NH)

**FINANCIAL ADVISOR**

Provided comprehensive wealth management advice and service to affluent clients. Series 7, Series 66, NH Life, Health, and Accident Insurance licenses. (UBS Leaders Circle Awards (2005 and 2006))

2004 to  
2006

**Manchester High School—West** (Manchester, NH)

**MATH TEACHER AND LEARNING DISABILITIES SPECIALIST**

Taught Personal Financial Planning course to 11<sup>th</sup> and 12<sup>th</sup> grade students. Also taught other types of mathematics (algebra, basic skills, etc.) to special needs students from the Town of Bedford. Started an after-school program to teach personal financial literacy to high school students and mentored West High School's first team to compete in a statewide stock picking contest. Was renewed for the 2006/2007 school year, but resigned in order to join UBS Financial Services. Nominated for Teacher of the Year 2006. Awarded 1<sup>st</sup> Place Adult League (Teacher's Team) and 1<sup>st</sup> Place Overall in the New Hampshire Stock Market Simulation contest (2006 and 2007) West High Student Teams were all ranked in the top 25 out of 350 teams including Dartmouth College.

2001 to  
2004

**Rivier University** (Nashua, NH)

**CARE GIVER/FULL-TIME GRADUATE STUDENT**

Took care of terminally ill parent and second parent with Parkinson's disease. Attended graduate school full time upon my father's death.

1997 to  
2001

High Technology Startups (Curl Corporation (an MIT Computer Science Laboratory spin-off), Cereva Networks, etc.)

**CHIEF MARKETING OFFICER AND VICE PRESIDENT OF MARKETING**

(Resigned due to critical illness of close family member.)

1992 to  
1997

**IBM Corporation** (Cambridge, MA)

**GENERAL MANAGER, Telco and ISP Solutions Division (TISD)** (1996 – 1997) (18 mos.)

Profit and Loss responsibilities for worldwide product division developing hosted Internet and intranet revenue-sharing applications. Division was a self-contained business unit including software engineering, marketing, sales, and services (training, etc.). Successfully launched new products and services targeting telecommunications customers. Grew number of contracted relationships by 80% to 23 service providers on four continents (including AT&T, AOL, BT, NTT, Qwest, Deutsche Telekom, Hong Kong Telecomm, Verizon, etc.). Revenues for FY 96 were 125% of plan; expenses were 10% below plan. Resigned to gain startup experience.

**DIRECTOR, Enterprise, Industry and Business Partner Marketing (EMEA Marketing)** (1994 – 1996)

Defined and implemented strategies, programs and deliverables for Enterprise (large company), Industry (Solutions), and Business Partner Marketing for all Lotus Development product lines in European, Middle Eastern, and African (EMEA) regions. (These were three different Marketing organizations.) Managed team of senior level marketing direct reports (including managers). Provided strategic direction and approved marketing plans and expenditures of Enterprise and Business Partner Marketing Managers (matrix reports) in all EMEA countries.

Developed and implemented 1995 EMEA Marketing Strategy and demand creation programs, finishing FY 1995 over planned revenue targets (115%) and within expense targets.

Received “Summit Award” for Manager of the Year 1995 IBM/Lotus Development Corporation’s highest award for direct contributions to the worldwide growth in sales of Lotus Notes and cc:Mail. Received multi-level promotion (skipped Senior Director) and repatriated to the United States to fix troubled TISD business unit by President and CEO.

**SENIOR PRODUCT MARKETING MANAGER, Lotus Notes Marketing** (1992 – 1994)

Hired to re-launch Lotus Notes Release 3.0 worldwide and achieve dominant share position (revenue and shipments). Improved positioning, value proposition, pricing and product strategy leading to rapid growth in Lotus Notes sales (from 250,000 in 1992 to 75 million+ seats). Leveraged knowledge of e-mail and enterprise customers to accelerate Lotus Notes adoption by using e-mail as a deployment strategy. Received Electronic Mail Association Leadership Award for contributions to the growth of the electronic messaging industry. (Promoted to Director for Europe.)

1986 to  
1992

**Digital Equipment Corporation (Hewlett-Packard), Nashua, NH**

**MARKETING EXECUTIVE** (1991 – 1992)

**MARKETING CONSULTANT** (promoted) (1989 – 1991)

Oversaw international marketing for specific product lines including decision support and electronic messaging products and services. Achieved dominant marketing share over IBM PROFS and DISOSS in 1991 and 1992 for Digital’s ALL-IN-1 integrated office system (per IDC Corporation). Promoted to Marketing Executive.

**SALES REPRESENTATIVE II, Insurance Industry Sales, Hartford, CT**

(1986 – 1989)

Assigned to penetrate new industry (Insurance) with no Digital installations worldwide. Achieved DECATHLON, Digital's highest sales recognition of top 1% of all sales reps, in FY1989. Consistently awarded DEC 100. FY 1987 performance was 143% of quota (\$4.9 million in 9 months). FY1988 performance was \$6.2 million, including \$3 million in software consulting contracts. Recommended for promotion to Sales Executive, but transferred to Marketing.

1982 to  
1986

**ITT/Hartford Insurance Group, Hartford, CT** (Managed technical computer systems consulting personnel)

**ASSISTANT SYSTEMS MANAGER** (promoted)(Awarded Programmer Productivity Award for work on reusable code library and data dictionary projects. Also helped to deploy one of the largest electronic mail networks in the world at that time.)

**SENIOR SYSTEMS ANALYST** (promoted)

**TECHNICAL ANALYST** (promoted)

**EDUCATION**

*Rivier College, M.Ed.*, Elementary Education and General Special Education (High Distinction - GPA 4.0)  
Also certified in Learning Disabilities.

*Bridgewater State College, BA*, Communications Arts and Sciences (CAS) (Minors in Psychology and English) Class officer. Early graduation due to successful passing of advanced placement examinations.

Readopt with amendment Ed 507.05, effective 8-12-11 (Document #9974), to read as follows:

Ed 507.05 ~~Comprehensive Technology~~ **and Engineering Education** Teacher.

(a) To be certified as a ~~comprehensive technology~~ **and engineering education** teacher a candidate shall:

~~(1) Meet the qualifications for certification as a career and technical education teacher as provided in Ed 507.02;~~

~~(2) Meet the requirements of (b) below;~~

~~(3) Have at least a bachelor's degree; and~~

~~(4) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05; and~~

(b) A candidate for certification as a ~~comprehensive technology~~ **and engineering education** teacher shall have the following skills, competencies, and knowledge ~~through a combination of academic and supervised field-based experience~~ in the following areas:

(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on ~~the technological~~ design process, including, but not limited to:

a. Defining a problem by brainstorming or other methods;

b. Researching and generating ideas;

c. Selecting an approach after:

1. Identifying the criteria to be applied;

2. Specifying any constraints; and

3. Exploring various possible approaches;

d. Developing a design proposal;

e. Making a model or prototype;

f. Testing and evaluating the design;

g. Refining the design;

h. Producing and marketing the product; and

i. Communicating the processes and results;

(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:

- a. Math and science skills;*
- ab. Time management skills;*
- bc. Oral, written, and technological communication skills;*
- cd. Problem solving strategies;*
- de. Persistence and entrepreneurship;*
- ef. Technological documentation; and*
- fg. Collaborative group process and leadership skills;*

(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and ~~machines~~ **technologies**;

(4) In the area of knowledge of content, the candidate shall demonstrate ~~knowledge of, ability to produce products for, and~~ **the ability to apply a design lessons about present and future technologies in 3 or more of the following areas and development process in one or more technologies listed below:**

- a. Medical technologies;
- b. Agricultural technologies;
- c. Biotechnologies;
- d. Energy and power technologies;
- e. Information and communications technologies;
- f. Transportation technologies;
- g. Manufacturing technologies;
- h. Construction technologies;
- i. **New Robotics** and ~~emerging~~ **automation** technologies; and
- j. ~~Engineering principles and design~~ **Emerging technologies**; and

(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.:

- a. *Careers;*
- b. *History of technology;*
- c. *Engineering design ethics;*
- d. *Emerging technologies; and*
- e. *Social and economic impacts.*

Readopt with amendment Ed 612.31, effective 12-17-04 (Document #8229), as amended effective 8-12-11 (Document #9974), and expired 12-17-12 in paragraphs (a), (b), and (g), as amended effective 12-21-12 (Document #10246), and as amended effective 8-16-16 (Document #11154), and renumber as Ed 612.31 and Ed 612.36 – Ed 612.39 to read as follows:

