

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

Thursday, December 12, 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. **PRESENTATIONS/REPORTS/UPDATES**
 - A. Student/Merrimack Valley School District ~ SB-FY-20-10-003
 - B. Rollingsford School District SAU 56 Withdrawal Committee Report
 - C. Jaffrey-Rindge Cooperative School District Withdrawal Feasibility Study Committee Recommendation Report
 - D. Fall Mountain Regional School District Withdrawal Committee and Minority Committee Reports for the withdrawal of Charlestown from the Fall Mountain Regional School District Cooperative Update
 - E. School Bullying Report for School Year 2018-2019 per RSA 193-F:6, II – *DIANA FENTON & RICH FARRELL, NHDOE Governance Unit*
- V. **PUBLIC HEARINGS**
 - A. **10:00-11:00 AM** ~ Ed 501-Ed 504 – Credential Standards for Educational Personnel; Ed 505 – How to Obtain a NH Educator License; Ed 506-Ed 508 – Requirements for Specific Endorsements and Ed 509, Ed 512 & Ed 513 – Renewal requirements and Denial of credentials
 - B. **11:00-11:30 AM** ~ Ed 321 – School Building Aid
 - C. **11:30 AM-12:00 PM** ~ Ed 507.40 & Ed 507.41 – General Special Education Teacher
- VI. **CHARTER SCHOOL REPORTS/UPDATES** ~ *JANE WATERHOUSE, NHDOE, Charter School Administrator*
 - A. North Country Charter Academy Status Change Request ~ *LISA LAVOIE, Superintendent*
 - B. Kreiva Public Charter School 1st Year Program Audit Action Plan Update~ *TAL BAYER, Head of School*
- VII. **COUNCIL for TEACHER EDUCATION (CTE)** ~ *LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education*
 - A. Program Approval Report for Rivier University's Professional Educator Preparation Programs

- VIII. **NONPUBLIC SCHOOL APPROVAL** ~ SHIREEN MESKOOB, NHDOE, Division of Education
Analytics & Resources
- A. Commissioner's Nonpublic School Approval Designation Report and Request for Status Change for: (1) Compass Academy, Concord, NH; and (2) Building Block Commons, Exeter ,NH
- IX. **COMMISSIONER'S UPDATE**
- X. **OPEN BOARD DISCUSSIONS**
- XI. **OLD BUSINESS**
- XII. **NONPUBLIC SESSION**
- XIII. **TABLED ITEMS**
- A. FINAL PROPOSAL ~ Confidentiality and Record Retention (Ed 1102.04 (h) and Ed 1119.01)
- XIV. **CONSENT AGENDA**
- A. Meeting Minutes of November 21, 2019
- XV. **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.

Rollinsford
SAU #56 Withdrawal Plan



Table of Contents

Executive Summary	3
Introduction	3
Background	4
Planning Committee Findings	4
• Data Gathering	4
• Proposed Organization	6
• Advantages	6
• Operating costs	6
• Impact of Withdrawal on Somersworth	6
• Disposition of Assets and Liabilities	6
Transition	6
Final Recommendation from the Planning Committee	6
Appendix A – Withdrawal Committee Timeline	8
Appendix B – SAU 56 2019-20 Budget	9
Appendix C - Rollinsford/Somersworth negotiated contract for future SAU services	11
Appendix D – SAU Services Interest Letter	22

Rollinsford School District
SAU 56 Withdrawal Plan

I. Executive Summary

The Rollinsford SAU 56 Withdrawal Committee has determined that separating from SAU 56 is in the best interest of Rollinsford, now and in the future, by providing the opportunity to either develop a single SAU or contract the services from another SAU. At the present time it has been determined that it is in the best interest of Rollinsford to withdraw from SAU #56 and contract SAU services with the Somersworth School District. Somersworth has stated that they want sole authority over SAU 56 and this move accomplishes that objective, while gaining Rollinsford autonomy of choice. A contractual agreement has been developed to ensure SAU services are uninterrupted for both districts.

II. Introduction

The following plan is submitted to implement the withdrawal of the Rollinsford School District from SAU #56 and to contract SAU services back with SAU #56 for the length of the established contract. The plan is the result of the work of a withdrawal committee formed in April of 2019 by the Rollinsford School District pursuant to RSA 194-C:2. The task of the committee was to study whether the Town of Rollinsford should remain in the current structure of SAU #56 with the Somersworth School District or withdraw and seek SAU services in an alternate form. The committee members are:

- | | |
|---------------------|---|
| Jennifer Lentz | Chairperson and member of the public |
| Judy Nelson | Chairperson of the Rollinsford School Board |
| Dr. Robert Gadomski | Superintendent of Schools (SAU 56) |
| Brian Pellerin | Member of the public |
| Shelley Levy | Member of the public |
| Erin Cavanaugh | Member of the Rollinsford School Board |
| Joe Desch | Member of the public |
| Caitlyn Houde | Member of the Public |

III. Background

The town of Rollinsford and the city of Somersworth are communities located in Strafford County.

Rollinsford has a population of approximately 2800 people. The Rollinsford School District presently consists of Grades K-6 attending Rollinsford Grade School and the students in Grades 7-12 attending the Marshwood School District in Maine, under a tuition agreement. Pre-K students from Rollinsford attend the Pre-K program at Idlehurst Elementary School in Somersworth.

Somersworth has a population of over 11,000 residents spread over 10 square miles. Somersworth School District presently consists of Idlehurst Elementary School (Grades preK-2, Maple Wood School (Grades 3-5), Somersworth Middle School (Grades 6-8) and Somersworth High School (Grades 9-12 and the Career Technical Center).

SAU #56 provides services for both the Rollinsford School District and the Somersworth School District. Rollinsford has been part of SAU #56 for decades.

Rollinsford Grades 7-12 students attended school at Somersworth High School until 2014. In 2014 Rollinsford entered into a tuition agreement with Marshwood School District. By 2018, Rollinsford students no longer attended school in the Somersworth School District.

At the present time the school district of Rollinsford and Somersworth do not share anything (facilities, staff, students, etc.) other than being part of a collaborative SAU #56 office and Pre-K access.

IV. Planning Committee Findings

- **Data Gathering**

In the process of gathering data, the withdrawal committee posted a request for interest to provide Rollinsford SAU services, on the NHSBA website. There were no responses to the request for services posted by NHSBA. In addition, the committee mailed letters directly to the following SAU's to see if they would be willing to provide Rollinsford with SAU services. (Appendix D)

1. SAU # 11, Dover
Dover stated that they would be interested in providing services for Rollinsford. They stated that they would need to add staff and would provide business office and superintendent services. They did not state that they would provide Special Education Services. The total cost would range between \$250,000 and \$350,000 depending on final services utilized. They also wanted Rollinsford to consider sending their high school students to Dover on a tuition basis.
2. SAU #56, Somersworth
Somersworth committed to providing consistent SAU services if Rollinsford pulled out and contracted the services back with SAU 56. They stated that they would use the same formula for cost calculations, that are presently being utilized. That cost has been approximately 16% of the total SAU budget. The cost would range between \$185,000 and \$225,000. They also wanted Rollinsford to relinquish all votes pertaining to SAU functions.
3. MSAD #35, Marshwood
Marshwood stated that they would only be interested in providing SAU services for Special Education. The cost for that portion of service would be approximately \$41,000. They would not commit to providing any business office or superintendent services.
4. SAU #52, Portsmouth
No Interest
5. SAU #50, Greenland
No Interest
6. SAU #44, Northwood
No Interest
7. SAU #5, Oyster River
No Interest
8. SAU #31, Newmarket
No Interest
9. SAU #54, Rochester
No Interest
10. SAU #74, Barrington
No Interest
11. SAU #64, Milton
No Response

- **Proposed Organization**

The proposed organization would be to withdraw from SAU #56 and form an independent SAU and then contract the services back with SAU #56 (Somersworth). These services would be provided to Rollinsford on a contracted basis. (Appendix C) This contract has been approved by the Somersworth School Board (11-11-19) and the Rollinsford School Board (11-14-19).

- **Advantages**

The advantages include the fact that SAU #56 is a known entity and can provide the services needed. Since Rollinsford would become an independent SAU, it would allow for flexibility in the future to either continuing to contract services with SAU #56, find another SAU or create a standalone SAU office. The eliminated authority in decision making at SAU #56 is negligible due to the fact that Somersworth already had majority vote in the past.

- **Operating Costs**

Proposed operating costs would remain consistent with what Rollinsford paid in the past. This would be approximately 16% of the total SAU budget.

- **Impact of the withdrawal on Somersworth**

The impact of the withdrawal on Somersworth would be minimal. The only way that withdrawal would negatively impact Somersworth would be the loss of 16% of the revenue towards the SAU 56 budget. This shortfall would be eliminated if Rollinsford in turn contracted the services back with Somersworth as planned. The Somersworth SAU #56 withdrawal committee and the Somersworth School Board are in full support of the Rollinsford Withdrawal Committee recommendation.

- **Disposition of Assets and Liabilities**

Rollinsford and Somersworth agree to split the unexpended surplus with Rollinsford receiving 16% and Somersworth taking 84%.

V. Transition

If approved by the voters of Rollinsford in March 2020, the transition should be able to occur in July 2020. The transition should be smooth because the familiarity of services and staff are already in place.

VI. Final recommendation from the withdrawal planning committee

The final recommendation from the Rollinsford withdrawal committee is to move forward with withdrawing from SAU #56 and to enter into a contractual agreement for Somersworth to then provide SAU services. This option is advantageous because the staff that are providing services presently would remain in place. They are familiar with Rollinsford and are providing quality

service. Contracting with Somersworth also provides stability in cost, as the cost calculations for services will remain consistent. Withdrawal from SAU #56 also allows Rollinsford increased flexibility in the future should a better opportunity for SAU services is presented elsewhere, or if Rollinsford decides to create a stand alone SAU in the future. The loss of authority to have a vote in SAU #56 business was deemed negligible because Rollinsford has always been a minority vote in SAU #56 business in the past.

Appendix A - Withdrawal Committee Timeline

April 11, 2019	Rollinsford Withdrawal Committee was appointed
May 1, 2019	Rollinsford Withdrawal Committee Meeting
May 15, 2019	Rollinsford Withdrawal Committee Meeting
June 3, 2019	Joint meeting with the Rollinsford Withdrawal Committee and the Somersworth Withdrawal Committee
June 18, 2019	Joint meeting with the Rollinsford Withdrawal Committee and the Somersworth Withdrawal Committee
June 20, 2019	Rollinsford Withdrawal Committee Meeting
August 6, 2019	Rollinsford Withdrawal Committee Meeting
August 28, 2019	Rollinsford Withdrawal Committee Meeting
September 18, 2019	Rollinsford Withdrawal Committee Public Forum followed by a Rollinsford Withdrawal Committee Meeting
October 2019	The Rollinsford School Board and the Somersworth School Board enter into negotiations to form a contractual agreement for Somersworth to provide/contract Rollinsford full SAU services starting July 1, 2020.
November 2019	The Rollinsford Withdrawal Committee will present the final withdrawal plan to the NH State Board of Education for review and approval
January 2020	The Rollinsford School Board will develop a warrant article for withdrawal from SAU #56 for a community vote.
March 2020	The community of Rollinsford will vote on the withdrawal warrant article
July 1, 2020	If the withdrawal warrant article passes, the withdrawal will start and the services will be provided under the new contractual agreement

Appendix B - SAU 56 2019-20 Budget

SAU 56 FY 2019-2020 Budget	
FUNCTION CODE	BUDGET AMOUNT
2318-LEGAL SERVICES	\$2,000.00
2320-EXECUTIVE/ADMIN SERVICES	\$977,521.00
2321-STAFF SUPPORT	\$48,100.00
2322-ADMINISTRATIVE SERVICES	\$49,013.00
2323-ADMINISTRATIVE OPERATIONS	\$80,812.00
2324-INSURANCE - WORKERS' COMPENSATION	\$3,669.00
2621-CUSTODIAL SERVICES	\$9,360.00
2622-UTILITIES	\$15,739.00
2640-CARE/UPKEEP OF EQUIPMENT	\$7,800.00
2690-PROPERTY/LIABILITY INSURANCE	\$3,290.00
2901-PROFESSIONAL DEVELOPMENT LEARNING	\$0.00
2990-CONTINGENCY	\$2,000.00
TOTAL BUDGET	\$1,199,304.00

<u>REVENUE</u>	
FUNCTION CODE	BUDGET AMOUNT
1001-4000-00 Assessment -Town of Rollinsford	\$183,166.00
1002-4000-00 Assessment -City of Somersworth	\$978,113.00
1201-4000-00 Indirect Cost - Rollinsford	\$200.00
1202-4000-00 Indirect Cost - Somersworth	\$37,800.00
1203-4000-00 Indirect Cost - SAU	\$0.00
1500-4000-00 Interest	\$25.00
1901-4000-00 Miscellaneous	\$0.00
5210-4000-00 Use of Unreserved Fund Balance	\$0.00
TOTAL REVENUE	\$1,199,304.00

GENERAL FUND	
FUND BALANCES	
July 1, 2018 Unassigned Fund Balance	\$133,373.72
Add: FY 2019 <u>Actual</u> Revenues	\$1,205,887.94
Less: FY 2019 <u>Actual</u> Expenditures	\$1,104,888.45
June 30, 2019 Unassigned Fund Balance (Unaudited)	\$234,373.21

	Equalized Valuation 2017-2018	ADM - A 2017-2018	Equalized Valuation Percent	ADM - A Percent	Combined Percent	Assessment
Rollinsford	\$276,810,568	152.4	22.48%	9.07%	15.77%	\$183,166
Somersworth	\$954,799,643	1,528.1	77.52%	90.93%	84.23%	\$978,113
Total	\$1,231,610,211	1,680.5				\$1,161,279

Appendix C - Rollinsford/Somersworth negotiated contract for future SAU services

SOMERSWORTH SCHOOL DISTRICT AGREEMENT TO
PROVIDE SUPERINTENDENT SERVICES
TO ROLLINSFORD SCHOOL DISTRICT

THIS AGREEMENT is entered into by and between the Rollinsford School District ("Rollinsford")

located in the county of Strafford and State of New Hampshire and Somersworth School District

("Somersworth") located in the county of Strafford County and State of New Hampshire.

Whereas Somersworth is a single-district SAU, SAU 56, and has Superintendent and other administrative staff who provide full SAU services; and

Whereas Rollinsford has proposed to withdraw from SAU 56 and to form a single district SAU, and is desirous of contracting SAU services with SAU 56 (Somersworth); and

Whereas RSA 194-C:5, II(a) authorizes school districts to contract for Superintendent services; and

Whereas Rollinsford has authorized its School Board to enter into a contract therefore on the terms and conditions hereinafter set forth; and

Whereas Somersworth is willing and able to provide superintendent services to Rollinsford on a contract basis; and

Now, therefore in consideration of the promises and of the mutual covenants and agreements hereinafter set forth it is mutually covenanted and agreed as follows:

1. **PURPOSE: Provide superintendent services as set forth in RSA 194-C:4**
Rollinsford expects that the full services that have been provided by SAU 56 to Rollinsford in the past to continue at the same level of attention and detail.

2. Term of Agreement
The term of the agreement will be for up to 5 years, starting on July 1, 2020 and continuing through June 30, 2025. The contract will automatically renew annually on July 1st unless Rollinsford notifies Somersworth in writing of their intent to not renew by January 1st of each contract year. The contract will automatically extend an additional 5 years, to June 30, 2030, unless Rollinsford notifies Somersworth by January 1, 2025 of their intent to not extend. Upon termination of the contract, Somersworth will provide Rollinsford with any/all data necessary to establish alternate SAU services.
3. Separation Agreement
As of July 1, 2020, SAU 56 will pay Rollinsford 16% of any existing fund balance, in one lump sum. SAU 56 will also pay Rollinsford \$5,000 to “buy out” any claims to future assets (computers, furniture, etc.)
4. Annual Fee
The annual fee for SAU 56 services for Rollinsford will be calculated in the same manner as in the past. This calculation is defined under Title XV, Education; Chapter 194-C, School Administrative Units; Section 194-C:9 Budget.
5. Notification of Fees
Somersworth will notify Rollinsford of an estimated SAU 56 budget and the projected annual assessment for services by the SAU 56 Board meeting in November of each year. Somersworth will notify Rollinsford of the actual fee for SAU services after the SAU 56 December Board meeting each year.
6. Payment
Rollinsford will pay their annual assessment when billed on a quarterly basis.
7. Termination due to Replacement of Key Personnel
Rollinsford may terminate this agreement at any time with 90 days notice if Somersworth replaces key personnel (identified as Superintendent, Business Administrator or Special Education Coordinator).
8. Financial Records:
Rollinsford shall be provided with access to all records pertaining to the calculations of all costs and expenses charged to Rollinsford for Superintendent Services. Upon request, Somersworth shall provide a detailed accounting of the manner in which it has calculated Rollinsford superintendent services cost.

9. Legal Representation:

Rollinsford shall be responsible for selecting its own legal counsel for matters pertaining to the Rollinsford School District. The parties agree that Somersworth shall be responsible for selecting its own legal counsel for matters pertaining to the Somersworth School District and SAU 56 matters. Each party shall be responsible for their own legal fees and costs. This provision shall not prohibit the parties from utilizing the same legal counsel, so long as a conflict does not exist.

10. Dispute Resolution

Should either party have a complaint to the operation of this agreement, the complaint shall be stated in writing to the Rollinsford and Somersworth School Boards, which shall jointly seek to resolve the dispute. Should resolution prove impossible, the dispute shall be referred to private mediation. If private mediation is unsuccessful then the dispute shall be referred to the State Board of Education for a decision in accordance with Administrative Rules ED 200 or, et seq., which decision may be appealed to a court of jurisdiction.

11. Severability

In the event any provision of this agreement is found to be invalid, the remaining provisions shall continue in full force and effect to the maximum extent possible.

12. Amendment

This agreement may be amended by mutual written agreement of the Rollinsford and Somersworth Boards, and if required by law or regulation, approval by their respective legislative bodies.

13. Confidentiality

Somersworth and SAU56 agree to maintain confidentiality of all Rollinsford school district information and documents to the extent required by law, regulation or local district policy.

14. Required approvals

The parties agree that this contract shall be binding after approval by the Rollinsford School Board the Somersworth School Board, and the legislative body of the Rollinsford School District. The commencement of this Agreement is also contingent upon the State Board of Education's approval of the Rollinsford School District's proposed withdrawal from SAU #56, and the Rollinsford School District legislative body's approval of the withdrawal plan in accord with RSA 194-C22.

In witness whereof, the Somersworth School Board has caused this agreement to be executed by its duly authorized officers, and the School Board of Rollinsford has executed this agreement on the day and year set forth below.

Somersworth School Board

Rollinsford School Board

EXHIBIT A

Scope of Superintendent Services

RSA 194-C:4 Superintendent Services

Ed Reg 302.01 Duties of School Superintendent / Executive Officer

Ed Reg 302.02 Duties of School Superintendent / Substantive Duties

194-C:4 Superintendent Services. Each school administrative unit or single school district shall provide the following superintendent services: I. An educational mission which indicates how the interests of pupils will be served under the administrative structure.

524

EDUCATION194-C:4

II. Governance, organizational structure, and implementation of administrative services including, but not limited to:

(a) Payroll, cash flow, bills, records and files, accounts, reporting requirements, funds management, audits, and coordination with the treasurer, and advisory boards on policies necessary for compliance with all state and federal laws regarding purchasing.

(b) Recruitment, supervision, and evaluation of staff; labor contract negotiation support and the processing of grievances; arrangement for mediation, fact finding, or arbitration; and management of all employee benefits and procedural requirements.

(c) Development, review, and evaluation of curriculum, coordination of the implementation of various curricula, provisions of staff training and professional development, and development and recommendation of policies and practices necessary for compliance relating to curriculum and instruction.

