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

Thursday, June 13, 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. NONPUBLIC SCHOOL APPROVAL

A. Lupine Montessori School ~ *EMILY ROBARTS, Head of School*

B. Action Academy ~ *MARY MacINTOSH, Head of School*

C. Summit Christian Academy ~ *LORI PETERS, Head of School*

D. Hampstead Academy ~ *LIANE ODOM, Head of School*

E. Nonpublic School Approval Designation Report *~ MELISSA VALENCE*, *NHDOE, Division of Education Analytics & Resources*

V. COUNCIL for TEACHER EDUCATION UPDATE *~ ASHLEE STETSER, NHDOE Administrator, Bureau of Educator Preparation and Higher Education*

A. New England College, New Program Approval request for four (4) new programs:

1. 614.12 Business Administrator (Graduate)
2. 614.02 Reading and Writing Specialist (Graduate)
3. 614.15 Special Education Administrator (Graduate), and
4. 614.13 Curriculum Administrator (Graduate)

B. Upper Valley Educators Institute (UVEI), New Program Approval request for one (1) new program:

1. 614.13 Curriculum Administrator (Graduate/Postgraduate)

C. New Hampshire Technical Institute (NHTI), New Program Approval request for one (1) new program:

1. 612.33 Computer Science

VI. COMMISSIONER'S UPDATE

VII. LEGISLATIVE UPDATES

A. Initial Proposal ~ Record Retention (Special Education) (Ed 1119.01)

B. Final Proposal ~ Computer Science & Kindergarten Minimum Standards (Ed 306)

C. Final Proposal ~ Custodian of Records (Ed 502.03)

D. Final Proposal ~ Technology and Engineering Teacher (Ed 507.05, Ed 612.31, and Ed 612.36 through Ed 612.39)

E. Final Proposal ~ Learn Everywhere Program for High School Graduation Credit (Ed 1400)

F. Adopt ~ School Year (Ed 306.16)

G. Adopt ~ Code of Conduct Requirement (Ed 505.08 & Ed 610.01)

VIII. OPEN BOARD DISCUSSIONS

IX. OLD BUSINESS

X. NONPUBLIC SESSION

A. Student/Rye School Board Re-hearing deliberation – SB-FY-18-02-011

XI. TABLED ITEMS

A. Meeting Minutes of April 11, 2019

XII. CONSENT AGENDA

A. Meeting Minutes of April 11, 2019 (*REMOVE from TABLE*)

B. Meeting Minutes of May 8, 2019

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.

June 2019

Commissioner's Nonpublic School Application Review

An application for a nonpublic school has been submitted to the Department of Education and wishes to go before the State Board of Education for an initial review before the final completed application is submitted, which cannot be completed and approved by the State Board of Education until facilities requirements are met.

Ed 403.01 Application for Initial Approval Status as a Nonpublic School.

(a) An applicant seeking initial approval as a nonpublic school for attendance purposes (AA) shall be recommended approved status for (AA), if the applicant complies with the following requirements:

(1) Provides a letter of intent to establish a nonpublic school with the department no less than 90 days prior to the proposed date of opening; and

(2) The letter of intent includes the following components:

a. The specific education purpose(s) and objectives to be served by the nonpublic school;

b The school program's philosophic or religious traditions;

c. The relationship between the school program and the community;

d. Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable;

e. A brief description of the school's supporting services, including but not limited to:

1. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;

2. Guidance;

3. Library services;

4. Food services;

5. Referral services; and

6. Transportation services including to and from school, field trips, and extracurricular activities;

f. A brief statement indicating how the school complies with each of the statutory requirements of nonpublic schools, stated in RSA 126-U, RSA 141-C:20-a, RSA 189:11, RSA 189:17, RSA 189:19, RSA 189:20, RSA 189:21, RSA 189:64, RSA 193:31, and RSA 198:20-a;

g. A brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, RSA 189:49, RSA 191:1, RSA 193:1-a, and RSA 200:32;

h. A brief statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;

i. Resume or curriculum vitae of each staff member including:

1. Formal education;

2. Professional experience; and

3. Special life experiences that qualify the staff member to carry out the school's educational purposes and objectives and to carry out assigned responsibilities;

j. A brief description of the administrative organization of the school;

k. Policy for storage, security, and disposition of student records;

l. First year budget indicating:

1. Anticipated expenses which shall include but not be limited to:

(i) Facility acquisition;

(ii) Facility maintenance and operations;

(iii) Insurance;

(iv) Salaries and benefits; and

(v) Equipment and supplies;

2. Anticipated revenues; and

3. Sources of revenue;

m. Assurance that persons responsible for the handling of school funds shall be bonded in accordance with the school's governing board policy, if any;

n. An indication of whether the school is incorporated as a nonprofit institution and whether it has federal tax exempt status; and

o. A copy of the school's grievance policy including but not limited to procedures to address complaints concerning:

1. Bullying;

2. Teacher misconduct;

3. Repayment of tuition when a student leaves the school; and

4. The use of child restraint practices; and

(b) All applicants shall also indicate:

(1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;

(2) The name, telephone number and mailing address of that person authorized to represent the interests of the nonpublic school; and

(3) The location and a brief description of those facilities to be used for school purposes.

(c) The applicant shall comply with applicable state, local and federal fire, health, and zoning requirements and shall provide documentation from federal, state and/or local officials for such compliance.

(d) The department shall return for correction requests that include applications that are incomplete, inaccurate, or submitted after July 15th of the year prior to the anticipated opening of the school.

(e) The commissioner shall make a recommendation to the state board as provided in Ed 401.02(c).

(f) A nonpublic school recommended for denied approval for attendance purposes shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.

New Hampshire
Department of Education

Nonpublic School Initial Approval Application Review Form

School Name: Lupine Montessori School	**Town: Littleton NH, 03561**
Address: 75 Bronson Street (Po BOX 494)	**Phone Number: 603-728-5658**
Head of School: Emily Robarts	**Email: lupinemontessorischool@gmail.com**
Date Application Received: 4/12/2019	**Date of Anticipated Opening:**
Grade Levels Requested: prek-2	**Expected first year enrollment: 2**
Multi Grade Classes: Yes	**Co-Educational: yes**
Boarding School: No	**Website: --**

Received	Required Documents	Date Received	Comments
X	Summer School/Programs	4/12/2019	No
X	School Calendar	4/12/2019	
X	School Hours Survey	4/12/2019	
@	Fire and Life Safety Report		
@	Health Inspection Report		
X	Water/Waste Approval	4/12/2019	Connected
@	Zoning Approval		
X	Board Members List	4/12/2019	
X	Staff List	4/12/2019	
X	Staff Resumes	4/12/2019	
X	Organizational Chart	4/12/2019	
X	Criminal Records Check	4/12/2019	Will require
X	Professional Development Plan	4/12/2019	
X	First Year Budget	4/12/2019	
@	Secretary of State		
X	Federal Tax Exemption	4/12/2019	No
@	Authority to Sign Financial Documents Bonded		Unanswered (pg 3, question 24)
X	Audit of School Finances yearly	4/12/2019	Yes
X	School Purpose/Objectives	4/12/2019	
X	Philosophy/Faith Based	4/12/2019	Parent handbook
X	Evaluation Procedures	4/12/2019	
X	School/Community Relationship	4/12/2019	
X	Curriculum/Objectives for Each Grade	4/12/2019	
X	Graduation Requirements	4/12/2019	NA
X	US-NH History, RSA 189:11	4/12/2019	No – grades pk-2
X	English Primary Language For Instruction	4/12/2019	
X	Programs offered: Art, Music Computer, PE, World Languages, CTE	4/12/2019	No CTE – grades pk-2
X	Physical Education Credit on High School Transcript	4/12/2019	NA
X	Student Handbook	4/12/2019	Parent Handbook
X	Grievance Policy, including bullying	4/12/2019	
X	Student Records Location Upon School Closing	4/12/2019	

X	Physicals, Immunization, RSA 141-C:20a	4/12/2019	
X	Services: Health, Transportation, Food , Library	4/12/2019	
X	Emergency Operations Plans, RSA 189:64	4/12/2019	
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32	4/12/2019	No AED on site
X	United States Flag Displayed, RSA 189:17	4/12/2019	
X	Accrediting Agency	4/12/2019	Not currently
-	A12C General Fall Report of Nonpublic Schools, RSA 189:28	-	NA
-	A3N General Statistics for Nonpublic Schools	-	NA
-	Restraint/Seclusion Report	-	NA
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
	Application Complete and Reviewed by DOE		

@ Represents areas that are still outstanding – Checklist emailed to institution 4/16/2019

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL

(Please Print)

Today's Date: 2-26-2019

1. Name of School: Lupine Montessori School
2. Street Address: 75 Bronson ST Littleton NH 03561
3. Mailing Address: PO Box 494
4. Name/title of the director or the person authorized to represent the school: Emily Roberts
5. Telephone Number: (603) 728-5658 Fax Number: _____

   Email: lupine montessori School @ gmail Website: _____
6. Approval is requested for Grade PreK to Grade 2 and Age 3 to Age 8.
   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		1	1													2
International Students																
Special Education Students																
Home Education Students																
Total Number of Students																

*We are just beginning marketing efforts

7. Will the school combine different grades in one classroom? YES ✓ NO ___
8. Will this school be co-educational? If not, which gender will be admitted? YES ✓ NO ___
9. Will this school provide room and board for students? YES ___ NO ✓
10. Will this school year offer summer school or summer programs? YES ___ NO ✓
    If yes, please attach a full description.

CALENDAR

11. Please complete and submit the attached School Schedule Survey.

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. Connected

14. If the school facilities are **not** connected to the municipal wastewater system, submit proof that septic tank is pumped regularly. Connected

15. The attached Zoning Verification form must be completed and submitted with this application.

PERSONNEL

16. Does the school presently have a governing board? Yes 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. attached

18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors. attached

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. attached

22. Will this school be incorporated in New Hampshire? Yes If yes, what is or what will be the name of the corporation? Lupine Montessori School
Is this school incorporated in another state? ____ If yes, which state? _____
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? Emily Roberts
Will these people be bonded? _____

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 evacuate 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. See attached

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? N/A
(Per RSA 189:11, such instruction shall begin not later than the opening of the 8th 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	✓	
Computer Technology	✓	
Music	✓	
Physical Education Classes	✓	
Vocational or Career Technical Education		✓
World Languages	✓	

OTHER

31. Please submit a copy of the school's student handbook or similar guidelines to be provided to students and parents. See 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 Please see finacial agreement

33. Will this school submit to the NH Department of Education on or before October 15th 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:
    1) How the school will keep student records secure and safe; and
    2) Where student records will be stored if the school closes.

    We will file records in locked file cabinet of Director's office

(We recommend records be sent to the local school administrative unit or the Department of Education.)
We Will transfer records to local schools

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. Please see illness Policy

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.

38. Please provide a brief description below for those services which will be provided.

Services	
Nurse or other medical support:	Staff will be trained in First Aid & CPR
Transportation services including to and from school, field trips and extracurricular activities:	Staff & Parents Will Provide transport, Parents Will Sign Permission forms
Food Services:	Students Will bring Snack & lunches from home
Library:	Planned weekly Walking trips to local library

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. NO

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? yes

42. Is your school approved by any of these recognized agencies?

a. _____ New England Association of Schools and Colleges (NEASC)
b. _____ Association of Christian Schools International (ACSI)
c. _____ American Association of Christian Schools (AACS)
d. _____ NH Department of Education Bureau of Special Education

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"I verify the information submitted on this form and in other submitted documents is true and accurate."

Name of Principal or Authorized Representative (Print) Emily Roberts

Name of Director or Authorized Representative (Signature) [signature]

Today's Date: 2/26/19

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: 20__ to 20__
(Please Print)

1. School Name: Lupine Montessori School
2. School Address/Town: 75 Bronson ST Littleton NH 03561
3. Which grades are offered at this school? K-2 with plans to expand 1 grade each year
4. Number of full days (6 hours or more) this school will be in session: 175
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:
   November 22nd 2019 April 17 2019
7. List the vacation weeks and other holidays when school will not be in session:
   Nov 27-29 February 24-28 2020 5/27/20
   Dec 23 - Jan 6th April 20-24 2020 10/4/19
8. First scheduled day of classes: 9/3/19 Last scheduled day of classes: 6/15/20
9. Last day of grade 12 classes, if applicable: —
10. On full days, what time will school start and end? How many minutes will students attend?

Kindergarten:	Start 9	End 3	Total Day Minutes: 360
Elementary Grades (1-6):	Start 9	End 3	Total Day Minutes: 360
Middle/Jr HS Grades (7-8):	Start	End	Total Day Minutes:
High School Grades (9–12):	Start	End	Total Day Minutes:

11. On full days, how many minutes will be allowed for lunch?

    Elementary Grades: 30 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.

    No

1/20/20
11/11/19

Projected Budget 2019-2020

	Pre - K	Kinder	1st & 2nd
9am-3pm	30	35	35
5 full days	6300	7350	7350
3 full days	3780		
5 x 1/2 days	3150	NA	NA
3 mornings	1890	NA	NA
Childcare	4.5	4.5	4.5
Registration	50	50	50

Enrolled	Kids	Tuitiion	CC Hrs	Childcare Total Da	Childcare Total Year
5 day preschool	5	31500	60	270	
3 day preschool	3	11340	15	67.5	2835
5 x 1/2 day preschool	2	6300	15	67.5	2835
3 x 1/2 day preschool	2	3780			
kindergarten	1	7350	40	180	7560
1st	1	7350	40	180	7560
2nd	1	7350	40	180	7560
	15	**74970**			**28350**

Expenses	Yearly	Monthly
Director	30,000	
Teacher	25,000	
Substitute	1,200	
Childcare	10,500	
Insurance	3,000	
Rent	10,000	1000
Payroll Taxes	4,000	
Accounting	2,000	
Office Expenses	3,000	
Marketing		
	88,700	

Montessori Materials	2000
Marketing	

Professional Development Plan

Staff will be offered professional development opportunities each school year. Activities will be chosen that relate to their specific job description or Montessori and/or Early Education. Professional Development will be used to:

- Enhance teacher's performance
- Let teacher's familiarize themselves with new curriculums/methods
- Network with other educators
- Reflection on teaching practice
- Stay involved with new ideas/research in early education and/or Montessori education

Teachers will attend workshops and trainings throughout New Hampshire and Vermont. Two professional development days have been built into the school calendar. We expect to use the following resources to learn about and schedule professional development:

- Child Care Resource and Referral
- Northeast Montessori Institution
- White Mountains Community College
- Observations at other Montessori Schools

Lupine Montessori Bullying Policy

Lupine Montessori has a zero tolerance policy for bullying behavior. Each teacher and administrator is trained to teach, respect and resolve conflict between students, while modeling peaceful behaviors for children at an early age. We encourage the following philosophies and processes from our students and families, which we believe allows for a safe learning environment:

- Montessori students learn to celebrate differences and diversity
- Role playing social/emotional skills and conflict resolution
- Parents and teachers are allies in a bullying crisis
- Through observation and discussions we try to target the root of the bullying behavior and give the support to overcome the behavior

If bullying incidents do occur we refer to our discipline policy as stated in our parent handbook:

Discipline is the practice of teaching children to follow the rules. At Lupine Montessori we implement Positive Discipline, which involves setting kind yet firm expectations, understanding and addressing the meaning behind behavior, redirection, consistency, and using logical and natural consequences. Appropriate behavior and social skills are modeled, taught, and addressed regularly through activities, stories, role- playing, and conversations. We believe that every child and staff member has a right to a safe learning environment therefore, incidences of extreme challenging behavior as defined by the school, which may include, but not limited to: physical violence, derogatory/offensive language, bullying, frequent outburst/tantrums that interrupt other student's ability to learn will not be tolerated.

Extreme challenging behavior or bullying shall be documented in writing and a copy provided to the family. A team of parents, teachers and specialists (if needed) will be formed and a behavior management plan may be implemented. If the extreme behavior continues we have the right to dismiss the child from the program as we do not have the resources or staff to provide constant one-on-one support.

Lupine Montessori Grievance Policy

The purpose of this policy is to clarify for parents a process by which concerns can be addressed. Lupine Montessori School values open communication between parents, faculty, staff, administration and Board. We encourage active participation in their children's education, and hopes that parents will feel comfortable to work with teachers and administration as a team to provide the best education for their children. Lupine Montessori believes that individuals can generally resolve their own disputes through open, respectful communication. If a situation arise that cannot be resolved between the parties involved, then this policy will be used. The purpose of this policy is to ensure that parents understand how to pursue the resolution of grievances, concerns and disputes involving the school.

Any parent who has a grievance with a teacher or staff member must work reasonably with the other member to resolve the dispute and reach a resolution. If a resolution cannot be reached the parent should voice their concerns in writing to the school Director as soon as possible. This should be done within five (5) business days. Once the written complaint has been received a meeting will be set within five (5) business days between the director and parent.

If the complaint is with the Director, the parent must work reasonably with the Director to resolve the dispute and reach a resolution. If a resolution is unable to be reached, the parent may put in a written request to meet with the Advisory Board. The Advisory Board will review the written request and schedule a meeting within 30 days once they receive the complaint.

Lupine Montessori School
Illness Policy

Illness: Please keep your child at home if he/she exhibits symptoms of contagious diseases including colds and fevers (100 degrees or higher). With vomiting and diarrhea children should remain at home for 24 hours from the last episode of illness. Please contact the staff if your child will not be attending school due to illness.
Please notify the staff at Lupine Montessori if your child contracts a contagious disease (Ex. chicken pox, mumps, measles, scarlet fever, strep throat, conjunctivitis, etc.) Conditions such as lice and scabies should also be reported to staff members. Your child may return to school when he/she is no longer contagious or medical personnel have given their approval.

Medication Administration:
Medications may be administered by staff if a medication administration form has been filled out by a parent/guardian and the medication is provided in the original container with the original prescription label containing the prescription. For non-prescription items, such as Tylenol, lip balm, etc., they must be provided in the original container with written permission from a parent/guardian.

Immunizations and Physicals
By state law, all children must be immunized. All children's immunizations must be kept up-to-date and record of such on file before your child is allowed to stay. Records of immunization will be kept for each child and parents are requested to provide dates of subsequent vaccinations as they occur. If you choose Religious-exemption from vaccinations, the director will provide the necessary paperwork to be completed before the can stay. State regulations requires each child to have a physical once a year.

Educational Program:

26.

a) We desire to meet the need for quality early childhood education by serving preschool and lower elementary students and their families. Our curriculum and philosophy is based on the work of Maria Montessori. We believe in hands on, child-led learning and in educating the whole child. We believe in providing a safe healthy environment where the youngest members of our community can learn and grow.

b) Our philosophy is based on the work of Dr. Maria Montessori. Our forms the basis for all decisions we make.

We believe:

- Children are naturally curious and self-motivated
- Children learn best when they are active participants in their learning
- All learning styles and ability levels should be honored and each child deserves to work at his/her own ability level
- Young children benefit from sensory rich materials that allow for hands on exploration and in turn hands on projects that lead to deeper understanding in the upper grades
- In educating the whole child (academic, emotional/social, spiritual) and character development is as important as academic skills.
- In a rich curriculum that allows children to build early language and math skills, be exposed to variety of social studies and science topics and have the opportunity to explore music arts and foreign language.

c) Lupine Montessori is assisted by a Friends of Lupine Montessori board which helps evaluate the school's overall educational objectives and philosophy through teacher evaluations, curriculum evaluation (performed by a licensed teacher) and tracking of student progress.

d) Teachers routinely observe and assess children's progress and development in all areas on a daily basis. This information is used to set learning goals, assess progress and determine appropriate materials and activities to further development and learning.
Lupine Montessori uses Teaching Strategies Gold, an online assessment tool, to assess children's progress and record observations. Reports will be sent out to parents each trimester and a parent/teacher conference will be schedule twice a year, once in the fall and once in the spring. Conferences may also be scheduled during the year on an as needed basis by teachers or parents

e) Our school partnership with the community allows us to provide quality preschool and alternative educational options for families in the community. We work with local businesses

and resources to further opportunities for our students including but not limited to: the local public library, town-owned walking paths and parks, art, language and music classes given by community members.

f) Preschools consists a rich curriculum that allows children to build early language and math skills, be exposed to variety of social studies and science topics and have the opportunity to explore music arts and foreign language. We follow the Montessori Method of curriculum in the Preschool and Kindergarten classroom.

Practical Life:

*Self-care

*Care of the environment

*Develops attention span

*Fine motor

*Body awareness

*Social Skills

*Pre-reading, writing and math skills

Sensorial:

*Colors

*Shapes

*Texture

*Vocabulary

*Measurement

*Body awareness

*Patterns

*Pre-math skills

*Visual awareness development

*Develop logical and symbolic thinking

*Developing senses

Math:

*Number sense

*Counting

*Number symbols

*Patterns

*Place Value

*Addition

*Subtraction

*Shapes (2D and 3D)

Language:

*Vocabulary development

*Matching

*Rhyming

*Fine Motor development

*Letter recognition

*Phonics

*Word building

*Pre-reading and writing

Social Studies/Science:

Age appropriate unit studies

Grades 1-3

Montessori Elementary is a program that grows out of respect for the mind of a rapidly developing child. No longer content to have physical independence (achieved in the 3-6 age class), the child now strives for intellectual independence. This is a time of insatiable curiosity and excitement for learning.

Practical Life:

*Care of self

*Care of environment

*Food prep

*Animal/Plant care

*Fine motor development activities

*Social Skills

Language:

*Word Study

*Phonics

*Writers Workshops (different forms of writing)

*Readers Workshop

*Guided Reading

*Research Skills

* Literature and author studies

Math:

*quantity/symbol association

*place value

*addition/subtraction/multiplication/division

*time

*money

*geometry

*graphing

*measurement

*word problems

Cultural Studies:

Geography and history include the study of civilizations and countries. Wooden puzzle maps of each continent are studied, with children learning the names, flags, animals, cultures, and geographic features of each country. History begins with the study of time, including clocks, calendars, and timelines. As various fundamental needs of people (like shelter, transportation, food, and clothing) are explored, the children research and chart changes in these needs over time and across cultures.

Lupine Montessori Advisory Board & Faculty List:

Aubin, Melinda
560 Hilltop Rd
Littleton, NH 03561
603-444-0402
Board Member

Santilli, Joanna
1015 Pearl Lake Rd
Sugar Hill, NH 03586
603-991-5489
Board Member

Smith, Angie
206 Highland Ave
Littleton, NH 03561
802-274-7851
Board Member

Rines, Sabrina
6B1 Route 3 South
Twin Mtn, NH 03595
Faculty
603-616-3540

Robarts, Emily
PO Box 155
Guildhall, VT 05905
603-728-5658

Lupine Montessori Faculty/Staff:

Rines, Sabrina
Lower Elementary Teacher (K-2)
6B1 Route 3 South
Twin Mtn, NH 03595
Faculty
603-616-3540

Robarts, Emily
Primary Class Teacher (Preschool 3-6)
School Director
PO Box 155
Guildhall, VT 05905
603-728-5658

* Additional information will be added once all hiring has been completed

LUPINE MONTESSORI

Parent Handbook

Mission Statement

We desire to meet the need for quality early childhood education by serving preschool and lower elementary students and their families. Our curriculum and philosophy is based on the work of Maria Montessori. We believe in hands on, child-led learning and in educating the whole child. We believe in providing a safe healthy environment where the youngest members of our community can learn and grow.

Philosophy:

Our philosophy is based on the work of Dr. Maria Montessori. Our forms the basis for all decisions we make.

We believe:

- Children are naturally curious and self-motivated
- Children learn best when they are active participants in their learning
- All learning styles and ability levels should be honored and each child deserves to work at his/her own ability level
- Young children benefit from sensory rich materials that allow for hands on exploration and in turn hands on projects that lead to deeper understanding in the upper grades
- In educating the whole child (academic, emotional/social, spiritual) and character development is as important as academic skills.
- In a rich curriculum that allows children to build early language and math skills, be exposed to variety of social studies and science topics and have the opportunity to explore music arts and foreign language.

About the program:

We serve families and children 3-9 years in multi-age Montessori environment. Preschool and Kindergarten (3-6) and is a mixed classroom with one head teacher and an assistant. Grades 1-3 are in a mixed classroom with one head teacher. Kindergarten students have the option of working with lower elementary in the afternoons.

We are registered as an Independent School through the New Hampshire Department of Education. Our school program runs Monday-Friday 9am-3pm with optional before care (7am-9am) and after care hours (3pm-5pm). Generally, we follow the school year calendar. Please refer to Lupine Montessori school calendar for specific dates.

Enrollment policy:

We primarily operate for children ages 3- 9 years of age on a full or part time basis serving through third grade

A non-refundable $50 registration fee for new and returning families will be due in the spring of each year. Once the fee and financial contract form is returned to the school your child's slot will be secured. If there is a waiting list, the waiting list will be used on a first come first serve basis. If enrollment is waitlisted, siblings of registered students will receive first priority.

Cancellations

Due to inclement weather school may be delayed or canceled. In most events Lupine Montessori will follow the local public school. Please check emails and our facebook page for cancellations.

Schedule:

TBD

Lunches & Snacks:

All day students should bring two snacks, a healthy lunch and a water bottle from home. Morning students should bring a snack and lunch. Please include needed utensils. The Montessori philosophy encourages us to be good stewards of the earth. Please use reusable containers whenever possible. Because of severe nature of some nut allergies, nut items must be clearly labeled. Please no soda, candy or gum.

Potty Training Policy:

Any child entering the Preschool program must be potty trained. We do not have the staff or facilities to change children. We realize accidents happen. Accidents are defined by unusual incidents and should only happen less than once a week.

Potty-trained Preschool Children:

-no longer wear diapers or disposable underwear except for naptime

-can tell the teacher when they need to go to the bathroom

-can attend to their own hygiene without step by step instruction

If a child does not meet our potty training policy Lupine Montessori has the right to dismiss the child from the program.

Personal Belongings:

The following items should accompany your child each day. Many of these items may be left in cubbies

-A backpack

-A complete change of clothing

-Slippers with a sole

-Outdoor clothing appropriate for the weather

-Nappers (aged 3&4) will need blanket and yoga mat for naptime

Toys must be left at home unless it is show and tell day. Stuffed toys may be brought in for naptime but must remain in cubbies unless its naptime.

Older children may require a minimal amount of school supplies at the beginning of the year. A list will be sent out from the classroom teacher.

Illness: Please keep your child at home if he/she exhibits symptoms of contagious diseases including colds and fevers (100 degrees or higher). With vomiting and diarrhea children should remain at home for 24 hours from the last episode of illness. Please contact the staff if your child will not be attending school due to illness.
Please notify the staff at Lupine Montessori if your child contracts a contagious disease (Ex. chicken pox, mumps, measles, scarlet fever, strep throat, conjunctivitis, etc.) Conditions such as lice and scabies should also be reported to staff members. Your child may return to school when he/she is no longer contagious or medical personnel have given their approval.

Medication Administration:
Medications may be administered by staff if a medication administration form has been filled out by a parent/guardian and the medication is provided in the original container with the original prescription label containing the prescription. For non-prescription items, such as Tylenol, lip balm, etc., they must be provided in the original container with written permission from a parent/guardian.

Immunizations and Physicals
By state law, all children must be immunized. All children's immunizations must be kept up-to-date and record of such on file before your child is allowed to stay. Records of immunization will be kept for each child and parents are requested to provide dates of subsequent vaccinations as they occur. If you choose Religious-exemption from vaccinations, the director will provide the necessary paperwork to be completed before the can stay. State regulations requires each child to have a physical once a year.

Assessments:

Teachers routinely observe and assess children's progress and development in all areas on a daily basis. This information is used to set learning goals, assess progress and determine appropriate materials and activities to further development and learning.
Lupine Montessori uses Teaching Strategies Gold, an online assessment tool, to assess children's progress and record observations. Reports will be sent out to parents each trimester and a parent/teacher conference will be schedule twice a year, once in the fall and once in the spring. Conferences may also be scheduled during the year on an as needed basis by teachers or parents.

Safety Plan
TBD

Early Supports Referral Plan of Action
We always want the best for each and every child at Lupine Montessori and sometimes a boost at a young age is all a child may need for long term school success. If at any point the teacher's become concerned with your child's developmental abilities, we will complete the following plan of action.

- Documentation- short observations will be completed and documented for approximately ten days
- Relevant Checklists and /or Relevant Assessments will be completed.
- Parental Discussions will take place. Parents have the right to refuse any services.
- If necessary and with permission, referrals will be made to:
  Appropriate School district Preschool Coordinator

Discipline and Guidance:
Discipline is the practice of teaching children to follow the rules. At Lupine Montessori we implement Positive Discipline, which involves setting kind yet firm expectations, understanding and addressing the meaning behind behavior, redirection, consistency, and using logical and natural consequences. Appropriate behavior and social skills are modeled, taught, and addressed regularly through activities, stories, role playing, and conversations. We believe all students and staff have the right to a safe learning environment therefore, incidences of extreme challenging behavior as defined by the school which may include, but not limited to: physical violence, derogatory/offensive language, bullying, frequent outburst/tantrums that interrupt other student's ability to learn will not be tolerated. Incidence shall be documented in writing and a copy provided to the family. A team of parents, teachers and specialists (if needed) will be formed and a behavior management plan may be implemented. If the extreme behavior continues we have the right to dismiss the child from the program as we do not have the resources or staff to provide constant one-on-one support.

Nondiscrimination Policy: Lupine Montessori School does not discriminate in the admission or treatment of students based on gender, race, color, religion, economic status, family make up, academic ability, disability, ethnicity, or national origin. All students are afforded

equal rights and privileges, and are provided equal access to Lupine Montessori School's programs, activities and educational practices.

June 2019

Commissioner's Nonpublic School Application Review

An application for a nonpublic school has been submitted to the Department of Education and wishes to go before the State Board of Education for an initial review before the final completed application is submitted, which cannot be completed and approved by the State Board of Education until facilities requirements are met.

Ed 403.01 Application for Initial Approval Status as a Nonpublic School.

(a) An applicant seeking initial approval as a nonpublic school for attendance purposes (AA) shall be recommended approved status for (AA), if the applicant complies with the following requirements:

(1) Provides a letter of intent to establish a nonpublic school with the department no less than 90 days prior to the proposed date of opening; and

(2) The letter of intent includes the following components:

a. The specific education purpose(s) and objectives to be served by the nonpublic school;

b The school program's philosophic or religious traditions;

c. The relationship between the school program and the community;

d. Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable;

e. A brief description of the school's supporting services, including but not limited to:

1. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;

2. Guidance;

3. Library services;

4. Food services;

5. Referral services; and

6. Transportation services including to and from school, field trips, and extracurricular activities;

f. A brief statement indicating how the school complies with each of the statutory requirements of nonpublic schools, stated in RSA 126-U, RSA 141-C:20-a, RSA 189:11, RSA 189:17, RSA 189:19, RSA 189:20, RSA 189:21, RSA 189:64, RSA 193:31, and RSA 198:20-a;

g. A brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, RSA 189:49, RSA 191:1, RSA 193:1-a, and RSA 200:32;

h. A brief statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;

i. Resume or curriculum vitae of each staff member including:

1. Formal education;

2. Professional experience; and

3. Special life experiences that qualify the staff member to carry out the school's educational purposes and objectives and to carry out assigned responsibilities;

j. A brief description of the administrative organization of the school;

k. Policy for storage, security, and disposition of student records;

l. First year budget indicating:

1. Anticipated expenses which shall include but not be limited to:

(i) Facility acquisition;

(ii) Facility maintenance and operations;

(iii) Insurance;

(iv) Salaries and benefits; and

(v) Equipment and supplies;

2. Anticipated revenues; and

3. Sources of revenue;

m. Assurance that persons responsible for the handling of school funds shall be bonded in accordance with the school's governing board policy, if any;

n. An indication of whether the school is incorporated as a nonprofit institution and whether it has federal tax exempt status; and

o. A copy of the school's grievance policy including but not limited to procedures to address complaints concerning:

1. Bullying;

2. Teacher misconduct;

3. Repayment of tuition when a student leaves the school; and

4. The use of child restraint practices; and

(b) All applicants shall also indicate:

(1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;

(2) The name, telephone number and mailing address of that person authorized to represent the interests of the nonpublic school; and

(3) The location and a brief description of those facilities to be used for school purposes.

(c) The applicant shall comply with applicable state, local and federal fire, health, and zoning requirements and shall provide documentation from federal, state and/or local officials for such compliance.

(d) The department shall return for correction requests that include applications that are incomplete, inaccurate, or submitted after July 15th of the year prior to the anticipated opening of the school.

(e) The commissioner shall make a recommendation to the state board as provided in Ed 401.02(c).

(f) A nonpublic school recommended for denied approval for attendance purposes shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.

New Hampshire
Department of Education

Nonpublic School Approval Checklist Application Review Form
Reviewed By: Jane Levesque/Melissa Valence

School Name: **Acton Academy**	**Town:** **Laconia**
Address: **791 North Main St.**	**Phone Number:** **617-448-7016**
Head of School: **Mary MacIntosh**	**Email:** **actonacademynh@gmail.com**
Date Initial Application Received: **1/30/2019**	**Date of Anticipated Opening:** **9/19**
Grade Levels Requested: **1-6**	**Expected first year enrollment:** **10**
Multi Grade Classes: **No**	**Co-Educational:** **Yes**
Boarding School: **No**	

Received	Required Documents	Date Received	Comments
X	Summer School/Programs	1/30/19	None offered
X	School Calendar	1/30/19	
X	School Hours Survey	1/30/19	
@	Fire and Life Safety Report		
X	Health Inspection Report	5/23/2019	
@	Water/Waste Approval		
X	Zoning Approval	4/15/2019	
X	Board Members List	1/30/19	NA
X	Staff List	1/30/19	None hired yet
X	Staff Resumes	1/30/19	None hired yet
X	Organizational Chart	1/30/19	
X	Criminal Records Check	1/30/19	None hired yet
X	Professional Development Plan	1/30/19	
X	First Year Budget	1/30/19	
X	Secretary of State	5/1/2019	
X	Federal Tax Exemption	1/30/19	No
X	Authority to Sign Financial Documents Bonded	1/30/19	Yes
X	Policy of Auditing School Finances yearly	1/30/19	No policy to do so
X	School Purpose/Objectives	1/30/19	
-	Philosophy/Faith Based		NA
X	Evaluation Procedures	1/30/19	
X	School/Community Relationship	1/30/19	
X	Curriculum/Objectives for Each Grade	1/30/19	1st to grade 6
-	Graduation Requirements		NA
X	US-NH History, RSA 189:11	1/30/19	
X	English Primary Language For Instruction	1/30/19	
X	Programs offered: Art, Music Computer, PE, World Languages, CTE	1/30/19	
-	Physical Education Credit on High School Transcript		NA
X	Student Handbook	1/30/19	

New Hampshire
Department of Education

Received	Required Documents	Date Received	Comments
X	Grievance Policy		#32 pg 7 of pdf app
X	Student Records Location Upon School Closing		#34 pg 7 of pdf app
X	Physicals, Immunization, RSA 141-C:20a	1/30/19	
X	Services: Health, Transportation, Food , Library	1/30/19	
@	Emergency Operations Plans, RSA 189:64		
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32	1/30/19	No
X	United States Flag Displayed, RSA 189:17	1/30/19	
X	Accrediting Agency	1/30/19	No
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
	Application Complete and Reviewed by DOE		

@ - Requesting in follow up email for missing materials (4/15/2019)

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: September 15, 2017

SCHOOL INFORMATION		
School Name: Actor Academy - NH	Town/City: Laconia	SAU #:
School Contact: Mary MacIntosh	Title: Head of School	
Name of each building used by students: Main Studio		Enrollment: 20
Year each building was built: c1880		
Water supply (municipal, well, etc.): municipal	Wastewater system (municipal, septic, etc.): municipal	
INSPECTION INFORMATION		
Inspector's name: Shawn Riley	Organization: Laconia Fire Dept. / Health Off	Inspector's phone: 524-6881
Inspector's email: sriley@laconianh.gov	Were all buildings used by students inspected (Y/N)? Y	Date of Inspection: 5/23/2019

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 15th.

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:

- Most recent septic tank pumping service
- Asbestos inspection reports for buildings built before 1990
- Animal vaccination certificates, if applicable
- Swimming pool testing records, if applicable

Please submit the completed form to the NH Department of Education as follows:

- Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Charter schools – email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Non-public schools – email the form to Jane Levesque at: 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 / 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.	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?	YES / NO / Unknown Notes:		
Is there at least one toilet fixture for every 50 people? (IPC 2009)	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: N/A - no food Prep on site		
Are toxic materials clearly labeled and properly stored away from food?	YES / NO / Unknown Notes:		
Is hot water (110 to130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES / NO / Unknown Notes:		
Are water fountains clean with sufficient water pressure? If not, describe the location of problems.	YES / NO / Unknown Notes: N/A No fountains		

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 Notes: N/A City Septic		
Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES / (NO) / Unknown Notes:		
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 Notes: N/A City water		
In the past 2 years, has the school performed any voluntary water testing for lead, radon or PFCs? If so, please state the findings.	YES / NO / Unknown Notes: N/A - new school Livingston SB247		
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 Notes:		
Is there any mildew or mold present? If so, please describe the condition and location.	YES / (NO) / Unknown Notes:		
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) Notes: no evidence of exposed/failing asbestos noted on visit. Property is in good repair		

If the building was built before 1978, are you aware of the presence of flaking paint?	YES / NO / Unknown Notes: School is in Good Repair		
If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES / NO / Unknown Notes: new interior, new windows		
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:		
Has the school performed any voluntary air testing for radon?	YES / NO / Unknown Notes:		
SMOKING	**RESPONSE (circle best answer)**	**CORRECTIVE ACTION**	**CORRECTIVE DATE**
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.	YES / NO / Unknown Notes:		
ANIMALS ON SHOOL PROPERTY (if applicable)	**RESPONSE (circle best answer)**	**CORRECTIVE ACTION**	**CORRECTIVE DATE**
Are all animals enclosed by appropriate and lockable cages/stalls?	YES / NO / Unknown Notes: N/A		
Do all animals have a current certificate of good health from a licensed veterinarian?	YES / NO / Unknown Notes: N/A		
Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES / NO / Unknown Notes: N/A		
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: N/A		

ADDITIONAL REMARKS

Building is in good shape. was renovated prior To being purchased by Acton Academy. Was a Prior Dentist / Eye Doctor Office.

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

School contact name and signature | Date

"I acknowledge this form has been completed to the best of my knowledge."

Shaun Riley | 5/23/2019

Inspector name and signature | Date

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL

(Please Print)

Today's Date: Jan. 28, 2019

1. Name of School: Acton Academy New Hampshire
2. Street Address: 791 North Main St, Laconia, NH 03246
3. Mailing Address: PO Box 112, Meredith, NH 03253
4. Name/title of the director or the person authorized to represent the school: Mary MacIntosh
5. Telephone Number: 603-630-2664 Fax Number: _____

   Email: actonacademynh@gmail.com Website: http://actonacademynh.org
6. Approval is requested for Grade 1 to Grade 6 and Age 5 to Age 12.
   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				←		10		→								10
International Students																
Special Education Students																
Home Education Students																
Total Number of Students				←		10		→								10

7. Will the school combine different grades in one classroom? YES x NO ____
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

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. Just 1 building. 791 N. Main St., Laconia,

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? No If yes, which state? ____
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? Paul MacIntosh, Mary MacIntosh
Will these people be bonded? yes

25. Will an independent audit of school finances be conducted each year? No

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 evacuate 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? 3rd, 4th, 5th
(Per RSA 189:11, such instruction shall begin not later than the opening of the 8th 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.

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.

33. Will this school submit to the NH Department of Education on or before October 15th 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:
    1) How the school will keep student records secure and safe; and
    2) Where student records will be stored if the school closes.

(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.

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.

38. Please provide a brief description below for those services which will be provided.

Services
Nurse or other medical support: 2 guides (teachers) and the students will all be trained in first aid. First aid supplies on site.
Transportation services including to and from school, field trips and extracurricular activities: Students parents will drive them or we will use a van with consent forms.
Food Services: None. Students bring their lunch.
Library: Yes - on site.

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.

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? Yes

42. Is your school approved by any of these recognized agencies?

a. NO New England Association of Schools and Colleges (NEASC)
b. NO Association of Christian Schools International (ACSI)
c. NO American Association of Christian Schools (AACS)
d. NO NH Department of Education Bureau of Special Education

"I verify the information submitted on this form and in other submitted documents is true and accurate."

Name of Principal or Authorized Representative (Print) Mary MacIntosh

Name of Director or Authorized Representative (Signature) Mary MacIntosh

Today's Date: Jan. 28, 2019

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.

Level 1 Math

ES | Badge | Core Skills |

Badge Description

Montessori Quest: Complete the challenges in Count Forest and on the Plains of Golden Beads.
Exception: may begin working on K-1 DreamBox

Badge Requirements

- Complete the Montessori Golden Beads addition and subtraction booklets
- Complete the Montessori Bead Chains
- Complete the Hundreds Board

Approval Process

Show proof of your work to your Middle School Buddy or a Guide. Once they sign off on your work, you may submit your badge for approval!

Level 1 Reading

ES | Badge | Core Skills |

Badge Description

Montessori Quest: Complete Reader Peak

Badge Requirements

Read all Bob Books (sets 1-5) out loud to a guide or an older Eagle without any help. When you complete a book successfully, add the date to your Bob Book Tracking Sheet and ask the guide or older Eagle to sign their initials next to it.

Approval Process

Show your signed-off Bob Book Tracker to your MS Buddy or a Guide.

Level 1 Spelling

ES | Badge | Core Skills |

Badge Description

Click n' Spell Adventure

Badge Requirements

- Complete lessons 1-50 on Click n' Spell.
- You may "test" out of this badge if you are able to score at least 80% on the first 5 tests (words 1-100) on Spelling City.

Approval Process

Take a screenshot of your completion of the 50th lesson and upload it below for submission.

Level 1 Writing

ES | Badge | Core Skills |

Badge Description

Montessori Quest: Matchland

Badge Requirements

- Complete Matchland (20 sets of parts of speech cards).

Approval Process

- Have your MS Buddy or a guide sign off on each set of cards. Once your work is approved, you may show proof (your completed booklet) to your MS buddy.

Level 2 Math

ES | Badge | Core Skills |

Badge Description

Complete Khan Academy K-2 (Early Math) and DreamBox Primary Environment

Badge Requirements

Complete Khan Academy K-2 (Early Math) and the DreamBox Primary Environment

Approval Process

Take a screenshot of your completed work and upload it below to submit the badge.

Level 2 Reading

ES | Badge | Core Skills |

Badge Description

Click n' Read

Badge Books

Badge Requirements

Complete lessons 1-50 on Click n' Read.

Read 2 Badge Books (books in your challenge zone), meet with a Reading Buddy to discuss your book, and write a review on Goodreads that answers these questions:

- Who is your favorite character and why?
- What surprised you most?
- Would you change the ending? Why/why not?

Approval Process

Take a screenshot of your completion of lesson 100 and upload it below to submit the badge.

Take a screenshot of your review on Goodreads and upload it below to submit the badge.

Level 2 Spelling

ES | Badge | Core Skills |

Badge Description

Click n' Spell

Badge Requirements

Complete lessons 50-100 on Click n' Spell.

Approval Process

Take a screenshot of your completion of lesson 100 and upload it below to submit the badge.

Level 2 Writing

ES | Badge | Core Skills |

Badge Description

Writers' Workshop

Badge Requirements

Complete 2 Writers' Workshops and participate in all 6. Must complete the entire writing process to earn the badge:

- Prewriting
- Drafting
- Editing
- Revising
- Publishing

Approval Process

Submit proof of each step of the writing process by uploading copies of each item below.

Level 3 Math

ES | Badge | Core Skills |

Badge Description

Work in Khan, Think Through Math (TTM), and ALEKS Mathematics as well as ALEKS QuickTables (math facts)

Badge Requirements

Master 3rd Grade Math on Khan Academy, Think Through Math, or ALEKS Mathematics.

Complete one round (100%) of ALEKS QuickTables in addition, subtraction, multiplication, and division.

Note: If you decide to master your skills on TTM or ALEKS, you must "test out" on Khan Academy before moving to Middle School. Suggested time to begin the "testing out" process: March of your last year in Elementary School.

Approval Process

Take a screenshot of your completed level and upload it below to submit your badge.

Level 3 Reading

ES | Badge | Core Skills |

Badge Description

Read 3 Badge Books from the Acton Academy Suggested Reading Lists (must be in your challenge zone), or choose a different book that is in your challenge zone.

Meet with a Reading Buddy to discuss your book, and then write a review on Goodreads answering these questions:

- Who is your favorite character and why?
- What surprised you most?
- Would you change the ending? Why/why not

Badge Requirements

Requirements

Approval Process

Take a screenshot of your review on Goodreads and upload it for the badge

Level 3 Spelling

ES | Badge | Core Skills |

Badge Description

Spelling City

Badge Requirements

- Get 100% on Spelling City tests, words 1-499.
- Suggestion: use games and practice tests before taking the spelling tests.

Approval Process

- Take a screenshot of your progress, found under "my reports" and upload it below to submit the badge.

Level 3 Writing

ES | Badge | Core Skills |

Badge Description
Writers' Workshop

Typing

Badge Requirements
Complete 5 Writers' Workshops and participate in all 6. Must complete the entire writing process to earn the badge:

- Prewriting
- Drafting
- Editing
- Revising
- Publishing

Type 10 WPM (test yourself of Typing Club or 10 Fast Fingers)

Approval Process
Submit proof of each step of the writing process by uploading copies of each item below.

Take a screenshot of your WPM test and upload it below.

Level 4 Math

ES | Badge | Core Skills |

Badge Description

Math Mastery on Khan Academy, Think Through Math, or ALEKS Mathematics.

Badge Requirements

Master 4th Grade Math on Khan Academy, Think Through Math, or ALEKS Mathematics.

Complete one round (100%) of ALEKS QuickTables in addition, subtraction, multiplication, and division.

Note: If you decide to master your skills on TTM or ALEKS, you must "test out" on Khan Academy before moving to Middle School. Suggested time to begin the "testing out" process: March of your last year in Elementary School.

Approval Process

Take a screenshot of your completed level and upload it below to submit your badge.

Level 4 Reading

ES | Badge | Core Skills |

Badge Description

Read 3 Badge Books from the Acton Academy Suggested Reading Lists (must be in your challenge zone), or choose a different book that is in your challenge zone.

Meet with a Reading Buddy to discuss your book, and then write a review on Goodreads answering these questions:

- Who is your favorite character and why?
- What surprised you most?
- Would you change the ending? Why/why not?

Badge Requirements

Requirements

Approval Process

Take screenshots of your reviews on Goodreads and upload them below to submit the badge.

Level 4 Spelling

ES | Badge | Core Skills |

Badge Description

Spelling City

Badge Requirements

- Get 100% on Spelling City tests, words 500-1,000.
- Suggestion: use games and practice tests before taking the spelling tests.

Approval Process

- Take a screenshot of your progress, found under "my reports" and upload it below to submit the badge.

Level 4 Writing

ES | Badge | Core Skills |

Badge Description

Writers' Workshop and typing

Badge Requirements

Complete 5 Writers' Workshops and participate in all 6. Must complete the entire writing process to earn the badge:

- Prewriting
- Drafting
- Editing
- Revising
- Publishing

Type 20 WPM (test yourself on Typing Club or on 10 Fast Fingers)

Approval Process

Submit proof of each step of the writing process by uploading copies of each item below.

Take a screenshot of your WPM test and upload it below.

Level 5 Math

ES | Badge | Core Skills |

Badge Description

Descrition

Badge Requirements

Master 5th Grade Math on Khan Academy, Think Through Math, or ALEKS Mathematics.

Complete one round (100%) of ALEKS QuickTables in addition, subtraction, multiplication, and division.

Note: If you decide to master your skills on TTM or ALEKS, you must "test out" on Khan Academy before moving to Middle School. Suggested time to begin the "testing out" process: March of your last year in Elementary School.

Approval Process

Take a screenshot of your completed level and upload it below to submit your badge.

Level 5 Reading

ES | Badge | Core Skills |

Badge Description

Read 5 Badge Books from the Acton Academy Suggested Reading Lists (must be in your challenge zone), or choose a different book that is in your challenge zone.

Meet with a Reading Buddy to discuss your book, and then write a review on Goodreads answering these questions:

- Who is your favorite character and why?
- What surprised you most?
- Would you change the ending? Why/why not?

Badge Requirements

Requirements

Approval Process

Take screenshots of your reviews on Goodreads and upload them below to submit the badge.

Level 5 Spelling

ES | Badge | Core Skills |

Badge Description

Spelling City

Badge Requirements

Earn at least 90% on the 100 most commonly misspelled words in the English Language (5 spelling tests) on Spelling City.

Approval Process

To get the badge, show proof of your work to your Middle School Buddy or a guide by taking a screenshot of your progress in the "my reports" section on Spelling City.

Level 5 Writing B

ES | Badge | Core Skills |

Badge Description

Writers' Workshop

Typing

Badge Requirements

Complete 5 Writers' Workshops and participate in all 6. Must complete the entire writing process to earn the badge:

- Prewriting
- Drafting
- Editing
- Revising
- Publishing

Type 30 WPM (test yourself on Typing Club or on 10 Fast Fingers)

Approval Process

Submit proof of each step of the writing process by uploading copies of each item below.
Take a screenshot of your WPM test and upload it below.

Independent Learner Binder Badge

ES | Badge | Learning to Be

Badge Description

The Independent Learner Badge will prove you are ready to join our Learner-Driven Community, which requires you to set and achieve goals with as little outside help as possible.

Badge Requirements

See:

https://docs.google.com/document/d/1ZGdsBoXBELIZpBO3IuPtWu6VLIFm3McnVQLwJQZ0m_I/edit?usp=sharing

Approval Process

Show proof of your completed binder to your Middle School Buddy and your Mentor Guide.

Focused Learner Foundation Badge

ES | Badge | Learning to Be |

Badge Description

Use this badge to develop the skills it takes to be a focused learner and to better understand your own state of flow.

Badge Requirements

Set balanced SMART goals for one session (must have MS Buddy initials on your Journey Tracker each week).

Complete an Excellence Goal (must be signed off by your MS Buddy).

Log 1 session without being asked for an Eagle Buck for distracting others (must be verified by your Running Team).

Approval Process

Scan or screenshot each requirement and upload below.

Character Traits Badge

ES | Badge | Learning to Be |

Badge Description

Use this badge to begin identifying positive character traits in others and in yourself.

Badge Requirements

Put 10 character callouts (for different reasons) in the jar for examples of fellow travelers living by the contract or demonstrating strong character traits. Once the call-outs have been read to the group, scan them onto your Pathbrite Portfolio.

Approval Process

Show proof of your work to a guide or a Middle School Buddy to approve the badge.

Running Partner Badge

ES, MS, LP | Badge | Servant Leader |

Badge Description

The goal of the Running Partner Badge is to help you become an effective coach or Guide for someone one his or her Hero's Journey.

Badge Requirements

To earn your Running Partner badge you must complete at least seven Missions, including the Serving as a Long Term Running Partner mission. Within each mission, there are one or more Challenges.

See: https://drive.google.com/file/d/0B9FHDzw9F-wyWWZ2Y3lMbUNMb0E/edit?usp=sharing

Approval Process

For your Running Partner badge work to be approved, you must submit a binder with all of your work, including a list of sources (like TED talks), examples of your work (like Your Dream List), evaluation sheets and your answers to the reflection questions.

Leader Foundation Badge Badge

ES | Badge | Learning to Be |

Badge Description

Read Growing My Leadership Garden and complete all of the reflection activities at the end of each chapter in your Leadership Journal (get both of these items from the supply closet).

Once this is complete, you may begin to take on extra leadership opportunities in the studio to practice what you learned about your leadership in the book.

Badge Requirements

Requirements

Approval Process

Show proof of completing the book by scanning journal entries and uploading them to your Pathbrite Portfolio and below.

Problem Solver Foundation Badge Badge

ES | Badge | Learning to Be

Badge Description

Use this badge to build your foundation as a problem-solver!

Badge Requirements

Identify a system at Acton that could be improved and/or simplified and document a solution in writing, then upload to your Pathbrite Portfolio.

Lead a Town Meeting and ask a guide to take notes for your documentation. Keep your documentation on your Pathbrite Portfolio.

With permission, facilitate 2 conflict resolutions and write a reflection about the process: include your greatest lesson learned, greatest challenge, and what you would do differently next time.

Approval Process

Upload all documentation below (use scanner or screenshots to create necessary documents).

Socratic Discussion Learner Badge

ES | Badge | Learning to Be |

Badge Description

Use this badge to solidify your foundation in Socratic Discussion skills and learn to help discussions grow with your participation and leadership.

Badge Requirements

Track your participation in at least 10 discussions (record questions and your contributions on a Google Drive file and upload them onto your Pathbrite Portfolio).

Log 1 session without being asked to sit out of a group discussion (verified by your Running Team).

Lead three Socratic Discussions: come up with a question and review process with a guide or a LaunchPad Eagle ahead of time.

Approval Process

Upload all documentation below (use scanner or screenshots to create necessary documents).

Project Learner Foundation Badge Badge

ES | Badge | Learning to Be |

Badge Description

Use this badge to begin building a foundation for project planning and execution.

Badge Requirements

Take photos to document Project Time for 1 session.

Serve on the Excellence Committee for one session of Project Time.

Draft a deep, open-ended question to be explored. Try to find the answer and record your findings on your Pathbrite Portfolio under the LTB section.

Help to plan an Exhibition of Learning- document the process in your writing journal.

Approval Process

Upload all documentation below (use scanner or screenshots to create necessary documents).

#20. Professional development opportunity offered to staff/Guides:

In the back office of our computer software, we have an intricate array of documents providing valuable training, tools, templates, and timelines, many of which pertain directly to the Guides school-year tasks, including the following: AA Guide for Guides, AA Sample Schedule, Guide Onboarding Sample Challenges, Owner & Guide Responsibilities Spreadsheet, and Example - Guide Responsibilities on Trello.

We also will offer them a chance to attend a Socratic discussion seminar and our Annual Owner's Conference.

#26. Educational Program:

a) Acton Academy's mission is to inspire each child and parent who enters our doors to find a calling that will change the world. Our Learner Driven Communities prepare young heroes for exceptional lives in the real world. We have created systems to form a tightly knit Civil Society where tough mindedness and warm heartedness are encouraged and celebrated. If Learn to Do, Learn to Be, and Learn to Learn challenges are accepted, young students will absorb amazing amounts of Learn to Know information.
b) Our Beliefs:
   - We believe each person has a gift that can change the world in a profound way
   - We believe in learning to learn, learning to do, and learning to be.
   - We believe in a closely connected family of lifelong learners.
   - We believe in economic, political, and religious freedom.
   - We believe that clear thinking leads to good decisions, good decisions lead to the right habits, the right habits forge character, and character determines destiny.
c) Students can earn Servant Leader Badges which celebrate the development of heroic character by showcasing the habits, skills and attitudes learned and exhibited. The students also create "Hero Boards" which track their personal journeys in discovering their unique talents and strengths.
d) To evaluate student's progress:
   - Students set SMART goals each week, day, session and year.
   - Students earn Badges which indicate that a student has mastered a topic or goal (= to 100% or A+).
   - Journey Tracker is Acton Academy's Studio software platform. It helps coordinate tasks and track data, such as: Goal setting and points, quest progress for each student, quest progress for a studio, and individual Badge Plan progress.
   - Exhibitions are the real-world accountability for Quests (group projects), where the students demonstrate for the community what they have learned during that Session.
   - Portfolios are a Student's chance to compile the work they are most proud of into a format they could exhibit to a potential apprenticeship in middle school.
e) Acton Academy hopes to be an asset for the community. The students will be encouraged to participate in community outreach and come up with ways to give back. We will also have

"guest speakers" from within the community who will be able to share their own expertise and hero's journey/lessons learned with the students.

31. See attached Acton Academy Parent/Owner Contract and Equipping and Inspiring Parents for a Hero's Journey

32. Students can have 3 "strikes" before they are asked to stay home for a day. A "strike" would be breaking one of the classroom rules (ex/ bullying). If the student continues to break the rules and has been sent home for the 2nd time, they are then only able to come back to the school once they have written a letter to the other students explaining how they plan to change their behavior and be a contributing member of the community when they return.

If a student is asked to leave the school, the tuition is prorated (tuition is paid on a monthly basis).

Our teachers are held to a very high standard of accountability and if they consistently do not meet the mark, they will be asked to leave. Teachers have a similar "strike" system as the students, but they would be writing their letter to the owners of the school, not the students. A teacher being physically or verbally abusive to a child would lead to an immediate termination.

34. 1) The school will hold any paper student records in locked filing cabinets, in a locked office, on the second floor of the building. There are also security cameras throughout the school. Online student records will be held in an encrypted cloud storage system.

2) In the event of the school closing, the student records will be digitized and stored in our encrypted cloud-based system. Copies can be furnished to the Department of Education if required.

36. We have a medical release and information form, created by our lawyer, to maintain compliance of RSA 200:32. This form needs to be filled out and signed by a licensed physical, physician's assistant, or advanced practice registered nurse for each child before entry into school.

37. We intend to have Gym class (physical education) twice a week during 3 of our session blocks. We will also have a guest from New Beginnings come during our Health Quest Block to teach the students about the effects of alcohol and other drugs on their physical and mental health and also about respecting each other's body and the power of "no".

NH Department of Education
Bureau of School Safety and Facility Management
101 Pleasant Street
Concord, NH 03301

Initial Nonpublic School Schedule Survey

School Year: 2019 to 2020
(Please Print)

1. School Name: Acton Academy New Hampshire
2. School Address/Town: 791 North Main St. / Laconia
3. Which grades are offered at this school? 1st – 5th
4. Number of full days (6 hours or more) this school will be in session: 186
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:
7. List the vacation weeks and other holidays when school will not be in session:
Sept. 30, Oct. 14, Jan 20, May 25. Weeks = Sept. 30-Oct 4, Nov. 25-29, Dec. 23 - Jan 3, Feb. 17-21, April 6-10, May 18-22
8. First scheduled day of classes: Aug. 19 Last scheduled day of classes: June 26
9. Last day of grade 12 classes, if applicable: n/a
1,116 - hrs
10. On full days, what time will school start and end? How many minutes will students attend?

Kindergarten:	Start	End	Total Day Minutes:
Elementary Grades (1-6):	Start 8:15	End 3:15	Total Day Minutes: 420
Middle/Jr HS Grades (7-8):	Start	End	Total Day Minutes:
High School Grades (9–12):	Start	End	Total Day Minutes:

11. On full days, how many minutes will be allowed for lunch?

Elementary Grades: 60 Middle/Junior HS Grades: _____ High School Grades: _____

12. Will the school hold regular classes or meetings on weekends or during the evenings? No
If yes, please explain.

Acton Academy Parent-Owner Contract

As parents at Acton Academy:

1. **We long for our Eagle to discover a calling that will change the world,** as promised in Acton Academy's mission. We will allow our Eagle to fail early, cheaply and as often as necessary without intervening, and in the event our Eagle struggles, we will refer to the Hero's Journey for Parents note for counsel before reacting.

2. **We welcome Acton Academy as a self-paced environment** where Eagles run the studios through the delegation of certain rights by owners and parents, with access to dozens of experts for instruction, allowing Guides to focus on an engaging set of challenges and questions.

3. **We will celebrate our Eagle's progress in earning Weekly Points, Badges and Positive 360 Peer Coaching Reviews** according to a learning plan we create, and act if needed to: remove distractions like gaming, video or social media; lessen resistance; or overcome feelings of victimhood so our Eagle can soar.

4. **Further, for our own Hero's Journeys as parents:**

   - We will remain lifelong learners and each will have an active learning project (such as a book or self-improvement project) at all times to discuss with our children.

   - Our family will develop and post a Family Plan by September 15th and have Family Meetings at regularly scheduled intervals.

   - At least one of us will attend at least two of the three Parent Meetings each year, where Socratic discussions will focus on our Hero's Journey as parents.

   - We will bring our Eagle to campus before 8:30 am and understand Eagles who arrive late may not be able to participate in that morning's activities.

Please sign and date below.

Parent: Date:

_____ _____

_____ _____

Equipping and Inspiring Parents for a Hero's Journey

Welcome to another great year at Acton Academy. Below are answers, testimony and tips we've gathered from Acton parents and owners all over the world to equip and inspire you on your Hero's Journey as a parent:

What should I do as a parent if my Eagle has an issue in the studio?

Great question. Our goal is to arm Eagles to solve their own problems, without parental intervention. So:

1. Ask your Eagle for permission to become involved before you do anything.
2. Resist the temptation to email a Guide unless it is a matter of serious, immediate harm. Guides are asked not to respond directly to parent emails, but to follow a process that equips the Eagle to solve his or her own problem.
3. Ask your Eagle whether she should approach a Guide, her Squad Leader, or Council with the issue and help her frame the issue in a positive light.
4. If the issue remains unresolved, ask your Eagle to write an email to his Squad Leader and copy Guides, expressing his frustration and a proposed remedy.
5. If the issue is a personal one between Eagles, ask your Eagle to initiate a Conflict Resolution. If he needs support, encourage him to ask or email a Guide.
6. If the issue is serious and remains unresolved, an Eagle may call for everyone involved to meet to address the issue, and parents are welcome to observe but not participate. We've found requiring everyone to be in the same room discourages mixed messages and triangulation, and often de-escalates issues.

What if my Eagle is unhappy?

Our promise is to equip and inspire your Eagle to find a calling that will change the world. Struggles and difficulties are part of the journey.

We are encouraged by research showing we all have a natural set point for happiness, and tend to revert to that level no matter what the circumstances – so chasing happiness often is a dead-end journey. Acton Academy focuses on long term satisfaction and fulfillment rather than momentary happiness.

As parents, we've found our Eagles grow most when we comfort them and listen empathically, but do not try to solve the problem ourselves or allow blame to be cast on others. "I hear you. That must be so hard. I trust you to find a way to solve this on your own and can't wait to hear how you did it" seem to be the most powerful words we can use as parents.

If your goal is to have a child who is happy all the time, Acton Academy may not be the right place for you.

What if my Eagle is facing a problem that makes me especially anxious?

Our Eagles take extremely difficult situations in stride every day. It's called life. Most of our hearts would break if we knew the challenges Eagles quietly and bravely overcome.

We've found when an event makes us especially anxious – like social anxiety or bullying --- is more likely about an unresolved issue we faced in childhood than a problem our Eagle is confronting. However, once an Eagle senses our concern, he or she may consciously or unconsciously return to the topic, because it brings attention and comfort.

So if a situation makes you particularly angry or anxious, before reacting ask: "Is this more about me or my Eagle?"

I'm very frustrated because I keep emailing Guides and never receive an answer or resolution.

Guides are equipped never to come between an Eagle and her parents. Our job is to let parents parent; let Eagles learn to solve their own problem in a safe environment; and as Guides ensure the guidelines and processes Eagle create are respected or altered.

All emails sent to any one Guide or Owner are immediately copied to all Guides for transparency and so everyone is on the same page. Plus, we keep track of the number of emails we receive from each family. As a yardstick, the average Acton Academy parent sends one or less emails a year about a specific incident regarding an Eagle.

Why can't you force my Eagle to _____ ?

Many of us wish our Eagle would spend more time on handwriting or spelling or Math, and when he doesn't, long for a learning community or school to require the behavior.

Unfortunately, learning doesn't work this way. Someone has to want to learn, if deep learning is to occur.

We've found that Growth Mindset language and praise – and most of all patience – work better than criticism. We also have systems at Acton Academy to reward hard work and growth by rewarding effort (Weekly Points), excellent work (Badges) and leadership (Full Circle Feedback) with more freedom.

What if my Eagle simply refuses to work hard?

This is a difficult question, because human motivation remains one of the great unsolved mysteries.

Our studio systems, modeled after companies like Google, are designed to reward effort, excellent work and leadership with more freedom. For those struggling, increasingly higher amounts of effort and goodwill to remain in the studio. We even offer ways to provide grace and a chance to start over.

When we still see motivation issues as parents, the three most likely suspects are:

> ***Distraction**: Is your Eagle, like most, drawn into social media, games, web surfing or other types of cheap distraction?*

If so, as a parent, you may need to strictly limit access to these distractions. While extrinsic rewards have their limits, some parents have found tying electronic access to Weekly Points will increase motivation.

When in this situation, we often ask ourselves if we are fiddling with our own Iphones instead of paying enough attention to those around us.

***Resistance**: Sometimes it just takes courage to take the first step. Encouragement and modeling are a powerful tool here, and we would highly recommend The War of Art by Stephen Pressfield, perhaps even listening to it on the way to school for older Eagles (there is a bit of racy language, but only in a few places.)*

We often ask ourselves when we see resistance in our Eagles, when is the last time we took a difficult and courageous first step in front of our family?

***The Victim**: Often Eagles gain attention and solace by playing the part of the victim, and almost all families have some form of the Dreaded Drama Triangle. We highly recommend listening to the book as a family or watching the videos, and committing to use the language of empowerment instead.*

At the very least, while being empathetic we refuse to allow our Eagles to blame others or circumstances. If you were born in America and attend Acton Academy, the lament that "life is unfair" rings hollow.

When the Victim is the issue, we ask if we are modeling negative or blaming language ourselves, or playing the part of a Rescuer or a Persecutor.

What if my Eagle gets a third strike and has to spend a day at home?

If our Eagle has to go home for a day, this is a powerful opportunity for deep learning. Everyone makes mistakes, including harming others, but when discovered and called-out, it gives us a chance to encourage deep introspection.

As parents, we've found it far more powerful to reexamine our Family Mission and Plan, look explicitly at facing resistance; remove distractions and disavow the Victim.

What if I'm worried about how my Eagle is progressing?

Our Tracking systems allow you to view the work your Eagle produces. Reviewing Weekly Points, Badges earned versus the plan and Eagle Bucks asked (Full Circle Feedback) will give you a far more accurate picture of progress than a report card or standardized test.

If your Eagle seems to be struggling, you can offer encouragement as well as asking the following questions and seeking verification:

1. Are you doing at least 45 minutes of math each and every day? Are you watching the videos?
2. Do you have a Badge Book and are you reading at least 30 minutes each day?
3. Are you doing every challenge for your Writers' Workshop?
4. Are you doing every Civilization challenge?

5. Are you doing every Quest challenge?
6. Are you guarding against distractions and avoiding being asked for Eagle Bucks?

Quests are like dessert. If your Eagle is struggling, verify that the required effort is being put into Core Skills first.

What if my Eagle says she just can't learn from Khan Academy?

Many parents worry that without a teacher it's impossible to "learn math." We've found just the opposite: Khan Academy is incredibly powerful and requires users to learn to think critically, from a number of perspectives, mastering a far broader set of mathematical approaches.

In contrast, many traditional math teachers simply ask students to repeat a limited number of simple algorithms as homework. And despite what we might hope, seldom do traditional schools deliver powerful theoretical insights.

Eagles who have a hard time with Khan Academy typically struggle because they do not do the work or refuse to watch the videos. It is likely they would find the lectures of most traditional math teachers even more boring.

So if your Eagle is struggling, start by making sure she is spending 45 minutes a day, every day. Encourage her to watch the videos, every time, and only afterwards to seek Socratic help in the studios. We've also found as parents that sitting beside an Eagle who is doing Khan provides encouragement.

Why don't Eagles have teachers at Acton Academy?

Eagles at Acton Academy have access to all the great teachers in the world, from Sal Khan to Richard Feynman to a Youtube video to the squad mate sitting beside them. We equip Eagles to hire or engage a teacher whenever they need one, rather than to be captive to a boring teacher-as-authority figure.

Young people are so accustomed to being under the authority of adults that we have found it impossible to have a Guide serve as both a Socratic role model *and* an authority figure, which is why guides simply do not answer questions. This, however, does not mean that guides do not offer support. We use Growth Mindset language and respond with challenging, thought-provoking questions to empower Eagles to find the answers to their questions.

Teaching and learning are not the same thing. Our main job is to provide the inspiration, tools and processes for Eagles to solve the difficult challenges we offer, until he is ready to find his own challenges.

Why don't we teach science like a regular school? What if my child learns an erroneous concept or principle?

Science taught in traditional schools – textbook memorization and repeating tired experiments -- bears little resemblance to science in the real world.

While it might make us feel better to have our child make an "A" on an AP Biology exam by correctly repeating scientific jargon and facts, any knowledge tends to be ephemeral. Our approach is much more a "learning to do" process to encourage deep learning, as described in this post.

If your Eagle claims he is missing basic concepts, it's likely he is skipping important links and simulations in a challenge, and would be just as likely to tune out in a science lecture. We like to ask our Eagle about how a Quest is going, and use those discussions to generate more interest.

Occasionally, an Eagle will misstate an important principle. Of course, this happens in traditional classrooms as well, and easily is corrected in time if you are interested in the subject. Most world class scientists, like Richard Feynman, do not focus on being right, but rather posing powerful questions.

Why aren't exhibitions more polished, with a clear presentation of all the information that's been taught during the session?

In Exhibitions it is the responsibility of Eagles to deliver an excellent value for parents and guests, so our events are not stage managed by adults. We ask parents and visitors to offer frank criticism as well as praise and to direct it to their Eagle and his or her peers.

What if I don't understand a studio system, like Eagle Bucks or badges or Freedom Levels.

First, ask your Eagle. If your Eagle says she doesn't understand the system, it's more likely she just doesn't want to discuss it. Eagles are more than happy to explain how the studio works to newcomers.

Next, commit to complete one of the Family Badges on Tracker to answer your own question or read through one of your Eagle's badges versus the requirements.

What if I need to pick up my Eagle?
No need to email or text. Parents are welcome anytime.

How do I know my Eagle will succeed at Acton Academy, especially when it's hard?
We believe almost any young person can succeed at Acton Academy, and more importantly, the Eagles agree.

The key question is whether we are committed to our own Hero's Journey as parents, which means trusting our Eagles to solve their own problems, even when the world seems unfair. The future of Western Civilization may well depend on it.

I hope you enjoy what we've learned together so far, and look forward to many more adventures ahead.

Sincerely,

Mary MacIntosh

Please include this list with your Nonpublic School Application for Initial Approval and indicate if the following attachments have been submitted with the application.

QUESTION	ATTACHMENT	YES	NO	N/A	COMMENTS
#10	Summer School Description			X	—
#11	Calendar/Schedule Form	X			US
#12	Fire Safety Inspection Report		X		FD
#12	Health Inspection Form		X		State/Ed
#12	List and Location of all School Buildings	X			US
#13	NH DES Approval for water system			X	—
#14	Proof of Septic Tank Pumping			X	—
#15	Zoning Verification Form		X		Zoning Laconia
#16	Governing Board List			X	US
#17	List of All Staff and Teachers		X		US
#18	Organizational Chart		X		US
#20	Professional Development Plan	X			US
#21	Tentative First Year Budget	X			US
#23	Proof of Federal Tax Exempt Status			X	—
#22	Certificate of Good Standing				Attorney
#26	a. Educational Purpose b. Any philosophic or religious traditions c. Procedure to evaluate school progress d. Procedure to evaluate student progress e. Expected relationship with community	X			US
#26f	The school's curriculum or objectives list	X			US
#27	Graduation Requirements			X	—
#31	Student Handbooks or Guidelines	X			US
#32	School Grievance Policy	X			US
#39	Emergency Response Plan	X			US

Cert of Occupancy
Fire (Fire Dept)
Building (Code Enforcement)
Water (Public Works)

June 2019

Commissioner's Nonpublic School Application Review

An application for a nonpublic school has been submitted to the Department of Education and wishes to go before the State Board of Education for an initial review before the final completed application is submitted, which cannot be completed and approved by the State Board of Education until facilities requirements are met.