Ed 612.31 ~~Career and Technical Education~~**Comprehensive Agrucultural Education.**

~~(a) EXPIRED~~

~~— (b) EXPIRED~~

~~(c)~~ (e) The preparation program in comprehensive agricultural education **program** shall provide the teaching candidate with following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.04(b)**:

~~(1) In the area of plant science:~~

~~a. Relating to plant systems, the ability to:~~

- ~~1. Demonstrate knowledge of the structure and function of plant parts and the physiological processes of plants;~~
- ~~2. Identify types, varieties, characteristics, and uses of agriculturally important plants grown in New Hampshire and the United States; and~~
- ~~3. Identify the components of soil, describe the physical and chemical properties of soils, and classify different types of soils;~~

~~b. Relating to industrial applications, the ability to:~~

- ~~1. Apply principles of plant growth and reproduction to the cultivation of horticultural plants;~~
- ~~2. Demonstrate the function and operation of businesses that supply goods and services to plant related enterprises;~~

~~3. Demonstrate knowledge of the process, marketing, and distribution of plant-related products; and~~

~~4. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

~~(iii) Comparative advantage;~~

~~c. Relating to integrated pest management, the ability to use integrated pest management practices to control horticultural plant pests;~~

~~d. Relating to ethical issues, the ability to use approved procedures for propagating horticultural plants; and~~

~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(2) In the area of animal science:~~

~~a. Relating to animal systems, the ability to:~~

~~1. Describe the characteristics and uses of various breeds and types of animals of major economic importance in the United States;~~

~~2. Demonstrate knowledge of major organs and organ systems and physiological processes of various animals;~~

~~3. Apply principles of genetics to selected breeding of animals; and~~

~~4. Apply knowledge of natural and artificial breeding practices;~~

~~b. Relating to safe handling and management of animals, the ability to:~~

~~1. Demonstrate knowledge of general animal management procedures, including, but not limited to knowledge concerning:~~

~~(i) Immunization;~~

~~(ii) Taking vital signs;~~

~~(iii) Restraining;~~

~~(iv) Medicating; and~~

~~(v) Common surgical procedures; and~~

~~2. Identify signs, symptoms, and effects of common animal diseases, disorders, parasites, and nutritional deficiencies;~~

~~e. Relating to ethical issues, the ability to demonstrate how contemporary issues including but not limited to ethics and waste management affect the principles of genetics, breeding selection, nutrition, and care of animals for use in production, companionship and recreation;~~

~~d. Relating to animal industries, the ability to:~~

~~1. Analyze trends in the consumption of animal products in New Hampshire and the United States and health issues related to the consumption of animal products;~~

~~2. Apply the principles of the care and health of animals for use in production and recreation; and~~

~~3. Demonstrate knowledge of diversity of agriculture, agricultural production and its cultural impact on world economies and trade, including knowledge of productive capacity, production potential, and comparative advantage; and~~

~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(3) In the area of natural resources:~~

~~a. Relating to ecological principles and concepts, the ability to:~~

~~1. Apply basic knowledge of environmental systems and cycles; and~~

~~2. Apply the principles and practices of ecology and conservation in the areas of air, water, land, and wildlife flora and fauna;~~

~~b. Relating to ethical issues, the ability to demonstrate the relationship among natural resources, the environment, and society;~~

~~c. Relating to industrial applications, the ability to:~~

~~1. Demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economies and trade, including, but not limited to, knowledge of:~~

~~(i) Productive capacity;~~

~~(ii) Production potential; and~~

~~(iii) Comparative advantage;~~

~~2. Apply knowledge of land use for best management practices for community planning;~~

~~3. Demonstrate the role of forest and agricultural management in protecting habitats and species; and~~

~~4. Apply the basic principles and methods of agricultural recreation management in the areas of forest, fish, and wildlife; and~~

~~d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(4) In the area of agricultural mechanization:~~

~~a. Relating to the principles of agricultural mechanization, the ability to:~~

~~1. Apply principles and practices of mechanical systems including fluid, electrical, and fuel powered units;~~

~~2. Demonstrate knowledge of surveying practices and measuring equipment in agricultural applications;~~

~~3. Apply knowledge of structures to agricultural applications; and~~

~~4. Apply skills in repairing and maintaining agricultural machinery and structures;~~

~~b. Relating to safety, the ability to:~~

~~1. Identify and use personal safety equipment and identify hazards and safety needs in the home and workplace; and~~

~~2. Demonstrate knowledge of the safe and proper operation of agricultural tools, machinery, and equipment;~~

~~c. Relating to industrial application, the ability to demonstrate knowledge of diversity of agriculture and agricultural production and its cultural impact on world economics and trade, including, but not limited to, knowledge of:~~

~~1. Productive capacity;~~

~~2. Production potential; and~~

~~3. Comparative advantage; and~~

~~d. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry;~~

~~(5) In the area of principles of and business management in the agricultural industries:~~

~~a. Relating to agencies and laws, the ability to:~~

- ~~1. Analyze economic policies and their influence on agriculture; and~~
- ~~2. Apply basic knowledge of United States Department of Agriculture and other regulations and procedures for processing, grading, storing, and marketing agricultural products;~~
- ~~b. Relating to agriculture in New Hampshire, the ability to demonstrate knowledge of the agricultural industry in New Hampshire;~~
- ~~c. Relating to pricing and sales, the ability to:~~
  - ~~1. Apply principles of marketing and economics in agricultural business operations;~~
  - ~~2. Apply strategies for effective sales and service in agricultural applications; and~~
  - ~~3. Apply entrepreneurship principles to the development and operation of an agricultural business;~~
- ~~d. Relating to global trends, the ability to recognize the impact of world markets on United States and New Hampshire agriculture; and~~
- ~~e. Relating to current and emerging technologies, the ability to select and use current and emerging technologies appropriate to the agricultural industry; and~~
- ~~(6) In the area of personal growth and career awareness development in agricultural education, the ability to demonstrate knowledge of the:~~
  - ~~a. Unique leadership, personal growth, and career success through the structure of an organization for students of agricultural education, including but not limited to the National Future Farmers of America Organizations' activities;~~
  - ~~b. Principles and practices of community based organizations, including but not limited to Farm Bureau, 4 H, humane societies, Cooperative Extension, Chambers of Commerce, and Rotary Clubs; and~~
  - ~~e. Basic principles and practices of career planning and exploration.~~

Ed 612.36 Technology and Engineering Program.

~~—(d) The preparation program in comprehensive technology *and engineering program* education shall provide the teaching candidate with the following skills, competencies, and knowledge *gained through a combination of academic and supervised practical experience as outlined in Ed 507.05(b)*:~~

~~(1) In the area of curriculum and instruction, the candidate shall have the ability to plan and implement units, projects, and lessons based on the technological design process, including, but not limited to:~~

- ~~a. Defining a problem by brainstorming or other methods;~~
- ~~b. Researching and generating ideas;~~
- ~~c. Selecting an approach after:
  - ~~1. Identifying the criteria to be applied;~~
  - ~~2. Specifying any constraints; and~~
  - ~~3. Exploring various possible approaches;~~~~
- ~~d. Developing a design proposal;~~
- ~~e. Making a model or prototype;~~
- ~~f. Testing and evaluating the design;~~
- ~~g. Refining the design;~~
- ~~h. Producing and marketing the product; and~~
- ~~i. Communicating the processes and results;~~

~~(2) In the area of process skills, the candidate shall have the ability to model, teach, and encourage the development of:~~

- ~~a. Time management skills;~~
- ~~b. Oral, written, and technological communication skills;~~
- ~~c. Problem solving strategies;~~
- ~~d. Persistence and entrepreneurship;~~
- ~~e. Technological documentation; and~~
- ~~f. Collaborative group process and leadership skills;~~

~~(3) In the area of safety, the candidate shall demonstrate the ability to model, teach, and encourage safe and efficient habits in the application of tools, materials, and machines;~~

~~(4) In the area of knowledge of content, the candidate shall demonstrate knowledge of, ability to produce products for, and ability to design lessons about present and future technologies in 3 or more of the following areas:~~