(d) Compliance with laws, regulations, and rules regarding special education, Title IX, the Americans with Disabilities Act, home education, minimum standards, student records, sexual harassment, and other matters as may from time to time occur.

(e) Pupil achievement assessment through grading and state and national assessment procedures and the methods of assessment to be used.

(f) The on-going assessment of district needs relating to student population, program facilities and regulations.

(g) Writing, receiving, disbursement, and the meeting of all federal, state, and local compliance requirements.

- (h) Oversight of the provision of insurance, appropriate hearings, litigation, and court issues. (i) School board operations and the relationship between the board and the district administration.
- (j) The daily administration and provision of educational services to students at the school facility including, but not limited to, fiscal affairs; staff, student, and parent safety and building issues; and dealing with citizens at large.
- (k) Assignment, usage, and maintenance of administrative and school facilities.
- (l) Designation of number, grade or age levels and, as applicable, other information about students to be served.
- (m) Pupil governance and discipline, including age-appropriate due process procedures.
- (n) Administrative staffing.
- (o) Pupil transportation.
- (p) Annual budget, inclusive of all sources of funding.
- (q) School calendar arrangements and the number and duration of days pupils are to be served pursuant to RSA 189:1.
- (r) Identification of consultants to be used for various services. Source. 1996, 298:3, eff. Aug. 9, 1996. 2010, 5:2, eff. June 18, 2010.

PART Ed 302 DUTIES OF SCHOOL SUPERINTENDENTS

Ed 302.01 Executive Officer.

- (a) The superintendent shall:
 - (1) Serve as the executive officer of the local school district or districts within the school administrative unit (SAU);
 - (2) Be responsible for the overall administrative and leadership services of the SAU; and
 - (3) Perform the duties specified in the section.
- (b) The superintendent shall be responsible for planning and managing the administrative and leadership services of the local school district or districts within the school administrative unit subject to statutory requirements, these rules, and the policies of the local districts
- (c) The administrative and leadership services shall be defined and directed by the governing body employing the superintendent.

(d) Such local district services shall include but not be limited to the following areas:

- (1) Personnel;
- (2) Finance;
- (3) Communication/community relations;
- (4) Student service;
- (5) Maintenance/capital improvement;
- (6) Curriculum;
- (7) Instruction;
- (8) Assessment;
- (9) Short and long range planning;
- (10) Governance for student achievement;
- (11) Policy research;
- (12) Implementation, and review; and
- (13) Overall leadership on educational issues.

(e) The superintendent shall develop and maintain a system of public schools, staffed by certified educators, qualified professionals, and persons providing support services, subject to statutory requirements, these rules, and the policies of the local districts (s).

(f) The superintendent shall provide, develop and implement procedures to achieve educational objectives within the local school district or districts with the school administrative unit.

(g) The superintendent shall be directly responsible to the local school district or districts within the school administrative unit board.

(h) The superintendent may nominate for school administrative unit board appointment one or more assistants, including assistant superintendents, and business administrators. The superintendent may assign duties for the efficient management of the school administrative unit.

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

(a) Nominate all certified staff and appoint other employees in accordance with state law, the rules of the state board and school board policies;

(b) Direct and supervise the work of all employees of the district or districts within the school administrative unit and shall have all powers necessary to make such direction effective, as outlined in RSA 194-C:4. While the superintendent has ultimate responsibility, he/she may delegate powers and duties to other personnel.

(c) Be responsible for the selection and purchase of textbooks and all other supplemental materials and supplies in accordance with the policies of the school board and the state board and see that the same are distributed to the school, accurately accounted for and economically used;

(d) Be responsible for developing and recommending to the school board or boards within the school administrative unit the annual budget for the support of the educational program and for the operation and maintenance of schools within the district or districts and the school administrative unit in accordance with school board policy;

(e) Be responsible for developing and maintaining an accounting system and financial reporting procedures for all funds in accordance with local school board policy, and local and state laws;

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

(g) Remove a teacher or other employee of the district in accordance with RSA 189:31;

(h) Recommend the dismissal of certified staff to the board, which has the authority to dismiss in accordance with RSA 189:13;

(i) Provide for temporary staff to fill vacancies and provide supplies immediately needed for the operation of the schools;

(j) Be responsible for maintaining records and filing reports as required by the state board of education and the local school boards;

(k) Admit pupils to the resident school district in accordance with the laws of the state and the rules of the state board and policies of the local board;

(l) Direct pupils to assigned classes and grades, consistent with local school board policies;

(m) Maintain a safe environment for pupils free of hazardous conditions;

(n) Be responsible for the evaluation of personnel and programs in accordance with local school board policies;

(o) Be responsible for implementation of state board rules, which apply in the area of the superintendents jurisdiction;

(p) Be responsible for developing and recommending to the school board or boards within the school administrative unit an annual maintenance program and long-term capital improvement plan

(q) Be responsible for the implementation and recommendation to the school boards or boards within the school administrative unit a community relations and communications program; and

(r) Be responsible for the implementation and review of school district policies.

EXHIBIT B

Fee Formula

194–C:9 Budget. I. At a meeting held before January 1, the school administrative unit board shall adopt a budget required for the expenses of the school administrative unit for the next fiscal year, which budget may include the salary and expenses of supervisors of health, physical education, music, art, and guidance, and any other employees, and shall include the expenses necessary for the operation of the school administrative unit. Superintendents, assistant superintendents, business administrators, teacher consultants, and the regularly employed office personnel of the school administrative unit office shall be deemed employees of the school administrative unit for the purposes of payment of salaries and contributions to the employee's retirement system of the state of New Hampshire and workers' compensation. The school administrative unit board shall apportion the total amount of the budget among the constituent school districts in the following manner: the apportionment shall be based 1/2 on the average membership in attendance for the previous school year and 1/2 on the most recently available equalized valuation of each district as of June 30 of the preceding school year. Prior to January 15 in each year, the board shall certify to the chairperson of the school board of each constituent school district the amount so apportioned. Each district within a school administrative unit shall raise at the next annual district meeting the sum of money apportioned to it by the school administrative unit board for the expenses of services which each district received in connection with the school administrative unit office. The school administrative unit board in adopting the budget shall not add any new service to the school administrative unit budget unless a majority of the school districts in the school administrative unit representing not less than 60 percent of the total pupils in the school administrative unit have voted favorably upon the establishment of the service.

Appendix D – (Example) SAU services interest letter



SCHOOL ADMINISTRATIVE UNIT FIFTY SIX
Rollinsford School District – Somersworth School District



51 West High Street
Somersworth, NH 03878
(603) 692-4450 • Fax (603) 692-9100

**ASSISTANT SUPERINTENDENT
ADMINISTRATOR**
Lori Lane

SUPERINTENDENT
Dr. Robert Gadomski

BUSINESS
Katie Krauss

DIRECTOR STUDENT SERVICES
Pam MacDonald

SPECIAL ED
Tom Hayward

July 10, 2019

John Caverly
180 Depot Road
Eliot, ME 03903

Dear Superintendent Caverly,

The Rollinsford School District has formed a committee to study the feasibility of withdrawal from SAU #56. The committee is gathering information pertaining to contracting for SAU services elsewhere, for the Rollinsford School District.

To that end I am sending you a Request for Information and ask if you would speak to your SAU board to see if there is any interest in having future conversations of allowing Rollinsford to obtain central office services from your SAU. At this point in the process, the committee is simply gauging interest.

I look forward to feedback from you and your board. Thank you for your time and assistance in this matter.

Sincerely,

Robert Gadomski
Superintendent SAU #56



Jaffrey-Rindge Cooperative School District
Withdrawal Feasibility Study Committee
Recommendation Report

November 2019

Acknowledgement

The committee is grateful to the following people for their invaluable assistance in this endeavor. Their contributions, insight and support made this report possible.

Brett Blanchard, Principal, Jaffrey-Rindge Middle School and Conant High School
Carrie Broderick, Business Administrator, Jaffrey-Rindge Cooperative School District
Michele Christian, Executive Secretary, Town of Rindge
Barrett Christina, Executive Director, NH School Boards Association
Diana Fenton, Attorney, NH Department of Education
Nicholas Handy, Communication Coordinator, Jaffrey-Rindge Cooperative School District
Jennifer Horne, Director of Student Services, Jaffrey-Rindge Cooperative School District
Joan Landers, Superintendent, Winchendon Public Schools
Robert Malay, Superintendent, SAU#29 Keene
Christine Martin, Superintendent, Mascenic Regional School District
Tim Ruehr, Chief Financial Officer, SAU#29 Keene
Kimberly Saunders, Superintendent, Contoocook Valley Regional School District
Judy Zola, Administrative Assistant, Town of Jaffrey

Table of Contents

Background	5
Process	6
Previous Withdrawal Study.....	6
Options.....	6
School Administrative Unit (SAU)	7
Education	7
Financial	8
Committee Conclusion.....	9
Exhibit 1 - Town of Rindge 2019 Warrant – Article 23.....	10
Exhibit 2 – Enrollment Growth.....	11
Exhibit 3 – Transportation.....	12
Exhibit 4 – SAU	13
Exhibit 5 – RMS Operation	14
Exhibit 6 – RMS Special Education	15
Exhibit 7 – Asset Dispersal	16
Exhibit 8 – Summary Cost	17
Exhibit 9 – Minutes	18

Background

The Jaffrey-Rindge Cooperative School District (JRCSD) was formed in 1970 by the towns of Jaffrey and Rindge NH. It is currently comprised of four schools. Three located in Jaffrey; Jaffrey Grade School, Jaffrey-Rindge Middle School and Conant High School. The fourth, Rindge Memorial School, is located in Rindge. Grades 9-12 attend the high school, grades 6-8 attend the middle school and grades PreK-5 attend the elementary schools. The district has a current enrollment of 1,396 students.

District expenses are apportioned to the two towns 50% based on number of students (average daily membership) and 50% based on property value (net equalized value with utilities). For the past two decades Jaffrey has had more students and Rindge has had a higher property value so apportionment was approximately equal.

As a result of the Claremont and Londonderry Supreme Court decisions the state education aid formula (adequacy aid) was changed. This distributed a larger amount of aid to Jaffrey than Rindge and skewed the actual district apportionment to 38% based on number of students and 62% based on property value. In 2018 the JRCSD School Board proposed a change in the apportionment formula to make it more consistent with the original 50/50 apportionment. The proposition passed by a wide margin in Rindge but failed by a wide margin in Jaffrey. Consequently a petition warrant article was put forward in 2019 to conduct a study of Rindge withdrawing from the district.

On March 12, 2019 the Town of Rindge voted in the majority pursuant to RSA 195:25 to request that the Jaffrey-Rindge Cooperative School District conduct a study of the feasibility and suitability of its withdrawal from said district. [See Exhibit 1 – Article 23]

On March 20 the JRCSD School Board acted on the request and over the next few months a committee was formed. [See Exhibit 9 – Minutes, for the committee progress] The final composition of the Committee was:

<u>Member</u>	<u>Representing</u>	<u>Position</u>
Jack Belletete	Jaffrey	Selectman
Charlie Eicher	Rindge	School Board Vice Chairman
Marcea Gufstafson-Belletete	Jaffrey	Community Member
John McCarthy	Jaffrey	School Board Member
Roberta Oeser	Rindge	Selectman/Committee Secretary
Paula Phillips	Rindge	Community Member
Chris Ratcliffe	Rindge	Community Member/ Committee Chairman
Non-voting members:		
Reuben Duncan	JRCSD	JRCSD Superintendent
Phillip McCormack	Committee Advisor	Superintendent ret.

Process

The committee decided that appropriate due diligence to determine the feasibility and suitability of Rindge's withdrawal would include review and analysis of the following:

- The previous withdrawal study and conclusion.
- Options for the continuing education of Rindge and Jaffrey students including build, join and tuition.
- Educational impact of the withdrawal option on Rindge and Jaffrey students.
- Feasibility of withdrawing from the School Administration Unit (SAU).
- Financial impact of the withdrawal option.
- All statutory requirements and associated cost detail.
- Long term impact of withdrawal to the students and communities of Jaffrey and Rindge.

Previous Withdrawal Study

The committee reviewed the previous withdrawal study dated June 2000. The sole withdrawal option explored in the study was whether or not Rindge could afford to build its own high school/middle school and become a separate independent school system. The committee concluded that the option was "educationally unsound and fiscally not feasible". The tax impact of a new Rindge high school/middle school was estimated to be twice that of a shared new high school. The study did not explore alternatives such as paying tuition to or joining with school districts other than Jaffrey-Rindge. Although there was good historical information, the study did not provide much guidance relative to current issues and alternatives beyond the option of a new Rindge high school/middle school.

Options

The committee considered the options of Rindge building its own secondary school to complement its existing elementary school or joining with another district or paying tuition to another district. The committee determined that building a new school would be cost prohibitive for Rindge. It also determined that the most reasonable alternative would be to continue to use Rindge Memorial School for grades PreK to 5 and pay tuition to another district for grades 6 to 12. This would ensure no increased commute time for younger students while older students, who are better able to manage a longer commute, might attend a nearby school.

The committee then explored educational opportunities offered by nearby districts, notably Winchendon (MA), Mascenic, Contoocook Valley and Keene. The committee also sought advice from the NH Department of Education and the NH School Boards Association. It was determined that because there is no interstate education agreement between Massachusetts and New Hampshire there would be legislative barriers to sending Rindge students to Winchendon.

School Administrative Unit (SAU)

The committee decided that Rindge should not withdraw and form its own the SAU. Statutes require provision of SAU services and continuing to share the burden of curriculum, business and special education administration with Jaffrey was deemed the most cost effective approach to achieve this.

Education

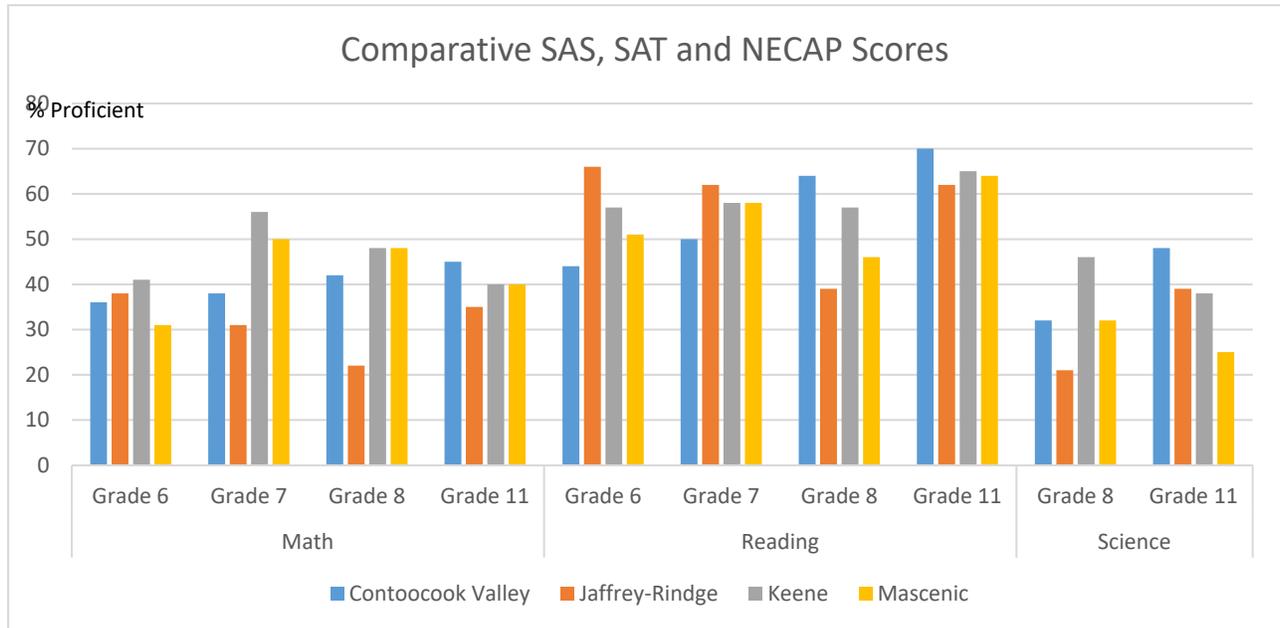
The committee reviewed public information relative to education provided by other nearby districts. The comparison was limited to information which districts have in common; Program of Studies, State Assessment System (SAS) results (Grades 3-8 math and reading), College Board Scholastic Achievement Test (SAT) data (Grade 11 math and reading) and New England Common Assessment Program (NECAP) scores (Grade 8 and 11 science).

The committee compared the Advanced Placement courses offered in each district. It concluded that due to economies of scale districts with larger enrollments were able to offer more AP courses. However, the core subject areas of math, science, English Language Arts, history and languages were comparable across all districts. [See table below for a summary of the data.]

Advanced Placement Courses

ConVal	Jaffrey-Rindge	Keene	Mascenic
<ul style="list-style-type: none"> - English Language and Composition - English Literature - Calculus - Calculus/Physics - Chemistry - Biology - World History - United States History - Spanish - German - Fire Science and Emergency Technician - Graphic Design - LNA - Teacher Education 	<ul style="list-style-type: none"> -English Language and Composition - English Literature and Composition - French or Spanish Level V - Calculus AB - United States History - European History 	<ul style="list-style-type: none"> - Art Studies - Art History - English Language and Composition - English Literature and Composition - Calculus - Statistics - Chemistry - Physics 2 - Biology - Environmental Science - United States History - Psychology - French Language and Culture - Spanish Language and Culture 	<ul style="list-style-type: none"> - Language and Composition through American Literature - United States History - Calculus - Chemistry - Studio Art

The committee also compared the NH State Assessment System (SAS) College Board Scholastic Achievement Test (SAT) and New England Common Assessment Program (NECAP) scores of the different districts. It concluded that, although there are differences across the grade and subject spectrum, the differences are not significant enough to justify withdrawal for educational reasons alone. [See chart below.]

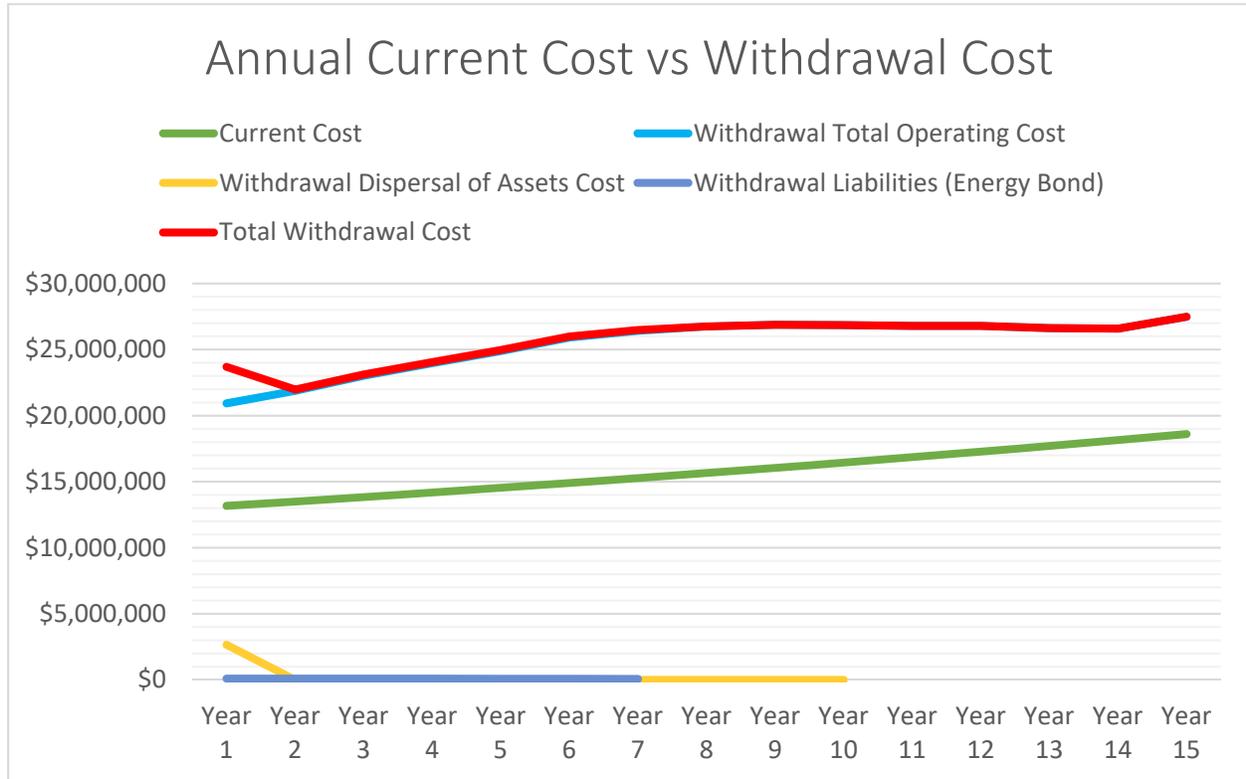


Financial

The committee analyzed and reviewed the financial aspects of withdrawal. Some of the items considered were enrollment growth [Exhibit 2], transportation cost [Exhibit 3], SAU cost [Exhibit 4], RMS operating cost [Exhibit 5], RMS special education cost [Exhibit 6] and Asset Dispersal [Exhibit 7].