Ed 403.01 Application for Initial Approval Status as a Nonpublic School.

(a) An applicant seeking initial approval as a nonpublic school for attendance purposes (AA) shall be recommended approved status for (AA), if the applicant complies with the following requirements:

(1) Provides a letter of intent to establish a nonpublic school with the department no less than 90 days prior to the proposed date of opening; and

(2) The letter of intent includes the following components:

a. The specific education purpose(s) and objectives to be served by the nonpublic school;

b The school program's philosophic or religious traditions;

c. The relationship between the school program and the community;

d. Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable;

e. A brief description of the school's supporting services, including but not limited to:

1. Health, including a process for verification of child vaccinations required by RSA 141-C:20-a;

2. Guidance;

3. Library services;

4. Food services;

5. Referral services; and

6. Transportation services including to and from school, field trips, and extracurricular activities;

f. A brief statement indicating how the school complies with each of the statutory requirements of nonpublic schools, stated in RSA 126-U, RSA 141-C:20-a, RSA 189:11, RSA 189:17, RSA 189:19, RSA 189:20, RSA 189:21, RSA 189:64, RSA 193:31, and RSA 198:20-a;

g. A brief statement identifying those practices, if any, adopted by the school in carrying out the intent of RSA 189:10, RSA 189:49, RSA 191:1, RSA 193:1-a, and RSA 200:32;

h. A brief statement as to how the school shall evaluate the achievement of its stated educational purpose(s) and objectives;

i. Resume or curriculum vitae of each staff member including:

1. Formal education;

2. Professional experience; and

3. Special life experiences that qualify the staff member to carry out the school's educational purposes and objectives and to carry out assigned responsibilities;

j. A brief description of the administrative organization of the school;

k. Policy for storage, security, and disposition of student records;

l. First year budget indicating:

1. Anticipated expenses which shall include but not be limited to:

(i) Facility acquisition;

(ii) Facility maintenance and operations;

(iii) Insurance;

(iv) Salaries and benefits; and

(v) Equipment and supplies;

2. Anticipated revenues; and

3. Sources of revenue;

m. Assurance that persons responsible for the handling of school funds shall be bonded in accordance with the school's governing board policy, if any;

n. An indication of whether the school is incorporated as a nonprofit institution and whether it has federal tax exempt status; and

o. A copy of the school's grievance policy including but not limited to procedures to address complaints concerning:

1. Bullying;

2. Teacher misconduct;

3. Repayment of tuition when a student leaves the school; and

4. The use of child restraint practices; and

(b) All applicants shall also indicate:

(1) The educational level(s) to be included in the school's enrollment such as elementary, middle/junior high or high school, and, if the school is to be ungraded, the applicant shall indicate the approximate age range of the pupils to be enrolled;

(2) The name, telephone number and mailing address of that person authorized to represent the interests of the nonpublic school; and

(3) The location and a brief description of those facilities to be used for school purposes.

(c) The applicant shall comply with applicable state, local and federal fire, health, and zoning requirements and shall provide documentation from federal, state and/or local officials for such compliance.

(d) The department shall return for correction requests that include applications that are incomplete, inaccurate, or submitted after July 15th of the year prior to the anticipated opening of the school.

(e) The commissioner shall make a recommendation to the state board as provided in Ed 401.02(c).

(f) A nonpublic school recommended for denied approval for attendance purposes shall have 10 business days to make a request to the commissioner for a grievance hearing before the nonpublic school advisory council grievance committee in accordance with the provisions of Ed 406.06.

New Hampshire
Department of Education

Nonpublic School Initial Approval Application Review Form
(To be completed by the NH DOE)

School Name: Summit Christian Academy	**Town: Amherst, NH**
Address: Mailing Address - 27 Colonel Wilkins Road	**Phone Number: 440-392-4765**
Head of School: Charles Laughlin	**Email: academy.nh.2019@gmail.com**
Date Application Received: 5/29/2019	**Date of Anticipated Opening: Fall 2019**
Grade Levels Requested: K-12	**Expected first year enrollment: 0**
Multi Grade Classes: No	**Co-Educational: Yes**
Boarding School: No	**Website:**

Received	Required Documents	Date Received	Comments
X	Summer School/Programs		No
X	School Calendar		
X	School Hours Survey		
@	Fire and Life Safety Report		
@	Health Inspection Report		
@	Water/Waste Approval		
@	Zoning Approval		
X	Board Members List		Provided
X	Staff List		
X	Staff Resumes		
X	Organizational Chart		Provided
X	Criminal Records Check		Yes
X	Professional Development Plan		Provided
X	First Year Budget		
X	Secretary of State		
X	Federal Tax Exemption		Yes
X	Authority to Sign Financial Documents Bonded		Yes
X	Audit of School Finances yearly		Yes
X	School Purpose/Objectives		
X	Philosophy/Faith Based		
X	Evaluation Procedures		
X	School/Community Relationship		
X	Curriculum/Objectives for Each Grade		
X	Graduation Requirements		
X	US-NH History, RSA 189:11		
X	English Primary Language For Instruction		Yes
X	Programs offered: Art, Music Computer, PE, World Languages, CTE		No CTE
X	Physical Education Credit on High School Transcript		
X	Student Handbook		
X	Grievance Policy, including bullying		
-	A12C General Fall Report of Nonpublic		NA until after fall enrollment

	Schools, RSA 189:28		
X	Student Records Location Upon School Closing		Records will be stored in a fire proof, locked box in the administration office of Summit. Should the school close, the records will be stored with the Superintendent of Schools in the town where Summit last resided.
X	Physicals, Immunization, RSA 141-C:20a		
X	Services: Health, Transportation, Food , Library		
X	Emergency Operations Plans, RSA 189:64		
X	Automated External Defibrillation (AED) Registered, RSA 153-A:32		Will Provide
X	United States Flag Displayed, RSA 189:17		
-	Accrediting Agency		Not yet, but will be pursuing NEASC & AACS
-	A3N General Statistics for Nonpublic Schools		NA until spring of 2020
-	Restraint/Seclusion Report		NA until spring of 2020
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
	Application Complete and Reviewed by DOE		

@ missing documents – emailed 5/31/2019

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL APPLICATION FOR INITIAL APPROVAL

(Please Print)

Today's Date: _____05/01/2019_____

1. Name of School: ____Summit Christian Academy_____

2. Street Address: _____TBD_____

3. Mailing Address: __27 Colonel Wilkins Rd. Amherst, NH 03031_____

4. Name/title of the director or the person authorized to represent the school: ___Charles Laughlin_____

5. Telephone Number: _____440-392-4765_____ Fax Number: ____NA_____

   Email: __academy.nh.2019@gmail.com_____ Website: _____

6. Approval is requested for Grade __**K**__ to Grade __**12**___ and Age __**5**___ 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																0
Special Education Students																0
Home Education Students																0
Total Number of Students																?

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. See Attached

FACILITIES TBD

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? _____**Yes**___ If yes, please attach a list of all governing board members and their addresses. If no, please submit a list when board is complete. See attached

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. See attached

18. If personnel have been hired, please attach an organizational chart or list with the names of staff, their titles and their supervisors. See attached

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. See attached

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. See attached

22. Will this school be incorporated in New Hampshire? Yes__ If yes, what is or what will be the name of the corporation? __**Summit Foundation, DBA Summit Christian Academy**__
Is this school incorporated in another state? _**No**___ If yes, which state? _____
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? __**Yes**__ If yes, submit proof of status when available. See attached

24. Who will have the authority to sign payment checks and other financial documents for the school? _____**Board Treasurer, Financial Assistant**_____
Will these people be bonded? _____**Yes**_____

25. Will an independent audit of school finances be conducted each year? _**Yes**___

EDUCATIONAL PROGRAM

See attached

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 evacuate 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. See attached Summit Scope and Sequence

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. See attached

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? ____See attached_____
(Per RSA 189:11, such instruction shall begin not later than the opening of the 8th 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. See 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. See attached

33. Will this school submit to the NH Department of Education on or before October 15th 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:
    1) How the school will keep student records secure and safe; and
    2) Where student records will be stored if the school closes.

    Records will be stored in a fire proof, locked box in the administration office of Summit. Should the school close, the records will be stored with the Superintendent of Schools in the town where Summit last resided.

(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.

    Summit will require every new student to have a complete physical examination by a licensed physician, physician's assistant, or advanced practice registered nurse. Additionally, current Summit students will be required to have a complete physical at least every other year, and athletes who desire to participate in sports will need to compete a physical annually.

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.

    As part of the regular health program beginning in 5th grade and continuing through 9th grade, health studies including good health/hygiene, disease prevention including STDs/HIV, drug and alcohol abuse will be taught. Additionally Physical Education will be required for all grades and for 1 credit in high school.

38. Please provide a brief description below for those services which will be provided.

Services
Nurse or other medical support: Summit will hire an RN or LNA to provide medical support and medicine control for students.
Transportation services including to and from school, field trips and extracurricular activities: Transportation will be arranged by Summit through school transportation. Additionally, parents who complete and pass a driver's background investigation and proper vehicle insurance, will be used for periodic field trips and extracurricular activities.
Food Services: Summit will not be providing formal food services.
Library: Periodic field trips to the library will be used as well as on-line, scholarly resources for students.

39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)?
    See attached

40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32. Will provide.

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? ___**Yes**_____

42. Is your school approved by any of these recognized agencies?

Not yet, but will be pursuing NEASC and AACS accreditation.

a. _____ New England Association of Schools and Colleges (NEASC)
b. _____ Association of Christian Schools International (ACSI)
c. _____ American Association of Christian Schools (AACS)
d. _____Northern New England Conference of Seventh-day Adventists, Inc. (NNEC)
e. _____ NH Department of Education Bureau of Special Education

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"I verify the information submitted on this form and in other submitted documents is true and accurate."
Name of Principal or Authorized Representative (Print) _____

Name of Director or Authorized Representative (Signature) _____

Today's Date: _____

Electronic Documents are preferred. Please email them to; Melissa.Valence@doe.nh.gov

If necessary to mail, please send the completed nonpublic school application and related documents to:

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: 2019 to 2020
(Please Print)

1. School Name: ____Summit Christian Academy_____

2. School Address/Town: ___TBD_____

3. Which grades are offered at this school? _____K-12_____

4. Number of full days (6 hours or more) this school will be in session: _____167_____

5. Number of partial days (less than 6 hours) this school will be in session: _____4_____

6. List the partial days to be scheduled, if any: 11/15/19, 11/27/19, 12/20/19, 1/30/19

7. List the vacation weeks and other holidays when school will not be in session:
   10/14/19, 11/28-29/19, 12/23/19-1/3/20, 1/20/20, 2/24/20-2/28/20, 4/10/20, 4/27/20-5/1/20, 5/25/20

8. First scheduled day of classes: _9/3/19___ Last scheduled day of classes: _6/5/20____

9. Last day of grade 12 classes, if applicable: ___5/29/20_____

10. On full days, what time will school start and end? How many minutes will students attend?

Kindergarten:	Start_8:00____	End _3:00_____	Total Day Minutes: __420__
Elementary Grades (1-6):	Start_8:00____	End _3:00_____	Total Day Minutes: __420__
Middle/Jr HS Grades (7-8):	Start_8:00____	End _3:00_____	Total Day Minutes: __420___
High School Grades (9–12):	Start_8:00____	End _3:00_____	Total Day Minutes: __420___

11. On full days, how many minutes will be allowed for lunch?

    Elementary Grades: _20__ Middle/Junior HS Grades: _20__ High School Grades: _20__

12. Will the school hold regular classes or meetings on weekends or during the evenings?
    If yes, please explain. No

NEW HAMPSHIRE DEPARTMENT OF EDUCATION
101 PLEASANT STREET
CONCORD, NEW HAMPSHIRE 03301-3860

NONPUBLIC SCHOOL ZONING VERIFICATION FORM

(Please Print)

Name of Nonpublic School: _____

School's Physical Address: _____

Applicant's Name: _____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) _____.

Comments:

Name of Official: (please print) _____ Signature: _____

Date: _____ Telephone: _____ Email: _____

Section 2:

The Nonpublic School named above has been granted approval by the Zoning Board of

(City/Town) _____.

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: _____

School _____

Date: _____ Telephone: _____ Email: _____

Please include this list with your Nonpublic School Application for Initial Approval and indicate if the following attachments have been submitted with the application.

QUESTION	ATTACHMENT	YES	NO	N/A	COMMENTS
#10	Summer School Description			X	
#11	Calendar/Schedule Form	X			
#12	Fire Safety Inspection Report		X		Will provide upon site selection.
#12	Health Inspection Form		X		Will provide upon site selection.
#12	List and Location of all School Buildings		X		Will provide upon site selection.
#13	NH DES Approval for water system		X		Will provide upon site selection.
#14	Proof of Septic Tank Pumping		X		Will provide upon site selection.
#15	Zoning Verification Form		X		Will provide upon site selection.
#16	Governing Board List	X			
#17	List of All Staff and Teachers	X			
#18	Organizational Chart	X			
#20	Professional Development Plan	X			
#21	Tentative First Year Budget	X			
#23	Proof of Federal Tax Exempt Status		X		In progress EIN enclosed
#22	Certificate of Good Standing		X		In progress. Awaiting approval from Secretary of State
#26	a. Educational Purpose b. Any philosophic or religious traditions c. Procedure to evaluate school progress d. Procedure to evaluate student progress e. Expected relationship with community	X X X X X			
#26f	The school's curriculum or objectives list	X			
#27	Graduation Requirements	X			
#31	Student Handbooks or Guidelines	X			

School _____

#32	School Grievance Policy	X			
#39	Emergency Response Plan	X			

RSA 189:64 Emergency Response Plans

I. Within 2 years of the effective date of this section, every public and nonpublic school shall develop a site-specific school emergency response plan which is based on and conforms to the Incident Command System and the National Incident Management System. The plan shall provide that at least 2 of the currently required number of fire evacuation drills shall be emergency response drills. The plan shall address hazards including but not limited to acts of violence, threats, earthquakes, floods, tornadoes, structural fire, wildfire, internal and external hazardous materials releases, medical emergencies, and any other hazard deemed necessary by school officials and local emergency authorities. The first emergency response drill shall be conducted within one year of the completion of the plan.

II. The plan shall be coordinated with local emergency authorities and with the emergency operations plan in the municipality in which the school is located. A school shall review its plan at least annually, and shall update the plan, as necessary. The director of homeland security and emergency management, department of safety shall assist school districts in conducting training for and providing support to school districts in the development, implementation, and review of an emergency response plan, as may be needed.
Source. 2007, 92:1, eff. July 1, 2007

****

189:17 Flags; Penalty. – The school board shall supply a United States and a New Hampshire state flag; the flags shall be made not less than 5 feet in length, with a flagstaff and appliances for displaying the same, for every schoolhouse in the district in which a public school is taught, at the expense of the district. They shall prescribe rules and regulations for the proper custody, care and display of these flags; the regulations shall require that wherever possible, the United States flag and the New Hampshire state flag shall be displayed on separate staffs of equal height. When the flags are displayed on the same staff, the United States flag shall be displayed above the New Hampshire flag. The regulations shall further require that such flags shall be displayed prominently outside of the schoolhouse. When they are otherwise displayed, the flags shall be placed conspicuously in the principal room of assembly of the schoolhouse. The governing board of every private school shall supply a United States flag, such flag to be made not less than 5 feet in length, with a flagstaff and appliances for displaying same. They shall make provisions similar to those required in the public schools for the display of said flag. Any members of a school board or the governing board who shall refuse or neglect to comply with the provisions of this section shall be guilty of a violation.

Source. 1903, 39:1. 1921, 85, II:9. 1925, 128:1. PL 117:15. RL 135:17. RSA 189:17. 1969, 104:4. 1971, 291:1. 1973, 531:45. 1977, 51:1, eff. June 13, 1977.

38. Please provide a brief description below for those services which will be provided.

Services
Nurse or other medical support: Summit will hire an RN or LNA to provide medical support and medicine control for students.
Transportation services including to and from school, field trips and extracurricular activities: Transportation will be arranged by Summit through school transportation. Additionally, parents who complete and pass a driver's background investigation and proper vehicle insurance, will be used for periodic field trips and extracurricular activities.
Food Services: Summit will not be providing formal food services.
Library: Periodic field trips to the library will be used as well as on-line, scholarly resources for students.

39. Will your school develop an Emergency Response Plan as required by RSA 189:64 (attached)?
    See attached

40. If your school will have an Automated External Defibrillation (AED), it must be registered as required by RSA 153-A:32. Will provide.

41. Will your school display a United States flag no less than 5 feet in length outdoors as required by RSA 189:17? ___**Yes**_____

42. Is your school approved by any of these recognized agencies?

Not yet, but will be pursuing NEASC and AACS accreditation.

a. _____ New England Association of Schools and Colleges (NEASC)
b. _____ Association of Christian Schools International (ACSI)
c. _____ American Association of Christian Schools (AACS)
d. _____Northern New England Conference of Seventh-day Adventists, Inc. (NNEC)
e. _____ NH Department of Education Bureau of Special Education

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"I verify the information submitted on this form and in other submitted documents is true and accurate."

Name of Principal or Authorized Representative (Print) Chuck Laughlin

Name of Director or Authorized Representative (Signature) _____

Today's Date: May 28, 2019

Electronic Documents are preferred. Please email them to; Melissa.Valence@doe.nh.gov

Summit Christian Academy
2019-2020 School Calendar

August 30	Family Orientation
September 3	First Day of School
October 14	Columbus Day (School Holiday)
October 31	End of 1st Quarter (42 school days)
November 1	Staff/Faculty Professional Development Day (School Holiday)
November 15	Parent-Teacher Conferences (Half-day of school)
November 27	Thanksgiving Assembly (Half-day of school)
November 28-29	Thanksgiving Break (School Holiday)
December 20	Christmas Parties (Half-day of school)
Dec. 23-Jan 3	Christmas Vacation (School Holiday)
January 6	School resumes
January 15-17	1st Semester Exams (Secondary only)
January 17	End of 2nd Quarter/1st Semester (41.5 school days)
January 20	Martin Luther King, Jr. Day (School Holiday)
January 30	Parent-Teacher Conferences (Half-day of school)
January 31	Staff/Faculty Professional Development Day (School Holiday)
February 24-28	Winter Vacation (School Holiday)
March 2	School Resumes
March 27	End of 3rd Quarter (42.5 school days)
April 10	Good Friday (School Holiday)
April 27-May 1	Spring Vacation (School Holiday)
May 4	School Resumes
May 25	Memorial Day (School Holiday)
June 2-4	2nd Semester Exams (Secondary only)
June 5	End of 4th Quarter/2nd Semester-Last Day of School (43 school days)

169 School Days

Article VIII:

Signatures and post office address of each of the persons associating together to form the corporation:

Kevin Peters
7 Newton St.
Merrimack, NH 03054

Charles Laughlin
27 Colonel Wilkins Rd.
Amherst, NH 03031

Joseph Witten
50 Newbury Rd.
Manchester, NH 03103

Terry Matthews
10 Brenda Ln.
Merrimack, NH 03054

Paul Compton
23 Indian Rock Rd.
Merrimack, NH 03054

Article IX:

The first bylaws of the corporation shall be adopted by the board of directors and may be amended, altered or rescinded by the board of directors in the manner provided by such bylaws.

Summit Christian Academy

Organizational Chart

Administrator

Office Staff

Secondary Supervisor	Elementary Supervisor	Athletic Director
Secondary Teachers	Elementary Teachers	Soccer Coaches
MS Math Teacher	Kindergarten Teacher	Volleyball Coach
MS English Teacher	1st Grade Teacher	Basketball Coaches
MS Science Teacher	2nd Grade Teacher	
MS Social Studies Teacher	3rd Grade Teacher	
MS Foreign Language Teacher	4th Grade Teacher	
MS Bible Teacher	5th Grade Teacher	
MS/HS PE Teacher		
MS/HS Drama Teacher		
Elementary/MS/HS Art		
Elementary/MS/HS Music		
HS Math Teacher		
HS Science Teacher		
HS Social Studies Teacher		
HS English Teacher		
HS Bible Teacher		
HS Apologetics Teacher		
HS Foreign Language Teacher		

2019–2020

Summit Christian

Scope & Sequence

Kindergarten through Grade 12

Language Arts

Phonics and Reading
- Recognition of name, sound, and picture of long and short vowels and consonants
- Sounding of blends, one- and two-vowel words, and words with special sounds
- Beginning phonics rules and special sounds
- Reading of sentences and stories from thirteen books containing one-and two-vowel words and special sounds

Cursive Writing
- Letters, blends, words, and sentences
- Name

Language
- Recognition of sentences by capital letters and periods
- Rhyming words
- Opposites

Poetry
- Thirteen poems committed to memory

Numbers

- Number recognition, counting, and writing 1–100
- Number concepts 1–100
- Numbers before and after 1–100
- Numbers largest and smallest 1–100
- Counting and writing by tens to 100
- Counting and writing by fives to 100
- Counting and writing by twos to 100
- Number sequences by ones
- Using number words 1–10 and first–tenth
- Value of coins and dollar bill
- Telling time
- Using the calendar
- Days of the week
- Addition facts through 10
- One-step story problems in addition
- Beginning subtraction
- Sequencing
- Same/different
- Basic geometric shapes
- Fractions—one half, one fourth
- Arithmetic symbols—plus, minus, equals

Science

Plants
- God's Plan for Seeds

Animals
- God's Plan for Animals
- God's Plan for the Seashore

Health and Human Biology
- God's Plan for Me

Earth and Space
- God's Plan for Weather
- God's Plan for Seasons

Social Studies

- Community Helpers
- Children of the World
- America: Our Great Country (map studies, famous Americans and places)

Bible

- Hymns /choruses
- Memory verses
- Bible doctrine
- Lessons: Salvation Series, Genesis, Life of Christ, Missionary Stories

Music

- Traditional, patriotic, fun songs

Arts & Crafts

- Basic art concepts and techniques (cutting, gluing, painting) and further development of coordination/motor skills

1 First Grade

Language Arts

Phonics
- Review of vowels, consonants, blends, one- and two-vowel words, consonant blends
- Recognition and use of all phonics special sounds in reading
- Spelling rules: doubling consonants, dropping silent *e*, changing *y* to *i*

Reading
- Oral reading
- Comprehension
- Vocabulary development

Language
- Capitalization of first word in a sentence, proper names, names of God, days of the week, and months of the year
- Correct punctuation at the ends of sentences
- Recognition of complete sentences
- Words using suffixes, prefixes, syllables, compound words, rhyming words, opposite words, same meaning words, and contractions
- Alphabetizing of words
- Writing complete sentences and short stories

Creative Writing
- Chronological
- Informational
- Original

Spelling and Poetry
- Weekly phonics-based word list
- Weekly test with phonics
- Reinforcement activities
- Eight poems committed to memory with poetic elements

Penmanship
- Review of letter formation
- Connecting letters
- Daily seatwork practice in all academic areas

Arithmetic

- Number recognition, counting, and writing 1–1,000
- Greatest and least
- Counting and writing by tens, fives, twos, and threes
- Number sequences
- Ordinal numbers
- Addition facts through 13 and three-digit addition with carrying
- Subtraction facts through 13 and two-digit subtraction
- Story problems
- Numbers before and after by ones, twos, tens
- Between numbers
- Counting and combining coins
- Telling time to the nearest five minutes
- Recognizing odd and even numbers
- English and some metric measures
- Place value in ones, tens, and hundreds
- Unit fractions ½ ⅓ ¼
- Reading a thermometer
- Using a ruler
- Multiple combinations
- Concept of multiplication
- Calendars
- Reading pictographs and bar graphs
- Developing listening skills
- Roman numerals

History and Geography

Social Studies
- Community Helpers
- America Our Great Country
- Children of the World

This is my America
- My America's Freedom
- Symbols of America
- Great People of America
- My America Grows
- My America Travels
- My America Talks
- My America is Beautiful
- My America Sings

This is My World
- Canada, Mexico, Peru, The Bahamas, England, France, Switzerland, the Netherlands, Norway, Germany, Italy, Kenya, Egypt, Israel, India, China, Australia, Japan

Science

Health and Human Biology
- Discovering Myself

Energy, Forces, Machines
- Discovering My Toys

Animals
- Discovering Animals
- Discovering Insects

Plants
- Discovering Plants

Seasons
- Discovering Seasons

Health, Safety, Manners

Health
- Eating good foods
- Exercising
- Rest
- Posture
- Care of body, clothes, home

Safety
- At home and away from home
- On streets, playgrounds, water

Manners
- At home, school, church, public

Bible

Lessons: Salvation Series, Genesis, Life of Christ, Paul (includes memory verses, hymns /choruses, and Bible doctrine)

Music

Traditional, patriotic, fun songs

Arts & Crafts

Development of art concepts and techniques in muliple types of media based on the color wheel.

Language Arts

Phonics
- Review of vowels, consonants, blends, one- and two-vowel words, consonant blends
- Recognition and use of all phonics special sounds in reading
- Spelling rules: doubling consonants, dropping silent *e*, changing *y* to *i*

Reading
- Oral and silent reading
- Developing accuracy, fluency, comprehension, and analytical skills
- Literary terms and components
- Analysis of literature and illustration

Cursive Writing
- Review of letter formation
- Guided creative writing
- Writing paragraphs, stories, poems, and journal entries
- Daily seatwork practice in all academic areas

Spelling and Poetry
- Weekly phonics-based word list
- Vocabulary words and definitions second semester
- Weekly test
- Reinforcement activities
- Eight poems committed to memory

Language
- Capitalization of first word in a sentence, days of the week, months of the year, special holidays, names of God, and proper nouns
- Correct punctuation at the ends of sentences
- Complete sentences, 4 kinds of sentences, subjects and predicates, 4 parts of speech
- Words using suffixes, prefixes, abbreviations, compound words, rhyming words, opposite words, same-meaning words, singular and plural words, singular possessive words, and contractions
- Alphabetizing words and other research skills
- Word usage rules
- Writing of complete sentences, questions, exclamations
- Proofreader's marks for capitalization, spelling, punctuation

Arithmetic
- Number recognition, counting, and writing 1–10,000 and beyond
- Numbers greatest and least
- Counting and writing to hundred thousands, by threes to 36, by fours to 48
- Ordinal numbers
- Addition facts through 18, column addition, four-digit addition with carrying
- Subtraction facts through 18, four-digit subtraction with borrowing
- Multiplication facts 0, 1, 2, 3, 5, 10
- Division facts 2, 3, 5, 10
- Story problems
- Multiple combinations
- Estimation
- Rounding
- Numbers before and after by ones, twos, threes, fives, tens, twenty-fives, and hundreds
- Counting and combining coins and bills
- Telling time to the nearest minute
- English and some metric measures
- Drawing and measuring lines to one-half inch
- Developing listening skills
- Calendars
- Place value to hundred thousands
- Unit fractions, comparing fractions
- Determining change
- Reading a thermometer
- Reading pictographs, bar graphs, line graphs, and circle graphs
- Roman numerals

History
- America's flags and freedoms
- Early Americans
- American holidays and songs
- Colonial life
- Declaration of Independence
- American War for Independence
- Pioneers
- Civil War
- Railroads and cattle ranching
- American immigrants
- American free enterprise system and work ethic
- American inventions, inventors, scientists, and athletes
- Americans of courage and creativity
- Last states and territories added
- Good citizenship

Science
- Creator's design, plan, and balance
- Human brain and body systems
- Five sense organs
- Plants: parts and growth
- Animals and their habitats: oceans, ponds, forests, savannas, rainforests
- Scientific investigation
- How and where scientists work
- Science tools and safety
- Energy, force, movement
- Work and machines
- States of matter
- Atmosphere and water cycle
- Predicting weather
- Planets and solar system
- Stars, sun, moon
- Earth: planet designed for life

Health, Safety, Manners

Health
- Posture
- Nutrition/exercise
- Rest/cleanliness
- Preventative care

Safety
- Emergency preparation at home and away from home
- Winter and water safety
- Storm safety

Manners
- Courtesy
- Kindness
- Cheerfulness
- Respect
- Thoughtfulness
- Thankfulness
- Patience
- Table manners

Bible
Lessons: Salvation Series, Life of Moses, Joshua, Judges, Ruth, Jonah, Favorite Bible Stories, Christmas, Crucifixion and Resurrection (includes memory verses, hymns/choruses, and Bible doctrine)

Music
Traditional, patriotic, fun songs

Arts & Crafts
Seasonal and keepsake projects that develop art concepts and techniques using multiple types of media, featuring chalk

3 Third Grade

Language Arts

Reading
- Oral and silent reading
- Developing accuracy, fluency, comprehension, and analytical skills
- Reading comprehension
- Vocabulary development
- Discussion for Biblical and personal application
- Analysis of literature and illustration
- Identification of simple text structures
- Application of literary terms and components

Writing
- Review cursive formation
- 3/4-space high
- Writing original paragraphs, stories, graphic organizers, summarizing exercises, journal entries
- Creative writing prompts
- Research reports

Spelling and Poetry
- Weekly word list with vocabulary based on spelling rules and patterns
- Sentence construction using spelling words
- Learning strategies and spelling logic
- Reinforcement activities
- Eight poems committed to memory

Grammar
- Punctuation and capitalization rules
- Recognition of nouns, verbs, adjectives, adverbs, conjunctions
- Identifying subject and predicate
- Word usage
- Forming plurals and common contractions
- Recognition of antonyms, homonyms, synonyms
- Dictionary skills, glossary skills

Arithmetic
- Place value up to hundred millions
- Addition facts through 18, column addition, carrying, checking
- Subtraction facts through 18, borrowing, checking
- Multiplication 0-12 Tables, multi-digit factors with carrying, checking
- Division 1-12 Tables, long division with remainders, checking
- Story problems
- Rounding to nearest ten, hundred, and dollar
- Estimation of sums, differences, products
- Averaging numbers
- Roman numerals
- English and metric measures
- Converting measures, solving measurement equations and story problems
- Drawing and measuring lines to the nearest half inch and centimeter
- Telling time to nearest minute, solving elapsed-time problems
- Counting and combining coins and bills; addition, subtraction, multiplication, and division money problems; determining change
- Solving multi-process combinations using parentheses to determine order of operations
- Geometric plane and solid shapes, terms, perimeter, area
- Interpreting and constructing bar graphs, line graphs, and pictographs
- Finding the unknown number in an equation
- Comparing values using greater than (>), less than (<), and equals (=) symbols
- Fractions: terminology, mixed numbers, comparing, adding, subtracting, equivalent, reducing to lowest tems

History and Geography
- Map reading skills/activities
- States of the United States by region
- Topographical study of the United States

Study of our American heritage through the lives of great people
- Founding of America, including
- Miles Standish
- William Penn
- Benjamin Franklin
- Benjamin Banneker
- Dolley Madison
- Expanding of America (plus Civil War era), including
- Daniel Boone
- Lewis and Clark
- Harriet Tubman
- Abraham Lincoln
- DL Moody
- Modernization of America, including
- Alexander Graham Bell
- Theodore Roosevelt
- George Washington Carver
- Amelia Earhart
- Ronald Reagan
- Donald Trump

Science

Scientist
- Scientific method
- How/where scientists work
- Tools, graphing, safety

How creation works
- Energy sources/types
- Force/movement/machines
- Structures/magnetism/matter

Earth's Atmosphere
- Weather/water cycle/climates

Earth's surface
- Shape/structure/soil
- Landforms/weathering/surface changes/rock
- Stewardship

Plant world
- Seeds/structures/other ways plants sprout
- Forest types/decomposers/plants that grow from spores

Solar system
- Sun/planets/stars/moon
- Time/space science/our home

Animal world & habitat
- Vertebrates/invertebrates
- Prairie/desert/rainforest/arctic/coral reef/stream
- Food Chains

Human body systems
- Cells/tissue/organs
- Nervous system/sense organs
- Heart & circulatory system
- Lungs & respiratory system
- Teeth & digestive system
- Bones & skeletal system
- Muscles & muscular system

Health, Safety, Manners

Health
- Posture, exercise
- Nutrition, diet
- Cleanliness
- Preventative care
- Spiritual, mental, social health

Safety
- Public safety (includes street and personal safety)
- Recreational safety (includes bicycle and water safety)
- Home safety (includes fire and Internet safety)

Manners
- Showing courtesy through politeness (includes proper introductions), kindness, respect, helpfulness (includes dealing with bullying), obedience (includes refusal techniques), gratitude, phone etiquette, and putting others first

Bible
Lessons: Salvation Series, Samuel, David, Elijah, Elisha, Thanksgiving, Christmas, Daniel, Ezra/ Nehemiah, Esther, Crucifixion and Resurrection, Parables (includes memory verses, hymns /choruses, and Bible doctrine)

Music
Music theory Traditional, patriotic, fun songs

Arts & Crafts
Development of art concepts and techniques in multiple types of media featuring charcoal and water colors

Language Arts

Reading and Literature
- Oral reading
- Reading comprehension
- Speed reading
- Vocabulary building

Penmanship
- Review of cursive writing formation through skill practice, word games, original composition, and sentence dictation

Spelling, Vocabulary, and Poetry
- Weekly word lists with challenging words and vocabulary
- Reinforcement activities
- Six poems committed to memory

Language
Writing Process
- Letters— friendly, post cards, thank-you notes
- Gathering information
- Writing with details
- Writing an encyclopedia report
- Writing book reports
- Creative writing
- Dictionary skills

Grammar
- Sentence structure, kinds of sentences, punctuation, capitalization facts, abbreviations, possessive words
- Recognizing and using all eight parts of speech
- Diagraming verbs, nouns, pronouns, adjectives, adverbs
- Correctly using troublesome words

Arithmetic
- Place value of whole numbers and decimals
- Mastery of fundamental operations
- Story problems
- Estimating answers
- English and metric measures
- Converting measures within the same system and solving measurement equations
- Roman numerals
- Addition, subtraction, and multiplication involving fractions
- Estimation
- Averaging
- Factoring
- Divisibility rules
- Introduction to decimals
- Making change
- Reading a thermometer
- Solving equations using addition and subtraction axioms
- Graphs and scale drawing
- Basic geometric shapes
- Perimeter and area
- Using an English and metric ruler
- Time lapse

History and Geography
- Map study
- State history for six weeks
- Eight documents memorized
- The Years of Discovery
- The Years of Exploration
- The First Americans
- The English Come to America
- The New England Colonies
- The Middle and Southern Colonies
- A Picture of Colonial Life
- The Great Awakening
- The French and Indian War
- The American War for Independence
- Building a New Nation
- Our Nation Grows
- The Civil War
- New Frontiers
- An Age of Progress
- Beyond Our Boundaries
- The World Wars
- Time for Freedom and Responsibility

Science

Plants
- Plants: Provision for Man and Beast

Animals
- Insects: Miniature Marvels of Creation
- Birds: Winged Wonders

Matter
- Matter: Water, Air, and Weather

Energy
- Energy: Sound and Hearing

Earth and Space
- Geology: Planet Earth
- Oceanography: Wonders of the Sea
- Astronomy: Consider the Heavens

Health

Physical Fitness
- Your Body Framework
- The Muscle Builder
- Your Breathing Machine

Personal Hygiene
- A Winning Smile
- Your Body's Cover
- Keys to Good Grooming

Interpersonal Relationships
- A Healthier You

Bible
Lessons: Salvation Series, Genesis, Life of Christ, Life of Paul (includes memory verses, hymns /choruses, and Bible doctrine)

Music Arts & Crafts
- Music theory/recorder
- Traditional, patriotic, fun songs
- Basic drawing and painting techniques, color concepts, and perspective

5 Fifth Grade

Language Arts

Reading and Literature
- Oral reading
- Reading comprehension
- Speed reading
- Vocabulary building

Penmanship
- Review of cursive writing formation through skill practice, word exercises, original composition, and sentence dictation

Spelling, Vocabulary, and Poetry
- Weekly word lists on various categories and vocabulary study
- Six poems committed to memory

Language Writing Process
- Sentences and sentence parts
- Synonyms, antonyms, homonyms
- Dictionary, thesaurus skills
- Letters—friendly, post cards, thank-you notes
- Making an outline
- Writing a library research paper
- Writing book reports
- Creative writing

Grammar
- Punctuation, capitalization, and quotation facts
- Recognizing and diagraming all eight parts of speech
- Recognizing and diagraming complements
- Word usage

Arithmetic
- Place value of whole numbers and decimals
- Mastery of fundamental operations
- Story problems
- Problem-solving strategies
- Roman numerals
- Measuring to the eighth inch
- Calculating time
- Making change
- Rounding off whole numbers, money, decimals, and mixed numbers
- English and metric measures
- Converting measures within the same system and solving measurement equations
- Addition, subtraction, multiplication, and division involving fractions
- Finding parts of a whole
- Factoring
- Divisibility rules
- Probability
- Addition, subtraction, multiplication, and division involving decimals
- Introduction to percents
- Reading a thermometer
- Negative temperature
- Converting from a Celsius scale to a Fahrenheit scale and from a Fahrenheit scale to a Celsius scale
- Solving algebraic equations
- Graphs and scale drawings
- Graphing ordered pairs
- Reading schedules and charts
- Basic geometric shapes
- Perimeter and area
- Squares and square roots
- Estimation

History and Geography
- Eight documents reviewed
- Geography facts: terms, rivers, capitals, mountains, climate, deserts
- Introduction to History and Geography
- Fertile Crescent: Cradle of Civilization
- Ancient Middle East
- Middle East Today
- Countries of Central and Southern Asia
- Countries of the Far East
- Egypt: The Gift of the Nile
- Africa Long Ago
- Africa in Modern Times
- Ancient Greece: Home of Beauty
- Rome: Ruler of the Ancient World
- Christianity: The Greatest Force in History
- England and the British Isles
- Other Countries of Western Europe
- Countries of Eastern Europe
- "Land Down Under" and Beyond

Science

Animals
- Amazing Mammals
- A Variety of Vertebrates

Energy
- Force and motion
- Electricity and magnetism
- Engines: steam, internal combustion, jet propulsion, rocket engines
- Light

Matter
- Water, Air, Weather

Earth and Space
- Geology: Treasures of the Earth
- Oceanography: The Living Sea
- Astronomy: The Eight Planets, Stars, Moon, Sun
- Conservation: Preserving the Sea

Health

Circulatory System
- Life in the Blood
- Your Hardy Heart
- Pathways through Your Body

Nutrition and Physical Fitness
- A Balanced Diet
- Daily Food Guide
- Maintaining Your Proper Weight
- Raising Your Rate of Metabolism
- Aerobic Endurance
- Muscular Strength and Flexibility

Digestive System
- Digestion Begins in the Mouth
- Through the Esophagus, Stomach, Small Intestine, Liver, Pancreas
- Absorbing Digested Foods

Interpersonal Relationships
- Social Acceptance, Mental Awareness, Spiritual Warfare

Bible
Lessons: Salvation Series, Life of Moses, Tabernacle, Joshua, Judges, Ruth, Jonah, Samuel, Christmas, Crucifixion and Resurrection, Life of David (includes memory verses, hymns/choruses, and Bible doctrine)

Music
Traditional, patriotic, fun songs

Arts & Crafts
Basic drawing and painting techniques, color concepts, and perspective

Language Arts

Reading and Literature
- Oral reading
- Reading comprehension
- Speed reading
- Vocabulary building

Penmanship
- Review of cursive writing formation
- Practice penmanship through creative writing and word exercises

Spelling, Vocabulary, and Poetry
- Weekly word lists by prefixes, suffixes, and root words
- Vocabulary study from the word lists
- Eight poems committed to memory

Language Writing Process
- Writing paragraphs, poetry, outlines, library research paper, narration, journal, book reports, letters, creative writing
- Sentences and sentence parts
- Fragments, run-ons
- Library skills
- Student Writers' Handbook

Grammar
- Punctuation and capitalization rules
- Recognizing, diagraming, using all eight parts of speech
- Word usage

Arithmetic
- Place value of whole numbers and decimals
- Maintaining skills in fundamental operations
- Story problems/Problem-solving strategies
- Roman numerals
- Rounding off
- English and metric measures
- Converting measures within the same system and solving measurement equations
- Adding, subtracting, and multiplying measures
- Prime factoring
- Fundamental operations involving fractions and decimals
- Estimation
- Ratios and proportion
- Percent
- Probability
- Graphs and scale drawing/ Introduction to statistics
- Basic geometric shapes
- Perimeter, area, and circumference
- Bisecting angles
- Reading thermometers
- Converting Celsius to Fahrenheit and Fahrenheit to Celsius
- Equation solving/Introduction to basic algebra
- Latitude, longitude, and time zones
- Banking, finding interest, and installment buying
- Reading electric and gas meters

History and Geography
- Advanced map studies
- Geography facts, including the 50 states
- Eight documents reviewed
- North America: Canada, United States, Mexico and Central America
- South America: Continent of Natural Resources, Nations of South America
- United States History: The Colonial Heritage, New World's First Republic, U.S. in the Twentieth Century

Science

Plants
- Plentiful Plants

Animals
- Observing Invertebrates

Earth and Space
- Our Fascinating Earth
- God's Great Universe
- Exploring Space

Chemistry
- Matter and Chemistry (atoms, elements, and compounds)

Health

Safety and First Aid
- Safety First
- First Steps of First Aid

Growth and Fitness
- Your Changing Body
- An Active Lifestyle

Anatomy
- Endocrine System
- Respiratory System
- Muscular System
- Skeletal System

A Healthy Mind and Body
- Your Body's Defenses
- Lymphatic System
- Your Communication System
- Nervous System
- Skin
- Drugs—Use and Abuse
- A Healthy Spirit

Bible
Lessons: Salvation Series, Life of Christ, Parables, Elijah, Elisha, Daniel, Esther, Ezra/Nehemiah (includes memory verses, hymns /choruses, and Bible doctrine)

Music Arts & Crafts
- Traditional, patriotic, fun songs
- Further development of perspective, introduction to composition, study of accomplished artists

7 Seventh Grade

Language Arts

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences and diagramming
- Eight parts of speech and their uses
- Diagramming eight parts of speech
- Sentence structure

Composition
- Essay answer
- Summaries
- Letters
- Informative, narrative, and process essays
- Character sketch
- Writing style
- The writing process
- Outlines
- Book reports
- Paragraphs
- Research paper
- The library

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons
- Eight poems memorized

Literature
- Stories and poems read for enjoyment by authors such as Frost, Dickinson, Kipling, Bunyan, Alcott, Luther, Dickens, Defoe

Mathematics

Intermediate Mathematics
- Maintaining arithmetic skills (see grades 4-6)
- Fractions and decimals
- Factoring
- Using and applying of percent
- Signed number arithmetic
- Introduction to algebra
- Introduction to plane and solid geometry
- Development and use of area and volume formulas
- English and metric systems of measurement
- Introduction to probability
- Introduction to statistics
- Constructing and Interpreting Statistical Representations
- Graphing on the Cartesian Plane
- Direct variation
- Powers and roots
- Polynomial arithmetic
- Radicals
- Solving equations
- Algebraic word problems
- Inequalities
- Optional fast fact concepts—Including factorials, simple interest, discounts and coupons, visual sequences, line symmetry, cross sections of solid figures, tree diagrams, compliment of an event, dependent events, reflections, slope of parallel and perpendicular lines, graphing from slope-intercept form, nonproportional relationships, raising a power to a power

World History and Geography

- The Beginning
- From Sumer to Canaan
- Down to Egypt
- Israel and Its Land
- According to His Will
- Greece: A Drama in Two Acts
- Rome before Christ
- Rome after Christ
- Early Church History
- Islam versus Christendom
- From Empire to Feudalism
- An Age of Darkness
- The Protestant Reformation
- Post-Reformation Europe
- The English Nation
- An Age of Exploration
- The United States
- France in the Modern Age
- The British Empire
- Science & Industry in the Modern Age
- The New World of Classics
- World War I and the Rise of Communism
- Before and During World War II
- The Cold War Era
- Toward a New Millennium
- Change in the New Millennium
- Eastern Hemisphere Geography
- Parliamentary Procedure
- Current events

Life Science and Health

- Invitation to Science
- Plants: Provision for Life
- Your Wonderful Body
- A Healthy Life
- Creation & Science
- Mammals
- Birds
- Fish, Reptiles, and Amphibians
- Insects
- Assorted Invertebrates
- Through the Microscope
- Forestry: Generous Giants
- Ecology: Harmony in God's Creation

Bible

- Lessons/Map Journeys: Exodus, Life of Christ (includes memory verses and hymns)

Language Arts

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences and diagramming
- Eight parts of speech and their uses
- Diagramming eight parts of speech
- Sentence structure

Composition
- Manuscript form
- The writing process
- The library
- Outlining
- Summaries
- Book reports
- Paragraphs
- Descriptions
- Research paper
- Writing style
- Essay answers
- Dialogue
- Poems
- Narratives
- Essays

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons
- Ten poems memorized

Literature
- Reading for enjoyment stories and poems by authors such as Twain, Dickens, Longfellow, Frost, Hawthorne, and Sandburg

Mathematics*

Pre-Algebra
- Maintaining skills in fundamental operations (see grades 4–7)
- Principles of mathematics
- English and metric measures
- Basic algebraic concepts
- Signed numbers
- Powers and roots
- Like and unlike terms
- Multiplying and dividing monomials
- Multiplying and dividing polynomials by monomials
- Multiplying polynomials by polynomials
- Problem-solving strategies
- Word problems solved algebraically
- Reading and constructing graphs
- Graphical scale drawings
- Statistics and probability
- Business math
- Earning income
- Banking
- Stocks and bonds
- Insurance
- Basic plane and solid geometric concepts
- Properties of geometric figures
- Constructing geometric figures
- Perimeter, area, surface area, and volume
- Pythagorean rule
- Sine, cosine, and tangent
- Scientific notation

U.S. History and Geography

- A New World to Explore
- The First English Colonies
- Founding of the New Colonies
- Life in Colonial America
- Preparation for Independence
- Home of the Brave
- Land of the Free
- From the Appalachians to the Rockies
- The Jacksonian Era
- Innovations and Inventions
- The Second Great Awakening
- Education and Culture
- The Promise of the West
- The Civil War and Reconstruction
- The Age of Industry
- The Gilded Age
- Growing into Greatness
- Into the Twentieth Century
- The Rise of Big Government
- A World at War
- Time for Freedom and Responsibility
- Troubled Times for America
- Which Way, America?
- In Defense of Freedom
- Constitution Study
- Western Hemisphere Geography
- Current events
- National, State, and Local Government

Earth and Space Science

- Introduction to Science
- Foundations of Geology
- Minerals and Rocks
- Weathering and Erosion
- Interpreting the Fossil Record
- A Survey of the Seas
- The Atmosphere
- Water Vapor and Air Masses
- Storms and Forecasting
- Consider the Heavens
- Man and the Universe
- Environmental Science

Sex Education from the Bible

- Morality
- Dating and marriage
- Sins such as adultery, fornication, and homosexuality

Bible

- Lessons/Map Journeys: Journeys of Paul, Joshua, Judges (includes memory verses and hymns)

*Mathematics courses can be taken in a different sequence to meet your scheduling needs.

9 Ninth Grade

Language Arts

Grammar
- Capitalization rules
- Punctuation rules
- Kinds of sentences and diagraming
- Eight parts of speech and their uses
- Diagraming eight parts of speech
- Sentence structure

Composition
- Manuscript form
- Writing process
- The library
- Paragraphs
- Outlining
- Book reports
- Summaries
- Descriptions
- Research paper
- Writing letters
- Improving writing style

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons
- Ten poems memorized

Literature
- Classics on the following themes: truth and wisdom, courage, humility, justice, temperance, beauty, joy and peace, faith and hope, love, and time and eternity
- Reading for enjoyment stories and poems by such authors as Hale, Tolstoy, O. Henry, Hawthorne, Alcott, à Kempis, Longfellow, Shakespeare

Mathematics*

Algebra I
- Real Numbers and Algebra
- Linear Equations in One Variable
- Linear Equations in Two Variables
- Linear Inequalities
- Systems of Equations
- Polynomial Arithmetic
- Polynomial Factoring
- Radical Expressions and Equations
- Quadratic Equations
- Statistics and Probability
- Rational Expressions and Equations
- Functions

World Geography

World Geography
- Introduction to Geography
- Asia: The Middle East, Central and Southern Asia, The Far East
- Africa: Northern Africa, Tropical Africa, Southern Africa
- Europe: Mediterranean Europe, Central Europe, the Low Countries, the British Isles, Scandinavia, Russia and Eastern Europe
- Australia, the Pacific Islands, and Antarctica
- North America: Canada, the United States, Mexico and Middle America
- South America: Andean Countries, Brazil and the Guianas, Southern Countries
- Current events

Physical Science

Introduction to Physical Science

Matter and Energy
- Measuring Matter
- States of Matter
- Energy
- Heat

Chemistry
- Foundations of Chemistry
- Molecules and Chemistry
- Chemistry in Action
- Science vs. Evolution

Motion and Waves
- Motion and Forces
- Waves and Sound
- Light and Color

Electricity and Magnetism
- Electrostatics
- Magnetism
- Electricity
- Electronics

Health
- Nutrition and exercise
- Personal hygiene
- Body systems
- Mental health
- Personal safety
- First aid
- Disease prevention
- Drug abuse
- Right relationships
- Spiritual growth

Bible
- Study series: Kings of Israel: United Kingdom, Israel's Divided Kingdom (includes memory verses and hymns)

*Mathematics courses can be taken in a different sequence to meet your scheduling needs.

Language Arts

Grammar
Capitalization and punctuation rules, kinds of sentences and diagraming, eight parts of speech and their uses, diagraming eight parts of speech, sentence structure, dictionary skills, usage and diction

Composition
Paragraphs, the library and research paper, outlining, improving writing style, book reviews, descriptions

Vocabulary, Spelling, Poetry
Vocabulary lessons
Weekly spelling lessons
Ten poems memorized

World Literature
Classics by such authors as Dickens, Browning, Millay, Holmes, Poe, Doyle, Yeats, Tolstoy, Herbert
Introduction to art appreciation
Introduction to literary terms and forms: short story; narrative poetry; plot; imagery and figurative language; theme; rhyme and rhythm; emotion; fixed form, continuous form, and free verse poetry; paradox; setting; point of view; tone
Major works in historical order
Authors such as Homer, Aesop, Virgil, Foxe, Luther, Milton, Bunyan, Newton, Machen
Complete novel: *Silas Marner*
Complete play: *Julius Caesar*

Mathematics*

Algebra II
Basic Algebra
Equations and Inequalities
Polynomial Equations and Inequalities
Functions
Systems of Equations and Inequalities
Matrices
Exponential and Logarithmic Functions
Triangles and Basic Trigonometry
Trigonometry and the Cartesian Plane
Sequences, Series, and Counting
Probability
Statistics

Consumer Mathematics**

Buying a car, travel, income, budgeting, housing, food, clothing, leisure activities, federal taxes and records, banking investments, the small business

World History and Cultures

Asia and Africa: The Beginnings of Civilization
Foundations
Sumer
Middle East
Other Asian Cultures
Egypt
Other African Cultures

Europe: Beginnings of Western Civilization
Greece
Rome
Early Church History
The Byzantine Empire

The Middle Ages: From the Ancient to the Modern
The Dark Ages
Medieval Culture
The Rise of Modern Nations

The Reformation Era
The Protestant Reformation
Post-Reformation Europe
Post-Reformation Science and Culture

The Age of Ideas
France
England and America
The Age of Industry
The Victorian Era
Unbelief and Revolution in 19th Century Europe

The Twentieth Century
World War I
Rise of Communism
20th-Century Liberalism
World War II
The Cold War Era
The Rise of Globalism
Current events

Biology

Botany
Flowering Seed Plants
Structure and Function of Leaves
Flowers, Fruits, and Seeds
Stems and Roots
Variety in Plant World

Human Anatomy and Physiology
Fearfully and Wonderfully Made
Bones and Muscles
Nervous System
Nutrition and Digestion
Circulation and Respiration
Integumentary, Excretory, Endocrine, and Reproductive Systems
Disease and the Body's Immune System

Life Sciences
Natural History and Scientific Investigation
Evolution: A Retreat from Science
Introduction to Ecology

Zoology
Mammals
Birds
Reptiles and Amphibians
Fish
Arthropods
Variety in the World of Invertebrates

Cellular and Molecular Biology
Cytology
Heredity
DNA
Laboratory work: dissections, microscopy, field studies, nutrition, cellular biology, genetics
Laboratory Studies

Keyboarding**

Basic Key Introduction
Special Symbols and Numbers
Introduction to Business Documents
Business Letters with Special Features
Letter Styles and Unbound Reports
Professional Tables
Document Formatting

Bible

Study series: Bible Doctrines (includes memory verses and hymns)

*Mathematics courses can be taken in a different sequence to meet your scheduling needs.
**Electives can be taken in different grade-level sequences based on your scheduling needs.

11 Eleventh Grade

Language Arts

Grammar
- Review of grammar, the sentence, and mechanics
- Dictionary skills
- Diction and usage
- Library skills

Composition
- Writing process, paragraphs, book reviews, outline, character sketch and analysis, essays, paraphrases, summary, research paper, exposition, classification, extended definition, letter and résumé

Vocabulary, Spelling, Poetry
- Vocabulary lessons
- Weekly spelling lessons
- Nine poems memorized

American Literature
- Highlights of American literature
- Short story
- The first books, poets, historians, personal narrators
- Introduction to American art
- Writers and works of the nineteenth and twentieth centuries
- Authors such as Melville, Longfellow, Whittier, Dickinson, Sandburg, Frost, Bryant
- Selections from *Moby Dick, Ben-Hur, Song of Hiawatha, Courtship of Miles Standish*
- Complete novel: *The Scarlet Letter*

Mathematics*

Plane Geometry (traditional approach)
- Formal arrangement of a proof
- Rectilinear figures
- Circle
- Proportions
- Similar polygons
- Surface polygons
- Regular polygons and circles
- Solutions of right triangles by means of ratios

Business Mathematics**

- Personal finances
- Bookkeeping and accounting
- Business formulas
- Metric-English conversions
- Investments
- Taxes
- Banking
- The small business

U.S. History

- Discovery and Exploration
- The Thirteen Original Colonies
- Life in Colonial America
- Preparation for Independence
- Conflict with England
- The War for Independence
- The Critical Period and the Constitution
- The Federalist Era
- The Age of Jefferson
- The Nationalist Era
- The Age of Jackson
- Revival and Missions
- Education and Technology
- Expansion to the Pacific
- Slavery and Secession
- The Civil War
- Reconstruction
- A Nation on the Move
- The Triumph of Free Enterprise
- Life in the Gilded Age
- Politics in the Age of Industry
- Expanding World Influence
- The Progressive Era
- World War I
- The Twenties
- Depression and the New Deal
- World War II
- Years of Strength and Stability
- Troubled Times
- The Reagan Era and the 1990s
- America Enters the New Millennium 2000–Present
- Current events

Chemistry

- Chemistry: An Introduction
- Matter: The Substance of Chemistry
- Stoichiometry: Elements and Compounds
- Stoichiometry: Chemical Reactions
- Gases
- Chemical Thermodynamics
- Light, Electrons, and Atomic Structure
- The Periodic Table
- The Chemical Bond and Intermolecular Forces
- Selected Nonmetals and Their Compounds
- Selected Metals and Semimetals
- Solutions and Colloids
- Chemical Kinetics
- Chemical Equilibrium
- Acids, Bases, and Salts
- Oxidation-Reduction Reactions and Electrochemistry
- Nuclear Chemistry
- Organic Chemistry
- Laboratory studies

Spanish 1 or French 1**

- Pronunciation
- Word formation
- Verse memorization as a witnessing tool
- Grammar

Vocabulary
- School, clothes, family, home, food, creation, vacation

Application
- Conversation, reading, interview, report, letter, oral translation

Document Processing**

- Employment Documents
- MLA Style Reports
- The Itinerary and Agenda
- Letter with Tables
- Business Document Production

Bible

- Study series: Life Management, Jesus and His Followers (Gospels) (includes memory verses and hymns)

*Mathematics courses can be taken in a different sequence to meet your scheduling needs.
**Electives can be taken in different grade-level sequences based on your scheduling needs.

Language Arts

Grammar
- Review of grammar, the sentence, and mechanics
- Dictionary skills
- Diction and usage
- Research skills

Composition
- Paragraph, theme, outline, narrative, poetry, extended definition, essay, description, character sketch
- vocation project, book reviews, and extemporaneous writing

Vocabulary
- Vocabulary lessons

English Literature
- Writers and works from the following periods: Anglo-Saxon, Medieval, Elizabethan, and Puritan
- Writers and works from the Eighteenth Century, Romantic Period, Victorian Age, and Twentieth Century
- Authors such as Wordsworth, Scott, Coleridge, Burns, Tennyson
- Condensed novel: Robinson Crusoe (includes conversion experience)
- Complete play: *Macbeth*
- Complete novel: *The Pilgrim's Progress*

Mathematics*

Precalculus with Trigonometry and Analytical Geometry
- Trigonometry applied to right triangles
- Angles on the cartesian plane
- Trigonometric functions of any angle
- Graphing the trigonometric functions
- Trigonometric identities and formulas
- Trigonometric equations and inverse trigonometric functions
- Solving oblique triangles
- Complex numbers and De Moivre's Theorem
- Intercepts, symmetry, and domain
- Point of intersection of graphs
- Parametric equations
- Distance, slope, and the straight line
- The conic sections
- Planes and surfaces in three dimensions
- Polar coordinates
- Equations representing empirical data
- The first derivative
- Acceleration and the second derivative
- Application of the first and second derivative
- The integral (anti-derivative)

Government

Foundations of the American republic
- America: a unique nation
- Government under God
- The shaping of the American republic

Our constitutional republic
- The Constitution
- The legislative branch: Congress
- The executive branch: the presidency and the bureaucracy
- The judicial branch: the federal courts
- The Bill of Rights

Economics

- Everybody's economics
- Economists and economic laws
- Factors of production
- Laws of supply and demand
- Productive market economy
- Good that competition does
- Efficiency of production
- Why everybody needs to save
- What money is good for
- Government and the economy
- Successes and difficulties in the market economy

Physics

Introduction to physics

Material substances
- Matter, liquid, gaseous, solid

Mechanics
- Introduction to motion, vectors and projectile motion, forces in nature, concurrent forces, circular and periodic motion, work and machines, energy and momentum, rotary motion

Thermodynamics
- Heat, laws of thermodynamics

Wave phenomena
- Waves, sound, nature of light, reflection of light, refraction of light, wave optics

Speech**

Everyday speech
- The place of speech in society
- Everyday conversation
- Special types of conversation
- Group discussion
- Parliamentary procedure

Interpretation
- Talking with the body
- Interpreting monologues
- Reading with meaning
- Our American pronunciation
- Listening

Spanish 2 or French 2**

- Grammar
- Conversations
- Cultural readings

Bible

- Stories from the life of Christ (a witnessing tool) Vocabulary
- Study series: Genesis—First Things, Revelation and Church History (includes memory verses and hymns)

*Mathematics courses can be taken in a different sequence to meet your scheduling needs.
**Electives can be taken in different grade-level sequences based on your scheduling needs.

Calculus	**Limits** **Applications** **Transcendental Functions** **Applications of Integration**	**Differentiation** **Integration** **Differential Equations**
Apologetics I	**Basic logic, fallacies** **Reliability of Scripture** **Comparative Religions** **Worldviews**	**Arguments for Theism** **Conversations** **Nature of Truth**
Music/Choir	**Harmonies** **Vocal development** **Blending in one voice** **Fine Arts competition**	**Group/small group singing** **Music theory and reading music** **How to audition**
Secondary Art	**Perspective** **Design principles** **Creative Expression**	**Use of various mediums** **Digital media** **Fine Arts Competition**
Yearbook	**Photography skills** **Publishing** **Engaging the public**	**Journalism skills** **Collaborative work** **Organization and indexing**
Drama	**Staging, lighting, sound** **Projection, expression** **Character development** **Program printing/advertising**	**Set development** **Memorization** **Costuming/hair/makeup** **Delivery**
Physical Education	**Gross motor skills** **Team sports** **Strength and endurance** **Good sportsmanship**	**Healthy fit bodies** **Cardio fitness** **Individual fitness goals**

Summit Christian Academy

Education Program Document

Question 26:

A. Summit Christian Academy exists to transform hearts and minds while helping students reach the summit of their God-given potential to serve Christ and the world. We accomplish this by offering a Christ-centered education with rigorous academics and an emphasis on Bible, Theology, Liberal Arts, Fine Arts, Science, Math, and Athletics

B. Summit Christian Academy is a non-denominational, evangelical Christian school that holds to and promotes the foundational tenets of the Christian faith including the authority/reliability of the Bible; the Fall of man; the deity of Jesus Christ; the sacrificial atonement of Christ through his death, burial, and resurrection; salvation from sin by faith; and the responsibility of the church in advancing God's kingdom on earth until his eventual return.

C. Summit Christian Academy will evaluate its progress in achieving its stated goals through regular classroom assessments, yearly participation in the IOWA standardized test, and periodic self-studies spearheaded through the school board.

D. The individual progress, achievement, and or weaknesses of students at Summit will be evaluated through regular classroom assessments chosen and administered by the teacher and through annual participation in the IOWA standardized test. Each student's progress will be reported to parents/guardians through the FACTS School Management Online Parent Portal and through quarterly report cards.

E. Summit will seek to be an asset and supporter of the local community by participating in service projects (high school students will be required to complete a minimum number of service hours per semester), by making a high-quality Christian education available to those in the community, and by offering periodic special sporting and cultural events to which the local community will be invited.

F. See attached

Question 27:

12th grade students at Summit must earn 25 high school credits in the following disciplines in order to graduate and receive a diploma:

- Bible/Theology - 4 credits
- English/Literature - 4 credits
- Math - 4 credits which must include at least the following courses:
    - Algebra I
    - Algebra II
    - Geometry

- Science - 3 credits which must include at least the following courses:
    - Physical Science
    - Biology
    - Chemistry
- History - 4 credits which must include at least the following courses:
    - US History
    - US Government
    - New Hampshire History and Geography
- Physical Education - 1 credit
- World Language - 2 credits (in the same language)
- Fine Arts - 1 credit which must include at least the following courses:
    - Speech
- Practical Skills - 1 credit which must include at least the following courses:
    - Personal Finance
- Electives - 1 credit

Question 28:

Students at Summit will receive instruction in New Hampshire state history and geography in 4th grade and 9th grade. Students will receive instruction in United States history in 8th grade and 11th grade. They will receive instruction in United States government in 12th grade.

29. English will be the primary language used at Summit Christian Academy.

Summit Christian Academy

Professional Development Plan

Objective: It is the objective of Summit Christian Academy to support faculty by providing opportunities to develop as educators, mentors, and leaders. This allows for a dynamic and rich educational environment for both students and faculty.

Faculty and Staff Orientation: Annually, Summit will provide a week of orientation for new and rehired staff and faculty. This orientation will include vision and mission, bonding, CPR/First Aid training, safety guidelines, elementary/secondary breakouts sessions, and planning.

November: As members of the New England Association of Christian Schools, faculty and staff will attend the two day Regional Conference.

February: Faculty and staff retreat. This will retreat will provide training on personality and giftedness, classroom best practices and brainstorming, an inspiring plenary speaker, and cross-training disciplines.

Monthly: Summit will conduct monthly afterschool meeting to facilitate training and discussion on mentoring, developing healthy relationships, and allowing time for faculty and staff to express concerns and questions.

Continuing Education: As Summit pursues accreditation, teachers will be required and given time to pursue academic excellence through continuing education outside these areas of professional development.

Annually: The administration will meet with key faculty and staff to evaluate the effectiveness of professional development opportunities and revise as needed, to achieve a well-rounded and academic excellent faculty.

Summit Christian Academy

2019-2020 Parent/Student Handbook

Reach YOUR Peak

Address:
Phone:

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SUMMIT CHRISTIAN ACADEMY

Dear Parents and Students,

The purpose of this handbook is to give guidelines so everyone can know what to expect in the day-today running of Summit. Our heart is truly to concentrate on the important matters of academics and spiritual life. Ignoring the details would interfere with our ability to do the really important work that we all desire. Our hope is that we can get the basics conquered and get on with the really great things we attend Summit to experience.

On behalf of the entire school staff ad faculty, please know that we are committed to changing lives, creating memories, and impacting hearts. The staff is here because each one has a heart to serve the Lord, and they serve Him by serving His young people and their parents. The teachers bring incredible expertise and experience both academically and spiritually. It is our desire to partner with parents in raising young men and women to be all God created them to be.

Please read through the handbook in order to be familiar with its contents. Parents and students are expected to know the guidelines and expectations, and will be held accountable to them. The dress code signature page is included in the Pre-registration packet, so that everyone can know the guidelines. My heart is that we will be united on this and that dress code would require very little of the precious time we have at school. The outside appearance is not where we want to spend our time, but there is a need have to have boundaries as we prepare young people for the world of work and a successful school career. The standards are set so we can concentrate on the heart, soul, and mind.

Please utilize the school website as your primary source of pertinent information concerning upcoming events, important notices, and all that is occurring within our Summit community. As always, if questions arise that are not addressed on the website, please do not hesitate to call our school office. Also, please watch for our regular e-mails, which will provide communication and links that you will find useful.

I am excited for this school year and am honored to be part of the work at Summit Christian Academy. I look forward to interacting with both students and parents this year. I care about young people and their education and look forward to sharing these formative years with each of you.

God bless,

Philosophy

Mission Statement: It is the mission of Summit Christian Academy to transform hearts and minds while helping students reach the Summit of their God-given potential to serve Christ and the world.

Core Values: The values that serve as guiding principles for Summit include a number of important aspects.

1. We value Christ-centered education.
2. We value a life-preparation and transformative-focused environment.
3. We value rigorous academics provide through experienced and qualified faculty.
4. We value redemptive-based discipline.
5. We value an emphasis in mentoring students.
6. We value Spirit-led leaders throughout Summit.
7. We value an emphasis on Bible, theology, liberal arts, STEM, fine arts, and athletics.
8. We value a family-friendly tuition structure.
9. We value the beautiful Body of Christ represented by many area churches.
10. We value partnering with parents in this endeavor.

Philosophy of Ministry and Education:

Doctrinal Statement:

1. We believe in the Scriptures of the Old and New Testaments as the verbally inspired by God, inerrant, and authoritative Word of God. We believe there are no contradictions, no historical inaccuracies, and no false information in the original manuscripts (II Timothy 3:16). We believe that the Old and New Testaments not only contain the Word of God, but also are the Word of God in their entirety and are the final authority in all subjects on which they speak (II Peter 1:21).

2. We believe in one God, eternally existing in three persons: Father, Son, and Holy Spirit (Matthew 28:18-19; Mark 12:29; John 1:14; Acts 5:3-4).

3. We believe that Jesus Christ was begotten by the Holy Spirit, born of the virgin Mary (Matthew 1:20- 23), and is true God and true Man (John 1:1, 14) being both sinless and divine.

4. We believe that man was created in the image of God (Genesis 1:26), from dust, as a perfectly created individual named Adam; that he sinned and thereby incurred not only physical death but also that spiritual death which is separation from God (Genesis 2:17, 3-6; Romans 5:12); that all human beings are born with a sinful nature, and, in the case of those who reach moral responsibility, become sinners in thought, word, and deed (Romans 3:10-23).

5. We believe that the Lord Jesus Christ died for our sins and for the sins of the whole world (I John 2:2), was buried and bodily rose from the dead according to the Scriptures (I Corinthians 15:1-4). We believe that He died as a representative and substitutionary sacrifice and that all who believe in Him are justified by grace on the basis of His shed blood (John 3:16; Titus 3:5).

6. We believe that all who receive by faith the Lord Jesus Christ are born again of and indwelt by the Holy Spirit and thereby become children of God (John 3:3, 14:16-17). We believe that regenerate man must walk in dependence upon the Holy Spirit in order to please God (Galatians 5:16).

7. We believe in “that blessed hope” - the personal and imminent return of our Lord and Savior Jesus Christ (John 14:1-3; I Thessalonians 4:13-18).

8. We believe in the bodily resurrection of the just and unjust, the everlasting blessedness of the just, and the everlasting punishment of the unjust. A person's eternal destiny is set when they die with no hope of a second chance of salvation (I Corinthians 15:51-52; Revelations 20:11-15).

9. We believe that the Church, composed of all those who truly believe on the Lord Jesus Christ as their Savior, is the Body and Bride of Christ. We believe that Christ is the Head of the Body, the Church (Ephesians 1:22-23) and that all believers are baptized into the Body of Christ by the Holy Spirit, thus having become members of one another, we are responsible to keep the unity of the Spirit in the bond of peace (I Corinthians 12:13; Ephesians 4:3).

Statement of Faith and Christian Beliefs:

1. We believe that the statement of faith does not exhaust the extent of our beliefs. The Bible itself, as the inspired and infallible Word of God that speaks with final authority concerning truth, morality, and the proper conduct of mankind, is the sole and final source of all that we believe (II Timothy 3:16). For purposes of Summit Christian Academy faith, doctrine, practice, policy, and discipline, our Superintendent is Summit Christian Academy’ final interpretive authority on the Bible’s meaning and application.

2. We believe that all human life is sacred and created by God in His image. Human life is of inestimable worth in all its dimensions, including pre-born babies, the aged, the physically or mentally challenged, and every other state or condition from conception through natural death. We are therefore called to defend, protect, and value all human life (Ps 139; Gen 1:27).

3. We believe that God wonderfully and immutably creates each person as male or female. These two distinct, complementary genders together reflect the image and nature of God (Gen 1:26-27).

4. We believe that the term “marriage” has only one meaning: the uniting of one man and one woman in a single, exclusive union, as delineated in Scripture (Gen 2:18-25). We believe that God intends sexual intimacy to occur only between a man and a woman who are married to each other (I Cor. 6:18; 7:2-5; Heb. 13:4). We believe that God has commanded that no intimate sexual activity be engaged in outside of a marriage between a man and a woman.

5. We believe that any form of sexual immorality (including adultery, fornication, homosexual behavior, bisexual conduct, bestiality, incest, sexual harassment or abuse, and using, transmitting, or viewing pornography) is sinful and offensive to God (Matt 15:18-20; I Cor. 6:9- 10).

6. We believe that every person must be afforded compassion, love, kindness, respect, and dignity (Mark 12:28-31; Luke 6:31). Hateful and harassing behavior or attitudes directed toward any

individual are to be repudiated and are not in accord with Scripture nor the doctrinal statement of Summit.

7. We believe that God offers redemption and restoration to all who confess and forsake their sin, seeking His mercy and forgiveness through Jesus Christ (Acts 3:19-21; Rom 10:9-10; I Cor. 6:9- 11).

8. We believe that in order to preserve the function and integrity of Summit as the local Body of Christ, and to provide a biblical role model to the Summit members and the community, it is imperative the all persons employed by Summit in any capacity, or who serve as volunteers, agree to and abide by this Statement of Faith and Christian Beliefs (Matt 5:16; Phil 2:14-16; I Thess. 5:22).

9. We believe that all Summit faculty and staff are ministers of the Gospel of Jesus Christ and are role models and instructors of biblical truths through regular activities such prayer, Bible studies, worship, and classroom biblical integration within the curriculum based on a biblical worldview (Col 1:28).

10. We believe that in order to preserve the unity and integrity of Summit as the local Body of Christ (Ps 133:1) that at least one parent or guardian for each student must give a clear testimony of faith in Jesus Christ as his or her personal Savior. Students for grades 9-12 must give a clear testimony of faith in Jesus Christ as his or her personal Savior.