- ~~a. Medical technologies;~~
- ~~b. Agricultural technologies;~~

- ~~e. Biotechnologies;~~
- ~~d. Energy and power technologies;~~
- ~~e. Information and communications technologies;~~
- ~~f. Transportation technologies;~~
- ~~g. Manufacturing technologies;~~
- ~~h. Construction technologies;~~
- ~~i. New and emerging technologies; and~~
- ~~j. Engineering principles and design; and~~

~~(5) In the area of technology and society, the candidate shall have the ability to integrate information and lessons involving careers, history of technology and ethical practice.~~

Ed 612.37 **Comprehensive Marketing Education.**

~~(e) The preparation program in comprehensive marketing education *program* shall provide the teaching candidate with following skills, competencies, and knowledge *gained through a combination of academic and supervised practical experience as outlined in Ed 507.48(b)*:~~

~~(1) In the area of integration of standards, the ability to:~~

- ~~a. Integrate the New Hampshire academic content standards and the New Hampshire marketing education career field content standards in lesson planning and course of study development; and~~
- ~~b. Create, deliver, and assess multiple lessons integrating academic and marketing content standards;~~

~~(2) In the area of strategizing and planning marketing activities and support functions, the ability to:~~

- ~~a. Demonstrate strategic management skills, describe key marketing concepts, develop marketing plans for various types of businesses and assess identified return on marketing investment (ROMI);~~
- ~~b. Understand how to staff a marketing department, use organizational and management skills, and implement time management and project management skills;~~
- ~~c. Use business systems, set and monitor budgets, estimate project costs, manage financial resources, and analyze vendor performance;~~
- ~~d. Prepare research findings and reports and evaluate marketing research procedures and findings to assess the validity of data; and~~

~~e. Use marketing information to predict and analyze customer behavior, facilitate product and service management decisions, and assess marketing communications activities;~~

~~(3) In the area of the four Ps of marketing, which are place, price, product and service management, and promotion, the ability to:~~

~~a. Use information literacy skills and basic technology skills for a variety of business operations, including, but not limited to:~~

~~1. Internet;~~

~~2. Blogs;~~

~~3. Operating systems;~~

~~4. Search engine marketing;~~

~~5. Pay per click operations;~~

~~6. E-mail;~~

~~7. Personal information management and productivity;~~

~~8. Word processing;~~

~~9. Presentation software;~~

~~10. Spreadsheet;~~

~~11. Website construction, design, and development as a marketing tool;~~

~~12. Social media; and~~

~~13. Databases;~~

~~b. Use information technology tools to:~~

~~1. Manage and perform work;~~

~~2. Collect information to guide decision making; and~~

~~3. Identify needs for hardware and software;~~

~~c. Describe all aspects of pricing and employ and assess pricing strategies for products and services;~~

~~d. Explain the product and service management function, including in-depth knowledge of this function as it relates to marketing communications;~~

~~e. Generate product and marketing communications ideas for business success, evaluate the effectiveness of the marketing communications mix and employ product and service mix strategies;~~

~~f. Position products, service, and a company to create a business image;~~

~~g. Assess product packaging to improve its function and brand recognition;~~

~~h. Evaluate long term and short term results of promotional messages and use metrics to measure effectiveness of marketing communications;~~

~~i. Perform the following functions relating to sales:~~

~~1. Describe sales activities;~~

~~2. Acquire product knowledge;~~

~~3. Differentiate between consumer and business behavior;~~

~~4. Explain and employ sales processes and techniques;~~

~~6. Qualify customers;~~

~~7. Conduct pre-visit research; and~~

~~8. Perform pre-sales activities and prospects for customers; and~~

~~j. Understand management of channel activities and develop and assess channel management strategies;~~

~~(4) In the area of interpersonal and communications skills when doing business with external and internal marketing customers, the ability to:~~

~~a. Demonstrate teamwork, problem solving and leadership skills;~~

~~b. Use communication skills to foster open, honest communication and positive interactions with clients and to influence others in marketing environments;~~

~~c. Read to acquire meaning, listen actively, and use verbal skills to obtain and convey information, prepare written reports, and write internal and external business correspondence;~~

~~d. Communicate with employees, coworkers and supervisors and interact with customers in a manner that:~~

~~1. Enhances and reinforces the company image;~~

~~2. Fosters positive relationships with customers; and~~

- ~~3. Appropriately resolves conflicts; and~~
- ~~e. Teach self-development and professional career skills, including:~~
  - ~~1. Critical thinking;~~
  - ~~2. Career planning and advancement; and~~
  - ~~3. Job-seeking for marketing careers;~~
- ~~(5) In the area of general business administrative and management skills, the ability to:~~
  - ~~a. Demonstrate these skills in the following areas:~~
    - ~~1. Business law;~~
    - ~~2. Financial management;~~
    - ~~3. Personal finance;~~
    - ~~4. E-marketing and e-commerce;~~
    - ~~5. Consumer education;~~
    - ~~6. Entrepreneurship; and~~
    - ~~7. Business economics, math, and English;~~
  - ~~b. Assess management and operations functions and their applications in creating effective businesses;~~
  - ~~c. Describe the process for opening an entrepreneurial venture;~~
  - ~~d. Analyze financial data and use it in small business planning and to make informed decisions;~~
  - ~~e. Describe how businesses are organized and evaluate business systems and their role in success;~~
  - ~~f. Understand ethical business practices and their role in creating effective businesses;~~
  - ~~g. Describe business laws and regulations and their impact on businesses;~~
  - ~~h. Demonstrate the ability to use mathematics and technology to solve business problems and communicate results;~~
  - ~~i. Demonstrate an understanding of human resources policy and its impact on business;~~
  - ~~j. Demonstrate issues involved in operating multi-national enterprises;~~

- ~~k. Use oral and written communication skills in a variety of business situations;~~
- ~~l. Interpret data using statistical processes and use economic concepts in making decisions;~~
- ~~m. Understand and describe the legal rules associated with local, state, and national consumer protection, sales and advertising; and~~
- ~~n. Understand and describe the political and economic background, business incentives, risks and motivation, basic business activities, and associated business challenges involved with international trade.~~

Ed 612.38 **Comprehensive Business Education.**

~~—(f) The preparation program in comprehensive business education **program** shall provide the teaching candidate with following skills, competencies, and knowledge **gained through a combination of academic and supervised practical experience as outlined in Ed 507.49(b):**~~

~~(1) In the area of accounting:~~

- ~~a. Knowledge of and ability to apply accounting principles and practices;~~
- ~~b. Knowledge of the various steps of the accounting cycle for a proprietorship, partnership, and corporation;~~
- ~~c. Knowledge of and ability to apply assets, liabilities, and owner's equity according to generally accepted accounting principles;~~
- ~~d. Knowledge of and ability to apply accounting principles as they apply to ownership, payroll, income taxation, and managerial systems;~~
- ~~e. Ability to prepare, interpret, and analyze financial statements using manual and computerized systems;~~
- ~~f. Ability to apply:~~

~~1. Components of the accounting cycle, including:~~

- ~~\_\_\_\_\_ (i) Analysis of source documents;~~
- ~~\_\_\_\_\_ (ii) Procedures for journalizing and posting transactions to ledgers;~~
- ~~\_\_\_\_\_ (iii) Creating financial statements; and~~
- ~~\_\_\_\_\_ (iv) Closing entries; and~~

~~2. User manual accounting and financial software applications; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to accounting;~~

~~(2) In the area of management and administration:~~

~~a. Knowledge of the importance of the basic tenets of management theories in the successful operation of an organization;~~

~~b. Knowledge of various organizational structures and the advantages and disadvantages of each;~~

~~c. Knowledge of the role of organized labor and its influences on government and business;~~

~~d. Knowledge of and ability to apply generally accepted operations management principles and procedures in order to be able to design an operations plan;~~

~~e. Knowledge of and ability to apply principles and methods of decision-making and mathematical operations leading to quantitative and qualitative analysis;~~

~~f. Knowledge of the differentiation between ethical and legal issues related to social responsibility and business management;~~

~~g. Knowledge of the various management functions and their interrelationships; and~~

~~h. Knowledge of and ability to apply legal and ethical principles pertaining to management and administration;~~

~~(3) In the area of business communications:~~

~~a. Knowledge of ability to apply the concepts and methods of business communication including verbal and nonverbal communication;~~

~~b. Knowledge of and ability to apply the methods of business communication and business technology to develop and deliver effective communication skills;~~