A key element of the financial analysis was the tuition rates for grades 6-12, both general education and special education. The number used in the analysis is the least costly estimate from nearby districts. Also, an obligation of 10 to 15 years was the norm for a tuition agreement so this was included in the analysis. Another element was the remaining liability of the energy bond. However its magnitude was insignificant in comparison to other costs. Also of consequence was the dispersal of assets set forth by statute which required Rindge to reimburse the Jaffrey-Rindge Cooperative School District for its share of all expenditures for the capital improvement of Rindge Memorial School. A summary spreadsheet appears in Exhibit 8.

When all cost factors were considered, the cost to Rindge of withdrawal far exceeded the cost to remain in the cooperative school district. [See chart below.]



Committee Conclusion

On November 7, 2019 the Committee voted 6-0 (member Paula Philips absent) that “Whereas, after careful analysis and consideration of alternatives and adherence to statutory requirements, there is no significant educational advantage, and whereas there is a significant financial disadvantage to the Town of Rindge, the Committee recommends that the Town of Rindge not withdraw from the Jaffrey-Rindge Cooperative School District.”

On November 21, 2019 the committee adopted this report titled, “Jaffrey-Rindge Cooperative School District Withdrawal Feasibility Study Committee Recommendation Report” by a vote of 7-0, directed its Chairman to send the report to the JRCSD School Board and the NH Department of Education and then voted to dissolve the committee.

Exhibit 1 - Town of Rindge 2019 Warrant – Article 23

ARTICLES CONTINUED	
<p>Article 19: To see if the Town will vote to raise and appropriate the sum of Fifty Thousand (\$50,000) Dollars to be added to the Highway Department Equipment Capital Reserve Fund previously established. (Recommended by the Board of Selectmen, 2 in favor, 1 opposed. Recommended by the Budget Advisory Committee, 5 in favor, 2 opposed.)</p>	<p>472 YES <input type="radio"/> NO <input type="radio"/> 574</p>
<p>Article 20: To see if the Town will vote to allow the operation of Keno within the Town pursuant to the provisions of NH RSA 284:41 through 51. (Submitted by Petition)</p>	<p>439 YES <input type="radio"/> NO <input type="radio"/> 608</p>
<p>Article 21: To see if the Town will vote to raise and appropriate the sum of Two Thousand Five Hundred (\$2,500) Dollars in support of Contoocook Lake Area Preservation Association (formed August 1969). (CLAPA is a non-profit 501c3 organization whose sole purpose, as its name states, is to preserve Contoocook Lake and its watershed (monies will be used for variable milfoil weed control using divers for hand weeding along with PROCELLACOR EC Treatment). CLAPA is a members association NOT and owner's association; therefore, membership is open to ALL. CLAPA's web site www.contoocooklake.org. Using US Census 2016, population of Rindge is (5,907); the support that each resident would contribute to the preservation of Contoocook Lake would be (\$2,500 divided by 5,907 or 42.3 cents per resident) (Submitted by Petition) (Not recommended by the Board of Selectmen, 0 in favor, 3 opposed. Not recommended by the Budget Advisory Committee, 0 in favor, 7 opposed.)</p>	<p>347 YES <input type="radio"/> NO <input type="radio"/> 707</p>
<p>Article 22: Shall the town vote to increase the Optional veteran's tax credit for service connected total disability from \$2,000 to \$4,000, as allowed by New Hampshire RSA 72:35, I-a, effective January 1, 2019, pursuant to NH Senate Bill 41. The optional tax credit for service-connected total disability shall replace the standard tax credit in its entirety and shall not be in addition thereto. (Submitted by Petition) (Not recommended by the Budget Advisory Committee, 1 in favor, 6 opposed.)</p>	<p>463 YES <input type="radio"/> NO <input type="radio"/> 582</p>
<p>Article 23: Shall the Town vote to request pursuant to RSA 195:25 that the Jaffrey-Rindge Cooperative School Board initiate a study of the feasibility and suitability of a plan for dissolution of the cooperative school district? Issues to be considered shall include, but not be limited to, the process for ongoing education following dissolution, maintenance of student records, employment, ongoing liability, capital issues, bond issues and disposition of district properties. (Submitted by Petition)</p>	<p>620 YES <input type="radio"/> NO <input type="radio"/> 431</p>
<p>Article 24: Shall the town vote to raise and appropriate Eight Thousand Dollars (\$8,000.00) to be added to the 2019 library budget for the purpose of creating a full time youth librarian position. (Submitted by Petition)(Not recommended by the Board of Selectmen, 1 in favor, 2 opposed. Recommended by the Budget Advisory Committee, 6 in favor, 1 opposed.)</p>	<p>542 YES <input type="radio"/> NO <input type="radio"/> 516</p>

Exhibit 2 – Enrollment Growth

Rindge Student Population															
Notes: Uses NESDEC projections based on birthrate															
Assumes 52.9% of annual new Pre-K students are Rindge students															
Total Students	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Pre-K	35	38	38	39	39	40	40	41	41	42	42	42	43	43	44
K	56	35	38	38	39	39	40	40	41	41	41	42	42	43	44
1	60	56	35	38	38	39	39	40	40	41	41	41	42	42	43
2	55	60	56	35	38	38	39	39	40	40	41	41	41	42	43
3	57	55	60	56	35	38	38	39	39	40	40	41	41	42	42
4	56	57	55	60	56	35	38	38	39	39	40	40	41	41	42
5	52	56	57	55	60	56	35	38	38	39	39	40	40	41	41
6	43	52	56	57	55	60	56	35	38	38	39	39	40	40	41
7	60	43	52	56	57	55	60	56	35	38	38	39	39	40	40
8	48	60	43	52	56	57	55	60	56	35	38	38	39	39	40
9	45	48	60	43	52	56	57	55	60	56	35	38	38	39	39
10	46	45	48	60	43	52	56	57	55	60	56	35	38	38	39
11	37	46	45	48	60	43	52	56	57	55	60	56	35	38	38
12	38	37	46	45	48	60	43	52	56	57	55	60	56	35	38
K thru 5	336	319	301	282	266	245	229	234	237	240	243	246	249	252	255
6 thru 12	317	331	350	361	371	383	379	371	357	339	321	305	285	269	275

Exhibit 3 – Transportation

Withdrawal Transportation Cost							
Notes:	Days increase from 177 to 180 for 6-12						
	Includes increased travel distance and time						
							<u>Transport</u>
Grades K-12 (7 routes @ \$350 per route x 180 days)							\$441,000
	Fuel						\$110,840
Using Community Transportation estimates							
SPED PreK-5 (2 routes @ \$260 per route x 177 days)							\$92,040
	Fuel						\$14,656
SPED Out of District (2 runs @ \$93,600 and 1 run at \$57,200)							\$150,800
							<u>\$809,336</u>

Exhibit 4 – SAU

SAU					
Position	Staff Count	Salaries & Benefits	Other Expenses	Other	Total
Acct, AP, Payroll, Sec	3.56	\$ 225,911.22	Purchased Svcs Official/Admin	\$ 500.00	\$ 226,411.22
Bus Admin	1.00	\$ 159,506.21	Prof Svcs Educational	\$ 85,700.00	\$ 245,206.21
Custodian	0.23	\$ 7,945.57	Prof Svcs Instruction	\$ 1,500.00	\$ 9,445.57
Facilities Mgr	1.00	\$ 95,649.37	Prof Svcs Program Improvment	\$ 59,003.00	\$ 154,652.37
HR	1.00	\$ 98,514.42	Prof Svcs Other	\$ 101,320.00	\$ 199,834.42
IT help desk, DB admin	2.00	\$ 102,665.79	Prof Svcs Other	\$ 5,000.00	\$ 107,665.79
IT Manager	1.00	\$ 105,013.76	Prof Svcs Other	\$ 193,113.00	\$ 298,126.76
Maintenance	3.00	\$ 195,799.46	Technical Svcs	\$ 348.00	\$ 196,147.46
Network Administrator	1.00	\$ 82,059.34	Disposal Svcs	\$ 500.00	\$ 82,559.34
Sch Bd Sec/Comm Coor	0.50	\$ 52,347.11	Repair & Maintenance	\$ 15,645.00	\$ 67,992.11
Sch Bd Sec/Comm Coor	0.50	\$ 21,853.00	Replacement Cycle Paint/Carpet	\$ 3,000.00	\$ 24,853.00
Super Exec Asst	1.00	\$ 67,588.52	Rental Land & Buildings	\$ 9,146.00	\$ 76,734.52
Superintendent	2.00	\$ 191,192.91	Rental Equipment	\$ 31,012.00	\$ 222,204.91
504 Coordinator	1.00	\$ 70,018.44	Rental Computers/Communication Equipt	\$ 46,014.00	\$ 116,032.44
	0.00	\$ -	Insurance (Prop & Liability)	\$ 57,017.00	\$ 57,017.00
Gifted & Talented Stipends	0.00	\$ 5,068.00	Communications	\$ 21,170.00	\$ 26,238.00
Temp Section 504	0.00	\$ 5,382.50	Data Communications	\$ 59,600.00	\$ 64,982.50
Staff Dev Sec Stipend	0.00	\$ 5,745.60	Postage	\$ 4,000.00	\$ 9,745.60
Curriculum Stipends	0.00	\$ 53,214.00	Advertising	\$ 10,000.00	\$ 63,214.00
District Clerk	0.00	\$ 538.25	Printing & Binding	\$ 4,500.00	\$ 5,038.25
Treasurer/Asst Treas	0.00	\$ 4,306.00	Travel	\$ 6,850.00	\$ 11,156.00
Mentoring Stipends	0.00	\$ 20,439.24	Supplies General	\$ 15,440.00	\$ 35,879.24
School Bd Stipends	0.00	\$ 3,767.75	Supplies Technology	\$ 14,320.00	\$ 18,087.75
Maint Temp/OT	0.00	\$ 10,773.00	Gasoline	\$ 110,840.00	\$ 121,613.00
	0.00	\$ -	Books (Replace, Consumables)	\$ 3,000.00	\$ 3,000.00
	0.00	\$ -	Periodicals	\$ 350.00	\$ 350.00
	0.00	\$ -	On-Line Subscriptions	\$ 28,450.00	\$ 28,450.00
	0.00	\$ -	Software	\$ 90,645.00	\$ 90,645.00
	0.00	\$ -	Equipment Technology	\$ 9,000.00	\$ 9,000.00
	0.00	\$ -	Replacement Machinery	\$ 55,000.00	\$ 55,000.00
	0.00	\$ -	Replace Equipment Technology	\$ 15,255.00	\$ 15,255.00
	0.00	\$ -	Equipment Other	\$ 10,000.00	\$ 10,000.00
	0.00	\$ -	Software Capital Purchases	\$ 1,341.00	\$ 1,341.00
	0.00	\$ -	Dues & Fees	\$ 24,970.00	\$ 24,970.00
	0.00	\$ -	Misc Expenditures (food svc)	\$ 7,500.00	\$ 7,500.00
	0.00	\$ -	Fund Transfers (food svc)	\$ 16,036.00	\$ 16,036.00
	0.00	\$ -		\$ -	\$ -
Total	18.79	\$ 1,585,299.46		\$ 1,117,085.00	\$ 2,702,384.46
Special Education - SAU					
Location	Staff Count	Salaries & Benefits	Other Expenses	Other	Total
HomeSchl,AsstDir,DistCoor	2.51	\$ 315,752.13	Prof Svcs Program Improvment	\$ 10,000.00	\$ 325,752.13
Dir SS	1.00	\$ 159,269.78	Disposal Svcs	\$ 100.00	\$ 159,369.78
SPED Secretaries	1.50	\$ 105,412.27	Communications	\$ 8,000.00	\$ 113,412.27
	0.00	\$ -	Postage	\$ 2,000.00	\$ 2,000.00
	0.00	\$ -	Printing & Binding	\$ 625.00	\$ 625.00
	0.00	\$ -	Travel	\$ 9,276.00	\$ 9,276.00
	0.00	\$ -	Supplies General	\$ 2,700.00	\$ 2,700.00
	0.00	\$ -	Supplies Technology	\$ 200.00	\$ 200.00
	0.00	\$ -	New Furniture & Fixtures	\$ 500.00	\$ 500.00
	0.00	\$ -	Dues & Fees	\$ 36,500.00	\$ 36,500.00
Total	5.01	\$ 580,434.18		\$ 69,901.00	\$ 650,335.18
Grand Total	23.80	\$ 2,165,733.64		\$ 1,186,986.00	\$ 3,352,719.64

Exhibit 5 – RMS Operation

Staff Count	Salaries & Benefits	Other Expenses	Other	Total
21.00	\$ 1,923,390.63	Prof Svcs Instruction	\$ 5,252.00	\$ 1,928,642.63
1.00	\$ 88,206.41	Technical Svcs	\$ 7,600.00	\$ 95,806.41
1.00	\$ 93,224.39	Disposal Svcs	\$ 8,262.00	\$ 101,486.39
1.00	\$ 97,322.64	Snow Plowing Svcs	\$ 13,200.00	\$ 110,522.64
1.00	\$ 101,583.54	Repair & Maintenance	\$ 51,171.00	\$ 152,754.54
1.00	\$ 86,808.99	Replacement Cycle Paint/Carpet	\$ -	\$ 86,808.99
1.00	\$ 75,843.73	Repair & Maintenance	\$ 10,000.00	\$ 85,843.73
0.50	\$ 47,564.99	Student Transportation (field trip/co-curr)	\$ 6,763.00	\$ 54,327.99
2.00	\$ 167,749.36	Communications	\$ 4,700.00	\$ 172,449.36
1.50	\$ 231,676.78	Postage	\$ 600.00	\$ 232,276.78
2.00	\$ 102,358.02	Printing & Binding	\$ 510.00	\$ 102,868.02
0.00	\$ -	Travel	\$ 750.00	\$ 750.00
0.25	\$ 26,204.87	Supplies General	\$ 46,811.00	\$ 73,015.87
3.50	\$ 161,044.08	Electricity	\$ 35,625.00	\$ 196,669.08
0.76	\$ 18,454.15	Bottled Gas	\$ 40,529.00	\$ 58,983.15
0.00	\$ -	Books (Replace, Consumables)	\$ 22,291.00	\$ 22,291.00
0.00	\$ -	Periodicals	\$ 3,324.00	\$ 3,324.00
0.00	\$ 21,530.00	On-line Subscriptions	\$ 7,049.00	\$ 28,579.00
0.00	\$ 12,543.30	New Furniture & Fixtures	\$ 2,099.00	\$ 14,642.30
0.00	\$ 22,840.21	Replace Furniture & Fixtures	\$ 20,000.00	\$ 42,840.21
0.00	\$ 1,267.00	Equipment Other	\$ 760.00	\$ 2,027.00
0.00	\$ 12,379.75	Dues & Fees	\$ 2,375.00	\$ 14,754.75
0.00	\$ 2,944.62	Insurances (P&L, unemployment, workers comp)	\$ 34,701.95	\$ 37,646.57
37.51	\$ 3,294,937.46		\$ 324,372.95	\$ 3,619,310.41

Exhibit 6 – RMS Special Education

	Salaries & Benefits	Other Expenses	Other	Total
1.00	\$ 87,386.22	Prof Svcs Other	\$ 22,000.00	\$ 109,386.22
1.00	\$ 99,395.49	Student Transportation (field trip/co-curr)	\$ 933.00	\$ 100,328.49
0.50	\$ 47,693.11	Student Transportation (coded handicap)	\$ 108,622.00	\$ 156,315.11
2.00	\$ 184,121.06	Tuition Lea's Outside NH	\$ 590,000.00	\$ 774,121.06
6.00	\$ 584,599.51	Tuition Private/Other Schools	\$ -	\$ 584,599.51
11.00	\$ 434,664.58	Supplies General	\$ 14,573.00	\$ 449,237.58
1.00	\$ 25,776.50	Supplies Technology		\$ 25,776.50
0.00	\$ -	Books (Replace, Consumables)	\$ 2,950.00	\$ 2,950.00
0.00	\$ 22,068.25	Periodicals	\$ 499.00	\$ 22,567.25
0.00	\$ 31,675.00	On-Line Subscriptions	\$ 3,050.00	\$ 34,725.00
0.00	\$ -	Software		\$ -
0.00	\$ -	New Furniture & Fixtures	\$ 1,300.00	\$ 1,300.00
0.00	\$ -	Equipment Technology	\$ 1,600.00	\$ 1,600.00
0.00	\$ -	Equipment Other	\$ 1,750.00	\$ 1,750.00
22.50	\$ 1,517,379.72		\$ 747,277.00	\$ 2,264,656.72

Exhibit 7 – Asset Dispersal

Asset Dispersal									
RGS addition of 4 new classrooms (completed 1974)									\$109,752
RGS construction addition/renovations									\$3,062,500
Land Rt. 202 (Rindge 46 acres of 96.57)									\$154,810
RGS 4 new classrooms									\$650,000
Modulars (lease)									\$248,847
Sprinkler systems									\$426,000
Double wall piping									\$34,688
Roof									\$87,451
Stair and ramp replacement									\$51,450
Wetlands remediation and curbing									\$20,282
Energy upgrades									\$607,609
New water storage/filtration system									\$44,849
									\$5,498,238
Rindge share @ 48.438598%									\$2,663,269