11. We believe that all human life is valued regardless of race, color, national and ethnic origin and should be treated with respect, dignity, love, and kindness (Gal 5:22; Col 3:12)

12. We believe that since the body of Christ is commissioned to go out and make disciples of all nations, we welcome international students providing they are willing to be instructed in biblical truth and receive scriptural teaching in all classes and are supportive of the Summit mission and Statement of Faith and Christian Beliefs (Matt 28:19-20).

Administration

School Structure and Governance:

Summit Christian Academy is lead in its day-to-day operations by the Administrator, Principal, faculty and staff. This includes but is not limited to providing the vision for academic, spiritual, professional, athletic, and art excellence both for the students and the faculty and staff. The School Board of Summit serves as guardrails to the vision, mission, and operation of Summit and is comprised of qualified stake-holders, community leaders, and experienced educators not employed by Summit.

Personnel:

Professional staff members are selected on the basis of their spiritual maturity and academic training. Spiritual maturity is the most important factor because it affects everything the teacher does, particularly the way the teacher relates to the children and parents. Academic preparation is the second key factor in teacher selection. Since employees are viewed as ministers of the Gospel, duties such as leading devotions, prayer, Scripture reading, and integrating biblical truths in daily job responsibilities are integral to all employment positions. In addition, all hired employees submit to a background check. Assessments of teachers will be conducted annual by evaluation of the Principal and with the input of the Administrator.

Non-discrimination Policy:

Recognizing that all people are the special creations of God, having been made in His image, Summit Christian Academy welcomes students of all races, colors, and national or ethnic origins to all the rights, privileges, programs, and activities generally accorded to students at Summit. Educational policies, admissions policies, scholarships, as well as athletic and other school-administered programs similarly do not discriminate on the basis of race, color, or national or ethnic origin.

Grievance Policy:

Student/Parent Grievance Process

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of the fervent desire of SUMMIT to resolve in a Christian manner every conflict or violation, which may arise between individuals, SUMMIT has prescribed the grievance process that is to be followed.

The resolution of any conflict initially is to be resolved at the lowest level possible with only the people who are directly involved in the conflict.

Although others may have similar concerns or conflicts, Scripture requires that we deal with conflict as an individual and not as a group of like-minded individuals. Christians are required to speak only to the individual with whom they have the conflict and to no other person. To involve anyone else is gossip and counterproductive. With this in mind, the process is as follows:

1. The individual who has the conflict is to go directly to the person with whom they have the conflict and seek to resolve it. Should an individual come to the Administration, faculty, or staff without first going to the person with whom they have a conflict, they will be directed to do so without further comment.

2. If the conflict is not resolved, the Administrator should be notified and a meeting will be scheduled. The scheduling of this meeting will occur within 72 hours of the request. A Conflict Resolution Action Report will be completed by the Administrator documenting the initial meeting. A plan of action will be completed by the Administrator.

3. If the conflict still has not been resolved, the individual may request a meeting with the administrator and the President of the Board or his/her designee. The scheduling of this meeting will occur within 72 hours of the request and the Conflict Resolution Action Report will be completed by the Administrator documenting the previous meetings. A decision and plan of action will be determined by the President of the Board.

4. If the conflict is not resolved, the individual may request to send a letter to the whole School Board. The board will determine the necessity of a meeting based on the letter and will include the Administrator, the individual, and President of the Board and the School Board. The decision of the Board will be final.

Dispute Resolution Policy:

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of their fervent desire to resolve in a Christian manner every dispute or claim which may arise between them, Summit and disputant agree to conciliate, mediate, and arbitrate their dispute exclusively through the procedures set forth in the Summit Dispute Resolution Policy. The term, “dispute,” shall include every type of dispute, claim, or controversy which might arise between Summit and its employees, students, students’ families and others, regardless whether it arises under this contract, under the law of tort, under any federal, state, or local statute or ordinance governing employment relationships or prohibiting discrimination, or under any other common or statutory law. The disputant must also comply with any applicable harassment policy and sexual misconduct policy; however, the disputant’s remedy for a violation of employment law shall be determined under this dispute resolution policy. The school shall bear the cost of dispute resolution, except the fees and expenses of any attorney hired by the disputant.

A. <u>Conciliation</u>: Disputants must first attempt to resolve any dispute through direct communication with the Administrator or Principal. The disputant may begin conciliation by sending a letter requesting it. The letter must specifically state the nature of the problem and the facts and arguments supporting the disputant’s position. Summit will then have twenty days to gather

information regarding the problem and otherwise to explore whether a resolution is possible short of mediation.

B. Mediation: If the disputant and Summit are unable to resolve their dispute through conciliation, the disputant's sole and exclusive remedy is to request formal mediation of the dispute by sending a letter requesting it to the Administrator, with a copy to the other party. A mediator shall be chosen by Summit from a list of Christian mediators and assigned to the dispute. Both sides shall submit a position statement setting forth the facts and arguments applicable to the dispute ten days prior to mediation.

Unless otherwise agreed, mediation shall take place within thirty days from the date of the letter requesting it according to any rules of procedure chosen by the mediator. No discovery shall occur in advance for the mediation, except as requested by the mediator. Each party may have one observer other than an attorney present.

If the parties reach a resolution for their dispute in mediation, the mediator shall formalize the settlement in a legally enforceable agreement. Mediation and conciliation may not be used to collect facts for use during possible subsequent arbitration, administrative hearings or litigation, and a confidentiality agreement will be required of both parties (including observers).

C. Arbitration: If the disputant and Summit are unable to resolve their dispute through conciliation and mediation, the disputant's sole and exclusive remedy is to request binding arbitration of the dispute by sending a letter requesting it to the School Board, with a copy to the other party. The School Board will, within two weeks of receiving the letter, convene an impartial arbitration panel to consider the complaint and any defenses or explanations. The panel will consist of one arbitrator chosen by the school, one arbitrator chosen by the disputant and one mutually agreed arbitrator. If the parties cannot agree on an arbitrator, the two arbitrators chosen by the sides may appoint a third. Each party will be allowed to present direct and rebuttal testimony, evidence, and argument. Attorneys may participate in the arbitration. The panel will issue written findings of fact and a written award providing appropriate legal or equitable relief within ten days of the hearing. Judgment upon the award may be entered in any court having jurisdiction thereof. The arbitrators shall have authority to apply the Doctrine of Church Autonomy and other First Amendment and Establishment Clause defenses to liability as if the arbitrator were a civil court judge. Except as regards the initiation of the arbitration and the appointment of a panel of arbitrators, the arbitration proceedings shall be conducted under the Rules of Procedure for Christian Conciliation in effect at the time of the arbitration demand or other rules of procedure agreed to by both sides. A decision and award of the arbitrator made under the rules shall be exclusive, final, and binding on both parties, their heirs, executors, administrators, successors, and assigns.

D. Time is of the Essence: Any rights that a disputant may have to legal or equitable relief in an arbitration proceeding shall be extinguished unless the disputant attempts conciliation within six months after the occurrence of the event giving rise to the dispute, requests mediation within seven months after the occurrence of the event giving rise to the dispute, and demands arbitration within one month after formal mediation ends.

Alleged Child Abuse/Neglect Policy:

NOTICE TO ALL PARENTS/GUARDIANS OF SUMMIT CHRISTIAN ACADEMY STUDENTS: SUMMIT CHRISTIAN ACADEMY'S legal counsel has advised that all parents/guardians should be aware of the following, which are in accordance with federal, state, and local laws concerning alleged child abuse and/or neglect. If you have any questions about this, please contact the Administrator.

1. The Hillsborough County Department of Health and Human Services, Division for Children, Youth, and Families (DCYF) has the right to make an unscheduled visit to Summit and require that a student who is the subject of a child abuse/neglect report to be interviewed during school hours without any obligation to notify the parents/guardians of the student or seek permission from the parents/guardians to conduct the interview.

2. Any Summit employee who has reasonable cause to know or suspect that a child has been subjected to abuse or neglect MUST immediately report or cause a report to be made of such fact to the DHS. Therefore, if a discussion between a Summit employee and a parent/guardian concerning a student leads the employee to a conclusion that there is reasonable cause to suspect that the student has been subjected to abuse or neglect, the employee is REQUIRED BY LAW to report the parent or guardian to the DHS immediately.

Attendance Policy:

Regular attendance and punctuality are required of every student. If a student is not in school for any reason, the school office must be notified immediately. Parents should email the school office at for all attendance and tardy issues. Please provide a brief explanation for the absence or early dismissal and refrain from other communication in this email.

Parents are discouraged from removing children from school for the purpose of vacationing. Those students that are removed for vacation or other non-essential reasons should alert the office as early as possible about the pre-planned absence. The office will make the student’s teachers aware of the pre-planned absence. Upon their return to school, students are expected to complete all missing assignments, quizzes, and tests that took place during their absence. They will have the same number of school days as the absence to complete their makeup work without receiving any academic penalty. Students may request assignments from their teachers so that they can complete them before their absence, but they are not required to do so. Each teacher has the prerogative to provide assignments for pre-planned absences ahead of time or not.

Students are expected to attend all school activities for their age group recorded on the school calendar such as Christmas and Spring programs, competitions, and announced special events beginning during the day and ending after regular school dismissal time. Failure to attend these activities may be reflected on the report card. In order to attend any extra-curricular activity, a student must be in school for at least half a day.

Special recognition is given to students for perfect attendance.

Absences

Partial Day – In instances where a student is absent from an individual class but is not absent for the entire day (i.e.-arriving late to or leaving early from school, leaving temporarily for a doctor's appointment, etc.), the student is still responsible to complete all assignments that were due including quizzes, tests, and homework. The student should make every effort to meet with the teacher the same day to discuss missing work and to schedule a time to make up a quiz or test. All assignments will be due the following day. No additional days will be given to complete the work. Failure to complete all required assignments will result in homework offenses and academic penalties. Students with excessive absences in the same class will receive a full letter grade deduction from their course average per semester and may jeopardize his promotion to the next grade. All exceptions must be approved by the administration. Excessive is defined as absences that exceed 10 days for a daily class and 5 days for a non-daily class. A grade deduction may be enforced for students with excessive tardies.

Full Day – If a student is to miss school due to illness or unexpected family emergency, the school receptionist must be notified of the reason via email. One day for each day missed will be allowed for make-up work. In case of an extended illness, special arrangements may be made to extend the time for finishing make-up work.

Excused Absence – Illness, attending a funeral, surgery, and all other excused absences must be approved by administration.

Un-Excused Absence – All other absences, such as family vacations, will be categorized as unexcused even if the school has been made aware of them.

Tardies - Any student arriving after 8:00AM should check in with the school office to receive a tardy pass. Generally, excused tardies will be given only in case of vehicle breakdown, unusual heavy traffic, or extreme bad weather. All others will be considered "unexcused." It is the parent's responsibility to notify the office of any potential excusable tardy. A $3 charge will be added to your bill for each time a student is tardy over the five tardy maximum per quarter. After a total of 10 tardies, a meeting will be scheduled by the office to address the situation.

Half Days - Any student arriving at school after 10:00AM or leaving school before 1:00PM will be credited for a half-day attendance. Half-day absences disqualify a student from receiving a Perfect Attendance Award.

Inclement Weather Closings:

At the discretion of the Administrator the school may be delayed or closed due to bad weather. Text and voicemail messages will be sent to all contact numbers listed in student demographics. Alerts will also be announced on WMUR TV, channel 9. Preschool will be closed if there is a delayed opening. Days missed due do inclement weather may be added at the end of the school year for first grade and up.

Admissions

Admissions Policy

- Summit Christian Academy admits only students coming with the recommendation of the school most recently attended. Children who have been expelled from another school will not be accepted at SUMMIT. In evaluating a potential student, teacher referral and interviews are customarily required. The interviews are with the school administration and/or designated faculty/staff.

- Summit Christian Academy admits students transferring from other Christian schools only after their present school bill has been paid in full.

- SUMMIT admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school-administered programs.

- Our program is not designed to meet the special needs of students with unusual behavior, spiritual, academic, social or physical problems.

- SUMMIT reserves the right to deny, to suspend, or rescind admission to any student that is judged to be a negative influence upon the student body.

Kindergarten Cut-off dates

Application for enrollment into kindergarten will be open to all children whose fifth birthday comes on or before September 30th of the school year and who are not yet six by that date. If a parent feels that a child is not ready for public school, an exception may be made to allow him/her to stay in kindergarten after age six, providing the parent has petitioned the local superintendent of schools for permission to do so. This full-day program is offered five days a week.

Elements of Admissions Process

The following forms are required for Admission:

- Application (new students entering the Academy)
- Online Enrollment (annual enrollment required for all students)
- Statement of Cooperation (completed through Online Enrollment)
- Student Health Form, Immunization Record, and Emergency Medical Release Form
- School Records (new students entering the Academy)

- Photo Release Form (completed through Online Enrollment)

Medical Forms and Emergency Cards

No child will be allowed to enter school without having a current STUDENT HEALTH FORM on file as required by ***state law***. For new students, a new health form is needed with a current physical and immunizations record. For K-12 students, a new health form is needed with a current physical every two years. Each child must also have an EMERGENCY MEDICAL FORM on file by the first day of school.

Nondiscrimination Statement for Admissions:

Summit Christian Academy admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, athletic, and other school-administered programs.

Tuition Payments:

At anytime during the current school year, you can access your household account detail through RenWeb. On the first business day of every month, you will receive an email with a statement of your household account balance. Your statement balance is due and payable on the first of the month and payments will be applied to the oldest balance first. If the household account has a balance after the 20th of the month, then a $30 outstanding balance fee will be added to the household account (see Delinquency Policy below.) All balances must be paid in full by the last day of school.

Tuition may be paid in full at the beginning of the school year or in ten (10) monthly installments due and payable on the first of each month starting with August 1st and continuing through May 1st. Incidental charges are due and payable on the first of the month following the initial charge.

SUMMIT will accept payments in the following formats:

1. Cash or check paid at the school office. *(A payment drop box is located in the school office)*
2. Check mailed to the school office
3. Web-Check through ParentsWeb *(A processing fee will be added to the account)*
4. Debit card or credit card through ParentsWeb *(Discover or Master Card only. A processing fee will be added to the account)*

Withdrawal/Late Enrollment

The SUMMIT financial office will determine a child's pro-rated tuition based on the number of days enrolled in school. The enrollment and book fee are non- refundable. If a child is withdrawn during the school year for any reason, the date of withdraw must be clearly communicated to the school office. Report cards, transcripts, and other student records will be withheld until all financial obligations are met. If a student enrolls after the first day of the school year, a 3% paid-in-full tuition incentive is available. Payment arrangements must be communicated to the financial office prior to start date.

Tuition will not be refunded for days missed due to illness. If a child will not be attending school for an extended period, space cannot be guaranteed unless tuition is paid without interruption. **The Administrator must receive advanced notice of extenuating circumstances that require special financial arrangements.**

Delinquency Policy:

The following method will be used for household accounts with an outstanding balance:

1. Payments received by the 20th of the month that do not satisfy the total statement balance will result in a $30 outstanding balance fee added to the household account.
2. Payments received after the 20th of the month will result in a $30 outstanding balance fee added to the household account.
3. An outstanding household account balance that is 30 days past due will result in a notification of overdue account sent to address on file. Arrangements to meet with the school official will be required.
4. Outstanding household account balance that is 60 days past due will result in a notification of overdue account sent to address on file. Arrangements to meet with a school official will be required. If arrangements have not been made or kept, further review by the Board will be required and dismissal is possible.

Returned Check Policy:

If the bank returns a check due to insufficient funds, then a $25.00 bank fee will be added to the account.

Household Account Balances:

All household accounts must be paid in full by the last day of school. Report cards, transcripts, diplomas, and other school records will be withheld until all financial obligations are met. If the student is a senior and there is a balance due at the time of graduation, the student will not be allowed to walk or participate in commencement activities, unless prior arrangements have been made.

Financial Hold Exception:

Students will not be re-admitted the following school year until all past balances are paid or special arrangements are made. However, if a student is reenrolling the following school year and the family account balance is less than $50.00, a financial hold will not be placed on the family account and a final report card will be issued.

Transfer Students

If a student transfers out of the Academy during the school year, then the date of withdraw must be clearly communicated to the school office. A request must be initiated by the new school in order for student records to be released. Summit will mail student records, report cards, diplomas

and transcripts to the new school once all financial obligations are met. Student records cannot be released to parents.

Mid-Year Enrollment

Summit accepts mid-year enrollment as space allows. The registration fee and testing procedures apply to mid-year students. Tuition is prorated according to entry date.

Security

Security

The safety and protection for children, parents, and staff members on the Summit Campus has always been a high priority. As the world's culture has changed in recent years, our work in the area of security and safety has become more focused. Our first realization is that our safety has been continually provided by the Lord. We believe that He has protected us, continues to protect us, and expects us to use the wisdom that comes from Him as we plan and prepare for a safe campus. With those concepts in mind, Summit has taken an aggressive approach toward prayer and preparation. Our preparation has included the addition of an Emergency Response Plan and trainings. Prayer has been a focus for both parents and staff.

Summit Faculty and Staff go through regular training, tabletop exercises and scenario-based training to aid their understanding of security and their roles in the security procedures. As in other area high schools and public buildings, the police canine unit may conduct preventative sweeps in the building and parking lots throughout the school year for our safety and security. Volunteers, many of them current school parents, are also recruited and trained to provide help. Individuals with an interest in helping should contact the Administrator to learn more.

Dismissal

Parents must "check-out" and "check-in" a student in the school office when leaving the school for any reason and returning later (i.e. dentist and doctor appointments, etc.), or leaving early or arriving late. Please send a note to the teacher informing them of your plans to pick up a student early.

All students must leave the building by 3:15PM, unless they are staying for regular after-school activities or they have been given special permission to remain on school campus. Children will be supervised during pick-up. Once released to a parent or guardian, the school relinquishes responsibility for the child.

Elementary students who are not going home or who are not picked up by regular means of transportation, must bring a signed note from home stating parental permission to be picked up by an alternate driver. In the case of a last-minute change of plans, parents must call the school office; otherwise, the child will be sent home by his regular means of transportation.

Visitors

All visitors and volunteers should enter the building through the school office. They are required to log their visit with the receptionist and wear a visitor's pass at all times while on the school premises. All other doors will be locked from inside once school has started. For emergency reasons, the doors can be opened from the inside.

Parents and volunteers are asked to dress in accordance with school standards when in the building, during the school day, or when attending any school functions.

Visiting students who desire to shadow a Summit student must qualify as a viable candidate for potential enrollment at Summit.

Volunteers

We appreciate parents who are able to volunteer their services during the school year. If you are interested, you may check with your child's teacher for times of field trips, parties, etc. in which help is needed.

Academics

Summit School-Wide Learning Outcomes

The vision of Summit Christian Academy educators is that a maturing Summit student:

1) Understands and commits to a personal relationship with Christ and pursues ongoing spiritual development
    a) understands the gospel, salvation, and how to present that to others
    b) understands and practices spiritual disciplines such as devotions, personal Bible study, and prayer
    c) understands and pursues spiritual maturity and a deepening dependence upon the Holy Spirit
    d) is involved in a local church
    e) commits to a personal relationship with Christ
2) Understands and articulates a biblical worldview and operates from that perspective in the world
    a) develops, articulates, and defends a biblical worldview
    b) demonstrates application and relevance of a biblical worldview to daily decision making
    c) knows and is able to articulate differences between Christianity and other worldviews
    d) knows how to dialog effectively with those who hold other worldviews
    e) is able to defend one's faith
3) Is academically prepared in all areas (reading, writing, listening, speaking, science, math, social studies, languages, Bible, technology and the arts)
    a) is a creative and critical thinker who can apply learning to solve real world problems
    b) utilizes technology responsibly and effectively
    c) can appropriately access and use various types of information resources
    d) appreciates and/or participates in the arts and literature
    e) demonstrates academic competence which is required for next level of academic pursuit
    f) is well prepared for standardized academic testing
    g) communicates effectively in both verbal and written forms
    h) can communicate in at least one additional language
    i) knows the Bible in concept and through memorization
4) Develops moral integrity, demonstrated by righteous living and stewardship
    a) makes choices based on biblical principles
    b) respects life
    c) lives according to biblical standards in family and personal relationships
    d) is a wise steward in use of personal, financial, and natural resources
    e) is a responsible citizen in the local community and the world

5) Is able to relate and work well with others, including other cultures and respects the worth of every individual as made in God's image

a) can explain being created in the image of God
b) respects individual differences, valuing each person as God's creation
c) able to work together in groups
d) can understand and appreciate people of different cultures

6) Is a lifelong learner, prepared for next stage, including intellectual, spiritual, physical, social, and emotional health

a) pursues ongoing learning as it relates to next stage, including careers
b) applies learning to healthy choices affecting lifestyle
c) develops a love for learning
d) recognizes the spiritual implications of acting upon one's learning

7) Is a servant leader, prepared and motivated for lifelong service and involvement in missions, knows and applies spiritual giftedness

a) can articulate the biblical mandate for service and missions, including responsibility to the poor and lost
b) participates in service experiences
c) understands missions from personal experience or from personal exposure to the message/impact of missions
d) develops leadership skills
e) understands and utilizes spiritual gifts
f) identifies personal strengths and talents
g) applies gifts in leadership/service
h) works within the body of Christ according to the variety of gifts in the body

Academic Integrity

Because we believe that honesty and integrity are hallmarks of Christian living and evidence of sound and legitimate academic work, we believe that plagiarism, taking someone else's work or ideas and presenting it as your own, is a serious offense. Offenses include – though this is *not* an exhaustive list – copying daily homework assignments or offering one's own assignment to be copied, cheating on tests, using technology to cheat, or plagiarizing either a portion or all of a paper or project.

Students are responsible for knowing the school's policy and consequences, and most importantly, students are individually and collectively responsible for neither cheating/plagiarizing themselves nor aiding in another's attempt to cheat/plagiarize.

A teacher who discovers a student cheating/plagiarizing – in whole or in part – academic papers, journal, other writings, test/quizzes, or daily homework assignments will direct the situation to the administration. The incidents will also be recorded in RenWeb on the student's record.

Violations of academic integrity, cheating/plagiarism, may range from a *zero* on the assignment to failure of a course. Discretion for penalties imposed is left to the teacher and administrator involved with the specific incident, based on the information provided in that teacher's syllabus.

Tutoring

Summit faculty offers on-going tutoring services to students who are struggling academically (earning below a 70 in a particular class) and who will, in the opinion of the faculty and administration, most benefit from individualized attention. In addition, the administration will provide resources and references for alternative tutoring options for anyone who is interested. All tutoring requests must be submitted to the elementary supervisor or secondary supervisor for approval.

Extracurricular Activity Exemption Policy

High school students who are involved in extracurricular activities (either through Summit or other schools/organizations) may be eligible for an exemption from certain academic requirements. The following exemptions are currently available to students who meet the criteria listed:

Physical Education

Students who play a sport (team or individual) for Summit or in a league/organization approved by the administration may be exempt from attending PE class for the duration of each sport's season. Upon receiving adequate documentation of the student's participation, the administration will count their involvement in each sport toward their grade in PE and will award credit on their transcript accordingly. Once their season is complete and their participation in the sport is over, the student will be required to begin attending PE class once again. Any student who participates in extracurricular sports for at least 6 months in a single school year will be exempt from an entire year of PE and will be awarded the equivalent number of credits on their transcript.

Drama/Theater

Students who participate in a theatrical production (musical or non-musical, cast member or crew) for Summit or an organization approved by the administration may be exempt from taking one of Summit's Fine Arts Department classes. Upon receiving adequate documentation of the student's participation, the administration will count their involvement in the production in lieu of a Fine Arts class at school and will award the appropriate number of credits on their transcript. In order to qualify for this exemption a student must submit a record of**:**

At least 30 hours of participation for .25 credits or

At least 60 hours of participation for .5 credits.

Grading System And Policies

A traditional grading system will be used as follows:

A+	97 – 100	C	73 – 76
A	93 – 96	C–	70 – 72
A–	90 – 92	D+	68 – 69
B+	87 – 89	D	65 – 67
B	83 – 86	F	0 – 64
B–	80 – 82	I	Incomplete
C+	77 – 79		

All incompletes are to be made up within 2 weeks of grades closing. Any incompletes not made up will be recorded as an "F" (Numerical grade of 50). Students will also receive conduct marks from their teacher on a separate scale.

Academic Probation

If a student receives a failing grade in the same class on two consecutive report cards, the student will be placed on academic probation. Specific details will be discussed with the administration.

Report Cards

Academic grades will be reported on a nine-week basis. Electronic copies of report cards will be posted on RenWeb after each quarter, after all financial and other school obligations have been met. Parents and students may log in to the Internet to check grades and assignments at any time. Pin, ID numbers, and directions on how to use the system will be distributed to new students at registration.

Graduation Requirements

12th grade students at Summit must earn 25 high school credits in the following disciplines in order to graduate and receive a diploma:

- Bible/Theology - 4 credits
- English/Literature - 4 credits
- Math - 4 credits which must include at least the following courses:
    - Algebra I
    - Algebra II
    - Geometry
- Science - 3 credits which must include at least the following courses:
    - Physical Science
    - Biology
    - Chemistry
- History - 4 credits which must include at least the following courses:
    - US History
    - US Government
    - New Hampshire History and Geography

- Physical Education - 1 credit
- World Language - 2 credits (in the same language)
- Fine Arts - 1 credit which must include at least the following courses:
    - Speech
- Practical Skills - 1 credit which must include at least the following courses:
    - Personal Finance
- Electives - 1 credit

Homework

Summit Christian Academy has developed the following homework philosophy and guidelines for students and parents.

1. ***The Purpose of Homework:***. Homework may be used to preview new material, reinforce and practice skills taught in the classroom, or to review materials in preparation for student evaluation (tests and quizzes). Homework involves both written work and studying (memorizing, mastering skills, applying new information, etc.).

2. ***The Responsibilities of Homework:***

    a) *Teacher's Responsibility:* Teachers are to assign the appropriate type and amount of homework. In so doing, they should explain the material (or demonstrate), motivate the students, correct the material once handed in, and follow up on those having difficulty with the assignment.

    b) *Student's Responsibility:* Students are to 1) Keep track of the assignments, 2) Complete the assignments to the best of their abilities, 3) Seek help when needed, 4) Review errors and file for later use in test review, and 5) Know when test and /or quizzes are being held and study accordingly.

    c) *Parent's Responsibility:* Parents are to 1) Provide time and an appropriate environment for homework on a consistent basis, 2) Monitor student progress according to age and need of the student, 3) Assist, when needed, in providing resources, clarification, and/or quizzing on mastery of material, 4) Provide positive encouragement, 5) Communicate with teachers when needed, and 6) Train children early to work independently.

3. ***The Proper Environment for Homework:*** The following contribute to accomplishing homework effectively: 1) A designated area that is quiet, well-lighted and is separated from other activities as possible (especially for older students doing independent work), and 2) A family schedule that allows the recommended study times (See #6).

4. ***The Guidelines for Wednesday Homework:*** No homework will be given on these nights, although assignments given in advance, may be due on a Thursday.

5. ***Suggestions for Those Having Difficulty With Homework Assignments:*** The following suggestions should help a student who is having difficulty with a homework assignment:

    a) Develop the habit of reviewing assignments while at school and the teacher is available.

b) Review directions for assignment carefully and thoroughly.

c) Call a friend for the exact assignment or for clarification if needed.

d) For younger students, parents may write a note to the teacher regarding homework.

e) Secondary tutoring is available (see the Tutoring section for details)

f) Check the information at the top of the worksheets on how to do the assignment.

6. ***Typical Time Required for Homework:*** Length will vary from day-to-day (generally ½ the amount on Fridays) and from student to student; however, following is the estimated time required:

a) 1st and 2nd: ½ hour

b) 3rd and 4th: 45 minutes – 1 hour

c) 5th and 6th: 1 hour – 1 ¼ hour

d) 7th and up: 20 – 30 minutes per class (includes study hall time).

7. Additional Suggestions About Homework:

a) Parents should establish a positive attitude in the home about homework and school in general.

b) Parents should help the child do the work, not do the work for them.

c) Parents should help the child organize his or her time and materials, learn to follow directions, and encourage thoroughness.

d) Parents should encourage the child to do the most difficult or most pressing homework first.

e) Parents should help the child master material by questioning which leads to correct student responses, and should look for creative ways to accomplish homework assignments.

f) Parents should recognize that the child would always give HIS or HER perspective in problem areas with schoolwork; therefore, they should communicate with teachers in problem situations.

g) Parents should never allow their children to sacrifice principles for homework.

8. Incomplete Work:

a) *Elementary* – Students will receive a tally for every subject in which they are missing work. The work will need to be made up the following day.

b) *Secondary* – Students will receive a homework offense if a homework assignment is not completed and/or not turned in on time. A homework offense does not count against a student's demerit total. The homework offense will be issued in addition to any academic penalty that a teacher may enforce.

- Parents will be notified by email after every 3rd homework offense.
- A detention will be issued after every 4th homework offense.

- Each student's homework offense count will be moved back to zero at the beginning of each quarter.
- Teachers may assign extra work to be completed when homework is not completed and/or turned in on time.
- At the Administration's discretion, a percentage of grade or point deduction could apply towards a homework offense.

Retention

It will be the policy of the school to retain any child who does not successfully complete a specific grade level, and who, in the teacher and administrator's opinion would profit by repeating the work of that grade level. The school will try to notify parents by the last quarter of the school year. Occasionally, especially at the Kindergarten level, the school may not make its final decision regarding retention until the end of the school year.

In some cases, your child may require extra help during the summer by an approved tutor. In order to matriculate to the next grade, the student will be evaluated at the end of the summer.

Parent / Teacher Conferences

Grades 1-12: Each quarter, parents will have an opportunity to meet with their child's teachers. An email will be sent to each family with instructions on how to set up individual appointments. This online method is easy to use and offers many convenient features such as viewing available time slots for each teacher, changing an appointment any time, and receiving reminder notices. Appointments are scheduled the Friday after report cards are distributed from 12:45$_{PM}$ - 4:00$_{PM}$.

K5: Parents will have the opportunity to meet with their child's teacher in January. Please see calendar for specific dates. Please call the school office a week before to schedule an appointment.

If you feel that a conference is necessary at other times, please call the school office and arrange a time for such a conference. To keep student needs and problems confidential, impromptu conferences should be held with discretion.

Textbooks And Supplies

Student textbooks and consumable books are provided by Summit Christian Academy the beginning of the school year. The family account will be billed an annual book fee per student. Consumable books should be kept neat and free from extraneous writing (i.e. pictures, doodling, etc.). If a student loses a book or returns a damaged textbook, the family account will be charged a replacement fee.

Students in grades 9 – 12 have two textbook options to choose from: traditional (hard copy) textbook or digital textbook for select classes. The annual book fee is the same for both options. Please see details regarding digital textbooks below.

Specifications – Students must provide a personally owned tablet with a minimum 7" display size and 16 gigabytes of memory. For optimum use with digital textbook applications, Apple

products are strongly recommended. Students may not use cell phones, mp3 players, or laptops for digital textbooks during classroom instruction. However, students will receive a twelve-month license that may be used on multiple devices (including laptops, iPhones, iPods for home use). Internet access is not required in order to utilize a digital textbook once the license/textbook has been redeemed. Digital textbooks will follow the same page number format as traditional (hard copy) textbooks.

Features – Digital textbooks offer a new dimension to a student's academic experience. Special features allow students to highlight, take notes, journal, research, etc. When a tablet is connected to the Internet, advanced features enable interactive content such as videos, hyperlinks, and digital flashcards for additional research.

Limitations – Tablets may not be used for other applications such as games, photography, video or music during class time. Students may be given a detention for misuse of tablets while on school property. Tablets used for non-academic purposes will be confiscated. Parents may pick up confiscated tablets in the school office.

Students are responsible for the care and charging of personal tablets. Summit Christian Academy is not required to compensate students for loss/damage of personal tablets.

Supplies

A supply list for each grade is available on RenWeb under the Resource tab. Students in grades K5 – 12 are also required to have their own Bible. Students in grades K5 – 12 will also be provided a class list during Family Orientation.

Discipline

Discipline Philosophy

1. Christian discipline ought to be primarily **redemptive** in nature rather than **punitive**. That is, our purpose will be to produce ultimate growth, progress, and health rather than to simply even the score or react to a child's actions through punishment.
2. Our redemptive goal in administering discipline is to be an agent of change and growth in the life of a young person so that they will follow God wholeheartedly and also be a good (respectful, reliable, kind, and well-rounded) person.
3. We will strive to avoid creating a legalistic culture of fear in our school by "sin sniffing" or attempting to catch every individual infraction of school rules. We will instead share our burden of love for our students with God by asking Him to allow us to discover disciplinary issues when and how it will be best for us in reaching our redemptive goals.
4. Any punishment or consequence we enact for our students is simply a tool to help us reach our redemptive goals. Our decisions regarding consequences will take three things into account: the nature of the offense, the student's spirit of cooperation in the disciplinary process (or the lack thereof), and the student's individual disciplinary history at our school.
5. No amount of discipline (even that which is properly administered) can guarantee a positive outcome in the life of a child.
6. Our efforts are just one component in the overall development of a child's character.
7. No one will make the right disciplinary decisions all of the time. Mistakes are inevitable but not irrevocable.
8. A child's soul and destiny are bigger and more complex than any single incident in their behavior—either good or bad.
9. It is very difficult in most circumstances to determine with a great deal of certainty a person's motives for doing something.
10. Sometimes people (including adults) do stupid things that don't make any sense at all. This is indicative of our depravity as humans not necessarily of major problems with a specific individual.
11. We are most like Christ and reflective of God's character when we lean toward grace in our administration of discipline.
12. Grace does not have to imply only an absence of consequences. It can (and should) also describe the atmosphere and spirit in which discipline is carried out.
13. There are three sides to every story—what he says happened, what she says happened, and what really happened.
14. The fact that a person is under 18 years of age does not imply that they are untrustworthy, inwardly rebellious, or incapable of mature thinking.
15. The fact that a person is over 18 years of age does not imply that they are incapable of mistakes, misinterpretation, or downright deceit.
16. Everyone (regardless of age) deserves to be treated respectfully, spoken to with courtesy, and given the opportunity to let his or her voice be heard.
17. Outward compliance/submission with our expectations does not mean that we have been successful in our administration of discipline.

General Behavior Expectations and Policies

Students at Summit are expected to be respectful, kind, punctual, organized, honest, and cooperative with all school guidelines and instructions (both written and verbal). Actions or reactions that violate these expectations or the guidelines of behavior God has established for His children in the Bible are not acceptable and will be addressed according to the tenets of our discipline philosophy.

Disciplinary issues for students in the elementary grades will be addressed by the classroom teacher first. If further intervention is required, the teacher will incorporate someone from the administrative level into the disciplinary process. Consequences for elementary students can include loss of privileges, detention, suspension, and expulsion as the situation dictates.

Disciplinary issues for students in the secondary grades will be addressed by the classroom teacher first. The teacher will report individual infractions of the rules to a designated member of the school administration for evaluation, record keeping, and consequences. If heightened intervention in a situation is required, the teacher will incorporate someone from the administrative level into the disciplinary process. Conversely, the administration will maintain the classroom teacher's involvement in the disciplinary process as needed. Consequences for secondary students can include loss of privileges, detention, suspension, and expulsion as the situation dictates.

Bullying

At no time will Summit tolerate bullying. "Bullying" is any electronic, written, verbal, or physical act or series of acts directed at another student or faculty member, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following listed below. "Bullying" as defined in this policy, includes cyber bullying.

- Substantial interference with the student's education.
- Creation of a threatening environment.
- Substantial disruption of the orderly operation of the school.

Discipline Procedures

Summit has a basic classroom guideline, as listed below, which is followed by all teachers. Because our school belongs to God, we wish to honor Him in it. Because self-discipline is necessary to learning, we hold to the following rules:

1. Students are to maintain Christian standards and attitudes of honesty, courtesy, morality, and kindness at all times. A poor attitude or a complaining spirit will be considered worthy of correction or expulsion.
2. Students are to be respectful to all school personnel in both action and word. Disrespect

will be considered a serious offense.

a) All teachers and school/church personnel are to be respected at all times. Proper authorities are given by God, for the good of His people. Students at Summit Christian Academy are taught to honor and respect parents (Eph. 6:1-2), civil authorities (I Peter 2:17b), and church leaders (I Thes. 5:13). Parents and students are to respect the authority of the teacher and/or the School Administrator to make and enforce classroom regulations set forth in this handbook.

b) The proper respect for authority requires that students not "challenge" a teacher, but instead bring questions to them in a Christ-like manner and spirit. Respect includes words, tone of voice, facial expressions and attitudes.

c) Students violating these standards may expect one or more of the following: a stern rebuke, a tally or demerit, a detention, suspension, or expulsion.

3. Boy-Girl Relationships – Students are not permitted to hold hands or participate in other inappropriate displays of affection at school or at any school function. Improper conversations will also be restricted.
4. In passing through the halls, there is to be no running, pushing, shoving, or excessive noise.
5. Teacher permission is required to leave the classroom during the school day.
6. Food and beverages will be consumed only at appropriate times or when authorized by a teacher or administration. There is to be no gum chewing during the school day.
7. Students will be held accountable for any electronically transmitted content they post over social network sites, text messages, or pictures on cell phones.

Elementary Discipline System (Grades 1-5)

H – Hullabaloo (anything not covered in the following)

O – Out of Order

W – Work Not In

I – Intentional Disobedience

A –

Attitude

C –

Careless

T –

Talking

The tally is a marker given to the student for inappropriate behavior during the school day. The tally corresponds with the letter it represents, thus allowing the teacher, student, and parent alike to see the problem areas. Each class has a tally chart like the one listed above, which explains the violations. In addition, a pocket chart for each day of the week is located

in the classroom. When a violation takes place the card with the student's name on it is placed in the pocket on the day it represents. The following are guidelines used to govern the function of the tally system:

1. Each tally earned in a day requires the student to do whatever the teacher deems appropriate to stop the behavior.
2. An accumulation of ***three or more tallies in one given day*** results in the following actions:
   a) ***First Offense:*** The student meets with a teacher for a detention period after school from $3{:}05_{PM} - 3{:}35_{PM}$. A notice will be sent home to the parents.
   b) ***Second Offense:*** A detention period is assigned again. A parent/teacher conference is required within a week of the second detention to discuss necessary behavior changes.
   c) ***Third Offense:*** A parent conference is required with the teacher and principal to discuss further actions and ways to correct behavior. A detention will be assigned.
   d) ***Fourth Offense:*** To be determined by teacher and school administrator.
3. If a student does not accumulate 3 or more tallies in any given day but receives a ***weekly accumulation of 9 or more***, the same policies mentioned above will apply for each offense.
4. Tallies are ***not*** carried over to the next week for accumulation.

NOTE: The tally system is an effective tool for the teacher, student, and parent alike to see the problem behavior areas. It also encourages the student to develop self-discipline and self-control, as well as personal responsibility in the areas of behavior and academics. It consistently discourages inappropriate behavior while encouraging the acceptable. No system of discipline is perfect, for all systems are the design of sinful man. However, Biblical principles are the foundation of the tally system and hopefully encourage more Christ-like behavior in the students. The administration is always willing to listen to parents when dealing with matters about student behavior. The key to a successful discipline system is parent/teacher/administration cooperation and communication. We hope this explanation will be beneficial to all parents of Summit elementary students.

Secondary Discipline System (Grades 6-12)

Our secondary division utilizes a demerit system for discipline. Parents will be notified after 3 demerits. A detention will be issued after the 4th, 6th and 8th demerits. Suspension will be considered at 10 demerits and thereafter. Expulsion will be considered at 15 demerits.

Demerit Offenses: Chewing gum/candy or consuming food or drinks when not approved, excessive talking, horseplay, passing notes, dress code violations.

Detention Offenses: Minor disrespect, disobedience, lying.

Offenses Handled by Office: Fighting, profanity, major disrespect, defacing school property, improper literature, cheating, bullying, and stealing.

Suspension and Expulsion: Threat to school, drinking alcohol, illegal drugs, smoking/tobacco, immorality/promiscuity, or an attitude not in harmony with Summit.

NOTE: All secondary students and parents will sign a Summit Standards of Conduct form, which covers the guidelines to be kept while attending Summit.

Detentions

Detentions are used to enforce the policies established in the handbook, and they may be assigned to a student for either behavioral infractions or attendance difficulties. Detentions are the first level of several steps in the discipline process. When detentions fail to correct undesired behavior, a more serious form of discipline may be applied by the administration.

Detentions will be assigned in increments of 30 minutes to be served either from 3:00 – 3:30 pm or from 3:30 – 4:00 pm on Tuesdays and Thursdays in assigned classrooms. Detentions must be served within one week of issue. Detentions that are not served within the one-week window will be increased by 30 minutes per week until they are served.

> Any single incident can be assigned as many hours of detention or days of suspension as deemed appropriate by the administrator based on the severity of the incident and the attitude of the student(s) involved when the matter is being assessed.

The administrator or teacher will prescribe the activity during that time. The activity could range from sitting quietly to performing a work detention solely at the discretion of the supervisor. Detentions are not assigned at the convenience of the student. Detentions take precedence over any other Co-curricular activities. Ignoring detentions will result in more serious consequences to be determined by the administration.

Repeated Offenses

One of the purposes of a detention is to serve as a reminder that the behavior in question is not acceptable. If a student receives 5 detentions in the semester, the student will be referred for suspension. Thus, if a student receives multiple detentions, conscious disobedience becomes the issue rather than the particular behavior displayed. One or more of the following steps may be used to address the problem:

1. Conference with the student, teacher(s), and administration, followed by a telephone call to the parent.
2. Conference with the student, parents, teacher(s), and administration.
3. Assigned work duties.
4. Suspension from school for up to five days for - excessive behavioral detentions per semester.
- excessive attendance detentions per semester.
5. When the student returns, he or she will be placed on probation.
6. If the negative behavior continues, especially during the probation period, the student may be asked to withdraw from school.

Suspension

Suspension from school is defined as temporarily removing a student's privilege of participating in and attending school and school activities for a specified period. In addition, the faculty is not required to give extra help or attention to suspended students. In most cases, students who are suspended from school may make up work that is missed during the suspension for full credit by turning it in on the first day back from suspension. However, in the case of a suspension for being absent from a class due to truancy of that class period, credit for missed tests, quizzes, projects, class work, and homework due will not be granted under any circumstances.

Suspension may result from repeated violations of school rules or from a single serious violation of school rules. The length of suspension is determined by the frequency or severity of the offense, and may be from a portion of one (1) to five (5) full days. Suspensions require a parent conference or phone call with the administration prior to the student being allowed to return to classes. In-school suspensions may be served as work detail with the Administration whenever possible.

Only the Administrator or designee, may give suspensions of longer than five (5) days. Any suspension for five (5) days or longer may result in a recommendation by the administration of whether to proceed with expulsion or not. Certain offenses may receive automatic suspension without prior attempts at remediation. Suspensions from school may place the student on behavioral probation. A student under suspension may not attend or participate in any school-sponsored activity during the time of the suspension.

Occasionally a suspension may be indefinite from the outset. That may occur when further investigation (internal or external) or an evaluation by an outside professional is required. This will allow the school to call in additional resources, including necessary authorities, if warranted. The parent will be notified if this might be the case. A conference with parents and appropriate personnel will be required before the student will be considered eligible for re-admittance.

In some cases, at the discretion of the administration, an alternate suspension arrangement may be allowed. If the student is not a threat or negative influence on other students, it may be possible to let a parent of the offending student attend classes with the student. No sports or social activities would be allowed during the suspension period. This policy is primarily used in the Summit elementary and middle schools, but the high school administration reserves the right to use it when it is in the best interest of all the students and teaching environment.

Suspensions go on a student's permanent record.

Expulsion

Expulsion is defined as denying a student attendance at school, access to school property, and attendance at any and all school functions for the length of the expulsion. Expulsion is the ultimate responsibility of the Disciplinary Review Committee (DRC), which consists of six voting members: three teachers (one from each level: elementary, middle, and high), and three administrators and board members. The Administrator serving as the school representative will

bring the recommendation for expulsion to the committee, and thereby not serve as a voting member of the DRC. No one on the committee may have a vested interest in the specific case under review.

Students who withdraw after being considered for expulsion are subject to the restrictions and conditions listed for the expelled students. The expulsion procedure is as follows:

- The Administrator will communicate with the parent(s) of the student to summarize the reason(s) for the recommendation for expulsion. At that time parents have the option of withdrawing their child or requesting a hearing by the DRC.
- The Administrator will set a date, time, and place for the committee to convene and inform the family of that decision.
- The student and his/her parents are asked to attend the meeting. Other individuals may attend with the approval of the committee.
- A decision regarding expulsion will be made after the committee has heard from the principal making the recommendation, the student, the student's family, and any other appropriate individuals. The decision will be made by a majority vote of the DRC. The parents will be informed of the decision by the principal.
- Parents may appeal the decision of the committee. An automatic appeal will occur when the committee decision ends in a tie vote. All appeals will be made to the Board President, or designee, for a final decision. Parents will be notified of the decision by the Board President or his designee.
- Expelled students, or students who withdraw after being considered for expulsion, may not participate in or attend Summit sponsored activities unless approved by the administration in advance.
- Families desiring to re-enroll a student who has been expelled or considered for expulsion must receive a positive recommendation from the appropriate principal and the DRC. In such cases the committee should be composed of as many of the original members as possible.

Summit may report the offense to any future schools requesting records for students who are expelled or withdraw after being considered for expulsion.

Behavioral Probation

A student may be placed on behavioral probation following a suspension or repeated/serious violations of school rules. The student and his/her parent must meet with one of the administrators and agree to the conditions of probation before returning to or continuing with school. Behavioral probation lasts for a minimum of 90 days, during which time, any serious or repeated breach of school rules may result in consideration for expulsion.

Major Infractions

We expect students to relate to each other in an appropriate manner on or off campus. Inappropriate behavior that becomes known to Summit may be subject to disciplinary action. The following items are serious violations of the values of this school community, and cannot be permitted in any form. We intend Summit to be a safe place for students to work and learn.

Toward that end, Summit reserves the right to inspect lockers, book bags, clothing, and electronic devices and contents therein (i.e. images, text messages, applications, flash drives, other electronics, etc.) at any time. This also includes any time when students are not on school property but under the supervision of school personnel if they feel an inspection is warranted. Enrollment at Summit constitutes consent by all parents/guardians and the student for such inspection.

Gang Involvement/Activity
Any student who is involved with a gang (which may include belonging to a gang, using gang symbols, or wearing gang clothing) may be suspended from school. Prior to returning to school, the student must submit a detailed written plan of action describing how gang activity and involvement will be avoided in the future.

Dangerous Objects/Weapons/Fire
No object that can kill or because serious bodily harm shall be brought to school or school functions. Firearms, knives, martial arts weapons, lighters, matches, laser pointers, and other types of weapons, facsimiles of any of the above, or anything that could be used to cause harm, are strictly prohibited on school grounds and at all school activities. Any student in possession of one of these objects may be suspended and considered for expulsion. Pepper spray, or its equivalent, may not be visible at school. Students who trigger false fire alarms or use or tamper with fire extinguishers in any way, may be subject to the same consequences in addition to restitution for costs including fire department response or extinguisher servicing.

Actual or Threats of Harm/Physical or Verbal Harassment

Any student who threatens or actually harms another person (student, teacher, staff member, or parent) whether it be in person or through social media or technology (threats through apps, texting, sexting, social profile pages) may be subject to suspension and considered for expulsion. In this age of posting pictures, it would be wise to obtain permission to photograph someone beforehand. Similar consequences will be applied to anyone harassing another person, whether it is for racial, physical, behavioral, gender, or other reasons. Physical fighting is strictly prohibited at school, and all participants regardless of who initiated the fight may be suspended. Students must learn to resolve conflicts long before fists start flying. Jesus Himself makes clear that our task is to be peacemakers (Matthew 5:9, 39). However, worldly wisdom and practice will not provide much insight in this area, especially when another person seems bent on provocation. If students are not able to resolve differences, they should find a friend or an adult who will help mediate the situation.

For some students, slapping someone on the back or punching them in the arm is a sign of affection, not aggression. However, consequences for these actions can still result if the student receiving the punches has indicated in some manner that those actions are unwelcome.

Self-Harm
All school personnel are Mandatory Reporters. As such there should be no expectation by students or parents of confidentiality when the topic would be harm to self or others. If a student has ideations or attempts at self-harm, school personnel will report the incident to appropriate

leadership and authorities. Because we also desire for our student to be restored to physical and mental health, we will work with the family to restore the student to good standing. To help in the restoration process, the school will require the following:

1. Written permission to speak with the attending mental health professional to determine the best course of action to help the student with the education process.
2. Continued counseling on the part of the student and family
3. Written verification from the mental health professional that the student is no longer a danger to self or others.

Physical fighting is strictly prohibited at school, and all participants regardless of who initiated the fight may be suspended. Students must learn to resolve conflicts long before fists start flying. Jesus Himself makes clear that our task is to be peacemakers (Matthew 5:9, 39). However, worldly wisdom and practice will not provide much insight in this area, especially when another person seems bent on provocation. If students are not able to resolve differences, they should find a friend or an adult who will help mediate the situation.

For some students, slapping someone on the back or punching them in the arm is a sign of affection, not aggression. However, consequences for these actions can still result if the student receiving the punches has indicated in some manner that those actions are unwelcome.

Drugs and Alcohol and Vape devices

We make two words of drugs and alcohol only because these have different legal ramifications in our society, but they are both drugs and will be treated as such in Summit disciplinary procedures.

Use, sale, or possession of any illegal substance at any time on or off campus may result in immediate suspension from school and the administration will make a recommendation whether to proceed with expulsion. Any student choosing to remain in the company of another person who is clearly involved in illegal drugs may also be considered to be in violation of this policy. Drug testing may be requested by the administration if use is suspected. Drug testing, if requested by the administration, will be at the sole discretion and frequency of the administration, including who will administer the test and will be at the expense of the parent. Refusal to comply will constitute an admission of guilt. If drug use is confirmed and the student is allowed to return, the student must obtain a chemical dependency evaluation by a licensed Christian professional, at the parent’s expense, prior to returning to school.

If a student has been suspended for drug use, and the circumstances are such that the student is allowed to return to school, any subsequent violation involving drugs at any time during his or her enrollment at Summit will result in an automatic recommendation for expulsion.

Summit is a smoke free campus. Tobacco use or possession is not permitted at any time. This includes all forms of tobacco, including chewing tobacco, vaping devices, and e-cigarettes. Student use of these substances may result in suspension and possible consideration for expulsion.

Biblical Lifestyle Statement

Since Summit Christian Academy's biblical role is to work in conjunction with the home to mold students to be Christlike, Summit students should have a lifestyle that reflects the biblical perspective of integrity and of appropriate personal and family relationships. Each student should maintain a lifestyle based on biblical standards of moral conduct and support the moral principles of the school (Leviticus 18:22; Romans 1:21-27; I Corinthians 6:9-20). Furthermore, gender is immutably bestowed upon each person as male or female to reflect His image (Gen. 1:27). Biological sex means the biological condition of being male or female as determined at birth based on physical differences, or when necessary, at the chromosomal level. Moral misconduct includes, but is not necessarily limited to, participating in, supporting, or condoning sexual immorality, sexual activity outside of marriage as defined by a covenant relationship between a man and a woman, homosexual activity, bisexual activity, lesbian sexual activity, sexual harassment, use or viewing of pornographic material or websites, inappropriate cell phone or other electronic transmissions, and sexual abuse or improprieties as defined by Scripture and federal or state law. Notwithstanding any other board policy, student restrooms, locker rooms, and showers that are designated for one biological sex shall only be used by members of that biological sex. In any other school facilities or settings where a student may be in a state of undress in the presence of other students (that is, changing costumes during school theatrical productions and so on), school personnel shall provide separate, private areas designated for use by students according to their biological sex.

The school reserves the right, within its sole discretion, to refuse admission of an applicant or to discontinue enrollment of a student if the atmosphere or conduct within a particular home or the activities of the student are counter to or are in opposition to the biblical lifestyle the school promotes

Consequences Of Sexual Immorality

The Bible has strong words warning each of us to refrain from sexual immorality (I Corinthians 6:18- 20). Any student, male or female, engaged in promiscuous or immoral behavior at any time may result in immediate suspension from school and the administration may make a recommendation whether to proceed with expulsion. Other consequences deemed appropriate by the administration may be considered depending on the severity of the actions. Immoral behavior is described in the Biblical Lifestyle Statement above.

Pregnancy is a normal consequence of sexual activity, but pregnancy itself is not a sin. It is one of God's great blessings to a family. Outside of marriage, however, pregnancy indicates sexual activity without the benefit of a strong family commitment—and God calls that sexual activity sin. The Administration has the final discretion regarding a student who is pregnant. Summit will pursue investigations by the proper civil authorities in any allegations of rape or incest. The school administration will consider any extenuating or mitigating circumstances. Having an abortion, or encouraging someone to have an abortion, is immoral.

Even though our current culture is saturated with sexual suggestion and innuendo, Summit cannot allow sexually immoral behavior in the school community. Obscene, offensive, vulgar, crass, or pornographic materials, whether on notebooks, clothing, automobiles, on cell

phones or other electronic equipment or in lockers will not be allowed. Consequences for such items will be determined by the administration, but will most often result in suspension. Verbal expressions of lewdness, often demonstrated by double meanings, will also not be allowed.

Cheating and/or Lying

Believers are admonished in the scriptures to maintain absolute integrity. (Psalm 15:2; 25:21; II Corinthians 1:12) Students at Summit are expected to uphold the above scriptural standards as members of the student body. The following are examples that would be considered cheating at Summit, but are not all inclusive:

• Use of cell phone, calculators, or other electronic devices during testing or a class period that creates even the impression of inappropriate use will result in confiscation of the phone or device along with the consequences listed below.

• Copying the homework/classroom work or schoolwork of another student (example: vocabulary book).

• Permitting a fellow student to copy your homework, schoolwork, or classroom work. • Copying from another student during a test/quiz or looking at another person's paper during a test/quiz.

• Looking at, having in your possession, or sharing with another a copy of a test/quiz that one has not yet taken.

• Talking with other students about the content of a test/quiz after the student has taken the test/quiz and others have not.

• Using a cheat-sheet, notes, or non-allowed electronic device while taking a test/quiz.

• Reporting to the teacher an inaccurate score for yourself or another student.

• Forging a required signature that is not your own.

• Turning in work which was only partially done by the student and partially done by another.

• Plagiarizing from any source, including the Internet, and turning that in as original work.

Original work means that no part of your writing should copy or too closely resemble the words, events, characters, or any part of a published work. Published work includes books, magazines, newspapers, other printed materials, or materials on the Internet as well as stories portrayed in audio and visual media, including but not limited to radio, CD, Internet, television, DVD, VHS, video games and the theater. You may not use unpublished writing or material from an author other than yourself. Previously published character names and titles may be used as long as the story events, characters, and words are sufficiently different so that anyone reading the material may distinguish it as a new and separate work.

On all incidents of cheating, the student may receive a zero for the paper, quiz, test, or assignment. In addition to the zero, the following may also apply:

First Offense: Contact with the parents, a report to the principal, and a detention.

Second Offense: Parent conference with the administration which may result in suspension.

Third Offense: Suspension or recommendation for expulsion.

It is possible that in very serious situations, consequences of suspension and expulsion may occur for a first or second offense.

Stealing

Removing school property or another person's personal materials without permission or proper checkout procedures is considered stealing. Also, to "find" something (e.g., a book, calculator, jacket, money) and not immediately return it to its owner or turn it in to the office may also be considered stealing. The consequence for stealing will be determined by the administration but may include immediate suspension for up to five days with consideration of expulsion. All instances of stealing will require restitution in addition to any other consequences.

Vandalism

A student involved in willfully or negligently damaging school property or another person's property may receive suspension from school with consideration of expulsion. The student may also be responsible for paying the costs to repair the damage before returning to school. School pranks, especially those involving school property, will be treated as vandalism

Student Life

Chapel

One of the wonderful privileges of attending a Christian school is the opportunity to include specific worship time as part of the school day. Summit conducts a weekly chapel service designed to engage us as a school community in common worship of the Lord. The service will include speakers such as area youth pastors, speakers from the area, visiting speakers, and Summit teachers, as well as programs of interest to students and adults, and will be Interdenominational in perspective. All students and faculty are expected to participate fully in this worship time. Thus, doing homework, studying for a test, catching up on weekend events with friends, or last-minute reading of a book is not allowed. It is not intended to be a substitute for regular church attendance. Students are expected to have an attitude of reverence and respect in chapel. Parents and other visitors are welcome at any time. The campus visitor policy applies.

Dress Requirements

Moderation, modesty, cleanliness, and neatness are the principles used in the dress code at Summit. Christians are encouraged by the Word of God to observe the principles of modesty (I Timothy 2:9),glorification of God (I Corinthians 10:31), and the avoidance of showiness in their appearance (I Peter 3:3-4). Parent support is integral to maintaining appropriate dress code standards.

The dress code at Summit is based on the following principles: Students are expected to dress neatly, cleanly, modestly, and appropriately whenever on school grounds or attending a school event, including finals or a school-related function. The manner in which students dress should not draw inappropriate or undue attention to themselves or detract from the learning process for themselves or others. A student's overall appearance needs to be pleasing to the Lord and honoring to the individual. **Due to the frequent changes in the fashion industry, the administration reserves the right to determine if a particular piece of clothing follows our dress code guidelines.**

Though not an exhaustive list, examples of unacceptable school attire for any student include clothing with slogans, artists, bands, groups, or pictures that are inconsistent with the philosophy of Summit, undershirts, mesh shirts, tank tops, sagged pants, torn or frayed pants, military fatigues, overly baggy or overly tight-fitting extremes in any type of clothing. Gothic-type dress (for instance, spiked jewelry or completely black clothing) is inconsistent with displaying the joy of the Christian life. Clothing that is specifically identified with a gang will not be allowed.

Hats, hoods, or sunglasses are not to be worn in the school building during the school day. Shoes or sandals must be worn at all times, and undergarments must not be showing. Students are cautioned to be wary of anti-Christian symbolism contained in some jewelry and clothing. Anarchy symbols, new age crystals, and the like will not be allowed at school. Wallet chains

must be tucked into a pocket. Hair must be a natural color, and not colors such as blue, green, bright red, hot pink, purple, etc. Students will be expected to remove visible temporary tattoos or to cover permanent tattoos.

Guidelines

The following guidelines offer some clarity as definitions of "suitable, modest, neat, and clean:"

Acceptable for Boys and Girls:

• Boys must wear a shirt with a collar. Shirts include polo shirts and oxford-style or dress button down shirts may also be worn. Girls must wear a business casual top, blouse, polo, or opaque patterned top. A pattern or print is acceptable. Summit specific spirit wear shirts may be worn in place of collared shirts. Button down shirts MUST be buttoned at all times during the day and be free of wrinkles.
• Mandatory: For the elementary, PE classes, and science lab days, students must wear sneakers or other closed toe shoes and socks to school. Since all elementary children have PE and/or recess daily, this fulfills health and safety guidelines protecting children from foot, ankle and back injuries.
• May wear cardigan or v-neck sweater, Summit sweatshirt (spirit wear), Summit Athletic jacket, Summit fleece vest or Summit fleece jacket with polo shirt or Summit spirit wear underneath.

Specifics for Boys:

• Must wear docker-like or cargo pants. May wear knee-length, cotton or cotton blend docker-like or cargo shorts during August, September, October, May, and June. No athletic shorts or sweatpants.
• Hair is to be worn in a neatly-groomed, masculine style, not touching the eyebrows or collar, and neatly trimmed at the top of the ear.
• No earrings are permitted.

Specifics for Girls:

● May wear wear docker like pants. May wear bermuda dress shorts (knee length) or capri pants with the hem below the knee during August, September, October, May, and June. No athletic shorts, sweatpants or leggings.
● May wear knee length skirts or dresses every day. All dresses should be worn with a sleeve. If there is no sleeve on the dress, a cardigan or shirt must be worn under/over. Leggings or shorts are required under all skirts and dresses as the students participate in gym classes and recess. If tights are worn, bike shorts are still required.

● Dress shirts, blouses, polo's or Summit spiritwear shirts must be worn with all pants/skirts. Secondary girls may wear scarves if they are worn in a neat and professional way.
● Elementary girls may not wear make-up; secondary girls may wear make-up that is simple and natural in appearance.
● One small pair of pierced earrings may be worn.

Friday/Dress down Day Dress Code

Casual-wear for Dress Down Day is acceptable. As an option, students may wear jeans and Summit specific spirit wear tops, including Summit t-shirts. Students may also wear regular school dress code clothing. Casual-wear for Dress Down Day is acceptable. This includes t-shirts, capris, and jeans. No violent or slang graphics on clothing, no tank tops, no rips in pants, and no shorts are allowed. All t-shirts must be on the shoulder and have a sleeve. Any casual- style sandal is acceptable, including flip-flops.

Attire for Formal Occasions

- The Academy requires formal dress on special occasions.
- Formal dress for boys includes a solid colored dress shirt, optional tie, black or navy slacks, optional dress shoes, and socks.
- Formal dress for girls ***:*** Formal dresses worn to all Summit banquet events need to be knee-length or longer (no shorter than three inches higher than floor when kneeling.) It is required that all dresses have straps. Please refrain from revealing necklines and backless dresses.
- Clothing is to be clean, pressed, and in good repair.

Athletics

Playing sports at Summit is a privilege and will never be more important than a student's academic or spiritual condition. If the Athletic Director or School Administrator deems it necessary, students can be taken off a team at any time. Students must exhibit good conduct, have no F's, and maintain an overall C average in all classes. It is the student athlete's responsibility to get homework completed on nights when there are sports games or practice, even if the student misses the class.

Students are ***not*** allowed to play sports with another organization if the sport is offered at Summit.

All athletes will be required to read and adhere to the specific guidelines listed in the Summit Athletic Handbook, which is available through their coach or the school office.

Fine Arts

Summit offers weekly art and music classes for all grades. Students interested in private art or music lessons may contact the office.

Awards

Students are recognized for various achievements accomplished throughout the year. Some ongoing awards are as follows:

Highest Academic Average

- Elementary: Awards are presented annually to the student(s) with the highest academic average in each grade.

- Secondary: Awards are presented annually to the student(s) with the highest academic average in each department (not including electives.)

Spelling Bee Award

Award is presented to the top speller at the annual spelling bee.

Attendance Award

Awards are presented annually to the student(s) with perfect attendance. (This takes into account tardies and dismissals.)

Honor Roll

Awards are presented annually to the student(s) who meets the following criteria on final report card:

- A Honor Roll – An "A" in all subjects for quarterly and semester grades.
- A/B Honor Roll – An "A" or "B" in all subjects for quarterly and semester grades.

Community Service

All high school students are required to fulfill 20 hours of community service per semester. These hours may not be for immediately family, and only five hours of the same type of service may be counted per semester (i.e. working in the church nursery). Forms will be due before the end of each semester, and report cards and diplomas will be held for students who have not completed their community service hours.

Electronics

While students may bring mobile devices to school which aide in the educational process, not all technology devices are considered appropriate or advantageous to this process. Unless otherwise requested specifically by a teacher or administrator, students are discouraged from bringing gaming devices, iPods, mp3 players, wearable devices and the like, to school. Summit Christian Academy is not responsible for any lost or stolen electronic devices. These and other such devices not being specifically used in a classroom for educational purposes (as determined by school personnel) are not to be visible or in use on campus or in the school building any time between 7:00 a.m. and 3:00 p.m. Other electronic devices such as laser pointers and two-way radios are similarly prohibited. Any such device brought to school may betaken and returned at the end of the school year at the discretion of the administration.

Cell Phones and Wearable Technology

Unless given permission by school personnel, cell phones may not be used, seen, or heard in

any classroom. Students are allowed to use cell phones during the lunch period. Special permission may be given from the office due to an extenuating circumstance, or for students who do not have an 7th period class. If a family or medical need warrants an exception to the policy, a parent must notify the school office indicating the reason and the length of time the exception is needed. Consequences for students who violate this policy may include a detention, parent notification, loss of cell phone privilege, and/or cell phone confiscation. This policy applies similarly to other such communication devices providing video calls, chat, text, conferencing and the like. While a specific device may be in use appropriately, this does not mean that it may be used for the purposes of communications as identified here during the school day without permission from school personnel.

The standard practice usually involves confiscation of the device by the teacher for a first time offense. A second offense usually involves a confiscation, a 30-minute detention assigned, and the phone given to the front office to be returned at the end of the school day. Any third offense would result in a one hour detention, the phone confiscated and given to the Administrator where the parents would need to retrieve the phone. Devices confiscated during chapel will also be given to the Administrator for retrieval by the parents.

Automobiles

Students driving cars on campus are expected to observe safe and prudent driving practices. They must park in designated student parking areas and designated parking stalls at appropriate times. Students must also obey all traffic-flow procedures both before and after school, including the fivemile-per-hour speed limit in the parking lot. Students who struggle to abide by the parking lot expectations and speed limit will meet with the Administrator. Parking privileges will be suspended for a week. A second offense will result in the revocation of driving privileges on Summit property.

Transportation

TBD once site has been secured. Drop off and pick up policies will be included. Shuttle service between campuses, if needed, will also be described and appropriate policies added.

Field Trips

Occasionally a field trip is planned as enhancement to a particular class. Teachers will request an Activity Release and Consent form from a student's parent or guardian before permitting a student to attend the field trip. It is also the student's responsibility to gather and complete all homework missed in other classes prior to going on the field trip. It is the student's responsibility to complete a class absence form prior to the field trip. All field trip opportunities are considered a privilege. School rules are enforceable on all school trips as long as they are sponsored or supervised by Summit personnel. Student participation can be denied if the administration deems it necessary. In the event that a student is needed to drive on a field trip, he/she must fill out a drive/ride permission form located in the high school office.

Parents who wish to drive on field trips must have liability insurance (on file with the office), a valid driver's license, and must have completed the application process, which is on-line. Each

student must have and use a separate seat belt. Cell phones may not be used by the driver of a vehicle transporting students on a field trip or other school outing. If a video is shown in the vehicle, it must be rated “G” or “PG.”

Health and Support Services

Physicals

Summit Christian Academy requires every new student to have a complete physical examination by a licensed physician, physician's assistant, or advanced practice registered nurse. Additionally, current Summit students will be required to have a complete physical at least every other year, and athletes who desire to participate in sports will need to compete a physical annually.

Chronic Conditions

If your child has a chronic condition such as asthma, diabetes, seizures, etc., any allergy or severe allergy that could lead to anaphylaxis, please inform the school nurse to discuss specific action plans. Although stock EpiPens are kept in the health office at all times, it is necessary to bring one in by the first day of school for your child. Certain circumstances may require a release form to be filled out by both parent and physician.

The health of your child and readiness to learn are greatly intertwined. If your child does not meet any of the above criteria, but in general does not look well, we may ask you to come pick up your child until he/she is able to return to full participation in the classroom.

Illness / Medication

While your child is a member of the school, he/she should be in school unless ill. Please keep your child home at the first sign of a communicable disease and report to the school office immediately. Some communicable diseases are also "reportable diseases" ("Reportable disease" means a communicable disease, as defined in RSA 141-C: 2, VI, required to be reported to the commissioner pursuant to RSA 141-C: 7 and He-P 301.02.) The New Hampshire Division of Public Health Services updates a list of reportable diseases regularly.

Please keep your child home at the first sign of illness. We greatly appreciate the respect you show by not exposing others to illness. Review the guidelines below and notify the school office if your child will be out due to illness or injury.

Know the signs and symptoms of the flu

Symptoms include fever (100 degrees Fahrenheit, 37.8 degrees Celsius or greater), cough, sore throat, a runny or stuffy nose, body aches, headache, and feeling very tired. Some people may also vomit or have diarrhea.

Fever

A child returning to school should be fever free for at least 24 hours without fever reducers. Fever may be an important signal that there is something wrong in the body and it is one of the body's immune responses that attempt to neutralize a bacterial or viral infection.

Vomiting or Diarrhea

Do not send a child to school who has been vomiting or having diarrhea. Many intestinal viruses do not have a fever as one of the symptoms.

Rash

Do not send a child to school who has a contagious or questionable rash. He/she will be sent home and a doctor's note will be required for re-admittance.

Antibiotics

If diagnosed with strep throat, a student should stay home until he/she has been on antibiotics for at least 24 hours to prevent the spread of infection to others (CDC, 2016). This would also apply to other contagious infections requiring an antibiotic.

If your child needs medication administered during school hours, please note the following guidelines:

- The first dose of any medication should be administered by the parent/guardian.
- Medication must be in the original container and/or prescription bottle.
- Students are not permitted to keep medicine with them at school, unless a release form is on file in the school office.
- Parental permission and physician order forms should be completed and turned into school nurse with appropriate medication.

Medications

Over the Counter/Non-Prescription Medications

1. A list of OTC medications available in the school's Health Office will be sent home for each student prior to the first day of school each year. This list will be included on the Over-the-Counter Medication Administration permission form.

2. Non-prescription medication will be given with the written request and permission of the parent/guardian. Each student will return an Over-the-Counter Medication Administration permission form with indicated OTC medications the student may take with supervision, signed by the student's parent/guardian. This form must be on file before any OTC medications will be administered to the student.

3. If a student's parent/guardian requests that the student take an unstocked OTC medication, this must be requested in writing with the name, dose, and time of the medication to be administered. The OTC medication must be provided by the parent/guardian in the original container.

4. Students are prohibited by state law from carrying any form of medication on their persons.

5. The parent/guardian of any student will be notified of OTC medication administration during the school day by email.

Prescription Medication

1. It is recommended that prescribed medication not be taken during school hours if it is possible to achieve the same health management regimen by taking the medication at home. If a prescribed medication is medically necessary during school hours the school nurse will discuss this with the parent/guardian.

2. The school office will ensure that a written Prescription Medication Statement from the licensed prescriber is on file in the Health Office.

3. This statement must include:

- Student name
- Name and telephone number of the prescribing health care provider
- Frequency and time of medication administration/assistance
- Date of order
- Diagnosis and any other medical conditions/medications

4. The school nurse will ensure that there is written authorization by the parent/guardian requesting that the medication be given at school. This authorization must include:

5. Parent's/guardian's printed name and signature, home and work phone number, and emergency phone number

6. List of all medications student is currently receiving.

7. The prescription medication must be in a pharmacy or manufacturer labeled container. Information on the container must include the name of the drug dosage, route of administration, frequency of dose, student's name, and name of prescriber.

8. A parent/guardian or designated responsible adult must deliver all prescription medication to be administered by school personnel to the school nurse or school receptionist.

9. All prescription medications will be stored in a securely locked cabinet used exclusively for medications. Prescription medications requiring refrigeration will be stored in a locked area in a refrigerator behind front desk.

10. The school office will communicate significant observations relating to prescriptions, medication's effectiveness and adverse reactions to the student's parent/guardian and/or licensed prescriber.

11. No more than a 30-school day supply of the prescription medication will be stored at school.

Medications and Field Trips

1. A copy of the medication permission form will accompany the student on the field trip. A designated adult will be responsible for the permission form and medication.

2. The designated adult will notify the specific student and carry the medication in the original pharmacy container during the trip.

3. The designated adult will make medications easily available to the student as needed, and observe students as they take the medication.

4. Medication administration must be documented and attached to the student's school health file in the Health Office.

Disposal of Medication

1. Unused prescription medication must be picked up by the parent/guardian within ten days of the expired time limit of the physician order, or the medication will be disposed of by the school nurse and documented.