~~c. Knowledge of the importance of so-called soft skills, such as character development and acceptable attitudes, in professional and personal settings;~~

~~d. Knowledge of the social and human relations skills needed to work effectively in a professional environment;~~

~~e. Knowledge of the cultural and global differences as they relate to interpersonal business relationships; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business communications;~~

~~(4) In the area of business law:~~

~~a. Knowledge of and ability to apply knowledge relating to:~~

- ~~1. The relationship between ethics and the law;~~
- ~~2. The sources of the law;~~
- ~~3. The structure of the court system;~~
- ~~4. The different classifications of procedural law; and~~
- ~~5. The different classifications of substantive law;~~

~~b. Knowledge of the relationships among contract law, law of sales, and consumer law;~~

~~c. Knowledge of the role and importance of agency law and employment law and ability to apply such laws as they relate to the conduct of business in the national and international marketplaces;~~

~~d. Knowledge of and ability to apply legal rules that apply to personal property and real property;~~

~~e. Knowledge of and ability to apply advancements in computer technology and how they affect areas such as property law, contract law, criminal law, international law, intellectual law, and substantive law relevant to business areas and knowledge of other legal issues that affect business; and~~

~~f. Knowledge of and ability to apply legal and ethical principles pertaining to business law;~~

~~(5) In the area of entrepreneurship:~~

~~a. Knowledge of the unique characteristics of entrepreneurship;~~

~~b. Knowledge of and ability to apply the financial concepts and tools needed by the entrepreneur in making business decisions;~~

~~c. Ability to develop a business and management plan needed to make business decisions;~~

~~d. Knowledge of the different forms of management and ownership within an industry; and~~

~~e. Knowledge of and ability to apply legal and ethical principles pertaining to entrepreneurship;~~

~~(6) In the area of financial literacy:~~

~~a. Knowledge of and ability to apply the concepts of personal finance in order to make sound financial decisions;~~

~~b. Knowledge of the different consumer agencies that address consumer issues and concerns;~~

~~c. Knowledge of and ability to apply problem solving skills to consumer economic principles relating to the following consumer purchases, including, but not limited to:~~

~~1. Auto, health, and life insurance;~~

~~2. Food;~~

~~3. Clothing; and~~

~~4. Recreation;~~

~~d. Knowledge of and ability to apply financial decision making in the areas of taxes, budgeting, and investing, including, but not limited to, the following investments:~~

~~1. Stock market;~~

~~2. Precious metals;~~

~~3. Jewelry; and~~

~~4. Collectibles;~~

~~e. Knowledge of debit and credit options offered by financial institutions;~~

~~f. Ability to prepare, balance, and evaluate a spending or savings plan; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to financial literacy;~~

~~(7) In the area of finance and economic systems:~~

~~\_\_\_\_\_ a. Knowledge of the features of different economic systems;~~

~~\_\_\_\_\_ b. Knowledge of the major features of the United States economy;~~

~~\_\_\_\_\_ c. Knowledge of the role of exchange and money in an economic system;~~

~~\_\_\_\_\_ d. Knowledge of the role of government in an economic system, especially the role of government in the United States economy;~~

~~\_\_\_\_\_ e. Knowledge of the role of international trade and investment and international monetary relations in the global economy;~~

~~\_\_\_\_\_ f. Knowledge of and ability to apply basic economic principles as they relate to microeconomic and macroeconomic theories and principles; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to finance and economic systems;~~

~~(8) In the area of international business:~~

~~a. Knowledge of why societies develop economic systems;~~

~~b. Knowledge of and ability to apply principles of different economic systems and philosophies and to recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders;~~

~~c. Knowledge of international business as it relates to ethics, finance, management, marketing, import and export trade concepts, communication and culture, and the environment;~~

~~d. Ability to analyze the effect of interdependence on economic activity;~~

~~e. Knowledge of the different types of competitive structures and ability to illustrate the role of competitive markets in the United States and other economies;~~

~~f. Knowledge of the importance of economic relationships among nations; and~~

~~g. Knowledge of and ability to apply legal and ethical principles pertaining to international business;~~

~~(9) In the area of information systems and technology applications:~~

~~a. Knowledge of the development and impact of information technology and telecommunications on business and society;~~

~~b. Ability to analyze, synthesize, evaluate, and apply technologies to solve problems, increase productivity, and improve personal quality of life;~~

~~c. Knowledge of and ability to apply learning principles as they relate to skill development when learning software applications;~~

~~d. Knowledge of and ability to apply technology in communicating, collaborating, conducting research, and solving problems; and~~

~~e. Knowledge of and ability to apply the legal and ethical principles pertaining to information systems and technology applications; and~~

~~(10) In the area of marketing:~~

~~a. Ability to recognize the customer oriented nature of marketing and to analyze the effect of marketing activities on the individual, business, and society;~~

~~b. Ability to analyze the elements of a marketing mix, their interrelationships, and how they are used in the marketing process;~~

~~c. Ability to conduct, prepare, and analyze marketing research in decision making; and~~

~~d. Knowledge of and ability to apply concepts in developing marketing plans for various types of businesses.~~

Ed 612.39 **Comprehensive Family and Consumer Science.**

~~(g) The preparation program in comprehensive family and consumer science education program shall provide the teaching candidate with:~~

~~(1) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in the following areas as outlined in Ed 507.50(b):~~

~~a. In the area of human development, early childhood, and parenting the preparation program shall provide the candidate with the ability to:~~

~~1. Analyze principles of human growth and development throughout the lifespan;~~

~~2. Analyze and evaluate roles and responsibilities of parenting and parenting practices;~~

~~3. Identify strategies that promote growth and development over an individual's life span;~~

~~4. Identify external support systems that provide services for parents;~~

~~5. Identify career paths within the fields of human services and early childhood education;~~

~~6. Integrate curriculum and instruction to meet children's developmental needs and interests;~~

~~7. Create a safe and healthy learning environment and collaborative relationships with or for children;~~

~~8. Demonstrate knowledge of professional standards and practices related to working with children and families; and~~

~~9. Demonstrate knowledge of and appreciation for diverse perspectives, needs, and characteristics of individuals and families;~~

~~b. In the area of family and interpersonal relationships the preparation program shall provide the candidate with the ability to:~~

~~1. Identify external community resources that provide services to parents and families;~~

- ~~2. Comprehend and apply knowledge of the development of interpersonal relationships;~~
- ~~3. Comprehend and utilize principles of social resources management;~~
- ~~4. Demonstrate understanding of cross-cultural communication styles; and~~
- ~~5. Demonstrate knowledge of families' needs and priorities throughout the life cycle;~~

~~e. In the area of consumer education and resource management the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify essential family and individual needs for food, clothing, shelter, and nurture and how families meet those essential needs in different ways;~~
- ~~2. Describe how the resources of time, energy, skill, and money are used to fulfill needs;~~
- ~~3. Describe effective consumer practices and personal resource management strategies;~~
- ~~4. Evaluate the effect of consumer practices on the environment; and~~
- ~~5. Analyze technologies available to families and evaluate their effect on family function; and~~

~~d. In the area of nutrition, food preparation, and wellness the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the factors that influence nutrition and wellness practices over an individual's lifespan;~~
- ~~2. Identify the nutritional needs of individuals and families at all different ages;~~
- ~~3. Identify the impact of science and technology on nutrition, food composition, and preparation safety;~~
- ~~4. Demonstrate knowledge of food safety and sanitation procedures within a foods lab setting; and~~
- ~~5. Acquire, prepare, and use foods to meet nutritional needs of individuals and families at all different ages; and~~

~~(2) Skills, competencies, and knowledge gained through a combination of academic and supervised practical experience in either of the following areas:~~

~~a. In the area of housing, interiors, textiles, and apparel management and design the preparation program shall provide the candidate with the ability to:~~