Exhibit 8 – Summary Cost

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Year 14	Year 15
Rindge Withdrawal Financial Comparison															
Assumptions															
Annual Inflation Rate				2.5%											
Adequacy Grant not included as it is the same whether or nor withdrawal occurs.															
No. of Grade 6-12 Students	317	331	350	361	371	383	379	371	357	339	321	305	285	269	275
No. of Grade 6-12 SPED Students	33	33	33	33	33	33	33	33	33	33	33	33	33	33	33
No. of Grade K-5 students	336	319	301	282	266	245	229	234	237	240	248	246	249	252	255
Est. 6-12 Tuition per Student	\$15,500	\$15,888	\$16,285	\$16,692	\$17,109	\$17,537	\$17,975	\$18,425	\$18,885	\$19,357	\$19,841	\$20,337	\$20,846	\$21,367	\$21,901
Est. 6-12 additional SPED Tuition/Student	\$16,000	\$16,400	\$16,810	\$17,230	\$17,661	\$18,103	\$18,555	\$19,019	\$19,494	\$19,982	\$20,481	\$20,993	\$21,518	\$22,056	\$22,608
Current Cost	\$13,169,995	\$13,499,245	\$13,836,726	\$14,182,644	\$14,537,210	\$14,900,641	\$15,273,157	\$15,654,986	\$16,046,360	\$16,447,519	\$16,858,707	\$17,280,175	\$17,712,179	\$18,154,984	\$18,608,858
Current Cost/Student	\$19,198	\$19,678	\$20,170	\$20,674	\$21,191	\$21,721	\$22,264	\$22,821	\$23,391	\$23,976	\$24,575	\$25,190	\$25,820	\$26,465	\$27,127
Withdrawal 6-12 Tuition Cost	\$4,913,500	\$5,258,763	\$5,699,641	\$6,025,741	\$6,347,476	\$6,716,605	\$6,812,619	\$6,835,537	\$6,742,032	\$6,562,150	\$6,369,061	\$6,202,890	\$5,941,046	\$5,747,702	\$6,022,801
Withdrawal SPED Tuition Cost	\$528,000	\$541,200	\$554,730	\$568,598	\$582,813	\$597,384	\$612,318	\$627,626	\$643,317	\$659,400	\$675,885	\$692,782	\$710,101	\$727,854	\$746,050
Withdrawal Total Tuition Cost	\$5,441,500	\$5,799,963	\$6,254,371	\$6,594,340	\$6,930,289	\$7,313,988	\$7,424,937	\$7,463,164	\$7,385,349	\$7,221,550	\$7,044,945	\$6,895,671	\$6,651,148	\$6,475,556	\$6,768,851
Withdrawal RMS Operating Cost	\$3,619,310	\$3,709,793	\$3,802,538	\$3,897,601	\$3,995,041	\$4,094,917	\$4,197,290	\$4,302,222	\$4,409,778	\$4,520,022	\$4,633,023	\$4,748,848	\$4,867,570	\$4,989,259	\$5,113,990
Withdrawal RMS SPED Cost	\$2,264,657	\$2,321,273	\$2,379,305	\$2,438,788	\$2,499,758	\$2,562,252	\$2,626,308	\$2,691,966	\$2,759,265	\$2,828,246	\$2,898,952	\$2,971,426	\$3,045,712	\$3,121,855	\$3,199,901
Withdrawal Transportation Cost	\$809,336	\$809,336	\$809,336	\$829,569	\$829,569	\$829,569	\$850,309	\$850,309	\$850,309	\$871,566	\$871,566	\$871,566	\$893,356	\$893,356	\$893,356
Withdrawal SAU Cost	\$3,352,720	\$3,436,538	\$3,522,451	\$3,610,513	\$3,700,776	\$3,793,295	\$3,888,127	\$3,985,331	\$4,084,964	\$4,187,088	\$4,291,765	\$4,399,059	\$4,509,036	\$4,621,762	\$4,737,306
Withdrawal Total Operating Cost	\$20,929,023	\$21,876,865	\$23,022,372	\$23,965,151	\$24,885,722	\$25,908,010	\$26,411,908	\$26,756,154	\$26,875,013	\$26,850,023	\$26,785,197	\$26,782,243	\$26,617,968	\$26,577,342	\$27,482,255
Withdrawal Disposal of Assets Cost	\$2,663,269	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Withdrawal Liabilities (Energy Bond)	\$100,917	\$97,051	\$93,186	\$89,321	\$85,455	\$81,590	\$77,724								
Total Withdrawal Cost	\$23,693,209	\$24,973,916	\$23,115,557	\$24,054,471	\$24,971,177	\$25,989,600	\$26,489,632	\$26,756,154	\$26,875,013	\$26,850,023	\$26,785,197	\$26,782,243	\$26,617,968	\$26,577,342	\$27,482,255
Withdrawal Cost/Student	\$34,538	\$32,173	\$33,795	\$35,584	\$37,270	\$39,319	\$41,325	\$41,938	\$42,863	\$43,873	\$44,866	\$45,860	\$46,945	\$47,974	\$48,814
Withdrawal Cost/ RMS Student	\$28,146	\$29,679	\$32,240	\$35,273	\$38,329	\$42,655	\$46,776	\$46,921	\$47,485	\$48,064	\$48,657	\$49,266	\$49,889	\$50,527	\$51,181

Exhibit 9 – Minutes

Separation Study Committee

Minutes: April 18, 2019

Present: Charlie Eicher, John McCarthy, Jack Belletete, Jim Weimann, Roberta Oeser

Meeting opened at 1:15 PM

Charlie suggested the format to start and to organize. Electing a Chair was discussed with no decision made. Jim explained that he would be leaving his position as Selectman for Jaffrey and that Jack Belletete would be replacing him.

Discussion about additional members ensued. Jack asked about having Reuben Duncan participate.

Consensus was that voting members should be residents of the district but input from Reuben would be beneficial.

Charlie suggested requesting letters of interest from members of the community. Consensus was to seek 2 additional members from each Town.

In discussion about the scope of the duties of the committee, Charlie thought the biggest issue would be to determine if another district will accept Rindge students. Jack spoke to the issue of busing students and the additional time to Winchendon, New Ipswich, Swanzey or Peterborough. Roberta thought Swanzey and New Ipswich were much too far and perhaps determining the extra time from the 202 intersection would be a start point.

John asked about clarification on process to vote to dissolve the district. Roberta said that it requires a majority vote by both the Town requesting dissolving and a majority vote of the entire district. John also asked if a consultant was needed. It was suggested that perhaps checking on availability of a retired superintendent.

The committee determined that the first step should be to get word out to community for the additional members by using the school district notification system. Jack suggested a target of 90 days to complete the task.

Charlie will get the student numbers for each grade. Contacting another district would have to be done confidentially and will take some time to determine if they will accept the number of students and the tuition cost. Jack spoke to the needs of the special education students and the cost of their education.

Charlie suggested inviting Reuben Duncan to the next meeting. John will contact Reuben. Charlie mentioned the district does not have resources (money or personnel) to dedicate to this study, but will do what is necessary. John asked about legal advice and mentioned the availability of assistance from the ??? Association. Roberta also mentioned the possibility of using NHMA. Charlie said that any questions for legal should be very specific.

Jack asked if Roberta would do a short notice requesting volunteers to get posted right away. She also volunteered to do the minutes.

The number of additional members was discussed again and the consensus was to start with one from each Town as 8 members seemed like too many.

Next meeting will be May 9 at 4:00 pm at the Jaffrey Town Office. Jim will reserve the room.

rko

Separation Study Committee

Approved Minutes: May 9, 2019

Present: Charlie Eicher, John McCarthy, Jack Belletete, Jim Weimann, Roberta Oeser

Meeting opened at 4:09 PM

The minutes of April 18 (with a minor change) were approved by consensus.

Discussion about the little response to volunteer request resulted in deciding to run an ad in the Monadnock Ledger-Transcript. Thoughts were that this could be paid for by the district. Also suggested requesting that it be included in 'Thursday Notes' for the elementary schools.

Charlie distributed information on the students by grade and also a break down of the cost per student for each town.

Roberta distributed an outline of possible steps and areas of research needed. The focus will start with the ongoing education of the students.

Charlie said that Rueben does want to participate but was unable to attend this meeting. He also discussed the possible avenue to pursue in contacting any district about accepting the Rindge students: approaching the chair of the board of the district and then the potential of needing a non-public with that board.

John said he has checked on a possible previous or retired superintendent through NHASA. This would involve some cost and questioned if this could be paid for by the district. He also mentioned that NHMA might be another resource. It was suggested that Vivianne be contacted about the person used for the previous search by the district for the superintendent. Jack thought it important to have someone impartial to do the exploration. John will also check with the district attorney about a part time or retired superintendent.

Next steps: Roberta will take care of the ad for next week. John will check about a superintendent to assist the committee. Jack will reach out to a possible volunteer.

Next meeting will be May 23 at 4:00 PM, location to be determined. (This was subsequently changed to May 22 at 4:00 PM)

Consensus was the search for availability of a potential district needs to be started immediately following the next meeting.

Jack strongly believes that we need to have independent assistance. All agreed. John suggested reaching out to potential districts. Jack suggested assuming Conval would accept the students, but at what cost? Roberta mentioned that Conval had advertised out-of-district student tuition at just under \$10,000 per student. This would not include transportation and she did not know if that was an accurate number at this time.

Charlie led a discussion about the current situation on the cost per student and the state vs local apportionment cost and how it changed with the implementation of SWEPT.

Adjourned 5:00 PM

rko

Separation Study Committee

Minutes: May 22, 2019

Present: Charlie Eicher, John McCarthy, Jack Belletete (arrived late), Jim Weimann, Roberta Oeser

Meeting opened at 4:00 PM

Discussed the volunteer response. Only 2 from Rindge responded. Roberta suggested asking people to join the committee since there was no one from Jaffrey.

John has spoken with Reuben and he is interested in participating but was not available for this meeting. He gave John a couple of names of former superintendents. Phil McCormick is one and he is willing to help and will be available for next meeting. John also spoke with the district attorney, David Graham who suggested MRI as a possible source. Roberta said that could be costly and their expertise was not schools but could be good for cost analysis of separation.

Graham also suggested getting copies of previous studies from other districts so we know exactly what is needed for submittal.

Roberta suggested contacting the superintendents of districts as an exploratory query about the ability of the district to absorb Rindge students with the understanding that they could not commit their district but should know if even possible.

Jack said he was more concerned about research being correctly done than the possible cost of MRI to do it. Minutes of May 9 approved by consensus.

Moving forward: Roberta will make contact with Conval and possibly other adjacent districts to inquire about accepting Rindge students. She will also contact the two volunteers and ask them to join us at the June 4th meeting.

Roberta reminded the members that the RSA states that the committee will have 'at least' one school board member from each town and it could have more. It was suggested that Jack ask if Marcea is interested in joining the committee.

Next meeting will be in Jaffrey on June 4th.

Adjourned 5:20 PM

rko

Separation Study Committee

Minutes: June 4, 2019

Present: Charlie Eicher, John McCarthy, Roberta Oeser, Paula Phillips

Also present: Don MacIsaac and Bill Taylor

Meeting opened at 4:00 PM

Paula was welcomed as a new member. She had some questions about student count in the lower grades as they tend to show a potential increase. Charlie explained that we seem to have in loses in the upper grades. The historical number were reviewed.

John suggested reviewing what we would be discussing with Phil McComack when he arrived. He said he also had spoken with Alan Gould of MRI and with Reuben about getting copies of previous studies so we know what is needed in ours.

Minutes were approved by consensus with one change. Name is Gordon Graham, not David Graham.

Charlie thought we should have Phil create an outline of needs for the study. John thought we might need to use both Phil and MRI. MRI would be good for the financial aspect.

At 4:20 PM, Roberta made a motion to go into non-public session in accordance with RSA 91:A 3 II K to discuss information she had obtained. Second by John. Roll call vote: John – Yes, Charlie – Yes, Paula-Yes, Roberta – Yes

Return to public session at 4:25

Roberta made a motion to seal the minutes as the divulgence of the information could harm the outcome, second by Charlie. Passed 4-0

Phil McCormack joined the meeting. He gave an overview of his background and experience that could be useful to the committee's work. He asked the 'why' and 'what' of the committees formation. Roberta gave and overview of explaining in brief why the warrant article was created. She explained the history of the previous votes on trying to change the apportionment.

There was a long discussion about all the aspects that need to be addressed: continuing education of students and the costs of separation.

Charlie went over the time frame: 180 days to make a recommendation. The recommendation to the school board and to DOE need to have parts of the plan and the cost to continue.

Paula asked if there wasn't a way to resolve this in another way with possibly a mediator. Roberta explained that it has to be voted on by the entire district.

Don MacIsaac suggested setting a time line and perhaps a 'back of the envelope' cost analysis on the affordability/feasibility to the towns.

Phil said we need to look at the cost to educate and the debt – need to especially look at SpEd student costs. Charlie has data on students and will bring to next meeting. Jaffrey has more SpEd students and Rindge has the SpEd facilities at RMS which also needs to be considered.

Roberta asked about the cost to have Phil's assistance. He said he charges \$65 per hour plus mileage. He does not charge for travel time. Charlie inquired about his thoughts on amount of time needed. Phil thought no more than 8 hours a week if someone will be helping with the report writing. Charlie suggested he supply a resume and a proposed contract to give to the school board.

Phil mentioned that the recent Conval court case could change decision. Charlie said the disparity in apportionment will still be an issue if state aid funding doesn't start going to the district instead of the town. (Roberta had to leave the meeting at 5:30. Next meeting June 20 at 4:00 PM)

rko

Separation Study Committee

Minutes: June 20, 2019

Present: Charlie Eicher, John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete

Also present: Don MacIsaac, Reuben Duncan and Phil McCormack

Meeting opened at 4:00 PM

Marcea and Chris were welcomed as new members. Roberta announced that Paula had some health issues and would rejoin the committee as soon as able.

John distributed copies of the pertinent RSAs that would be of concern to the committee. One covered a change in SAUs which Roberta didn't think was an issue at the moment but could be in the future.

Roberta had a copy of the warrant article that was brought forward at the Rindge Town Meeting. She emphasized that it was not to study a withdrawal but a dissolution of the district and that it was different. Discussion ensued about the difference in the RSAs.

John also mentioned that MRI had said they would be interested in assisting, but they were very busy and would want to know how much time would be needed. He also has obtained copies of a couple of reports from other districts that submitted withdrawal plan. Chris thought this would be very helpful in what is needed from this committee.

Phil thought we needed to have an overview starting with education of students. Charlie mentioned several outside districts as potential sources. Marcea said it could make choices available to the students.

Jack thought that Rindge had limited choices of where students could go due to travel time. It was mentioned that we were speaking about upper grades (6-12) not K-5.

Roberta said that she had reached out to one outside district.

Charlie said someone should reach out to others including Murdock. The results of these discussions need to be in non-public. Phil thinks information learned by the committee needs to be as transparent as possible for the public to know what is being considered. And questioned using non-public for this.

Charlie suggested creating a time line.

Roberta said that looking at the continuing education of Jaffrey students was a big item. Phil suggested that when reaching out to other districts that the education of all district students should be considered. That Jaffrey may not be able to offer enough courses on their own.

Charlie brought up the tuition subject and that Rindge could possibly pay tuition at Murdock, Conval or Conant. Roberta asked if he meant 'school of choice'? She said she thought that transportation needed to be supplied. Do we pick one that we provided transportation to and the parent are responsible for anywhere else? That would be a discussion for later, it was decided.

Jack said that if Rindge paid tuition to Jaffrey it might alleviate some of the issue that got us here. Reuben asked if Murdock would take students? He also didn't think that Mascenic would be able to do so. Chris thought Mascenic a viable possibility. Roberta said that she thought it much farther than the others.

Roberta asked about doing a couch system and Marcea asked about the legality of paying tuition to private schools with public funds.

Jack thought perhaps Phil should be the one to reach out to the outside districts and have just one person doing so. Charlie thought perhaps a committee member should also be included.

Discussion about determining how to go about contacting the districts and what questions to ask ensued. After the consensus being to have Phil be the lead contact, the committee had a session developing the questions to be asked.

Phil will put the results together on the questions and email them to the committee.

Next meeting will be on Tuesday, July 2nd in Jaffrey. The following meeting was scheduled for July 18th.

Roberta will make the contacts necessary for reserving the room and posting the meeting.

Adjourned at 5:20 PM

rko

Separation Study Committee

Minutes: July 2, 2019

Present: Charlie Eicher, John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete,

Also present: Phil McCormack

Meeting opened at 4:10 PM

The minutes of June 4 and June 20 approved by consensus.

Phil said that he had some information to share that should not be public information at this time.

Roberta made a motion to go into non-public session in accordance with 91-A 3,ii (k). Second by John. Roll call vote: Charlie –Aye, John – Aye, Roberta – aye, Chris – Aye, Marcea – Aye, Jack – Aye

Return to public at 4:48 pm.

Roberta made a motion to seal the minutes on the non-public session as if made public it could effect the outcome. Second by Jack. Passed 6-0

Roberta suggested that perhaps a chair would be a good idea as the committee is full. Chris Ratcliff is now chair by consensus.

Phil said for him to further his discussion he would need to obtain more information from district personnel. The transportation of students needs to be analyzed also.

It was discussed that Reuben needs to create an overview of what Jaffrey would be able to do for programing without Rindge students.

Roberta thought that the bus company could tell us how many runs are for Rindge students. Charlie said that they use a per-run cost and it would be difficult to separate Rindge and Jaffrey.

Roberta thought perhaps a tuition only cost for the Rindge students and then analyze the busing costs.

Charlie said there is a need to study Jaffrey only as there would be excess room in the schools and too many classes.

Jack was concerned if Jaffrey could supply enough classed to educate the students.

Phil will contact Rueben when he returns from vacation to get information on the impact of SpEd students that would need to be moved from Rindge. He also asked if we had more information on using MRI and what would we want them to do. He also wanted be able to speak with Graham (district counsel) about the tuitioning students to other districts.

Chris will work on preparing a matrix of what we have to do and where we are.

Phil will have more information to convey at the meeting on July 18th.

Charlie suggested the Chris check the JR district web site as there is much information posted that may help him with the matrix.

Next meetings: July 18 (Rindge), Aug 8 (Jaffrey), Aug 22 (Rindge)

Adjourned at 5:34 PM

rko

Separation Study Committee

Minutes: July 19, 2019

Present: Charlie Eicher, John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete, Paula (Candy) Phillips

Also present: Phil McCormack, Reuben Duncan and Don Mclsaac

Meeting opened at 4:05 PM

Chris reviewed needs of committee for next 3 months and has prepared a 'scoreboard'. He want to identify what has to be covered and what has been covered so far.

Phil wanted to touch on the fact he had spoken with Reuben and discussed impact of Rindge leaving. With only Jaffrey students, courses would be basically cut in half. Charlie said class size would probably remain same with half the teachers.

Going over Chris's list:

Question about retention of records – they will still be maintained by the SAU. There would most likely be cuts in staff.

Financial liability- There are 2 bonds, one very few payments left and the new one for energy use improvements.

Disposition of district property- the value needs to be determined. Phil said he would be discussing this with Diana Fenton. Roberta thought that the district may have values for the schools for the asset report.

Roberta asked if there had been a 'dissolution' of a cooperative to give guidance? Yes, that was one of the plans distributed?

John asked what could be shared from the non-public session. Roberta stated that nothing discussed can be shared. Phil and John thought that some information needed to be shared. Roberta repeated that at this point nothing can be shared until the minutes are unsealed or the committee votes to share specific information.

Chris asked if we would want to have public input. Jack thinks the less said is better to not confuse the public. Charlie also said we have to keep the information confidential until the districts that we speak to are ready for that information to become public.

Chris is concerned about the deadlines outlined in the RSAs. Charlie believes we can asked for an extension on time.

Jack wanted to return to first item – feasibility. Can we get a realistic model of what it would look like to separate. Phil asked the same question of Reuben.

Reuben: Teachers would be cut in half, science classes would be tough to maintain at current levels, the building trades classes may have to be cut. Middle school would be tougher; could keep most courses except AP classes. Jack also asked how RIF would work. Reuben said that it would be tough. Jack also asked about the cost of operating the 'plants' (school buildings) and also about SPED. Reuben said he needed a few more days to compile a break down of costs.

Phil brought up transportation costs with Reuben. The present bus company is going to work on an estimate. Jack asked about issues with the possibility of students going to MA. Phil said there is not inter-state agreement with MA as there is with VT. Chris mentioned that the distance for busing is a key factor to discuss. Chris prepared a chart on info on the surrounding districts that was distributed.

Jack mentioned that we definitely need to have more than 1 district considered and asked how far we should go? He also queried about state education funding. Charlie said it would not change as it goes to the towns and not to the schools.

Phil wanted to discuss the apportionment formula. Chris said it was not the charge of this committee.

Phil said he had contacted MRI and they were reluctant to speak with him Roberta and Charlie didn't think we should contact them again unless we determine they can assist.

Chris wanted to discuss option for tuitioning Rindge students or building a school. Charlie said we need to know what the cost of tuition will be before thinking about building a school. If there are savings then bonding for a school could be considered.