2. Unused medication kept for the school year, e.g. inhalers, epipens, OTC medications, must be picked up by the parent/guardian on the last day of school, or the medication will be disposed of by the school office and documented.

3. The school office will email medication pickup reminders to parents/guardians.

Counseling and Guidance

The Summit counselors strive to aid students toward a realistic self-appraisal of their God-given talents and abilities as well as their needs and limitations. They are available to help students with spiritual and personal counseling, and to help students plan a program of study, make college and vocational choices, initiate necessary program changes, and interpret testing results. When appropriate, counselors will also arrange parent conferences.

If assistance is desired in any of the above areas, the student should go to the guidance office outside of class time and make an appointment to see the counselor. From time to time, students may seek help from counselors, teachers, coaches, and staff. The school policy is not to notify parents of these meetings or sessions but to encourage students to share their meetings with their parents. All information shared in these sessions will be kept confidential among the administration with the following exceptions: 1) Information about child abuse (including sexual abuse) or child neglect; 2) Information threatening harm to oneself or others (including rape, physical violence, murder, suicide, or terrorist threats). These must be reported to the Department of Social Services.

Testing

Every Applicant (except for Pre-K) will be assessed to determine their “fit” in the appropriate grade level. Summit provides a number of testing dates through the summer that parents can select as their best option.

Annually, grades 1-12 will participate in IOWA Standardized Testing. The scores will be mailed to parents after all financial obligations are fulfilled.

College Planning

Guidance office will provide college planning services, as well as meetings for parents of juniors and seniors, to aid in the college application and financial aid process. Transcript requests for colleges must come through the guidance office.

Summit will also provide college days, where prospective college recruiters visit the campus and speak to the high school. An announcement of which colleges will be visiting will be provided to parents so they may make an appointment with the recruiters, should they so desire.

Vocational Planning

In the area of vocational preparation, Summit seeks to cooperate with other agencies in the area that can provide training in a wide variety of skills. These would be available to seniors who have completed or are in the process of completing the basic core requirements. Opportunities such as auto mechanics, welding, or cosmetology are available through the community colleges. Incoming seniors are advised to make arrangements with the guidance office in the spring of their junior year if they wish to take courses outside of Summit

Tuition and Fees 2019-202

Admissions Fee: (Application & Enrollment)		
New Applicant	$150 per child	Online payment
Academy: Senior High (Grades 9-12)		
Annual Tuition	$6,850	First payment due August 1
Book Fee (Non-Refundable)	$200	Payment due July 1
Academy: Junior High (Grades 6-8)		
Annual Tuition	$6,650	First payment due August 1
Book Fee (Non-Refundable)	$200	Payment due July 1
Academy: Elementary (Grades 1-5)		
Annual Tuition	$5,950	First payment due August 1
Book Fee (Non-Refundable)	$175	Payment due July 1
Kindergarten (5 year old programs)		
Annual Tuition, Enrichment (full day)	$5,950	First payment due August 1
Book Fee (Non-Refundable)	$100	Payment due July 1
Other Fees (Charged to account)		
Sports Fee (Secondary)	$60 (extra expenses, referee, uniform costs)	
Outstanding Balance Fee	$30 fee for outstanding statement balance after 20th of month	
Transportation Fees		
Shuttle bus:	$950	

Discounts - There are NO discounts on Enrollment Fees or Book Fees

Sibling discount	1st Sibling- 20%
	2nd Sibling- 40%
	3rd Sibling- 60%
	4th Sibling and thereafter – FREE
Paid in full incentive	3% deducted from tuition (must be paid by first day of school)

Summit Christian Academy

Grievance Policy, Tuition Policy

Student/Parent Grievance Process

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of the fervent desire of CSCS to resolve in a Christian manner every conflict or violation, which may arise between individuals, CSCS has prescribed the grievance process that is to be followed.

The resolution of any conflict initially is to be resolved at the lowest level possible with only the people who are directly involved in the conflict.

Although others may have similar concerns or conflicts, Scripture requires that we deal with conflict as an individual and not as a group of like-minded individuals. Christians are required to speak only to the individual with whom they have the conflict and to no other person. To involve anyone else is gossip and counterproductive. With this in mind, the process is as follows:

1. The individual who has the conflict is to go directly to the person with whom they have the conflict and seek to resolve it. Should an individual come to the Administration, faculty, or staff without first going to the person with whom they have a conflict, they will be directed to do so without further comment.

2. If the conflict is not resolved, the Administrator should be notified and a meeting will be scheduled. The scheduling of this meeting will occur within 72 hours of the request. A Conflict Resolution Action Report will be completed by the Administrator documenting the initial meeting. A plan of action will be completed by the Administrator.

3. If the conflict still has not been resolved, the individual may request a meeting with the administrator and the President of the Board or his/her designee. The scheduling of this meeting will occur within 72 hours of the request and the Conflict Resolution Action Report will be completed by the Administrator documenting the previous meetings. A decision and plan of action will be determined by the President of the Board.

4. If the conflict is not resolved, the individual may request to send a letter to the whole School Board. The board will determine the necessity of a meeting based on the letter and will include the Administrator, the individual, and President of the Board and the School Board. The decision of the Board will be final.

Dispute Resolution Policy:

Because of the counsel contained in the Bible (Matthew 18:15-20; I Corinthians 6:1-8; and Galatians 6:1) and because of their fervent desire to resolve in a Christian manner every dispute or claim which may arise between them, Summit and disputant agree to conciliate, mediate, and arbitrate their dispute exclusively through the procedures set forth in the Summit Dispute Resolution Policy. The term, “dispute,” shall include every type of dispute, claim, or controversy which might arise between Summit and its

employees, students, students' families and others, regardless whether it arises under this contract, under the law of tort, under any federal, state, or local statute or ordinance governing employment relationships or prohibiting discrimination, or under any other common or statutory law. The disputant must also comply with any applicable harassment policy and sexual misconduct policy; however, the disputant's remedy for a violation of employment law shall be determined under this dispute resolution policy. The school shall bear the cost of dispute resolution, except the fees and expenses of any attorney hired by the disputant.

A. Conciliation: Disputants must first attempt to resolve any dispute through direct communication with the Administrator or Principal. The disputant may begin conciliation by sending a letter requesting it. The letter must specifically state the nature of the problem and the facts and arguments supporting the disputant's position. Summit will then have twenty days to gather information regarding the problem and otherwise to explore whether a resolution is possible short of mediation.

B. Mediation: If the disputant and Summit are unable to resolve their dispute through conciliation, the disputant's sole and exclusive remedy is to request formal mediation of the dispute by sending a letter requesting it to the Administrator, with a copy to the other party. A mediator shall be chosen by Summit from a list of Christian mediators and assigned to the dispute. Both sides shall submit a position statement setting forth the facts and arguments applicable to the dispute ten days prior to mediation.

Unless otherwise agreed, mediation shall take place within thirty days from the date of the letter requesting it according to any rules of procedure chosen by the mediator. No discovery shall occur in advance for the mediation, except as requested by the mediator. Each party may have one observer other than an attorney present.

If the parties reach a resolution for their dispute in mediation, the mediator shall formalize the settlement in a legally enforceable agreement. Mediation and conciliation may not be used to collect facts for use during possible subsequent arbitration, administrative hearings or litigation, and a confidentiality agreement will be required of both parties (including observers).

C. Arbitration: If the disputant and Summit are unable to resolve their dispute through conciliation and mediation, the disputant's sole and exclusive remedy is to request binding arbitration of the dispute by sending a letter requesting it to the School Board, with a copy to the other party. The School Board will, within two weeks of receiving the letter, convene an impartial arbitration panel to consider the complaint and any defenses or explanations. The panel will consist of one arbitrator chosen by the school, one arbitrator chosen by the disputant and one mutually agreed arbitrator. If the parties cannot agree on an arbitrator, the two arbitrators chosen by the sides may appoint a third. Each party will be allowed to present direct and rebuttal testimony, evidence, and argument. Attorneys may participate in the arbitration. The panel will issue written findings of fact and a written award providing appropriate legal or equitable relief within ten days of the hearing. Judgment upon the award may be entered in any court having jurisdiction thereof. The arbitrators shall have authority to apply the Doctrine of Church Autonomy and other First Amendment and Establishment Clause defenses to liability as

if the arbitrator were a civil court judge. Except as regards the initiation of the arbitration and the appointment of a panel of arbitrators, the arbitration proceedings shall be conducted under the Rules of Procedure for Christian Conciliation in effect at the time of the arbitration demand or other rules of procedure agreed to by both sides. A decision and award of the arbitrator made under the rules shall be exclusive, final, and binding on both parties, their heirs, executors, administrators, successors, and assigns.

D. Time is of the Essence: Any rights that a disputant may have to legal or equitable relief in an arbitration proceeding shall be extinguished unless the disputant attempts conciliation within six months after the occurrence of the event giving rise to the dispute, requests mediation within seven months after the occurrence of the event giving rise to the dispute, and demands arbitration within one month after formal mediation ends.

BULLYING

At no time will Summit tolerate bullying. "Bullying" is any electronic, written, verbal, or physical act or series of acts directed at another student or faculty member, which occurs in a school setting and/or outside a school setting, that is severe, persistent or pervasive and has the effect of doing any of the following listed below. "Bullying" as defined in this policy, includes cyber bullying.

- Substantial interference with the student's education.
- Creation of a threatening environment.
- Substantial disruption of the orderly operation of the school.

Policies Related to Bullying and Other Discipline Issues

Students at Summit are expected to be respectful, kind, punctual, organized, honest, and cooperative with all school guidelines and instructions (both written and verbal). Actions or reactions that violate these expectations or the guidelines of behavior God has established for His children in the Bible are not acceptable and will be addressed according to the tenets of our discipline philosophy.

Disciplinary issues for students in the elementary grades will be addressed by the classroom teacher first. If further intervention is required, the teacher will incorporate someone from the administrative level into the disciplinary process. Consequences for elementary students can include loss of privileges, detention, suspension, and expulsion as the situation dictates.

Disciplinary issues for students in the secondary grades will be addressed by the classroom teacher first. The teacher will report individual infractions of the rules to a designated member of the school administration for evaluation, record keeping, and consequences. If heightened intervention in a situation is required, the teacher will incorporate someone from the administrative level into the disciplinary process. Conversely, the administration will maintain the classroom teacher's involvement in the disciplinary process as needed. Consequences for secondary students can include loss of privileges, detention, suspension, and expulsion as the situation dictates.

Tuition Policy

Withdraw / Late Enrollment: The Summit financial office will determine a child's pro-rated tuition based on the number of days enrolled in school. The enrollment and book fee are nonrefundable. If a child is withdrawn during the school year for any reason, the date of withdraw must be clearly communicated to the school office. Report cards, transcripts, and other student records will be withheld until all financial obligations are met. If a student enrolls after the first day of the school year, a 3% paid-in-full tuition incentive is available. Payment arrangements must be communicated to the financial office prior to start date. Tuition will not be refunded for days missed due to illness. If a child will not be attending school for an extended period, space cannot be guaranteed unless tuition is paid without interruption. The Administrator must receive advanced notice of extenuating circumstances that require special financial arrangements.

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 03-18-2019

Employer Identification Number:
83-4012730

Form: SS-4

Number of this notice: CP 575 E

SUMMIT FOUNDATION
% KIRK SIMONEAU
77 CENTRAL ST
MANCHESTER, NH 03101

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 83-4012730. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it is very important that you use your EIN and complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information is not correct as shown above, please make the correction using the attached tear-off stub and return it to us.

When you submitted your application for an EIN, you checked the box indicating you are a non-profit organization. Assigning an EIN does not grant tax-exempt status to non-profit organizations. Publication 557, Tax-Exempt Status for Your Organization, has details on the application process, as well as information on returns you may need to file. To apply for recognition of tax-exempt status under Internal Revenue Code Section 501(c)(3), organizations must complete a Form 1023-series application for recognition. All other entities should file Form 1024 if they want to request recognition under Section 501(a).

Nearly all organizations claiming tax-exempt status must file a Form 990-series annual information return (Form 990, 990-EZ, or 990-PF) or notice (Form 990-N) beginning with the year they legally form, even if they have not yet applied for or received recognition of tax-exempt status.

Unless a filing exception applies to you (search www.irs.gov for Annual Exempt Organization Return: Who Must File), you will lose your tax-exempt status if you fail to file a required return or notice for three consecutive years. We start calculating this three-year period from the tax year we assigned the EIN to you. If that first tax year isn't a full twelve months, you're still responsible for submitting a return for that year. If you didn't legally form in the same tax year in which you obtained your EIN, contact us at the phone number or address listed at the top of this letter.

For the most current information on your filing requirements and other important information, visit www.irs.gov/charities.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.

* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.

* Refer to this EIN on your tax-related correspondence and documents.

* Provide future officers of your organization with a copy of this notice.

Your name control associated with this EIN is SUMM. You will need to provide this information, along with your EIN, if you file your returns electronically.

If you have questions about your EIN, you can contact us at the phone number or address listed at the top of this notice. If you write, please tear off the stub at the bottom of this notice and include it with your letter. Thank you for your cooperation.

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number
( ) -
_____

Best Time to Call
_____

DATE OF THIS NOTICE: 03-18-2019
EMPLOYER IDENTIFICATION NUMBER: 83-4012730
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

SUMMIT FOUNDATION
% KIRK SIMONEAU
77 CENTRAL ST
MANCHESTER, NH 03101

Tuition & Fees Schedule		Number of students
enrollment fee	$150	175
book fee - secondary	$200	90
book fee - elementary	$175	85
Senior High tuition	$6,850	60
Junior High tuition	$6,650	30
Elementary tuition	$5,950	73
Kindergarten tuition	$5,950	12
Shuttle bus fees	$950	15
Sports fees (per sport)	$60	55
Aftercare - per day	$15	25
Tutoring - per session	$25	35

Discounts		
paid in full up front	3%	35
2nd child	20%	41
3rd child	40%	14
4th child	60%	5
5th & greater child	80%	2
teacher's child discounts	100%	4
teacher's child discounts	50%	10

Income	
Tuition	$1,116,250
less discounts	($175,718)
Enrollment fees	$26,250
Book fees	$32,875
Shuttle fees	$14,250
Sports fees	$3,300
Aftercare	$40,500
Tutoring	$31,500
Donations	$125,000
Total Income	**$1,214,207**

Income	Sub-totals
$26,250	
$18,000	
$14,875	$59,125
$411,000	
$199,500	
$434,350	
$71,400	$1,116,250
$14,250	
$3,300	$17,550
$40,500	
$31,500	$72,000

			fraction	count
$6,023		**First child**	0.615063	147
$51,373		**Second child**	0.251046	60
$33,712		**Third child**	0.083682	20
$17,850		**Fourth child**	0.033473	8
$9,520	$118,478	**Fifth+ child**	0.016736	4
$25,440				
$31,800	$57,240			

assuming 160

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New Hampshire
Department of Education

IV, D

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Hampstead Academy	**Town: Hampstead, NH**
Address: 320 East Road Hampstead, NH 03841	**Phone Number:** 603.329.4406
Head of School: Liane Odom	**Email:** l.odom@hampsteadacademy.org
Date Application Received: 4/10/2019	**Date of Initial Approval:**
Grade Levels Requested: PK-8	**Enrollment: 22**
Multi Grade Classes: No	**Co-Educational:**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	2016	
X	Summer School/Programs	4/12/2019	NA
X	School Calendar	4/12/2019	
X	School Hours Survey	4/12/2019	
X	Curriculum/Objectives Changes	4/12/2019	Yes-
X	Graduation Requirements	4/12/2019	NA
X	Physical Education Credit on High School Transcript	4/12/2019	NA
X	US-NH History, RSA 189:11	4/12/2019	4th Grade
X	Staff List	4/12/2019	
X	New Staff Resume	4/12/2019	
X	Criminal Records Check	4/12/2019	Reference check –fingerprinting by state
X	Board Members List	4/12/2019	NA
X	Fire and Life Safety Report	4/12/2019	
X	Health Inspection Report	4/12/2019	
X	Secretary of State Certificate of Good Standing	4/12/2019	Found on website of S.O.S.
X	Federal Tax Exempt Status	4/12/2019	No
X	Authority to Sign Financial Documents Bonded	4/12/2019	Unanswered
X	Receive Funds from Local District	4/12/2019	No
X	United States Flag Displayed	4/12/2019	
X	Student Handbook	4/12/2019	
X	Grievance Policy	4/12/2019	Handbook
X	Student Records Location Upon School Closing	4/12/2019	
X	Emergency Operations Plans Uploaded	4/12/2019	
X	A3N General Statistics for Nonpublic Schools		Verified on ESS
X	A12C General Fall Report of Nonpublic Schools		Verified on ESS
X	Restraint/Seclusion Report		Verified on ESS
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/12/2019	MMV

New Hampshire
Department of Education

Nonpublic School Renewal Approval Application

Today's Date: December 1, 2018

1. Name of School: Hampstead Academy

2. Street Address: 320 East Road Hampstead, NH 03841

3. Mailing Address: SAME

4. Name/title of the director or the person authorized to represent the school: Liane Odom

5. Telephone Number: 603.329.4406 Fax Number:

Email: l.odom@hampsteadacademy.org Website: www.hampsteadacademy.org

6. Approval is requested for Grade _PK__ to Grade _8__ and Age _4__ to Age _14__.
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		4	1	5	4	2	2	3	1	0	0					22
International Students																0
Special Education Students																0
Home Education Students																0
Total Number of Students																22

7. Is this school accredited by any of the following agencies? If yes, please attach verification.

_yes____ New England Association of Schools and Colleges (NEASC)
_____ Northern New England Conference of Seventh-day Adventists, Inc. (NNEC)
_____ Other _____

8. Is this school licensed by the NH Department of Health & Human Services Child Care Licensing Bureau?_no___

9. 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

11. Please submit the School Calendar for this year and complete and submit the attached School Schedule Survey.

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 __x____ NO _____

13. If this school includes Grade 12, please submit the requirements for graduation.

14. Is credit for Physical Education noted on the high school transcript? YES _____ NO _____
If no, please explain.

15. Which of the following services or classes are available at this school?

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	

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? _4th_____

Per RSA 189:11, such instruction shall begin no later than the opening of the 8th 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.

17. Please submit a list of all staff and teachers including a resume/curriculum vitae for new teachers hired in the past three years.

PKK Joy Kembell Cook
1/2 Frances Stewart
3/4 Jean Corbin
5/6 Stacy Kutzelman
Science Bonnie Roberts
Art/Makerspace Andy Moerlein
Music Mark Christen (new)
Spanish Alexandra Weber
Chinese Zhihui Li
PE Amy Simberg (new)
Head of School Liane Odom (new)

18. Please explain the type of background check or criminal record check performed for new staff, if any. Reference check, fingerprinting by State

19. Does the school have an advisory or governing board? __no_____
If yes, please submit a list of all board members and their addresses.

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.

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? ____ no

24. Who has the authority to sign payment checks and other financial documents for the school? Gary Odom, Yi Shen

25. Are the people listed in item #24 bonded? _____
26. Does this school receive any funds from a public school district, state, or federal agency? __no__ **If** yes, **which district/s or agencies and for what purpose? _____**
27. If any students from this school receive services from any public school district, please indicate the district and the type of services received. none
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 <u>submit</u> a copy of the school's student handbook or similar guidelines.
31. Please <u>submit</u> 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.) School main office.
33. Has an Emergency Response Plan been developed ,coordinated with local emergency Authorities, and sent to the secure Emergency Management portal 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) __Liane Odom_____

Name of Principal/Director/Headmaster (Signature) _____

Today's Date: __4/5/19_____

<u>Please send the completed application and related documents to the address below.</u>

Division of Education Analytics and Resources
NH Department of Education
101 Pleasant Street
Concord, NH 03301-3860
If you have any questions, please contact:

Division of Education Analytics and Resources, Division Director
Caitlin Davis@doe.nh.gov (603) 271-3427
or

Revised 12/31/18
School _____

Office of Nonpublic Schools, Division of Education Analytics and Resources
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

School Schedule Survey

School Year: 2018 to 2019

(Please Print)

1. School Name: Hampstead Academy School Address/Town: Hampstead, NH
2. Which grades are offered at this school? PK-8
3. Number of full days (6 hours or more) this school will be in session: 170
4. Number of partial days this school will be in session: 5
5. First scheduled day of classes: August 28, 2018 Last scheduled day of classes: June 12, 2019
6. Last day of grade 12 classes, if applicable: _____
7. On full days, what time does school start and end? What are the total minutes students attend?

Kindergarten:	Start 8:15	End 2:45	Total Day Minutes: 390
Grades 1 – 6:	Start 8:15	End 2:45	Total Day Minutes: 390
Grades 7 - 8:	Start 8:15	End 2:45	Total Day Minutes: 390
Grades 9 – 12:	Start N/A	End N/A	Total Day Minutes: N/A

8. 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	30	30	0	0
Grades 1 - 6	25	30	0	0
Grades 7 - 8	25	30	0	0
Grades 9 - 12				

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 (___25__)

MINUS # Homeroom Minutes (__0___) MINUS # Daily Travel Minutes (__0___) EQUALS

Daily Instructional Minutes (335_) TIMES # Full Days (**172.5_**) EQUALS Full Day Instructional

Minutes (57787.5_) DIVIDED by 60 = Total Full Day Instructional Hours (963.125).

Revised 12/31/18

School _____

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.

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**			

Business Information

Business Details

Business Name:	HAMPSTEAD ACADEMY	Business ID:	669688
Business Type:	Domestic Nonprofit Corporation	Business Status:	Good Standing
Business Creation Date:	04/20/2012	Name in State of Incorporation:	Not Available
Date of Formation in Jurisdiction:	04/20/2012		
Principal Office Address:	320 East Rd, Hampstead, NH, 03841, USA	Mailing Address:	NONE
Citizenship / State of Incorporation:	Domestic/New Hampshire		
		Last Nonprofit Report Year:	2015
		Next Report Year:	2020
Duration:	Perpetual		
Business Email:	NONE	Phone #:	NONE
Notification Email:	NONE	Fiscal Year End Date:	NONE

Principal Purpose

S.No	NAICS Code	NAICS Subcode
1	Educational Services	Elementary and Secondary Schools
2	OTHER / non-sectarian pre, elementary and middle day academy	

Page 1 of 1, records 1 to 2 of 2

Principals Information

Name/Title	Business Address
Lyn Kutzelman / President	51 Maple Street, Atkinson, 03811, USA
James Stewart / Chairman of the Board of Directors	2 Hutchins Path, Atkinson, 03811, USA

Page 1 of 1, records 1 to 2 of 2

Registered Agent Information

Name:	Not Available
Registered Office Address:	Not Available
Registered Mailing Address:	Not Available

Trade Name Information

No Trade Name(s) associated to this business.

Trade Name Owned By

No Records to View.

Trademark Information

Trademark Number	Trademark Name	Business Address	Mailing Address
No records to view.			

Filing History Address History View All Other Addresses Name History Shares

Businesses Linked to Registered Agent Return to Search Back

NH Department of State, 107 North Main St. Room 204, Concord, NH 03301 -- **Contact Us (/online/Home/ContactUS)**

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12. Change to Educational Objectives, Grades, or Curriculum

During the transition of ownership, student enrollment dramatically decreased. The number of students enrolled across the grades resulted in the combination of grades into multi-grade classes. Students are currently in classes of grades pre-kindergarten/kindergarten, grades 1 and 2, grades 3 and 4, and grades 5 and 6. There are no grade 7 or 8 students currently enrolled.

Because of these combination of grades, the school was able to maintain its' commitment to the educational objective and to maintain fidelity to the curriculum.

NEW HAMPSHIRE DEPARTMENT OF SAFETY
DIVISION OF FIRE SAFETY
OFFICE OF THE STATE FIRE MARSHAL
Physical address - 110 Smokey Bear Blvd, Concord, NH 03301
Mailing address - 33 Hazen Drive, Concord, NH 03305
Main voice 223-4289 - Main fax 223-4294

SCHOOL FIRE AND LIFE SAFETY INSPECTION CHECKLIST

This checklist is intended for use by local authorities in conducting required inspections of educational facilities. Specific chapter and section references are from NFPA 101, 2015 edition, NFPA 1, 2009 edition and other current applicable codes.

The educational facility fire and life safety inspection is part of the NH 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 annual inspection of schools is also required and regulated by RSA 153:14, II (b).

Each local fire chief shall furnish a copy of this report to each school district superintendent and all school board members upon completion.

Each local fire chief shall submit this report each year, after the completion of the inspection, to the NH Division of Fire Safety, Office of the State Fire Marshal no later than December 15th.

NFPA defines an Educational Occupancy as an occupancy used for educational purposes through the twelfth grade by six or more persons for 4 or more hours per day or more than 12 hours per week. (NFPA 101 Ch. 3.3.190.6*)

NFPA defines an Assembly Occupancy as an occupancy (1) used for a gathering of 50 or more persons for deliberation, worship, entertainment, eating, drinking, amusement, awaiting transportation, or similar uses; or (2) used as a special amusement building, regardless of occupant load. (NFPA 101 Ch. 3.3.190.2*)

1. School Name (Type Answer) ****Required*

☑ **Hampstead Academy**

2. School Address (Type Answer) ****Required*

☑ **320 East Rd.**

3. **School Phone Number (Type Answer) ****Required***

☑ **603-329-4406**

4. **Inspected By (Type Answer) ****Required***

☑ **William Warnock**

5. **Inspection Organization Name (Type Answer) ****Required***

☑ **Hampstead Fire Department**

6. **Inspector Contact Number (Type Answer) ****Required***

☑ **603-329-6006**

7. **Date of Inspection (Example: MM/DD/YYYY)**

☑ **10/10/2018**

8. **Building Name (Type Answer) ****Required***

☑ **Main, gym and Benner**

9. **Assembly Occupancies - All assembly occupancies meet the general requirements of Chapter 13 of the Life Safety Code. NFPA 101 Ch. 13.1.1 (Select one)**

☑ **Pass**

Fail

N/A

10. **Assembly Occupancies - Occupant loads for assembly spaces have been calculated and are posted by the authority having jurisdiction. NFPA 101 Ch. 13.7.9.3.1 (Select one)**

☑ **Pass**

Fail

N/A

11. **Assembly Occupancies - Egress/relocation drills are conducted prior to all public events in assembly occupancies. NFPA 101 Ch. 13.7.7.3 (Select one)**

☑ **Pass**

Fail

N/A

12. **Assembly Occupancies - When the occupant load of an assembly area is 250 persons or more, there are trained crowd control managers available at all public events. NFPA 101 Ch. 13.7.6.1 (Select one)**

☑ **Pass**

Fail

N/A

13. **Means of Egress - Pre-School, Kindergarten, and Grade 1 students are restricted to the level of exit discharge. NFPA 101 Ch. 15.2.1.2 (Select one)**

☑ **Pass**

Fail

N/A

14. **Means of Egress - Grade 2 students are restricted from occupying any floor level more than one level above exit discharge. NFPA 101 Ch. 15.2.1.3 (Select one)**

☑ **Pass**

Fail

N/A

15. **Means of Egress - All doors serving 100 or more persons are equipped with approved panic hardware or fire exit hardware. NFPA 101 Ch. 15.2.2.2.2 (Select one)**

☑ **Pass**

Fail

N/A

16. **Means of Egress - There are not any exit doors which are locked from the inside or chained that prevent egress from the building. NFPA 101 Ch. 13.2.5.4.2 (Select one)**

☑ **Pass**

Fail

N/A

17. **Means of Egress - Exit doors open in the direction of egress travel. NFPA 101 Ch. 7.2.1.4.2 (Select one)**

☑ **Pass**

Fail

N/A

18. Means of Egress - All exit access corridors are at least 6 feet wide. NFPA 101 Ch. 7.2.6.4.1 (Select one)

☑ **Pass**

Fail

N/A

19. Means of Egress - There are not any non-compliant Dead-end corridors. NFPA 101 Ch. 7.5.1.5 (Select one)

☑ **Pass**

Fail

N/A

20. Means of Egress - There are not any non-compliant Common Paths of Travel. NFPA 101 Ch. 7.5.1.1.4 (Select one)

☑ **Pass**

Fail

N/A

21. Means of Egress - All rooms larger than 1000 square feet have at least two exits doors that lead to separate exits. NFPA 101 Ch. 15.2.5.4 (Select one)

☑ **Pass**

Fail

N/A

22. Means of Egress - There are not any doors that swing into exit access corridors and interfere with travel. NFPA 101 Ch. 15.2.5.6 (Select one)

☑ **Pass**

Fail

N/A

23. Means of Egress - All doors which could be mistaken as exit doors are clearly marked as "NOT AN EXIT". NFPA 101 Ch. 7.10.8.3.1 (Select one)

☑ **Pass**

Fail

N/A

24. Means of Egress - All aisles are not less than 30 inches wide. NFPA 101 Ch. 15.2.5.7 (Select one)

☑ **Pass**

Fail

N/A

25. Means of Egress - No travel distances exceed 150 feet in a nonsprinklered building or 200 feet in a sprinklered building. NFPA 101 Ch. 15.2.6.2 (Select one)

☑ **Pass**

Fail

N/A

26. Means of Egress - All means of egress are properly marked and illuminated. NFPA 101 Ch. 7.10.1.2.1 (Select one)

☑ **Pass**

Fail

N/A

27. Means of Egress - Emergency lighting is properly installed, tested and functional. NFPA 101 Ch. 15.2.9.1 (Select one)

☑ **Pass**

Fail

N/A

28. Means of Egress - There is at least one acceptable rescue window in each classroom below fourth floor, (unless the building has a sprinkler system or room has direct exit to outside). NFPA 101 Ch. 15.2.11.1.1 (Select one)

☑ **Pass**

Fail

N/A

29. Means of Egress - Lockup or time-out rooms meet the requirements. NFPA 101 Ch. 15.2.11.2 (Select one)

☑ **Pass**

Fail

N/A

30. Means of Egress - There is not any storage under the stairwells. NFPA 101 Ch. 7.2.2.5.3 (Select one)

☑ **Pass**

Fail

N/A

31. Means of Egress - There are no less than two separate exits on every story that are accessible from every part of every story and mezzanine. NFPA 101 Ch. 15.2.4.2 (Select one)

☑ **Pass**

Fail

N/A

32. Protection - All vertical openings are enclosed or protected, unless they meet the criteria for exception. NFPA 101 Ch. 15.3.1.1 (Select one)

☑ **Pass**

Fail

N/A

33. Protection - All storage, janitor, and mechanical rooms are properly separated from the rest of the building. NFPA 101 Ch. 15.3.2.1 (Select one)

☑ **Pass**

Fail

N/A

34. Protection - All hazardous and flammable materials are stored properly. NFPA 101 Ch. 8.7.3.1 (Select one)

☑ **Pass**

Fail

N/A

35. Protection - Commercial kitchen facilities have the required hood suppression system. NFPA 101 Ch. 15.3.2.2 (Select one)

☑ **Pass**

Fail

N/A

36. Protection - The hood suppression system been cleaned and inspected within the last 6 months. NFPA 96 Ch. 11.2.1 (Select one)

☑ **Pass**

Fail

N/A

37. Protection - There is a vertical clearance of at least 18 inches between sprinkler heads and any objects below. NFPA 13 Ch. 8.5.6 (Select one)

☑ **Pass**

Fail

N/A

38. Protection - The required manual fire alarm pull stations are unobstructed. NFPA 101 Ch. 9.6.2.7 (Select one)

☑ **Pass**

Fail

N/A

39. Protection - Pull stations are installed in the natural exit access path near each required exit or within 5 feet of exit doorways. NFPA 101 Ch. 9.6.2.3 (Select one)

☑ **Pass**

Fail

N/A

40. Protection - The fire alarm system provides audible signals in all occupied spaces. NFPA 101 Ch. 9.6.3.7 (Select one)

☑ **Pass**

Fail

N/A

41. Protection - The fire alarm system provides visual signals in all occupied spaces. NFPA 101 Ch. 9.6.3.5 (Select one)

☑ **Pass**

Fail

N/A

42. Protection - All student occupied areas below the exit level of discharge are properly protected by an approved automatic sprinkler system. NFPA 101 Ch. 15.3.5.3 (Select one)

☑ **Pass**

Fail

N/A

43. Protection - There is proper fire rated separation between floors, corridors, and compartments to include fire caulking/collars in any penetrations. NFPA 101 Ch. 15.3.1.1 and NFPA 101 Ch. 8.5.6.2 (Select one)

Pass

Fail

N/A

44. Protection - All fire doors operate properly and are free from obstructions. NFPA 101 Ch. 4.6.12.1 (Select one)

☑ **Pass**

Fail

N/A

45. Protection - All fire extinguishers are properly charged, marked, and accessible. NFPA 1 Ch. 13.6.8.1.3.1 (Select one)

☑ **Pass**

Fail

N/A

46. Building Services - All electrical panels that are in areas accessible to students are properly secured and locked. NFPA 1 Ch. 11.1.10 (Select one)

☑ **Pass**

Fail

N/A

47. Operating Features - There an approved emergency plan available. NFPA 101 Ch. 15.7.1 (Select one)

☑ **Pass**

Fail

N/A

48. Operating Features - Fire/emergency drills are being conducted and documented as required. NFPA 101 Ch. 15.7.2.1 (Select one)

☑ **Pass**

Fail

N/A

49. Operating Features - Documentation is available that routes of egress and exits are inspected daily. NFPA 101 Ch. 15.7.3.1 (Select one)

☑ **Pass**

Fail

N/A

50. Operating Features - There is not any clothing and/or personal effects stored in corridors. (Exception: Fire Sprinklers, Smoke Detection, or Metal Lockers) NFPA 101 Ch. 15.7.4.2 (Select one)

☑ **Pass**

Fail

N/A

51. Operating Features - The artwork and teaching materials on the walls does not exceed the requirements for a sprinklered building (>50%) or a non-sprinklered building (>20%). NFPA 101 Ch. 15.7.4.3 (Select one)

☑ **Pass**

Fail

N/A

52. Portable Classrooms - Modular classrooms are labeled with the required certification. Saf-C 3300 (Select one)

Pass

Fail

☑ **N/A**

53. Portable Classrooms - If the modular classroom has been moved from a different town/location it has been recertified to meet the requirements in the current town. Saf-C 3300 (Select one)

Pass

Fail

☑ **N/A**

54. Required Building Inspection Documentation - Fire extinguisher monthly visual inspection and annual inspection. (Select one)

☑ **Pass**

Fail

N/A

55. Required Building Inspection Documentation - Emergency lighting testing monthly and annually (Select one)

☑ **Pass**

Fail

N/A

56. Required Building Inspection Documentation - Commercial kitchen hood cleaning and inspection within 6 months (Select one)

Pass

Fail

☑ **N/A**

57. Required Building Inspection Documentation - Daily egress check by school staff (Select one)

☑ **Pass**

Fail

N/A

58. Required Building Inspection Documentation - Annual fire alarm test report any with deficiencies noted. (Select one)

Pass

☑ **Fail**

N/A

59. Required Building Inspection Documentation - All deficiencies in the annual fire alarm report have been addressed. (Select one)

Pass

Fail

☑ **N/A**

60. Required Building Inspection Documentation - Annual sprinkler test report with any deficiencies noted. (Select one)

☑ **Pass**

Fail

N/A

61. Required Building Inspection Documentation - All deficiencies in the annual sprinkler inspection report have been addressed. (Select one)

☑ **Pass**

Fail

N/A

This new section was developed as a result of the work completed by the Governor's School Safety Preparedness Taskforce and consists as a list of best practices.

62. School Security and Emergency Planning - All classroom door locking devices are compliant with the provisions of the 2018 Life Safety Code, Educational Occupancies Chapter (Select one)

☑ **Pass**

Fail

N/A

63. School Security and Emergency Planning - If provided, the positive alarm sequence for the fire alarm system complies with NFPA 72. (Select one)

☑ **Pass**

Fail

N/A

64. School Security and Emergency Planning - The school conducts All-Hazard drills in compliance with the latest edition of the NH State Fire Code [NH Code of Administrative Rules Saf-C 6008.05(a)] (Select one)

☑ **Pass**

Fail

N/A

65. School Security and Emergency Planning - The school has developed an emergency response plan as required by RSA 189:64, Emergency Response Plans (Select one)

☑ **Pass**

Fail

N/A

66. Comments/Notations (Type Answer)

☑ **Fire alarm test report was not available.**

67. Follow-Up: Based upon the information collected on this form, a corrective action (Check all that apply)

☑ **Is Required**

Is not Required

If corrective action is required, when do you anticipate it will be completed? Date:

68. An approved plan of correction (Select one)

☑ **Will be submitted to the local fire department**

Will not be submitted to the local fire department

69. A re-inspection of this facility (Check all that apply)

Is required

☑ **Is not required**

If a re-inspection is required, it will occur on or before? Date:

Sent 10/20/17
Jane L.

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: September 15, 2017

SCHOOL INFORMATION		
School Name: Hampstead Academy	Town/City: Hampstead	SAU #: —
School Contact: Lyn Kutzelman	Title: Director	
Name of each building used by students: Benner/Gym/Main		Enrollment: 122
Year each building was built: 1987/1997/2006 1994		
Water supply (municipal, well, etc.): well	Wastewater system (municipal, septic, etc.): Septic	
INSPECTION INFORMATION		
Inspector's name: Kristopher Emerson	Organization: Town of Hampstead	Inspector's phone: 329-4100 x116
Inspector's email: kris_emerson@comcast.net	Were all buildings used by students inspected (Y/N)? Y	Date of Inspection: 10/17/17

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 15th.

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:

- Most recent septic tank pumping service
- Asbestos inspection reports for buildings built before 1990
- Animal vaccination certificates, if applicable
- Swimming pool testing records, if applicable

Please submit the completed form to the NH Department of Education as follows:

- Public schools - email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Charter schools – email the form to Marjorie Schoonmaker at: marjorie.schoonmaker@doe.nh.gov
- Non-public schools – email the form to Jane Levesque at: 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 / 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.	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?	YES / NO / Unknown Notes:		
Is there at least one toilet fixture for every 50 people? (IPC 2009)	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: N/A		
Are toxic materials clearly labeled and properly stored away from food?	YES / NO / Unknown Notes:		
Is hot water (110 to130 degrees F) available for culinary purposes, cleansing, laundry and building maintenance? (IPC 2009)	YES / NO / Unknown Notes:		
Are water fountains clean with sufficient water pressure? If not, describe the location of problems.	YES / NO / Unknown Notes:		

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 Notes:		
Is there a reason to suspect the wastewater system has a system failure (backup, etc.)? If so, please describe the condition.	YES NO Unknown Notes:		
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 Notes:		
In the past 2 years, has the school performed any voluntary water testing for lead, radon or PFCs? If so, please state the findings.	YES NO Unknown Notes:		

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 Notes:		
Is there any mildew or mold present? If so, please describe the condition and location.	YES NO Unknown Notes:		
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 Notes:		

If the building was built before 1978, are you aware of the presence of flaking paint?	YES	NO	Unknown		
	Notes: N/A Building built in 1987.				
If the building was built before 1978, is there worn or damaged paint on windows, doors, or door jambs?	YES	NO	Unknown		
	Notes: N/A				
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: N/A				
Has the school performed any voluntary air testing for radon?	YES	NO	Unknown		
	Notes:				
SMOKING	**RESPONSE (circle best answer)**			**CORRECTIVE ACTION**	**CORRECTIVE DATE**
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.	YES	NO	Unknown		
	Notes:				
ANIMALS ON SHOOL PROPERTY (if applicable)	**RESPONSE (circle best answer)**			**CORRECTIVE ACTION**	**CORRECTIVE DATE**
Are all animals enclosed by appropriate and lockable cages/stalls?	YES	NO	Unknown		
	Notes: N/A				
Do all animals have a current certificate of good health from a licensed veterinarian?	YES	NO	Unknown		
	Notes: N/A				
Does it appear that animal fecal material is adequately cleaned from the cage/stall?	YES	NO	Unknown		
	Notes: N/A				
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: N/A				

ADDITIONAL REMARKS

- School is in good condition + clean

ACKNOWLEDGEMENT

"I acknowledge receipt of this report and understand a complete copy must be forwarded to the Department of Education."

School contact name and signature — Date 10/17/17

"I acknowledge this form has been completed to the best of my knowledge."

Inspector name and signature — Date 10/17/2017

Comprehensive Report of Laboratory Submission

Public Water System: HAMPSTEAD ACADEMY **PWS ID:** 1035050 **Report Date:** 09/11/2017 09:45:09
Laboratory: GRANITE STATE ANALYTICAL

Reference Number: GRANITESTATEANALYTICALSVCSLLC20170908095645
Submitted: 09/08/17 09:56:45

Samples: 2 **Accepted:** 2 **System Rejected:** 0 **Not Accepted:** 0

Sample ID	Site	Form	Type	Status	Description	Changed
1709-00575-001	001	TCR	RT	Accepted		
1709-00576-001	002	CHEM	RT	Accepted		

If the **Changed** box contains information, it shows what changes were made by DWGB in order to accept the sample. If you agree with the documented changes listed above, no action is required on your part and your concurrence is acknowledged. If you do not agree, please notify DWGB within 24 hours of the date of this email.

If you have any questions, contact the appropriate monitoring program.

* Bacteria/Total Coliform Rule (TCR)
  Barbara Davis, (603) 271-2542 barbara.davis@des.nh.gov
* Chemical (CHEM)
  Deb McDonnell, (603) 271-6703 debra.mcdonnell@des.nh.gov
  Tricia Madore, (603) 271-3907 tricia.madore@des.nh.gov
* Lead & Copper (LCR)
  Joan Fitzsimmons, (603) 271-2516 joan.fitzsimmons@des.nh.gov

Comprehensive Report of Laboratory Submission

Public Water System: HAMPSTEAD ACADEMY **PWS ID:** 1035050 **Report Date:** 09/19/2017 13:10:37
Laboratory: GRANITE STATE ANALYTICAL

Reference Number: GRANITESTATEANALYTICALSVCSLLC20170919092218
Submitted: 09/19/17 09:22:18

Samples: 1 **Accepted:** 1 **System Rejected:** 0 **Not Accepted:** 0

Sample ID	Site	Form	Type	Status	Description	Changed
1709-00579-001	002	CHEM	RT	Accepted		

If the **Changed** box contains information, it shows what changes were made by DWGB in order to accept the sample. If you agree with the documented changes listed above, no action is required on your part and your concurrence is acknowledged. If you do not agree, please notify DWGB within 24 hours of the date of this email.

If you have any questions, contact the appropriate monitoring program.

* Bacteria/Total Coliform Rule (TCR)
  Barbara Davis, (603) 271-2542 barbara.davis@des.nh.gov
* Chemical (CHEM)
  Deb McDonnell, (603) 271-6703 debra.mcdonnell@des.nh.gov
  Tricia Madore, (603) 271-3907 tricia.madore@des.nh.gov
* Lead & Copper (LCR)
  Joan Fitzsimmons, (603) 271-2516 joan.fitzsimmons@des.nh.gov

Comprehensive Report of Laboratory Submission

Public Water System: HAMPSTEAD ACADEMY **PWS ID:** 1035050 **Report Date:** 09/18/2017 13:51:55

Laboratory: GRANITE STATE ANALYTICAL

Reference Number: GRANITESTATEANALYTICALSVCSLLC20170918082839

Submitted: 09/18/17 08:28:39

Samples: 1 **Accepted:** 1 **System Rejected:** 0 **Not Accepted:** 0

Sample ID	Site	Form	Type	Status	Description	Changed
1709-00578-001	002	CHEM	RT	Accepted		

If the **Changed** box contains information, it shows what changes were made by DWGB in order to accept the sample. If you agree with the documented changes listed above, no action is required on your part and your concurrence is acknowledged. If you do not agree, please notify DWGB within 24 hours of the date of this email.

If you have any questions, contact the appropriate monitoring program.

* Bacteria/Total Coliform Rule (TCR)
  Barbara Davis, (603) 271-2542 barbara.davis@des.nh.gov
* Chemical (CHEM)
  Deb McDonnell, (603) 271-6703 debra.mcdonnell@des.nh.gov
  Tricia Madore, (603) 271-3907 tricia.madore@des.nh.gov
* Lead & Copper (LCR)
  Joan Fitzsimmons, (603) 271-2516 joan.fitzsimmons@des.nh.gov

Comprehensive Report of Laboratory Submission

Public Water System: HAMPSTEAD ACADEMY **PWS ID:** 1035050 **Report Date:** 09/12/2017 10:16:17
Laboratory: GRANITE STATE ANALYTICAL

Reference Number: GRANITESTATEANALYTICALSVCSLLC20170912091056
Submitted: 09/12/17 09:10:56

Samples: 1 **Accepted:** 1 **System Rejected:** 0 **Not Accepted:** 0

Sample ID	Site	Form	Type	Status	Description	Changed
1709-00577-001	002	CHEM	RT	Accepted		

If the **Changed** box contains information, it shows what changes were made by DWGB in order to accept the sample. If you agree with the documented changes listed above, no action is required on your part and your concurrence is acknowledged. If you do not agree, please notify DWGB within 24 hours of the date of this email.

If you have any questions, contact the appropriate monitoring program.

* Bacteria/Total Coliform Rule (TCR)
  Barbara Davis, (603) 271-2542 barbara.davis@des.nh.gov
* Chemical (CHEM)
  Deb McDonnell, (603) 271-6703 debra.mcdonnell@des.nh.gov
  Tricia Madore, (603) 271-3907 tricia.madore@des.nh.gov
* Lead & Copper (LCR)
  Joan Fitzsimmons, (603) 271-2516 joan.fitzsimmons@des.nh.gov

The State of New Hampshire
Department of Environmental Services

Robert R. Scott, Commissioner

August 21, 2017

LYN KUTZELMAN
HAMPSTEAD ACADEMY
PO BOX 1208
ATKINSON, NH 03811

Subject: Town: HAMPSTEAD PWS: HAMPSTEAD ACADEMY
PWS ID: 1035050
Lifting the Boil Order

Dear Owner:

The Department of Environmental Services ("DES") issued a Boil Order to the subject water system on June 8, 2017. As a result of efforts to correct the problem, and the submission of water samples demonstrating the absence of total coliform bacteria, DES hereby approves the lifting of the Boil Order.

Pursuant to NH Administrative Rule Env-Dw 709.19 (c) (3), the owner of a water system must notify all customers that the Boil Order has been lifted.

If you have any questions concerning this letter, please contact me by phone at 271-0672 or by email at *jacqueline.howarth@des.nh.gov.*

Sincerely,

Jacqueline Howarth
Drinking Water and Groundwater Bureau

cc: File

ec: Town of Hampstead Health Officer
Corbin Kennedy, Primary Operator

Posted on NHDES Drinking Water Advisory webpage found at www.des.nh.gov

INSPECTION AND TESTING FORM

DATE: 10-30-18
TIME: 2:45 pm

SERVICE ORGANIZATION
Name: Eastern Alarms
Address: 84 Plaistow Rd, Plaistow, NH
Representative: John Lavallee
License No.: 465C
Telephone: 603-382-4433

PROPERTY NAME (USER)
Name: HAMPSTEAD ACADEMY - MAIN
Address: 320 EAST ROAD, HAMPSTEAD
Owner Contact: LYNN KUTZELMAN
Telephone: 603-329-4406

MONITORING ENTITY
Contact: CENTRA-LARM
Telephone: 1-800-639-2066
Monitoring Account Ref. No.: 1E-0422

APPROVING AGENCY
Contact: HAMPSTEAD F.D.
Telephone: 603-329-6006

TYPE TRANSMISSION
- ☐ McCulloh
- ☐ Multiplex
- ☒ Digital
- ☐ Reverse Priority
- ☐ RF
- ☐ Other (Specify) _____

SERVICE
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Semiannually
- ☒ Annually
- ☐ Other (Specify) _____

Control Unit Manufacturer: FCI
Model No.: FC-72
Circuit Styles: CLASS B
Number of Circuits: 4
Software Rev.: N/A
Last Date System Had Any Service Performed: _____
Last Date That Any Software or Configuration Was Revised: N/A

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
9	B	9	Manual Fire Alarm Boxes
			Ion Detectors
25		25	Photo Detectors
			Duct Detectors
22		11	Heat Detectors
			Waterflow Switches
			Supervisory Switches
			Other (Specify): _____

Alarm verification feature is disabled ✓ enabled ____.

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FIGURE 10.6.2.3 Example of an Inspection and Testing Form.

ALARM NOTIFICATION APPLIANCES AND CIRCUIT INFORMATION

Quantity of Appliances Installed	Circuit Style	Quantity of Appliances Tested	
	B		Bells
24		24	Horns
			Chimes
4	B	4	Strobes
			Speakers
			Other (Specify):

No. of alarm notification appliance circuits: 2

Are circuits monitored for integrity? ☑ Yes ☐ No

SUPERVISORY SIGNAL-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
			Building Temp.
			Site Water Temp.
			Site Water Level
			Fire Pump Power
			Fire Pump Running
			Fire Pump Auto Position
			Fire Pump or Pump Controller Trouble
			Fire Pump Running
			Generator in Auto Position
			Generator or Controller Trouble
			Switch Transfer
			Generator Engine Running
			Other:

SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system *(see NFPA 72, Table 6.6.1)*:

Quantity _____ Style(s) _____

SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage 120 Amps 20

Overcurrent Protection: Type BREAKER Amps 20

Location (of Primary Supply Panelboard): _____

Disconnecting Means Location: _____

(b) Secondary (Standby):

POWERSONIC Storage Battery: Amp-Hr Rating 2 - 7 AMP

Calculated capacity in _____ Amp-Hrs to operate system for 24 hours

Engine-driven generator dedicated to fire alarm system: _____

Location of fuel storage: _____

TYPE BATTERY

☐ Dry Cell ☐ Lead-Acid

☐ Nickel-Cadmium ☐ Other (Specify):

☒ Sealed Lead-Acid

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

_____ Emergency system described in NFPA 70, Article 700

_____ Legally required standby described in NFPA 70, Article 701

_____ Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701

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FIGURE 10.6.2.3 *Continued*

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PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE	Yes	No	Who	Time
Monitoring Entity	☑	☐	Centra-larm	3 pm
Building Occupants	☑	☐	All	"
Building Management	☐	☐	~~Holly Gimmino~~	
Other (Specify)	☑	☐	Bonnie	"
AHJ Notified of Any Impairments	☐	☐		

SYSTEM TESTS AND INSPECTIONS

TYPE	Visual	Functional	Comments
Control Unit	☐	☑	
Interface Equipment	☐	☐	
Lamps/LEDs	☐	☑	
Fuses	☐	☑	
Primary Power Supply	☐	☑	
Trouble Signals	☐	☑	
Disconnect Switches	☐	☑	
Ground-Fault Monitoring	☐	☑	

SECONDARY POWER TYPE	Visual	Functional	Comments
Battery Condition	☐		New Replaced During Inspection
Load Voltage		☑	
Discharge Test		☑	
Charger Test		☑	
Specific Gravity		☐	
TRANSIENT SUPPRESSORS	☐		
REMOTE ANNUNCIATORS	☐	☐	
NOTIFICATION APPLIANCES			
Audible	☐	☑	
Visible	☐	☑	
Speakers	☐	☐	
Voice Clarity		☐	

INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

Loc. & S/N	Device Type	Visual Check	Functional Test	Factory Setting	Measured Setting	Pass	Fail
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

Comments: All Devices Tested Normal

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FIGURE 10.6.2.3 *Continued*

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EMERGENCY COMMUNICATIONS EQUIPMENT	Visual	Functional	Comments
Phone Set	☐	☐	
Phone Jacks	☐	☐	
Off-Hook Indicator	☐	☐	
Amplifier(s)	☐	☐	
Tone Generator(s)	☐	☐	
Call-in Signal	☐	☐	
System Performance	☐	☐	

	Visual	Device Operation	Simulated Operation
COMBINATION SYSTEMS			
Fire Extinguisher Monitoring Device/System	☐	☐	☐
Carbon Monoxide Detector/System	☐	☐	☐
(Specify) _____	☐	☐	☐
INTERFACE EQUIPMENT			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
SPECIAL HAZARD SYSTEMS			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐

Special Procedures: _____

Comments: _____

SUPERVISING STATION MONITORING	Yes	No	Time	Comments
Alarm Signal	☑	☐	3 pm	
Alarm Restoration	☑	☐		
Trouble Signal	☑	☐		
Trouble Signal Restoration	☑	☐		
Supervisory Signal	☐	☐	5 30 pm	
Supervisory Restoration	☐	☐		

NOTIFICATIONS THAT TESTING IS COMPLETE	Yes	No	Who	Time
Building Management	☑	☐	Bonnie	5:30
Monitoring Agency	☑	☐	Central Alarm	"
Building Occupants	☑	☐	ALL	"
Other (Specify)	☐	☐		

The following did not operate correctly: _____

System restored to normal operation: Date: 10-30-18 Time: 5:30 pm

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: John Lavallee Terry Lewis Date: 10-30-18 Time: 5:50 pm

Signature: [illegible]

Name of Owner or Representative: Bonnie Roberts Date: 10-30-18 Time: 5:30 pm

Signature: N/A

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FIGURE 10.6.2.3 *Continued*

NOV.08.2018 08:57 AM LavalLee 6037784225 PAGE. 4/ 12

INSPECTION AND TESTING FORM

DATE: 10/30/18
TIME: 2:45 pm

SERVICE ORGANIZATION
Name: Eastern Alarms
Address: 84 Plaistow Rd, Plaistow, NH
Representative: John Lavallee
License No.: 465C
Telephone: 603-382-4433

PROPERTY NAME (USER)
Name: Hampstead Academy - Benner Bldg.
Address: 314 East Road, Hampstead
Owner Contact: Lynn Kutzelman
Telephone: 603-329-7124

MONITORING ENTITY
Contact: Centra-larm
Telephone: 1-800-639-2066
Monitoring Account Ref. No.: 1E-0328

APPROVING AGENCY
Contact: Hampstead F.D.
Telephone: 603-329-6006

TYPE TRANSMISSION
- ☐ McCulloh
- ☐ Multiplex
- ☒ Digital
- ☐ Reverse Priority
- ☐ RF
- ☐ Other (Specify) _____

SERVICE
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Semiannually
- ☒ Annually
- ☐ Other (Specify) _____

Control Unit Manufacturer: Silent Knight
Model No.: 5208
Circuit Styles: Class B
Number of Circuits: 20
Software Rev.: N/A
Last Date System Had Any Service Performed: _____
Last Date That Any Software or Configuration Was Revised: _____

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
7	B	7	Manual Fire Alarm Boxes
			Ion Detectors
18		18	Photo Detectors
			Duct Detectors
8		4	Heat Detectors
			Waterflow Switches
			Supervisory Switches
			Other (Specify): _____

Alarm verification feature is disabled ✓ enabled ____.

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FIGURE 10.6.2.3 Example of an Inspection and Testing Form.

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ALARM NOTIFICATION APPLIANCES AND CIRCUIT INFORMATION

Quantity of Appliances Installed	Circuit Style	Quantity of Appliances Tested	
	B		Bells
10		10	Horns
			Chimes
5		5	Strobes
			Speakers
			Other (Specify):

No. of alarm notification appliance circuits: _____

Are circuits monitored for integrity? ☐ Yes ☐ No

SUPERVISORY SIGNAL-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
			Building Temp.
			Site Water Temp.
			Site Water Level
			Fire Pump Power
			Fire Pump Running
			Fire Pump Auto Position
			Fire Pump or Pump Controller Trouble
			Fire Pump Running
			Generator in Auto Position
			Generator or Controller Trouble
			Switch Transfer
			Generator Engine Running
			Other:

SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system *(see NFPA 72, Table 6.6.1)*:

Quantity 4 B Style(s) _____

SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage 120 Amps 20

Overcurrent Protection: Type Breaker Amps 20

Location (of Primary Supply Panelboard): _____

Disconnecting Means Location: _____

(b) Secondary (Standby):

Powersonic Storage Battery: Amp-Hr Rating 2 - 7 amp

Calculated capacity in _____ Amp-Hrs to operate system for _____ hours

Engine-driven generator dedicated to fire alarm system: _____

Location of fuel storage: _____

TYPE BATTERY

☐ Dry Cell ☐ Lead-Acid

☐ Nickel-Cadmium ☐ Other (Specify):

☒ Sealed Lead-Acid

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

_____ Emergency system described in NFPA 70, Article 700

_____ Legally required standby described in NFPA 70, Article 701

_____ Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701

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FIGURE 10.6.2.3 *Continued*

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PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE	Yes	No	Who	Time
Monitoring Entity	☑	☐	Centra-larm	2:45
Building Occupants	☑	☐	Empty	
Building Management	☐	☐	~~Holly Gimmino~~	
Other (Specify)	☑	☐	Bonnie Rokuto	
AHJ Notified of Any Impairments	☐	☐		

SYSTEM TESTS AND INSPECTIONS

TYPE	Visual	Functional	Comments
Control Unit	☐	☑	
Interface Equipment	☐	☑	
Lamps/LEDs	☐	☑	
Fuses	☐	☑	
Primary Power Supply	☐	☑	
Trouble Signals	☐	☑	
Disconnect Switches	☐	☑	
Ground-Fault Monitoring	☐	☑	

SECONDARY POWER

TYPE	Visual	Functional	Comments
Battery Condition	☐		New Replaced During Inspection
Load Voltage		☑	
Discharge Test		☑	
Charger Test		☑	
Specific Gravity		☐	
TRANSIENT SUPPRESSORS	☐		
REMOTE ANNUNCIATORS	☐	☐	
NOTIFICATION APPLIANCES			
Audible	☐	☑	
Visible	☐	☑	
Speakers	☐	☐	
Voice Clarity		☐	

INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

Loc. & S/N	Device Type	Visual Check	Functional Test	Factory Setting	Measured Setting	Pass	Fail
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

Comments: All Devices Tested Normal Cleaned the Smoke Detectors In the Front Foyer

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FIGURE 10.6.2.3 *Continued*

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EMERGENCY COMMUNICATIONS EQUIPMENT	Visual	Functional	Comments
Phone Set	☐	☐	
Phone Jacks	☐	☐	
Off-Hook Indicator	☐	☐	
Amplifier(s)	☐	☐	
Tone Generator(s)	☐	☐	
Call-in Signal	☐	☐	
System Performance	☐	☐	

	Visual	Device Operation	Simulated Operation
COMBINATION SYSTEMS			
Fire Extinguisher Monitoring Device/System	☐	☐	☐
Carbon Monoxide Detector/System	☐	☐	☐
(Specify) _____	☐	☐	☐
INTERFACE EQUIPMENT			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
SPECIAL HAZARD SYSTEMS			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐

Special Procedures: _____

Comments: _____

SUPERVISING STATION MONITORING	Yes	No	Time	Comments
Alarm Signal	☑	☐	2:45 p	
Alarm Restoration	☑	☐	↓	
Trouble Signal	☑	☐	↓	
Trouble Signal Restoration	☑	☐	↓	
Supervisory Signal	☑	☐	5:30 pm	
Supervisory Restoration	☑	☐	↓	

NOTIFICATIONS THAT TESTING IS COMPLETE	Yes	No	Who	Time
Building Management	☑	☐	Bonnie Roberts	5:30
Monitoring Agency	☑	☐	Central Lum	↓
Building Occupants	☑	☐	ALL	↓
Other (Specify)	☐	☐		

The following did not operate correctly: _____

System restored to normal operation: Date: _____ Time: 5:30 pm

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: Terry Lewis Date: _____ Time: 5:30 pm

Signature: _____

Name of Owner or Representative: Bonnie Roberts Date: _____ Time: 5:30 pm

Signature: _____

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FIGURE 10.6.2.3 *Continued*

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INSPECTION AND TESTING FORM

DATE: 10/30/18
TIME: 2:45 pm

SERVICE ORGANIZATION
Name: Eastern Alarms
Address: 84 Plaistow Rd, Plaistow, NH
Representative: John Lavallee
License No.: 465C
Telephone: 603-382-4433

PROPERTY NAME (USER)
Name: HAMPSTEAD ACADEMY - GYM
Address: 320 EAST ROAD, HAMPSTEAD
Owner Contact: LYNN KUTZELMAN
Telephone: 603-329-4406

MONITORING ENTITY
Contact: CENTRA-LARM
Telephone: 1-800-639-2066
Monitoring Account Ref. No.: 1E-0422

APPROVING AGENCY
Contact: HAMPSTEAD F.D.
Telephone: 603-329-6006

TYPE TRANSMISSION
- ☐ McCulloh
- ☐ Multiplex
- ☒ Digital
- ☐ Reverse Priority
- ☐ RF
- ☐ Other (Specify) _____

SERVICE
- ☐ Weekly
- ☐ Monthly
- ☐ Quarterly
- ☐ Semiannually
- ☒ Annually
- ☐ Other (Specify) _____

Control Unit Manufacturer: FCI
Model No.: 4-ZONE
Circuit Styles: CLASS B
Number of Circuits: 4
Software Rev.: N/A
Last Date System Had Any Service Performed: _____
Last Date That Any Software or Configuration Was Revised: N/A

ALARM-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
7	B	7	Manual Fire Alarm Boxes
			Ion Detectors
1		1	Photo Detectors
			Duct Detectors
26		13	Heat Detectors
			Waterflow Switches
			Supervisory Switches
			Other (Specify): _____

Alarm verification feature is disabled ✓ enabled ____.

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FIGURE 10.6.2.3 Example of an Inspection and Testing Form.

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ALARM NOTIFICATION APPLIANCES AND CIRCUIT INFORMATION

Quantity of Appliances Installed	Circuit Style	Quantity of Appliances Tested	
	B		Bells
~~10~~ 8		8	Horns / STROBES
			Chimes
2	B	2	Strobes
			Speakers
			Other (Specify):

No. of alarm notification appliance circuits: _____

Are circuits monitored for integrity? ☑ Yes ☐ No

SUPERVISORY SIGNAL-INITIATING DEVICES AND CIRCUIT INFORMATION

Quantity of Devices Installed	Circuit Style	Quantity of Devices Tested	
			Building Temp.
			Site Water Temp.
			Site Water Level
			Fire Pump Power
			Fire Pump Running
			Fire Pump Auto Position
			Fire Pump or Pump Controller Trouble
			Fire Pump Running
			Generator in Auto Position
			Generator or Controller Trouble
			Switch Transfer
			Generator Engine Running
			Other:

SIGNALING LINE CIRCUITS

Quantity and style of signaling line circuits connected to system *(see NFPA 72, Table 6.6.1)*:

Quantity _____ Style(s) _____

SYSTEM POWER SUPPLIES

(a) Primary (Main): Nominal Voltage 120 Amps 20

Overcurrent Protection: Type BREAKER Amps 20

Location (of Primary Supply Panelboard): _____

Disconnecting Means Location: _____

(b) Secondary (Standby): POWERSONIC Storage Battery: Amp-Hr Rating 2 - 7 AMP

Calculated capacity in _____ Amp-Hrs to operate system for 24 hours

Engine-driven generator dedicated to fire alarm system: _____

Location of fuel storage: _____

TYPE BATTERY

☐ Dry Cell ☐ Lead-Acid

☐ Nickel-Cadmium ☐ Other (Specify):

☒ Sealed Lead-Acid

(c) Emergency or standby system used as a backup to primary power supply, instead of using a secondary power supply:

_____ Emergency system described in NFPA 70, Article 700

_____ Legally required standby described in NFPA 70, Article 701

_____ Optional standby system described in NFPA 70, Article 702, which also meets the performance requirements of Article 700 or 701.

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FIGURE 10.6.2.3 *Continued*

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PRIOR TO ANY TESTING

NOTIFICATIONS ARE MADE	Yes	No	Who	Time
Monitoring Entity	☑	☐	Centra-larm	245
Building Occupants	☑	☐	EMPTY	
Building Management	☐	☐	~~Holly Cimmino~~	✓
Other (Specify)	☑	☐	Bonnie Roberts	
AHJ Notified of Any Impairments	☐	☐		

SYSTEM TESTS AND INSPECTIONS

TYPE	Visual	Functional	Comments
Control Unit	☐	☑	
Interface Equipment	☐	☐	
Lamps/LEDs	☐	☑	
Fuses	☐	☑	
Primary Power Supply	☐	☑	
Trouble Signals	☐	☑	
Disconnect Switches	☐	☑	
Ground-Fault Monitoring	☐	☑	

SECONDARY POWER

TYPE	Visual	Functional	Comments
Battery Condition	☐		New Replaced During
Load Voltage		☑	Inspection
Discharge Test		☑	
Charger Test		☑	
Specific Gravity		☐	
TRANSIENT SUPPRESSORS	☐		
REMOTE ANNUNCIATORS	☐	☐	
NOTIFICATION APPLIANCES			
Audible	☐	☑	
Visible	☐	☑	
Speakers	☐	☐	
Voice Clarity		☐	

INITIATING AND SUPERVISORY DEVICE TESTS AND INSPECTIONS

Loc. & S/N	Device Type	Visual Check	Functional Test	Factory Setting	Measured Setting	Pass	Fail
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐
		☐	☐			☐	☐

Comments: ALL Devices Tested Normal EXCEPT one STROBE located in the Room Right side of the Gym. Will Send quote to update Horn/Strobe and Replace within 30 days if approved

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FIGURE 10.6.2.3 *Continued*

NOV.08.2018 08:58 AM Lavallee 6037784225 PAGE. 7/ 12

EMERGENCY COMMUNICATIONS EQUIPMENT	Visual	Functional	Comments
Phone Set	☐	☐	
Phone Jacks	☐	☐	
Off-Hook Indicator	☐	☐	
Amplifier(s)	☐	☐	
Tone Generator(s)	☐	☐	
Call-in Signal	☐	☐	
System Performance	☐	☐	

COMBINATION SYSTEMS	Visual	Device Operation	Simulated Operation
Fire Extinguisher Monitoring Device/System	☐	☐	☐
Carbon Monoxide Detector/System	☐	☐	☐
(Specify) _____	☐	☐	☐
INTERFACE EQUIPMENT			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
SPECIAL HAZARD SYSTEMS			
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐
(Specify) _____	☐	☐	☐

Special Procedures: _____

Comments: _____

SUPERVISING STATION MONITORING	Yes	No	Time	Comments
Alarm Signal	☑	☐	2:45 pm	
Alarm Restoration	☑	☐		
Trouble Signal	☑	☐		
Trouble Signal Restoration	☑	☐		
Supervisory Signal	☐	☐	5:30 pm	
Supervisory Restoration	☐	☐		

NOTIFICATIONS THAT TESTING IS COMPLETE	Yes	No	Who	Time
Building Management	☑	☐	Bonnie Roberts	5:30
Monitoring Agency	☑	☐	Central Station	
Building Occupants	☑	☐	Alarm	
Other (Specify)	☐	☐		

The following did not operate correctly: The strobe light located in the back right side of the Gym

System restored to normal operation: Date: _____ Time: 5:30 pm

THIS TESTING WAS PERFORMED IN ACCORDANCE WITH APPLICABLE NFPA STANDARDS.

Name of Inspector: John Lavallee Terry Lewis Date: _____ Time: 5:30 pm

Signature: [illegible]

Name of Owner or Representative: Bonnie Roberts Date: _____ Time: 5:30 pm

Signature: [illegible]

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FIGURE 10.6.2.3 *Continued*

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Founded in 1885

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES, INC.
COMMISSION ON INDEPENDENT SCHOOLS - 2016

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Head of School
Breakwater School

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Miss Porter's School

ELSIE R. WRIGHT
Head of School
Barrington Christian Academy

July 14, 2016

Interim Director of the Commission
JAY S. STROUD
jstroud@neasc.org

Executive Assistant to the Director
NANCY W. KERRIGAN
nkerrigan@neasc.org

Deputy Director
JAMES C. MOONEY
jmooney@neasc.org

Associate Director
ANN E. SCOTT
ascott@neasc.org

Mrs. Lyn Elizabeth Kutzelman
Head of School
Hampstead Academy A.L.C. Inc.
320 East Road
Hampstead, NH 03841

Dear Lyn:

The Commission on Independent Schools of the New England Association of Schools and Colleges met on June 23-24, 2016. At that meeting, the Two-Year Interim Evaluation Report submitted by Hampstead Academy was reviewed. Your report was accepted with thanks.

The Commission commends the Academy's thorough Two-Year Interim Evaluation Report that addresses forthrightly a significant number of improvements made in response to the recommendations of the Visiting Committee and the Academy's own Multi-Year Plan, including the following:

- the Academy's initiative forming the Hampstead Academy Advisory Council
- the formal curriculum review, examining scope and sequence in a variety of academic disciplines
- the Academy's continued attention to health and safety
- the Academy's contingency planning.

In addition to routine annual reports, the next major responsibility regarding accreditation will be the Five-Year Interim Evaluation Report. While Hampstead Academy currently meets all Standards for Accreditation, the Five-Year Report will ask you to review the Standards for Accreditation again at that time, as well as update the Commission on any action regarding the major recommendations. You will receive a reminder letter and report forms well in advance of the due date of September 15, 2018.

I wish to express my own personal congratulations for a job well done. Much has happened since your accreditation visit and you and your staff should be complimented.

Sincerely,

Jay S. Stroud
Interim Director of the Commission

JSS:aao

3 BURLINGTON WOODS DRIVE, SUITE 100, BURLINGTON, MA 01803-4514 | TOLL FREE: 855-886-3272 | TEL: 781-425-7700 | FAX: 781-425-1001
www.neasc.org

Hampstead Academy

Student Handbook
2018-2019

Our Mission is to inspire students to achieve their highest
academic potential by recognizing individual talents.
Our caring community fosters creative thinking,
and builds character and confidence
through teamwork and service to others.
Hampstead Academy celebrates each child's passion for learning
while preparing them to become responsible global citizens.

ATTENDANCE

Students are expected to arrive on time and attend school on a regular basis, with the exception of excused absences. Secondary school visitations are considered excused absences.

Upper School students are expected to be in Homeroom by 8:10 AM. Students arriving late must come in through the front door and sign in at the desk. Arrivals after 8:15 will be marked late. If a student is late, he or she should make sure to tell the homeroom teacher of their arrival so the attendance register can be corrected. At the end of each marking period, absences and tardiness will be documented as part of their report card.

If a student is late or absent, it is the student's responsibility to obtain missed assignments by calling a classmate or accessing Google Classroom. Upon returning, it is the student's responsibility to find out from the teacher about missed activities/assignments.

Loss of work due to absence must be made up upon return to school. It is your responsibility to access assignments and make up work within time limits set by the classroom teacher. Teachers will arrange make-up work for students who have an excused absence. Teachers cannot be expected to prepare work for students to do during vacations planned when school is in session. Please note that in-class studies and activities are almost impossible to make up.

If a student is absent from school on any given day, he/she will not be admitted to any school sponsored function or social event being held later during that same day/evening.

DRESS CODE

Hampstead Academy students are expected to be neat, clean, and dress in uniform at all times unless given permission by the administration to be out of uniform. The uniform consists of the following items:

Standard Uniform:

Khaki pants, shorts, or skort
Navy or gray polo shirt with HA embroidery
Navy or gray sweater with HA embroidery

Sneakers are required for gym classes. During the winter months, snow pants, jackets, boots, gloves or mittens and hats are required if the children play in the snow. Clothing must be comfortable yet not distracting or offensive to the others. We respectfully ask the students' and parents' assistance in adhering to the following guidelines:

- Safe and suitable footwear must be worn. Flip-flops, high platform shoes (greater than 2" high), or untied footwear may not be worn in school. Black soled sneakers are **not** allowed in the gym.
- Hair must be clean, neat, of natural color, and must not interfere with vision or be overly distracting to others. For boys, hair may not "hang" over the eyebrow line.
- Hats are to be worn for outside activities only (with the exception of special event days announced by the school).
- Reasonable and appropriate outer wear must be worn commensurate with the prevailing weather conditions.
- Clothing needs to fit comfortably and not be too tight or too loose, too long or too short.