- ~~1. Identify the properties, characteristics, and uses of fibers and textiles;~~
  - ~~2. Identify career opportunities in textiles, apparel, fashion, housing, and interiors industries;~~
  - ~~3. Identify financial and legal aspects and industry standards impacted by local, state, and national housing policy issues;~~
  - ~~4. Assess apparel decisions in terms of value, function, design, and appearance;~~
  - ~~5. Apply elements and principles of design in the selection of textile and apparel products;~~
  - ~~6. Define basic skills needed to produce, alter, and repair textiles products and apparel;~~
  - ~~7. Evaluate fibers, design concepts, and construction techniques in textile products;~~
  - ~~8. Demonstrate evidence of skills and knowledge to teach students about safety of equipment used to produce, alter, and repair products and apparel within a lab setting;~~
  - ~~9. Demonstrate knowledge related to decisions involving space allocations, space planning, and technological influences on housing and its environment; and~~
  - ~~10. Compare architectural styles, furniture designs, and floor plans; or~~
- ~~b. In the area of hospitality, tourism, and facilities the preparation program shall provide the candidate with the ability to:~~
- ~~1. Explore the career opportunities in the hospitality and tourism industry;~~
  - ~~2. Apply the concepts of service to meet customer expectations;~~
  - ~~3. Identify organizational skills related to the management of functions, programs, events and travel;~~
  - ~~4. Demonstrate knowledge of housekeeping standards and procedures; and~~

~~5. Demonstrate knowledge of procedures and standards applied to safety, security, housekeeping and environmental issues.~~

**Appendix I**

<b>Rule</b>	<b>Statute</b>
Ed 507.05	RSA 186:11, X(a)
Ed 612.31	RSA 186:11, X(c)
Ed 612.36	RSA 186:11, X(c)
Ed 612.37	RSA 186:11, X(c)
Ed 612.38	RSA 186:11, X(c)
Ed 612.39	RSA 186:11, X(c)

**Anne Wallace, Chair**  
Hampstead

**Janine Casavant**  
Penacook

**Joanne Goezler**  
Northwood

**Jack Grube**  
Londonderry

**Katrina Hall**  
Hollis-Brookline

**Joann Misra**  
Windham

**Christine Oskar-Poisson**  
Henniker

**Irv Richardson**  
Concord

**David Webster**  
Lincoln

**Steve Appleby**  
Department of Education

**New Hampshire State Board of Education  
Professional Standards Board**

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101 Pleasant Street  
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**Kirk Beitler**  
Gilford

**Vince Connelly**  
Durham

**Joe Crawford**  
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Northfield

**Cynthia Lucero, Vice Chair**  
Concord

**Beth McClure**  
Pembroke

**R. Page Tompkins**  
Lebanon

**Lisa Witte**  
Monadnock

**Kimberly Yarlott**  
Merrimack

**Christie Sweeney**  
Plymouth

**TECHNOLOGY AND ENGINEERING TEACHER**

**Professional Standards Board  
Committee Summary**

**January 10, 2019**

**COMMITTEE MEMBERS:**

- Kirk Beitler, PSB Member, Superintendent, SAU #73
- Jack Grube, PSB Member, Retired Career and Technical Education Director, Londonderry
- Mark Fiorentino, Comprehensive Technology Education Teacher, Colebrook
- Will Renauld, Retired Comprehensive Technology Education Teacher, Hopkinton
- Dan Caron, Comprehensive Technology Education Teacher, Gilford
- Michael McKeever, Comprehensive Technology Education Teacher, Lisbon
- Clarice Clark, Comprehensive Technology Education Teacher, Hillsboro-Deering
- Zachary Fowler, Comprehensive Technology Education Teacher, Bedford
- William Ross, DOE

Committee members represented the PSB, a retired CTE director, a current school superintendent, and middle and high school teachers from private and public institutions who deliver their curriculum in a variety of learning environments including computer based labs, traditional shops and fabrication labs.

## SUMMARY

The proposed changes align with the NH Technology/Engineering Education Curriculum Guide. The committee reviewed the International Technology & Engineering Educators Association (ITEEA) standards to insure any suggested changes were consistent with national standards.

Given the expanded instruction in STEM related content in NH committee did not recommend adding any grade specific requirements to this endorsement; allowing districts to place certified teachers in learning environments that fit local needs which might include elementary grades.

### Details for specific proposed amendments:

- Name – Aligns with NH Curriculum Guide as well as ITEEA terminology
- Ed 507.05(a)(1) and (2) – Removal of (1) as a recognition that this endorsement is not a traditional career and technical education (CTE) endorsement and requires a Bachelor's degree. Most teachers with this certification do not teach at a NH CTE center. There is no correlation or justification to retain the requirements for a CTE license/endorsement. Credential holders with this endorsement who do teach within a CTE Center operate outside the requirements of the Carl Perkins Act similar to Business and Family and Consumer Science instructors at those centers.
- Ed 507.05(b) – Updated the language to be consistent with all other endorsement rules.
- Ed 507.05(b)(2) – Added “a. Math and science skills” in order to align with current standards
- Ed 507.05(b)(3) – Changed “machines” to “technologies” in order to align with current standards and language in the field.
- Ed 507.05(b)(4)i. – Changed “new and emerging” to “robotics and automation” to align with current standards and practices in the field.
- Ed 507.05(b)(4)j. – Changed wording to align with current standards and practices in the field.
- Ed 507.05(b)(5) – Changed the current list to a list format and reworded based on the current standards and practices in the field.
- Ed 612.31 – Changed “career and technical education” to “Comprehensive Agricultural Education” and renumbered all of the sections in this rule to its own Ed 612 rule. All of the rules in the former Ed 612.31 are not career and technical education certifications. Ed 612.36 is the new “Technology and Engineering Program” for educator preparation programs. All of the new Ed 612 rules point to their corresponding Ed 500 rule.

Readopt with amendment Ed 612.02, effective 10-15-10 (Document #10506), to read as follows:

Ed 612.02 Reading and Writing Program.

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

~~—(b) The reading and writing program shall provide the teaching candidate with the following skills, competencies, and knowledge, gained through a combination of academic and supervised field-based experience in the following areas as outlined in Ed 507.52(b):~~

~~(1) In the area of knowledge of the foundations of reading and writing processes and instruction, the ability to demonstrate knowledge of:~~

~~a. Social and cognitive development of children and adolescents;~~

~~b. Psychological, cultural, and linguistic foundations of reading and writing processes and instruction, as shown by the ability to explain, compare, contrast, and critique major theories in the foundational areas as they are related to reading and writing;~~

~~c. Current practices, research, and historical developments in teaching reading and writing;~~

~~d. The diverse languages, cultures, histories, and experiences of English language learners;~~

~~e. Language development as it relates to acquisition of reading and writing, and the variations related to cultural and linguistic diversity, including the ability to:~~

~~1. Identify, explain, compare, and contrast the theories and research in the areas of language development in relation to the process of learning to read and to write; and~~

~~2. Describe development of a child's reading and writing in relation to cultural and linguistic context;~~

~~f. The major components of reading curriculum, including the ability to:~~

~~1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading;~~

~~2. Explain how background knowledge, vocabulary, comprehension strategies, meaning, and motivation are integrated in reading; and~~

~~3. Describe how reading strategies are taught in curricular areas, including science, English, social studies, and mathematics;~~

~~g. The major components of writing instruction, including the ability to:~~

~~1. Understand the writing process and appropriate strategies for planning, drafting, revising, editing, and sharing writing;~~

~~2. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;~~

~~3. Recognize and identify stages of student progress in spelling from early strategies that map letters to sounds to more sophisticated processes that draw on semantic relationships in spelling;~~

~~4. Describe age and grade appropriate uses of punctuation and text organization and how such conventions serve communication;~~

~~5. Describe models for integrating writing across the curriculum; and~~

~~6. Demonstrate knowledge of how students learn to encode their ideas in manuscript and cursive as well as through technology; and~~

~~h. Electronic and technology-based literacies that serve academic, personal, and professional purposes, including, but not limited to:~~

~~1. Blogs;~~

~~2. Ezines;~~

~~3. Websites;~~

~~4. Ebooks;~~

~~5. Hypertexts;~~

~~6. Simulations; and~~

~~7. Social networking forums;~~

~~(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to:~~

~~a. Use flexible instructional options to address individual differences through grouping and individual instruction;~~

~~b. Select appropriate instructional practices, approaches, and methods, including but not limited to, technology-based practices for addressing the needs of students;~~

~~c. Provide and employ effective reading and writing instruction for learners at different stages of literacy and from different cultural and linguistic backgrounds, including the ability to:~~