Roberta asked if all were okay with the minutes for July 2 – approved by consensus.

Phil asked if the committee wanted him to check with another district that Reuben had suggested?

Next meeting: August 8 (Jaffrey)

Adjourned at 5:30 PM

rko

Separation Study Committee

Minutes: August 8, 2019

Present: Charlie Eicher, John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete, Paula (Candy) Phillips

Also present: Phil McCormack and Don Mclsaac

Meeting opened at 4:00 PM

Minutes of 7/19/2019 approved by consensus with 2 changes: change Dean to Diana and intra-state to inter-state.

Chris asked Phil to continue his discussion from previous meeting. Phil spoke with Keene and Diane Fenton, the attorney for the DoE. He also spoke with Attorney Barrett Christian. His questions: How is value placed on district assets? What does 'retention of records' mean? Could Jaffrey accept Rindge students on a tuition basis?

He explained that Fenton could not give advice, but could explain the law. Her replies were: There is no 'formula' or set way to divide assets – the towns just need to agree. Also she discussed the committee going into non-public. There is a difference of opinion of whether we are a sub-committee of the school board. Maintenance of records – just need to be stored and most generally are done by the SAU. She also mentioned if thinking about the Winchendon school, that there is no inter-state agreement with MA, but she could forward a proposed agreement. Jaffrey could accept Rindge students on a tuition basis.

Phil distributed information on Keene schools as an option. (attached) He also gave figures on costs: Tuition for high school students: approximately \$14,000 per student and \$31,000 for SpEd students. For middle school: approximately \$11,000 and \$27,000.

Phil also spoke with Brett Blanchard, Principal of the J-R Middle and High School. He thought Rindge leaving district would have a huge impact on staffing and course offering in both school. Charlie said Jaffrey needs to think about how the impact can be mitigated.

Reuben spoke with the bus company and they said cost would be determined by distance and number of routes. They calculate that it's an additional 35 miles to Keene and 10 miles to Conval. Charlie added that current transportation costs is \$869,000 and Rindge pays 52% of that. He thinks that the reduction in what Rindge pays for SpEd would be enough to cover the busing costs. Reuben said that on average, transportation cost is \$700 per student. Committee didn't think that could be correct.

Discussion ensued about tuition costs for Rindge and how state education aid would still go to offset that costs at another district.

Jack addressed SAU issue and whether Rindge would still be part of it.

Chris asked about the real costs per student as the number on the district web site is different than Charlie has used. The number on the web site does not include transportation costs or food service.

Jack thought that Rindge parents would not want to send their students to ConVal.

Next steps: Phil will try to get a better number on transportation costs and a number from ConVal. Chris will build a matrix for the unanswered questions.

Adjourned at 5:41 PM

rko

Separation Study Committee

Minutes: August 22, 2019

Present: John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete, Paula (Candy) Phillips

Also present: Phil McCormack, Don MacIsaac and Reuben Duncan

Meeting opened at 4:00 PM

Chris started with a discussion about forming a plan to educate both Rindge and Jaffrey students. Also taking into consideration safety and distance to the other districts being considered.

Phil said he had copies (that were distributed) of the report that Brett Blanchard had sent him. He also had a letter from the former head of the state DOE referring to the lack of an inter-state education agreement with MA (also distributed).

Chris presented a power point with data about education in the other school districts.

Jack mentioned that he didn't see that the data supported making a change due to the quality of education in other districts compared to the J-R Cooperative statistics.

Roberta mentioned that the greater number of offerings in AP courses and the extra-curricular activities available at ConVal.

Reuben gave more information on what the Keene and ConVal districts offer.

A general discussion about the different offerings ensued and the reason Rindge would consider leaving was not just based on education.

Reuben also addressed that test scores are generally lower on this side of the state due to smaller districts and less money available for education.

Jack wanted to discuss the 'money' issue, since that is why this committee was formed. A lengthy discussion ensued.

It was determined that one of the 'things' needed to figure costs of Rindge leaving was to isolate the approximate cost of running RMS. Reuben will try to get a number.

Next meeting: Jaffrey, September 5 at 4:00 pm.

Adjourned at 5:30 pm

rko

Separation Study Committee

Minutes: September 5, 2019

Present: John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete, Paula (Candy) Phillips, Charlie Eicher

Also present: Phil McCormack, Don Maclsaac, Jon Frederick, Reuben Duncan and Carrie Broderick

Meeting opened at 4:00 PM

Chris started with a discussion about future meeting and possible needing more time. Next meetings will be September 7 @ 5:00 pm in Jaffrey and October 1 @ 5:00 pm in Rindge.

Review of minutes 8/22/2019: Add that Diane Fenton is the attorney for DoE to clarify for those reading the minutes. Minutes approved by consensus with change.

Chris said that moving forward we need to get firmer cost for Rindge students. He also said that Charlie has done some work on district assets.

Charlie addressed the cost per pupil from amount apportioned divided by the number of Rindge students (661) and adding the State aid and SWEPT. He came to \$20,284.

Roberta thought that perhaps the SpEd costs should be subtracted to get a truer cost per student. It was decided that for general comparison just using the average made sense.

After looking more closely at the numbers. the per student costs were changed to \$18,342 for Rindge and \$15,733 for Jaffrey. These numbers reflect what each town actually pays plus the state funding and SWEPT.

Jack said that he had called to find out how the Adequacy Grant is determined per student. He wanted to know why Jaffrey receives more than Rindge. Also inquired about the Stability Grant.

Phil said that he had information for the committee that he obtained in non-public.

Jack motioned to enter non-public pursuant to RSA 91-A:3, ii (k). Second by Marcea. Roll Call: Charlie – Yes, John – Yes, Roberta – Yes, Jack – Yes, Marcea – Yes, Chris – Yes, Paula – Yes

Return to Public at 5:23 pm

Roberta motioned to seal the minutes of the non-public as the information could adversely affect the outcome. Second by Jack. Passed Yes-5-No-1 with John voting No

John said that at some point he would like to address the district funding issue and ‘fairness’ since that seems to be the reason for the vote that created this committee.

Adjourned at 5:30 pm

rko

Thursday, September 17, 2019

Separation Study Committee - minutes

Present: Charlie Eicher, John McCarthy, Chris Ratcliffe, Jack Belletete, Paula (Candy) Phillips

Also present: Phil McCormack, Reuben Duncan, Don McIsaac, John Frederick, Jim O'Niell, Heidi Graff and Laurel McKenzie

Meeting opens at 5:08

Chris opened meeting with setting upcoming dates and times for the next few meetings. Next meeting - Tuesday, October 1st, 4:00pm in Rindge and Thursday, October 10, 4:00pm in Jaffrey. The committee is aware of the upcoming deadline of October 15th.

We were not able to review the previous meeting minutes because they were not available.

Committee agreed the any press comments should go through Chris. Chris had spoken to a reporter basically stating we are still in the decision making process.

We had hoped to get more tuition information from possible district being looked into, unfortunately the information would not be available for a day or two.

Rueben presented an informational sheet from legal council based on the assumption the vote for Rindge to separate from Jaffrey-Rindge Cooperative School district. It lays out what the liability Rindge would have for its share of indebtedness to the town of Jaffrey. More figures would be needed to complete the approximate dollar amount. Attorney Gordon Graham reviewed this document and feels that there are still questions to answered regarding unions, financial forecasting and plans to present to the voters. Charlie feels there is still alot of ambiguity regarding fees. He suggested we need figures of costs. We would also need to know what the education costs will be for Jaffrey if dissolution is suggested. Chris again stated the liability of the withdrawing district is for any outstanding debt, bond, leases, contracts etc. Rindge would forfeit any equity that it has out into the district.

In the need to calculate capital improvements Laurel created a spread sheet re: apportionment making the split Jaffrey 52% - Rindge 48%.

Laurel thanks the committee for their work and asks the committee not to

ask for an extension . She indicated that there are many plans in the works that the board is working on and the indecisiveness of this study makes it difficult to proceed. Chris stated if we were to ask for a continuance that would put our next deadline out to April 12th, 2020 with a plan due November 1st, 2020. This would make it difficult for long term plans. Also discussed was what type of school system would Jaffrey might be looking at if Rindge separates. One of the more likely possibilities is a PreK - 8 facility with High school tuition out.

Finally, Chris summarized our findings to date and asked what information is most critical now for the committee to make a decision whether it be Yes/No/ More time needed/other. Transportation costs, final numbers from districts willing to accommodate students from Jaffrey/ Rindge, and capital commitments are needed to move forward. Also, questions like "How would the SAU services work? Administrative costs? Etc.

The committee has already eliminated several possible towns and has spoken in depth as to how the separation of Rindge from Jaffrey would impact the quality of education for the Jaffrey Students. It also touched on the possibility of how it will affect each community.

Separation Study Committee

Minutes: October 1, 2019

Present: John McCarthy, Roberta Oeser, Chris Ratcliffe, Marcea Gustafson-Belletete, Jack Belletete, Paula (Candy) Phillips, Charlie Eicher (arrived late)

Also present: Phil McCormack, Don Maclsaac, Jim O'Neil, Reuben Duncan

Meeting opened at 4:10 PM

Chris distributed some information in regard to 'withdrawal/separation/dissolution' and the financial impact. It appears that Rindge may owe \$2.5 million in building costs. (attached)

Reuben gave information on transportation costs for busing students currently (attached)

Phil said he had more information to share on tuition costs to another district that had been relayed to him in non-public.

Jack motioned to enter non-public pursuant to RSA 91-A:3, ii (k). Second by Paula. Roll Call: Charlie – Yes, John – Yes, Roberta – Yes, Jack – Yes, Marcea – Yes, Chris – Yes, Paula – Yes

Entered non-public at 5:05 p.m.

Also present: Phil McCormack and Reuben Duncan

The district that Phil had spoken with gave a per student tuition costs that did not include transportation costs or for SpEd. They want a 15 year agreement with a guaranteed minimum number of students.

Roberta said she thought checking with another district was warranted. Also that the costs of educating Jaffrey students need to be calculated.

Charlie said that we need harder number to make an informed recommendation, not just 'ballpark' numbers

Return to public at 5:35 p.m.

Chris reminded the committee about the deadline in 2 weeks. Charlie said that for whatever we recommend we need hard numbers on cost for SpEd and 504 students and transportation for Rindge students. Jack would like to be able to get the numbers out to the public. Reuben said that they were working on trying 'cost out' Jaffrey only education.

Chris would like a vote on 'where' we are now. We don't need a full plan unless we recommend a withdrawal. The question we need to answer is this 'feasible and suitable' for Rindge.

Reuben doesn't think with the social dynamics that the people of Rindge would think going to a different town a good option.

Paula (Candy) doesn't see that it will make financial sense for Rindge to withdraw with the present information we have.

Jack would like more information on SpEd costs and the cost to run RMS.

Charlie spoke about Laurel's (Chair of the JR School Board) push to not ask for more time for this committee.

John said that from what he now sees he doesn't think it makes sense to recommend withdrawal but agrees we need more hard numbers to get it right.

Chris said the reason he wanted to be part of this committee was to make sure all aspects were covered. He agrees we may not have enough information to make a decision.

The consensus is that we do need more time. We should set our own timetable and assign members to gather the information that we need.

John and Charlie will work on transportation costs. Chris with Phil's help will work on the SpeEd costs.

We need to start with the cost to run RMS with the budget and add the facilities and SAU costs.

Roberta motioned that in accordance with RSA 195:25,V we request more time for th study. Second by Marcea. Passed 7-0

Next meeting scheduled for October 10, 4:00 p.m. at Jaffrey.

Meeting adjourned at 6:18 p.m.

rko

Separation Study Committee

Minutes: October 10, 2019

Present: John McCarthy, Roberta Oeser, Chris Ratcliffe, Paula (Candy) Phillips, Charlie Eicher

Also present: Phil McCormack, Don MacIsaac, Laurel McKenzie, Charlie Turcotte and Reuben Duncan

Meeting opened at 4:10 PM

John distribute some data her received for busing costs.

A discussion ensued about the SAU costs and how to allocate them between the two town. The question arose about how to determine the Rindge costs if Jaffrey costs are not considered. Roberta thought that we should start by preparing a 'budget' for a Rindge district and not just use the 'per student' average. Charlie thinks we are not doing our 'due diligence' unless we look at what each town would need for all aspects of educating the students.

Discussion about Rindge still being part of the present SAU and how costs would be determined. Chris asked if we had enough information to create a budget. Charlie said he had asked Carrie and Jennifer (at the SAU office) to estimate what costs are attributable to Rindge from the district wide budgets.

Reuben said that a SAU board would have to be formed and it would have to determine what services would be required for each district (town). There was discussion about whether a superintendent is required. Laurel asked about a situation where a tuition student had an issue – which superintendent would assist? This shows the potential need for a superintendent.

Chris asked if Charlie meant we need a full feasibility for both cost and education and to attribute the costs for the SAU to each potential district. Charlie thinks 'yes'.

Reuben and Phil brought up the possibility of a principal being the superintendent. Certification would be required.

John wanted to get back to busing costs. He explained that the data he distributed does not include fuel costs. Reuben said he believed that Carrie had supplied those estimates.

Charlie addressed the outstanding debt of the district that is currently \$620 million for bond payments that Rindge would still have to pay at the current allocation formula. Rindge would be liable to pay for the capital improvements that Jaffrey had paid toward them for RMS. Roberta mentioned that there had been changes to some of the RSAs since the last opinion was given on district assets.

Chris has prepared a letter requesting more time from the DoE for this committee. Those present signed the letter and Chris said he would get Marcea's and Jack's signature before sending it to the DoE.

Next meeting scheduled for October 23 at 3:30 in Rindge.

Meeting adjourned at 5:30 p.m.

rko

Separation Study Committee

Minutes: October 23, 2019

Present:, John McCarthy, Roberta Oeser, Chris Ratcliffe, , Paula (Candy) Phillips, Charlie Eicher, Jack Belletete, Marcea Gustafson-Belletete

Also present: Phil McCormack, Don McIsaac and Reuben Duncan

Meeting opened at 3:30 PM

Chris wanted to follow the agenda as closely as possible and use it as a check-list.

The minutes of the meetings of 9/5, 9/17, 10/01 and 10/10 were approved by consensus. There was discussion about the minutes not being posted with the attachments. Roberta will try to have the minutes and the attachments sent as one document. This will have to be in a different format.

Chris announced that he had received confirmation from the DoE that the extension request had been received by the department.

Charlie said that 'due diligence' by the committee needs to include in the report 'how' a decision for recommendation was reached. Charlie presented a slide show (attached) reviewing the data supplied from the District and thinks it needs more review. He said that it seems that some costs become 'doubled' after adding up the costs for 'splitting'.

Phil asked about whether bonding the debt created after withdrawing was possible. Roberta will contact NHMA and then Rindge Town Counsel to get an answer.

Reuben gave an overview of what would be cut in administration and other positions for a Jaffrey K-8 school might be.

Chris asked if Charlie could share his calculation for cost-per-student for K-5. He will send the committee his spread sheet.

Chris asked everyone to review the data sent by Reuben before next meeting. Questions should be sent to Chris by Monday prior the next meeting. Meeting scheduled for Thursday, November 7 at 4:00 pm. Location will be in Rindge due to scheduling conflicts in Jaffrey.

Chris went over items in the agenda: Path to Final Recommendation items: Transportation estimate, all are to review spreadsheet; Tuition estimate for Rindge students, in process; Cost to run RMA, all are to review and send questions to Chris; SpEd Costs. Charlie 'plugged' in an additional \$16,500 per student in his calculations using 2 1/5% inflation in his projections; Division of assets; Liability to Rindge for outstanding debt, Charlie has this started and thinks the cost to Rindge will be higher than present costs; need to assess non-financial impacts.

Phil wanted to know the consensus of committee on the term of an agreement with another district: how many years?

John wanted to re-visit the minutes and attachments being posted on the district web-site. Roberta said that she had sent all the minutes in draft form and would be re-sending as approved.

Adjourned at 4:45 pm

/rko

Separation Study Committee

Minutes: November 7, 2019

Present: John McCarthy, Roberta Oeser, Chris Ratcliffe, Charlie Eicher, Jack Belletete, Marcea Gustafson-Belletete

Also present: Phil McCormack, Don Maclsaac, Jack Minter and Reuben Duncan (arrived near end of meeting)

Meeting opened at 4:10 PM

Chris asked if Roberta had obtained information on bonding the debt associated with a withdrawing school. Roberta said she was waiting on for information from bond counsel.

Chris said that minutes from meetings are up-to-date. Roberta said she was not sure that she could put the correct attachments with each meeting as they were not dated. The consensus was that they could be added as an appendix to the minutes when the report was done.

Chris asked Charlie if he had been able to get accurate numbers on SpEd costs. A discussion ensued regarding all the numbers that had been shared with the committee. Charlie said that he has 'crunched' the numbers as much as possible and is read to make a motion:

Charlie motioned: Whereas, after careful analysis and consideration of alternatives and adherence to statutory requirements, there is not significant educational advantage and whereas there is a significant financial disadvantage to the Town of Rindge, the Committee recommends that the Town of Rindge not withdraw from the Jaffrey-Rindge Cooperative School District. Second by Jack.

Discussion followed: Jack thinks there are so many unknowns that cannot be determined. He thinks withdrawal makes no sense and is not financially feasible for either town. Charlie said that even after taking the individual line items and reducing them further he still couldn't cut the cost to Rindge down by tuitioning the Rindge students.

Roberta said that she believes that Rindge residents think they could cut the costs if it was a Rindge district just as has happened with town costs being kept low. Charlie agreed. John said that those 'folks' won't put the effort into looking into costs as this committee has.

Chris thinks the committee will be able to put a detailed report together to show that it is not viable to withdraw. He also said that he has been getting questions about whether there will be a 'Rindge School', which the committee did not look into as an alternative and should be addressed in the report. Roberta spoke about the 2000 report 'only' looking into building a school as an alternative and never discussed how the students would be educated in the meantime. State school building aid and the lack of it, was brought up and Roberta said she didn't think it really relevant to our discussion. Chris wanted it mentioned in the report.

Chris called for a vote on the motion: Passed 6-0. Although Paula (Candy) was not in attendance, Roberta thought she would be in favor of it also from previous discussion.

Phil read the relevant RSA. The Committee needs to put a report together, approve and submit to the school board. Then the Committee will be dissolved.

Jack suggested that Phil assist with the report. Charlie will start putting something together.

Roberta asked if the minutes from the last meeting could be approved before forgotten. Approved by consensus.

Next meeting to finish up will be November 21 at 4:00 pm. The location was decided to be at the SAU office due to scheduling conflicts at the town offices.

Adjourned at 4:50 pm

/rko

Separation Study Committee

Minutes: November 11, 2019

Present:, John McCarthy, Roberta Oeser, Chris Ratcliffe, Charlie Eicher, Paula (Candy) Phillips, Marcea Gustafson-Belletete

Also present: Don Mclsaac

Meeting opened at 4:05 PM

Chris opened the meeting by distributing copies of the proposed report to the committee. He thanked Charlie for doing such a thorough but succinct report. The rest of the committee concurred.

Phil did not attend but sent an email to Chris to be shared with the committee.

Marcea made a motion to adopt the report as written. Second by Paula. Passed 6-0

Chris will send copies to the DoE, the Boards of Selectmen of both towns, the Ledger-Transcript and Keene Sentinel in both electronic and hard copy. Nicholas Handy will deliver copies to the JR School Board after printing.

Chris announced that the committee is officially dissolved in accordance with RSA 195:25 IV.