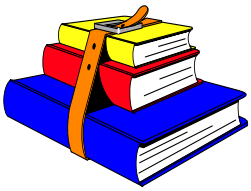
The homeroom teacher or administration shall deem questionable clothing not included above, acceptable or unacceptable.

COMMUNICATIONS
Invitations to private social events (birthday parties, etc.) are to be sent through the mail/email and not distributed to students in school (even if the whole class is invited). Never involve the school in any way when planning and making arrangements for out-of-school events.

Notes:
-Upper school dances are for currently enrolled 5-8th grade Hampstead Academy students only.
-Former students and Alumni are allowed to visit during Upper School lunch periods only (12:25-12:55) and must contact Assistant Director, Bonnie Roberts to arrange their visit.

TELEPHONE/EMAIL/TEXTS - Calls/texts may be made by students WITH TEACHER PERMISSION for EMERGENCIES ONLY. Forgotten homework, lunches or other personal belongings, and after-school social arrangements are NOT emergencies.

HOMEWORK



The faculty of Hampstead Academy is committed to the belief that homework serves as a vital tool in extending and reinforcing the learning process. Homework is essential for practice and maintenance of skills, completion and make-up of class work missed, and enrichment and extension of classroom studies or projects. Additionally, homework aids in the development of independent study habits, organization of time, and proper planning in order to fulfill one's responsibilities. Homework time generally increases as students proceed along the learning continuum. The Upper School (Grades 5 and 6) can expect to have approximately 60-90 minutes/day, (Grades 7 and 8) can expect to have approximately 1-2 hours.

As a back-up, homework assignments in grades three through eight are almost always available via Google Classroom. This is a very valuable tool for students to check to ensure that all homework is completed.

If a homework assignment is not completed and turned in on the due date, the student will receive a 20 point deduction. In case of absence due to health issues, students will be given appropriate extra time to complete work. Absences due to non-health issues do not receive extra time.

PLEASE NOTE: Please come to school with homework assignments printed at home. School printers may be used for in-class assignments with teacher permission.

PLAGIARISM/CHEATING
Plagiarism or cheating of any kind will result in parent notification and disciplinary action. This includes undocumented written work, Internet or copying work from another person. Students will be expected to re-submit the assignment for partial credit.

BEHAVIORAL EXPECTATIONS
It is expected that each student attending Hampstead Academy will adhere to its fundamental principles and rules and conduct themselves in a manner that displays **respect** for the school, the faculty and staff, their parents, their peers, and themselves. The school stresses the importance of honesty, both academic and personal, and respect for the rights of others, including private and public property. Hampstead Academy has adopted the following motto as our overriding guideline for behavior:

RESPECT OTHERS, INCLUDING YOURSELF
RESPECT PROPERTY, INCLUDING YOUR OWN
AT ALL TIMES

BEHAVIORAL GOALS

The goal of the Hampstead Academy faculty and staff is to promote high academic achievement and social responsibility in an atmosphere that ensures the safety and well being of others. We define "safety" as creating an environment not just where our students feel physically "safe" but also where our students feel free to express their talents and skills in an accepting atmosphere without fear of negative criticism and comments.

We recognize the need for consistent expectations for behavior throughout the school and for logical consequences when inappropriate behavior and poor decisions occur. We strive to have all faculty consistently apply the expectations for behavior and use appropriate, logical consequences. We realize, however, that this goal cannot be met without the full support of parents acting in partnership with our faculty. Parents should be aware of school-wide and classroom expectations and reinforce them with their children. Students will be asked to sign a contract that they understand the behavioral expectations at Hampstead Academy

FIELD TRIPS

Proper behavior is mandatory on all field trips. Field trips are planned for whole classes. If you do not participate in the field trip it will be considered an absence. Students should wear the HA uniform on field trips unless notified in advance by the teacher.

MISBEHAVIOR

Misbehavior will be documented by the student and teacher with a Behavior Evaluation Form. All forms need to be signed by parents or guardians. Meetings with teachers, administration and parents will be arranged for frequent misbehavior. Lunch detention will be given for some misbehaviors.

Serious misbehaviors in any setting of the school

There are certain behaviors that cannot be tolerated at Hampstead Academy and will result in an immediate meeting with the parents, teacher(s), and the Assistant Director. In addition, there are certain behaviors that will result in the immediate expulsion from Hampstead Academy and police investigation if necessary:

- Open defiance to an adult
- Any threat, written or verbal, bullying, harassment or teasing which states or implies intent to bring harm to others or property
- Any intentional action that causes bodily harm or damage to property
- Possession of any weapon or explosive device
- Possession, distribution, or being under the influence of drugs or alcohol
- Improper or unauthorized use of the Internet
- Total disregard for assignments
- Cheating/Plagarism

DANGEROUS ARTICLES AND WEAPONS

In order to provide for the safety of all students and faculty, dangerous articles and weapons are not allowed in school at any time. This prohibition also includes using other articles, such as sticks, pipes, glass, or sharp metal, in any way that is dangerous to others. Such items will be confiscated and the parents will be notified.

These include, but are not limited to, the following:

- Matches and lighters
- Guns and other weapons (even as an exhibit for a class presentation)
- Sling shots
- Water pistols
- Firecrackers or caps
- Knives – any type
- Firearms and related articles
- Martial arts paraphernalia

RESPECT FOR PROPERTY

Students are to respect school and personal property. This shows school pride and protects the safety of everyone. Students are responsible for keeping their personal belongings organized. Lockers and coat hooks should be orderly - including book bags, clothing accessories, music folders, costumes, snacks and lunches. Each student is assigned a coat hook. Coats, sweaters, jackets (all outer clothing) must be removed from the school every day to prevent accumulation. Lockers are to be cleaned out weekly. Assigned lockers and coat hooks have to be utilized, items left in unassigned areas will be removed. Students will be assessed on the trimester progress report in the areas of "respects property" and "organizational skills."

ELECTRONIC ARTICLES

Cell Phones: If it is essential that you bring a cell phone to school, it must be turned off and left in their locker or book bag until the student has been picked up from school. Cell phones used in class, or in the hallways or playground without the teacher's permission, will have to be picked up after school by the child's parents.

Other Electronic Devices: Devices such as iWatches, digital game systems, iTouches, and the like, are not necessary in school and create distractions for students. In addition, because of their value, they may be subject to loss or damage and the school does not want to be responsible for these items. If a student brings one of these items to school, it will be kept in the Assistant Director's office until the parent can retrieve it.

HARASSMENT

Hampstead Academy strictly prohibits all forms of bullying and cyber-bullying. If any student is caught teasing or harassing another student, he/she will be brought to the Assistant Director immediately and the parents will be notified. Harassment can take many forms and any unwelcome physical or verbal contact or expressive behavior that a student makes toward another person at Hampstead Academy will be cause for immediate action. These behaviors include inappropriate gestures, implication, or comments. Individuals who initiate an inquiry or bring a complaint to the attention of the administration shall not be reprimanded or discriminated against in any way.

The school reserves the right to terminate its association with a student if, in its considered judgment, the student's association with the school is no longer desirable for him/her or for the school.

COMPUTER/BEHAVIOR CONTRACTS

You will receive computer and behavior contracts stating the rules regarding the safe use of computers and behavior at school. The computer contract will need to be signed and returned by the child and parent prior to using the computers.

HONOR ROLL CRITERIA (Upper School Students)

Highest Honors With Distinction
Achievement: All A's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"

High Honors
Achievement: Up to 3 B's No C's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"

Honors
Achievement: Between 4 and 6 B's No C's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"

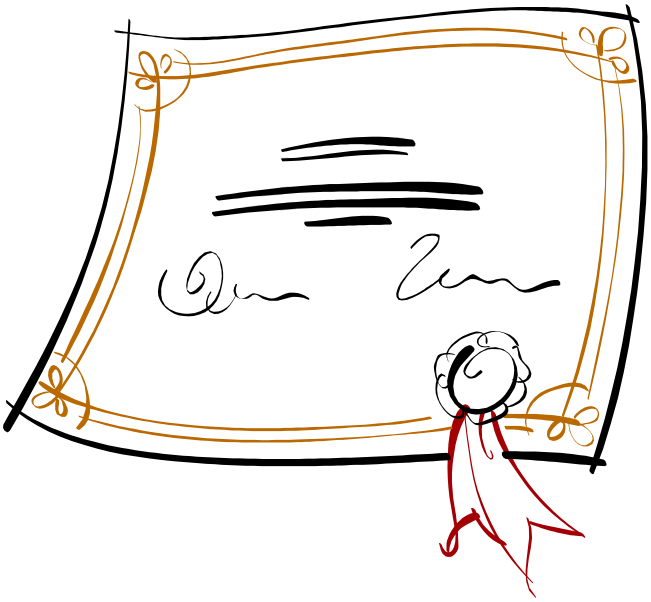
If the student's grades/effort have earned them Highest Honors with Distinction or High Honors, a "Check" in the area of Work Habits/Attitude will drop a student to "Honors" or take them off of the Honor Roll depending on the severity of the "Check". If the student's grades have earned them "Honors," the check will take them off of the Honor Roll.

HONOR ROLL CRITERIA
(Upper School Students)

Highest Honors With Distinction
Achievement: All A's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"

High Honors
Achievement: Up to 3 B's No C's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"

Honors
Achievement: Between 4 and 6 B's No C's
Effort: All 1's and 2's
Work Habits / Attitude: No "Checks"



NOTE: Under the Work Habits/Attitude section:
If the student's grades have earned them Highest Honors with Distinction or High Honors, a "Check" in the area of Work Habits/Attitude will drop a student to "Honors" or take them off of the Honor Roll depending on the severity of the "Check." If the student's grades have earned them "Honors," the check will take them off of the Honor Roll.

HAMPSTEAD ACADEMY CALENDAR 2019-2020

AUGUST/SEPTEMBER

S	M	T	W	T	F	S
25	SD	SD	SD	SO	X	31
1	X	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

OCTOBER

S	M	T	W	T	F	S
		1	2	3	MT	5
6	7	8	9	10	11	12
13	X	15	16	17	18	19
20	21	PD	23	24	25	26
27	28	29	30	31		

NOVEMBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	X	12	13	14	15	16
17	18	19	20	21	PR	23
24	X	X	X	X	X	30

DECEMBER

S	M	T	W	T	F	S
1	2	3	4	5	PTC	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	X	X	X	X	X	28
29	X	X				

JANUARY

S	M	T	W	T	F	S
			X	X	X	4
5	6	7	8	19	10	11
12	13	14	15	16	MT	18
19	X	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	X	X	X	X	X	29

MARCH

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	PR	13	14
15	16	17	18	19	PTC	21
22	23	24	25	PD	27	28
29	30	31				

APRIL

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	MT	24	25
26	X	X	X	X		

MAY

S	M	T	W	T	F	S
					X	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	X	26	27	28	29	30
31						

JUNE

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	PR	10	11	PTC	13
14	SD					

KEY

SD - Staff Development Days
SO - Student Orientation
X - Holiday/Vacation -*No School*
MT - Midterm Reports
PR - Reporting Period
PTC - Parent/Teacher Conference *12:30 Dismissal*
PD - Professional Development *12:30 Dismissal*

IMPORTANT DATES

Aug. 26 - 28 - Staff Days
August 29- Student Orientation Day (Schedule TBD)
August 30 - No School
Sept. 2 - Labor Day - *No School*
Oct. 4 - Midterm Reports
Oct. 14 - Columbus Day - *No School*
Oct. 22 - Professional Dev. *12:30 Dismissal*
Nov. 11 - Veterans Day - *No School*
Nov. 22 - Progress Reports
Nov. 25-29 - Thanksgiving Recess
Dec. 6 - Parent Teacher Conference - *12:30 Dismissal*

Dec. 23 - Jan. 3 - Holiday Recess
Jan. 17 - Midterm Reports
Jan. 20 - Martin Luther King Jr. Day - *No School*
Feb. 24 - 28 - Winter Break
March 12 - Progress Reports
March 20 - Parent Teacher Conference - *12:30 Dismissal*
March 26 - Professional Development -*12:30 Dismissal*
April 23 - Midterm Reports
April 27-May 1- Spring Break
May 25- Memorial Day- *No School*
June 12 - *Last Day of School & PTC - *12:30 Dismissal*
** Last Day of School may be adjusted due to Snow Days*

HAMPSTEAD PLANNING BOARD

11 Main Street, Hampstead, New Hampshire 03841-2033

May 30, 2019

Gary Odom
Hampstead Academy
320 East Road
Hampstead, NH 03841

RE: Change of Use to Grades K through 12

Dear Mr. Odom,

This letter is to confirm that on April 1, 2019 the Hampstead Planning Board approved an amended site plan for a change in use from grades K through 8 to grades K through 12 for property located at 320 East Road, Hampstead, NH also known as Map 13, Lot 178. The amended site plan has been recorded at the Rockingham County Registry of Deeds and can be referenced as Plan D-41507.

I hope you find this information helpful. Should you have any questions or require additional information please feel free to contact the office at 329-4100 x102. My normal office hours are Monday through Friday, 8AM to 12PM.

Sincerely,

Debbie Soucy
Debbie Soucy
Secretary

PHONE 603.329.4100 Ext. 102 **FAX** 603.329.4109 **E-MAIL** planningboard@hampsteadnh.us

Hampstead Academy

High School Curriculum and Graduation Requirements

A minimum of 24.5 credits are required for high school students to earn a Hampstead Academy High School diploma. This includes 4.5 credits in English, 7 in Math and Science combined (at least 3 in each, including 1 in Biology and 1 in Algebra), 3 in Social Studies (including 1 in US History), 2 in Wellness, 1 in Foreign Language, 1 in Fine Arts (visual or performance) and 6 in electives. Students receive one full credit for each yearlong course.

The grading scale is as follows: A=93-100; B=85-92; C=75-84; D=70-74; F=Below 70.

Grade Point Average is calculated at the end of each year, based on final grades in classes completed at Hampstead Academy. (GPA only includes completed courses and not courses in-progress.) All grades earned at Hampstead Academy are included in the GPA. GPA is calculated on a 100-point scale, with weighting for AP multiplied by 1.1. All non-AP and non-ESL classes are considered honors level but are not weighted for class grades or GPA.

CURRICULUM (not all courses are offered each year)

English	Mathematics	Social Studies
English I (9) English II (10) English III (11) English as a Second Language (ESL) Creative Writing (12) AP English Language & Composition (11) AP English Literature & Composition (12)	ESL Math (9, 10, 11) Pre-Algebra (9) Algebra I (9, 10, 11) Algebra II (9, 10, 11) Geometry (9, 10, 11) Pre-Calculus (10, 11, 12) Advanced Topics in Functions (11,12) AP Calculus AB (11, 12) AP Calculus BC (11, 12) AP Statistics (11, 12)	World Cultures (9) US History (10) AP US History (11) Video Production (11, 12) AP Human Geography (11, 12) AP Psychology (11, 12) Digital Media (12) AP US Government and Politics (12) AP Macro/Micro Economics (12) AP World History (12)
Science	**Art**	**Music**
Biology (9) AP Biology (9, 10) Chemistry (10) AP Chemistry (11, 12) Physics (11, 12) Environmental Science (11, 12) AP Physics (12)	Art I (9, 10, 11) Art II (10, 11, 12) Art III (10, 11, 12) AP Studio Art (10, 11, 12) AP 2D Design (10, 11, 12) AP 3D Design (10, 11, 12) Art Portfolio (12)	Music I (9) Music II (10) Music III (11) Music IV (12)

Hampstead Academy

World Language	Other	
Spanish I, II, III, IV, AP (9, 10, 11, 12) Chinese I, II, III, IV, AP (9, 10, 11, 12)	Wellness (9, 10) Online Courses	

New Hampshire Department of Education
Nonpublic School Approval
Office of Nonpublic School Approval
101 Pleasant Street, Concord, NH 03301-3852
Telephone: (603) 271-3749

NONPUBLIC SCHOOL STATUS CHANGE REQUEST FORM

Directions: Nonpublic schools should use this form to notify the Department of Education of approved changes identified in Part A – F below. Be sure to: 1) complete the applicable sections below 2) sign the bottom of this form, and 3) return this form and attachments to the above address or email a copy to *jane.levesque@doe.nh.gov*.

SCHOOL INFORMATION		
Today's Date: 06/04/2019		
Name of School: Hampstead Academy		School ID Number: 22735
Town: Hampstead		SAU #:
Contact: Liane Odom	Title: Head of School	
Phone Number: 603 329 4406	Email address: l.odom@hampsteadacademy.org	
PART A: CHANGING FACILITY LOCATION		
New address:		
PART B: RENAMING SCHOOL		
Old name:		
New name:		Effective date:
PART C: ADDING OR DROPPING GRADE LEVELS (circle applicable grades)		
Grade levels ADDED: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		Effective date: 08/01/2019
Grade levels DROPPED: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		Effective date:
PART D: CHANGING GRADE STATUS		
Old Status: Elementary -- Middle -- High School (Circle one, two, or three)		Effective date:
New Status: Elementary -- Middle -- High School (Circle one, two, or three)		Effective date: 08/01/2019
PART E: CLOSING SCHOOL		
Effective date (month/day/year):		
PART F: OPENING SCHOOL		
Effective date:		
Circle grades to be taught at this new facility: PK, K, R, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12		
Status: Elementary -- Middle -- High School (Circle one, two, or three)		
Fax number:		
Principal name: Liane Odom	Principal's email address: l.odom@hampsteadacademy.org	

Nonpublic School Administrator Name: Liane Odom

Signature: Liane Odom Date: 06/04/2019

City	School Name	Status	Expiration	
Nashua	2nd Nature Academy	AA	06/30/19	
Exeter	Building Block Commons	AA	06/30/19	
Plymouth	Calvary Christian School-Plymouth	AA	06/30/19	
Ossipee	Cornerstone Christian Academy-Ossipee	AA	06/30/19	
Amherst	Country Village Montessori School	AA	06/30/19	
Pembroke	Green Valley School	AA	06/30/19	
Hampstead	Hampstead Academy	AP	06/30/19	
Manchester	Holy Family Academy	AA	06/30/19	
Richmond	Immaculate Heart of Mary School	AA	06/30/19	
Candia	Jesse Remington High School	AA	06/30/19	
Meredith	Lakeland School	AA	06/30/19	Closed
Sunapee	Mount Royal Academy, Inc.	AA	06/30/19	
Lancaster	Mount Royal Academy, North	AA	06/30/19	
Dublin	Mountain Shadows School	AA	06/30/19	
Dover	My School, LLC	AA	06/30/19	
Goffstown	Namaste Montessori School	AA	06/30/19	
Claremont	New England Classical Academy	AA	06/30/19	
Pike	Oliverian School	AA	06/30/19	
Dover	Portsmouth Christian Academy	AP	06/30/19	
Hudson	Presentation of Mary Academy	AA	06/30/19	
Londonderry	Southern NH Montessori Academy	AA	06/30/19	
Manchester	St. Benedict Academy	AA	06/30/19	
Manchester	St. Catherine of Siena School	AP	06/30/19	
Rochester	St. Elizabeth Seton School	AP	06/30/19	
Concord	St. John Regional School	AA	06/30/19	
Salem	St. Joseph Regional Catholic School	AA	06/30/19	
Keene	St. Joseph Regional School	AA	06/30/19	
Dover	St. Mary Academy	AP	06/30/19	
Derry	St. Thomas Aquinas	AA	06/30/19	
Bedford	The Trinity School of Bedford	AA	06/30/19	
Peterborough	The Well School	AA	06/30/19	
Keene	Trinity Christian School-Keene	AA	06/30/19	

Special Education Approved Nonpublic Programs/Schools			
Newington	The Birchtree Center	Sped	06/30/19
Rochester	Seacoast Learning Collaborative	Sped	06/30/19
Somersworth	Strafford Learning Center	Sped	06/30/19
Manchester	Sununu Youth Services Center	Sped	06/30/19

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist

Reviewed By: Jane Levesque

School Name: 2nd Nature Academy	**Town:** Nashua
Address: 10 Groton Rd.	**Phone Number:** (603) 881-4815
Head of School: Deborah Gleeson	**Email:** d.gleeson@tnotgroup.com **web:** 2ndnatureacademy.com
Date Application Received: 1/24/19	**Date of Initial Approval:**
Grade Levels Requested: K -12	**Enrollment:** 57
Multi Grade Classes:	**Co-Educational:** Yes
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	1/24/19	NEASC
X	Summer School/Programs	1/24/19	N/A
X	School Calendar	1/24/19	
X	School Hours Survey	1/24/19	
X	Curriculum/Objectives Changes	1/24/19	
X	Graduation Requirements	1/24/19	
X	Physical Education Credit on High School Transcript	1/24/19	
X	US-NH History, RSA 189:11	1/24/19	Gr.5-12
X	Staff List	1/24/19	
X	New Staff Resume	1/24/19	
X	Criminal Records Check	1/24/19	yes
X	Board Members List	1/24/19	
X	Fire and Life Safety Report	11/29/18	
X	Health Inspection Report	1/22/19	
X	Secretary of State Certificate of Good Standing	1/24/19	
X	Federal Tax Exempt Status	1/24/19	For Profit
X	Authority to Sign Financial Documents Bonded	1/24/19	
X	Receive Funds from Local District	1/24/19	
X	United States Flag Displayed	1/24/19	
X	Student Handbook	1/24/19	
X	Grievance Policy	1/24/19	
X	Student Records Location Upon School Closing	1/24/19	DOE
X	Emergency Operations Plans Uploaded	1/24/19	
X	A3N General Statistics for Nonpublic Schools	6/28/18	
X	A12C General Fall Report of Nonpublic Schools	10/04/2018	
	Restraint/Seclusion Report		N/A 3/19
	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE		JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Building Block Commons	**Town: Exeter NH**
Address: 125 Kingston Road	**Phone Number: 603-778-1383**
Head of School: Wren Hayes	**Email: Wren@buildingblockcommons.com**
Date Application Received: 4/23/2019	**Date of Initial Approval: August 2018**
Grade Levels Requested: K-6	**Enrollment: 33**
Multi Grade Classes: No	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	4/23/2019	Not accredited
X	Summer School/Programs	4/23/2019	No
X	School Calendar	4/23/2019	
X	School Hours Survey	4/23/2019	
X	Curriculum/Objectives Changes	4/23/2019	None
-	Graduation Requirements	4/23/2019	NA
-	Physical Education Credit on High School Transcript	4/23/2019	NA
X	US-NH History, RSA 189:11	4/23/2019	3rd grade
X	Staff List	8/18/2018	
X	New Staff Resume	8/18/2018	
X	Criminal Records Check	4/23/2019	Fingerprints at the DOE
X	Board Members List	4/23/2019	No Board
X	Fire and Life Safety Report	4/23/2019	
X	Health Inspection Report	4/23/2019	
X	Secretary of State Certificate of Good Standing	4/23/2019	
X	Federal Tax Exempt Status	4/23/2019	No
X	Authority to Sign Financial Documents Bonded	4/23/2019	No
X	Receive Funds from Local District	4/23/2019	No
X	United States Flag Displayed	4/23/2019	
X	Student Handbook	8/18/2018	
X	Grievance Policy	8/18/2018	
X	Student Records Location Upon School Closing	4/23/2019	NH DOE
X	Emergency Operations Plans Uploaded	4/23/2019	
-	A3N General Statistics for Nonpublic Schools	-	Have not completed a full academic year yet
X	A12C General Fall Report of Nonpublic Schools	11/19/2018	
-	Restraint/Seclusion Report	-	Have not completed a full academic year yet
X	Date of Visit by the Department of Education	8/9/2018	
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/24/2019	MMV

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: Calvary Christian School	**Town: Plymouth**
Address: 115 Yeaton Rd.	**Phone Number: (603) 536-4022**
Head of School: David A. Pearson	**Email: ccs@sccsplymouth.com website: ccsplymouth.com**
Date Application Received: 10/28/18	**Date of Initial Approval: 1975**
Grade Levels Requested: K -8	**Enrollment: 3**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	10/28/18	N/A
X	Summer School/Programs	10/28/18	
X	School Calendar	10/28/18	
X	School Hours Survey	10/28/18	
X	Curriculum/Objectives Changes	10/28/18	No changes
X	Graduation Requirements	10/28/18	Handbook,p.9
X	Physical Education Credit on High School Transcript	10/28/18	yes
X	US-NH History, RSA 189:11	10/28/18	4th & 8th grade
X	Staff List	10/28/18	
X	New Staff Resume	10/28/18	
X	Criminal Records Check	10/28/18	No, only hire well known church members
X	Board Members List	10/28/18	
x	Fire and Life Safety Report	10/22/18	approved
x	Health Inspection Report	10/22/18	Approved; asbestos letter included
X	Secretary of State Certificate of Good Standing	10/28/18	
x	Federal Tax Exempt Status	10/28/18	Non profit
	Authority to Sign Financial Documents Bonded	10/28/18	
X	Receive Funds from Local District	10/28/18	No; services
X	United States Flag Displayed	10/28/18	
X	Student Handbook	10/28/18	
X	Grievance Policy	10/28/18	
X	Student Records Location Upon School Closing	10/28/18	DOE
X	Emergency Operations Plans Uploaded		
X	A3N General Statistics for Nonpublic Schools	5/24/18	
X	A12C General Fall Report of Nonpublic Schools	10/22/2018	
X	Restraint/Seclusion Report		N/A 3/19
X	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE		JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Cornerstone Christian Academy	**Town: Ossipee NH 03864**
Address: 129 Route 28 Mountainside	**Phone Number:**
Head of School: Cynthia Hyatt	**Email: info@cornerstoneca.net**
Date Application Received: 3/5/19	**Date of Initial Approval:**
Grade Levels Requested: K-8	**Enrollment: 28**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	3/5/2019	None
X	Summer School/Programs	3/5/2019	No
X	School Calendar	3/5/2019	
X	School Hours Survey	3/5/2019	
X	Curriculum/Objectives Changes	3/5/2019	Yes changes attached
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	3/5/2019	4th, 5th-8th grades
X	Staff List	3/5/2019	
X	New Staff Resume	3/5/2019	
X	Criminal Records Check	3/5/2019	Fingerprinting and criminal records check
X	Board Members List	3/5/2019	
X	Fire and Life Safety Report	4/1/2019	
X	Health Inspection Report	3/5/2019	
X	Secretary of State Certificate of Good Standing	4/30/2019	
X	Federal Tax Exempt Status	3/5/2019	Yes
X	Authority to Sign Financial Documents Bonded	3/5/2019	Not bonded
X	Receive Funds from Local District	3/5/2019	No
X	United States Flag Displayed	3/5/2019	
X	Student Handbook	3/5/2019	
X	Grievance Policy	3/5/2019	
X	Student Records Location Upon School Closing	3/5/2019	Superintendent's office SAU 49, Wolfeboro
X	Emergency Operations Plans Uploaded	3/5/2019	
X	A3N General Statistics for Nonpublic Schools	6/26/2018	
X	A12C General Fall Report of Nonpublic Schools	12/5/2018	
X	Restraint/Seclusion Report	3/5/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/30/2019	MMV

@ missing – email sent 4.29.2019 for last document
Submitted final documents. Application Approved- 4/30/2019

Revised: 4/12/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Country Village Montessori School	**Phone Number: 603-672-3882**
Address: 2 Overlook Drive, Amherst, NH 03031	
Head of School: Claire Doody	**Email: cedbasket@aol.com**
Date Application Received: 10/30/2018	**Date of Initial Approval:**
Grade Levels Requested: K-6	**Enrollment Total: 16**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No ____	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	10/30/2018	None
X	Summer School/Programs	10/30/2018	Yes
X	School Calendar	10/30/2018	
X	School Hours Survey	10/30/2018	
X	Curriculum/Objectives Changes	10/30/2018	No
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	10/30/2018	Grades 1-6
X	Staff List	10/30/2018	
X	New Staff Resume	10/30/2018	
X	Criminal Records Check	10/30/2018	
X	Board Members List	10/30/2018	
X	Fire and Life Safety Report	12/16/2018	
X	Health Inspection Report	10/9/2018	
X	Secretary of State Certificate of Good Standing	10/30/2018	
X	Federal Tax Exempt Status	10/30/2018	No
X	Authority to Sign Financial Documents Bonded	10/30/2018	Not bonded
X	Receive Funds from Local District	10/30/2018	No funds
X	United States Flag Displayed	10/30/2018	
X	Student Handbook	10/30/2018	
X	Grievance Policy	10/30/2018	Student handbook
X	Student Records Location Upon School Closing	10/30/2018	26 Windsor Drive, Amherst
X	Emergency Operations Plans Uploaded	10/30/2018	
X	A3N General Statistics for Nonpublic Schools	10/30/2018	
X	A12C General Fall Report of Nonpublic Schools	10/30/2018	
X	Restraint/Seclusion Report	10/30/2018	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	10/30/2018	JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: Green Valley School/Montessori Learning Center	**Town: Pembroke**
Address: 389 Pembroke St.	**Phone Number: (603) 485-8550**
Head of School: Noelle Spinosa	**Email: office@greenvalleyschool.com**
Date Application Received: 12/12/18	**Date of Initial Approval: 1977**
Grade Levels Requested: K -8	**Enrollment: 51**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/12/18	N/A
X	Summer School/Programs	12/12/18	
X	School Calendar	12/18/18	
X	School Hours Survey	12/12/18	
X	Curriculum/Objectives Changes	12/12/18	No changes
X	Graduation Requirements	12/12/18	N/A
X	Physical Education Credit on High School Transcript	12/12/18	N/A
X	US-NH History, RSA 189:11	12/12/18	4th grade
X	Staff List	12/12/18	
X	New Staff Resume	12/12/18	
X	Criminal Records Check	12/12/18	yes
X	Board Members List	12/18/18	
x	Fire and Life Safety Report	1/23/19	approved 9/26/18, online
X	Health Inspection Report	1/23/19	approved 9/11/18, online
X	Secretary of State Certificate of Good Standing	12/12/18	Montessori Learning Center
x	Federal Tax Exempt Status	12/12/18	Non profit
x	Authority to Sign Financial Documents Bonded	12/12/18	Not bonded
X	Receive Funds from Local District	12/12/18	No; services
X	United States Flag Displayed	12/12/18	
X	Student Handbook	12/12/18	Parent handbook
X	Grievance Policy	12/12/18	p.27 parent handbook
X	Student Records Location Upon School Closing	12/12/18	DOE
X	Emergency Operations Plans Uploaded	12/12/18	
X	A3N General Statistics for Nonpublic Schools	6/26/18	
X	A12C General Fall Report of Nonpublic Schools	10/08/2018	
X	Restraint/Seclusion Report		N/A 3/19
X	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE		JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Hampstead Academy	**Town: Hampstead, NH**
Address: 320 East Road Hampstead, NH 03841	**Phone Number:** 603.329.4406
Head of School: Liane Odom	**Email:** l.odom@hampsteadacademy.org
Date Application Received: 4/10/2019	**Date of Initial Approval:**
Grade Levels Requested: PK-8	**Enrollment: 22**
Multi Grade Classes: No	**Co-Educational:**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	2016	
X	Summer School/Programs	4/12/2019	NA
X	School Calendar	4/12/2019	
X	School Hours Survey	4/12/2019	
X	Curriculum/Objectives Changes	4/12/2019	Yes-
X	Graduation Requirements	4/12/2019	NA
X	Physical Education Credit on High School Transcript	4/12/2019	NA
X	US-NH History, RSA 189:11	4/12/2019	4th Grade
X	Staff List	4/12/2019	
X	New Staff Resume	4/12/2019	
X	Criminal Records Check	4/12/2019	Reference check –fingerprinting by state
X	Board Members List	4/12/2019	NA
X	Fire and Life Safety Report	4/12/2019	
X	Health Inspection Report	4/12/2019	
X	Secretary of State Certificate of Good Standing	4/12/2019	Found on website of S.O.S.
X	Federal Tax Exempt Status	4/12/2019	No
X	Authority to Sign Financial Documents Bonded	4/12/2019	Unanswered
X	Receive Funds from Local District	4/12/2019	No
X	United States Flag Displayed	4/12/2019	
X	Student Handbook	4/12/2019	
X	Grievance Policy	4/12/2019	Handbook
X	Student Records Location Upon School Closing	4/12/2019	
X	Emergency Operations Plans Uploaded	4/12/2019	
X	A3N General Statistics for Nonpublic Schools		Verified on ESS
X	A12C General Fall Report of Nonpublic Schools		Verified on ESS
X	Restraint/Seclusion Report		Verified on ESS
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/12/2019	

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: Holy Family Academy	**Town: Manchester**
Address: 281 Cartier Street 03102	**Phone Number: 603-644-7247**
Head of School: Michele McKenna, Assist.H	**Email: mmckenna@holyfamilyacademy.org**
Date Application Received: 12/26/18	**Date of Initial Approval: 11/10/1997**
Grade Levels Requested: 7-12	**Enrollment: 96**
Multi Grade Classes: No	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/26/18	N/A
X	Summer School/Programs	12/26/18	N/A
X	School Calendar	12/26/18	
x	School Hours Survey	12/26/18	
X	Curriculum/Objectives Changes	12/26/18	No changes
X	Graduation Requirements	12/26/18	
X	Physical Education Credit on High School Transcript	12/26/18	No
x	US-NH History, RSA 189:11	12/26/18	Grades 8, 12
X	Staff List	12/26/18	
X	New Staff Resume	12/26/18	
X	Criminal Records Check	12/26/18	Yes
X	Board Members List	12/26/18	
X	Fire and Life Safety Report	12/26/18	Approved 12/6/18
x	Health Inspection Report	12/26/18	Approved 12/18/18
x	Secretary of State Certificate of Good Standing	12/26/18	
X	Federal Tax Exempt Status	12/26/18	Yes
x	Authority to Sign Financial Documents Bonded	12/26/18	No
x	Receive Funds from Local District	12/26/18	No
X	United States Flag Displayed	12/26/18	
x	Student Handbook	12/26/18	
	Grievance Policy	12/26/18	
x	Student Records Location Upon School Closing	12/26/18	DOE
X	Emergency Operations Plans Uploaded	12/26/18	Yes
x	A3N General Statistics for Nonpublic Schools	6/26/18	
X	A12C General Fall Report of Nonpublic Schools	10/22/18	
	Restraint/Seclusion Report		N/A
	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
	Application Complete and Reviewed by DOE		JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque/Melissa Valence

School Name: Immaculate Heart of Mary School	**Town: Richmond, NH 03470**
Address: 95 Fay Martin Road	**Phone Number:**
Head of School: Sr. Maria Perpetua	**Email: ihmschool@catholicism.org**
Date Application Received: 3/25/19	**Date of Initial Approval:**
Grade Levels Requested: K-12	**Enrollment: 67**
Multi Grade Classes:	**Co-Educational: yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	3/25/19	NA
X	Summer School/Programs	3/25/19	NA
X	School Calendar	3/25/19	
X	School Hours Survey	3/25/19	
X	Curriculum/Objectives Changes	3/25/19	
	Graduation Requirements		
X	Physical Education Credit on High School Transcript	3/25/19	Non credit course
X	US-NH History, RSA 189:11	3/25/19	
X	Staff List	3/25/19	
X	New Staff Resume	3/25/19	
X	Criminal Records Check	3/25/19	3rd party investigator
	Board Members List		NA
X	Fire and Life Safety Report	3/25/19	Approved
X	Health Inspection Report	3/25/19	Approved
X	Secretary of State Certificate of Good Standing	3/25/19	
X	Federal Tax Exempt Status	3/25/19	Yes
X	Authority to Sign Financial Documents Bonded	3/25/19	No
X	Receive Funds from Local District	3/25/19	No
X	United States Flag Displayed	3/25/19	
X	Student Handbook	3/25/19	
X	Grievance Policy	3/25/19	
X	Student Records Location Upon School Closing	3/25/19	St. Benedict, 95 Fay Martin Road, Richmond NH
X	Emergency Operations Plans Uploaded	3/25/19	
X	A3N General Statistics for Nonpublic Schools	6/26/2018	
X	A12C General Fall Report of Nonpublic Schools	3/25/19	
X	Restraint/Seclusion Report	3/25/19	
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/15/2019	MMV

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Jesse Remington High School	**Phone Number: 603-483-5664**
Address: 15 Stevens Lane, Candia, NH 03034	
Head of School: Jeff Philbrick	**Email: info@jrhs.org**
Date Application Received: 5/2/2019	**Date of Initial Approval:**
Grade Levels Requested: 9-12	**Enrollment Total: 40**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/2/2019	NEASC
X	Summer School/Programs	5/2/2019	
X	School Calendar	5/2/2019	
X	School Hours Survey	5/2/2019	
X	Curriculum/Objectives Changes	5/2/2019	Submitted Curriculum
X	Graduation Requirements	5/2/2019	
X	Physical Education Credit on High School Transcript	5/2/2019	
X	US-NH History, RSA 189:11	5/2/2019	Grades 11 & 12
X	Staff List	5/2/2019	
X	New Staff Resume	5/2/2019	
X	Criminal Records Check	5/2/2019	
X	Board Members List	5/2/2019	
X	Fire and Life Safety Report	4/22/2019	
X	Health Inspection Report	4/29/2019	
X	Secretary of State Certificate of Good Standing	5/2/2019	
X	Federal Tax Exempt Status	5/2/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/2/2019	Not Bonded
X	Receive Funds from Local District	5/2/2019	Title II Professional Development
X	United States Flag Displayed	5/2/2019	
X	Student Handbook	5/2/2019	
X	Grievance Policy	5/2/2019	
X	Student Records Location Upon School Closing	5/2/2019	Candia Congregational Church Office
X	Emergency Operations Plans Uploaded	5/2/2019	
X	A3N General Statistics for Nonpublic Schools	5/2/2019	
X	A12C General Fall Report of Nonpublic Schools	12/7/2018	
X	Restraint/Seclusion Report	2/14/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/7/2019	MMV

Emailed Approval of Application– 5/7/2019

Revised: 4/30/2019

New Hampshire
Department of Education

Nonpublic School Approval Checklist

Reviewed By: Jane Levesque

School Name: Mount Royal Academy	**Town: Sunapee**
Address: 26 Seven Hearths Lane 03782-0362	**Phone Number: (603) 763-5390**
Head of School: Derek Tremblay	**Email: dtremblay@mountroyalacademy.com**
Date Renewal Application Received: 12/12/18	**Date of Initial Approval:**
Grade Levels Requested: K-12	**Enrollment: 244 (262 with pre k)**
Multi Grade Classes: No	**Co-Educational: yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/12/18	
X	Summer School/Programs	12/12/18	
X	School Calendar	12/12/18	
X	School Hours Survey	12/12/18	
X	Curriculum/Objectives Changes	12/12/18	No changes
X	Graduation Requirements	12/12/18	
X	Physical Education Credit on High School Transcript	12/12/18	
X	US-NH History, RSA 189:11	12/12/18	
X	Staff List	12/12/18	
X	New Staff Resume	12/12/18	
X	Criminal Records Check	12/12/18	
X	Board Members List	12/12/18	
X	Fire and Life Safety Report	12/12/18	
X	Health Inspection Report	11/13/18	Corrections completed 12/1/18
X	Secretary of State Certificate of Good Standing	12/12/18	
X	Federal Tax Exempt Status	12/12/18	Nonprofit
X	Authority to Sign Financial Documents Bonded	12/12/18	Not bonded
X	Receive Funds from Local District	12/12/18	
X	United States Flag Displayed	12/12/18	
X	Student Handbook	12/12/18	
X	Grievance Policy	12/12/18	
X	Student Records Location Upon School Closing	12/12/18	Strategic-Timber Trust, New London
X	Emergency Operations Plans Uploaded	12/12/18	
X	A3N General Statistics for Nonpublic Schools	9/4/18	
X	A12C General Fall Report of Nonpublic Schools	10/8/18	
X	Restraint/Seclusion Report	3/5/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE		MMV

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Mount Royal Academy, North	**Phone Number: 603-788-8238**
Address: 13 Depot Street Lancaster, NH 03584	
Head of School: Jill Colby	**Email: jcolby@mountroyalnorth.com**
Date Application Received: 3/26/2019	**Date of Initial Approval:**
Grade Levels Requested: PreK-6	**Enrollment Total: 36**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No ____	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	3/28/2019	None
X	Summer School/Programs	3/28/2019	
X	School Calendar	3/28/2019	
X	School Hours Survey	3/28/2019	
X	Curriculum/Objectives Changes	3/28/2019	None
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	3/28/2019	4th Grade
X	Staff List	3/28/2019	
X	New Staff Resume	3/28/2019	
X	Criminal Records Check	3/28/2019	
X	Board Members List	3/28/2019	
X	Fire and Life Safety Report	1/28/2019	
X	Health Inspection Report	1/28/2019	
X	Secretary of State Certificate of Good Standing	3/28/2019	
X	Federal Tax Exempt Status	3/28/2019	Yes
X	Authority to Sign Financial Documents Bonded	3/28/2019	Not bonded
X	Receive Funds from Local District	3/28/2019	No
X	United States Flag Displayed	3/28/2019	
X	Student Handbook	3/28/2019	
X	Grievance Policy	3/28/2019	Student Handbook
X	Student Records Location Upon School Closing	3/28/2019	
X	Emergency Operations Plans Uploaded	3/28/2019	
X	A3N General Statistics for Nonpublic Schools	3/28/2019	
X	A12C General Fall Report of Nonpublic Schools	3/28/2019	
X	Restraint/Seclusion Report	3/28/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	3/28/2019	JL

New Hampshire
Department of Education

Nonpublic School Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: Mountain Shadows	**Town:** Dublin
Address: 149 Valley Rd.	**Phone Number:** 603-563-8170
Head of School: Nancy P. Brighton	**Email:** mountain-shadows@comcast.net
Date Application Received: 12/11/18	**Date of Initial Approval:** 1987
Grade Levels Requested: 1-12	**Enrollment:** 62
Multi Grade Classes:	**Co-Educational:** Yes

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/11/2018	N/A
X	Summer School/Programs	12/11/2018	None offered
X	School Calendar	12/11/2018	
X	School Hours Survey	12/11/2018	
X	Curriculum/Objectives Changes	12/11/2018	No changes
X	Graduation Requirements	12/11/2018	
X	Physical Education Credit on High School Transcript	12/11/2018	Yes
X	US-NH History, RSA 189:11	12/11/2018	6th grade
X	Staff List	12/11/2018	
X	New Staff Resume	12/11/2018	
X	Criminal Records Check	12/11/2018	No background checks performed
X	Board Members List	12/11/2018	
X	Fire and Life Safety Report	11/20/2018	
X	Health Inspection Report	11/20/2018	
X	Secretary of State Certificate of Good Standing	12/11/2018	
X	Federal Tax Exempt Status	12/11/2018	No
X	Authority to Sign Financial Documents Bonded	12/11/2018	Not bonded
X	Receive Funds from Local District	12/11/2018	No
X	United States Flag Displayed	12/11/2018	
X	Student Handbook	12/11/2018	
X	Grievance Policy	12/11/2018	
X	Student Records Location Upon School Closing	12/11/2018	NH DOE
X	Emergency Operations Plans Uploaded	12/11/2018	
X	A3N General Statistics for Nonpublic Schools	12/11/2018	
X	A12C General Fall Report of Nonpublic Schools	12/11/2018	
X	Restraint/Seclusion Report	12/11/2018	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	12/11/2018	JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: Namaste Montessori School	**Town:Goffstown**
Address: 535 Mast Rd.	**Phone Number: (603) 627-3503**
Head of School: Susan DeMont	**Email: Namaste@namastemontessori.net web: namastemontessori.net**
Date Application Received: 11/1/18	**Date of Initial Approval:**
Grade Levels Requested: K -3	**Enrollment: 11**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	11/1/18	N/A
X	Summer School/Programs	11/1/18	Offers summer school program
X	School Calendar	11/1/18	
X	School Hours Survey	11/1/18	
X	Curriculum/Objectives Changes	11/1/18	No changes
-	Graduation Requirements		N/A
-	Physical Education Credit on High School Transcript		N/A
X	US-NH History, RSA 189:11	11/1/18	4th grade
X	Staff List	11/1/18	
X	New Staff Resume	11/1/18	
X	Criminal Records Check	11/1/18	yes
X	Board Members List	11/1/18	
	Fire and Life Safety Report	6/12/18	
X	Health Inspection Report	10/28/18	
X	Secretary of State Certificate of Good Standing	11/1/18	
X	Federal Tax Exempt Status	11/1/18	No
X	Authority to Sign Financial Documents Bonded	11/1/18	Not bonded
X	Receive Funds from Local District	11/1/18	No services
X	United States Flag Displayed	11/1/18	
X	Student Handbook	11/1/18	Parent handbook
X	Grievance Policy	11/1/18	p.27 parent handbook
X	Student Records Location Upon School Closing	11/1/18	DOE
X	Emergency Operations Plans Uploaded	11/1/18	
X	A3N General Statistics for Nonpublic Schools	6/26/18	
X	A12C General Fall Report of Nonpublic Schools	10/08/2018	
X	Restraint/Seclusion Report	3/19/19	N/A
X	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	3/19/19	JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: My School LLC	**Phone Number: 603-742-0321**
Address: 118 Locust Street, Dover, NH 03820	
Head of School: Kim Morrissey	**Email: myschooldover@gmail.com**
Date Application Received: 11/27/2018	**Date of Initial Approval:**
Grade Levels Requested: PreK-2	**Enrollment Total: 71**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No _X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	11/27/2018	None
X	Summer School/Programs	11/27/2018	Yes
X	School Calendar	11/27/2018	
X	School Hours Survey	11/27/2018	
X	Curriculum/Objectives Changes	11/27/2018	Attached
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
-	US-NH History, RSA 189:11		NA
X	Staff List	11/27/2018	
X	New Staff Resume	11/27/2018	
X	Criminal Records Check	11/27/2018	Through the NH State Police Dept.
X	Board Members List	11/27/2018	No board
X	Fire and Life Safety Report	12/5/2018	
X	Health Inspection Report	12/5/2018	
X	Secretary of State Certificate of Good Standing	11/27/2018	
X	Federal Tax Exempt Status	11/27/2018	No
X	Authority to Sign Financial Documents Bonded	11/27/2018	None
X	Receive Funds from Local District	11/27/2018	None
X	United States Flag Displayed	11/27/2018	
X	Student Handbook	11/27/2018	
X	Grievance Policy	11/27/2018	
X	Student Records Location Upon School Closing	11/27/2018	Storage Unit
X	Emergency Operations Plans Uploaded	11/27/2018	
-	A3N General Statistics for Nonpublic Schools		Have not finished one academic year (18-19)
X	A12C General Fall Report of Nonpublic Schools	11/20/2018	
-	Restraint/Seclusion Report		Have not finished one academic year (18-19)
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/29/2019	MMV

-Emailed approval 4/29/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: New England Classical Academy	**Phone Number: 603-543-3400**
Address: 59 Old Church Road, Claremont NH 03743	
Head of School: Elizabeth Wilber	**Email: elizabethannwilber@gmail.com**
Date Application Received: 5/1/2019	**Date of Initial Approval:**
Grade Levels Requested: K-12	**Enrollment Total: 53**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No ____	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/1/2019	None
X	Summer School/Programs	5/1/2019	No
X	School Calendar	5/1/2019	
X	School Hours Survey	5/1/2019	
X	Curriculum/Objectives Changes	5/1/2019	Discontinued Prek program
X	Graduation Requirements	5/1/2019	Listed in Family Handbook
X	Physical Education Credit on High School Transcript	5/1/2019	
X	US-NH History, RSA 189:11	5/1/2019	3rd/4tg, 7th/8th, 9th-12th
X	Staff List	5/1/2019	
X	New Staff Resume	5/1/2019	
X	Criminal Records Check	5/1/2019	Fingerprinted, full background check
X	Board Members List	5/1/2019	
X	Fire and Life Safety Report	9/11/2018	
X	Health Inspection Report	9/11/2018	
X	Secretary of State Certificate of Good Standing	5/1/2019	
X	Federal Tax Exempt Status	5/1/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/1/2019	None
X	Receive Funds from Local District	5/1/2019	No
X	United States Flag Displayed	5/1/2019	
X	Student Handbook	5/1/2019	
X	Grievance Policy	5/1/2019	
X	Student Records Location Upon School Closing	5/1/2019	NH DOE
X	Emergency Operations Plans Uploaded	5/1/2019	
X	A3N General Statistics for Nonpublic Schools	6/26/2018	
X	A12C General Fall Report of Nonpublic Schools	10/2/2018	
X	Restraint/Seclusion Report	2/14/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/1/2019	MMV

@-missing – emailed NECA 5.1.2019 for Health Inspection
emailed NECA – all application pieces approved – 5/1/2019 - mmv

Revised: 4/30/2019

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Oliverian School	**Phone Number: 603-989**
Address: 28 Becket Drive	
Head of School: Janice Hatch	**Email: jhatch@oliverianschool.org**
Date Application Received: 4/23/2019	**Date of Initial Approval:**
Grade Levels Requested: 9-12	**Enrollment Total: 42**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	4/26/2019	None
X	Summer School/Programs	4/26/2019	Yes
X	School Calendar	4/26/2019	
X	School Hours Survey	4/26/2019	
X	Curriculum/Objectives Changes	4/26/2019	
X	Graduation Requirements	4/26/2019	Page 5 of handbook
X	Physical Education Credit on High School Transcript	4/26/2019	Titled "Adventure" on the transcript
X	US-NH History, RSA 189:11	4/26/2019	Grade 11
X	Staff List	4/26/2019	
X	New Staff Resume	4/26/2019	
X	Criminal Records Check	4/26/2019	
X	Board Members List	4/26/2019	
X	Fire and Life Safety Report	11/25/18	
X	Health Inspection Report	4/25/19	
X	Secretary of State Certificate of Good Standing	4/26/2019	
X	Federal Tax Exempt Status	4/26/2019	Yes
X	Authority to Sign Financial Documents Bonded	4/26/2019	Yes
X	Receive Funds from Local District	4/26/2019	Yes
X	United States Flag Displayed	4/26/2019	
X	Student Handbook	4/26/2019	
X	Grievance Policy	4/26/2019	
X	Student Records Location Upon School Closing	4/26/2019	NH DOE
X	Emergency Operations Plans Uploaded	3/12/2019	
X	A3N General Statistics for Nonpublic Schools	4/26/2019	
X	A12C General Fall Report of Nonpublic Schools	10/22/2018	
X	Restraint/Seclusion Report	4/30/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/30/2019	MMV

@ - missing – sent email 4/30/2019 to complete survey

All required documents submitted 4/30/2019

Revised: 4/12/2019

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Portsmouth Christian Academy	**Town: Dover, NH 03820**
Address: 20 Seaborne Drive	**Phone Number: 603-742-3617 x 104**
Head of School: Dr. John Engstrom	**Email: stuten@pcaschool.org**
Date Application Received: 12/5/2018	**Date of Initial Approval:**
Grade Levels Requested: PreK-12	**Enrollment: 464**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School:	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/5/2018	NEASC & ACSI
X	Summer School/Programs	12/5/2018	Yes
X	School Calendar	12/5/2018	
X	School Hours Survey	12/5/2018	
X	Curriculum/Objectives Changes	12/5/2018	
X	Graduation Requirements	12/5/2018	
X	Physical Education Credit on High School Transcript	12/5/2018	
X	US-NH History, RSA 189:11	12/5/2018	Grades 2-7 and HS 9-11
X	Staff List	12/5/2018	
X	New Staff Resume	12/5/2018	
X	Criminal Records Check	12/5/2018	NH Dept of Safety criminal records
X	Board Members List	12/5/2018	
X	Fire and Life Safety Report	12/5/2018	
X	Health Inspection Report	12/5/2018	
X	Secretary of State Certificate of Good Standing	12/5/2018	
X	Federal Tax Exempt Status	12/5/2018	Yes
X	Authority to Sign Financial Documents Bonded	12/5/2018	No
X	Receive Funds from Local District	12/5/2018	Yes – Title 2, IDEA
X	United States Flag Displayed	12/5/2018	
X	Student Handbook	12/5/2018	
X	Grievance Policy	12/5/2018	
X	Student Records Location Upon School Closing	12/5/2018	NH DOE
X	Emergency Operations Plans Uploaded	12/5/2018	
X	A3N General Statistics for Nonpublic Schools	12/5/2018	
X	A12C General Fall Report of Nonpublic Schools	10/15/2018	
X	Restraint/Seclusion Report	2/14/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/25/2019	MMV – emailed 4/25/19

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Presentation of Mary Academy	**Phone Number: 603-889-6054**
Address: 182 Lowell Road Hudson, NH 03051	
Head of School: Sister Maria Rosa	**Email: principal@pmaschool.org**
Date Application Received: 6/4/2019	**Date of Initial Approval:**
Grade Levels Requested: PreK-8	**Enrollment Total: 472**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	6/4/2019	Roman Catholic Diocese of Manchester NH & National Catholic Education Association
X	Summer School/Programs	6/4/2019	None
X	School Calendar	6/4/2019	
X	School Hours Survey	6/4/2019	
X	Curriculum/Objectives Changes	6/4/2019	None
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	6/4/2019	4th, 7th & 8th grades
X	Staff List	6/4/2019	
X	New Staff Resume	6/4/2019	
X	Criminal Records Check	6/4/2019	NH State Police Department
X	Board Members List	6/4/2019	
X	Fire and Life Safety Report	5/16/2019	
X	Health Inspection Report	5/16/2019	
X	Secretary of State Certificate of Good Standing	6/4/2019	
X	Federal Tax Exempt Status	6/4/2019	Yes
X	Authority to Sign Financial Documents Bonded	6/4/2019	Not bonded
X	Receive Funds from Local District	6/4/2019	Title I funding from Pelham, Nashua, and Hudson – SpEd funding for Title 11A
X	United States Flag Displayed	6/4/2019	
X	Student Handbook	6/4/2019	
X	Grievance Policy	6/4/2019	Student Handbook
X	Student Records Location Upon School Closing	6/4/2019	Diocese of Manchester
X	Emergency Operations Plans Uploaded	6/4/2019	
X	A3N General Statistics for Nonpublic Schools	6/4/2019	
X	A12C General Fall Report of Nonpublic Schools	6/4/2019	
X	Restraint/Seclusion Report	6/4/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	6/4/2019	MMV

Revised: 4/30/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Southern NH Montessori Academy &NH School of Applied Learning	**Phone Number: 603-818-8613**
Address: 1E Commons Drive #28 , Londonderry, NH 03053	
Head of School: Debra Hogan	**Email: director@snhec.org**
Date Application Received: 5/31/2019	**Date of Initial Approval:**
Grade Levels Requested: Infant-8	**Enrollment Total: 88**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/31/2019	None
X	Summer School/Programs	5/31/2019	Yes
X	School Calendar	5/31/2019	
X	School Hours Survey	5/31/2019	
X	Curriculum/Objectives Changes	5/31/2019	Infant program added
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/31/2019	Grade 6
X	Staff List	5/31/2019	
X	New Staff Resume	5/31/2019	
X	Criminal Records Check	5/31/2019	NH Department of Safety
X	Board Members List	5/31/2019	No board
X	Fire and Life Safety Report	12/10/2018	
X	Health Inspection Report	4/22/2019	
X	Secretary of State Certificate of Good Standing	5/31/2019	
X	Federal Tax Exempt Status	5/31/2019	No
X	Authority to Sign Financial Documents Bonded	5/31/2019	Yes
X	Receive Funds from Local District	5/31/2019	No
X	United States Flag Displayed	5/31/2019	
X	Student Handbook	5/31/2019	
X	Grievance Policy	5/31/2019	Located in Parent Handbook
X	Student Records Location Upon School Closing	5/31/2019	NH DOE
X	Emergency Operations Plans Uploaded	5/31/2019	
X	A3N General Statistics for Nonpublic Schools	5/31/2019	
X	A12C General Fall Report of Nonpublic Schools	5/31/2019	
X	Restraint/Seclusion Report	5/31/2019	
-	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/31/2019	MMV

-Emailed completed application received 5/31/2019

Revised: 4/30/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Saint Benedict Academy	**Phone Number: 603-669-3932**
Address: 85 Third Street, Manchester NH 03102	
Head of School: Heather Silveira	**Email: officeadmine@stbenedictacademy.org**
Date Application Received: 5/14/2019	**Date of Initial Approval:**
Grade Levels Requested: PreK-6	**Enrollment Total: 103**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/14/2019	None
X	Summer School/Programs	5/14/2019	None
X	School Calendar	5/14/2019	
X	School Hours Survey	5/14/2019	
X	Curriculum/Objectives Changes	5/14/2019	None
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/14/2019	Grade 4
X	Staff List	5/14/2019	
X	New Staff Resume	5/14/2019	
X	Criminal Records Check	5/14/2019	
X	Board Members List	5/14/2019	
X	Fire and Life Safety Report	4/30/2019	
X	Health Inspection Report	4/29/2019	
X	Secretary of State Certificate of Good Standing	5/14/2019	
X	Federal Tax Exempt Status	5/14/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/14/2019	Fidelty Bond with crime insurance
X	Receive Funds from Local District	5/14/2019	Manchester School District –Title I
X	United States Flag Displayed	5/14/2019	
X	Student Handbook	5/14/2019	
X	Grievance Policy	5/14/2019	In student handbook
X	Student Records Location Upon School Closing	5/14/2019	
X	Emergency Operations Plans Uploaded	5/14/2019	
X	A3N General Statistics for Nonpublic Schools	5/14/2019	
X	A12C General Fall Report of Nonpublic Schools	11/6/2018	
X	Restraint/Seclusion Report	2/1/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/14/2019	MMV

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque/ Melissa Valence

School Name: St. Catherine of Siena School	**Town: Manchester, NH 03103**
Address: 206 North Street	**Phone Number: 603-622-1711**
Head of School: Katie Meehan	**Email: office@scsnh.com**
Date Application Received: 12/12/2018	**Date of Initial Approval:**
Grade Levels Requested: pk-6	**Enrollment: 241**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	12/12/2018	NEASC
X	Summer School/Programs	12/12/2018	Yes
X	School Calendar	12/12/2018	
X	School Hours Survey	12/12/2018	
X	Curriculum/Objectives Changes	12/12/2018	None
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	12/12/2018	4th grade
X	Staff List	12/12/2018	Provided
X	New Staff Resume	12/12/2018	Provided
X	Criminal Records Check	12/12/2018	Fingerprints with Diocese and NH DOSafety
X	Board Members List	12/12/2018	Provided
X	Fire and Life Safety Report	2/6/2019	
X	Health Inspection Report	12/21/2018	
X	Secretary of State Certificate of Good Standing	12/21/2018	
X	Federal Tax Exempt Status	12/12/2018	Yes
X	Authority to Sign Financial Documents Bonded	12/12/2018	No
X	Receive Funds from Local District	12/12/2018	No
X	United States Flag Displayed	12/12/2018	
X	Student Handbook	12/12/2018	Provided
X	Grievance Policy	12/12/2018	Page 21. Of Student handbook
X	Student Records Location Upon School Closing	12/12/2018	Diocese of Manchester
X	Emergency Operations Plans Uploaded	12/12/2018	
X	A3N General Statistics for Nonpublic Schools	9/12/2018	
X	A12C General Fall Report of Nonpublic Schools	11/13/2018	
X	Restraint/Seclusion Report	2/25/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/30/2019	MMV

Emailed missing elements (@) to school on 4/24/2019 – MMV
Approved 4/30/2019 - MMV

Revised: 4/12/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Saint Elizabeth Seton	**Phone Number: 603-332-4803**
Address: 16 Bridge Street, Rochester, NH 03867	
Head of School: Suzanne T. Boutin	**Email: Suzanne.boutin@sesschool.org**
Date Application Received: 5/14/2019	**Date of Initial Approval:**
Grade Levels Requested: K-8	**Enrollment Total: 14**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	8/1/2017	NEASC
X	Summer School/Programs	5/15/2019	Yes
X	School Calendar	5/15/2019	
X	School Hours Survey	5/15/2019	
X	Curriculum/Objectives Changes	5/15/2019	Submitted
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/15/2019	Grades 3, 4, 5, & 8
X	Staff List	5/15/2019	
X	New Staff Resume	5/15/2019	
X	Criminal Records Check	5/15/2019	
X	Board Members List	5/15/2019	
X	Fire and Life Safety Report	5/6/2019	
X	Health Inspection Report	4/26/2019	
X	Secretary of State Certificate of Good Standing	5/28/2019	5/14/19 Trying to determine with S.of State
X	Federal Tax Exempt Status	5/15/2019	
X	Authority to Sign Financial Documents Bonded	5/15/2019	Yes
X	Receive Funds from Local District	5/15/2019	
X	United States Flag Displayed	5/15/2019	
X	Student Handbook	5/15/2019	
X	Grievance Policy	5/15/2019	Page 10 of student handbook
X	Student Records Location Upon School Closing	5/15/2019	Manchester Diocese Office
X	Emergency Operations Plans Uploaded	5/15/2019	
X	A3N General Statistics for Nonpublic Schools	5/15/2019	
X	A12C General Fall Report of Nonpublic Schools	11/20/2018	
X	Restraint/Seclusion Report	5/15/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/28/2019	MMV

@ - emailed about missing document 5/15/2019

Revised: 4/30/2019

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist

Reviewed By: Jane Levesque

School Name: St. John Regional School	**Town: Concord**
Address: 61 South State Street	**Phone Number: (603) 225-3222**
Head of School: Stephen J. Donohue	**Email: mrdonohue@stjohnregional.org Website:stjohnregional.org**
Date Application Received: 12/26/18	**Date of Initial Approval: 9/1940**
Grade Levels Requested: K-8	**Enrollment: 177/ 190 w/pre-K**
Multi Grade Classes: no	**Co-Educational: yes**
Boarding School: no	

Received	Required Documents	Date Received	Comments
x	Accrediting Agency	12/20/18	N/A
x	Summer School/Programs	12/20/18	no
x	School Calendar	12/20/18	
x	School Hours Survey	12/20/18	
X	Curriculum/Objectives Changes	12/20/18	Changes 2016-2017 Science, Technology, Social Studies
x	Graduation Requirements	12/20/18	n/a
x	Physical Education Credit on High School Transcript	12/20/18	n/a
X	US-NH History, RSA 189:11	12/20/18	Gr. 4 & 7
x	Staff List	12/20/18	
x	New Staff Resume	12/20/18	
x	Criminal Records Check	12/20/18	Multiple, p.4
x	Board Members List	12/20/18	
x	Fire and Life Safety Report	10/23/18	approved
x	Health Inspection Report	10/0/18	approved
X	Secretary of State Certificate of Good Standing	12/20/18	Diocese of Manchester
x	Federal Tax Exempt Status	12/20/18	Non profit
x	Authority to Sign Financial Documents Bonded	12/20/18	no
X	Receive Funds from Local District	12/20/18	Title II PD
x	United States Flag Displayed	12/20/18	
x	Student Handbook	12/20/18	
x	Grievance Policy	12/20/18	
x	Student Records Location Upon School Closing	12/20/18	Diocese of Manchester
x	Emergency Operations Plans Uploaded		
x	A3N General Statistics for Nonpublic Schools		
x	A12C General Fall Report of Nonpublic Schools	10/17/18	
x	Restraint/Seclusion Report		
X	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE		JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist

Reviewed By: Jane Levesque/ Melissa Valence

School Name: St. Joseph Regional Catholic School	**Town: Salem**
Address: 40 Main St., 03079	**Phone Number: 603-893-6811**
Head of School: Mary Croteau	**Email: mcroteau@sjrcs.com**
Date Renewal Application Received: 2/19/19	**Date of Initial Approval:**
Grade Levels Requested: K -8	**Enrollment: 125**
Multi Grade Classes: No	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	2/19/19	p.1,5
X	Summer School/Programs	2/19/19	p.1
X	School Calendar	2/19/19	p.6
	School Hours Survey		
X	Curriculum/Objectives Changes	2/19/19	p.2
-	Graduation Requirements		N/A
-	Physical Education Credit on High School Transcript		N/A
X	US-NH History, RSA 189:11	2/19/19	p.2
X	Staff List	2/19/19	
X	New Staff Resume	2/19/19	
X	Criminal Records Check	2/19/19	p.3
X	Board Members List	2/19/19	
X	Fire and Life Safety Report	1/25/19	Artwork on walls? Approved
X	Health Inspection Report	12/12/18	Replace stained ceiling tiles,3rd floor; secure doors paint and maintenance storage
X	Secretary of State Certificate of Good Standing		
X	Federal Tax Exempt Status	2/19/19	p.3
X	Authority to Sign Financial Documents Bonded	2/19/19	p.3
X	Receive Funds from Local District	2/19/19	p.3
X	United States Flag Displayed	2/19/19	p.3
X	Student Handbook	2/19/19	
	Grievance Policy		
X	Student Records Location Upon School Closing	2/19/19	p.4
X	Emergency Operations Plans Uploaded	2/19/19	p.4
X	A3N General Statistics for Nonpublic Schools	7/19/18	
X	A12C General Fall Report of Nonpublic Schools	11/7/18	
X	Restraint/Seclusion Report	2/19/19	
-	Date of Visit by the Department of Education		N/A
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/24/2019	MMV

New Hampshire
Department of Education

Nonpublic School Approval Checklist

Reviewed By: Jane Levesque/ Melissa Valence

School Name: Saint Joseph Regional School	**Town: Keene**
Address: 92 Wilson St. 03431	**Phone Number: 603-352-2720**
Head of School: Christopher Smith	**Email: csmith@stjosephkeene.org**
Date Renewal Application Received: 3/6/19	**Date of Initial Approval:**
Grade Levels Requested: K -8	**Enrollment: 151; 170 w/pre-k**
Multi Grade Classes:	**Co-Educational: Yes**
Boarding School: No	

Received	Required Documents	Date Received	Comments
	Accrediting Agency		
	Summer School/Programs		
X	School Calendar	3/6/19	
X	School Hours Survey	3/6/19	
X	Curriculum/Objectives Changes	3/6/19	No changes
	Graduation Requirements		N/A
	Physical Education Credit on High School Transcript		N/A
X	US-NH History, RSA 189:11	3/6/19	4TH, 7TH
X	Staff List	3/6/19	
X	New Staff Resume	3/6/19	
X	Criminal Records Check	3/6/19	
X	Board Members List	3/6/19	
X	Fire and Life Safety Report	3/11/19; 3/27/19 4/1/2019	4/1/2019 approved
X	Health Inspection Report	3/26/2019	Sent kitchen inspection
X	Secretary of State Certificate of Good Standing	4/3/2019	
X	Federal Tax Exempt Status	3/6/19	
X	Authority to Sign Financial Documents Bonded	3/6/19	Not bonded
	Receive Funds from Local District		
X	United States Flag Displayed	3/6/19	
X	Student Handbook	3/6/19	
	Grievance Policy		
X	Student Records Location Upon School Closing	3/6/19	Diocese of Manchester
X	Emergency Operations Plans Uploaded	3/6/19	
	A3N General Statistics for Nonpublic Schools		
X	A12C General Fall Report of Nonpublic Schools		
X	Restraint/Seclusion Report		
	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	4/12/2019	Done - MMV

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Saint Mary Academy	**Phone Number: 603-742-3299**
Address: 222 Central Ave. Dover, NH 03820	
Head of School: Blake McGurity	**Email: bmcgurty@stmaryacademy.org**
Date Application Received: 5/14/2019	**Date of Initial Approval:**
Grade Levels Requested: PreK-8	**Enrollment Total: 271**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/15/2019	NEASC
X	Summer School/Programs	5/15/2019	None
X	School Calendar	5/15/2019	
X	School Hours Survey	5/15/2019	
X	Curriculum/Objectives Changes	5/15/2019	None
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/15/2019	Grades 1-8
X	Staff List	5/15/2019	
X	New Staff Resume	5/15/2019	
X	Criminal Records Check	5/15/2019	State of NH Criminals Record Check
X	Board Members List	5/15/2019	
X	Fire and Life Safety Report	10/2/2018	
X	Health Inspection Report	5/6/2019	
@	Secretary of State Certificate of Good Standing	5/15/2019	5/10/19 – on the way
X	Federal Tax Exempt Status	5/15/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/15/2019	No
X	Receive Funds from Local District	5/15/2019	Dover(Title I, II, III & Sped Funds) Barrington/Rochester/Somersworth (Title I)
X	United States Flag Displayed	5/15/2019	
X	Student Handbook	5/15/2019	
X	Grievance Policy	5/15/2019	Page 14 NH Catholic Schools Handbook
X	Student Records Location Upon School Closing	5/15/2019	NH Diocese of Manchester
X	Emergency Operations Plans Uploaded	5/15/2019	
X	A3N General Statistics for Nonpublic Schools	5/15/2019	
X	A12C General Fall Report of Nonpublic Schools	12/5/2018	
X	Restraint/Seclusion Report	2/1/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/15/2019	MMV

@Emailed missing doc – 5/15/2019

Revised: 4/30/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Jane Levesque

School Name: St. Thomas Aquinas	**Phone Number: 603-432-2712**
Address: 3 Moody Street Derry, NH 03038	
Head of School: Patricia Berthiaume	**Email: pberthiaume@staderry.com**
Date Application Received: 10/18/2018	**Date of Initial Approval:**
Grade Levels Requested: PreK - 8	**Enrollment Total: 129**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	10/18/2018	None
X	Summer School/Programs	10/18/2018	None offered
X	School Calendar	10/18/2018	
X	School Hours Survey	10/18/2018	
X	Curriculum/Objectives Changes	10/18/2018	No changes
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	10/18/2018	Grade 4
X	Staff List	10/18/2018	
X	New Staff Resume	10/18/2018	
X	Criminal Records Check	10/18/2018	Diocese Protocol
X	Board Members List	10/18/2018	
X	Fire and Life Safety Report	8/6/2018	
X	Health Inspection Report	10/2/2018	
X	Secretary of State Certificate of Good Standing	10/18/2018	
X	Federal Tax Exempt Status	10/18/2018	Yes
X	Authority to Sign Financial Documents Bonded	10/18/2018	Not bonded
X	Receive Funds from Local District	10/18/2018	Title II grant money from SAU 10
X	United States Flag Displayed	10/18/2018	
X	Student Handbook	10/18/2018	
X	Grievance Policy	10/18/2018	
X	Student Records Location Upon School Closing	10/18/2018	Diocese of Manchester
X	Emergency Operations Plans Uploaded	10/18/2018	
X	A3N General Statistics for Nonpublic Schools	10/18/2018	
X	A12C General Fall Report of Nonpublic Schools	10/18/2018	
X	Restraint/Seclusion Report	10/18/2018	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	10/18/2018	JL

New Hampshire
Department of Education

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Trinity School of Bedford	**Phone Number: 603-622-6330**
Address: 12 Station Road Bedford NH 03110	
Head of School: Rev. Linda A. Brady	**Email:** pastorlinda14@gmail.com
Date Application Received:	**Date of Initial Approval:**
Grade Levels Requested: K-3	**Enrollment Total: 2**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes ____ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
-	Accrediting Agency		NA
X	Summer School/Programs	5/31/2019	No
X	School Calendar	5/31/2019	
X	School Hours Survey	5/31/2019	
X	Curriculum/Objectives Changes	5/31/2019	No Changes
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/31/2019	Grade 3
X	Staff List	5/31/2019	
X	New Staff Resume	5/31/2019	No new staff
X	Criminal Records Check	5/31/2019	NH Criminal Records check & Foursquare Gospel National BGC
X	Board Members List	5/31/2019	
X	Fire and Life Safety Report	5/29/2019	
X	Health Inspection Report	5/29/2019	
X	Secretary of State Certificate of Good Standing	5/31/2019	
X	Federal Tax Exempt Status	5/31/2019	
X	Authority to Sign Financial Documents Bonded	5/31/2019	No
X	Receive Funds from Local District	5/31/2019	No
X	United States Flag Displayed	5/31/2019	
X	Student Handbook	5/31/2019	
X	Grievance Policy	5/31/2019	Page 21 student handbook
X	Student Records Location Upon School Closing	5/31/2019	Bedford foursquare Church 12 Station Road Bedford, NH
X	Emergency Operations Plans Uploaded	5/31/2019	
X	A3N General Statistics for Nonpublic Schools	5/31/2019	
X	A12C General Fall Report of Nonpublic Schools	5/31/2019	
X	Restraint/Seclusion Report	5/31/2019	
-	Date of Visit by the Department of Education		
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/31/2019	MMV

Emailed application complete 5/31/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: The Well School	**Phone Number: 603-924-6908**
Address: 36 Well School Road, Peterborough, Nh 03458	
Head of School: Thomas (TJ) Mackey	**Email: tjmackey@wellschool.org**
Date Application Received: 5/21/2019	**Date of Initial Approval:**
Grade Levels Requested: PreK-8	**Enrollment Total: 140**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No ____	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/29/2019	None
X	Summer School/Programs	5/29/2019	Yes
X	School Calendar	5/29/2019	
X	School Hours Survey	5/29/2019	
X	Curriculum/Objectives Changes	5/29/2019	No Changes
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/29/2019	Grades 4, 7, 8
X	Staff List	5/29/2019	
X	New Staff Resume	5/29/2019	
X	Criminal Records Check	5/29/2019	State background checks
X	Board Members List	5/29/2019	
X	Fire and Life Safety Report	5/17/2019	
X	Health Inspection Report	5/17/2019	
X	Secretary of State Certificate of Good Standing	5/29/2019	
X	Federal Tax Exempt Status	5/29/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/29/2019	Not bonded
X	Receive Funds from Local District	5/29/2019	No
X	United States Flag Displayed	5/29/2019	
X	Student Handbook	5/29/2019	
X	Grievance Policy	5/29/2019	In family handbook
X	Student Records Location Upon School Closing	5/29/2019	Superintendent SAU 1 office
X	Emergency Operations Plans Uploaded	5/29/2019	
X	A3N General Statistics for Nonpublic Schools	5/29/2019	
X	A12C General Fall Report of Nonpublic Schools	5/29/2019	
X	Restraint/Seclusion Report	5/29/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/29/2019	MMV

Emailed to inform application is all set - 5/29/2019

Revised: 4/30/2019

New Hampshire
Department of Education

TO BE COMPLETED BY THE DOE UPON RECEIPT OF A SCHOOLS APPLICATION

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Melissa Valence

School Name: Trinity Christian School - Keene	**Phone Number: 603-358-3405**
Address: 100 Maple Avenue, Keene, NH 03431	
Head of School: George Evensen	**Email: principal@tcskeene.com**
Date Application Received: 5/10/2019	**Date of Initial Approval:**
Grade Levels Requested: K-8	**Enrollment Total: 92**
Multi Grade Classes: Yes ____ No ____	**Co-Educational: Yes __X__ No ____**
Boarding School: Yes ____ No __X__	

Received	Required Documents	Date Received	Comments
X	Accrediting Agency	5/10/2019	National Lutheran Schools Association
X	Summer School/Programs	5/10/2019	None
X	School Calendar	5/10/2019	
X	School Hours Survey	5/10/2019	
X	Curriculum/Objectives Changes	5/10/2019	
-	Graduation Requirements		NA
-	Physical Education Credit on High School Transcript		NA
X	US-NH History, RSA 189:11	5/10/2019	Grades 4-6
X	Staff List	5/10/2019	
X	New Staff Resume	5/10/2019	
X	Criminal Records Check	5/10/2019	State Police form RSA 189-13-A
X	Board Members List	5/10/2019	
X	Fire and Life Safety Report	12/16/2018	
X	Health Inspection Report	5/10/2019	
X	Secretary of State Certificate of Good Standing	5/10/2019	
X	Federal Tax Exempt Status	5/10/2019	Yes
X	Authority to Sign Financial Documents Bonded	5/10/2019	Not Bonded
X	Receive Funds from Local District	5/10/2019	Title IIA Professional Development
X	United States Flag Displayed	5/10/2019	
X	Student Handbook	5/10/2019	
X	Grievance Policy	5/10/2019	Page 22
X	Student Records Location Upon School Closing	5/10/2019	Trinity Lutheran Church Office
X	Emergency Operations Plans Uploaded	5/10/2019	
X	A3N General Statistics for Nonpublic Schools	5/10/2019	
X	A12C General Fall Report of Nonpublic Schools	12/10/2018	
X	Restraint/Seclusion Report	2/1/2019	
-	Date of Visit by the Department of Education		NA
	Commissioner Recommendation to the State Board		
X	Application Complete and Reviewed by DOE	5/21/2019	MMV

@ = missing item – emailed school 5/14/2019 – mmv

Revised: 4/30/2019

New Hampshire Department of Education
Council for Teacher Education

V, A

New England College - Request to Conduct a New Program Review

Narrative for New Program Report should include the following:

Begin with the Program Name/Endorsement Title, Administrative Rule #, and all levels at which the program will be offered i.e. BS, MS, etc.