- ~~1. Select appropriate reading materials, including literature for children and adolescents, basal and core programs, trade books, digital media, and content area textbooks;~~
- ~~2. Organize classrooms to support reading and writing instruction;~~
- ~~3. Engage students in reading for personal, academic, and professional reasons, and in writing to communicate content, including feelings, ideas, and knowledge, for a purpose to an audience;~~
- ~~4. Develop students' writing from planning through drafting, editing, revising, and sharing with peers, teachers, and others;~~
- ~~5. Engage students in using genres appropriate to personal, social, academic, and vocational or professional content, purposes, and audiences; and~~
- ~~6. Frame focused lessons to:
  - ~~(i) Address skill needs, including spelling and punctuation; and~~
  - ~~(ii) Further competence in cognitive aspects of writing, including text and sentence organization, word choice, and voice; and~~~~

~~d. Use instructional strategies that support, challenge, and develop the language and literacy of English language learners;~~

~~(3) In the area of assessment, diagnosis, and evaluation of reading and writing, the ability to:~~

~~a. Understand the terminology, processes, and procedures used in formal and informal assessments;~~

~~b. Compare, contrast, use, and interpret a wide range of assessment tools and practices, including standardized instruments and informal measures including informal inventories, curriculum based measures, and observational schemes, complemented by analyses of artifacts, portfolios, and work samples that provide the ability to;~~

- ~~1. Evaluate students' development in literacy using holistic, analytical, and diagnostic schemes; and~~
- ~~2. Understand and apply principles of response to instruction paradigms;~~

~~c. Use assessment information to plan, evaluate, and revise effective instruction that meets the needs of all students, including those at different developmental stages and those from different cultural and linguistic backgrounds, by:~~

- ~~1. Using in-depth assessment information to plan individual instruction for those struggling with reading and writing;~~
- ~~2. Selecting and administering developmentally appropriate formal and informal assessments;~~
- ~~3. Engaging students appropriately in using assistive technology to address their needs in learning and communicating; and~~
- ~~4. Collaborating with other education professionals to implement appropriate reading and writing instruction for individual students;~~

~~(4) In the area of creating a literate environment that fosters reading and writing, the ability to:~~

~~a. Use students' interests, abilities in reading and writing, and backgrounds as a foundation for developing their abilities in reading and writing, including the ability to;~~

- ~~1. Inventory and assess students' interests, reading abilities, and backgrounds;~~
- ~~2. Select literature, materials, and activities that match the reading levels, writing development, and cultural and linguistic backgrounds of students;~~
- ~~3. Use instructional practices that allow for explicit instruction, provide authentic purposes for reading and writing, and incorporate cooperative learning and problem solving; and~~
- ~~4. Establish forums for students to write in a variety of genres, and to share and to respond to one another's writing;~~

~~b. Model reading and writing as valued lifelong activities, including the ability to demonstrate:~~

- ~~1. Personal commitment to reading and writing; and~~
- ~~2. Model reading and writing for real purposes in daily interactions with students and education professionals;~~

~~c. Motivate learners to be lifelong readers and to write for personal, social, academic, and vocational or professional purposes; and~~

~~d. Demonstrate how students' abilities to read and to write support academic achievement, personal inquiry, identity, and self expression by:~~

- ~~1. Providing students with the opportunities to use reading of text and electronic media to explore areas of interest and intellectual curiosity; and~~
- ~~2. Developing students' abilities to express themselves as they write about their own experiences, describe insights and opinions, and seek to persuade others; and~~

~~(5) In the area of viewing professional development as a career long effort and responsibility, the ability to:~~

~~a. Display professional and collaborative dispositions related to the teaching of reading and writing, including the ability to:~~

- ~~1. Enlist public support for high quality programs in literacy by working with families, colleagues, study groups, and communities;~~
- ~~2. Develop the literacy of each and every student through his or her instruction;~~
- ~~3. Respect the importance of confidentiality in protecting students' privacy; and~~
- ~~4. Develop relationships with other professional persons, striving for harmony, avoiding personal controversy, encouraging cooperative effort, and making known the obligations and services rendered by professionals in reading;~~

~~b. Broaden and extend their understanding of teaching reading and writing, including the ability to:~~

- ~~1. Research specific aspects of reading/writing instruction, including:
  - ~~(i) Identification of those areas of knowledge, skills, or dispositions related to their teaching of reading and writing;~~
  - ~~(ii) Planning of strategies to address the identified areas of knowledge, skills, or dispositions related to the teaching of reading and writing;~~
  - ~~(iii) Implementation of the planned strategies; and~~
  - ~~(iv) Articulation and showing of evidence of the results;~~~~
- ~~2. Stay informed about professional issues; and~~
- ~~3. Provide educational opportunities, information, and support for families and the community; and~~

~~c. Collaborate with colleagues to observe, analyze, and provide feedback on each other's practice, including ability to:~~

- ~~1. Engage in collaboration and dialogue with teachers and reading specialists to gain recommendations and advice on teaching practices and ideas;~~
- ~~2. Articulate the research base related to these recommendations; and~~
- ~~3. Conduct action research as a means of addressing instructional issues.~~

## Appendix I

<b>Rule</b>	<b>Statute</b>
Ed 612.02	RSA 186:11, X(c)

Amend Ed 306.04(a)(25), effective 3-27-14 (Document #10556), cited to read as follows:

Ed 306.04 Policy Development.

(25) Graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation in content areas no later than July 1, 2015 as follows;

- a. Arts education;
- b. ~~Information and communication technologies~~ *Digital literacy*;
- c. English;
- d. Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis;
- e. Physical sciences;
- f. Biological sciences;
- g. US and NH History;
- h. US and NH government/civics;
- i. Economics, including personal finance;
- j. World history, global studies, or geography;
- k. Health education; and
- l. Physical education; and

Repeal Ed 306.14, effective 3-27-14 (Document #10556), as follows:

~~Ed 306.14 Basic Instructional Standards.~~

~~— (a) This section shall apply until July 1, 2015.~~

~~— (b) The local school board shall require that each school has an instructional program which includes the following:~~

- ~~(1) A policy on homework, including its relationship to the grading system;~~
- ~~(2) An organized plan for recording student progress in meeting program objectives;~~
- ~~(3) A policy for promoting students from one grade level to another;~~
- ~~(4) Instructional materials and resources matched to the appropriate skill levels of students;~~
- ~~(5) A policy for the awarding of credit for required subjects and open electives;~~
- ~~(6) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, and~~
- ~~(7) A policy encouraging students to have a plan for summer activities that support student learning.~~

Readopt with amendment and renumber Ed 306.141 effective 3-27-14 (Document #10556), as Ed 306.14 to read as follows:

Ed 306.141 Basic Instructional Standards, July 1, 2015.

(a) The local school board shall require no later than July 1, 2015, that each school has an instructional program which includes the following:

- (1) A policy on homework, including its relationship to the grading system;
- (2) An organized plan for recording student progress in meeting district and graduation competencies in alignment with RSA 193-C:3;
- (3) A policy for promoting students from one learning level to another based on achievement of district competencies in alignment with RSA 193-C:3;
- (4) Instructional materials and resources matched to the appropriate skill levels of students;
- (5) A policy that outlines how ~~information and communication technologies~~ **digital** literacy ~~(ICT)~~ will be integrated in a developmentally appropriate manner across **grades K-12** instruction, and how the district and/or graduation competencies associated with ICT will be assessed either alone or in combination with other district and/or graduation competencies and assessments;
- (6) A policy outlining how students will demonstrate achievement of district and graduation competencies including the awarding of credit for required subjects and open electives;
- (7) A policy encouraging students to pursue and demonstrate advanced course work, including advanced placement courses in high school, dual enrollment in college courses; and
- (8) A policy encouraging students to have a plan for summer activities that support student learning.

(b) The instructional program shall enable students to demonstrate achievement of graduation competencies in alignment with RSA 193-C:3.

Amend Ed 306.15(d) effective 3-27-14 (Document #10556), cited to read as follows:

Ed 306.15 Provision of Staff and Staff Qualifications.

(d) The local school board may provide for each school the services of additional staff to facilitate the use of the instructional resources described in Ed 306.08 and the technological resources needed to facilitate the ~~information and communication technologies~~ **digital literacy** program described in Ed 306.42.