Adjourned at 4:25 PM

/rko

New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301-3860
December 5, 2019

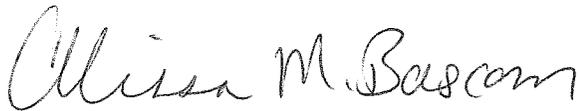
FMRSD Withdrawal Committee
122 NH Rt. 12A Unit 5
Langdon, NH 03602

Dear Board Members,

The Fall Mountain Regional School District Withdrawal Committee, with the assistance of Attorney James O'Shaughnessy and the participation of the Minority plan authors, present the attached plan for the consideration of the New Hampshire Board of Education. This plan has the support of the full committee, who voted in favor of the changes with an affirmative vote of 10 - 0.

The Committee is looking forward to presenting this report at the December 12, 2019 meeting in Concord.

Respectfully,

A handwritten signature in cursive script that reads "Alissa M. Bascom".

Alissa M Bascom
Recording Secretary

Report of the Withdrawal Study Committee

Studying the Withdrawal of the

Town of Charlestown

From the

Fall Mountain Regional School District

Pursuant to New Hampshire RSA 195:25

To: The NH State Board of Education

From: Fall Mountain Regional School Board Withdrawal Study Committee

RE: School Withdrawal Plan

Date: October 23, 2019

1. At its meeting on October 2, 2019, a quorum being present, the Withdrawal Study Committee determined by a vote of 7 YES and 3 NO, with 0 Abstentions: That withdrawal of Charlestown from the FMRSD is recommended. A plan will be created to be presented to the State of NH BOE according to the requirements of RSA 195, after approval of the FM Withdrawal Committee studying the Charlestown withdrawal proposal.
2. The Withdrawal Study Committee therefore, pursuant to RSA 195:25, submits the attached Withdrawal Plan by and approved by the Committee at it's meeting on October 23, 2019, by a vote of 6 to 4.

In Favor

Alan F. Dustin _____ date _____
Alstead Select Board Member
Joseph A. Levesque _____ date _____
Alstead School Board Representative
Albert A. St.Pierre _____ date _____
Charlestown Select Board Member
Scott Bushway _____ date _____
Charlestown School Board Representative
Steven J. Dalessio _____ date _____
Walpole Select Board Member
Lucien Joseph Beam _____ date _____
Langdon Select Board Member

Opposed

Mary Henry _____ date _____
Langdon School Board Representative
Francis C. Emig, Jr. _____ date _____
Acworth Select Board Member
Sarah Vogel _____ date _____
Acworth School Board Representative
William K. Stahl _____ date _____
Walpole School Board Representative

Background

The towns of Acworth, Alstead, Charlestown, Langdon, and Walpole are rural communities located in Sullivan or Cheshire Counties, in southwestern New Hampshire. Each of these towns has a long history, having been incorporated in 1772, 1763, 1753, 1787 and 1752 respectively.

In 2017, Charlestown had a population of 5004 people. (696 people aged 5-19) and the other four towns have a combined population of 8741 people (1256 aged 5-19). Charlestown's per capita income is \$25,147, with a median household income of \$50,297 and 2.1% unemployment. The other four town's per capita income is \$33,937.25, with a median household income of \$66,997.75 and 2.275% unemployment.

The State Board of Education authorized the Charlestown School District and the districts of Acworth, Alstead, Langdon and Walpole to organize the Fall Mountain Regional School District pursuant to the provisions of [Chapter 199 of the Law of New Hampshire of 1947]. At a special meeting held on February 11, 1964, the five districts voted to establish the Fall Mountain Regional School District with an effective date of operating responsibility of July 1, 1966.

In **1976**, a group of Charlestown residents, chaired by Oscar Makinen, met to discuss the merits of Charlestown in the Fall Mountain Regional School District and its effect on the people of Charlestown.

In January, **1984**, a study was done locally to study the makeup of the district.

In **1985**, Charlestown voters called for a withdrawal study to be done. The Select Board of Charlestown hired Mason & Rich Professional Association and Fleek & Lewis Architects to conduct the analysis. The study resulted in Charlestown voting to invoke RSA 195.

In **1986**, as a result of the Charlestown vote to invoke RSA 195:25, the Fall Mountain Regional School Board appropriated \$15,000 to hire the Center of Educational Field Services (CEFS), led by Dr. Richard Goodman and Dean Michener. Upon completion of the study, it was determined that Charlestown would be able to withdraw from the five town cooperative at **no** additional cost. The four remaining towns voted, by a vote of 12 - 3, to maintain the status quo. The opportunity to vote on withdrawal did not make it to the voters.

In **1988**, an article was placed on the warrant to change the cost allocation formulas. This was voted down at school meeting.

In **1989**, another article was placed on the school warrant to change the cost allocation formulas. Again, this was voted down at school meeting.

In **1998**, Bill Wheeler, of TRACE, completed a study found that determined that Charlestown taxpayers were overpaying relative to services received.

In **2002**, a district-wide vote approved a change in the formulas. The result of that decision is the incredibly complicated set of formulas with which we live today.

In **2015**, Charlestown Selectmen advanced a motion to change the district school funding to a 50% ADM / 50% Equalized Valuation formula. District-wide, the resulting vote was 913 YES, 1970 NO, or 68% to 31% opposed. However, Charlestown voters voted 805 YES to 294 NO, or 73% in favor. Interestingly, 88% of all yes votes came from Charlestown voters, while 85% of all no votes came from the other four towns.

In addition to direct challenges to the Articles of Agreement and the cost allocation formulas, Charlestown voters have expressed their frustration at Fall Mountain School Board budgetary proposals by repeatedly and resoundingly voting against annual budgets that have proposed increases running well in excess of inflation or increased cost of living rates. Charlestown voters have also attended the annual deliberative sessions in substantial numbers to vote against proposed budget increases and force the default budget to be advanced.

Most recently, on Tuesday, March 12, 2019, the Town of Charlestown at its annual Town Meeting elections, passed Article 8: To see if the Town will vote to direct the School Board of Fall Mountain Regional School District to conduct a study of the feasibility and suitability of the withdrawal of the Town of Charlestown from the School District as set forth in RSA 195:25 (Ballot Vote Required). This vote passed 617 for and 248 against, representing an approval rate of 71% of Charlestown voters.

In March of 2019, a letter was sent to the School Board of Fall Mountain Regional School District notifying the board that Charlestown voters voted to invoke RSA 195:25. The FMRSB commenced a Withdrawal Study Committee. The initial meeting was held on April 30, 2019, where the guidelines for a Withdrawal Study and the procedure for adding committee members were outlined.

Twice monthly meetings were held on the second and fourth Wednesdays of May, June, July, August, and September, and each Wednesday in October until the plan was complete.

Data collected by the Withdrawal Study Committee to assist them in determining the feasibility of the withdrawal is included below.

Per Section RSA 195:26

195:26 Withdrawal Plan – A plan for the withdrawal of a member of district cooperative shall include the following:

I. The name of the withdrawing district and the grades.

The name of the withdrawing district shall be the Charlestown School District. This district shall oversee and provide for the children residing in the Town of Charlestown for grades Kindergarten through grade 12 and as required by RSA 186-C.

The remaining district, the Fall Mountain Regional School District, shall oversee and provide for the children residing in the Towns of Acworth, Alstead, Langdon, and Walpole for grades Kindergarten through grade 12 and as required by RSA 186-C.

II. The number, composition, method of selection, and terms of office for the school board of the withdrawing district and of the Regional School District.

The Charlestown School Board shall be the governing entity of the Charlestown School District and shall be comprised of 5 members, elected at large by the voters of the Town of Charlestown for three-year staggered terms.

In the first year of the Charlestown school board elections, 2 positions shall be for 3-year terms, 2 positions shall be for 2-year terms and 1 position shall be for a 1-year term.

The Fall Mountain Regional School Board shall continue to be the governing body of the Fall Mountain Regional School District. The makeup of the school board following withdrawal will be determined by the Secretary of State and the Attorney General in the first year, unless the Articles of Agreement are amended. The district shall have the option of determining the composition of the board through an amendment of the Articles of Agreement.

III. The method of apportioning the operating expenses and capital expenses among the members of the cooperative school district if a change is to be proposed in conjunction with the withdrawal procedure.

The Town of Charlestown will assume all costs for operating the Charlestown School District.

The Towns of Acworth, Alstead, Langdon, and Walpole will assume all costs for operating the Fall Mountain Regional School District. Unless the Articles of Agreement are amended by the School District, the apportionment formula will remain the same for the remaining towns.

IV. The proposed date of operating responsibility, at which time the withdrawing district shall be responsible for the education of its pupils and after which the cooperative district will no longer have such financial and educational responsibility.

As of July 1, 2021, the Charlestown School District will be responsible for the education of all Charlestown students.

As of July 1, 2021, the Fall Mountain School District will be responsible for the education of all Acworth, Alstead, Langdon, and Walpole students.

V. The liability of the withdrawing district for its share of any outstanding indebtedness of the cooperative school district in RSA 195:27.

The Charlestown School District will assume all obligations for the remaining indebtedness as follows:

Date	Total Payments
2021-2022 FY	\$115,175.00
2022-2023 FY	\$110,900.00
2023-2024 FY	\$106,562.50
Final Payment	\$102,187.50
Total	\$434,825.00

The above bond payments are related to the 2006 renovations performed at Charlestown Primary School.

Date	Charlestown's Portion
05/30/22	\$ 40,406.07
05/30/23	\$ 41,618.24
05/30/24	\$ 42,866.50
05/30/25	\$ 44,152.56
05/30/26	\$ 45,477.09
05/30/27	\$ 46,841.12
05/30/28	\$ 31,000.03
Total	\$ 292,361.61

The above schedule of payments represents the Charlestown School District's pro rata share of the energy project initiated in 2014 as it pertains to its three school facilities in Charlestown.

VI. A plan for the education of all students in the withdrawing school district and for the continuation of the school system of the cooperative district. This shall detail the proposed assignment of students in grades operated by the cooperative and withdrawing district or districts, including, if any, tuition arrangements or contracts.

1. Educating grades preK-8

The Charlestown School District shall create a budget to raise and appropriate all funds necessary to provide for the education of its students enrolled in grades preK-8, utilizing the existing Charlestown Middle School, Charlestown Primary School, and North Charlestown Community School.

Life Education Academic Program (LEAP, an elementary alternative program), is currently housed at Walpole Middle School. Following withdrawal, CSD would need to contract with a third party provider or with the FMRSD to continue LEAP; or CSD would need to develop its own program. It is uncertain to what extent a CSD withdrawal from FMRSD would affect the current FMRSD program.

The Fall Mountain Regional School District shall create a budget to raise and appropriate all funds necessary to provide for the education of its students. The Fall Mountain Regional School District plans to maintain the current primary and middle schools in the remaining four towns for grades preK-8.

2. Educating Grades 9-12

The Charlestown School District plans to negotiate a tuition agreement with Fall Mountain Regional School District for the majority of their students in grades 9-12. Charlestown is interested in exploring tuition arrangements with other school districts, including both public and private high schools, as is deemed educationally appropriate.

The Fall Mountain Regional School District will continue to operate the Fall Mountain Regional High School, but has not reached a decision regarding its willingness to accept students in grades 9-12 from Charlestown on a tuition basis. The FMRSD Minority Report states that the failure of CSD to send at least 95% of its students to FMRHS would result in changes to FMRHS programs.

3. Special Education and other Services

The Charlestown School District shall meet the requirements of RSA 186-C to educate the students with special education needs in the district.

CSD will need to hire or contract with third party providers or other school districts (i.e., FMRSD) for the following services:

- 1-on-1 Nurse as required by IEP
- OT, PT, SLP, School Psychologist , BCBA and other providers as needed

The Fall Mountain Regional School District shall continue to meet the requirements of RSA 186-C to educate the students with special education needs in the district.

FMRSD will likely need to reduce staff in the above areas as a result of the withdrawal of CSD.

4. Bus transportation

The Charlestown School District shall provide bus transportation for its students. Currently, FMRSD provides transportation to students on district owned vehicles and employees. CSD will negotiate with either FMRSD or other providers to ensure transportation of its students.

The Fall Mountain School District shall continue to provide bus transportation for its students.

5. School Continuity

Charlestown elementary and middle school age students will continue to attend the same schools following withdrawal that they attended prior to withdrawal, subject to normal grade change and geographic relocation.

Charlestown high school aged students currently attending FMRHS will have the ability to continue to attend FMRHS through graduation on a tuition basis.

6. SAU Status

At the time of this report, there are no plans for withdrawal of the Charlestown School District from SAU #60.

There will be a fiscal impact on the current SAU, which would require additional staff to be added to the SAU.

FMRSD or CSD may seek to withdraw from the SAU at a later date.

7. Collective Bargaining Agreement (CBA) Obligations

Charlestown will honor the conditions of the existing CBA with all staff, including teachers and support staff, who remain employed in the CSD.

8. Remaining town(s)

Upon withdrawal of the Charlestown School District, the Fall Mountain Regional School District will continue to serve the students of the towns of Acworth, Alstead, Langdon, and Walpole.

VII. Any other matters, not incompatible with law, which the planning committee may consider appropriate to include in the withdrawal plan.

1. Disposition of property

Per Section RSA 195:28

195:28 Disposition of Property – SAU #60 currently operates and maintains 13 properties within the Fall Mountain Regional School District. The 1966 Articles of Agreement state that at the time of the formation of the FMRSD, SAU #60 shall acquire all existing properties from the previous existing districts.

Upon withdrawal of the Charlestown School District, effective July 1, 2021, Charlestown will reacquire the North Charlestown Community School, Charlestown Primary School and Charlestown Middle School. At the time of the preparation of this report, the Majority view is that the properties would be acquired at no cost. It is the Minority view that the properties would be acquired based on negotiations. The Charlestown School District will acquire the contents of each building as well as capital reserve funds connected to the Charlestown buildings.

Fall Mountain Regional School District will distribute to Charlestown School District its share, whether ear-marked or pro rata, of any reserve funds of any kind, not limited to capital reserve funds associated with Charlestown area schools, high school reserve funds, health care self-insurance reserve funds or surpluses, and reserve funds of any other description.

The Charlestown School District will forfeit all interest in Fall Mountain Regional High School, as well as any other school or facility being retained by Fall Mountain Regional School District and will in turn be absolved of all obligations associated with those facilities.

2. SAU Services

Based on the calculations in the Minority Report (see Appendix 7 of Minority Report), the additional cost of running a multi-district SAU will be \$291,000 in the first year of operation. These costs will be apportioned according to the formula in RSA 194-C:9.

3. Fiscal impact of withdrawal

A. Estimated fiscal impact to the four remaining towns following the withdrawal of CSD.

Town	Increase	Percentage
Acworth	\$199,696.00	13.32%
Alstead	\$431,415.00	17.20%
Langdon	\$122,095.00	13.07%
Walpole	\$824,934.00	13.12%

*please see attached comparison FY20 to FY21 appendix to original report.

B. Estimated fiscal impact to the CSD following withdrawal is estimated in the first year as follows:

FY20 Charlestown Estimated Budget	FY21 Charlestown Estimated Budget (post- withdrawal)	Estimated Increase/Decrease
\$14,040,674.00	\$15,584,740.00	\$1,544,066.00

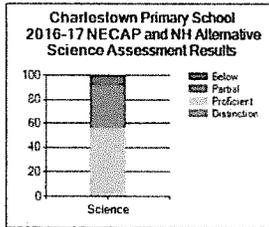
*please see attached proposed draft 2021 budget.

These are estimated costs of the first year after withdrawal. They reflect the additional costs of transportation, additional SAU services, software licensing, Tech Support, SPED and related services, as well as other anticipated costs related to operating a single district.

SCHOOL ENROLLMENT 2016/17

Grades	preK	K	1	2	3	4	5	6	7	8	9	10	11	12
FMRSD	89	92	98	105	124	106	107	100	112	121	114	130	131	118
CPS	29	43	39	27	42	37	31							
NCCS			17	14	21	14	16							
CMS								43	44	52				

NECAP Science and NH Alternative Science Assessment Results 2016-17



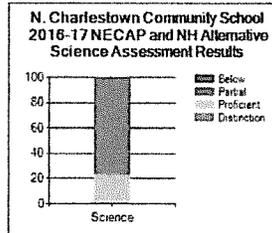
Student Assessment

* indicates total number of test takers is 10 or less.
Blank indicates no science assessment test administered.

Achievement Level (%)

	Science		
	School	District	State
Substantially Below Proficient (%)	8	17	18
Partially Proficient (%)	36	45	46
Proficient (%)	56	38	35
Proficient with Distinction (%)	0	1	2

NECAP Science and NH Alternative Science Assessment Results 2016-17



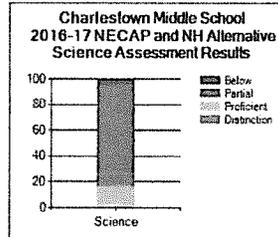
Student Assessment

* indicates total number of test takers is 10 or less.
Blank indicates no science assessment test administered.

Achievement Level (%)

	Science		
	School	District	State
Substantially Below Proficient (%)	0	17	18
Partially Proficient (%)	77	45	46
Proficient (%)	23	38	35
Proficient with Distinction (%)	0	1	2

NECAP Science and NH Alternative Science Assessment Results 2016-17



Student Assessment

* indicates total number of test takers is 10 or less.
Blank indicates no science assessment test administered.