Narrative

What follows is a chart displaying the four new programs for which we are seeking approval.

Business Administrator	0038	506.03	614.12	Graduate and Professional Studies – Education - MED and CAGS
Curriculum Administrator	0008	506.05	614.13	Graduate and Professional Studies – Education - MED and CAGS
Special Education Administrator	0006	506.07	614.15	Graduate and Professional Studies – Education - CAGS
Reading and Writing Specialist	0037	507.12	614.02	Graduate and Professional Studies – Education - MED and CAGS

These four proposed programs were included in our accreditation review which was originally scheduled for all 2018 now rescheduled for fall 2019.

1. A statement explaining the rationale and statement of purpose on which the proposed program is based.

Narrative

What follows is a description of each licensure program. Attached to each is the proposal that was approved by the New England College Graduate Council. Three of the proposed licensure programs were identified as critical shortage areas at the time of their approval through the New England College Graduate Council: Business Administrator, Special Education Administrator, and Reading Writing Specialist. It is the intention of New England College to help address these areas of critical shortage through these licensure programs. The fourth area, while not a critical shortage area, is an area about which we are frequently receiving inquiries.

CAGS: Special Education Administrator

The New England College Certificate in Advanced Graduate Study: Special Education Administrator prepares students for positions as leaders in special education. The program includes 20 credits from the CAGS Core requirements and 42 credits specific to the licensure area (some of which may have been taken for other degree programs, see below). The program includes 3 internships for a total of at least 460 hours working under the mentorship of a NH State Department of Education certified Special

Education Administrator. For those interested, three CAGS courses, identified below, can be used toward the EdD in PreK-12 Leadership.

Currently, the program is not accredited by the NH State Board of Education, but it is our intention to apply for approval during the 2018-2019 academic year. The courses in the proposal meet all the standards as set forth by the NH State Board of Education for Special Education Administrator Ed 614.15.

With this new area of licensure, we will be adding students to currently offered courses thus creating larger enrollments. We are adding two new courses and three internships specifically for this licensure area. We will identify currently certified Special Education Administrators to act as college supervisors for the internships and as instructors for the new courses. Once identified, they will assist in developing syllabi that include associated evidence of meeting the various state standards (please see Special Education Administrator proposal).

Master of Education and CAGS: Curriculum Administrator

The New England College Curriculum Administrator program prepares students for positions as leaders in curriculum instruction and assessment. Students can earn a Masters with licensure in Curriculum Administrator. The Master's in Education: Curriculum Administrator consists of 28 credits from the Masters in Education CORE with 21 credits from the Curriculum Administrator concentration. The program includes 3 internships for a total of at least 460 hours working under the mentorship of a NH State Department of Education certified Curriculum Administrator. For an additional 20 credits students can earn a CAGS in Curriculum Administrator. And, for those interested, three CAGS courses, identified below, can be used toward the EdD in PreK-12 Leadership.

Currently, the program is not accredited by the NH State Board of Education, but it is our intention to apply for approval during the 2018-2019 academic year. The courses listed in the proposal meet all the standards as set forth by the NH State Board of Education for Curriculum Administrator Ed 614.13.

We have had a number of calls asking if we have this licensure. With this new area of licensure, we will be adding students to currently offered courses thus creating larger enrollments. We are adding one new course and three internships. We will identify currently certified Curriculum Administrators to act as college supervisors in the field. We will also identify an appropriate individual to teach the one new course: ED 7050 Curriculum Leadership PreK-12: Implementation, Instructional Strategies, and Assessment (3 crs). We will identify licensed Curriculum Administrators to act as college supervisors for the internships and as instructors for the new course. Once identifed, they will assist in developing syllabi that include associated evidence of meeting the various state standards (please see Curriculum Administrator proposal).

Master of Education and CAGS: Reading and Writing Specialist

The New England College Master of Education: Reading and Writing Specialist prepares students for positions as Reading and Writing Specialists. The Master's in Education: Reading and Writing Specialist consists of 28 credits from the Masters in Education

CORE with 33 credits from the Reading and Writing Specialist concentration. The program includes 2 internships for a total of at least 210 hours working under the mentorship of a NH State Department of Education licensed Reading and Writing Specialist. For an additional 20 credits students can earn a CAGS in Reading and Writing Specialist. And, for those interested, three courses, identified in the proposal, can be used toward the EdD in PreK-12 Leadership.

Currently, the program is not accredited by the NH State Board of Education but it is our intention to apply for approval during the 2017-2018 academic year. The courses listed in the proposal meet all the standards as set forth by the NH State Board of Education for Reading and Writing Specialist Ed 614.02.

We have had a number of calls asking if we have this licensure. With this new area of licensure, we will be adding students to currently offered courses thus creating larger enrollments. We are bringing back a course we offered in the past, Diagnostic and Remedial Reading, that always had significant enrollments and are adding three new courses, two of which are practical experiences and one a traditional course. Faculty to teach these courses are already either full-time faculty or adjunct faculty at NEC. We will identify licensed Reading and Writing Specialists to act as college supervisors for the internships and as instructors as needed. Once identified, they will assist in developing syllabi that include associated evidence of meeting the various state standards (please see Reading and Writing Specialist proposal).

Master of Education and CAGS: Business Administrator

The New England College Master of Education: School Business Administrator prepares students for opportunities in both the public and private sector for positions as School Business Administrator. This program combines courses from the MBA with those from the MED and/or CAGS. The Master's in Education: School Business Administrator consists of three courses (12 credits) from the Masters in Business Administration core as well as sixteen courses from the Masters in Education with a concentration in School Business Administrator. The program includes 2 internships for a total of at least 150 hours working under the mentorship of a NH State Department of Education certified Business Administrator. For an additional 20 credits students can earn a CAGS in School Business Administrator. And, for those interested, three courses, identified in the proposal, can be used toward tuition remission in the EdD program in PreK-12 Leadership.

Currently, the program is not accredited by the NH State Board of Education but it is our intention to apply for approval during the 2018-2019 academic year. The courses listed below meet all the standards as set forth by the NH State Board of Education for Business Administrator ED 614.12.

The proposed program relies on courses currently being offered by the Business and Education Divisions. There are only two new courses, both internships. We were asked to develop this program for individuals who might want a combined business and education program that would lead to licensure as a Business Administrator. The Business Department eagerly embraced the opportunity as the program would add additional students into their program as well as into the Education program. We will identify licensed Business Administratorsto act as college supervisors for the internships and as instructors as needed. Once identifed, they will assist in developing

syllabi that include associated evidence of meeting the various state standards (please see Business Administrator proposal).

Tuition Waiver - One last thing to note, students who take some of the core courses in these programs (alog with those in the principal and superintendent programs) are eligible for a tuition waiver for several of the EdD courses. What this essentially means is they would not pay for the EdD courses; however, because the EdD program is cohort based, they would be required to take the courses with their cohort.

2. A clearly formulated statement of the knowledge, skills and dispositions that are required by the program including the degree of expertise necessary for a beginning educator, with reference to the State of NH content, specialist or administrator certification standards for the program (see applicable program standards in Ed 612, Ed 613 or Ed 614).

Narrative

All of the proposed programs have been designed using the state standards (see individual proposals attached). The matrices clearly show the alignment of the proposed courses with each standard (see Special Education Administrator proposal for standards and course alignment; see Business Administrator proposal for standards and course alignment; see Curriculum Administrator matrix for course and standard alignment; see Reading and Writing Specialist for course and standard alignment).

Of special note is the commitment New England College has made to practical experiences done under the supervision of licensed professionals in the intended area of licensure. In addition, we are committed to ensuring that the instructors in these programs have practical experience in the field helping to bring to life the realities of their particular areas of licensure.

It should be noted, syllabi for the new courses have yet to be developed and syllabi for the existing courses will be updated with work aligned with the course and standards that are to be met. There are clear course descriptions in the proposals. It is our intention, however, to work with individuals who are licensed in the field to create/update these syllabi which will include specific/tailored evidence students will produce as testament to meeting the NH State certification standards for their intended program.

In addition, New England College uses the following rubric to evaluate its leadership candidates, particularly those seeking principal licensure. The Administrator's Evaluation rubric will be used as a tool to evaluate individuals in the four proposed programs. It is our belief that all individuals in these new programs are educational leaders and therefore need to be held to the same high standards as other educational leaders in the district. In addition, we worked with our area school partners to determine if they used a specific evaluation tool for individuals who are Curriculum Administrators, Business Administrators, Special Education Administrators, and Reading and Writing Specialists and the consensus was that they used their administrator evaluation tool.

3. Designation of an appropriate division, school, college, department and contact person to administer and act on all matters relating to the program (see Ed 602.03).

Narrative

The four proposed programs, Business Administrator, Curriculum Administrator, Special Education Administrator, and Reading and Writing Specialist reside in the Graduate and Professional Studies program. Dr. Sherry Kollmann is Vice President of the School of Graduate and Professional Studies. Dr. Patricia Corbett is the Associate Dean of Education responsible for all licensure programs. Dr. Debra Nitschke-Shaw is the Director of Graduate Programs in Education. Dr. Nitschke-Shaw has the primary responsibility of acting on all matters associated with the Graduate Programs in Education; however, she collaborates with Dr. Corbett on all matters associated with licensure. Dr. Kollmann is the chief academic officer for all graduate programs.

Contact information

Dr. Sherry Kollmann
skollmann@nec.edu
603-428-2274

Dr. Patricia Corbett
pcorbett@nec.edu
603-428-2215

Dr. Debra Nitschke-Shaw
dnitschke@nec.edu
603-428-2322

4. A description of the curriculum and how it aligns with the New Hampshire certification requirements for the content, specialist or administrative area in which the new program is sought (include a matrix with standards and courses where standards will be met) (see applicable program standards in Ed 610, Ed 612, Ed 613 or Ed 614).

Please see the detailed proposals for each certification area: Business Administrator, Special Education Administrator, Curriculum Administrator, and Reading Writing Specialist.

5. A brief description of all courses and clinical experiences for the newly proposed program. Include references to candidate and program assessment systems.

Please see the detailed proposals for each certification area: Business Administrator, Special Education Administrator, Curriculum Administrator, and Reading Writing Specialist.

Please see candidate and program assessment system document.

6. A brief description of how the new program is supported by appropriate institutional resources sufficient to allow a candidate to attain the degree of expertise necessary fora beginning educator in the program (see Ed 605).

Narrative

As is the case with all the Graduate Programs in Education, the budget supporting the programs is under the purview of the Vice President for the Graduate and Professional Studies Programs. Staffing and other resources are included in that budget. There is a Program Director who is responsible for overseeing the programs, developing the schedule of classes, recommending faculty to teach various classes, reviewing the faculty evaluations of those instructors, and providing support to the instructors in the Graduate in Education programs.

A number of the full-time faculty also teach in the Graduate program. The full-time faculty hold credentials that align with the course or area of certification. For example, practicum courses in the Curriculum Administrator program will be supervised by a full-time faculty member who holds the Curriculum Administrator certification. However, we also have a number of faculty who are experts in the field teaching for us such as Dr. Laura Nelson, Dr. Leo Corriveau, Ted Comstock, Dr. William Preble, among others.

The Associate Dean of Education is primarily responsible for undergraduate programming. However, this individual works in conjunction with the Director of Graduate Programs and the Vice President of Graduate and Professional Studies to ensure consistency across the undergraduate and graduate programs in courses, expectations, policies, resources, and processes. Thus, there is a strong sense of collaboration across departments to ensure student success.

7. A schedule which sets forth the proposed beginning dates for the program and the anticipated first state approval on-site review, including:

- **Sequence of activities.**
- **Anticipated schedule of evaluative checkpoints.**

The programs would start as soon as we receive approval. We have placed in the NEC Graduate MED/CAGS Schedule all the required courses summer 2 2019 thorugh summer 1 2021 for all four proposals. We have identified qualified and exemplary instructors for all courses.

The programs would undergo review continuously as outlined in the candidate and program assessment document.

8. A letter from a Principal Administrator indicating institutional support for the new program.

See attached letter for Dr. Corbett and Dr. Kollman.

9. A concise description regarding how the institution's proposed new program addresses one or more of the following criteria, in response to priorities identified by the State

Board of Education:

- ☐ Innovation: Is the program innovative in some noteworthy way?
- ☐ Rigor: Does the program bring new rigor to the selection for admission, preparation and/or IHE standards the candidates must meet to berecommended by the IHE for certification?
- ☐ Critical Shortages: Does the proposed program address one or more of the critical shortage areas?
- ☐ Responsiveness to P12 data: Will the program utilize data with regard to P12 student learning opportunities, engagement and/or results, and/or P12 educator effectiveness in a noteworthy way?

Narrative

New England College includes in its courses experiential activities which enable the learner to engage with the course content in an intimate way. We go beyond reading and discussing materials. Instead we have an emphasis on action research and include comprehensive research projects into both the MED and CAGS programs that address real community/school/district needs. These authentic experiences provide the learner with the skills to be a change agent, improving education for all.

We maintain a chart of these projects, the courses they align with, a description of the project and the impact each had on K-12. Also, we maintain a file of completed projects such as Little Bets by Robert Seaward and How Arts Education Impacts Student Preparation for Adult Life and Work by Rebecca Kersten. Since the new programs have not started we cannot provide exemplars from students in those programs.

Finally, three of these programs are addressing critical shortage areas. New England College strives to assist our school partners, including the State as a whole, in addressing their needs. Offering these programs will address several critical shortage areas while addressing the needs individuals have identified for us.

10. A concise description regarding how the institution envisions implementing a data- driven decision-making system for the following:

- ☐ **Assessing candidate preparedness so that the institution is confident a candidate has mastered the competencies required for certification when recommending the candidate for certification.**
- ☐ **Assessing and continuously improving the proposed new program.**

Please see candidate and program assessment system.

Return completed request to the New Hampshire Department of Education, Division of Higher Education, 101 Pleasant Street, Concord, NH, 03301.

New Hampshire Department of Education
Council for Teacher Education

Request to Conduct a New Program Review:
Upper Valley Educator Institute
Curriculum Administrator

Program Name: Curriculum & Assessment Specialization
Endorsement Title & Administrative Rule # Curriculum Administrator, *Ed 506.05*; *Ed 614.13*
Level: Graduate/Postgraduate Level

Supporting Documentation:

- Narrative Description of the Curriculum & Assessment Specialization
- Principal Intern Program Curriculum Map
- Curriculum & Assessment Specialization Curriculum Map
- Curriculum Administrators (Ed 614.13) Self-Assessment Worksheet
- UVEI Academic Catalog and Candidate Handbook

1. *A statement explaining the rationale and statement of purpose on which the proposed program is based*.

   The curriculum and assessment specialization is intended to provide advance training to graduates of the UVEI Principal Intern Program and prepare them for district level leadership roles as Curriculum Directors or Administrators. Through a clinically intensive, standards-based, and inquiry oriented program, UVEI seeks increase the number of curriculum administrators in New Hampshire who are able to provide leadership focused on collective capacity building in schools by fostering coherence across the system based on a shared focusing direction, collective capacity building, deeper learning, and securing internal accountability.

   The specialization is already an approved program Vermont and has been operating for three years. It is launched to extend our mission to prepare, inspire and support teachers and school leaders to improve the quality of education for learners in their classrooms, schools and communities.

   For a more complete narrative outlining the program, the research basis for the program, and the practices that underpin the UVEI approach, see: Narrative Description of the Curriculum & Assessment Specialization

2. *A clearly formulated statement of the knowledge, skills and dispositions that are required by the program including the degree of expertise necessary for a beginning educator, with reference to the State of NH content, specialist or administrator certification standards for the program (see applicable program standards in Ed 612, Ed 613 or Ed 614)*.

   The combined UVEI Principal Intern Program (already an approved New Hampshire preparation program) and Curriculum & Assessment Specialization are intended to develop skills associated with the Professional Educational Leadership Standards (consistent with those described *Ed 614.04 - School Principals*) with an emphasis on on systems level factors. Additionally, the specialization seeks to develop advanced competencies including:

   - **Curriculum Leadership Standard 1. Analyzing systems level instructional program coherence:** Effective systems leaders develop and support intellectually rigorous, coherent, and aligned instructional program systems to promote and support school effectiveness and continuous improvement .
   - **Curriculum Leadership Standard 2. Supporting school improvement at the district level:** Effective systems leaders take a systems perspective when evaluating and implementing coherent improvement efforts responsive to all aspects of school organization, programs, and services
   - **Curriculum Leadership Standard 3. Leading data based improvement:** Effective systems leaders collect and use assessment data appropriately to identify challenges, guide inquiry, collaboratively design remedies, and to guide collective action to support school and teacher effectiveness.
   - **Curriculum Leadership Standard 4. Building capacity by engaging colleagues in collaborative analysis of evidence:** Effective systems leaders build teachers' capacity by engaging colleagues in gathering, examining, and interpreting evidence of student achievement to improve teaching and learning.

3. *Designation of an appropriate division, school, college, department and contact person to administer*

and act on all matters relating to the program (see Ed 602.03).

The program will be administered by the Upper Valley Educators Institute, a New Hampshire approved graduate school of education. Contact Person: Page Tompkins, EdD., Executive Director and Faculty.

Upper Valley Educators Institute
194 Dartmouth College Highway, Lebanon, NH 03766
Page Tompkins: email: ptompkins@uvei.edu; phone: (415) 336-3390

4. *A description of the curriculum and how it aligns with the New Hampshire certification requirements for the content, specialist or administrative area in which the new program is sought (include a matrix with standards and courses where standards will be met) (see applicable program standards in Ed 610, Ed 612, Ed 613 or Ed 614)*.

For a detailed description of how the program address the requirements for *Ed 614.13 Curriculum Administrators,* see the attached *Curriculum Administrators Ed 614.13 Self-Assessment Worksheet*

5. *A brief description of all courses and clinical experiences for the newly proposed program. Include references to candidate and program assessment systems.*

Admissions Requirements
In addition to the admissions criteria for all UVEI programs described on the UVEI Catalog and Student Handbook, Curriculum & Assessment Specialization candidates must meet the following specific requirements:

- Completion of the Principal Intern Program (either prior or concurrently)
- A master's degree that incorporates instructional program/curriculum leadership (Including but not limited to UVGSE MEd in School Leadership). For candidates who have a Masters Degree in Education but whose coursework does not include Curriculum, demonstrating Masters Level competency in specific UVGSE learning strands may be an option.
- A suitable placement incorporating district level personnel and mentor(s).

Clinical Experiences:
The heart of UVEI programs, and the main arena for learning and developing towards competency, is the clinical placement. The UVEI Curriculum & Assessment Specialization requires 450 clinical hours focused on the systems (district) level while bridging into the work in schools. UVEI programs are clinically intensive apprenticeships that emphasize deliberate and emergent practice, and the seminars described below should not be understood as the main vehicle for teaching and learning at UVEI. Experiential and situated learning in an authentic setting, guided and supervised by a Faculty Coach and Site Based Mentor, are the primary vehicles for learning to lead at UVEI. The experiences described in the Curriculum Leadership Clinical Experience organizer outline the kinds of work the candidate will engage in when working, however experiences cannot and should not be limited to these experiences. The candidate and mentor negotiate learning opportunities for the candidate in as broad a range of administrative situations and procedures as possible. Our goal in the clinical experiences is that as much as possible the candidate feels the weight of curriculum leadership responsibilities in all its aspects, experiencing how every action of the leader shapes the system. The work of the Clinical Experience involves three levels of engagement:

a. **Observation:** shadowing, attending meetings and other activities/environments new to the candidate
b. **Participation:** serving on committees, observing teachers, analyzing data, and working side-by-side with the mentor on projects, etc.
c. **Leadership:** taking on a project or areas of work as the lead, whether as a planner, organizer, facilitator, or spokesperson

Candidates are expected to maintain all three of these levels of involvement as part of their clinical experience; however, they spend progressively less time on observation and more time on actual leadership over the course of the year.

Learning Strands (equivalent to “courses” at UVEI):
Learning strands are the thematically linked seminars, practicums, clinical experiences, and assessments that prepare a candidate to demonstrate competency in designated cluster of competencies. Meeting both the experiential (clock hour) and required level of competency for each standard leads to earning credit. The combined Principal Intern Program and Curriculum & Assessment Specialization learning strands are outlined below.

Principal Intern Program sequence (with links to related syllabi):

#	Learning Strand

	Standard of Competency
201	Principal Internship Placement
250a	Introduction to Leading Schools & Growing Professionally Standard 1: Mission, Vision, and Core Values Standard 2: Ethics and Professional Norms Standard 3: Equity & Cultural Responsiveness
250b	Inquiry into Leading Schools & Growing Professionally Standard 1: Mission, Vision, and Core Values Standard 2: Ethics and Professional Norms Standard 3: Equity & Cultural Responsiveness
256a	Introduction School Improvement & Teacher Learning Standard 4. Developing the professional capacity of teachers Standard 5. Fostering professional community Standard 6: Leading school improvement
256b	Inquiry into School Improvement & Teacher Learning Standard 4. Developing the professional capacity of teachers Standard 5. Fostering professional community Standard 6: Leading school improvement
260a	Introduction to Curriculum Leadership Standard 7. Developing coherent curriculum, instruction, & assessment systems
260b	Inquiry into Curriculum Leadership Standard 7. Developing coherent curriculum, instruction, & assessment systems
270a	Introduction to School Management Standard 8. Managing school operations and resources
270b	Inquiry into School Management Standard 8. Managing school operations and resources
272a	Introduction to Student, Family & Community Development Standard 9. Cultivating a climate of care and support for students Standard 10. Engaging families & community
272b	Inquiry into Student, Family & Community Development Standard 9. Cultivating a climate of care and support for students Standard 10. Engaging families & community

Curriculum & Assessment Specialization (with links to related syllabi):

#	**Learning Strand** Standard of Competency	**Credits**
202	Curriculum Leadership Clinical Experience (if not taken currently with the Principal Intern Program)	Not for Credit
260f	Inquiry into School & District Curriculum Leadership Standard 7. Developing coherent curriculum, instruction, & assessment systems (Applying Level) Curriculum Leadership Standard 1. Analyzing systems level instructional program coherence Curriculum Leadership Standard 2. Supporting school improvement at the district level	3
360	Practical Statistics for Educators Professional Education Standard: Collecting and analyzing data	1
280	Inquiry into Data Based Improvement Curriculum Leadership Standard 3. Leading data based improvement Curriculum Leadership Standard 4. Building capacity by engaging colleagues in collaborative analysis of evidence	3

Aligned Assessments Include:

Cross District Case Study:

1. CDCS - Leadership & Distributed Leadership (Description, Rubric)
2. CDCS - Mission, Vision & Values (Description, Rubric)
3. CDCS - School Climate (Description, Rubric)
4. CDCS - Equity Audit (Description, Rubric)
5. CDCS - Professional Community (Description, Rubric)
6. CDCS - Professional Learning Initiative (Description, Rubric)
7. CDCS - Family & Community Context (Description, Rubric)
8. CDCS - Resource & Technology Allocation (Description, Rubric)
9. CDCS - Human Capital Management System (Description, Rubric)
10. CDCS - Ethical Leadership (Description, Rubric)
11. CDCS - Instructional Guidance Systems (Description, Rubric)
12. CDCS - Student Support (Description, Rubric)
13. CDCS - Synthesis (Description, Rubric)

14. CDCS - Cross District Comparison (Description, Rubric)
15. CDCS - Reflection on Your Leadership (Description, Rubric)

Performance Assessments:

1. Facilitation Performance Assessment (Description, Rubric)
2. Instructional Conferencing Performance Assessment (Description, Rubric)
3. Vision & Improvement Project Proposal (Description, Rubric)
4. Improvement Project (Description, Rubric)
5. Coach Observations (Description & Rubric)
6. FEMA Diversity Awareness (2C, 8C) (Description, Rubric)

Reflections on Experience:

1. Reflection on experiences engaging with families and community (2H, 10B, 10C) (Description, Rubric)

Progress Reviews:

1. Self-Assessment of Engagement in Learning & Collaboration (3 x per year) (Description, Template & Rubric)
2. Faculty Assessment of Engagement in Learning & Collaboration (3 x per year) (Description, Template & Rubric)
3. Faculty Progress Review Fall Interim 3 x Per Year (Template & Rubric)

6. *A brief description of how the new program is supported by appropriate institutional resources sufficient to allow a candidate to attain the degree of expertise necessary for a beginning educator in the program (see Ed 605).*

This program is currently in operation with assigned faculty, developed and calibrated performance assessments, and a track record of success. UVEI calculates completion of the combined Principal Intern Program and Curriculum & Assessment Specialization as equivalent to 1.33 of a full time candidate, and UVEI has assigned appropriately qualified faculty necessary to provide instruction, field coaching, and to assess candidate progress (Ed 605.01). Currently assigned faculty include:

Faculty Member	Qualifications	Experience
Kristin Hubert, EdD Coordinator of Professional Education School Leadership & Elementary Teacher Education Programs Faculty	Doctor of Education Educational Leadership Northeastern University Master of Educational Leadership Castleton University	• Principal, Northwest Primary School & Fisher Elementary School (13 years) • Elementary Teacher, Fair Haven Grade School (4 years) • Adjunct Instructor, Castleton University (1 year) • Executive Council Member, Vermont Principal Association (2 years)
Nan Parsons, EdD Associate Director for School Leadership School Leadership Programs Faculty	Doctor of Education Educational Leadership Plymouth State University Master of Education Antioch New England Educator Licenses: Superintendent, Principal, Special Education, Elementary Education, and Early Childhood Education (NH)	• Faculty, Upper Valley Educators Institute (4 years) • Teaching Lecturer, Plymouth State University (2 years) • Principal, Lebanon High School (7 years) • Principal, Canaan Elementary School (7 years) • Multiple Subjects Teacher, Grantham Village School (6 years) • Multiple Subjects Teacher, Washington Street School (2 years)
Page Tompkins, EdD Executive Director Teacher & School Leadership Programs Faculty	Doctor of Education Educational Leadership University of California Berkeley Educator Licenses: Social Studies, Principal, Curriculum Administration, and Superintendent (NH)	• Faculty, Upper Valley Educators Institute (5 years) • Faculty, Reach Institute of School Leadership (8 years) • Lecturer, University of California, Berkeley (2 years) • Principal, Humanities Teacher, Education Specialist; Bay Area School of Enterprise (6 years)

		• English and Social Studies Teacher, Our Schools (2 years)
Christopher Ward, PhD Graduate Studies Coordinator Teacher & School Leadership Programs Faculty	Doctor of Philosophy Educational Psychology University of Washington	• Faculty, Upper Valley Educators Institute (3 years) • Lecturer, Dartmouth College (2 years) • Instructor, University of Central Florida (2 years) • Instructor & Research Associate, University of Washington (7 years) • Elementary Teacher, Hilltown Cooperative Charter School (2 years)

The program uses existing UVEI facilities (Ed 605.03).

UVEI programs are accredited by ACCET, including an annual review of our audited financial accounts. UVEI's Financial Responsibility Composite Score is consistently indicates that UVEI is financially responsible (Ed 605.02).

Report Date	Financial Responsibility Composite Score
6/30/2014	3.0
6/30/2015	2.5
6/30/2016	2.8

Notes:

- The Financial Responsibility Composite Score is score issued by the US Department of Education. The score is a composite of three ratios derived from an institution's audited financial statements. The three ratios are a primary reserve ratio, an equity ratio, and a net income ratio. These ratios gauge the fundamental elements of the financial health of an institution, not the educational quality of an institution.
- The composite score is intended to reflect the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.
- Since the financial factors that influence composite scores can fluctuate from year to year
- Source: https://studentaid.ed.gov/sa/node/119

7. *A schedule which sets forth the proposed beginning dates for the program and the anticipated first state approval on-site review, including:*
   - *Sequence of activities.*
   - *Anticipated schedule of evaluative checkpoints*.

The specialization is already in operation as an approved Vermont program leading to licensure as a curriculum director. The program has graduated several Vermont candidates and has more currently enrolled. It commences each January and UVEI would like to add New Hampshire candidates beginning in January 2019. (For a detailed description of the sequence, please see the Principal Intern Program Curriculum Map and the Curriculum & Assessment Specialization Curriculum Map)

All UVEI preparation programs are scheduled for a full on-site review in 2022 and we would propose a subsequent review of Curriculum & Assessment Specialization at that time.

8. *A letter from a Principal Administrator indicating institutional support for the new program*.

Attached is a letter from the Principal Administrator, Page Tompkins, EdD., Executive Director; indicating institutional support for the Curriculum & Assessment Specialization.

9. *A concise description regarding how the institution's proposed new program addresses one or more of the following criteria, in response to priorities identified by the State Board of Education:*
   - *Innovation: Is the program innovative in some noteworthy way?*
   - *Rigor: Does the program bring new rigor to the selection for admission, preparation and/or IHE standards the candidates must meet to be recommended by the IHE for certification?*
   - *Critical Shortages: Does the proposed program address one or more of the critical shortage*

areas?

- *Responsiveness to P12 data: Will the program utilize data with regard to P12 student learning opportunities, engagement and/or results, and/or P12 educator effectiveness in a noteworthy way?*

Innovation: While two preparation programs in New Hampshire currently offer Curriculum Administrator programs, UVEI seeks to fill a need for a clinically intensive, experiential approach (as opposed to a more traditional class/carnegie unit based approach) with a competency based assessment system. Local partner districts are eager for us to provide this option in our region as a prefered alternative to the Alternative 5 pathway they currently view as the primary option for preparing leaders in this area. Further, a proficiency-based approach is aligned with the very innovations being pursued in K-12 settings, efforts which graduates would be expected to lead upon earning the endorsement. Through UVEI's design development approach to continuous improvement, we believe that we will be able to offer a model for job-embedded preparation that can inform the field, especially for pathways that are on-the-job in nature.

Responsiveness to P12 data: The program features the sophisticated use of student data as a tool for leading school based capacity building.

10. *A concise description regarding how the institution envisions implementing a data driven decision-making system for the following:*
    - *Assessing candidate preparedness so that the institution is confident a candidate has mastered the competencies required for certification when recommending the candidate for certification.*
    - *Assessing and continuously improving the proposed new program.*

Candidates are assessed based on a battery of performance assessments aligned with specific elements of the standards of competency, which are analytically evaluated, combined with a holistic review of the progress towards the standards. The process includes:

- Faculty define standards of competency based on the relevant national standards (approved by the Faculty Academic Committee)
- Faculty design a aligned performance assessments and evaluation rubrics based on research based frameworks or previously validated assessments
- Faculty create learning strands (a combination of seminars, practicums, field experiences, formative assessments, and performance assessments that support development of clusters of competencies)
- Faculty pilot performance assessments with candidates, calibrate based on results, and refine the performance assessment

Once a performance assessment has been developed, the faculty engage in ongoing data based improvement, including:

- Prior to administering a performance assessment, the faculty review and re-calibrate
- Following scoring of performance assessments, faculty submit their scores through an online platform
- The program coordinate then engages faculty in a data based review of candidates performance, identifying areas of strength and areas for improvement. Improvements may be directed at refining the assessment, changing instruction in the program, or targeted coaching.

The UVEI Faculty Academic Committee is charged with the responsibility for coordinating the annual cycles of "program review and continuous improvement," which follows a design development cycle and is intended to fit in with UVEI board level strategic planning and continuous improvement cycles.

The annual program review cycle proceeds as follows, for each program:

- Program plans are established for the coming year:
    - What: Program Handbooks are updated and prepared for distribution, the Academic Calendar is established, Advanced Organizers are compiled for the planned learning sequences, key assessments are discussed and calibrated. Data used to inform changes include:
        - Demonstration of competency results
        - Completion rates
        - End of year Intern survey results
        - Evidence collected through design development cycles
        - Cumulative end of seminar Intern feedback
        - Cumulative formative assessment results Professional Development Projects, observations of instruction, teacher reflections, faculty monitoring of inquiry work)
        - Faculty professional judgment
        - Changes in national standards or state requirements
        - Prior year's placement data
        - Prior year's employer feedback
        - Alumni surveys and/or focus groups
    - Who: Program faculty with Academic Committee approval of handbook changes and substantive changes to the Advanced Organizers.

    - When: Spring/Summer
- Ongoing adjustments:
    - What: Agenda are designed for individual sessions, adjustments are made to the Academic Calendar and Advanced Organizers based on emerging needs and responsiveness to Interns. Data used to inform adjustments include:
        - Formative assessment data (performance assessment results, observations of practice, reflections, faculty monitoring of inquiry work)
        - Survey data (end of seminar “exit tickets,” end of sequence intern surveys)
        - Faculty professional judgment

      Faculty calibrate on performance assessments prior to scoring.
    - Who: Individual instructors or co-teaching teams are responsible for developing agendas, differentiating instruction, and responding to candidate needs. The Academic Committee approves substantive changes to outcomes or the assessment procedures.
    - When: August-June.
- Mid-Year Adjustments:
    - What: Second term adjustments to the Academic Calendar, Advanced Organizers, and planned formative assessments are made. Data used to inform adjustments include:
        - Mid year Intern survey results
        - Evidence collected through design development cycles
        - Cumulative end of seminar Intern feedback
        - Cumulative formative assessment results (Professional Development Projects, observations of instruction, teacher reflections, faculty monitoring of inquiry work)
        - Faculty professional judgment
    - Who: Academic Committee on the advice of the Program Faculty.
    - When: January
- Spring Planning:
    - What: The Faculty begin the preliminary evaluation of the year and identify priorities for improvement in the coming academic year. This is necessary because waiting for final data, typically available in mid-June, is often too late for more substantial design development work. Data used to inform preliminary priorities include:
        - Evidence collected through design development cycles
        - Cumulative end of seminar Intern feedback
        - Cumulative formative assessment results (Professional Development Projects, observations of instruction, teacher reflections, faculty monitoring of inquiry work)
        - Mid year Intern survey results
        - Faculty professional judgment
        - Changes in national standards or state requirements
        - Prior year’s placement data
        - Prior year’s employer feedback
        - Projected completion rates
        - Alumni surveys/focus groups
    - Who: All Faculty, Academic Committee
    - When: April-June

Return completed request to the New Hampshire Department of Education, Division of Higher Education, 101 Pleasant Street, Concord, NH, 03301.

V, B

NHTI
Concord's Community College

We are all teachers. We are all learners.

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

Dear Commissioner Edelblut,

I am writing to inform you that the Office of Academic Affairs at NHTI – Concord's Community College supports the addition of a Computer Science K-12 certification program to the Teacher Education Conversion Programs TECP) in the Education department.

This Computer Science K-12 certification program fits well with the mission of our college in general to help to meet workforce needs, and more specifically, critical shortages in teacher education. Moreover, NHTI – Concord's Community College has the faculty expertise in both K-12 education and computer science to create a program that will supply the state and region with high quality computer science educators.

In May 2018, our Teacher Education Conversion Programs celebrated full approval status, without recommendations, from the NH Department of Education. NHTI leadership is committed to supporting our education faculty and students in continuing and expanding upon this work. The NH DOE approval report noted the importance of the existence of programs that offer opportunities for career changers to help to meet these critical teaching shortages in our state.

Please contact me if there are any questions.

Sincerely,

Fiona J. McDonnell

Fiona J. McDonnell, Ed. D.
Vice President of Academic Affairs
NHTI – Concord's Community College

31 College Drive, Concord, NH 03301-7412
Phone: (603) 271-6484 or 1-800-247-0179 • Fax: (603) 230-9312 • www.nhti.edu
Part of the Community College System of New Hampshire

New Hampshire Department of Education
Council for Teacher Education

Request to Conduct a New Program Review:
NHTI-*Concord's Community College*
Computer Science Educator Ed. 612.33

Program Name: Computer Science Educator K-12
Endorsement Title & Administrative Rule # Computer Science Education 612.33
Level: Post-baccalaureate

1. *A statement explaining the rationale and statement of purpose on which the proposed program is based*.

NHTI's mission is carried forth in the Teacher Education Conversion Programs. Our programs provide a challenging and supportive environment for teacher candidates for the development of the knowledge, skills, and dispositions necessary for becoming quality educators. We are dedicated to assisting in meeting workforce needs and therefore focus our work on critical shortage areas in teaching. One important aspect of the mission of the college is assisting in meeting the workforce needs of the community. The TECP programs meet this need specially by offering preparation programs for K-12 teachers in areas of critical shortage in our state.

The Teacher Education Conversion Programs (TECP) at NHTI are designed for career changers interested in becoming teachers and they focus on critical shortage needs. The purpose of adding this program is to prepare career changers in the area of computer science to become licensed computer science educators. Currently, we have career changers who have completed our programs and have a computer science background. Offering a certification program for Computer Science Educators would allow TECP completers to return to complete an additional certification and it would allow current career changers the opportunity to be licensed to teach in this critical shortage specialization.

2. *A clearly formulated statement of the knowledge, skills and dispositions that are required by the program including the degree of expertise necessary for a beginning educator, with reference to the State of NH content, specialist or administrator certification standards for the program (see applicable program standards in Ed 612, Ed 613 or Ed 614)*.

At the successful completion of the program, the candidate will have demonstrated competency for all NH Ed 612.33, Ed 507.54 and Ed 610.02 standards.

3. *Designation of an appropriate division, school, college, department and contact person to administer and act on all matters relating to the program (see Ed 602.03)*.

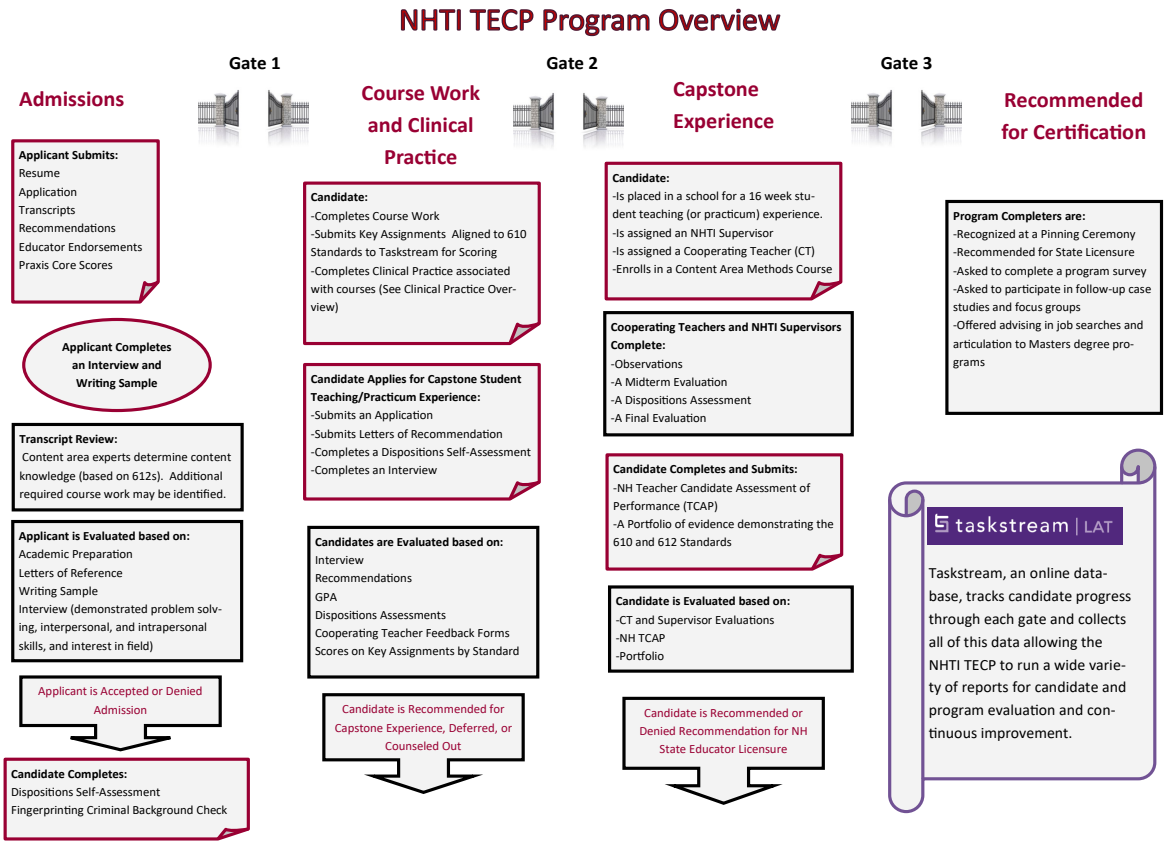
   The program will be administered by the NHTI Teacher Education Conversion Programs. Director of TECP, Dr. Kelly Moore Dunn. kdunn@ccsnh.edu

4. *A description of the curriculum and how it aligns with the New Hampshire certification requirements for the content, specialist or administrative area in which the new program is sought (include a matrix with standards and courses where standards will be met) (see applicable program standards in Ed 610, Ed 612, Ed 613 or Ed 614)*.

   For a detailed description of how the program address the requirements for *Ed 612.33* please see the attached program matrix for Computer Science Educator K-12 and alignment with related Ed 610.02 standards.

5. *A brief description of all courses and clinical experiences for the newly proposed program. Include references to candidate and program assessment systems.*

   Program Overview:
   The Computer Science program candidates will follow the same guidelines for application and review as the current TECP programs (which were recently approved in May 2018).



The NHTI TECP candidate is a reflective and effective pre-service educator. The candidate assessment system follows a well-defined process or cycle, which informs program assessment. There are three *gates* or *passageways* for candidates to enter and complete to result in a successful outcome of recommendation for NH educator certification through the NHTI TECP.

Gate 1: Admission to the Program. Application to the TECP (before course work)

Admittance to the Program. The TECP interview committee meets with the applicant and reviews all the application materials including conducting a face-to-face interview. All candidates must pass a Criminal Background Check to be admitted to the program.

Candidates follow this process for application.

1. Applicants submit

- TECP application
- official transcripts from all undergraduate and graduate programs attended; candidates must hold a minimum of a Baccalaureate and/or Master's Degree
- current resume
- two letters of recommendation

- copy of teaching certification or NH Statement of Eligibility (if applicable)
- PRAXIS' Core Academic Skills for Educators Exam tests scores, if applicable (unless candidate holds a current teaching certification)

2. Once the application is complete, the Computer Science content faculty assess the candidate's fundamental knowledge of the NH Content Standards through an in-depth transcript review

3. Applicants are interviewed by NHTI TECP Faculty.

4. Applicants complete a writing sample at the time of the interview.

The candidate must hold a bachelor's degree (in the content area or related degree) to be eligible for the program. During the transcript review, a determination is made as to whether or not all content preparation is complete. If it is not and the candidate needs additional content coursework for meeting the NH standards, that coursework must be successfully completed prior to student teaching. The candidate is also notified via the acceptance letter if any additional areas of content coursework need to be completed. If candidates need to take additional coursework, they must have these courses approved by NHTI, in advance.

Gate 2: Before Student Teaching/Practicum

All of the components of the Gate 2 assessment of the TECP candidate occur before the student teaching/practicum capstone clinical experience. (see course plan below)

Gate 2 (before student teaching/practicum)

- TECP 50 Introduction to Exceptionalities
- TECP 51 Foundations of Education
- TECP 60 Supporting Students with Challenging Behavior
- TECP 61 Legal and Ethical Issues in Education
- TECP 63 Educational Technology
- TECP 66 Curriculum and Assessment
- TECP 68 Content Literacy
- TECP 69 Cross Cultural Education Seminar
- Application for Student Teaching
    - Praxis II (when one is required)
- TECP 97 Methods and Student Teaching for Computer Science Educators

In each of these courses (addressing the Ed 610.02 standards) KEY assessments were designed based on the Professional Education Standards and mapped to the content area standards for each certification area. We have been using the LAT system in Taskstream to collect data on the performance, by standard, for each KEY assessment and for each certification area. We will use this same process for the Computer Science program. We will also use this data to run a report by individual candidate and discuss this as part of the readiness for the student teaching/practicum capstone experience. The education faculty designed the rubrics and the descriptors for performance were developed and agreed upon so that we have consistency across courses and sections of a course. These KEY assessments are submitted by the candidate directly into the LAT and scored by the faculty into the LAT. Using this system helps us to examine the data regarding the KEY assessments and the candidate

performance and make data decisions about the curriculum and the assessments. We set the threshold for acceptable performance for KEY assignments as a 3 on the rubric. If a candidate has one or more areas that fall below the acceptable range, s/he has to re-submit evidence of meeting that standard(s).

The application to student teaching is the last component in Gate 2. There are several pieces to the student teaching application. Candidates apply to student teaching in his/her last semester before the capstone experience. The TECP candidate must complete all requirements of coursework and early clinical work (completion of Gate 2 requirements) before applying for the student teaching experience. The candidate must apply to student teaching the semester before s/he wishes to complete this experience (i.e. for the Fall student teaching, candidates must apply by March 1st and for the Spring student teaching, candidates must apply by October 1st.

The candidate must complete all of the required components of the application (written application, copy of transcripts, 3 letters of recommendations from faculty, Dispositions Survey, report of KEY assessments). An interview is arranged with the Coordinator of Clinical Experience and the Director of the TECP. Once the interview is conducted a determination is made if the candidate is ready (eligible) for student teaching and a letter is sent to the candidate informing him/her of the decision. A determination could be made at this point that a candidate is not eligible and he/she would be advised if he/she should take additional coursework or clinical work to become better prepared.

Gate 3: before recommendation for certification

All of the components of the gate three assessment of the TECP candidate occur during the student teaching capstone clinical experience and before recommendation for Computer Science educator certification.

Gate 3 (before recommendation for certification)

- NH TCAP (when one becomes available for this certification area)
- Observations from College Supervisor
- Observations from Cooperating Practitioner
- Dispositions Survey used twice during student teaching/practicum, scores not collected in LAT at this time.
- Passing grade in student teaching Computer Science methods seminar
- Final Student Teaching Evaluations
- Completed e-Portfolio
- Recommendation for Certification

The outputs help measure the performance of candidates nearing program completion and after program completion. Output measures in this gate include direct measures (i.e. student teaching mid-term and final evaluations and observations from college supervisor and cooperating practitioner, NH-TCAP scores (when available), passing grade in Methods Seminar, and completion of e-portfolio.

6. *A brief description of how the new program is supported by appropriate institutional resources sufficient to allow a candidate to attain the degree of expertise necessary for a beginning educator in the program (see Ed 605).*

   This new program will be supported by the college through the Office of Academic Affairs. The program will utilize current resources that are available for the other TECP programs. In addition to these resources the program will work collaboratively with the Computer Science faculty for transcript reviews and course recommendations, as needed.

7. *A schedule which sets forth the proposed beginning dates for the program and the anticipated first state approval on-site review, including:*
   - *Sequence of activities.*
   - *Anticipated schedule of evaluative checkpoints*.

   It is hoped that the NHTI Computer Science program would be under review with the NH DOE during the Spring 2019 and ready for implementation by Fall 2019. The Computer Science program would follow the existing TECP candidate and program assessment system and cycle which was approved by the NH State Board of Education in May 2018.

8. *A letter from a Principal Administrator indicating institutional support for the new program*.

   See attached letter from Dr. Fiona McDonnell, Vice President of Academic Affairs for the college.

9. *A concise description regarding how the institution's proposed new program addresses one or more of the following criteria, in response to priorities identified by the State Board of Education:*
   - *Innovation: Is the program innovative in some noteworthy way?*
   - *Rigor: Does the program bring new rigor to the selection for admission, preparation and/or IHE standards the candidates must meet to be recommended by the IHE for certification?*
   - *Critical Shortages: Does the proposed program address one or more of the critical shortage areas?*
   - *Responsiveness to P12 data: Will the program utilize data with regard to P12 student learning opportunities, engagement and/or results, and/or P12 educator effectiveness in a noteworthy way?*

   Innovation: The TECP are innovative programs designed for career changers, utilizing the career changers real world experience for New Hampshire's K-12 classrooms.

Rigor: The current TECP programs NH passing scores on Praxis Core Academic Skills and Praxis II. (although there is no Praxis II for Computer Science at this time for comparison). We expect the candidates in this program to perform at these high standards as well.
Critical shortages: This program would address the Computer Science critical shortage if one exists.

10. *A concise description regarding how the institution envisions implementing a data driven decision-making system for the following:*
    - *Assessing candidate preparedness so that the institution is confident a candidate has mastered the competencies required for certification when recommending the candidate for certification.*
    - *Assessing and continuously improving the proposed new program.*

Process of Documentation and Evaluation of Capstone Clinical Experience

Evaluation of a TECP candidate at this point in the program during this culminating clinical experience is multifaceted. In this triad model there are many opportunities for the student teacher to get feedback on his/her performance and many opportunities for individual reflection (listed below)

- Cooperating Teacher Lesson Observation Form/s of Teacher Candidate (2 formal)
- NHTI College supervisor Lesson Observation Form/s of Teacher Candidate (6 formal)
- Cooperating Teacher Daily Progress Check of Teacher Candidate
- NHTI Supervisor and Methods Instructor Review of weekly Progress (weekly journals required)
- Cooperating Teacher Mid Term Evaluation of Teacher Candidate's performance
- NHTI College Supervisor midterm evaluation of candidate's performance
- NHTI College Supervisor Final Evaluation of Teacher Candidate
- Methods Professor Final Evaluation of Teacher Candidate
- Teacher Candidate Assessment of Performance (TCAP) (when available)
- Teacher Candidate Assessment input to midterm and final evaluation (triad meeting)
- NHTI Dispositions Survey (*early and final)*
- Evaluation of these assessments: If a candidate is not progressing satisfactorily (rating of *approaching competency*) a plan for success is developed with specific outcomes and target dates for completion.
- The grade given for student teaching/methods semester is determined by the triad group; methods professor, cooperating practitioner, and college supervisor.
- Completion of e-portfolio.

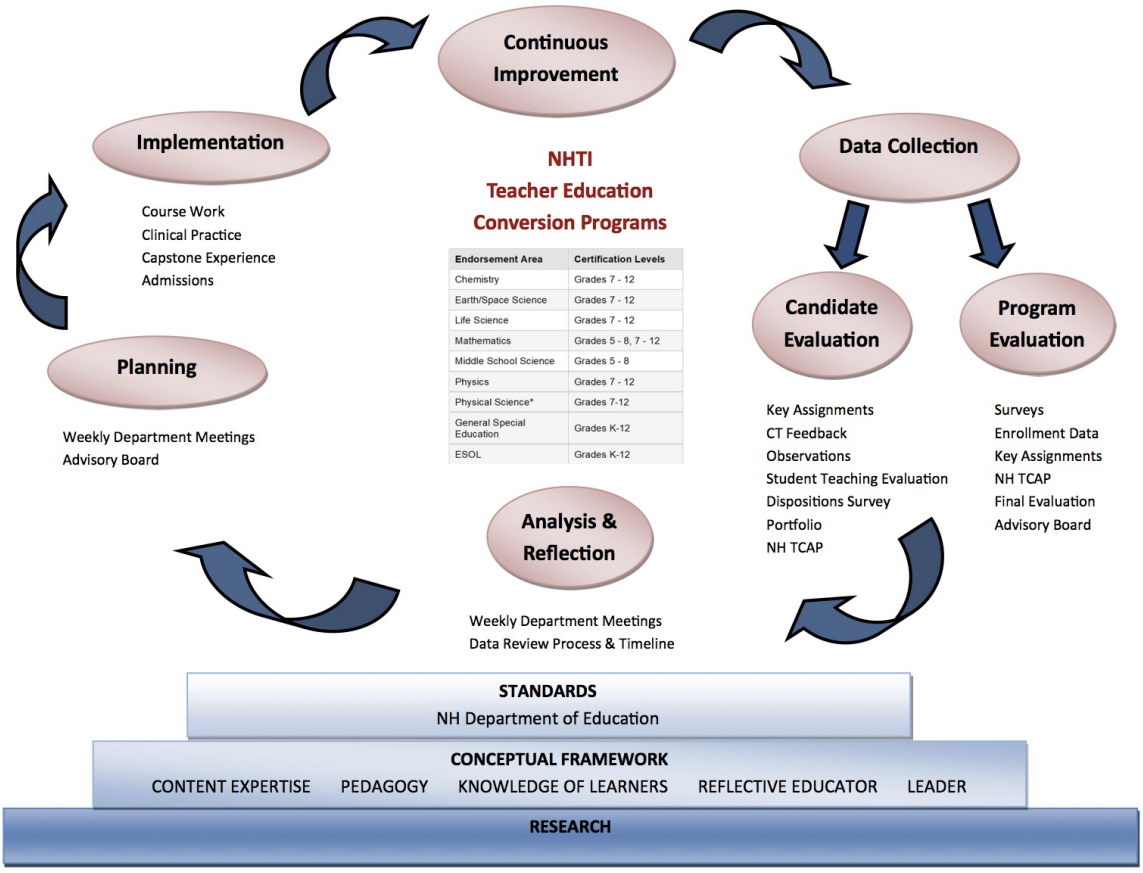
The Education Department reviews all data to determine candidate effectiveness. Results and data discussion of the evaluation of all documents are listed in our *data portfolio*s.

Teacher Preparation 2020 Key Effectiveness Indicators

This framework is used to organize and analyze our data.

Assessment Categories	**Key Indicators**	**Measures**
Candidate Selection Profile	Academic Strength	GPA in previous degree Scores on Praxis Core
	Teaching Promise	Interview Scores
	Candidate/Completer Diversity	Candidate race and gender
Knowledge and Skills for Teaching	Content Knowledge	Scores on Praxis II for licensure area
	Pedagogical Content Knowledge	Scores on Key Assignments by 610 standards
	Teaching Skill	Scores on NH TCAP Student Teaching Evaluation
	Completer Rating of Program	Surveys of program completers
Performance as Classroom Teachers	Impact on K-12 Student Learning	*Case study design (in progress)*
	Demonstrated Teaching Skill	
	K-12 Student Perceptions	
Contribution to State Needs	Entry and Persistence in Teaching	Number and percentage of program completers employed as teachers
	Placement/Persistence in High-Need Subjects/Schools	Number and Percentage of Program Completers recommended for certification in critical shortage areas Number and Percentage of Program Completers employed as educators in NH schools

Pictured below is the current continuous improvement model for the Teacher Education Conversion Programs at NHTI. If approved, the Computer Science certification program would follow this cycle.



Endorsement Area	Certification Levels
Chemistry	Grades 7 - 12
Earth/Space Science	Grades 7 - 12
Life Science	Grades 7 - 12
Mathematics	Grades 5 - 8, 7 - 12
Middle School Science	Grades 5 - 8
Physics	Grades 7 - 12
Physical Science*	Grades 7-12
General Special Education	Grades K-12
ESOL	Grades K-12

NHTI
Computer Science Education (Ed 612.33)
Self-Assessment Worksheet

Ed 612.33 Computer Science Education K-12
NHTI is a post-baccalaureate Conversion program. Candidates must have a bachelor's degree in Computer Science or *a related field* (i.e. Engineering) to be considered for the program. Therefore, the TECP at NHTI does not teach the *fundamental knowledge* of Computer Science but rather, assesses the candidate's fundamental knowledge competency through a rigorous transcript review and through the demonstration of competencies during clinical work and student teaching. In addition, the candidate must pass Praxis II *before* student teaching (when available)

NOTE: For candidates seeking Computer Science certification the Computer Science faculty will assess the skills, competencies, and knowledge of candidates for certification as computer science educators by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEU's, and artifacts of professional practice. This is a rigorous transcript review process to determine if they have acquired the required competencies to meet these standards. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates may not need any additional coursework. If they do need coursework, they may only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *be an otherwise qualified candidate* for the program, we recommend the candidate be deferred and reapply when additional content coursework is completed. Any additional content coursework that is required must be completed before the student teaching semester.

Ed 612.33 COMPUTER SCIENCE EDUCATION	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(c) A candidate for certification as a computer science educator for grades K-12 shall have the following skills, competencies, and knowledge through a combination of learning activities such as but not limited to academic and supervised field-based experience in the following areas:		
These areas are assessed through transcript review, KEY assignments, early and mid-program clinical experiences, TCAP(when available) and culminating clinical experience (student teaching and methods semester)		

(1) In the area of impacts of computing, the candidate shall have the ability to:		
	The TECP has developed an assessment system that identified KEY formative assessments for the NH Ed 610.02 standards. These formative assessments are identified in each course in the program. Rubrics for these assessments have been developed by the faculty and are applied consistently over the various sections of a course. The KEY assessments are scored in the Learning Achievement Tools (LAT) section of Taskstream.	**The TECP has developed an assessment system that identified KEY assessments for the NH standards. The rubrics for these assessments have been developed by the faculty and are applied consistently over the various sections of a course. The KEY assessments are scored in the Learning Achievement Tools (LAT) section of Taskstream. This allows the faculty use the data to make decisions across candidate evaluation and program evaluation.** **The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a KEY assessment (*meets expectations)***

a. Use computing to: (i) Express creativity; (ii) Solve problems; (iii) Communicate; (iv) Collaborate; and (v) Innovate in a variety of fields and careers;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) • Career Experiences (resume review)	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. When the portfolio is completed during the student teaching semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials demonstrating teaching, activities to improve instruction, awards and recognition.

	ED 610. (2) Collaboration, as demonstrated by: a. Collaborating, as a member of the larger learning community, with learners, families, colleagues, other professionals, and community members to leverage resources that contribute to student growth and development, learning, and well-being. **Supportive Formative and Summative coursework and KEY assessments that assess the application of these standards include:** • TECP 51C Foundations of Education/community profile • TECP 66C Curriculum and Assessment/lesson planning • TECP 97C Methods/Student Teaching/ lesson planning and Membership in Professional Organizations • Post-secondary education of candidate (transcript review) • Career experiences (resume) **(In the area of learning facilitation practice**: (**ED 610.02 1**) Use of assessment, as demonstrated by an understanding and ability to use multiple methods of assessment to: a. Engage learners in their own growth; b. Document learner progress; c. Provide learner feedback; and d. Inform the educator's ongoing planning and instructional practices; **Supportive Formative coursework and KEY assessments that assess the application of these standards include** • TECP 66C Curriculum and Assessment (lesson plans/unit plans) • TECP 97C Methods/Student Teaching in Computer Science, observations of evidence of planning, instructing, assessing and reflecting • Post-secondary education of candidate (transcript review) • Career experiences (resume) • Membership in Professional Organizations (portfolio)	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (**rubrics** used and the candidates must score at least a 3 on the rubric for a KEY assessment (*meets expectations)* These KEY assessments (linked to standards) are scored in Taskstream and reports are run prior to application to student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. **Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations)

b. Assess obstacles to equal access to computing as well as the impacts of these obstacles;	**Supportive Formative coursework and KEY assessments and Summative work that assess the application of these standards include** • TECP 97C Methods/Student teaching in Computer Science, observations of demonstration of evidence of planning, teaching, assessing and reflecting	The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

c. Assess impacts of computing innovations and practices with respect to: (i) Beneficial and harmful effects; (ii) Ethical practices; and (iii) Privacy, security, and legal issues;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) • Career Experiences (resume review) ⇓	When the portfolio is completed during the student teaching semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.

d. Keep current with knowledge on emerging technologies and their potential impacts.	**Ed 610.02 (2) Planning for learning facilitation, as demonstrated by** an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and **3) Learning facilitation strategies, as demonstrated by:** a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and b. An ability to build skills in accessing, applying, and communicating information. **ED 610. d) In the area of professional responsibility: (1) Reflection and continuous growth, as demonstrated by:** a. Being a reflective practitioner and using evidence to continually evaluate his or her practice, particularly the effects of choices and actions on students, families, and other professionals in the learning community **ED 610. (d) In the area of professional responsibility, the candidate demonstrates the ability to adapt practice to meet the needs of each learner** **Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning • TECP 97C Methods/Student Teaching, observations of planning, instructing, assessing and reflecting	**Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

	Ed 610.02 b) In the area of content: (1) Content knowledge, as demonstrated by: a. An understanding of the central concepts, tools of inquiry, and structure of his or her discipline(s); and b. An ability to create learning experiences that make the discipline(s) accessible and meaningful for learners (2) Innovative applications of content, as demonstrated by an understanding of how to connect concepts and use differing perspectives to engage learners in critical and creative thinking and collaborative problem-solving related to authentic local and global issues. **Supportive Formative coursework and KEY assessments and Summative work that assess the application of these standards include:** • TECP 51C Foundations of Education/Community Profile • TECP 63C Instructional technology • TECP 66C Curriculum and Assessment/Lesson Unit Plans • TECP 97C Methods/Student teaching evidence of planning, teaching, assessing, reflecting	**Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester. • Cooperating Teacher Lesson Observation Form/s of Teacher Candidate (2 formal) • NHTI college supervisor Lesson Observation Form/s of Teacher Candidate (6 formal) • Cooperating Teacher Daily Progress Check of Teacher Candidate • NHTI Supervisor and Methods Instructor Review of weekly Progress • Cooperating Teacher Mid Term Evaluation of Teacher Candidate's performance • NHTI College Supervisor midterm evaluation of candidate's performance • NHTI college Supervisor Final Evaluation of Teacher Candidate • Methods Professor Final Evaluation of Teacher Candidate • Teacher Candidate Assessment of Performance (dispositions survey) • Teacher Candidate Assessment input to midterm and final evaluation (triad meeting) If a candidate is not progressing, a plan for success is developed with specific outcomes and target dates for completion. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)*

		The following are used for evaluating and monitoring progress: (**rubrics** used and the candidates must score at least a 3 on the rubric for a KEY assessment (*meets expectations)* These KEY assessments (linked to standards) are scored in Taskstream and reports are run prior to application to student teaching.
(2) In the area of algorithms and computational thinking, the candidate shall have the ability to:		

a. Analyze algorithmic processes and develop algorithms using: (i) Pattern recognition; (ii) Problem decomposition; and (iii) Abstraction;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume)	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. When the portfolio is completed during the student teaching semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials demonstrating teaching, activities to improve instruction, awards and recognition.

b. Convert between binary, decimal, and hexadecimal number systems;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester.	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

c. Use different formats to represent, develop and analyze algorithms including, but not limited to natural language, flowcharts, and pseudocode;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester.	When the portfolio is completed during the student teaching semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials

d. Use heuristic solutions to address computing limitations including, but not limited to, time, space, and solvability;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

e. Use standard algorithms including, but not limited to, searching and sorting algorithms and analyze implementations of those algorithms for correctness, efficiency, and clarity; and	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
f. Use simple recursive algorithms including, but not limited to, fractals, Zeno's paradox, and Towers of Hanoi;	⇓	⇓
(3) In the area of programming, the candidate shall have the ability to:		

a. Write and modify computer programs in block-based and at least one text-based programming language;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume)	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. When the portfolio is completed during the student teaching semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials demonstrating teaching, activities to improve instruction, awards and recognition.

b. Analyze computer programs in terms of: (i) Correctness; (ii) Usability; (iii) Readability; (iv) Extensibility; (v) Modifiability; and (vi) Reusability;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. **Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning • TECP 97C Methods/Student Teaching, observations of planning, instructing, assessing and reflecting	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

c. Program using the following elements: (i) Basic control structures; (ii) Standard operators; (iii) Variables and data types; (iv) Functions; and (v) Data structures;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
d. Write event-driven programs that respond to external events including, but not limited, to sensors, messages, and clicks;	• Post-Secondary education of candidate (transcripts) • Career Experiences	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework is needed and the candidate would *otherwise be a qualified candidate* for the program, it is recommended they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed before the student teaching semester. The Computer Science department faculty does the transcript review with expertise in all areas of Computer Science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test in the content area must be passed before student teaching.

e. Use libraries and APIs;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
f. Use and evaluate multiple development and execution environments;	• Post-Secondary education of candidate (transcripts) • Career Experiences	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework is needed and the candidate would *otherwise be a qualified candidate* for the program, it is recommended they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed before the student teaching semester. The Computer Science department faculty does the transcript review with expertise in all areas of Computer Science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test in the content area must be passed before student teaching.

g. Facilitate collaboration in the development of software;	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester • Post-Secondary education of candidate (transcripts) • Career Experiences	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
h. Program user interactions with graphical and other user interface components;	⇓	⇓
i. Demonstrate knowledge of various software development models;	⇓	⇓

j. Model practices in software development, including: (i) User requirements analysis; (ii) Program design; (iii) Implementation and documentation; (iv) Testing and debugging; and (v) Evolution driven by feedback.	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. **Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning • TECP 97CMethods/Student Teaching, observations of planning, instructing, assessing and reflecting	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
k. Develop object-oriented programs;	⇓	⇓
l. Model the process of program compilation and interpretation.	⇓	⇓
(4) In the area of data and analysis, the candidate shall have the ability to:		

a. Model concepts of processing data, including: (i) Encoding (ii) Compression (iii) Encryption	In the all the areas of **fundamental content knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume) **Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. When the portfolio is completed during the student teaching or practicum semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials

b. Create and use models and simulations.	• TECP 97C Methods/Student Teaching, observations of planning, instructing, assessing and reflecting **Ed 610.02 (2) Planning for learning facilitation, as demonstrated by** an ability, as an active member of a learning community, to draw upon knowledge of content area standards, cross-disciplinary skills, learners, the community, and pedagogy to plan learning experiences that support every learner in meeting rigorous learning goals; and **3) Learning facilitation strategies, as demonstrated by:** a. An understanding and use of a variety of strategies and tools to encourage learners to develop deep understanding of content areas and their connections to other disciplines; and b. An ability to build skills in accessing, applying, and communicating information. **Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning • TECP 97C Methods/Student Teaching, observations of planning, instructing, assessing and reflecting	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their practicum or student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

c. Work with data using computational tools, including to: (i) Collect, aggregate, and generate; (ii) Store, manage, and manipulate; (iii) Process, analyze, visualize, and	**Supportive Formative coursework and KEY assessments that assess the application of these standards include:** • TECP 66C Curriculum and Assessment/lesson planning • TECP 97C Methods/Student Teaching, observations of planning, instructing, assessing and reflecting	The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* **Summative evaluations:** Candidates are **evaluated in their practicum or student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.
(5) In the area of computing systems and networks, the candidate shall have the ability to:		

a. Evaluate and compare computing systems using various criteria.	In the all the areas of **fundamental knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume)	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching. **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor. When the portfolio is completed during the student teaching or practicum semester, it is graded as a pass/fail. The Computer Science methods professor and the TECP director review it for final approval. Feedback can be given along the way from the cooperating practitioner, the NHTI college supervisor and the methods instructor. A candidate is not recommended for certification until the portfolio is passed. The portfolio is focused primarily on the Ed 612 standards with a crosswalk to the ED 610.02 standards (and until a TCAP is available addressing most of the Ed610 standards.) The candidate is required to write a reflection describing how the evidence in the portfolio meets the standards addressed. Examining these portfolios provides the department with evidence of candidate's preparedness, his/her writing skills, documentation of teaching effectiveness, materials

b. Model computing systems in terms of: (i) Hardware and software abstraction layers; and (ii) Computer program execution (fetch-decode-execute cycles);	In the all the areas of **fundamental knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume)	demonstrating teaching, activities to improve instruction, awards and recognition. The following are used for evaluating and monitoring progress: (rubrics used and the candidates must score at least a 3 on the rubric for a **KEY** assessment (*meets expectations)* NHTI TECP Transcript review procedures used for evaluating transcript. **Summative evaluations:** Candidates are **evaluated in their practicum or student teaching site using observation protocols and midterm and final evaluations.** At the mid-term, candidates should at least be *approaching expectations.* Triad meetings between the candidate, the cooperating teacher and the clinical faculty (college supervisor) are held at mid-term to review progress. At the final, candidates should be at least *meeting competency.* **Culminating experience:** Each Teacher Education Conversion Program (TECP) Candidate has a minimum of 14 assessments of teaching performance during Student Teaching & Methods semester (see list of inclusive assessments and expectations of progress above) **Cumulative Portfolio.** The portfolio is a documentation of the culminating TECP experience. The candidate compiles various pieces of evidence throughout the required coursework and clinical experiences, addressing each standard. These pieces of evidence are assessed throughout the program by the course professor.

c. Evaluate and compare local, network, and cloud computing and storage;	In the all the areas of **fundamental knowledge,** candidates are examined through a transcript review process to determine if they have acquired the required competencies to meet these standards. The Computer Science department faculty conducts the transcript review. They examine the candidate's resume and all official transcripts to document competency. If standards are not met, candidates are given recommendations for coursework needed. Typically, candidates might only need one or two courses. If more than 15 credits of content coursework are needed and the candidate would *otherwise be a qualified candidate* for the program, we will recommend they be deferred and reapply when additional content coursework is completed. Any content coursework required must be completed *before* the student teaching semester. In addition, candidates are required to complete a Cumulative standards-based portfolio during the TECP 97 Computer Science methods of student teaching semester. They address each standard in their portfolio with evidence of content coursework, industry work in career fields, education coursework, and clinical experiences. • Post-secondary education of candidate (Transcript review) Career Experiences (resume)	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.

d. Model computer networks in terms of: (i) Protocol stack components; and (ii) Network protocols, such as, transmission control protocol/internet protocol (TCP/IP), domain name servers (DNS), and hypertext transfer protocol secure (HTTPS);	⇓	**Evaluation of transcript review**: If standards are not met, candidates are given recommendations for coursework needed. Any content coursework required must be completed *before* the student teaching semester. The Computer Science department faculty conducts the transcript review with expertise in all areas of computer science. The education faculty does not see the transcript review until it is completed and the candidate interview is scheduled. Praxis II Test (when available) in the content area will be passed before student teaching.
e. Demonstrate fundamental concepts of cybersecurity including, but not limited to, confidentiality, integrity, availability, non-repudiation, and authentication.	⇓	

Source: #12419, eff 11-14-19

Amend Ed 1102.04(h) effective 3-24-17 (Document #12141), cited and to read as follows:

Ed 1102.04 Definitions N-R.