Repeal Ed 306.26, effective 3-27-14 (Document #10556), as follows:

~~Ed 306.26 Kindergarten—Grade 8 School Curriculum.~~

- ~~(a) This section shall apply until July 1, 2017.~~
- ~~(b) The local school board shall require that in each school there is:~~
- ~~(1) A broad and well balanced elementary school curriculum in compliance with RSA 193-C:3, III; and~~

~~(2) An instructional program that includes:~~

- ~~a. Procedures for diagnosing learner needs, learning styles, and interests;~~
- ~~b. Methods and strategies for teaching students;~~
- ~~c. Research based learning opportunities;~~
- ~~d. Techniques for the evaluation of student outcomes, and~~
- ~~e. Provision of differentiated instruction for students based on learning styles, needs, and interests.~~

~~(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades K-8, at all grade levels in the school:~~

~~(1) For the elementary grades K-8, where no middle school has been established by vote of the local school board:~~

- ~~a. Ed 306.31, relative to an arts education;~~
- ~~b. Ed 306.37, relative to an English/language arts and reading program;~~
- ~~c. Ed 306.40, relative to a health education program;~~
- ~~d. Ed 306.41, relative to a physical education program;~~
- ~~e. Ed 306.42, relative to an digital literacy program;~~
- ~~f. Ed 306.43, relative to a mathematics program;~~
- ~~g. Ed 306.45, relative to a science education; and~~
- ~~h. Ed 306.46, relative to a social studies program; and~~

~~(2) For middle school:~~

- ~~a. Ed 306.31, relative to an arts education;~~
- ~~b. Ed 306.37, relative to an English/language arts and reading program;~~
- ~~c. Ed 306.38, relative to a family and consumer science education;~~
- ~~d. Ed 306.40, relative to a health education program;~~
- ~~e. Ed 306.41, relative to a physical education program;~~
- ~~f. Ed 306.42, relative to an digital literacy program;~~
- ~~g. Ed 306.43, relative to a mathematics program;~~
- ~~h. Ed 306.45, relative to a science education;~~
- ~~i. Ed 306.46, relative to a social studies program; and~~
- ~~j. Ed 306.47, relative to a technology education.~~

~~— (d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.~~

~~— (e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.~~

~~— (f) The local school board shall develop a policy that grants credits to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates content requirements consistent with related high school course(s) and the student achieves satisfactory standards of performance.~~

~~— (g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:~~

~~(1) Consist of activities designed to:~~

- ~~a. Provide credit or supplement regular academic courses; and~~
- ~~b. Promote the schools and individual students' educational goals and objectives;~~

~~(2) Be governed by a policy adopted by the local school board that:~~

- ~~a. Provides for the administration and supervision of the program;~~
- ~~b. Encourages that certified school personnel oversee an individual student's program;~~
- ~~c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;~~
- ~~d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and~~
- ~~e. Requires that credit for an extended learning activity can only be approved by certified educators;~~

~~(3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;~~

~~(4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and~~

~~(5) Be available to all students.~~

Readopt with amendment, and renumber Ed 306.261, effective 3-27-14, (Document #10556), as Ed 306.26 to read as follows:

Ed 306.261 Kindergarten – Grade 8 School Curriculum, July 1, 2017.

(a) The local school board shall require no later than July 1, 2017, that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the *grade ~~IK~~-8* program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
  - a. Procedures for diagnosing learner needs, learning styles, and interests;
  - b. Methods and strategies for teaching students;
  - c. Research-based learning opportunities;
  - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
  - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

*(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a that supports:*

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;*
- (2) Child development and learning in all domains, including, but not limited to:*
  - a. Physical;*
  - b. Social;*
  - c. Cognitive; and*
  - d. Language;*
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:*
  - a. Movement;*
  - b. Creative expression;*
  - c. Exploration;*
  - d. Socialization; and*
  - e. Music;*
- (4) A guided-reading literacy program.*

*(bc)* The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades ~~IK~~-8, at all learning levels in the school:

(1) For the elementary grades ~~K~~**I**-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to an ~~information & communication technologies~~ **digital literacy** program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program; and

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education
- f. Ed 306.42, relative to an ~~information & communication technologies~~ **digital literacy** program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology/preengineering education.

**(ed)** If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

**(de)** If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

**(ef)** The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(fg) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

- (1) Consist of activities designed to:
  - a. Provide credit or supplement regular academic courses; and
  - b. Promote the schools and individual students' educational goals and objectives;
- (2) Be governed by a policy adopted by the local school board that:
  - a. Provides for the administration and supervision of the program;
  - b. Outlines how certified school personnel oversee an individual student's program;
  - c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
  - d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
  - e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

Amend Ed 306.27(c), (l), (t), (u) and (y), effective 3-27-14 (Document #10556), cited to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

- (1) Ed 306.31, relative to an arts education;
- (2) Ed 306.33, relative to a business education;
- (3) Ed 306.34, relative to a career and technical education;
- (4) Ed 306.35, relative to a career education;
- (5) Ed 306.37, relative to an English/language arts and reading program;
- (6) Ed 306.38, relative to a family and consumer science education;
- (7) Ed 306.39, relative to a school counseling program;

- (8) Ed 306.40, relative to a health education program;
  - (9) Ed 306.41, relative to a physical education program;
  - (10) Ed 306.42, relative to ~~an information & communication technologies~~ **digital literacy** program;
  - (11) Ed 306.43, relative to a mathematics program;
  - (12) Ed 306.45, relative to a science education;
  - (13) Ed 306.46, relative to a social studies program;
  - (14) Ed 306.47, relative to a technology preengineering education;
  - (15) Ed 306.48, relative to a world languages program; and
  - (16) Ed 306.27(b)(4), relative to extended learning opportunities.
- (l) The following shall apply relative to the required program of studies:
- (1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;
  - (2) Each high school may use any relevant title to identify a particular course;
  - (3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;
  - (4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;
  - (5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
<del>Information and communication technologies</del> <b>Digital literacy</b>	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students are not required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school’s program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school’s program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student’s requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(1)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

\*(t) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
<del>Information and communications</del>	½ credit

<del>technologies</del> <b>Digital literacy</b>	
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(u) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
<del>Information and communications technologies</del> <b>Digital literacy</b>	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(y) The graduation competencies in ~~information and communications technologies~~ **digital literacy** education shall be met by either:

(1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or

(2) A course in ~~information and communications technologies~~ **digital literacy** education at the high school level through which a student can achieve and demonstrate appropriate graduation competencies.

Amend Ed 306.28(e) effective 3-27-14 (Document #10556), cited to read as follows:

Ed 306.28 Approval Process.

(e) Implementation timelines shall be set forth in Table 306-4 below:

Table  
306-4

Section	Implementation Date
306.141 Basic Instructional Standards	July 1, 2015
306.261 Kindergarten-Grade 8 Curriculum	July 1, 2017
306.311 Arts Education Program	July 1, 2015
306.371 English / Language Arts and Reading Program	July 1, 2015
306.401 Health and Wellness Education Program	July 1, 2015
306.411 Physical Education Program	July 1, 2015
306.421 <del>Information and Communication Technologies</del> <b>Digital Literacy</b> Program	July 1, 2015
306.431 Mathematics Program	July 1, 2015
306.451 Science Education Program	July 1, 2015
306.461 Social Studies Program	July 1, 2015
306.471 Technology / Pre-Engineering Education Program	July 1, 2015
306.481 World Languages Program	July 1, 2015

Amend the introductory language of Ed 306.31(a), effective 1-8-16 (Document #11020), to read as follows:

Ed 306.31 Arts Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that an arts education program for grades ~~K~~**I**-12 provides:

Amend the introductory language of Ed 306.40(a), effective 1-8-16 (Document #11020), to read as follows:

Ed 306.40 Health Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school health education program for grades ~~K~~**I**-12 provides:

Readopt with amendment Ed 306.41(a) intro., (b)(1), and (b)(2) effective 1-8-16 (Document #11020), to read as follows:

Ed 306.41 Physical Education Program.

(a) Pursuant to Ed 306.26 and Ed 306.27, the local school board shall require that a school physical education program for grades ~~K~~**I**-12 provides:

- (1) Physical education as provided in (b) below; and
- (2) Family and community partnerships.