Achievement Level (%)

	Science		
	School	District	State
Substantially Below Proficient (%)	4	17	18
Partially Proficient (%)	79	45	46
Proficient (%)	17	38	35
Proficient with Distinction (%)	0	1	2

Fall Mountain Regional School District
Percentage of Students with Disability(ies)

	2016	2017	2018
Acworth Primary	*	*	*
Alstead Primary	20.21%	23.16%	22.35%
Charlestown Middle	17.12%	15.83%	16.53%
Charlestown Primary	18.21%	16.94%	18.87%
N. Charlestown Community	19.51%	24.39%	27.14%
N. Walpole	11.22%	11.96%	14.74%
Sarah Porter (Langdon)	*	*	*
Vilas Middle (Alstead Area)	13.85%	15.09%	15.60%
Walpole Elementary	17.23%	16.21%	14.18%
Walpole Primary	19.48%	18.07%	*
			Average 17.73%
* Not enough student population to report			
Found on publictableau.com, from DOE			

Percentage of Students receiving Free/Reduced Lunch, per School

(From NH DOE)

	2015/16	2016/17	2017/18	2018/19	AVG
Acworth Primary	20.00%	35.71%	36.67%	57.89%	37.57%
Alstead Primary	45.00%	47.37%	60.42%	52.17%	51.24%
Charlestown Middle	43.84%	44.60%	54.14%	42.11%	46.17%
Charlestown Primary	56.60%	47.16%	32.04%	38.51%	43.58%
N. Charlestown Community	54.88%	54.88%	57.14%	51.95%	54.71%
N. Walpole	31.63%	33.70%	41.05%	28.75%	33.78%
Sarah Porter (Langdon)	36.36%	25.00%	33.33%	33.33%	32.01%
Vilas Middle (Alstead Area)	49.50%	44.34%	40.37%	38.46%	43.17%
Walpole Elementary	28.97%	25.68%	29.08%	24.19%	26.98%
Walpole Primary	37.14%	44.00%	25.00%	30.56%	34.18%
					39.52%

FALL MOUNTAIN REGIONAL SCHOOL DISTRICT

UPDATED ADEQUACY AID 11-15-18

Comparison FY20 to FY21

07/15/19

	FY20	FY 21		FY20	FY 21
II: EXPENSE & REVENUE RECAP			REVENUE RECAP:		
EXPENSE RECAP:			Tuition from Out-of-District Students		
Direct Elementary Expenses:	8,893,150	9,071,013	Vocational Tuition Aid	3,609,750	3,609,750
Method 1 Elementary Expenses:	620,642	883,187	Vocational Transportation Aid	108,876	108,876
Method 2 Elementary Expenses:	78,475	120,061	FMRHS Capital Reserve Funds	23,542	23,542
Method 3 Elementary Expenses:	198,713	271,604	Building Aid - FMRHS Project	257,100	257,100
Method 4 Elementary Expenses:	78,717	98,379	Total High School Revenues	3,999,268	3,999,268
Method 5 Elementary Expenses:	138,547	214,582	Adequacy Aid	-	-
Method 6 Elementary Expenses:	1,216,867	1,532,486	State Ed Tax	-	-
Total Elementary Expenses	11,225,111	12,191,312	Vilas Trust Fund (Alstead Only)	30,000	30,000
			Kindergarten Aid (Keno)	-	-
			Other Revenues:	-	-
			Unreserved Fund Balance	-	-
			Bank Interest	5,000	5,000
			Other Revenue	10,000	10,000
			Transfer to Capital Reserve	-	-
			Catastrophic Aid	64,715	64,715
			Medicaid Reimbursements	100,000	100,000
			Total Other Revenues	179,715	179,715
Direct High School Expenses	8,000,412	8,160,420	Special Revenue Fund Revenues	-	-
Method 1 High School Expenses:	310,274	441,527	Total Revenues before Taxes	4,208,983.00	4,208,983.00
Method 3 High School Expenses:	191,839	262,209	Equitable Education Aid - 11-15-18	3,659,625	3,823,810
Method 4 High School Expenses:	65,480	81,835	State Ed Tax - 11-15-18	1,498,931	1,498,931
Method 5 High School Expenses:	138,958	215,218	Kindergarten Aid (Keno) 10-01-18	72,985	72,985
Method 6 High School Expenses:	608,342	766,128			
Total High School Expenses	9,315,305	9,927,338			
			Assessments after state education tax adjustment:		
			Acworth	1,493,303	1,661,840
Special Revenue Fund Expenses:			Alstead	2,348,433	2,678,192
Total Expenses:	20,540,417	22,118,650	Langdon	902,514	1,017,830
			Walpole	6,107,186	6,901,148
			Total Assessments	10,851,436	12,259,009
			TOTAL REV. & ASSESSMENTS	20,291,960	21,863,718
III: ASSESSMENTS			ALSTEAD:		
ACWORTH:			Direct Elementary Expenses:		
Direct Elementary Expenses:	626,135	638,658	Method 1 Elementary Expenses:	3,329,196	3,395,780
Method 1 Elementary Expenses:	78,332	111,468	Method 2 Elementary Expenses:	153,371	218,251
Method 2 Elementary Expenses:	13,079	20,010	Method 3 Elementary Expenses:	13,079	20,010
Method 3 Elementary Expenses:	10,154	13,879	Method 4 Elementary Expenses:	75,689	103,453
Method 4 Elementary Expenses:	6,849	8,560	Method 5 Elementary Expenses:	26,244	32,799
Method 5 Elementary Expenses:	8,852	13,711	Method 6 Elementary Expenses:	46,251	71,633
Method 6 Elementary Expenses:	153,582	193,417	Direct High School Expenses	304,202	383,102
Direct High School Expenses	1,095,413	1,117,321	Method 1 High School Expenses:	2,219,894	2,264,292
Method 1 High School Expenses:	42,483	60,454	Method 3 High School Expenses:	86,093	122,512
Method 3 High School Expenses:	26,267	35,902	Method 4 High School Expenses:	53,230	72,756
Method 4 High School Expenses:	8,965	11,205	Method 5 High School Expenses:	18,169	22,707
Method 5 High School Expenses:	19,026	29,468	Method 6 High School Expenses:	38,557	59,717
Method 6 High School Expenses:	83,294	104,898	Tuition Charge	168,798	212,579
Tuition Charge	658,812	671,988	Total Expenses:	-	-
Total Expenses:	\$2,831,244	\$3,030,938	Less: High School Revenues	\$6,532,772	\$6,979,591
Less: High School Revenues	547,578	547,578	Equitable Education Aid - 11-15-18	1,109,687	1,109,687
Equitable Education Aid - 11-15-18	554,125	585,282	State Ed Tax - 11-15-18	1,452,694	1,547,969
State Ed Tax - 11-15-18	199,660	199,660	Kindergarten Aid (Keno) 10-01-18	318,669	318,669
Kindergarten Aid (Keno) 10-01-18	11,972	11,972	Transfer from Capital Reserve Fund	18,688	18,688
Transfer from Capital Reserve Fund	-	-	Vilas Trust Fund	115,500	115,500
Building Aid	-	-	Other Revenues	30,000	30,000
Other Revenues	24,607	24,607	Tuition Rcvd	49,866	49,866
Tuition Rcvd	-	-	Total Expenses:	1,089,236	1,111,020
TOTAL LOCAL ASSESSMENT	\$1,493,303	\$1,661,840	TOTAL LOCAL ASSESSMENT	\$2,348,433	\$2,678,192

LANGDON:

Direct Elementary Expenses:	363,267	370,532
Method 1 Elementary Expenses:	48,380	68,845
Method 2 Elementary Expenses:	13,079	20,010
Method 3 Elementary Expenses:	5,897	8,061
Method 4 Elementary Expenses:	4,557	5,695
Method 5 Elementary Expenses:	4,329	6,705
Method 6 Elementary Expenses:	94,856	119,459
Direct High School Expenses by ADM	634,590	647,282
Method 1 High School Expenses:	24,611	35,022
Method 3 High School Expenses:	15,217	20,798
Method 4 High School Expenses:	5,194	6,491
Method 5 High School Expenses:	11,022	17,071
Method 6 High School Expenses:	48,254	60,769
Tuition Charge	430,424	439,032
Total Expenses:	\$1,703,676	\$1,825,772
Less: High School Revenues	317,221	317,221
Equitable Education Aid - 11-15-18	341,885	348,666
State Ed Tax - 11-15-18	124,440	124,440
Kindergarten Aid (Keno) 10-01-18	3,361	3,361
Transfer from Capital Reserve Fund	-	-
Building Aid	-	-
Other Revenues	14,255	14,255
Tuition Rcvd	-	-
TOTAL LOCAL ASSESSMENT	\$902,514	\$1,017,830

WALPOLE:

Direct Elementary Expenses:	4,574,552	4,666,043
Method 1 Elementary Expenses:	340,559	484,623
Method 2 Elementary Expenses:	39,238	60,031
Method 3 Elementary Expenses:	106,972	146,211
Method 4 Elementary Expenses:	41,067	51,325
Method 5 Elementary Expenses:	65,666	101,704
Method 6 Elementary Expenses:	667,720	840,907
Direct High School Expenses by ADM	4,050,515	4,131,526
Method 1 High School Expenses:	157,088	223,540
Method 3 High School Expenses:	97,126	132,753
Method 4 High School Expenses:	33,152	41,432
Method 5 High School Expenses:	70,353	108,962
Method 6 High School Expenses:	307,997	387,882
Tuition Charge	-	-
Total Expenses:	\$10,552,005	\$11,376,938
Less: High School Revenues	2,024,783	2,024,783
Equitable Education Aid - 11-15-18	1,310,921	1,341,893
State Ed Tax - 11-15-18	856,162	856,162
Kindergarten Aid (Keno) 10-01-18	38,965	38,965
Transfer from Capital Reserve Fund	123,000	123,000
Building Aid	-	-
Other Revenues	90,988	90,988
Tuition Rcvd	-	-
TOTAL LOCAL ASSESSMENT	\$6,107,186	\$6,901,148

Town	Increase	Percentage
Acworth	\$199,696.00	13.32%
Alstead	\$431,415.00	17.20%
Langdon	\$122,095.00	13.07%
Walpole	\$824,934.00	13.12%

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Function Fund	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
District Level								
10	1100	112	000 WAGES SUMMER TEACHERS - M6	\$3,496.00	\$0.00	0.4540	\$0.00	\$0
10	1100	214	000 DISABILITY INS SUMMER - M6	\$7.00	\$0.00	0.4540	\$0.00	\$0
10	1100	221	000 SOC SEC SUMMER - M6	\$217.00	\$0.00	0.4540	\$0.00	\$0
10	1100	222	000 MEDICARE SUMMER - M6	\$51.00	\$0.00	0.4540	\$0.00	\$0
10	1100	232	000 NHRS TEACHER SUMMER - M6	\$607.00	\$0.00	0.4540	\$0.00	\$0
10	1100	260	000 WORKERS COMP SUMMER - M6	\$21.00	\$0.00	0.4540	\$0.00	\$0
10	1100	580	000 TRAVEL - M6	\$0.00	\$400.00	0.4540	\$181.60	\$0
							\$181.60	\$0.00
10	1200	110	000 WAGES SPED DIRECTOR - M1	\$88,439.00	\$85,000.00	0.3719	\$31,611.50	36.2972% \$30,853
10	1200	111	000 STUDENT SERVICES COORD	\$80,240.00	\$82,246.00	0.4540	\$37,339.68	\$78,181
10	1200	112	000 WAGES SUMMER TUTORING - M1	\$500.00	\$0.00	0.3719	\$0.00	N/A
10	1200	112	000 WAGES SPED TEACHER - ALT ED - M6	\$360,107.00	\$368,855.00	0.4540	\$167,460.17	\$0
10	1200	113	000 WAGES SPED AIDE - ALT ED - M6	\$140,612.00	\$122,385.00	0.4540	\$55,562.79	\$0
10	1200	114	000 WAGES RELATED SERVICES - M6	\$511,192.00	\$0.00	0.4540	\$0.00	\$0
10	1200	115	000 WAGES SPED SECRETARY - M6	\$27,277.00	\$42,265.00	0.4540	\$19,188.31	36.2972% \$15,341
10	1200	116	000 WAGES SPED SUMMER PROGRAM - M6	\$50,000.00	\$47,000.00	0.4540	\$21,338.00	\$28,500
10	1200	120	000 WAGES SPED SUB TEACHER ALT ED - M6	\$3,500.00	\$3,500.00	0.4540	\$1,589.00	\$0
10	1200	121	000 WAGES SUB AIDE ALT ED - M6	\$1,000.00	\$1,000.00	0.4540	\$454.00	\$0
10	1200	211	000 HEALTH INS SPED - M1	\$0.00	\$7,015.00	0.3719	\$2,608.88	36.2972% \$2,546
10	1200	211	000 HEALTH INS SPED - M6	\$155,191.00	\$56,110.00	0.4540	\$25,473.94	\$0
10	1200	212	000 DENTAL INS SPED - M1	\$0.00	\$434.00	0.3719	\$161.40	36.2972% \$158
10	1200	212	000 DENTAL INS SPED - M6	\$12,429.00	\$5,543.00	0.4540	\$2,516.52	\$0
10	1200	213	000 LIFE INS SPED - M1	\$180.00	\$172.00	0.3719	\$63.97	36.2972% \$62
10	1200	214	000 DISABILITY INS SPED - M1	\$185.00	\$182.00	0.3719	\$67.69	36.2972% \$66
10	1200	214	000 DISABILITY INS SPED - M6	\$2,168.00	\$1,141.00	0.4540	\$518.01	\$0
10	1200	215	000 HEALTH INS OPT OUT SPED - M1	\$4,000.00	\$0.00	0.3719	\$0.00	36.2972% \$0
10	1200	215	000 HEALTH INS OPT OUT SPED - M6	\$18,000.00	\$15,000.00	0.4540	\$6,810.00	\$0
10	1200	221	000 SOC SEC SPED - M1	\$5,749.00	\$5,620.00	0.3719	\$2,090.08	36.2972% \$2,040
10	1200	221	000 SOC SEC SPED - M6	\$73,239.00	\$41,170.00	0.4540	\$18,691.18	\$0
10	1200	222	000 MEDICARE SPED - M1	\$1,342.00	\$1,315.00	0.3719	\$489.05	36.2972% \$477
10	1200	222	000 MEDICARE SPED - M6	\$17,128.00	\$9,628.00	0.4540	\$4,371.11	\$0
10	1200	231	000 NHRS EMPLOYEE - SPED - M1	\$10,495.00	\$0.00	0.3719	\$0.00	36.2972% \$0
10	1200	231	000 NHRS EMPLOYEE - SPED - M6	\$10,279.00	\$6,256.00	0.4540	\$2,840.22	\$0
10	1200	232	000 NHRS TEACHER - SPED - M1	\$0.00	\$15,738.00	0.3719	\$5,852.96	36.2972% \$5,712
10	1200	232	000 NHRS TEACHER - SPED - M6	\$160,513.00	\$69,271.00	0.4540	\$31,449.03	\$0
10	1200	233	000 403B EMPLOYER MATCH - M1	\$1,200.00	\$650.00	0.3719	\$241.74	36.2972% \$236
10	1200	233	000 403B EMPLOYER MATCH - M6	\$6,412.00	\$13,370.00	0.4540	\$6,069.98	\$0
10	1200	260	000 WORKERS COMP SPED - M1	\$495.00	\$517.00	0.3719	\$192.27	36.2972% \$188
10	1200	260	000 WORKERS COMP SPED - M6	\$5,830.00	\$3,748.00	0.4540	\$1,701.59	\$0
10	1200	321	000 PROF SERV FOR INST - M6	\$2,808.00	\$3,756.00	0.4540	\$1,705.22	\$0
10	1200	323	000 PROF SERV - STUDENTS - M6	\$96,172.00	\$90,737.00	0.4540	\$41,194.60	\$0
10	1200	325	000 PROF INSTRUCT SERVICES - ALT ED	\$1,000.00	\$1,000.00	0.4540	\$454.00	\$0
10	1200	329	000 PROF DEV - SPED - M6	\$2,500.00	\$2,500.00	0.4540	\$1,135.00	\$0
10	1200	330	000 LEGAL COUNSEL	\$3,500.00	\$3,500.00	0.4540	\$1,589.00	\$1,000
10	1200	430	000 REPAIRS TO EQUIP SPED - M6	\$1,000.00	\$1,000.00	0.4540	\$454.00	\$0
10	1200	442	000 Equip rental/lease - SPED	\$19,190.00	\$32,800.00	0.4540	\$14,891.20	\$0
10	1200	534	000 POSTAGE - SPED - DISTRICT	\$800.00	\$900.00	0.4540	\$408.60	\$0
10	1200	540	000 ADVERTISING	\$500.00	\$500.00	0.4540	\$227.00	\$0
10	1200	550	000 PRINTING	\$100.00	\$100.00	0.4540	\$45.40	\$0
10	1200	561	000 TUITION NH LEA	\$86,544.00	\$17,283.00	0.4540	\$7,846.48	\$495,000
10	1200	564	000 TUITION PRIVATE SCHOOLS	\$829,806.00	\$570,580.00	0.4540	\$259,043.32	\$179,158
10	1200	569	000 TUITION RESIDENTIAL COSTS	\$74,577.00	\$276,233.00	0.4540	\$125,409.78	\$0
10	1200	580	000 SPED IN DISTRICT MILEAGE	\$16,500.00	\$17,000.00	0.4540	\$7,718.00	\$0
10	1200	581	000 SPED EXT SUMMER	\$150.00	\$170.00	0.4540	\$77.18	\$0
10	1200	582	000 PRE SCHOOL TRAVEL	\$750.00	\$750.00	0.4540	\$340.50	\$0
10	1200	583	000 OUT OF DISTRICT TRAVEL SPED	\$6,200.00	\$6,800.00	0.4540	\$3,087.20	\$0
10	1200	585	000 TRAVEL - ALT ED	\$750.00	\$1,883.00	0.4540	\$854.88	\$0
10	1200	610	000 DISTRICT SUPPLIES	\$4,850.00	\$10,415.00	0.4540	\$4,728.41	\$0
10	1200	611	000 EXT. SUMMER PROG SUPPLIES	\$200.00	\$200.00	0.4540	\$90.80	\$0
10	1200	612	000 SUPPLIES-PRESCHOOL	\$2,135.00	\$2,135.00	0.4540	\$969.29	\$0
10	1200	614	000 SUPPLIES-WALP. SKILLS CNTR.	\$494.00	\$943.00	0.4540	\$428.12	\$0

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	1200	615	000	SUPPLIES - ALT ED	\$2,905.00	\$3,055.00	0.4540	\$1,386.97	\$0
10	1200	640	000	TEXBOOKS - SPED - M6	\$4,000.00	\$8,256.00	0.4540	\$3,748.22	\$0
10	1200	644	000	BOOKS/INFO RES-WALP SKILL CNTR	\$630.00	\$1,068.00	0.4540	\$484.87	\$0
10	1200	645	000	BOOKS/INFO RES - ALT ED	\$1,227.00	\$1,293.00	0.4540	\$587.02	\$0
10	1200	730	000	EQUIPMENT-DISTRICT	\$3,000.00	\$3,000.00	0.4540	\$1,362.00	\$0
10	1200	732	000	EQUIPMENT-PRESCHOOL	\$700.00	\$700.00	0.4540	\$317.80	\$0
10	1200	734	000	EQUIPMENT-WALPOLE SKILL CNTR	\$761.00	\$586.00	0.4540	\$266.04	\$0
10	1200	735	000	EQUIPMENT - ALT ED	\$2,850.00	\$2,700.00	0.4540	\$1,225.80	\$0
10	1200	810	000	DUES	\$1,000.00	\$1,315.00	0.4540	\$597.01	\$0
10	1200	891	000	COMM BASED PROG	\$350.00	\$800.00	0.4540	\$363.20	\$0
								\$929,790.02	\$839,518.17
10	1210	114	000	WAGES RELATED SERVICES - M6	\$0.00	\$576,054.00	0.4540	\$261,528.52	\$0
10	1210	211	000	HEALTH INS RELATED SERVICES - M1	\$0.00	\$119,017.00	0.4540	\$54,033.72	\$0
10	1210	212	000	DENTAL INS RELATED SERVICES - M1	\$0.00	\$7,916.00	0.4540	\$3,593.86	\$0
10	1210	214	000	DISABILITY INS RELATED SERV - M6	\$0.00	\$1,159.00	0.4540	\$526.19	\$0
10	1210	215	000	HEALTH INS OPT OUT RELATED SERVICES - M6	\$0.00	\$800.00	0.4540	\$363.20	\$0
10	1210	221	000	SOC SEC RELATED SERVICES - M6	\$0.00	\$35,925.00	0.4540	\$16,309.95	\$0
10	1210	222	000	MEDICARE RELATED SERVICES - M6	\$0.00	\$8,402.00	0.4540	\$3,814.51	\$0
10	1210	231	000	NHRS EMPLOYEE RELATED SERVICES - M6	\$0.00	\$0.00	0.4540	\$0.00	\$0
10	1210	232	000	NHRS TEACHER RELATED SERVICES - M6	\$0.00	\$103,140.00	0.4540	\$46,825.56	\$0
10	1210	233	000	403B EMPLOYER MATCH RELATED SERVICES - M	\$0.00	\$5,037.00	0.4540	\$2,286.80	\$0
10	1210	260	000	WORKERS COMP RELATED SERVICES - M6	\$0.00	\$3,477.00	0.4540	\$1,578.56	\$0
10	1210	650	000	SOFTWARE & LICENSING - M6 RELATED SERV	\$0.00	\$3,775.00	0.4540	\$1,713.85	\$0
10	1400	112	000	WAGES COACHES - M2	\$9,324.00	\$9,324.00	0.3333	\$3,108.00	N/A
10	1400	114	000	WAGES - NON-ATHLETICS - M2	\$388.00	\$388.00	0.3333	\$129.33	N/A
10	1400	214	000	DISABILTY INSURANCE	\$19.00	\$19.00	0.3333	\$6.33	N/A
10	1400	221	000	SOC SEC SHARED CO-CURR - M2	\$602.00	\$602.00	0.3333	\$200.67	N/A
10	1400	222	000	MEDICARE	\$141.00	\$141.00	0.3333	\$47.00	N/A
10	1400	232	000	NHRS TEACHER - CO-CURR - M2	\$1,619.00	\$550.00	0.3333	\$183.33	N/A
10	1400	260	000	WORKERS COMP	\$58.00	\$35.00	0.3333	\$11.67	N/A
10	1400	430	000	REPAIRS TO SPORTS EQUIPMENT - M2	\$0.00	\$2,000.00	0.3333	\$666.67	N/A
10	1400	610	000	SUPPLIES - SPECIAL OLYMPICS - M-1	\$1,000.00	\$1,000.00	0.3719	\$371.90	N/A
10	1400	610	000	SUPPLIES/CO-CURRICULAR MS SHARED	\$2,000.00	\$3,000.00	0.3333	\$1,000.00	N/A
10	1400	730	000	EQUIP - CO-CURRICULAR MS SHARED	\$3,500.00	\$1,000.00	0.3333	\$333.33	N/A
								\$398,632.94	\$0.00
10	2123	320	000	504 STUDENT TESTING	\$1,850.00	\$1,850.00	0.4540	\$839.90	\$1,200
10	2123	390	000	CONTRACT SERVICES - STUDENT TESTING	\$25,000.00	\$25,000.00	0.4540	\$11,350.00	\$15,000
10	2123	650	000	SOFTWARE & LIC - STUDENT ASSESS - K-2	\$0.00	\$0.00	0.3333	\$0.00	N/A
10	2123	650	000	SOFTWARE & LIC - STUDENT ASSESS - DW	\$0.00	\$0.00	0.4540	\$0.00	\$0
10	2130	610	000	DISTRICT WELLNESS SUPPLIES - M1	\$5,000.00	\$5,000.00	0.3719	\$1,859.50	N/A
								\$14,049.40	\$16,200.00
10	2210	113	000	WAGES LEADERSHIP M1	\$24,177.00	\$24,682.00	0.3719	\$9,179.24	\$2,914
10	2210	113	000	WAGES LEADERSHIP M2	\$6,992.00	\$2,331.00	0.3333	\$777.00	N/A
10	2210	113	000	WAGES LEADERSHIP M6	\$10,101.00	\$12,432.00	0.4540	\$5,644.13	\$0
10	2210	114	000	WAGES SUMMER TEACHER - M1	\$10,000.00	\$20,000.00	0.3719	\$7,438.00	N/A
10	2210	116	000	WAGES CURRICULUM COORDINATOR - M1	\$90,201.00	\$92,456.00	0.3719	\$34,384.39	N/A
10	2210	211	000	HEALTH INS CURR & INST - M1	\$6,718.00	\$7,015.00	0.3719	\$2,608.88	N/A
10	2210	212	000	DENTAL INS CURR & INST - M1	\$422.00	\$422.00	0.3719	\$156.94	N/A
10	2210	213	000	LIFE INS CURR & INST - M1	\$180.00	\$172.00	0.3719	\$63.97	N/A
10	2210	214	000	DISABILITY INS CURR & INST - M1	\$180.00	\$185.00	0.3719	\$68.80	N/A
10	2210	214	000	DISABILITY INS - M2	\$15.00	\$5.00	0.3333	\$1.67	N/A
10	2210	214	000	DISABILITY INS SPED - M6	\$29.00	\$25.00	0.4540	\$11.35	\$0
10	2210	221	000	SOC SEC CURR & INSTR - M1	\$7,698.00	\$8,410.00	0.3719	\$3,127.68	36.2972% \$181
10	2210	221	000	SOC SEC CURR & INST - M2	\$434.00	\$145.00	0.3333	\$48.33	N/A
10	2210	221	000	SOC SEC CURR & INST - M6	\$626.00	\$771.00	0.4540	\$350.03	\$0
10	2210	222	000	MEDICARE - M1	\$1,801.00	\$1,967.00	0.3719	\$731.53	36.2972% \$42
10	2210	222	000	MEDICARE - M2	\$102.00	\$34.00	0.3333	\$11.33	N/A