(h) "Parent" means a biological or adoptive parent, surrogate parent, or a guardian. Parent does not mean the state when the state has legal guardianship ***pursuant to 34 CFR 300.30 and 34 CFR 300.520.***

Readopt with amendment Ed 1119.01 effective 3-24-17 (Document #12141), to read as follows:

Ed 1119.01 Confidentiality ~~Requirements~~ ***and Record Retention***.

(a) Each participating agency shall comply with 34 CFR 300.610-300.627, relative to confidentiality of information, including compliance with the Family Educational Rights and Privacy Act of 1974, 20 U.S.C. 1232G, (FERPA) and its implementing regulations in 34 CFR Part 99.

(b) Each LEA and private provider of special education shall adopt a policy regarding the retention and destruction of special education records and shall comply with the following requirements:

(1) ~~An LEA shall not destroy a student's special education records prior to the student's 25th birthday, except with prior written consent of the parent or, where applicable, the adult student, pursuant to 34 CFR 300.624(b). The LEA must maintain a copy of the last IEP that was in effect prior to the student's exit from special education until the student's 60th birthday.~~ ***Upon a student's graduation from high school, his or her parents may request in writing to the local education to have the student's records and final individualized education program destroyed at that time or request that the records be retained until the student's 26th birthday. The parents may, at any time prior to the student's 26th birthday, request in writing that the records be retained until the student's 30th birthday.*** An LEA may retain and store the student's special education records in electronic form or any other form. An LEA shall provide a parent or adult student a written notice of its document destruction policies upon the student's graduation with a regular high school diploma or at the transfer of rights or whichever occurs first. The LEA shall provide public notice of its document destruction policy at least annually.

(2) A private provider of special education shall not destroy a student's special education records prior to the student's 25th birthday, except with prior written consent of the parent or, where applicable, adult student, pursuant to 34 CFR 300.624(b). A private provider of special education may destroy a student's special education records prior to the student's 25th birthday if the private provider of special education has sent all of the student's records or copies of such records to the most recent LEA of record. A private provider of special education may retain and store the student's special education records in electronic form or any other form. A private provider of special education shall provide a parent or adult student a copy of its document destruction policy upon the student's discharge from the private provider of special education.

(c) Each participating agency shall comply with the safeguard provisions of 34 CFR 300.623. The department or the LEA shall provide notice to parents in accordance with 34 CFR 300.612.

Amend Ed 306.04(a)(25), effective 3-27-14 (Document #10556), cited to read as follows:

Ed 306.04 Policy Development.

(a) (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. 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 306.14 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 digital literacy will be integrated in a developmentally appropriate manner across grades 1-12 instruction, and how the district ~~and/~~or graduation competencies associated with ~~ICT~~ ***digital literacy*** 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 and 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 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 306.26 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 1-8 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; ***and***

(4) A guided-reading literacy program.

(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 1-8~~,~~ at all learning levels in the school:

(1) For the elementary grades 1-8, 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 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 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~~/pre~~ ***and*** engineering 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 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.

(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. 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 and to read as follows:

Ed 306.27 <u>High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program</u>.

(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 digital literacy program;

(11) Ed 306.43, relative to a mathematics program;

(12) Ed 306.44, relative to a computer science education;

(1~~2~~***3***) Ed 306.45, relative to a science education;

(1~~3~~***4***) Ed 306.46, relative to a social studies program;

(1~~4~~***5***) Ed 306.47, relative to a technology ***and*** ~~pre~~engineering education;

(1~~5~~***6***) Ed 306.48, relative to a world languages program; and

(1~~6~~***7***) 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
Digital literacy	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
Computer science	***2 courses***

(6) Course requirements under Ed 306.27(l)(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~~ ***shall not be*** 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(l)(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(l)(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(l)(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(l)(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(l)(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
Digital literacy	½ credit
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
Digital literacy	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 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 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 and 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
306.14~~1~~ Basic Instructional Standards	July 1, 2015
306.26~~1~~ Kindergarten-Grade 8 Curriculum	July 1, 2017
306.26(b) Play-Based Kindergarten Program	***July 1, 2020***
306.31~~1~~ Arts Education Program	July 1, 2015
306.37~~1~~ English / Language Arts and Reading Program	July 1, 2015
306.40~~1~~ Health and Wellness Education Program	July 1, 2015
306.41~~1~~ Physical Education Program	July 1, 2015
306.42~~1~~ Digital Literacy Program	July 1, 2015
306.43~~1~~ Mathematics Program	July 1, 2015
306.44 Computer Science Program	***July 1, 2020***
306.45~~1~~ Science Education Program	July 1, 2015
306.46~~1~~ Social Studies Program	July 1, 2015
306.47~~1~~ Technology / Pre-Engineering Education Program	July 1, 2015
306.48~~1~~ World Languages Program	July 1, 2015

Amend the introductory language of Ed 306.31(a), effective 1-8-16 (Document #11020), cited and 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 1-12 provides:

Amend the introductory language of Ed 306.40(a), effective 1-8-16 (Document #11020), cited and 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 1-12 provides:

Amend the introductory language of Ed 306.41(a), (b)(1), and (b)(2), effective 1-8-16 (Document #11020), so that Ed 306.41(a), (b) intro., (b)(1), and (b)(2) are cited and 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 1-12 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 1-12, 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 1-12 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

Amend the introductory language of Ed 306.42(a), effective 1-8-16 (Document #11020), cited and to read as follows:

Ed 306.42 Digital Literacy Program.

(a) The local school board shall require an integrated approach to the use of 21st 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 1 - 12 that provides opportunities at developmentally appropriate levels for students to:

Amend the introductory language of Ed 306.43(a), effective 1-8-16 (Document #11020), cited and 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:

Adopt Ed 306.44 to read as follows:

Ed 306.44 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 ~~C~~*c*ollaborative 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), cited and 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 grade~~s~~, excluding kindergarten, provides:

Amend the introductory language of Ed 306.46(a), effective 1-8-16 (Document #11020), cited and 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:

Appendix I

Rule	**State or Federal Statute or Federal Regulation Implemented**
Ed 306.04 (a)(25)	RSA 186:5
Ed 306.14 (repealed)	RSA 186:5; 189:1-a; 193-C:3, I(a)
Ed 306.14 (formerly Ed 306.141)	RSA 186:5; 189;1-a; 193-C:3, I(a)
Ed 306.15	RSA 186:5; 189:24
Ed 306.26 (repealed)	RSA 189:1-a; 189:25
Ed 306.26(c) (repealed)	RSA 189:20
Ed 306.26 (formerly Ed 306.261)	RSA 189:1-a; 189:25

Ed 306.27 (c), (t), (u), & (y)	RSA 189:1-a; 194:23
Ed 306.27(l)	RSA 193:1(f)
Ed 306.28(e)	RSA 21-N:6, V; 186:8, I; 194:23
Ed 306.31(a) intro.	RSA 186:5; 193-E:2-a
Ed 306.40(a) intro.	RSA 186:5; 193-E:2-a
Ed 306.41(a) intro., (b) intro., (b)(1) & (2)	RSA 193-C:3, I(a)
Ed 306.42(a) intro.	RSA 186:5; 193-E:2-a
Ed 306.43(a) intro.	RSA 186:5; 193-E:2-a; 186:8, VII
Ed 306.44	RSA 186:5; 193-E:2-a
Ed 306.45(a) intro.	RSA 186:5; 193-E:2-a
Ed 306.46(a) intro.	RSA 186:5; 193-E:2-a

Readopt with amendment Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

(a) All records regarding state board-issued credentials shall be maintained by the bureau while the credential is valid.

(b) State board issued credentials which are no longer valid shall ***not be discarded or destroyed*** for a period of 50 years or until the bureau is notified that the ***former*** credential holder is deceased.

(c) If an application for a state board-issued credential is denied pursuant to Ed 512.01(a), the bureau shall ~~maintain a record of the application and reason for denial for a period of 50 years or until~~ ***not discard or destroy a record of the application, and reason for denial, that are less than 50 years old unless*** the bureau is notified that the applicant is deceased.

Appendix I

Rule	Statute
Ed 502.03	RSA 186:11, X(a)

MM

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APPENDIX II-C

4/24

RULEMAKING NOTICE FORM

NOTE: ADDITIONAL NOTICE
See page one of the instructions regarding additional notice.

Notice Number 2019-42 Rule Number **Ed 502.03**

1. Agency Name & Address:

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

2. RSA Authority: **RSA 186:11, X(a)**
3. Federal Authority:
4. Type of Action:
   - Adoption
   - Amendment
   - Repeal
   - Readoption
   - Readoption w/amendment x

5. Short Title: **Custodian of Records**

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

Ed 502.03 addresses the requirements for retaining records pertaining to educator credentials and is being readopted with amendment to include a timeline for keeping records that are no longer valid. The proposal also adds a requirement to keep any applications that result in a denial for a period of 50 years or until the Department is notified that the applicant is deceased.

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

The bureau of credentialing and credentialed educators are affected by this rule.

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

Rule	Statute
Ed 502.03	RSA 186:11, X(a)

APPENDIX II-C (Continued)

RULEMAKING NOTICE FORM - Page 2

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**	Phone #:	**(603) 271-2718**
	101 Pleasant Street	Fax#:	**(603) 271-3830**
	Concord, NH 03301	E-mail:	**amanda.phelps@doe.nh.gov**
		TTY/TDD Access: Relay NH 1-800-735-2964 or dial 711 (in NH)	

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **April 18, 2019**

☒Fax ☒E-mail ☐Other format (specify):

9. Public hearing scheduled for:

Date and Time: **April 11, 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 # **19:006**, dated **1/29/19**

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 this proposed rule to the state. This rule clarifies a process that is already in place regarding record keeping.

LBAO
FIS 19:006
01/29/19

Fiscal Impact Statement for State Board of Education rules governing Custodian of Records. [Ed 502.03]

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 rules to the existing rules.

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

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

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

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

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

Readopt with amendment Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

Edit: hyphen

(a) All records regarding ***state board-issued*** ~~educators or educational personnel~~ credentials shall be maintained by the bureau while the credential is valid.

Edit: no cap

(b) ~~Educator or educational personnel records~~ ***State board issued credentials*** which are no longer valid shall be maintained by the bureau ***for a period of 50 years or until the bureau is notified that the credential holder is deceased.***

(c) If an application for a state board-issued credential is denied pursuant to Ed 512.01(a), the bureau shall maintain a record of the application and reason for denial for a period of 50 years or until the bureau is notified that the applicant is deceased.

Edit: "former"

Appendix I

Rule	Statute
Ed 502.03	RSA 186:11, X(a)

Edit: "not discard or destroy credentials that are less than 50 years old unless". (The purpose of the alternative is to avoid a direct requirement that requires compliance for a period that exceeds the life of the rule.)

Edit: "not discard or destroy a record of the application, and reason for denial, that are less than 50 years old unless". (Same reason.)

Note: Is notification of death likely to occur? Would anyone know to report the death to the bureau? What is the process for notification?

Readopt with amendment Ed 507.05, effective 8-12-11 (Document #9974), to read as follows:

Ed 507.05 Technology and Engineering Teacher.

(a) To be certified as a technology and engineering teacher a candidate shall:

(1) Have at least a bachelor's degree; and

(2) Qualify for certification under one of the alternatives in Ed 505.01 – Ed 505.05.

(b) A candidate for certification as a technology and engineering teacher shall have skills, competencies, and knowledge 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 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;

b. Time management skills;

c. Oral, written, and technological communication skills;

d. Problem solving strategies;

e. Persistence and entrepreneurship;

f. Technological documentation; and

g. 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 technologies;

(4) In the area of knowledge of content, the candidate shall demonstrate the ability to apply a design 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~~. Robotics and automation technologies; and

~~j~~. Emerging technologies; and

(5) In the area of technology and society, the candidate shall have the ability to integrate information involving***:***

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 Comprehensive Agricultural Education. The comprehensive agricultural education program shall provide the teaching candidate with skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.04(b).

Ed 612.36 Technology and Engineering Program. The technology and engineering program shall provide the teaching candidate with the skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.05(b)~~:~~.

Ed 612.37 Comprehensive Marketing Education. The 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).

Ed 612.38 Comprehensive Business Education. The comprehensive business education program shall provide the teaching candidate with skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.49(b).

Ed 612.39 Comprehensive Family and Consumer Science. The comprehensive family and consumer science program shall provide the teaching candidate with~~:~~ skills, competencies, and knowledge gained through a combination of academic and supervised practical experience as outlined in Ed 507.50(b) ***and (c)***.

Appendix I

Rule	Statute
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)

Adopt Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part Ed 1401 through Part Ed 1407 provide rules of 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, referred to as learn everywhere programs. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity that offers an educational program, consistent with these rules, that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit or that assist a student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals as set forth in the student's IEP and determined by the IEP team.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Commissioner" means the commissioner of the department of education.

(b) "Competency" means the expected content, concepts, and skills to be mastered in a course.

(b) "Department" means the department of education.

(c) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(d) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(e) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(f) "OAPL" means the office of academics and professional learning at the department of education.

(g) "Program" means a sequence of instruction over a period of time, which meets the competencies of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(h) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(i) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant, as defined in Ed 1401.02(a), seeking state board approval for an alternative program shall complete and submit the "Application for Learn Everywhere Program" March 2019 edition, 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 and a statement assuring that the instructor satisfies those qualifications, which shall not be construed to imply that instructors require a New Hampshire educator license; and

(4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction or student contact 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.

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

(1) In the area of instructional program:

a. Identification of the education, program, or opportunity from Ed 306.27(t) for which students completing the learn everywhere program shall receive high school credit(s);

b. An outline of each program for which approval is sought, which includes goals, competencies, and a description of expected student outcomes;

c. A plan for recording student progress in meeting expected student outcomes; and

d. A description of assessments of student learning outcomes, including, but not limited to:

1. Instructor observation of project-based learning, including off-site learning projects;

2. Competency-based or performance based assessments;

3. Instructor observations of student performance;

4. Project evaluation rubrics used to evaluate program proficiencies; and

5. Other assessment approaches as determined by the learn everywhere program;

(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;

b. A description of how the program will liaison with the local education agency (LEA) for students with an education plan pursuant to section 504 of the Rehabilitation Act;

c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's IEP to include, but not be limited to coordinating:

1. Required special education programs~~,~~;

2. Support services; and

3. Least restrictive environment;

(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;

b. Number of credits the program will fulfill; and

c. A competency-based grading description;

(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;

b. A statement affirming that the facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations, including, but not limited to the following:

1. Fire safety; and

2. Barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008; and

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(5) In the area of insurance:

a. Proof of insurance for protection of children in care and in amounts as recommended by the program's insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;

b. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states "I (the parent/legal guardian of _____/_____, an emancipated student,) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

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

(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator of the office of academics and professional learning (OAPL), or designee, who shall serve as chair of the committee;

b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29:

a. A representative from the extended learning opportunity network; and

b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(b) 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.

(c) The department shall provide support to the application process.

(d) The learn everywhere program approval committee shall convene and 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) subject and the subject program as outlined in Ed 306.31 through Ed 306.48;

(4) There are educational goals, competencies, and methods for assessment that will be used to measure student progress toward meeting program goals and competencies;

(5) An adequate description is provided for staff member qualifications;

(6) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and

(7) A description of how the program will meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(e) 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.

(f) The administrator of OAPL shall submit the evaluation report to the commissioner who shall submit such report and a recommendation to the state board along with the application materials for review.

Ed 1403.03 <u>State Board Approval</u>.

(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 Ed 1403.03(c), the application shall be conditionally approved if the state board determines that the remaining issues can be addressed in a timeframe not to exceed 90 days from notification by the state board, otherwise the application shall be denied.

(e) If the state board

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

(1) A written explanation of the reasons for conditional approval;

(2) The conditions the applicant shall meet for final approval; ~~and~~

(3) The deadline for submission of the conditional approval response; and

(4) The consequence for failure to comply with the conditional approval requirements.

(f) If the state board denies an application, the state board shall include in the notification:

(1) A written explanation of the reasons for the denial;

(2) The areas deemed deficient by the state board; and

(3) An explanation that the applicant may reapply for approval at any time.

(g) 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.

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

Ed 1403.04 <u>Renewal of an Alternative Program for High School Graduation Credit</u>.

(a) 90 days prior to the expiration of a provisional ~~license~~ approval or a full approval, an applicant seeking renewal of a learn everywhere program approval shall complete and submit the "Application for Learn Everywhere Program" March 2019 to the department along with the following:

(1) A statement signed by the sponsor entity 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 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.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.05 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 Ed 1404 PROGRAM APPROVAL, REVOCATION, AND WITHDRAWAL

Ed 1404.01 State Board Approval.

(a) If the state board approves 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 approval, which can be renewed following the procedures outlined in Ed 1403.04.

(b) If the state board approves 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 approval, which may be renewed every 5 years following the procedures outlined in Ed 1403.04.

(c) If the state board conditionally approves a renewal application for a learn everywhere program, the state board shall issue a conditional approval, not to exceed 180 days, with a specific deadline for conditions to be met.

(d) A list of approved learn everywhere programs and their approval status shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

Ed 1405.01 Alternative Program for High School Graduation Credit Reporting Requirements.-Each approved program shall annually, in September, submit to the state board a-report which shall include, at a minimum, the following:

(a) A brief statement explaining how the program is meeting the goals of its mission statement; and

(b) 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 Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) Is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) Not be safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 1407 PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 1407.01 Program Completion Certificates.

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

(b) Certificates shall be signed by the person designated in Ed 1403.01(a)(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

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all competencies which results in a granting of credit; or

b. "Pass" to indicate the program was completed at a level that shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals in accordance with an IEP, which does not result in the granting of credit.

Ed 140~~6~~7.02 Issuing Credit for Graduation.

(a) Schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

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

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

PART Ed 1409 COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 1409.01 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 violates Ed 1403.01(a)(4);

(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.

(c) 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.

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

Ed 1408.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a program approval 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 approval 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 program approval shall be revoked.

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

Appendix I

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

Adopt Ed 1400 to read as follows:

CHAPTER Ed 1400 LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

PART Ed 1401 PURPOSE AND SCOPE

Ed 1401.01 Purpose. Part~~s~~ Ed 1401 through ***Part Ed*** 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***, referred to as learn everywhere programs***. The commissioner shall develop and implement this program in conjunction with the state board of education.

Ed 1401.02 Scope.

(a) These rules shall apply to any for-profit or non-profit entity ~~or any individual(s)~~ that offers an educational program***, consistent with these rules,*** that meets the minimum standards for approval to grant credit leading to graduation.

(b) These rules shall apply to students, emancipated minors, or students with disabilities in accordance with their individualized education program (IEP) as determined by the IEP team.

(c) Approved learn everywhere programs shall result in certificates that lead to high school graduation credit or that assist a student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals as set forth in the student's IEP and determined by the IEP team.

(d) These rules shall apply to all school districts or local education agencies (LEAs).

PART Ed 1402 DEFINITIONS

Ed 1402.01 Definitions.

(a) "Commissioner" means the commissioner of the department of education.

(b) "Competency" means the expected content, concepts, and skills to be mastered in a course.

(b) "Department" means the department of education.

(c) "Individualized education program (IEP)" means "individualized education program" as defined in 34 CFR 300.22 and which meets the requirements in Ed 1109.

(d) "Learn everywhere program" means a state board approved alternative program for granting credit leading to graduation.

(e) "Local education agency (LEA)" means "local education agency" as defined in 34 CFR 300.28.

(f) "OAPL" means the office of academics and professional learning at the department of education.

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(~~c~~***g***) "Program" means a sequence of instruction over a period of time, which meets the ~~requirements~~ ***competencies*** of a subject or subjects listed in Ed 306.27(t) resulting in a granting of credit leading to high school graduation.

(h) "School" means a New Hampshire public school, public academy, or chartered public school that contains any of the grades 9 through 12.

(i) "State board" means the New Hampshire state board of education.

PART Ed 1403 PROGRAM APPROVAL

Ed 1403.01 Initial Application Requirements.

(a) An applicant***, as defined in Ed 1401.02(a),*** seeking state board approval for an alternative program shall complete and ~~file~~ ***submit*** the "Application for ~~Establishing an Alternative Program for High School Graduation Credit~~ ***Learn Everywhere Program***" ~~form~~, ~~June 2018~~***March 2019 edition***, 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~~ ***satisfies*** those ~~requirements~~***qualifications***, which shall not be construed to imply that instructors require a New Hampshire educator license; ***and***

(4) A criminal history records check policy that includes a statement affirming that the sponsoring entity shall not allow instruction ***or student contact*** 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~~***a***), an applicant shall also submit:

(1) In the area of instructional program:

a. Identification of the ***education,*** program***, or opportunity*** from ~~Ed 306.31 through Ed 306.48~~ ***Ed 306.27(t)*** for which students completing the ~~course subject~~ ***learn everywhere program*** ~~will~~ ***shall*** receive high school credit(s);

b. An outline of each program for which approval is sought, which includes goals***, competencies,*** and a description of expected student outcomes;

c. A plan for recording student progress in meeting expected student outcomes; and

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d. A description of ***assessments of student learning outcomes, including, but not limited to:***~~how students will be assessed to determine that they have met the program requirements; and~~

1. Instructor observation of project-based learning, including off-site learning projects;

2. Competency-based or performance based assessments;

3. Instructor observations of student performance;

4. Project evaluation rubrics used to evaluate program proficiencies; and

5. Other assessment approaches as determined by the learn everywhere program;

~~e. A description of the system for awarding grades to students, including, but not limited to:~~

~~i***1***. Pass or fail; ***or***~~

~~ii. Letter grade system; and~~

~~iii***2***. 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~~ ***description of*** how the program will ~~coordinate~~ ***liaison*** with the local education agency (LEA) for students with an education plan pursuant to section 504 of the ~~r~~***R***ehabilitation ~~a~~***A***ct***;***

c. A description of how the program will liaison with the LEA for a student with disabilities, consistent with the student's ~~an individual education plan (~~IEP~~), or both, for matters pertaining~~ ***to include, but not be limited*** to ***coordinating:***

1. ~~any~~ ~~r~~***R***equired special education programs~~,~~***;***

2. ~~s~~***S***upport services~~, or both, including methods of compliance with all federal and state laws pertaining to children with disabilities~~; ***and***

3. Least restrictive environment;

~~***d. A policy describing methods of compliance with all federal and state laws pertaining to children with disabilities;***~~

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(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

c. A competency-based grading description;

(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~~ ***A*** statement affirming that the facilities shall comply with all ***applicable*** federal and state health and safety laws, rules, and regulations, including, but not limited to the follow***ing***~~, noting that the participation in this program shall not construe additional facility requirements not otherwise required by state or federal law~~:

~~i~~ ***1***. Fire safety; and

~~ii.~~***2.*** Barrier-free access under Abfd 300***, code for barrier-free design,*** and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008~~.~~***; and***

c. Participation in the learn everywhere program shall not require facility requirements not otherwise required by state or federal law; and

(5) In the area of insurance:

a. Proof of insurance for protection of children in care and in amounts as recommended by the program's insurance provider, which provider shall be licensed to do business in the state of New Hampshire and which the department shall be an additional named insured so as to receive notice of policy changes or cancellations;

b. A policy for signature of parents or legal guardians of students, or emancipated minors, referred by an LEA to an approved Learn Everywhere program, which states "I (the parent/legal guardian of _____/_____, an emancipated student,) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

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

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(a) Upon receipt of an application, the department shall form an ad hoc learn everywhere program approval committee comprised of the following members appointed by the commissioner or designee:

(1) From the department:

a. The administrator of the office of academics and professional learning (OAPL), or designee, who shall serve as chair of the committee;

b. Department representatives with content area expertise, curriculum competency expertise, or both;

(2) Additional members, whose reasonable availability shall not interfere with the timely review of the application pursuant to RSA 541-A:29:

a. A representative from the extended learning opportunity network; and

b. No less than 1 and no more than 2 New Hampshire state board licensed educators licensed in the content area enumerated on the application, where at least one shall be currently teaching in that content area in a school, as defined in Ed 1402.01(h).

(~~a~~***b***) 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~~***c***) The department shall provide support to the ~~program~~ ***application process*** ~~where available and needed;~~***.***

(~~c~~***d***) The ~~department~~ ***learn everywhere program approval committee shall convene and*** 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~~ ***subject and the subject program as*** ~~area~~ outlined in Ed 306.31 through Ed 306.48;

(4) There are educational goals***, competencies,*** and methods for assessment that will be used to measure student progress toward meeting program goals ***and competencies***;

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(5) An adequate description is provided for staff member qualifications;

(~~7~~***6***) Verification of a criminal background check policy and an assurance that it will be disclosed to parents upon enrollment; and

(~~6~~***7***) ~~A policy is in place to~~ ***A description of how the program will*** meet individual student needs and to ensure that the program meets the requirements of Ed 1403.01(b)(2)b.

(~~d~~***e***) 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~~***f***) The ~~department~~ ***administrator of OAPL shall submit the evaluation report to the commissioner who*** shall submit ~~an evaluation report~~ ***such report and a recommendation*** 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 ***Ed 1403.03***(c), the application shall be conditionally approved if the state board determines that the remaining issues can be ~~readily~~ addressed ~~with~~in ***a*** timeframe ~~specified by the state board,~~ not ~~longer than~~ ***to exceed*** 90 days from notification ***by the state board***, ~~or it~~ ***otherwise the application*** shall be denied.

(e) If the state board~~:~~

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

~~a.~~***(1)*** A written explanation of the reasons for conditional approval;

~~b.~~***(2)***The conditions the applicant shall meet for final approval; ~~and~~

~~c.~~***(3)*** The deadline for submission of the condition~~s~~***al approval response*** ~~that shall be met for final approval.~~***; and***

(4) The consequence for failure to comply with the conditional approval requirements.

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~~(2)~~***(f) If the state board*** ~~**D**~~***d***enies an application, the state board shall include in the notification:

~~a.~~***(1)*** A written explanation of the reasons for the denial;

~~b.~~***(2)*** The areas deemed deficient by the state board; and

~~c.~~***(3)*** An explanation that the applicant may reapply for approval at any time.

(~~f~~***g***) 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~~***h***) 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~~ ***approval*** or a full ~~license~~***approval***, an applicant seeking ~~license~~ renewal of a ***learn everywhere*** program ***approval*** ~~for high school graduation credit~~ shall complete and submit the "~~Renewal~~ Application for ~~an Alternative Program for High School Graduation Credit~~ ***Learn Everywhere Program***" ~~form~~, ~~August~~ ***March*** 2018~~9, as specified in Appendix II,~~ ***to the department*** along with ***the following***:

(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.

(d) The state board shall not issue a renewal of a one-year provisional approval without reviewing all evaluations received pursuant to 1407.01.

Ed 1403.0~~4~~***5*** 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 Ed 1404 ~~ISSUANCE OF LICENSES,~~ ***PROGRAM APPROVAL,*** REVOCATION, AND WITHDRAWAL

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Ed 1404.01 ~~Issuance of Licenses~~***State Board Approval***.

(a) If the state board approves~~:~~

~~(1) A~~***a***n 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~~***approval***, which can be renewed following the procedures outlined in Ed 1403.04~~; and~~***.***

~~(2)~~***(b) If the state board approves*** ~~A~~***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~~***approval***, which ~~can~~ ***may*** be renewed every 5 years following the procedures outlined in Ed 1403.04.

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

(~~c~~***d***) A list of approved ~~alternative programs for high school graduation credit~~***learn everywhere programs and their approval status*** shall be maintained on the department's website.

PART Ed 1405 REPORTING REQUIREMENTS

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

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

~~(1)~~***(a)*** A brief statement explaining how the program is meeting the goals of its mission statement; and

~~(2)~~***(b)*** 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 Ed 1406 STUDENT ENROLLMENT REQUIREMENTS

Ed 1406.01 Responsibility of the LEA.

(a) If a child with an IEP notifies the school of his or her intent to participate in a learn everywhere program, the LEA shall:

(1) Follow the procedures enumerated in Ed 1109.03(h) and 34 CFR 300.324 to schedule an IEP team meeting; and

(2) If requested by the child's parent or member of the IEP team, invite a representative from the learn everywhere program to attend the IEP team meeting.

(b) If the IEP team decides to redraft, revise, amend, or modify the IEP, the IEP team shall:

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(1) Determine what, if any, special education, related services, supplementary aids and services, accommodations, and modifications the student needs to participate in the program; and

(2) Be responsible for providing the student with the special education, related services, supplementary aids and services, accommodations, and modifications the IEP team has determined the student needs pursuant to (1) above.

(c) The IEP team may decide not to redraft, revise, amend, or modify the IEP for reasons including, but not limited to:

(1) The program would not assist the student in making progress towards one or more of the student's annual goals or appropriate measurable postsecondary goals in the student's IEP, regardless of whether the program will result in the student earning a high school credit;

(2) Is not necessary for the student to receive a free appropriate public education (FAPE); or

(3) Not be safe for the student, even if the student were provided with special education, related services, accommodations, and other supports and services.

(d) If a student's parent disagrees with the determination of the IEP team regarding the student's placement in a learn everywhere program, the parent may follow the procedures outlined in Ed 1121 through Ed 1123 regarding complaints, alternative resolutions, and due process hearings.

PART Ed 140~~6~~***7*** PROGRAM COMPLETION CERTIFICATES AND ISSUING CREDIT

Ed 140~~6~~***7***.01 Program Completion Certificates.

(a) Within 30 days of a student's successful completion of a program ***and submission of a learn everywhere program evaluation***, a completion certificate shall be issued to the student.

(b) Certificates shall be signed by the person designated in Ed 1403.01(~~b~~***a***)(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.~~***; and***

(4) Either:

a. "Mastery" to indicate completion of the program having met or substantially met all competencies which results in a granting of credit; or

b. "Pass" to indicate the program was completed at a level that shows growth toward one or more of a student's annual or appropriate measurable post-secondary goals in accordance with an IEP, which does not result in the granting of credit.

Ed 140~~6~~***7***.02 Issuing Credit for Graduation.

(a) Schools shall accept at least 1/3, and may accept as much as 100 percent if approved by the superintendent, of the total number of credits required for high school graduation, if requested by a student pursuant to (c) below.

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

(b) Approved New Hampshire schools shall grant students with valid completion certificates from approved learn everywhere programs high school credit leading to graduation in the area enumerated on the certificate. Credits earned from learn everywhere programs shall appear on high school transcripts but shall not negatively affect the student's grade point average.

(~~b~~***c***) 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.~~

(d) Program completion certificates earned by students while not enrolled in a school, as defined in Ed 1402.01(h), shall only be granted credit if approved by the school superintendent.

PART 1408 DEPARTMENT MONITORING OF APPROVED LEARN EVERYWHERE PROGRAMS

Ed 1408.01 Monitoring.

(a) To determine if all standards are met as specified in the application and approval and as specified in Ed 1403.01 each approved learn everywhere program shall be reviewed and have an on-site monitoring visit conducted by OAPL as follows:

(1) One on-site visit during the one-year provisional approval; and

(2) At the discretion of the department any time during any approval period.

(b) OAPL shall issue a written report of findings to the monitored program indicating compliance or noncompliance with statutes and rules relative to all programmatic components of the approved learn everywhere program to the commissioner.

(c) The commissioner shall submit the report of findings to the state board no later than 30 days after receiving the report.

(d) If the state board determines from the report that the program is not being implemented as approved, the department shall initiate an investigation as outlined in Ed 1409.

DRAFT

PART Ed 140~~7~~***9*** COMPLAINTS, REVOCATION, AND WITHDRAWAL

Ed 140~~7~~***9***.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~~ ***violates*** Ed 1403.01(~~b~~***a***)(~~6~~***4***);

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

Ed 140~~7~~***8***.02 Suspension, Revocation, and Withdrawal.

(a) The department may immediately suspend a ***program*** ~~license~~ ***approval*** 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~~ ***approval*** 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~~ ***program approval*** shall be revoked.

DRAFT

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

Appendix I

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

DRAFT

N.H. Association of Special Education Administrators

Jane Bergeron-Beaulieu, Executive Director
Denise Lavoie, Administrative Assistant

April 22, 2019

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, the "Learn Everywhere Program." Upon review of the draft rules the NHASEA, in collaboration with Attorney Gerald M. Zelin, offers 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

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on *when* that additional information must be submitted; it does not explicitly say this information must be included in the application.

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.

   a. 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. [1]

   b. Section 504 and the ADA do not compel a school district to 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.

   c. Proposed Ed 1403.01(b)(2)-b fails to mention the Learn Everywhere program's duty to provide reasonable "modifications." [2] It refers solely to "accommodations."

   d. 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.

   e. 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?

5. 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

---

[1] 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).

[2] See footnote 1 above.

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 this as too open-ended.

6. 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 says 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* of claims a student may have against a school district. It's an agreement that the student's parents will "indemnify and hold harmless," which means they will *reimburse* the school district for any liability or attorney's fees the district incurs as a result of claims by the student. This provides no protection to a school district if the parents are "judgment proof" because they lack the financial capacity to reimburse.

7. 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 directs participating states to make a "free appropriate public education" (FAPE) "available" to all children with qualifying disabilities. 20 U.S.C. § 1412(a)(1)(A). 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 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 specifies as the 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 states 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.

8. 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

Gerald M. Zelin
Attorney, Drummond Woodsum
gzelin@dwmlaw.com

cc: Frank Edelblut, Commissioner of Education

---------- Forwarded message ---------
From: **Lisa Witte** <lwitte@mrsd.org>
Date: Tue, May 14, 2019 at 6:37 AM
Subject: Learn Everywhere - Follow Up
To: Adams, Angela <Angela.Adams@doe.nh.gov>, <ACBOE@comcast.net>, Sally Griffin <griffinweb1@gmail.com>, <kcassady@allstaffcorp.com>, <hhonorow@barrylawoffice.com>, Chagnon, Cindy <chags@comcast.net>, <annlanenhsboe@gmail.com>, <pnazzaronhboe@gmail.com>

Good Morning,

While in attendance at the May meeting I did not expect to have the opportunity to speak, recognizing that the agenda for the meeting did not include public comment or discussion at that time. That being said, it is difficult to be out of the District for an entire day, so attending in the morning to have the opportunity to speak to the Board and staying through until the afternoon for the agenda item is problematic. Perhaps the Board would consider having an additional public comment session at the end of the meeting to provide more access for all members of the public to share their voice - this is the structure we use in our District and it works quite well. I do appreciate the invitation to send written communication and the subsequent discussion that has ensued at each of the Board meetings I have attended.

At the May meeting, there were several references made to the 'stakeholder' group that provided feedback on Learn Everywhere. While not explicitly stated, it was certainly heavily implied that the revisions made to Learn Everywhere resolved the concerns of the stakeholder group and that the stakeholder group endorsed the most recent version of Learn Everywhere as a result. Yet, there was no information provided about the composition of the stakeholder group and the meetings that occurred - let alone any evidence that the stakeholder group was in support of the rules as revised. Accordingly, I have some questions about the stakeholder group.

How did those stakeholders involved in the group get there? It is my understanding that this group was assembled by direct invitation only. Who was invited? How was the invitation list determined? Please consider this a request to make that information available - specifically, a list of the names and roles of those who were invited to participate.

Who, exactly, were the participants in this stakeholder group? It was mentioned at the Board meeting that 'superintendents' were a part of the group, and it is my understanding that two superintendents were in attendance. I further understand that NEA NH, NHSAA, and the NHSBA were represented, and that two current ELO coordinators were also included. I'm sure this is not a complete list, yet I am unable to locate a published list of the names (and roles) of those who were involved. *Please consider this a request to make that information available - specifically, a list of the names and roles of those who participated.*

What happened at the meetings? It is my understanding that while the final rules did address some of the group's concerns, the fundamental issue of who the credit granting entity is (the local District or the State) was not satisfactorily addressed, with the stakeholder group heavily advocating that the local District is the rightful grantor of credit. Further, the stakeholder group did not take any action that could be construed as endorsing Learn Everywhere. My understanding is that the group met twice, yet I am unable to locate minutes of those meetings (or any record of them). *Please consider this a request to make that information available - specifically, the dates, location, attendance, and minutes of the stakeholder group meetings.*

I echo Dean Cascadden's concerns regarding competencies - specifically, that competencies for graduation are determined by the local school District and that any credits granted must align with those local competencies. Furthermore, I want to reiterate that ELOs are in place in Districts all across the state as clearly evidenced by the data the Department of Education collected and detailed in the report prepared by Sandie MacDonald (attached for your reference). Finally, I would like to once again urge the Board to invest in our local Districts and support their endeavors to implement robust, meaningful ELOs by identifying and allocating resources to help Districts overcome barriers that may exist (such as transportation, for example, or a dedicated ELO coordinator).

Respectfully,
Lisa
Lisa A. Witte
Superintendent of Schools
Monadnock Regional School District

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New Hampshire Department of Education
Division of Education Analytics and Resources
Bureaus of Educational Statistics and Data Management and Quality

Extended Learning Opportunity Data Submission Report

March 12, 2019

On February 28, 2019 the New Hampshire Department of Education issued a request for the submission of extended learning opportunity (ELO) data to New Hampshire public school superintendents, charter school administrators and ELO coordinators. Coordinators were asked to complete a template supplied by the ELO Network Leadership Team and then work with their school district i4See coordinator to submit the template as a file to the Department by March 11, 2019.

It should be noted the submission request was new and was issued without any prior notice to school districts. Standard practice at the Department is to notify districts about new submission requirements at the semi-annual i4See trainings that take place each fall and spring. This advanced notice allows school personnel to incorporate data requirements into their student information systems, ask questions about submission requirements, and format data to comply with validation rules. Without any advance notice and despite the challenging time of year, school districts embraced the request as an opportunity to share the exciting work taking place in their schools.

Several schools contacted the Department to inquire about the definition of *ELO* and were advised to include data that aligned to their own district's definition. Minimum Standards for School Approval define extended learning opportunity (ELO) as the primary acquisition of knowledge and skills through instruction or study outside of the traditional classroom methodology, including, but not limited, to: apprenticeships; community service; independent study; on-line courses; internships; performing groups; and private instruction. However, many local districts do not include on-line courses in their ELO definition, as this method of coursework has become a part of their regular operation. Combing through thousands of student records to extract on-line course for inclusion in the ELO submission was not feasible given the short turnaround expected. Therefore most schools did not include on-line courses, including VLAC's courses, in their ELO submission. It is important to highlight this as the data presented below could be skewed and may not depict a true representation of the State's ELO definition or the vast number of on-line opportunities our NH students are engaged in.

The following highlights provide a summary of the data received to date:

- 62 public high schools reported over 6,900 student identification numbers assigned to at least one extended learning opportunity during the 2018-2019 school year.
- 5 of 62 schools reported online course participation.
- The majority of reported ELO experiences were internships and work-based learning opportunities.
- A large number of partners and partner industries were represented in the data submission. This report includes random selection of 40 partners, 40 industry types, 40 work-based opportunity titles, and 40 subject areas addressed through an ELO.

- A Sample of Partner Industries Include:
    - Athletics
    - Agriculture
    - Animal and Wildlife Science
    - Information Technology
    - Law Enforcement
    - Manufacturing

- Automotive
- Aviation
- Biomedical
- Building and Construction
- Choral Music
- Commercial Art
- Communication
- Computer Science and Programming
- Dentistry
- Education
- Emergency Medical Services
- Engineering and Defense
- Environmental Services
- Finance
- Fire Prevention
- Healthcare
- Hospitality
- Marine Technology
- Marketing
- Media Art
- Nursing and Rehabilitation Services
- Personal Titness
- Physical Therapy
- Physics
- Publishing
- Graphic Design
- Real-estate
- Retail
- Science and Engineering
- Social Services
- Sports Medicine
- Textiles
- TV Media
- Veterinary Medicine

- A Sample of Community Partners Include:
  - Alliance Dental
  - APEX
  - Applebee's
  - Atkinson Police Department
  - BAE
  - Banks Chevrolet
  - Bella Viaggio
  - Belmont Fire Department
  - Canobie Lake Veterinary Medicine
  - Comcast
  - Comserve
  - Concord Hospital
  - Derry Imaging
  - Essex Ortho
  - Five Guys
  - Foy Insurance
  - Havenwood Heritage Heights
  - HK Powersports
  - Hydratec Inc.
  - IBM
  - Lamprey Health and Spine
  - Littleton Regional Healthcare
  - Loft Light Media
  - Market Basket
  - Milton Veterinary
  - New England Wire Technology
  - NH Center for STEM Invention
  - NH Fish and Game
  - NorthEast Precision CNC
  - Northeast Rehabilitation Services
  - NRH Physical Therapy
  - Parkland Medical Center
  - Pleasant Valley Nursing Home
  - Salem Family Resources
  - Salem Fire Department
  - Salvation Army
  - State of New Hampshire
  - Team Phoenix
  - Turf Depot
  - Turner EMS Solutions

- A Sample of Work-based Opportunities Include:
  - Architect Intern
  - Automotive Sales
  - Automotive Technician
  - Civil Engineer Internship
  - Congressional Campaign
  - Dental Hygienist
  - Digital Photography
  - Emergency Medical Technician
  - Engineering and Cable System Redesign
  - Child Development Intern
  - Cosmetologist
  - Economist
  - Event Planner
  - Human Trafficking Investigative Intern
  - Journalist
  - Junior Project Manager
  - Law Office Intern
  - Literary Publisher

- Firefighter Explorer
- Graphic Design Artist
- IT/Network Engineer Intern
- Machinist
- Physical Education Teacher
- Plumbing
- Safety and Security
- Senate Page
- Solid Works Certification
- Summer Architectural Program
- Teen Court Advocate
- Medical Technologist
- Mental Health Services Intern
- Music Producer
- Pastry Chef
- Personal Fitness Instructor
- Police Officer Explorer
- Quality Manager
- Software Developer
- Song Writer and Producer
- Television Director
- Veterinary Technician

- A Sample of Subject Areas Include:
  - Advanced English Language Arts
  - Anatomy and Physiology
  - Art History
  - College Algebra
  - Communications
  - Computer Science
  - Creative Writing
  - Criminology
  - Cultural Climate Exploration – Travel (Hawaii, Costa Rica, Spain, Dominican Republic)
  - Digital Photography
  - Earth Science
  - Equine Therapy
  - Food and Nutrition
  - Forensic Science
  - Horticulture
  - Library Science
  - Marketing
  - Programming Fundamentals
  - Quantitative Analysis
  - Woodworking
  - Advanced Art
  - Advanced Graphic Design
  - Automotive Mechanics
  - Calculus
  - Chemistry
  - Child Development
  - Dance, Jazz, Ballet, Creative Movement
  - Earth and Space Science
  - Engineering Concepts
  - Entrepreneurship
  - Health Sciences
  - Languages: Spanish, German, Chinese, Latin, French, Japanese
  - Mythology and Folklore
  - Quantitative Reasoning
  - Safety and Security
  - Statistics
  - Theater
  - US Government
  - US History
  - Workforce Development

The data collected through this submission, along with the feedback we have received, will be incorporated into our future work. The following highlights some of the Department's plans:

- Continue to improve our documents, document guidance, data dictionary, templates, and definitions to ensure the Department is collecting and presenting complete and accurate data.
- Future data submissions will include coding for subject area, type of ELO opportunity (work-based learning, community service, on-line learning, independent study, etc.), and industry so that more succinct reporting is possible.
- Future submissions will include Career and Technical Centers as large numbers of students at these centers participate in work-based learning opportunities, internships, and apprenticeships.
- Submission requirements will be incorporated into our annual training.
- Data sets will be included in iExplore.

The Department received a great deal of support from the NH School Superintendents, the NH School Boards Association, the Extended Learning Network, NH Charter School Administrators, ELO Coordinators, i4See Coordinators, Principals, Guidance Counselors, and a vast array of school and district personnel throughout this collection effort. We are excited to continue this important work together and look forward to sharing more information in the coming months.

Respectfully submitted,

Sandie MacDonald, Ed.D.
Bureau of Education Statistics
March 12, 2019

Adams, Angela

From: Sala, Richard
Sent: Thursday, May 23, 2019 11:44 AM
To: Adams, Angela
Cc: Phelps, Amanda
Subject: FW: Proposed Learn Everywhere rules

All,

FYI. See Attorney Zelin's proposed amendments below.

Respectfully,

Richard K. Sala, Esq.
New Hampshire Department of Education
Office of the Commissioner
101 Pleasant Street
Concord, NH 03301
Richard.Sala@doe.nh.gov
(603) 271-6388

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From: Gerald M. Zelin [mailto:GZelin@dwmlaw.com]
Sent: Thursday, May 23, 2019 8:55 AM
To: Sala, Richard
Cc: Jane Bergeron (jbergeron@nhasea.org)
Subject: [EXTERNAL-to-NH.gov] Proposed Learn Everywhere rules

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Richard,

Thanks for meeting with Jane Bergeron and me yesterday to discuss the proposed Learn Everywhere rules as they pertain to students with disabilities.

Today is my last day in the office before I depart for vacation. I will have limited access to email from tomorrow through June 5. And my schedule today is packed very tight.

If I had more time today, I would suggest more precise revisions to the proposed Learn Everywhere rules, particularly the sections addressing IEPs and Section 504 plans. If you wish, I can do that after June 5.

In the meantime, I offer this quick and simple solution. Add the following as Ed 1401.03:

"Rules of construction.

(a) These rules shall not be construed or applied to compel a school district or LEA to fund tuition for a student to attend a Learn Everywhere program.

(b) These rules shall not be construed or applied to compel a school district or LEA to provide or fund transportation to a Learn Everywhere program, or to provide or fund any support services at a Learn Everywhere program, unless the student's IEP team determines that participation in the program is necessary for the student to receive a free appropriate public education under the federal Individuals with Disabilities Education Act (IDEA), 20 U.S.C. sec. 1401, et seq.

(c) If the IEP team determines that participation in a Learn Everywhere program is necessary for a child with disabilities to receive a free appropriate public education under the IDEA, the IEP team must offer, and the school district must fund or provide, only such transportation and support services that are necessary for the student to benefit from the program.

(d) In order to ensure compliance with Part 1, Article 28-a of the New Hampshire Constitution, these rules shall not be construed or applied in a way that imposes net costs on a specific school district, regardless of whether the rules result in a net savings for any other school district, except as set forth in subsection (c)."

Gerald M. Zelin
Attorney

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GZelin@dwmlaw.com

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DrummondWoodsum
ATTORNEYS AT LAW

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From: Kate Dewan
To: Adams, Angela
Subject: Learn Everywhere
Date: Friday, May 31, 2019 9:44:33 AM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear School Board Members,

As a mother of two school aged children we place a lot of value on education, learning through life experience and from people of all different backgrounds. That being said the Learn Everywhere initiative, which proports to this, will infact have the exact opposite effect on the students of New Hampshire.

Learn Everywhere would allow the students from wealthy homes, with high parental support, to self select the environments and experiences they have for their education. This will limit their interaction with students of lower incomes and from backgrounds that don't allow such high parental involvement. In any educational system the interactions between students of different backgrounds is vital to education and human development. This initiative undervalues those interactions and will harm the educational experiences of all New Hampshire students. In short this will further exacerbate the divide between the haves and have nots.

The Learn Everywhere initiative is detrimental to the education of New Hampshire children. It will do nothing but further the already existing income class divide within our state and further deprive our disadvantaged children from educational tools. We should be looking at programing that will lift up all our students and draw our population together rather than widen the opportunity gap between those groups.

Sincerely,

Kate Dewan
[redacted]
Brentwood, NH 03833

From: Maureen F.Prohl Prohl
To: Adams, Angela; pnazzaronhboe@gmail.com; annlanenhsboe@gmail.com; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com
Subject: Learn Everywhere
Date: Monday, June 3, 2019 11:17:31 AM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear Members of the State Board of Education and Associates:

I spoke with several of you on the phone soon after this program was proposed, and so I was surprised to hear that the Commissioner understood the opposition to the program to be limited to those individuals involved in public education. I am writing in opposition to this program as a parent and taxpayer.

My son designed his own program to work with the Audabon Society in 2006-2007 school years. The School District provided oversight, and carefully monitored his progress in order to award credit for the science involved. I urge you to leave the awarding of credit for academic work in the hands of the local school board, who are the experts in curricular matters and standards.

I believe that if you want to offer this type of program, you should use the taxpayers' money to develop programs in financially struggling school districts that do not have the resources to start up such programs. You would be leveling the playing ground in our state; my district could afford such a program, but many cannot. Building associations with businesses/organizations in these communities would benefit both the students and the community.

Maureen Prohl

From: Emma Rous
To: Adams, Angela
Subject: Learn Everywhere
Date: Monday, June 3, 2019 2:00:04 PM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear Angela:

Commissioner Edelblut has expressed the belief that ordinary citizens are in favor of his Learn Everywhere initiative. From my perspective, that is decidedly NOT the case.

Learn Everywhere will result in the deterioration of the only free, public institution charged with developing the educated citizenry necessary to take leadership and responsibility in a democracy.

The program sponsors being discussed as example for LE—Girl Scouts, Outward Bound—are fine supplements to a thorough, rich education system, but they are not replacements for it. And what happens to the students who cannot afford these enrichment activities?

As for choice, I have visited schools all over the state, and I can assure you that contemporary classrooms offer a wide variety of choices—including reading selections, interest groups, project topics, after school activities, and, for high schoolers, actual courses.

Instead of raising standards for educational outcomes, this program lowers and even removes standards. It would be better called, “Learn Nowhere.”

Emma Rous
Durham, NH

From:	Barbara Zaenglein
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	Edelblut Continued Assault on Public Education Has to Stop
Date:	Monday, June 3, 2019 2:57:39 PM

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To the members of the State Board of Education,

As a taxpayer and parents of grown children who were educated K-12 in NH public schools, we are deeply disturbed by "Commissioner" Edelbut's continued assault on public education. His "Learn Everywhere" program is nothing more than another attempt to put money in the pocket of for profit enterprises while tying the hands of our local school districts. He needs to be stopped. Taxpayers and parents have had enough of him and his blatantly anti-public school proposals.

Please do not support this yet another, disingenuous proposal by the supposed Commissioner of Education.

Eric & Barbara Zaenglein
Amherst, NH

From:	Michael Matros
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	New Hampshire students already "learn everywhere"...
Date:	Monday, June 3, 2019 3:10:48 PM

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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,

I write as a retired citizen never affiliated with New Hampshire public schools except as a parent, but a parent who cares about attempts by Commissioner Edelblut and Governor Sununu to weaken rather than strengthen public education.

Is it true that Mr. Edelblut believes that the "Learn Everywhere" proposal is opposed only as some sort of self-serving stand by teacher unions? Then I would like him to know that I and many others who care about the mission of public education consider the proposal just another attempt to undercut school funding in order to advance the agenda of religious and other conservatives. I have written to you before about this issue but would like again to register my alarm.

I'm astounded that something so loosely defined as "Learn Everywhere" could be considered, let alone adopted. This initiative is obviously an end run around local control, giving license to programs that may purport to meet minimal standards, but whose organizers 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

From:	Terri ORorke
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	Learn Everywhere
Date:	Monday, June 3, 2019 4:24:17 PM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear members,
my name is Terri O'Rorke, I live in Keene and have three grandchildren in the public school system. I'm a little skeptical of this "Learn Everywhere" program and here's why:
Local control - School districts should not be required to give credits for experiences that students participate in while not on campus. Especially anything that has no school district approval. Local school boards might already have standards better than what the state would require.
Money - How can students from low-income households possibly afford some of these off-campus learning experiences?
Thank you for your time and attention to this important matter.
Terri O'Rorke

From:	Mike & Janet Ward
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	re: LEARN EVERYWHERE
Date:	Monday, June 3, 2019 8:13:51 PM
Attachments:	US AND THEM - OP ED MAY 2019.docx

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To members of the NH State Board of Education and Commissioner Edelblut:

For months I have followed the State Board of Education's efforts to institute a replacement for EXTENDED LEARNING OPPORTUNITIES with the LEARN EVERYWHERE program. I was especially dismayed by Commissioner Edelblut's presentation at a recent State Board meeting during which he spoke dismissively of current statewide ELO offerings. This was particularly disappointing given that I had attended an earlier State Board meeting when very successful ELO programs were described in detail and students participating in those programs provided vivid testimony about the value and efficacy of these experiences.

Rather than acknowledging and celebrating the success of many public school district ELOs, noting the need to increase the number and quality of such offerings, and proposing useful policies to support public schools engaging in the offering and development of ELOs, the Commissioner is working diligently to have the State Board of Education siphon authority for the oversight of ELOs from taxpayer-funded school districts and give it to the State Board of Education. Why?

The fact is that both Commissioner Edelblut and State Board Chairman Kline have not provided evidence that they respect and support public education. Rather, I have witnessed their passionate support for the privatizing of public education. Have these gentlemen forgotten American history? Both Thomas Jefferson and John Adams saw public education as a critical foundation of democracy. Rather than placing students in private "silos," they understood that public schools provide a place where young people can get to know one another and explore a variety of ideas together. Public school are places where young citizens can learn to reason together.

Right now I pay taxes to support the schools in my community and I can participate in public discussions of curriculum, facilities and policies. The ELOs my school offers meet State Department of Education standards as well as those requirements the taxpayers and school administrators in my town have developed as a community. I do not want that oversight, that local control, wrested from me or my community to further the goals of Mr. Edelblut and Mr. Kline to advance the privatization of public education.

The LEARN EVERYWHERE initiative is actually a part of a much larger effort to privatize public education and, in concert with other initiatives, to change the very nature of these UNITED States of America. I have attached a recently published essay which places the LEARN EVERYWHERE program in context. I invite you to read it to gain an appreciation of the larger significance of this program.

Thank you for your consideration.

Sincerely,

Janet Ward
Contoocook, NH
[redacted]

When did "We the People" become "Us and Them"?

(Published in the CONCORD MONITOR Forum Section on Sunday, May 26, 2019)

Politics in the United States has never been polite, but in 2019 politics have become downright frightening. Reasonable, thoughtful conversations between Republicans and Democrats are nearly non-existent. What has brought about this breakdown in communication? Right here in New Hampshire consider the comments of our own Governor Chris Sununu. A few years ago, he told the Republican caucus of the House, "You are either with us or against us; you are either a Democrat or a Republican." Can it be that there are no thoughtful, independent thinkers among our Republican legislators, that every one of them is content to move in lockstep in whatever direction the party demands? And in response to the broadly supported paid family leave bill and a budget that acknowledges New Hampshire's responsibility to fund public education, our Governor said "the Democrats are the barbarians at the gate." But there are legislators across the political spectrum who appreciate and support these carefully considered measures. Clearly, there are powerful and disturbing reasons for the Us and Them division poisoning our state and our nation.

In her 2017 book DEMOCRACY IN CHAINS: THE DEEP HISTORY OF THE RADICAL RIGHT'S STEALTH PLAN FOR AMERICA, Duke University history professor Nancy MacLean provides a persuasive account of the reasoning which drives this effort to divide us, as well as the carefully developed and stunningly effective strategy that has brought our democracy to the present moment. The heart of this disturbing and critically important book is an account of economist James McGill Buchanan's view that "what others described as taxation to advance social justice or the common good was nothing more than a modern version of mob attempts to take by force what the takers had no moral right to: the fruits of another's person's efforts. In [Buchanan's] mind to protect wealth was to protect the individual against a form of legally sanctioned gangsterism." Indeed, the idea of helping one's neighbor as described in the story of the Good Samaritan was analyzed by Buchanan as a situation in which the good neighbor allows himself to be fleeced by an undeserving stranger. Those in need are characterized as "parasites" on society.

Called "public choice theory," Buchanan's perspective was adopted as a stunningly effective rationale by the Koch brothers and other extremely wealthy individuals such as the DeVoses and the Scaifes to protect the entitled, those they deemed "the producers," against "the others," the parasites." Valued moral traditions were rejected. Citizen-supported efforts to advance the common good were labeled "socialist." Indeed, a new slogan of the conservative right, prominently displayed at the February 27 – March 2, 2019 Conservative Political Action Conference (CPAC), is "Liberty Trumps Socialism." For these conservatives, there is virtually no COMMON good. Only PRIVATE goods matter. Our society becomes divided; it becomes Us against Them.

The privatization of such things as public education has become the mission of lavishly funded think tanks and conservative organizations across our nation. These organizations, often working out of general public view, include ALEC, the American Legislative Exchange Council which offers legislators across the United States model bills which advance conservative goals such as school vouchers and voter suppression, and the State Policy Network which is associated with New Hampshire's Josiah Bartlet Center for Public Policy directed by Andrew Kline, the current chair of the NH State Board of Education.

Privatization of public education as well as some mental health services appear to be key goals of our own Republican governor Chris Sununu. The governor appointed Frank Edelblut as NH's Commissioner of Education even though Mr. Edelblut has no credentials in education, was associated with the Patrick Henry College Foundation, an institution that required the teaching of creationism, and homeschooled all seven of his own children which he certainly has the right to do. Mr. Edelblut is now championing what is called LEARN EVERYWHERE. This program sounds attractive, but look more closely. If authorized, LEARN EVERYWHERE would grant the NH State Board of Education, not your own local schools which currently oversee Extended Learning Opportunities, the authority to review and approve or disapprove private instructional programs, and would require that school districts accept many of the credits such programs provide. Mr. Edelblut's LEARN EVERYWHERE program would remove a significant measure of local control over local, taxpayer-supported public education and in essence would set up a system where PRIVATE entities could provide education to students outside the oversight of your own local public school system.

The governor's support of privatization efforts can also be seen on the mental health front. A bidder on his $26 million project to build a 100-bed psychiatric hospital was CoreCivic (formerly Corrections Corporation of America), a contributor to the governor's political campaigns.

The division between Us and Them begins with a twisted vision of what democracy means, and constantly repeated false "memes" such as public schools are failing, government can't do anything right, voter fraud is rampant. Capitalism, private enterprise, is surely valued by U.S. citizens. However, our Constitution begins with the words "We, the People." This phrase makes clear that our new nation valued Community, the idea that there is a COMMON, shared Good. Helping one another was not viewed as a frightening imposition, but as a moral good that made our entire society a better society. Communities supported and continue to support public schools because well-educated students make our entire society thrive. Equally important is the fact that public schools offer young people the opportunity to learn with and from their fellow citizens. Instead of being "siloed," that is educated with only like-minded students, public schools provide places where a rich variety of ideas are explored and tested.

It is a fact of human life that living together and figuring out how to share the things we all want and need is difficult. It is difficult for couples, for families, for citizens in a society such as ours, for nations occupying various parts of a single planet. But stealthily destroying our trust in one another, in our schools, and in our government, in our ability to reason together to determine the wisest and best way forward is to plot the destruction of our nation as we have known it. It is to make of "We, the People," Us and Them. This will happen, indeed it is happening, but only if we do not resist, if we fail to say No! We, the People, have been and are better than this. How can we once again become the UNITED States of America? I believe that if each of us commits to carefully seeking out and questioning those running for public office at every level; if we actively work to get out the vote for political candidates who are committed to represent our shared values, it is within our power to make our nation truly great again. But as Doris Haddock ("Granny D") made clear, "Democracy is not something we have, but something we do." If we want the United States to remain a great and united nation, each of us has work to do NOW.

Janet Ward

Contoocook, NH

From:	Demarest Demarest
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	Learning Everywhere Program
Date:	Monday, June 3, 2019 8:38:35 PM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear State Board of Education Member,
I write to you as a more than 30 year resident of New Hampshire, a tax payer, and a parent who sent two children through the excellent Keene public school system, as well as a retired public school teacher.

I am very concerned about the lack of accountability within the Learning Everywhere program that has been proposed for schools in the state of NH. Why would the state force local school districts to award credit for off campus experiences that have not been approved by the local school board? Why is it a good idea to award credit for experiences that may not line up with the curriculum goals within that school district? Why would the state support a program that takes control away from the local school districts?

Please **oppose** the Learning Everywhere program when it comes up for a vote.

Nicole Demarest
Keene, NH

From:	Linda Mattlage
To:	Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject:	Learn everywhere
Date:	Monday, June 3, 2019 10:19:48 PM

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

I am not an educator, just a concerned tax payer in Concord. I want to express my opposition to the Learn Everywhere program. Although a good idea in theory, I am concerned that this initiative would bypass the control of local school boards to grant credits for graduation. We already have external learning opportunities which have been vetted for academic rigor. It seems to me that Learn Everywhere is redundant and does not meet the same academic standards. The Board of Education would be better served to expand and support external learning opportunities in all school districts.
Thank you for your attention to this matter and for your service to our state.
Linda Mattlage
Concord

Adams, Angela

From: Mark Scura [redacted]
Sent: Tuesday, June 4, 2019 12:11 PM
To: ACBOE@comcast.net; Adams, Angela; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject: Learn Everywhere

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Salutations! I am writing as a NH taxpayer, former school board member in Concord, and a parent of 3 children. I object to the Learn Everywhere program for several reasons.
NH's public schools are underfunded on a state level and this appears to be a way to sidestep the responsibility of the state to adequately fund education for all. I attended the hearing, and it was clear that as written, those most likely to take advantage of it are families already in a position to take advantage of a variety of opportunities.
Secondly, this is a redundant program, as it was also clear from testimony at the hearing, that he existing program is robust and effective, and the fact that it initiates inside the school, students without families to advocate for them, are more likely to be identified and encouraged to take advantage of these other opportunities.
Finally, the Learn Everywhere program undermines local control and the authority of local school boards, tax payers and district educators. While schools would no longer be required to rubber stamp a degree earned entirely outside the district's supervision, just 30%; it still allows for the full list of credits to be earned through this program.
In conclusion, Learn Everywhere is unnecessary, discriminatory, and it undermines the oversight and input of local tax payers.
Please do NOT implement this program.
Sincerely,
Maureen Redmond-Scura

From:	Liz Tentarelli
To:	Adams, Angela
Cc:	LWVNewHampshire@gmail.com
Subject:	Learn Everywhere Hurts Diploma Credibility
Date:	Wednesday, June 5, 2019 7:37:23 PM
Attachments:	Image1

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4 Park St. Room 200

Concord, NH 03301

www.LWVNH.org

June 6, 2019

To: State Board of Education

From: Liz Tentarelli, president, League of Women Voters NH, on behalf of the state League board. Email: LWVNewHampshire@gmail.com

Re: Learn Everywhere

The League of Women Voters of New Hampshire, like many in the Granite State, supports the primacy of local control in the determination of both standards and competencies as well as in the evaluation of whether and how well those standards and competencies are met. When students are awarded their high school diplomas, local educators and local school boards are the ones accountable for ensuring that diploma requirements have been achieved by each new graduate.

New Hampshire's public schools already award credit for work done outside the traditional high school program, including Extended Learning Opportunities coordinated by the local high schools. Running Start programs, taught by local secondary teachers with a master's degree in the field, grant local high school credit and Community College credits through the New Hampshire Community College System. We urge the New Hampshire State Board of Education to support learning opportunities such as these rather than the ill-defined Learn Everywhere proposal.

The League of Women Voters of New Hampshire therefore opposes the April 11 State Board of Education draft of the rules that authorize the Learn Everywhere program.

Those revised rules:

- place the process for approval, monitoring, and oversight of Learn Everywhere providers in the control of the Department of Education with vetting by a newly appointed committee, by-passing local school district control;
- require local districts to award academic credits for learning outside the classroom;
- transfer the authority to approve academic programs from the local school districts and school boards to the State Board;
- force the local Superintendents to accept at least one-third and up to 100% of the credits for Learn Everywhere experiences;
- lower the grading system to pass/fail rather than the multi-level existing systems (such as Exceeds Proficiency, Proficient, Approaching Proficient, Not Proficient).

Not addressed by the draft rules are:

- acknowledgment that accreditation of schools and colleges requires both authority and accountability evidence provided by each individual school being accredited
- application requirements of colleges and universities, which themselves face accreditation requirements for local governance and assessment.

The League of Women Voters of New Hampshire urges the New Hampshire State Board of Education to place the power for granting credit for extended learning and work-based programs in the control of local school districts and school boards – where that power belongs!

***

Adams, Angela

Subject: FW: Learn Everywhere Program

From: Jon DiPietro [redacted]
Sent: Friday, June 07, 2019 9:17 AM
To: kcassady@allstaffcorp.com; chags@comcast.net; ACBOE@comcast.net; griffinweb1@gmail.com; Helen Honorow ; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; Frank Edulblut
Subject: Learn Everywhere Program

Dear Board Members,

You may recall my testimony supporting the Learn Everywhere program earlier this year. I am writing to you ahead of your upcoming vote to reiterate my support.

I am a NH native, resident of Manchester, business owner, and father of four daughters. There are three main reasons why I support this program:

#1 - Local Control
Many opponents of this program insist that it violates local control. I would argue that there is no more local control than parents. They are the ultimate local control over a child's education and they know best what will work for them.

#2 - Guardrails Are Overrated
Another theme I heard an awful lot during the hearing was regarding gatekeepers and guardrails. I earned a degree in electrical engineering back in 1990 but every dime I have ever earned in my professional career has been self-taught and/or learned outside of academic institutions. I started out building computer control systems for very dangerous manufacturing systems. No degree. No certifications. No licensing. And also no explosions, catastrophic failures, or deaths. Later in my career, I moved on to software development. Again, entirely self-taught. No gatekeepers, no guardrails.

#3 - Schools Are Already Successful
Another point that was made repeatedly during the hearing was that many districts already have successful ELO programs. That is great to hear, and the Learn Everywhere program is not an obstacle to the continued success (or even expansion) of those programs.

I urge you to vote in favor of this program (again).

Sincerely,

--

Jon DiPietro
Digital Marketing Specialist
Manchester Republican Committee Executive Board

[redacted]

Adams, Angela

Subject: FW: Learn Everywhere Program

From: Cheryl Dean [redacted]
Sent: Thursday, June 06, 2019 10:43 PM
To: kcassady@allstaffcorp.com
Cc: frank.edelblut@doe.nh.gov; pnazzaronhboe@gmail.com; annlanenhsboe@gmail.com; Helen Honorow ; griffinweb1@gmail.com; ACBOE@comcast.net; chags@comcast.net
Subject: Learn Everywhere Program

Hello ,

I am a parent , and a 12 year volunteer Girls Scout leader who is asking you to please support the Learn Everywhere Program .

I know first hand that not all children learn the same. Children need to be inspired and stimulated to learn and lots of times that isn't happening for them in their classrooms . Kids need the ability to learn outside the classroom as well. In my 12 years as a Girl Scout leader , I witnessed girls who were labeled "problems" or "lazy" by some of their classroom teachers and even parents . These girls really weren't a problem or lazy, they were bored and uninspired. When I had these girls learning outside the classroom, in their Girl Scout troop , doing things that interested them , they thrived . That inspiration also spilled over into their classroom learning as that little bit of learning outside the classroom gave them something to look forward to and inspired them to engage more in the classroom. These particular girls are grown, now in their early 20s, and doing amazing things . Who knows where they would be if they didn't have that little bit of outside learning that turned things around for them . Every child is different, every child deserves an opportunity to get the best education for them . Let's give the children of NH what they need and please support the Learn Everywhere Program because children should be learning everywhere.

Thank you ,

Cheryl Dean
[redacted]

Adams, Angela

Subject: FW: Follow Up

From: Lisa Witte [mailto:lwitte@mrsd.org]
Sent: Friday, June 07, 2019 9:30 AM
To: Helen Honorow
Subject: Follow Up

Dear Board Member Honorow,

I wanted to reach out to you individually to share with you my concerns about the Learn Everywhere stakeholder group. As you know, I attended the May meeting of the State Board of Education, and while not explicitly stated it was heavily suggested that the stakeholder group was supportive of the Learn Everywhere rules as revised – but there is no evidence being presented to support that assertion.

That meeting is what prompted me to ask for information about the stakeholder group. I sent an e-mail on May 14th requesting the following information:

- A list of the names and roles of those who were invited to participate
- A list of the names and roles of those who actually participated
- The dates, location, attendance, and minutes of the stakeholder group meetings

17 days later, not having received any response (not even an acknowledgement of the request), I sent a follow-up e-mail. Angela Adams at the Department acknowledged the receipt of that second e-mail, sent on May 31st but I still have received no other responses or information as requested.

My opposition to Learn Everywhere is well known, but I would like to clarify that I wholeheartedly support personalized learning and extended learning opportunities. I also support public education and the local control model we have in New Hampshire. Learn Everywhere as proposed undermines the role of local school boards to identify competencies for graduation and ensure that credits granted align with those local competencies. Creating a program that does not respect the role of local school boards and the criteria for graduation they have established is not the New Hampshire way. I ask you to vote against the adoption of Learn Everywhere, and instead work with our schools and Districts to identify barriers that currently exist and create viable solutions.