(b) In the area of physical education, the local school board shall require that each school physical education program provides:

- (1) Systematic instruction in grades ~~K~~**I**-12, designed to enable students to:
  - a. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities;
  - b. Demonstrate understanding of movement concepts, principles, and performance of physical activities;
  - c. Participate regularly in physical activity;
  - d. Achieve and maintain a health enhancing level of physical fitness;
  - e. Exhibit responsible personal and social behavior that respects self and others in physical activity settings; and
  - f. Value physical activity for health, enjoyment, challenge, self expression, and social interaction;
- (2) A planned ~~K~~**I**-12 curriculum in physical education that will provide for:
  - a. A variety of motor skills that are designed to enhance the physical, mental, social, and emotional development of every child;
  - b. Fitness education and assessment to help children understand and improve or maintain their physical well-being;
  - c. Development of cognitive concepts about motor skills and fitness;
  - d. Opportunities to improve children's emerging social and cooperative skills and to gain a multicultural perspective;
  - e. Promotion of regular amounts of appropriate physical activity now and throughout life; and
  - f. Utilization of technology in attaining instruction, curricular, and assessment goals; and

Readopt with amendment Ed 306.42(a), effective 1-8-16 (Document #11020), to read as follows:

Ed 306.42 ~~Information and Communication Technologies~~ ***Digital Literacy Program.***

(a) The local school board shall require an integrated approach to the use of 21<sup>st</sup> century tools, including, but not limited to technology and communication tools, within all curriculum areas through the adoption of an information and communication technologies literacy (ICT) program in grades ~~K~~***I*** - 12 that provides opportunities at developmentally appropriate levels for students to:

Amend Ed 306.43(a) intro., effective 1-8-16 (Document #11020), to read as follows:

Ed 306.43 ***Mathematics Program.***

(a) Pursuant to Ed 306.26, the local school board shall require that a mathematics program in each elementary grade, ***excluding kindergarten***, provides:

Readopt with amendment Ed 306.44, effective 3-27-14 (Document #10556), to read as follows:

Ed 306.44 ~~RESERVED~~ ***Computer Science Education.***

***(a) Each district shall establish and provide a comprehensive, sequentially designed, computer science curriculum that will meet the minimum standards for college and career readiness and that provide for continued growth in all content areas consistent with RSA 193-C:3, III.***

***(b) Pursuant to Ed 306.26, the local school board shall require that a computer science education program for grades 1-8 provides:***

***(1) Integrated, developmentally appropriate instruction in the concepts of computational thinking and the impacts of computing, where students will:***

***a. Foster an inclusive computing culture that incorporates personal, ethical, social, economic, and cultural contexts when considering the needs of diverse users of computational products;***

***b. Use Collaborative tools and processes to effectively work together to create complex artifacts;***

***c. Recognize and define computational problems;***

***d. Develop and use abstractions to manage complexity;***

***e. Create, test, and refine computational artifacts; and***

***f. Communicate with diverse audiences about the use and effects of computation and the appropriateness of computational choices; and***

***(2) Opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment.***

***(c) Pursuant to Ed 306.27, the local school board shall require that a computer science education program be provided in each high school that:***

***(1) Offers 2 credits in coursework and competencies in one or more of the following core content areas:***

- a. Computing systems;***
- b. Networks and the internet;***
- c. Data and analysis; and***
- d. Algorithms and programming;***

***(2) Provides opportunities for students to build and construct knowledge and understanding of computational thinking through developmentally appropriate activities that include concrete experiences and interactions with manipulatives, technology, and their environment; and***

***(3) Provides opportunities for students to engage in authentic tasks that:***

- a. Foster an inclusive computing culture;***
- b. Encourage collaboration;***
- c. Promote the recognition and defining of computational problems;***
- d. Encourage the development and use of abstractions in complex problem solving;***
- e. Create, test, and refine computational artifacts; and***
- f. Provide opportunities for communication about computing.***

Amend the introductory language of Ed 306.45(a), effective 1-8-16 (Document #11020), to read as follows:

Ed 306.45 Science Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a science education program in each *elementary* school with the grades, ***excluding kindergarten, K-4*** provides:

Amend the introductory language of Ed 306.46(a), effective 1-8-16 (Document #11020), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school ***grade, excluding kindergarten,*** provides:

STATE OF NEW HAMPSHIRE

VIII, D



OFFICE OF LEGISLATIVE SERVICES

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

January 22, 2019

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

Re: Conditional Approval of Final Proposal 2018-74

Dear Board Members:

At its meeting on January 18, 2019, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2018-74 of the Board of Education (Board) containing Ed 403.03, Ed 405.01, and Ed 407.01 relative to non-public school approval. The Committee's approval was conditioned on amending Final Proposal 2018-74 as specified in the Board's conditional approval request, dated January 17, 2019. A copy of the conditional approval request, as annotated by Committee staff, is enclosed for your information.

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is February 14, 2019. In this instance, the 7<sup>th</sup> day following the next regularly scheduled meeting of the Board falls on February 21, 2019. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(a).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

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

Ed 403.03 Annual Reports.

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

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

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

Ed 405.01 Identification of Recognized Agencies for Program Approval.

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

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

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

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

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

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

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

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

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

(5) Curriculum;

(6) Staff qualifications;

(7) Admissions process;

(8) Graduation requirements for high schools only;

(9) Process for assessing student performance;

(10) Financial management;

(11) Student support services;

(12) Co-curricular activities;

(13) Parent involvement;

(14) School and community relations; and

(15) Residential life if applicable.

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

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

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

**or**

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

- a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
- b. The information submitted by the applicant as required in Ed 405.01(b) and Ed 405.01(c) is determined by the state board to be incomplete, inaccurate, or false;
- c. The NSAC misapplied a statute or administrative rule in making its recommendation;  
or
- d. The NSAC did not follow proper procedures in reviewing the application.

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

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

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

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

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

***(j) The board shall review the NSAC recommendation and take one of the actions enumerated in Ed 405.01(i).***

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

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

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

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

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

(a) Each non-public school shall permanently maintain individual student records that include:  
 (b)

(1) Pupil registers as required by RSA 189:27-a that include the following information:

- a. Name;
- b. Sex;
- c. Date of birth;
- d. Place of birth;
- e. Town of legal residence; and
- f. Parent/guardian contact information;

(2) Transcripts of academic performance; and

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

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

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

**Appendix I**

<b>RULE</b>	<b>STATUTE</b>
Ed 403.03	RSA 186:11, XXIX
Ed 405.01	RSA 186:11, XXIX
Ed 407.01	RSA 189:27a

Board of Education  
January 22, 2019  
Page 2

If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please call Scott Eaton 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

Enc.

cc: Amanda Phelps, Administrative Rules Coordinator, DOE

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

Ed 403.03 Annual Reports.

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

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

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

Ed 405.01 Identification of Recognized Agencies for Program Approval.

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

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

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

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

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

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

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

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

(1) School mission statement and educational philosophy;

(2) Governance;

(3) School facilities;

(4) School health and safety programs;

(5) Curriculum;

(6) Staff qualifications;

(7) Admissions process;

(8) Graduation requirements for high schools only;

(9) Process for assessing student performance;

(10) Financial management;

(11) Student support services;

(12) Co-curricular activities;

(13) Parent involvement;

(14) School and community relations; and

(15) Residential life if applicable.

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

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

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

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

- a. Additional information has been received which indicates that the applicant is not eligible to be a recognized agency for program approval;
- b. The information submitted by the applicant as required in Ed 405.01(b) and Ed 405.01(c) is determined by the state board to be incomplete, inaccurate, or false;
- c. The NSAC misapplied a statute or administrative rule in making its recommendation;  
or
- d. The NSAC did not follow proper procedures in reviewing the application.

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

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

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

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

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

(j) The board shall review the NSAC recommendation and take one of the actions enumerated in Ed 405.01(i).

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

- (1) The agency might no longer be meeting the requirements of Ed 405.01(c); or
  - (2) The agency has acted in an unfair or unlawful manner in conducting accreditations.
- (l) Agencies that have been recognized for program approval may request to be removed from the list of recognized agencies.

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

PART Ed 407 RETENTION OF STUDENT RECORDS

Ed 407.01 Student Records.

(a) Each non-public school shall permanently maintain individual student records that include:

(1) Pupil registers as required by RSA 189:27-a that include the following information:

- a. Name;
- b. Sex;
- c. Date of birth;
- d. Place of birth;
- e. Town of legal residence; and
- f. Parent/guardian contact information;

(2) Transcripts of academic performance; and

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

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

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

**Appendix I**

<b>RULE</b>	<b>STATUTE</b>
Ed 403.03	RSA 186:11, XXIX
Ed 405.01	RSA 186:11, XXIX
Ed 407.01	RSA 189:27a