Respectfully,

Lisa

Lisa A. Witte
Superintendent of Schools
Monadnock Regional School District

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@MonadnockRSD

@MRSDSuper

600 Old Homestead Highway
Swanzey, New Hampshire 03446
603-352-6955 Extension 6977

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Adams, Angela

Sent: Friday, June 7, 2019 9:42 AM
Subject: FW: Correspondance regarding Learn Everywhere
Attachments: LE Email.pdf

From: Becky Forrestall [mailto:rforrestall@sau66.org]
Sent: Thursday, June 06, 2019 2:31 PM
To: griffinweb1@gmail.com; kcassady@allstaffcorp.com; Helen Honorow ; chags@comcast.net; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; ACBOE@comcast.net
Subject: Correspondance regarding Learn Everywhere

Dear Members of the NH State Board of Education,

I hope this email finds you all well, and looking forward to the summer weather (which seems to have finally arrived.)

Attached, please find a letter regarding my concerns with the implementation of Learn Everywhere. I look forward to hearing your conversation regarding this at the June 13th meeting.

Thank you for your time and consideration, as well as your service.

Rebecca Forrestall

Rebecca R. Forrestall
Director of Student Services
Hopkinton School District

rforrestall@hopkintonschools.org

204 Maple Street
Contoocook, NH 03229
(603) 746-5186

June 1, 2019

Dear Members of the NH State Board of Education,

Thank you for affording me the opportunity to send comments regarding the proposal of "Learn Everywhere." As a Special Education Director in the state of NH for the past 21 years, currently serving as the Director of Student Services in Hopkinton, I have had the distinct pleasure of being entrusted with some of our most vulnerable students and families; a humbling and weighty position that I do not take lightly or for granted. I have seen a diversity of students throughout their high school careers, post-secondary transition plans, and adult lives, achieve success through a variety of pathways. In addition, I have three high-school aged teenagers myself, ages 13, 15 and 17. We eat, sleep, and breathe credits, competencies, student athlete commitments, adolescent social issues, and teenage angst. I do not consider myself new to the challenges or the ever present opportunities that come with being a teenager in New Hampshire's public schools. My own children span the full continuum of educational needs, from a highly driven, academically strong, student athlete who has her top 5 colleges already identified as a sophomore, to another who lives with anxiety and OCD but performs academically very well in school while balancing the difficulties she has socially, as well as having a child who missed several years of school during an 8 year battle with cancer. He is now an Ambassador who does multiple speaking engagements each year for the Children's Hospital at Dartmouth, looking his post-secondary transition in the face, and is struggling with whether to enter the work force in an extremely unusual position (professional wrestler), or attend a more traditional college program. It is with both the lens of a district-level director, as well as a parent, that I offer these comments.

Learn Everywhere has been touted by many to be the potential answer to closing the equity gap and creating more accessible options- something that as a Director, is a focus of my daily work. Students with disabilities of any kind, come into the world with an inevitable equity gap. It is the work of all, to remove barriers, provide accommodations, modifications and supports to allow equality and inclusion for ALL students in our schools. Regardless of variability, our schools are tasked with providing a high quality, individualized education for every student that arrives each day. This is the work of special education. The implementation of Learn Everywhere, as it currently stands, leaves the determination of whether or not a child with an Individualized Education Program (IEP) REQUIRES a specific Learn Everywhere program in order to be afforded a free, appropriate, public education (FAPE). It is in this very standard, where I see the potential for enormous unintended consequences if Learn Everywhere is passed.

As a Director, it is my work to ensure to the maximum extent possible, that students with disabilities are educated in the least restrictive environment, with their typically developing peers, with access to the general education curriculum, and in their home communities. Even those students who will remain in our care until age 21, most often return to their home

communities, and keeping them highly engaged and involved in our schools is crucial to increasing and maintaining the student's connection to the community. These mandates require a high level of innovation on the part of districts, to creatively and at a highly individualized level, create options for each child. Learn Everywhere Programs, in many situations, will not be REQUIRED for a child with an IEP, in order to achieve FAPE. Herein, lies my biggest concern. It is not about the anticipated contention that may come with the team conversations, or the financial aspect of potential due process hearings when teams do not agree, or in trying to problem solve exactly how to humanly and fiscally support all students in these community settings. As it is, those challenges present themselves already on a daily basis in this work. We rise to and thrive on creative problem solving in the field of Student Services. My biggest concern, is on what will be left behind, when students who do NOT need to navigate the special education process, are fully able to choose Learn Everywhere programs at their own discretion as opposed to utlizing options that already exist within our schools.

Imagine that Learn Everywhere Programs have been approved, and many exist. In theory, ALL students have access to these programs, and the doors have been flung wide open for students to gain credits for their high school diploma through these experiences. Students whose families do not experience financial hardship, will easily be able to access these options. Students who achieve academically without significant challenge, will be able to learn the skills in these community environments, without additional supports or services. LE staff potentially will see these skills and offer further opportunities after high school. Those students who are able to secure their own transportation, who are able to own their own cars, maintain them, etc. will be able to come and go from their local high schools to LE programs, or ride with friends, as they have a certain level of inherent independence. Their schedules at the public school wil need to be adjusted to accommodate LE programs, not based on the availability of staffing, or supports, or required specialized transportation. For those of us with children who fit these criteria, the LE program sounds like the promised land of opportunity.

However, what is left behind in our public school classrooms, are the students for whom LE programs are not "necessary" or "required" for them to achieve a FAPE. The students who truly are unable to "choose" LE programs. The class sizes for required classes will diminish, as many students could earn core credits in LE programs. The students in our open level or college bound public high school classes will be rostered with students for whom those classes with supports, are appropriate, but without the modeling and inclusion of an equal number of typically developing peers. The social makeup of the classes will trend towards those who struggle with social skills, who need specially designed instruction, who require accommodations and modifications in order to access the curriculum. Socially and emotionally, our most vulnerable teenagers, the students whose families come to the legislation to ask for more mental health supports, who ask for suicide prevention curriculum, whose children have medical challenges, families who strongly support and ask for commissions to study the expansion of extra curriculars for students with disabilities, will have only each other to rely on to create the high school experience that is meant to help prepare them for life AFTER high school. We will not necessarily be able to maintain the teaching staff that we have now, knowing

that it takes highly trained, specialized teachers to teach to a class of students with broad educational disability diversity. The trajectory and profiles of students in our regular education classes will shift significantly. Families who have academically strong students, but low financial resources, will also have students in these classes. I am concerned that our local, public high school diplomas, and their reputations, will quickly be seen as less rigorous and less valid as the profiles of our classes adjust.

Most importantly, I picture my own children. I picture my middle daughter, driving herself to a LE program daily, interacting with many other students "just like her", those for whom learning comes easily, competent social interaction furthering her towards her goals, and her natural "pull away" from her current friends and community, as she meets many students from other districts. I picture my son, currently a Best Buddies chapter board member, using his current experiences outside of school to earn credits, and having less time to be physically in his high school, and his buddy wondering why he is no longer around to sit with him at lunch. I think of my youngest daughter, who was so excited to start high school in order to branch out, to meet more diverse people, and to expand her ability to be inclusive as she knows what it is like to be on the other side of that. I think of her trying to manage her anxiety when she needs to choose between staying at her local high school to support those she wants to include, versus going into a LE program with the friends she worked so hard to gain. Being an adolescent in this day and age is difficult enough, without this added struggle.

I think of our families who struggle financially, whose children's diagnoses require already a unending amount of support OUTSIDE of school, who not only will be unable to financially support their child's attendance at a LE program, but who also will have to sit at meetings with our teams who will, with all our best intentions, absolutely have to say no to most LE programs. It is our responsibility to do stay true to what is our obligation. As administrators in this field, we are responsible not only to our students, and our families, but to our tax payers. We already offer in district programming that allows for experiences commensurate to LE, which are funded by our communities. We cannot, in good conscience, say yes to LE programs when we have the same, but more supported, built in opportunities which our towns already fund.

As a Director, as a parent, and as a person who cares deeply about creating and sustaining highly inclusive communities that see the value in each individual, I respectfully ask that the board support our in-district programming in order to continue to promote the high level of inclusion New Hampshire has been noted for. Learn Everywhere already exists within our ELO programs, and our innovative options. Adding Learn Everywhere Programs for students will only sustain, glorify, and grow the equity gap for NH students and families.

Respectfully submitted,

Rebecca R. Forrestall, Director of Student Services, Hopkinton School District

Adams, Angela

Subject: FW: Learn Everywhere Program

-----Original Message-----
From: Tammy Marquis [[redacted]]
Sent: Friday, June 07, 2019 1:44 PM
To: kcassady@allstaffcorp.com; chags@comcast.net; ACBOE@comcast.net; griffinweb1@gmail.com; Helen Honorow <Helen@barrylawoffice.com>; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com; frank.edelblut@doe.nh.gov
Subject: Learn Everywhere Program

Hello BOE,

Please support the Learn Everywhere program next week, June 13th.

Sincerely
Tammy Marquis, Plymouth NH

Sent from my iPhone

Adams, Angela

From: Adams, Angela
Sent: Wednesday, June 12, 2019 9:34 AM
To: 'boscatlargerg@mansd.org'
Cc: Adams, Angela
Subject: FW: Learn Everywhere

Good morning Rich,

Can you forward me your published comments? Unfortunately, the State doesn't give me access to Facebook.

Thanks you,
Angela

Angela M. Adams | Executive Assistant
New Hampshire Department of Education
Office of the Commissioner
101 Pleasant Street | Concord, NH 03301
Phone: 603-271-3144 or 603-271-3829 voicemail
Angela.Adams@doe.nh.gov

New Hampshire
Department of Education

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From: DOE: Info
Sent: Wednesday, June 12, 2019 9:12 AM
To: Adams, Angela
Subject: FW: Learn Everywhere

FYI

From: Richard H. Girard [mailto:boscatlargerg@mansd.org]
Sent: Wednesday, June 12, 2019 9:09 AM
To: DOE: Info
Subject: Learn Everywhere

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

To whom it may concern,

Please forward this to Commissioner Edelblut and the members of the Board of Education. If there is a public record to which my comments could be added, please do so. My comments are published at this link.

Thank you,

Richard H. Girard
Committee Member at-Large

Adams, Angela

Subject: FW: Learn Everywhere Program

-----Original Message-----
From: Glenn Cordelli [mailto:Glenn.Cordelli@leg.state.nh.us]
Sent: Wednesday, June 12, 2019 9:24 AM
To: Edelblut, Louis (Frank)
Subject: Learn Everywhere Program

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Good morning. Commissioner.

I understand that the State Board of Education will be considering rules this week for the Learn Everywhere program I strongly support the program and hope that you will pass along my support to the SBE.

I would like to begin by pointing out that this program originated with SB435 last year. This bill clearly stated that it established "alternate" learning programs for granting education credits. It passed the House and Senate on voice votes.

The state recognized years ago that learning takes place outside the four walls of a classroom with Extended Learning Opportunities. This is a valuable program but with a process gap. There are many regional groups that do not have the time or resources to apply to each school district served by their organization.
I am a member of the Civil Air Patrol. There are nine CAP squadrons covering our state and cadets from numerous school districts. Cadets are provided instruction in STEM and areospace areas. They complete aerospace education as one of the requirements to progress through the achievement levels of the cadet program. It would be vitually impossible for our NH CAP to apply to each school district around the state for ELO credits for their cadets. The Learn Everywhere program, however, presents them the opportunity go through one application process. And who would benefit - the cadets, our students, and future members of the NH workforce.

I have participated in many hearings and discussions about this program as a State Representative and member of the House Education Committee. I have heard from supporters and as well as the concerns of local school boards and associations. I believe the concerns are misplaced. Educating our students should not be focused on "local control" but providing opportunities and learning to our students. That is the goal of this program. I have also read through the proposed rules as part of my committee work and fully support the rules that been developed as they are in line with the legislation that we passed.

During committee hearings this year, we heard that VLACs credits were not accepted by all districts which was very troubleing to the committee. I attended the recent VLACs graduation and was able to speak with the VLACs CEO, Dr. Steve Kossakoski. He confirmed to me that it was true that some districts do nit accept their credits. When I asked about reasons, he indicated that some districts with declining enrollments will not accept their credits as a credit funding issue. I was shocked to learn that funding would stand in the way for accepting credits from a NH accredited charter school. I am concerned that this same reason could possibly be the reason for some of the opposition to the Learn Everywhere Program.

Please do not allow this to be a funding and control issue. It should be a kids issue.
Please pass the Learn Everywhere Program rules.

Glenn Cordelli
State Representative
Education Committee
Assistant Republican Leader

Adams, Angela

From: sam osherson.com <[redacted]>
Sent: Wednesday, June 12, 2019 10:16 AM
To: Adams, Angela; ACBOE@comcast.net; griffinweb1@gmail.com; kcassady@allstaffcorp.com; hhonorow@barrylawoffice.com; Chagnon, Cindy; annlanenhsboe@gmail.com; pnazzaronhboe@gmail.com
Subject: Oppose Learn Everywhere Program

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

To The State Board of Education:

We are taxpayers and parents of two former students who graduated from the New Hampshire public school system. We urge you to reject the Learn Everywhere program. It is terrible educational policy to require local school boards to accept as educational experiences that they have not vetted and approved according to publicly available standards. What happens then to local control of education?

Thank you for your consideration.

Sincerely,
Sam and Julie Osherson
[redacted]
Nelson, NH

Adams, Angela

From: DOE: Info
Sent: Wednesday, June 12, 2019 11:14 AM
To: Adams, Angela
Subject: FW: Writing in support of "Learn Everywhere"--pls. pass on to relevant parties

FYI

From: Carla Gericke [mailto[redacted]]
Sent: Wednesday, June 12, 2019 11:12 AM
To: DOE: Info
Subject: Writing in support of "Learn Everywhere"--pls. pass on to relevant parties

ATTENTION: This email has originated from outside of the organization. Do not open attachments or click on links unless you recognize the sender and know the content is safe.

Dear State Board,

I wanted to let you know that I am in full support of the new "Learn Everywhere" program being proposed. The more educational opportunities we can create to accommodate different styles and forms of learning, inside and outside the classroom, the better. Thank you for pursuing this path!

Yours sincerely,
Carla Gericke
Manchester, NH

To: The New Hampshire State Board of Education

From: Val Zanchuk, President, Graphicast, Inc.

Date: 11 June 2019

Re: LEARN EVERYWHERE PROGRAM FOR HIGH SCHOOL GRADUATION CREDIT

My name is Val Zanchuk. I am president of Graphicast, Inc. a manufacturing company located in Jaffrey. I am a past board chairman of the Business and Industry Association of New Hampshire and on the advisory board of Workforce Accelerator 2025, a joint project of the BIA and the NH Charitable Foundation. Workforce Accelerator 2025 exists to promote and develop better relationships between businesses and schools to increase awareness of careers and work related skills needed for the 21st century. I also serve as the BIA representative on the SB190 CTE committee chaired by Senator David Watters. This standing committee works to increase the impact of Career and Technical Education in the development of career ready students graduating from our high schools. I serve on CTE advisory committees at Manchester School of Technology and ConVal High School. I am also on the board of the New Hampshire Learning Initiative. NHLI works with districts to introduce and implement innovative teaching methods to increase the effectiveness of the learning process.

Most of the business people I know were pleased to hear of the Learn Everywhere concept. To us, this is the real world; learning does indeed take place everywhere. I also appreciate the concern of educators, administrators, and school boards on the implementation of a system based on a state approved program that bypasses local control and the intimate knowledge districts have of the culture and expectations of their local communities. Programs for learning outside the traditional classroom, such as ELOs and internships, exist in many districts. However, they can be limited by resources and community opportunities. A work based learning program, sponsored by the National Governors Association, is underway. All these programs work through existing school hierarchies. Learn Everywhere offers a much broader opportunity; not just work based learning, but also other educational experiences outside of the traditional classroom. While conceptually intuitive, I can understand that implementation, in a state known for local control and adverse to centralized direction, would create many questions, concerns, and resistance. The main issue in my mind is how, if at all, can you create a vetting mechanism for such programs acceptable to local districts?

I think that objections to the LE approval committee, and the LE concept, would lessen if the committee had strong district representation from those skilled in curriculum and assessment. These are the individuals who currently address alternative learning situations presented to districts, as many districts

have already evaluated and approved of Learn Everywhere like experiences. Bringing these portfolios of existing approvals, and the people who do them, to the committee would bring a level of trust and inclusion to the committee that would show other districts that the approvals at the state level would have the same degree of scrutiny and review already done in many districts. The key would be for other districts to accept peer reviewed programs for their own students. Such trust and collaboration is already occurring among those district involved with PACE. This could be used as an example of existing collaboration among districts that would be a model for the LE approval process.

The efficiency of approving programs at the state level is obvious to those of us in industry who adopt best practices and national, or international, standards in our businesses. Why duplicate effort and reinvent the wheel? However, we are not school districts accustomed to local control, state and local funding issues, and the will of the voters. I would hope that there would be a way of structuring the Learn Everywhere concept to include districts in the approval process to address these issues and provide students with viable opportunities to, indeed, learn everywhere.

State of New Hampshire

STATE HOUSE

CONCORD

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STATE DEPARTMENT OF EDUCATION

June 11, 2019

Mr. Drew Cline, Chairman
NH State Board of Education
NH Department of Education
101 Pleasant Street
Concord, New Hampshire 03301-3860

Dear Chairman Cline:

During the previous legislative session, in which I chaired the House Education Committee, SB 435 relative to alternative programs for granting credit leading to high school graduation passed with a strong 17-3 bipartisan vote. As signed into law, the bill provides high school graduation credit for alternative learning experiences that expand instruction and learning beyond the traditional environment and links student engagement with work based opportunities.

It has come to my attention that there may be some who oppose the State Board of Education's involvement in approving credit courses or programs leading to high school graduation. This position is contrary to our basic belief that education is a shared responsibility between local and state government. Further, RSA 193-E:2-a states, "the State Board of Education shall adopt rules, pursuant to RSA541-A relative to the approval of alternative programs for granting credit leading to graduation." When presented and heard in committee, those testifying clearly stated that the "Learn Everywhere Program" is an alternative program for granting credit leading to graduation.

Ed 1401 - 1407 clearly articulates administrative rules for the Learn Everywhere Program. Rules require instructional plans, goals, student outcomes, student progress reporting, and a description of how students will be assessed in meeting a desired achievement level. Allowing students to gain credit by attending and succeeding in outside programs will only strengthen and widen the spectrum of course offerings available to students in both large population centers and in small rural communities such as Haverhill and Colebrook where districts do not have the staff or resources to expand and monitor alternative learning environments. Years ago, my own children spent many hours at the local community center enrolled in athletic programs, theater productions, art classes and more. To this day, the skills learned through that center continue to enrich their lives.

Lastly, while hearing testimony on SB435, New Hampshire's BIA explained that this program parallels priorities on workforce development. In a time in which local school districts are

experiencing significant declining enrollments along with shrinking adequacy funding, this program provides a strong collaborative option with the business world.

Over the course of years working in education, I have watched the education pendulum move from one innovative program to another and often with little if any productivity. This program, however, encourages and extends the learning environment beyond the school's four walls and engages and opens real world experiences to our children.

Thank you for considering these thoughts.

Respectfully Submitted,

Representative Rick Ladd
Ranking Representative, House Education
Distinguished National Principal

State of New Hampshire

GENERAL COURT

CONCORD

State Board of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3494

June 10, 2019

Dear State Board of Education Members,

We are writing as the New Hampshire Senate and House Education Committee leaders to urge you to halt rule making on Learn Everywhere. Both the Senate and House have passed SB 140 which repeals and reenacts RSA 193-E: 2-a, V(b), upon which Learn Everywhere is founded. Legislative intent is clear and removes any ambiguity; SB 140 clarifies RSA 193-E:2-a, V(b) to read as follows:

"(b) Each local school board shall determine whether to grant academic credit for alternative, extended learning, and work-based programs."

RSA 193-E, the Statute on Adequate Education is quite clear about the role of local school districts and boards in their responsibility for approving a curriculum that meets the needs of their students. It begins with a statement of purpose:

"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."

The section, to which SB 140 is inserted, RSA 193-E: V (a), states "It is the responsibility of local teachers, administrators, and school boards 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."

Given current Statutes and Education Rules that emphasize local school district authority over curriculum, why would one have thought that in rule making the Board of Education would define that local school districts will accept credit from any for-profit or non-profit entity or any individual(s) that offers an educational program, which means a sequence of instruction over a period of time, which meet the requirements of a subject or subjects?

State of New Hampshire

GENERAL COURT

CONCORD

Testimony from the 2018 Senate hearing on SB 435 is very brief. But what record there is leaves the impression that the alternative programs would be approved by school districts.

Senate Education Committee minutes on the SB 435 hearing, show only two people offered testimony, the Commissioner of Education states that the bill will accelerate workforce development opportunities, and the examples of specifics reference outside sports and art activities, and gymnastics. Senate Committee minutes state, "Sen. Kahn stated that it can be difficult to put parameters around programs such as this and asked the Commissioner to explain his vision of the parameters of the program. Commissioner Edelblut elaborated on his own experience of being a parent of children involved in gymnastics, but who are younger. **He added that the rules process may sort out issues so that this remains an option not a requirement."** This seemed to imply that school districts would determine which alternative credits they would accept.

The BIA in supporting testimony states the legislation encourages **districts** to come up with alternative learning opportunities and to make them a priority. We don't believe anyone understood that it would be up to the Board of Education to approve these programs without school district decision-making nor that school districts **would have** to accept these credits.

We support the Department's efforts to expand the existing ELO network so that school districts can take advantage of additional opportunities for their students.

SB 140 passed the Senate Education and Workforce Development 5-0. When it reached the Senate floor it passed unanimously by voice vote. During the committee hearing Sen. Starr, a North Country Republican, asked why the language is not clearer, that all alternative programs need to be approved by the local school board. Fair enough. It was Sen. Starr who proposed the final wording on SB 140 before you now. "Each local school board shall determine whether to grant academic credit for alternative, extended learning, and work-based programs." SB 140 is heading to the Governor shortly.

We ask that the Board of Education review the 2019 legislative record, recognize the strong vote of the legislature on SB 140 and suspend Learn Everywhere rule making.

Sincerely,

Jay Kahn
State Senator
Chair, Senate Education and
Workforce Development Committee

Mel Myler
State Representative
Chair, House Education Committee

David Luneau
State Representative
Vice Chair, House Education Committee

Amend Ed 306.18(c), effective 3-27-14 (Doc. #10556), cited and to read as follows:

Ed 306.18 School Year.

(c) 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).

Appendix

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.18(c)	RSA 189:1; RSA 189:24

Adopt Ed 505.08 to read as follows:

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

Adopt Ed 610.01 to read as follows:

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

Appendix I

Rule	Statute
Ed 505.08	RSA 21-N:9, II(cc); RSA 186:11, X(e)
Ed 610.01	RSA 21-N:9, II(cc); RSA 186:11, X(e)

New Hampshire
State Board of Education
Academy for Science and Design
486 Amherst Street
Nashua, NH 03063
Minutes of May 8, 2019 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:02 a.m. at the Academy for Science and Design (ASD), 486 Amherst Street, Nashua, New Hampshire. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Helen Honorow, Ann Lane, and Phil Nazzaro. Sally Griffin was not in attendance due to a previous commitment. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE followed by Student-led Tour and Presentations

Daniel, a student at the Academy for Science and Design, led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

DRAFT

Ms. Megan Tuttle, President of NEA New Hampshire, submitted to the Board and Commissioner Edelblut copies of postcards from NEA members in opposition to Learn Everywhere. She also submitted a letter from Lisa Witte, Superintendent of Schools for the Monadnock Regional School District (SAU 93).

AGENDA ITEM IV. CONSENT AGENDA

A. Meeting Minutes of April 11, 2019

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, to table approval of the minutes of April 11, 2019 meeting of the New Hampshire Board of Education.

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

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Girls in STEAM Program

Ms. Amanda Bastoni, Director, Nashua Technology Center North introduced Erin Knoetig, an Art Teacher in Nashua and her students. Ms. Knoetig and the students provided the State Board with an overview of this pilot

DRAFT

program. The Nashua Career Technical Education (CTE) department developed the Girls in STEAM pilot program and it is the first-in-the-state high school to offer a drone photography course. The curriculum is expensive; however, with community support, guidance from teachers, and a Department of Education grant for $10,000, they have been able to partner with the Emergency Management Response team in Nashua and drone companies in Nashua and Merrimack to move forward with the “Drones in Technology” course. The hope is to have it become “open-sourced” so as to provide free access to other schools in New Hampshire as well as across the country. They also plan to apply for additional grant money. It was noted that the Federal Aviation Administration (FAA) has expressed interest in supporting the project as well.

The students gave a presentation that included sharing what they have learned as far as growth mindset applicability to life, working as a team, photography techniques, and how to adapt. They also discussed the many applications where what they have learned would also be useful such as traffic, real estate, search and rescue, etc.

Ms. Helen Honorow inquired about credits, competencies, and success in reaching out to English Language Learner (ELL) students. The credits will be for art and will provide students the knowledge they would need should they choose to pursue licensing with the FAA. A basic outline of competencies has been created and more funding is needed to make sure there is alignment across the

DRAFT

country for easy deployment of this class. At this time there is only one ELL student enrolled in the course.

Ms. Kate Cassady expressed her excitement for this project and stated these ladies were great role models.

B. MicroSociety Academy Charter School (MACS) Charter Renewal

Ms. Jane Waterhouse, NHDOE, Charter School Administrator introduced Amy Bottomley, MACS School Director and Tom Dougherty, MACS Board of Trustee/Treasurer and explained they are before the State Board to request a charter renewal and an amendment to their charter. Ms. Waterhouse noted that the review team unanimously recommended renewal of the charter as the school has met its goals and objectives and is successful in student proficiency averages with students meeting or exceeding state proficiency standards. The school is working diligently to ensure it is sustainable and the review team felt the work being done will result in sustainable school programs. The most pressing challenges were special education services, fundraising, and purchasing a building to lower operating costs and ensure sustainability. MACS is currently in discussions with the property owner and financing institutions to purchase the property.

DRAFT

Ms. Lane noted the option for families to give time or monetary contributions is admirable. She also inquired about some of the Individual Education Plan (IEP) students struggling with the testing. Ms. Bottomley explained that special education students are on IEPs because they are not working at grade level. Students coming to the school are below grade level and may be less proficient in the testing. There are also limitations and variances in how each school district chooses to address special education. There are 14 Nashua students with IEPs attending this fall.

Ms. Honorow asked about the voluntary contracts. These contracts have nothing to do with tuition and the term “contract” may not be correct. This allows parents to contribute their time rather than donations. These are voluntary and not all parents participate.

Ms. Honorow asked for an update on the purchase of a new building discussed at a previous meeting. She was told the purchase of the adjacent building is on hold for now. The goal is to purchase the current building and make it sustainable.

Regarding student interview comments about recognition of more holidays, Ms. Bottomley explained all school holidays are currently based on the state calendar. The request was made by a student seeking to celebrate the variety of ethnicities and religions of MACS students.

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Commissioner Edelblut and Ms. Waterhouse will follow up for clarification of the Page 19 recommendation regarding due process and report back to the State Board.

Ms. Cindy Chagnon complemented the Academy for working effectively with parents.

Ms. Ann Lane suggested the State Board receive an update more often than every five years as information provided may also be valuable to other charters in the state.

Chairman Cline noted he would like to follow up and meet with them separately regarding how they are able to achieve success with a small sample size producing scores that are consistently well above proficient.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, pursuant to Ed 318.12 and 318.03 that the State Board of Education authorizes the renewal of the Charter of the MicroSociety Charter School of Southern New Hampshire.

DRAFT

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

C. MicroSociety Academy Charter School (MACS) Charter Amendment

Ms. Honorow inquired as to the purpose of the name change and whether a legal opinion was obtained. The wording "becoming a nonprofit" is confusing. The Foundation entity already exists and the name change will clear up confusion when applying for grant funding.

MOTION: Ann Lane made the following motion, seconded by Phil Nazzaro, that the State Board of Education approves the name change from MicroSociety Academy Charter School of Southern New Hampshire to MicroSociety Academy Charter School Foundation.

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

AGENDA ITEM VI. PUBLIC HEARINGS

A. Computer Science and Kindergarten Minimum Standards (Ed 306 various sections)

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The Public Hearing opened at 11:30 a.m. and closed at 12:00 p.m. with no public testimony.

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

A. Southern New Hampshire University (SNHU) Ten-Month Extension Request for SNHU's Ed 612.18 Secondary Mathematics Program –

Ms. Ashlee Stetser, NHDOE Administrator, Bureau of Educator Preparation & Higher Education explained that this program is scheduled to renew in 2020 and pushing out the date to January 31, 2021 would allow for all three programs to be reviewed at once. This will also allow SNHU the opportunity to collect additional data for secondary mathematics information. The request was unanimously accepted at the February 2019 Council for Teacher Education (CTE) meeting.

MOTION: Ann Lane made the following motion, seconded by Cindy Chagnon, to grant a 10-month extension through January 31, 2021 for Southern New Hampshire University's Ed 612.18 Secondary Mathematics program to more efficiently align with two other programs that expire on that date.

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

B. Rivier University's 2nd Priority Progress Report.

Ms. Stetser provided a brief history of this item and reported that the CTE reviewed both reports and found everything required for completion was done extremely well. A full review is scheduled for September 2019. She commended everyone at Rivier for their efforts working with the CTE to ensure success.

Ms. Honorow requested the State Board receive copies of the reports.

C. Plymouth State University's 1st Priority Progress Report

Ms. Stetser reported that conditional approval conditions for the five programs require the submission of two reports. The first was due January 31, 2019 and submitted on time. Two reviewers found the submission outstanding and in line with CTE expectations. The second report is due on July 31, 2019. A full review will be conducted in spring of 2020.

Chairman Cline requested the State Board receive copies of these reports and that the Board receive regular updates.

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D. Approval of Saint Anselm College's New Computer Science Program

Ms. Stetser introduced Laura Wasielewski of St. Anselm and explained a previously submitted proposal for a computer science program was reviewed and unanimously approved by the CTE and the request today is for approval of the Computer Science Program up through 2021. This is the first program of this type in New Hampshire and is scheduled for review with all programs in April of 2021. Ms. Wasielewski noted that a review of the program recommended it be the benchmark for computer science.

Ms. Chagnon expressed her appreciation for the development of a very good program.

Ms. Honorow asked about credentialing pathways for certification and it was explained that this program is a traditional pathway for obtaining the computer science endorsement.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approves St. Anselm College New Teacher Education Preparation Program in Computer Science Ed 612.33 and 507.32 up

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through the next unit review which will take place in March or April of 2021.

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

E. Antioch University of New England (AUNE) One-Year Extension Request for AUNE's Eight Educator Preparation Programs

Ms. Stetser introduced Dr. Susan Brier of Antioch University and explained this request is due to the ill health of one of the key faculty members. The CTE has agreed and unanimously recommends that the State Board approve an extension from August 2020 to August 2021.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education grants a one-year extension to all eight Antioch University of New England Teacher Preparation courses from August 2020 to August 2021.

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

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F. Commissioner's Update

Commissioner Edelblut provided updates on the following:

- New department staff:
  1. Dan White, Director of Human Resources
  2. Grant Bosse, Director of Communications
  3. Eric Frauwirth, Administrator, Bureau of Career Development
  4. Dean Graziano, Work Based Learning
- The Perkins plan will be filed at the end of month and one objective is to deal with disparities in between CTE programs.
- The School Safety Resource Center webpage created with Homeland Security has been launched to provide resources for schools. Commissioner Edelblut thanked Deputy Commissioner Brennan for her work on this project.
- The Vocational Rehabilitation (VR) waitlist has been completed and 100% are now being provided services. This is a milestone in terms of the continued restructuring of VR.
- Student Transition Services counselors will be going out into schools to work with students who are VR eligible to engage and connect them with services to provide positive trajectories and transitions.
- At the Family Support Conference held at the Mt. Washington Hotel the Department of Education table saw a lot of activity and interest.

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- A Preschool Development grant for $3.8 million was received to develop a strategic plan for preschool development in the state.
- Work on Social Studies standards continues to move forward.
- In preparation to begin the process of looking at English Language Arts and Mathematic standards, our assessment vendor has been doing creative things around assessment and performance assessment and we are determining the best way to obtain input from curriculum and instruction providers to ensure a global perspective on what is working in these areas.
- On April 1st the University of New Hampshire Faculty Senate voted and released a statement that they were not going to pursue Council for the Accreditation of Educator Preparation (CAEP) accreditation. They provided a white paper explaining their concerns with CAEP in a supportive way.
- The University System of New Hampshire is moving towards a test-optional admissions policy that will no longer require SAT or ACT for admission. The Faculty Senate report is still being read and reviewed.
- Work with AIR continues through development of performance assessments that can be executed on the platform currently used for testing. This is a more complex performance assessment scheduled for pilot in January 2020. Having both assessments allows us to correlate information and verify the reliability of results.

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Ms. Honorow strongly suggested that school districts and schools be part of the process early on as her concern is that programs and rules are getting developed without input. She also discussed the loss of funding for adults and students with disabilities and Commissioner Edelblut explained the ongoing discussions over funding and his concerns about VR funds and programs that do not support individuals with disabilities.

Ms. Honorow reiterated for the upcoming ELA and Mathematics review that the Department includes educators, people in the field, and established stakeholder groups in the process from the beginning. She expressed her concern about feedback the State Board has received about students being over-tested and whether or not adding an additional assessment was necessary. Commissioner Edelblut explained that for the long-term he feels there is a better way to assess students and this decision will have to be made with the schools.

Ms. Cassady thanked Commissioner Edelblut for his report and asked if he could provide one at every meeting.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS and WORKING LUNCH

A. Learn Everywhere (LE) Discussion and Update

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Chairman Cline clarified that there have been no changes since the last meeting.

Commissioner Edelblut noted that the extension requested has been granted by the Joint Legislative Committee on Administrative Rules (JLCAR), thus avoiding the scheduling of a special meeting of the State Board. Chairman Cline added that the extension was also requested as more revisions and feedback were expected. Commissioner Edelblut added that there have been concerns raised about competencies and the idea has been discussed adding Educational Learning Opportunity (ELO) coordinators and credentialed educators in those domain areas to the LE program review team, and a review is being conducted to make sure there are no legal structural problems.

Ms. Chagnon commented that some of the language seems to be vague and Commissioner Edelblut explained this language is broad in order to include a broad range of programs that have expressed an interest in LE. Chairman Cline added that this empowers the State Board to say, “Here is what we want to see…” for each specific program.

Mr. Nazzaro asked for clarification between qualification to instruct and expertise in the subject matter domain. The discussion included Ms. Honorow’s concerns regarding who would determine the competencies and how they will be assessed for each LE program. The Department of Education staff will review

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and work with the LE program to ensure competencies and other details are met prior to meeting with the State Board. Chairman Cline referred to Ed 1403.02 which states that minimum requirements must be met. Ms. Chagnon expressed her concern about school districts establishing their own competencies. Commissioner Edelblut explained that schools have to align with state-adopted competencies and standards. The LE programs are going to meet the minimum standards to give pathway opportunities for students to find another way to put together competencies needed to succeed and attain a New Hampshire high school diploma.

Ms. Honorow stated she is still concerned about whether or not Superintendent Cascadden's concerns about competencies have been addressed as well as concern that others might have been denied an opportunity to provide input. Chairman Cline reminded her that today was set up as a State Board discussion session. These rules are still in draft form after changes have been made based on received feedback. This is an opportunity for State Board to discuss and suggest changes. State Board members are welcome to submit changes or comments to Chairman Cline or Commissioner Edelblut.

Ms. Honorow reminded Commissioner Edelblut of his comments regarding no cost to the school districts for LE programs and stated her belief that this is not true and they will incur costs. Commissioner Edelblut noted the Department will be helping districts by defraying costs they might otherwise incur if they had

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to go through their own vetting process. The Department is providing them with resources. Ms. Honorow stated her respectful disagreement.

Ms. Honorow stated there has been feedback received from legislators and noted the vote scheduled to happen soon to fix the Learn Everywhere legislation. She questioned why there was a difference in this process compared to the process for the Manifest Educational Hardship rules where the State Board put a hold on them until the legislative process was complete. Commissioner Edelblut explained that the difference may be due to the fact that the regulations and rules were inconsistent with the law. The issue today deals with a law already on the books.

Chairman Cline reiterated this process has received feedback from superintendents, principals, teachers, included lots of discussions with practitioners, and all concerns were incorporated into the rules that were developed over several months. Practitioner feedback was incorporated and substantial changes were made to produce this draft document and it was not done willy-nilly.

Ms. Honorow wanted to express her concern on a statement she thought was made by Ms. Bottomley from the MicroSociety Academy that all IEP students are a year behind. Chairman Cline, for the record, stated that having an IEP does not mean a student is a year behind.

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AGENDA ITEM IX. OLD BUSINESS

There was no Old Business.

AGENDA ITEM X. NONPUBLIC SESSION

There was no Nonpublic Session

AGENDA ITEM XI. ADJOURNMENT

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, to adjourn the meeting at 2:00 p.m.

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

_____

Secretary

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New Hampshire
State Board of Education
Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of April 11, 2019 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:27 a.m. at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Helen Honorow, and Phil Nazzaro. Sally Griffin was unable to attend due to another commitment. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education were also present.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Cindy Chagnon led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

The following individuals provided testimony to the State Board in support of the Spark Academy Charter School charter application:

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- Boe Woulfe, NH (*submitted written testimony*)
- Bart Frumutz, NH (*submitted written testimony*)
- Hailey Chapman, NH

The following individuals provided testimony to the State Board in support of Gate City Charter School charter renewal:

- MaryAnn McHugh, NH
- Alyjah McHugh, NH
- Jennifer Blanchette, NH
- Cheri Gratton, NH
- Nicolle Souza, NH
- Sarah Thibeault, NH

The following provided testimony to the State Board in opposition to the Learn Everywhere (Ed 1400) program:

- Megan Tuttle, National Education Association of New Hampshire (*submitted written testimony*)
- Jerry Frew, New Hampshire School Administrators Association (NHSAA) recognized the work of the NHDOE and stakeholders on Learn Everywhere (LE). The NHSAA supports the current system and believes it serves students well and acknowledged it could be improved. They

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have concern that the LE proposal will negatively impact resources and the budgets of the local school districts.

Oliver Carter, Student, The Founders Academy (TFA) - Mr. Carter attended the TFA orientation and looks forward to attending next year.

Matt Mercier, The Founders Academy (TFA) – Mr. Mercier thanked the State Board for their work regarding the TFA charter renewal. As the business owner of a small technologies business, he also supports the mission of the Spark Academy.

Patrice Benard, Manchester, NH - Ms. Benard feels there is work to be done for charter schools. If The Founders Academy charter renewal is approved, she requests that the term “classical education” be removed from the school description. Regarding the Spark Academy she opposes the competition with the Manchester School of Technology and New Hampshire Career Academy. She also feels that bussing of Spark Academy students will cause a rise in transportation costs in Manchester.

AGENDA ITEM IV. CONSENT AGENDA

A. Meeting Minutes of March 14, 2019

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MOTION: Cindy Chagnon made a motion, seconded by Kate Cassady, to approve the minutes of March 14, 2019, as amended.

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

B. Withdrawal Student/Farmington School Board -SB-FY-19-02-011

The State Board acknowledges receipt of the withdrawal. A vote is not needed.

AGENDA ITEM V. PUBLIC HEARINGS

A. Technology and Engineering Teacher (Ed 507.05, Ed 612.31 and Ed 612.36 through Ed 612.39)

The public hearing opened at 9:34 a.m. and closed at 10:02 a.m. with no public testimony.

B. Custodian of Record (Ed. 502.03)

The public hearing opened at 10:02 a.m. and closed at 11:02 a.m. with no public testimony.

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AGENDA ITEM VI. ADJUDICATIVE APPEALS

A. Student /Rye School Board Re-Hearing - 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 Helen Honorow 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 11:02 a.m. by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

MOTION: Cindy Chagnon 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 11:40 a.m. by State Board of Education members, Ann Lane, Kate

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Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

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

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

No motion was made in the non-public session and the State Board requested certified verbatim transcripts of all the hearings held regarding this matter. Upon receipt of the transcripts, they will be sent to the State Board as well as the parties.

B. Student/Gorham Randolph Shelburne Cooperative School Board - SB-FY-19-09-002

Dennis Tupick, introduced himself and his wife, Sara, to the State Board. Mr. Tupick explained that last August they submitted a letter to the Gorham School Board requesting that their daughter be allowed to attend White Mountain Regional High School under Manifest Educational Hardship in order to participate

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in their animal sciences program, a program which Gorham High School does not offer. The Gorham School Board denied their request. They appealed this decision, which led to several hearings and a Hearing Officer's decision. The parents believe the original denial of Manifest Educational Hardship by Gorham was based on setting a bad precedent and not their daughter's educational needs and requests that the State Board not accept the Hearings Officer's recommendation; thereby overturning the Gorham School Board's decision.

David Backler, Superintendent of SAU 20 greeted the State Board and stated the school district wants what is best for every student, but he reiterated that in this case the family did not demonstrate Manifest Educational Hardship.

It was asked if an animal sciences program has ever been offered or considered at Gorham High School. Superintendent Backler responded that extended learning opportunities (ELOs) are available to students and noted that a student received credit by working with a local veterinarian. There is no specific program because of the small school size.

A question was asked if the current State Board is bound by previous State Board decisions. Chairman Cline explained that a party could appeal a State Board decision to the Supreme Court. The Supreme Court would refer to previous rulings; therefore, it would be difficult to appeal a decision that deviates from past Supreme Court rulings.

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Chairman Cline noted that the Learn Everywhere program would provide opportunities outside the local offerings and acknowledged the family's frustration of the situation; however, it is not for the State Board to decide on the curriculum of a local school district.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to accept the Hearing Officer's report and adopt the Hearing Officer's recommendation.

VOTE: The motion was approved by a 4 to 1 vote of the State Board, with the Chairman abstaining.

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

A. Spark Academy of Applied Technology Charter School Application

Sarah Shakour Carter introduced the team from Spark Academy and distributed their resumes and credentials. She told the story about the origin of the name "Spark" and how it exemplifies the school's vision. The work to create the school started in 2017 with a mission to provide students with hands-on educational experiences as well as providing high school students the

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opportunity to take community college courses and graduate high school with an associate's degree.

Spark students can earn certificates or associate's degrees through Manchester Community College (MCC). Courses include advanced manufacturing, robotics, mechatronics, computer science, cybersecurity, electrical technology, HVAC, and welding. Spark students cultivate skills at workshops involving robotics, woodworking, laser cutting, 3D printing, CAD and other tools at MCC. They concentrate on human advancement in trades and technology through their humanities courses. They are encouraged to develop business ideas through their entrepreneurship and economics courses. They develop life and career skills through internships and apprenticeships. Spark students will embrace technology and work at their own pace. Giving students a purpose is also a major focus of Spark, which is why the courses are individualized to each student.

In addition to Spark using MCC and a designated restricted donation to the school to cover facility cost for 2 years, Dan Larochelle, Professor and Department Chair for Advanced Manufacturing and Robotics at MCC, described sustainability and resources. Spark is launching security protocols, fire drills, and bus routes to ensure safety of the students. He explained that very few schools in the state teach manufacturing skills, despite 10% of the workforce being in manufacturing, so the intent of Spark is to start students off on skills-based

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classes. Then in their junior/senior years they can move to whatever pathway they choose. In New England alone there are 2,500 job openings in manufacturing for mechanical/electrical technicians. He explained his work with Spark and supports their mission 1) math, sciences and humanities are interconnected, and 2) growing up in a family of tradesmen who did not want to learn new techniques of their trade and were left behind, which greatly impacted their families. Spark empowers students by connecting technology with the world and making education exciting.

Gary Thomas, owner of North Point Construction spoke to the State Board in support of Spark. Skilled workers are in great demand in his industry. He gave an example of a job opening for a skilled laborer that after 2 weeks only had six responses.

A question was asked about a fifth year of high school (referring to a table in the report) and asked how it would be paid for. It was explained that the table refers to a 5-year budget, not school year. The school will be a 4-year high school.

There was discussion around discipline being enforced by the students through student government. Denis Mailloux, Director of Spark Academy, explained that there will be no student disciplinary council; however, students could provide feedback on disciplinary cases. Chairman Cline referred to the

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report that states “student government will be empowered to develop a code of student conduct.” In addition, discipline being enforced by faculty is unclear in the report. Mr. Mailloux stated students will participate in developing an honor code and expectations of students. Ms. Carter stated a student handbook will be ready before the fall school start, but students will immediately take ownership for being responsible and behaving in class. Discipline rather than punishment, is a true understanding and internalization of what the school is trying to teach through its behavior codes. Therefore, student input will be sought out in all matters. Perhaps the wording needs to be improved to clarify the intent.

Ms. Honorow asked if students would move freely between Spark and MCC as a class or individually. Mr. Mailloux explained that students will not freely move throughout MCC classrooms in their immediate years at Spark, especially ninth graders. The initial cluster of classrooms they will use will be relatively compact compared to a typical high school. Other than moving to the cafeteria, they will only move to MCC’s library accompanied by a faculty member at a designated time.

Ms. Honorow asked if Spark students could take classes at any New Hampshire community college and how that would work. Students indeed can utilize any NH community college, but the current focus and offering is programs at MCC. Hence, very little outside travel is expected. If a student wants to take an early college class, he or she would be responsible for transportation. The

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school will pay for the MCC classes as part of their public funds and fundraising. Transportation for Manchester students taking MCC or Running Start courses will be paid for by the school district. Chairman Cline asked how the community college courses in year two would work. The first two years will stick to the Running Start model where Spark Academy teachers will teach the college-level classes. This encourages students to work together, which is what you see in industry. At level three students could transition to junior-level Running Start classes.

There was a concern about finances. Since 80% of funding comes from state revenue relying on head count, if student count is below the projected 60, costs could surpass revenue. Spark has a restricted donation up to $350,000 that will offset costs related to the facility, guaranteed for the first 2 years. Regarding recruitment, Mr. Mailloux has experience with recruiting and marketing using online presence, printed materials and presentations. Spark will utilize all these methods to recruit students beyond the Manchester School District to become a regional school as much as possible.

There was also concern about capturing students at the secondary level for the trade programs. It was explained that parents will see Spark as an opportunity to save money by taking college courses at no cost up to 2 years while in their students are in high school. Students see Spark as an opportunity to get started on their careers before starting college. Ms. Carter stated they are

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more concerned with having to turn students away. Chairman Cline agreed that from what they have seen in the past with another charter school, 60 students are achievable.

Ms. Chagnon asked how Spark is different from the Manchester School of Technology (MST). Mr. Larochelle works with MST and explained that MST's program is more focused on engineering, rather than a technician program, which is very different. Currently there is a demand for a workforce of technicians in Manchester.

Another concern was raised regarding the lack of communications courses. Mr. Mailloux explained that the integrated humanities program begins with an overview of elements of history. There are rigors of research, organization, writing, and documentation assembled in a way that communication determines how one progresses through the program. Writing will be an important part of the humanities program. In addition, Chairman Cline pointed to the lack of a civics requirement. Mr. Mailloux responded that the intent is for civics, history, and social studies to be rolled into the humanities program.

Spark included a document regarding gifts and contributions. The foundation will hold the money from the donations until the school is approved and in need of funds up to $350,000. The community college will increase the rent after year one (rent schedule is not yet available), but that number will also

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increase if enrollment increased and more classrooms are needed. Salaries in the first year are for one head of school and one contracted guidance counselor, which are included in the report. Increase of support staff costs will depend on the increase of student numbers. Health insurance will start year three due to the high expense.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to approve the Spark Academy of Applied Technology Public Charter School Application.

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

B. The Founders Academy (TFA) Charter Renewal

Maureen Mooney, Dean of School at The Founder's Academy (TFA) noted that the school began in 2014 with their first graduation ceremony in June 2019. She acknowledged the dedicated staff as a reason for the school's success. In addition to Ms. Waterhouse's report, a large amount of information related to the school has been provided to the State Board. The school's mission statement focuses on four key areas: leadership, liberty, character building, and U.S. history. TFA is the second largest brick and mortar charter school in the state with 340 students coming from multiple communities around the state.

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TFA's website (www.thefoundersacademy.com) is a comprehensive, transparent website posting all class descriptions and syllabi. TFA is seeking a five-year charter renewal.

Ms. Chagnon pointed out that the initial charter goal was to meet or surpass state standards in testing and asked what is being done to address the challenges with TFA's math scores? Ms. Mooney explained that one of the challenges is parental rights and an extraordinarily high opt-out rate of standardized testing, but that opt-out rate seems to be declining the longer the school has been running. Much of the hesitation is due to computer-based testing and suspicions of data mining and privacy issues. TFA's scores are better on SAT/ACT tests (where the participation rate is higher) than the state standardized tests.

Mr. McKenzie, TFA Registrar, checks test results for trends, and has seen improvement. Sixth grade scores are going up and the goal is that by grade 11 they can take the SAT and move on to college if desired. Current grade 11 scores are above state and national averages for English, but not where they want them to be for math. However, math scores for current grade 10 students are above state average. Participation rates were provided to the State Board.

Ms. Chagnon felt the small numbers despite low participation could represent a snapshot of all students in the school. Mr. McKenzie looked at a

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breakdown of the scores, and found that half of grade 8 students taking algebra I, opted out. This could swing the numbers significantly since the total number of students is small to begin with. Teacher-led internal committees address student concerns around standardized testing on a case-by-case basis, but TFA is open to suggestions on how to encourage students to take the tests. Last year was the first year TFA had 11th graders, and they all took the SAT. None of them were in the lowest quadrant for math scores and all 15 met the college benchmark for English. Ms. Chagnon stated that her local board looks at the results to find out what students are missing to help them attain an adequate education. Ms. Hayes, Director of Faculty, working with the chairs of the departments and the curriculum committee breaks down the data, which is then brought to the individual departments to make sure all the concepts are covered in accordance with state standards. It was explained that the math department is restructuring when they teach math elements so that algebra can start being taught in the middle school.

Ms. Honorow asked for past enrollment numbers as well as enrollment projections for the future. There was concern over upper grades having a sustainable enrollment. Ms. Mooney noted that enrollment information is on page 8 and 9 of Ms. Waterhouse's report and the accountability report is on page 44. This year's applications are up by 100 over this same time last year. Upper grades are between 35 and 40 students per grade with the current ninth grade being the largest TFA has ever had.

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Special Education has been a challenge for charter schools because of relationships with local school districts. TFA's Director of Student Affairs is in charge of the student services department that oversees 504 Plans and Individual Education Plans (IEPs), as well as ensures faculty members are supported in their need to help the students. Assistant Dean Lavallee stated this year they had so many students from Manchester on IEPs that Manchester agreed to reimburse TFA for the cost to hire someone to take care of them. TFA also hired three full-time paraprofessionals and are interviewing for additional ones for next year.

It was explained that students can take high-level classes if his or her IEP allows for it; the curriculum would be modified to what is needed. Ms. Chagnon brought up concerns the Board received about students being barred from certain classes. Ms. Mooney stated a challenge has been with misinformation through channels such as Facebook, so they were not aware of the issue, nor has the issue been brought up by any faculty. Ms. Chagnon asked if students are encouraged to take difficult courses to challenge themselves. Other districts have multiple levels of many courses, but TFA only has multiple levels of two or three courses, such as English. Most courses are taught only at a regular standard, and new courses cannot be created for individuals with IEPs, such as remedial English. However, TFA encourages students to try classes that would challenge them.

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MOTION: Ann Lane made the 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 The Founders Academy Public Charter School.

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

C. The Founders Academy Charter Amendment

Ms. Mooney explained that charter revisions occur naturally as part of the charter renewal process and are based on current practices. An executive summary of proposed revisions is provided, as well as two additional edits related to language at the State Board's recommendation. Parent Steering Committee has been changed to Parent Advisory Committee. A complete revised charter will be provided to the Board.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, pursuant to RSA 194-B:3, XI that the State Board of Education authorizes the amendments to The Founders Academy Public Charter School's charter.

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

D. Granite State Arts Academy (GSAA) Charter Renewal

Anthony Polito, Head of School, states GSAA spent the last year in a self-study to see what would be effective in improving the school. He agrees with recommendations made by Ms. Waterhouse in her report to the State Board. They are requesting that the GSAA charter be renewed for 5 more years.

Ms. Chagnon asked what can be done to improve state standardized test scores in math and sciences. When Mr. Polito came to the school, many students opted out of the SAT, but the scores were above average for those who did take it. After that, he really encouraged students (and parents) to take the test, and this year all eligible students took the SAT. They did significant work with curriculum, instruction, and improving rigor of their assessments and worked on student interventions for students struggling with math and science. He also noted that there were changes in staffing.

One recommendation in the report was for more rigorous data collection. Mr. Polito explained that with students coming from many different communities, it is difficult to construct the program of studies. They now do PSATs in addition to the SATs, as well the Otis-Lennon School Ability Test for 9th graders given in

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October. As a result, they now have Algebra I over two years for students who have had little pre-algebra. The only other information they have on 9th graders is what the sending school provides, which often is just a transcript. Some districts send standardized test scores, but not all. For students on IEPs, the testing helps the school make sure they are getting the proper triage for extra services. GSAA has a special education coordinator who is available to answer questions.

Chairman Cline would like to see students tracked more than 2 to 3 years in order to see a bigger picture over time of how students were doing at their previous school and how GSAA changed their trajectory. Mr. Polito explained that many students transfer in after freshman year, so most will not be tracked from 9th grade.

Renia Radziszewski, Executive Administrator, note that the miscellaneous $98,000 in the budget refers to incoming fundraising/company matching, and public support. Chairman Cline felt since GSAA is doing well in fundraising, it would be helpful if that figure could be broken down into categories. Ms. Cassady agreed. This section of the report comes from their most recent audit, but they do have an itemized list of contributions.

Ms. Lane asked about collaborations with other districts. Deidre Smith, IEP/504 Coordinator explained that she works with 8 to 10 school districts; some

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hire tutors to work with students, while others require students to be bussed to the local school for services, which is up to 30 minutes away. She has guidance studies with students to make sure they get what they need. They do not make any demands of the sending district.

Ms. Chagnon asked about bullying in the school. Mr. Polito states GSAA has a rigorous bullying policy, but they do have the common internet bullying that walks the line of requiring intervention. Many students come to GSAA as a refuge from bullying at their previous school. There is camaraderie between students due to their artistic endeavors, which is the focus of the school. Their bullying policy follows state law, but they also try to triage earlier. Ms. Cassady appreciated the recognition of the low scores and changes made as a result.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, pursuant to Ed 318.12 and Ed 318.13 that the State Board of Education authorizes the renewal of the charter of the Granite State Arts Academy Charter School.

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

E. <u>Gate City Charter School for the Arts (GCCSA) Charter Renewal</u>

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Rebecca Frederickson, Director of Operations at GCCSA introduced herself as well as her fellow administrators, Suzanne Wheeler, Director of Student Services and Dr. Betty Mulrey, Director of Curriculum and Instruction. Ms. Frederickson noted that GCCSA's charter was approved in 2013 and its first year of operation was 2014. She shared positive feedback about the school from one of the middle school teachers and one of the kindergarten parents. The school has zero debt and will continue to hold fundraisers with the goal of purchasing a building in the future. There are 171 students enrolled, with full enrollment of 180 students expected for next year. Overall, the school has a solid track record and they are committed to continual growth and improvement.

Ms. Chagnon asked about the school's low math and science standardized test scores. Ms. Frederickson noted that they have the same challenges that Founders and Granite State mentioned earlier. Students come to GCCSA from many districts with different levels of starting points. Additionally they are coming to GCCSA because they are already struggling. Dr. Mulrey stated they had launched iReady this year, which provides them a snapshot of where students stand grade-wise as well as what they need to learn next, and tracks student progress over time. For example, kindergarten went from 28% to 78% proficiency from fall to winter, first grade from 0% to 24% and second grade from 47% to 58%. These scores give GCCSA confidence that they are moving in the right direction to truly access student academic growth. She noted that teachers meet weekly and review the iReady information to help determine what

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will be taught next. This allows them the flexibility to change the curriculum as needed. She also spoke of other assessments they use which provides them with multiple ways to look at student growth.

Ms. Chagnon asked about special education students. GCCSA has two special education teachers and works with many school districts. School districts send their own case managers and their own therapists for occupational, physical and speech therapies. Ms. Astrid Alvarado, mental health counselor at GCCSA, spoke about the positive evolution of special education at the school. GCCSA works with school districts to try to figure out what does and does not work for students. This year GCCSA has a behaviorist on staff. If a student has an issue, there is always someone available.

Ms. Lane asked about GCCSA's methods of communicating with parents. Ms. Frederickson explained that they use a remind system that sends out daily important news of that day to parents. This goes out daily at noontime. They also use a text system that sends out more significant need-to-know information and gave an example of a power situation with their building that occurred last week. In terms of student progress, GCCSA's holds parent conferences twice a year or by appointment at the request of a parent. Teachers also have secure communication websites that they use to keep parents informed of their student's progress. GCCSA also sends out school newsletters. Ms. Frederickson noted that GCCSA's teachers are very good at communicating with parents. Three

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times a year GCCSA has celebrations of learning for parents to come and see what the students are doing. GCCSA tries to respond to parent communications the same day as they are received. Dr. Mulrey spoke about GCCSA having a very caring capable group of teachers and explained that they work closely; meeting regularly to plan curriculum so what they are teaching in one class ties into or enhances understanding in another.

Ms. Chagnon asked about the retention of faculty. Ms. Frederickson explained that faculty retention/turnover has improved over the past three years. GCCSA does what it can within its budget to support teachers to make sure the teachers feel valued and have the opportunity for professional development and growth. The biggest retention challenge is the lack of health insurance available for their faculty; however, this is something they are actively working on. Dr. Mulrey noted that GCCSA tries to empower its teachers and have them present at conferences. She also mentioned one of their teachers taking intensive “how to teach” math training this summer and bringing back that knowledge to share with her colleagues (i.e., in-house professional development). This is one way they are proactively responding to their low math scores.

Ms. Lane, referencing a reviewer’s report, asked about low enrollment and the recommendation to increase local partnerships. Ms. Frederickson responded by explaining that GCCSA is within their budget projection for enrollment. They are authorized to have up to 180 students and they are currently at 171 students.

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She sees their enrollment as very healthy and does not see them growing beyond 180 until they are in a different facility. It was noted that moving to a larger facility is one of the charter goals. As for partnerships, GCCSA has a strong relationship with the YMCA, which is across the street, and with many of the after-care facilities. They have a relationship with City Arts Nashua and worked with them on the revolving museum. GCCSA does an interactive art walk each year where the public is invited to attend and see the students' art displays. Community outreach includes students participating in the downtown Nashua parade, the New Hampshire Symphony, a poetry open mic night at a local café, partnerships with Nashua and Merrimack Parks and Rec for summer programs, the Nashua Public Library, the Merrimack Police Department which provides a community resource officer that participates on their bullying task force, participated in a sock drive to benefit children in foster care (obtaining over 600 pairs of socks) as well as participating in the children's hospital toy drive. Mr. Frederickson does see more community partnerships and community involvement in the future.

Chairman Cline brought up the concerns that were consistent amongst the reviewers which included: poor data collection and measuring of progress, high turnover of staff and the administration/organization model that does not lead to solid accountability. He noted that in the charter renewal application, GCCSA's response to the reviewers suggested areas of improvement were not in alignment, which is typically the case. Ms. Frederickson was not clear where on

the report the Chairman was referring to and asked for clarification. Ms. Jane Waterhouse, Charter School Administrator for the department, noted that because these concerns were raised by the State Board at a previous meeting, GCCSA was provided a list of concerns and asked to address and resubmit to the State Board. That resubmission was received and provided to the State Board in their meeting materials.

Mr. Nazzaro and Chairman Cline brought up concerns regarding GCCSA's lack of responsiveness to specific requests from the State Board; in particular, the bulling report and bullying data. Ms. Wheeler noted that when she started in her current position, she was mandated by the GCCSA's board of trustees to develop a definition of bullying and a bullying policy, which she did. In addition to that, GCCSA also formed a bullying task force comprised of administrators, parents and students as well as a community resource officer. It was acknowledged that bullying data collection from previous administrators was poor and the current administration is reviewing their current policy and practices with their attorney to make sure they are doing it correctly.

Ms. Chagnon asked if GCCSA's updated response to the reviewers' recommendations addresses the concerns brought forth by the chairman and asked why it was not provided to the State Board. Commissioner Edelblut noted that the updated response materials are located at the end of the State Board's GCCSA's meeting materials. Ms. Frederickson confirmed these amendments

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were put in a single document as well as inserted into GCCSA's revised charter renewal document that was provided to the State Board.

Mr. Nazzaro asked Ms. Waterhouse if the requirement for promoting student attainment of prospective knowledge and skills, based on the amended responses, moved GCCSA from approaching the requirement to meeting it. Ms. Waterhouse responded that the requirement was still in the "approaching" stage. Mr. Nazzaro then asked Ms. Waterhouse how the department and the school are collaborating to move this requirement forward. Ms. Waterhouse explained that the school is in its first five years of operation and throughout those five years they are discovering: how their students learn; is the curriculum working; are the assessments working; and are they analyzing data correctly. In response, the school has made a lot of modifications to their program and has implemented many supports to ensure that they are able to follow student progress and student performance and the results will be seen in the future, but as of the date of the report and the review, they were "approaching". Ms. Waterhouse explained that "approaching" is not considered a failure; it means that from this point on, they are moving forward. Commissioner Edelblut noted that item #32 on the resubmission, the school provides how they are using iReady data to measure student growth; demonstrating that they are making more data driven decisions on whether or not progress is being made toward academic attainment. Ms. Ann Lane asked what a reasonable amount of time would be needed to amass information from iReady to see how students are doing. Dr. Mulrey

responded that they are already using iReady information from the fall and winter to see areas where there has been improvement and where more work is needed. Commissioner Edelblut explained that iReady is a good tool already being used in other public schools and allows schools to look at the short term to figure out where to immediately modify instructional practices in the strands where students might be struggling as well as student progress longitudinally from year to year. Ms. Lane asked if the State Board could receive an update on the spring iReady data at its June meeting. Mr. Nazzaro asked from the department's perspective, if the GCCSA amendments are executed well, will they move from approaching to meeting. Ms. Waterhouse responded yes, absolutely.

Ms. Alvarado spoke to the State Board about GCCSA moving from a single person administration model to the current three person model to better serve the needs of their students.

There was discussion about GCCSA's revenue and expense budgets as well as fundraising opportunities. In the future, it would be helpful to include quarterly financials and a fundraising plan as well as the revenue and expense budget figures. Chairman Cline expressed concern there was no fundraising plan and noted it should be submitted in response to where the renewal application asks about sustainability. GCCSA's Board of Trustees Vice-Chair Jennifer Hitzeman explained that they have multiple fundraising opportunities during the year, such as a 5K run, a holiday fair and are at the beginning stages of planning

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a fundraising gala. Ms. Hitzeman assured the State Board there is a team actively exploring fundraising opportunities.

Chairman Cline noted that the renewal application did not appear to draw from the five years of experience the school already has and seems more like an initial application from a school that is just starting. The State Board discussed the charter renewal process and the options available to them: deny, renew for 5 years, extend current charter, or ask for a hearing.

Attorney James O'Shaughnessy from Drummond-Woodsum introduced himself as GCCSA's attorney. He has been working with them on the renewal process; trying to help them get their "side of the fence" in order so that the renewal process could go through smoothly. He asked what the hearing process would be as he was not able to find it in the rules. He did note that anything that is not a renewal or an extension of some sort would jeopardize GCCSA's operation and be very detrimental to the families. Chairman Cline assured everyone that the State Board has no intention of closing the school or jeopardizing their operation. The State Board heard a lot of positive things today about GCCSA and wants to make sure those are acknowledged and wants to work with GCCSA to have their concerns addressed in shorter time span than a five year renewal in order to make the school stronger. The State Board wants to make sure all their concerns are addressed, and Chairman Cline recommended a charter extension where the State Board will work closely with the school and

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provide a list of concerns for GCCSA to address. Mr. Nazzaro asked that this process be focused so as not to be an administrative burden for the school and the department. There was discussion about time-frame for the renewal and status updates. It was asked if GCCSA could provide the State Board with a status update at the June meeting.

Attorney O'Shaughnessy asked what GCCSA's legal status would be. The report from the department recommends renewal; that GCCSA has attained all of the renewal standards and based on this recommendation, believes the State Board can renew the charter. The school is working hard on continuing to improve. He believes the State Board can renew the charter and also ask them to provide status updates.

The administrators at GCCSA ask that the extension not be any less than two years so as to provide job security for the teachers that currently work at the school.

It was agreed that a two-year extension with the option to renew before the end of the two years would be optimal. GCCSA would work with the department to provide the State Board with updates.

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MOTION: Ann Lane made the motion, seconded by Phil Nazzaro that the State Board of Education pursuant to Ed 318.12, Ed 318.13 and RSA 194-B:3, X, XI and XII to extend the Gate City Charter School for the Arts charter through the end of the 2020-2021 academic year.

VOTE: The motion was approved by a 4 to 1 vote with the Chairman voting.

There was discussion about the GCCSA providing an update to the State Board at the Thursday, July 11, 2019 meeting.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

A. Learn Everywhere (LE) Discussion and Update

Commissioner Edelblut addressed the State Board about the Learn Everywhere (LE) proposal and noted that it had undergone quite a few revisions since the last meeting. The State Board's mission and vision statements include language about change and a shift in the traditional delivery systems and the involvement of entire communities and their citizens. The learning community of teachers and facilitators will create an environment that allows and encourages innovation and risk. Citizens must play an active role to help break down barriers

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that prevent the sharing of knowledge. Learning will be continuous, accessible and flexible. Tom Brennan in 1993 stated, “If we can change our delivery system, we will change education.”

Actions have been made to continue to meet these aspirations, including harnessing all resources to engage each student; commissioning a report on ELOs to ensure opportunities to all students; adopting a vision statement that includes language about harnessing community resources in a flexible, innovative learning environment that promotes engagement; producing a video in support of learning by design; creation of Vision 2.0; and adopting rules for LE. The equity gap is real and unchanged throughout the nation and the disparity is growing. Students, particularly those that are socioeconomically challenged, are falling farther behind in the current system.

Schools were recently asked to provide the department with their ELO data, which ranged anywhere from 2-to-5-day career exploration opportunities and community service to awarding ELO credit for participation in school athletics, band, choir, driver’s education, concurrent enrollment, honors courses, online courses, and VLACs course. The data was sorted by school enrollment and what stood out was one school reporting 700 ELOs (but not identifying what they were) for 483 students and another school reporting 315 ELOs (mainly 2-day explorations) for 158 students. If a school did not define what an ELO was, it was considered incomplete and put in the “blank” category. Pinkerton Academy

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was noted as having an exemplar ELO program with more authentic ELOs in the state than all the other schools combined and has relationships with numerous companies throughout the state.

As for the department providing support to ELOs, Commissioner Edelblut noted that the ELO: Beyond Classroom website is continuously updated with different types of resources on ELOs.

The State Board watched a YouTube video filmed by student Grace Griffin. It demonstrates a young woman who found an opportunity outside of school and as a result of that experience was more successful when she returned to the school environment. Ms. Griffin completed all her graduation requirements in 11th grade and spent her senior year writing a book.

Commissioner Edelblut spoke of the responsive changes that were made to the LE proposal, which included:

- Better defined its purpose.
- Expanded the scope
- Clarified definitions
- Added an insurance section and an indemnification statement
- Added a new section establishing a LE review committee with assistance from ELO network members and NH licensed educators

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- Added consequences if an LE program fails to comply with approval requirements
- Added an on-site monitoring section for LE program renewal
- Added a section to better spell out the process for coordinating a student's IEP and services
- Added language to the "Program Completion Certificates" section to require department evaluation before issuance of a student certificate and added two certificate types to clarify a pass/fail competency-based system.
- Changed the minimum total number of credits student can earn from ½ to ⅓ and will not negatively impact a student's GPA
- Added an onsite monitoring process by the department

Commissioner Edelblut summarized the LE process explaining that a program completes an LE application, the LE program review committee evaluates the application; if approved, the commissioner recommends it, and a public hearing is conducted at a State Board meeting, after which the State Board makes a decision. Once an LE program is approved, the monitoring process will begin.

The State Board then watched a video with past NH education leaders speaking about the future of education and supporting moving in a similar direction as LE.

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Commissioner Edelblut explained that changes were made to the proposal to address the concerns expressed about local control. The LE proposal now states that schools must accept as much as one-third of credits (about 7 credits) across the scope of minimum standards, but they may accept up to 100% with the superintendent's permission. ELO coordinators would be responsible for making sure there is a 360-degree look at the LE competencies. There are rules as to where the credits will apply (core or elective), but a school can devise a program to meet competencies to count towards a certain credit. Student employment could be structured to count for credit. There is no restriction by school year, thereby making it easier to award credit for summer programs.

Ms. Chagnon would still like more local control and asked about grades for LE. It was explained that LEs, like ELOs, are pass/fail dependent on meeting competencies and so they would not affect a student's GPA, but would be included on a student's transcript.

Ms. Chagnon questioned whether LEs would affect the equity gap at all. Chairman Cline disagreed, sees LEs as a way for high school students to take classes at community colleges creating opportunities for students who are seeking skills-based education. There are tons of summer camps and afterschool programs offered on a sliding scale in Manchester that can work as a LE program. It was noted that LEs will provide a benefit and contribute to

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reducing the equity gap, but will not close the gap altogether. Mr. Phil Nazzaro also noted that employers, if they have the educational structure, could also be eligible for LE and sees this as a benefit to children who have to work.

Ms. Chagnon asked how LEs would appear on student transcripts especially as they pertain to college admissions. Commissioner Edelblut responded that they would appear on student transcripts the same way ELO credits already do.

Ms. Cassady compared the LE program to a program that is already happening between White Mountain Academy and White Mountain Regional with the Mountain View Grand Resort and Spa. All the education happens at the resort. She sees this program and LE as “charter schools on wheels”.

Chairman Cline remarked on one of the requests made by stakeholders was for the State Board to incorporate a much more robust system of evaluating LE programs and having certified educators and ELO coordinators having more input when approving programs.

Ms. Cassady sees this as a good program. It will have its kinks, but everything new does, we will live and learn; we have to change and move on.

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Chairman Cline explained that Learn Everywhere needs to be finalized before the June board meeting so an extension has been requested. Should the extension be denied, the date of the June boarding meeting may need to be moved up a week.

AGENDA ITEM IX. OLD BUSINESS

There was no old business.

AGENDA ITEM X. NONPUBLIC 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(l).

VOTE: The motion was approved by roll call vote at 10:20 a.m. by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

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

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VOTE: The motion was approved by roll call vote at 10:50 a.m. by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, Phil Nazzaro and Helen Honorow.

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

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

No motion was made in the non-public session.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro 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 5:20 p.m. by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, and Phil Nazzaro.

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MOTION: Cindy Chagnon 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 5:27 p.m. by State Board of Education members, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline, and Phil Nazzaro.

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro 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, and Phil Nazzaro.

No motion was made in the non-public session.

AGENDA ITEM XIII. ADJOURNMENT

MOTION: Phil Nazzaro made the motion, seconded by Cindy Chagnon, to adjourn the meeting at 5:35 p.m.

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

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