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2210	222	000	MEDICARE - M6	\$146.00	\$180.00	0.4540	\$81.72	\$0
10	2210	231	000	CURRICULUM NHRS NON TEACHERS	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2210	231	000	NHRS EMPLOYEE - LEADERSHIP - M6	\$0.00	\$0.00	0.4540	\$0.00	\$0
10	2210	232	000	NHRS/TEACHERS - M1	\$16,173.00	\$23,547.00	0.3719	\$8,757.13	36.2972% \$325
10	2210	232	000	NHRS/TEACHERS - M2	\$1,214.00	\$365.00	0.3333	\$121.67	N/A
10	2210	232	000	NHRS/TEACHERS - M6	\$1,754.00	\$2,158.00	0.4540	\$979.73	\$0
10	2210	233	000	403B EMPLOYER MATCH - M1	\$4,000.00	\$4,000.00	0.3719	\$1,487.60	N/A
10	2210	233	000	403B EMPLOYER MATCH - M6	\$61.00	\$0.00	0.4540	\$0.00	\$0
10	2210	260	000	WORKERS COMP - M1	\$695.00	\$773.00	0.3719	\$287.48	36.2972% \$17
10	2210	260	000	Workers Comp - M2	\$42.00	\$13.00	0.3333	\$4.33	N/A
10	2210	260	000	WORKERS COMP - M6	\$60.00	\$71.00	0.4540	\$32.23	\$0
10	2210	320	000	PDC - STAFF DEVEL	\$15,000.00	\$15,000.00	0.4540	\$6,810.00	\$5,000
10	2210	321	000	DCIA - PROF SERV - IMP OF INST - M6	\$6,500.00	\$6,500.00	0.4540	\$2,951.00	\$2,000
10	2210	322	000	PDC - WORKSHOPS	\$6,000.00	\$6,500.00	0.3719	\$2,417.35	36.2972% \$6,359
10	2210	322	000	DCIA - TUITION ASSIST - TEACHER NON CREDIT -	\$50,000.00	\$50,000.00	0.4540	\$22,700.00	\$15,000
10	2210	324	000	PDC - TEACHER ADV DEGREE TUITION - M6	\$50,000.00	\$50,000.00	0.4540	\$22,700.00	\$15,000
10	2210	325	000	DCIA - SUPPORT STAFF PROF DEV - M6	\$5,000.00	\$5,000.00	0.4540	\$2,270.00	\$1,800
10	2210	326	000	DCIA - NON UNION PROF DEVEL - M6	\$10,000.00	\$10,000.00	0.4540	\$4,540.00	\$3,000
10	2210	391	000	PROF GROWTH/CONF - CURR DIRECTOR	\$0.00	\$1,000.00	0.3719	\$371.90	N/A
10	2210	580	000	DCIA - TRAVEL	\$1,000.00	\$1,500.00	0.3719	\$557.85	N/A
10	2210	610	000	DCIA - SUPPLIES	\$2,500.00	\$2,500.00	0.3719	\$929.75	N/A
10	2210	611	000	PDC - SUPPLIES	\$500.00	\$1,000.00	0.3719	\$371.90	N/A
10	2210	650	000	DCIA - SOFTWARE & LIC - PD TRACKING	\$4,300.00	\$12,000.00	0.3719	\$4,462.80	\$12,000
10	2210	730	000	CURRICULUM EQUIPMENT	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2210	810	000	DCIA - DUES	\$4,200.00	\$4,200.00	0.3719	\$1,561.98	N/A
10	2210	811	000	LICENSE & CERTIFICATION RENEWALS	\$8,000.00	\$8,000.00	0.4540	\$3,632.00	\$3,000
10	2210	892	000	DCIA - IDEA AWARDS	\$6,000.00	\$6,500.00	0.3719	\$2,417.35	N/A
								<u>\$155,049.04</u>	<u>\$62,638.07</u>
10	2220	391	000	*PROFESSIONAL GROWTH/CONF	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2220	391	000	PROF DEV DIST LIBR - M2	\$1,000.00	\$1,000.00	0.3333	\$333.33	N/A
10	2220	534	000	*POSTAGE ITS	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2220	580	000	*TRAVEL ITS	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2220	580	000	TRAVEL DIST LIBR - M2	\$1,000.00	\$1,000.00	0.3333	\$333.33	N/A
10	2220	610	000	*SUPPLIES ITS	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	2220	610	000	SUPPLIES DIST LIBR - M2	\$1,500.00	\$2,000.00	0.3333	\$666.67	N/A
10	2220	640	000	LIBRARY BOOKS - M2	\$17,000.00	\$17,000.00	0.3333	\$5,666.66	N/A
10	2220	642	000	ELECTRONIC MEDIA - M2	\$5,300.00	\$5,600.00	0.3333	\$1,866.66	N/A
10	2220	643	000	DW MEDIA LICENSES - PUBLIC MOVIES	\$4,300.00	\$4,500.00	0.3719	\$1,673.55	\$1,500
10	2220	650	000	ED SOFTWARE & LIC MEDIA - SHARED - M2	\$5,700.00	\$5,965.00	0.3333	\$1,988.33	N/A
10	2220	730	000	EQUIP MEDIA SHARED - M2	\$1,000.00	\$1,000.00	0.3333	\$333.33	N/A
10	2220	733	000	FURN & FIXTURES SHARED MEDIA M2	\$1,750.00	\$0.00	0.3333	\$0.00	N/A
10	2220	810	000	DUES & FEES - M2	\$190.00	\$190.00	0.3333	\$63.33	N/A
								<u>\$12,925.21</u>	<u>\$1,500.00</u>
10	2225	114	000	WAGES DIRECTOR OF TECH - M5	\$79,464.00	\$81,500.00	0.4431	\$36,112.65	N/A
10	2225	115	000	WAGES COMPUTER TECHS - M5	\$167,512.00	\$188,109.00	0.4431	\$83,351.10	N/A
10	2225	116	000	WAGES TECH INTEGRATOR - M5	\$55,265.00	\$60,265.00	0.4431	\$26,703.42	N/A
10	2225	211	000	HEALTH INS ITS - M5	\$40,312.00	\$41,152.00	0.4431	\$18,234.45	N/A
10	2225	212	000	DENTAL INS ITS - M5	\$3,846.00	\$3,517.00	0.4431	\$1,558.38	N/A
10	2225	213	000	LIFE INS IT DIRECTOR	\$180.00	\$172.00	0.4431	\$76.21	N/A
10	2225	214	000	DISABILITY INS ITS - M5	\$621.00	\$688.00	0.4431	\$304.85	N/A
10	2225	215	000	HEALTH INS OPT OUT ITS - M5	\$8,000.00	\$8,000.00	0.4431	\$3,544.80	N/A
10	2225	221	000	SOC SEC ITS - M5	\$19,190.00	\$21,312.00	0.4431	\$9,443.35	N/A
10	2225	222	000	MEDICARE ITS - M5	\$4,488.00	\$4,985.00	0.4431	\$2,208.85	N/A
10	2225	231	000	RETIRE EMPLOYEE ITS - M5	\$35,314.00	\$30,530.00	0.4431	\$13,527.84	N/A
10	2225	232	000	RETIRE TEACHER ITS - M5	\$0.00	\$10,462.00	0.4431	\$4,635.71	N/A
10	2225	233	000	403B EMPLOYER MATCH - ITS - M5	\$0.00	\$650.00	0.4431	\$288.02	N/A
10	2225	260	000	WORKERS COMP ITS - M5	\$1,675.00	\$1,960.00	0.4431	\$868.48	N/A
10	2225	290	000	Contracted Services - Computer/network support			0.4431	\$0.00	100.0000% \$85,000
10	2225	329	000	PROF DEV SOFTWARE TRAINING ITS - M1	\$4,200.00	\$4,200.00	0.3719	\$1,561.98	\$4,200
10	2225	329	000	PROF DEV SOFTWARE TRAINING - ITS M6	\$3,500.00	\$3,500.00	0.4540	\$1,589.00	\$0

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2225	430	000	COMPUTER REPAIRS & MAINT - M5	\$18,500.00	\$18,500.00	0.4431	\$8,197.35	N/A
10	2225	531	000	VOICE COMM - ITS - M5	\$0.00	\$0.00	0.4431	\$0.00	N/A
10	2225	532	000	ITS DATA COMMUNICATIONS - M5	\$20,800.00	\$24,500.00	0.4431	\$10,855.95	\$21,126
10	2225	534	000	POSTAGE ITS - M1	\$150.00	\$150.00	0.3719	\$55.79	N/A
10	2225	580	000	TRAVEL ITS - M1	\$5,800.00	\$10,788.00	0.3719	\$4,012.06	N/A
10	2225	610	000	SUPPLIES ITS - M1	\$12,000.00	\$12,000.00	0.3719	\$4,462.80	\$4,500
10	2225	650	000	SOFTWARE & LIC DISTRICT ITS - Charlestown	\$0.00	\$0.00	0.4431	\$0.00	\$4,500
10	2225	650	000	SOFTWARE & LIC DISTRICT ITS - Charlestown	\$0.00	\$0.00	0.4431	\$0.00	\$59,495
10	2225	650	000	SOFTWARE & LIC DISTRICT ITS - Charlestown	\$0.00	\$0.00	0.4431	\$0.00	\$175,000
10	2225	650	000	PROF DEVEL SOFTWARE - M1	\$4,200.00	\$9,200.00	0.3719	\$3,421.48	\$9,200
10	2225	650	000	SOFTWARE & LIC DISTRICT ITS - M5	\$0.00	\$0.00	0.4431	\$0.00	N/A
10	2225	650	000	SOFTWARE & LIC - ITS M6	\$30,660.00	\$35,160.00	0.4540	\$15,962.64	\$0
10	2225	734	000	COMPUTER EQUIP DISTRICT - Charlestown	\$0.00	\$0.00	0.4431	\$0.00	\$68,000
10	2225	734	000	COMPUTER EQUIP DISTRICT - ITS M5	\$0.00	\$0.00	0.4431	\$0.00	N/A
10	2225	738	000	COMPUTER EQUIP REPLACEMENT SCHEDULE - CHARLESTOWN					\$45,000
10	2225	738	000	COMPUTERS & COMM EQUIP - ITS	\$43,000.00	\$64,000.00	0.3333	\$21,333.31	N/A
10	2225	810	000	DUES & FEES - ITS M5	\$2,000.00	\$2,000.00	0.4431	\$886.20	N/A
								\$273,196.67	\$476,021.00
10	2310	112	000	WAGES SCHOOL BOARD - AT LARGE	\$4,000.00	\$4,000.00	0.3719	\$1,487.60	N/A
10	2310	112	000	WAGES SCHOOL BOARD - CHARLESTOWN	\$2,000.00	\$2,000.00	1.0000	\$2,000.00	100.0000% \$6,000
10	2310	113	000	WAGES DISTRICT OFFICERS	\$5,350.00	\$5,350.00	0.3719	\$1,989.67	36.2972% \$1,942
10	2310	115	000	WAGES EMPLOYEE AWARDS - M1	\$3,000.00	\$3,000.00	0.3719	\$1,115.70	N/A
10	2310	221	000	SOC SEC BOARD - M1	\$765.00	\$765.00	0.3719	\$284.50	N/A
10	2310	221	000	SOC SEC BOARD - CMS	\$124.00	\$124.00	1.0000	\$124.00	100.0000% \$105
10	2310	222	000	MEDICARE - M1	\$179.00	\$179.00	0.3719	\$66.57	N/A
10	2310	222	000	MEDICARE - CMS	\$29.00	\$29.00	1.0000	\$29.00	100.0000% \$25
10	2310	231	000	RETIRE EMPLOYEE - M1	\$275.00	\$275.00	0.3719	\$102.27	N/A
10	2310	232	000	RETIRE TEACHER - M1	\$335.00	\$521.00	0.3719	\$193.76	N/A
10	2310	250	000	UNEMPLOYMENT INSURANCE - M6	\$7,000.00	\$7,000.00	0.4540	\$3,178.00	\$3,500
10	2310	260	000	WORKERS COMP - M1	\$74.00	\$70.00	0.3719	\$26.03	N/A
10	2310	260	000	WORKER COMP - CMS	\$12.00	\$12.00	1.0000	\$12.00	100.0000% \$6
10	2310	329	000	Prof Devel - Board	\$500.00	\$500.00	0.3719	\$185.95	\$250
10	2310	330	000	LEGAL COUNSEL	\$45,000.00	\$45,000.00	0.3719	\$16,735.50	\$45,000
10	2310	331	000	AUDITORS	\$24,500.00	\$28,500.00	0.3719	\$10,599.15	\$18,000
10	2310	332	000	PRE-EMPLOYMENT PHYSICALS DW - M1	\$6,500.00	\$4,500.00	0.3719	\$1,673.55	\$1,500
10	2310	340	000	DISTRICT SOFTWARE - BOARD - M6	\$18,200.00	\$18,500.00	0.4540	\$8,399.00	\$12,000
10	2310	520	000	SCHOOL BOARD LIABILITY INS - SAU	\$9,500.00	\$9,700.00	0.3719	\$3,607.43	\$4,500
10	2310	520	000	SCHOOL BOARD LIABILITY INS - Charlestown					\$8,000
10	2310	540	000	ADVERTISING	\$4,000.00	\$4,800.00	0.3719	\$1,785.12	\$2,000
10	2310	545	000	STAFF & PUBLIC RELATIONS BOARD - M6	\$16,000.00	\$15,000.00	0.4540	\$6,810.00	\$0
10	2310	550	000	GENERAL PRINTING BOARD - M6	\$2,500.00	\$2,500.00	0.4540	\$1,135.00	\$1,250
10	2310	580	000	TRAVEL - BOARD M1	\$600.00	\$600.00	0.3719	\$223.14	\$250
10	2310	590	000	PURCH SER ELECTIONS - CHARLESTOWN	\$1,300.00	\$1,300.00	1.0000	\$1,300.00	100.0000% \$1,333
10	2310	610	000	SUPPLIES - BOARD - M1	\$4,380.00	\$4,300.00	0.3719	\$1,599.17	\$1,500
10	2310	610	000	SUPPLIES - BOARD - M6	\$0.00	\$0.00	0.4540	\$0.00	\$500
10	2310	730	000	EQUIP BOARD - M1	\$1,000.00	\$1,000.00	0.3719	\$371.90	\$0
10	2310	810	000	DUES BOARD - M1	\$5,500.00	\$5,800.00	0.3719	\$2,157.02	\$4,200
10	2310	840	000	BOARD CONTINGENCY FUND - M1	\$12,500.00	\$10,000.00	0.3719	\$3,719.00	\$0
								\$70,910.03	\$111,859.70
10	2320	111	000	SUPERINDEPENDENT SALARY	\$125,460.00	\$133,250.00	0.3719	\$49,555.68	36.2972% \$48,366
10	2320	112	000	ASSISTANT SUPERINDEPENDENT SALARY					\$39,927
10	2320	115	000	WAGES OFFICE PERSONNEL - M1	\$89,834.00	\$93,460.00	0.3719	\$34,757.77	36.2972% \$53,177
10	2320	211	000	HEALTH INS - SAU OFFICE	\$31,578.00	\$32,970.00	0.3719	\$12,261.54	36.2972% \$28,362
10	2320	212	000	DENTAL INS SAU OFFICE - M1	\$3,045.00	\$3,045.00	0.3719	\$1,132.44	36.2972% \$2,246
10	2320	213	000	LIFE INS SAU OFFICE - M1	\$180.00	\$172.00	0.3719	\$63.97	36.2972% \$125
10	2320	214	000	DISABILITY INS SAU OFFICE - M1	\$438.00	\$448.00	0.3719	\$166.61	36.2972% \$288
10	2320	215	000	HEALTH INS OPT OUT SAU OFFICE - M1	\$4,000.00	\$4,000.00	0.3719	\$1,487.60	36.2972% \$1,452
10	2320	221	000	SOC SEC SAU OFFICE - M1	\$13,563.00	\$13,893.00	0.3719	\$5,166.81	36.2972% \$8,936
10	2320	222	000	MEDICARE	\$3,172.00	\$3,250.00	0.3719	\$1,208.68	36.2972% \$2,090
10	2320	231	000	RETIREMENT NON TEACHER	\$20,036.00	\$20,587.00	0.3719	\$7,656.31	36.2972% \$14,206

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget	
10	2320	233	000	403B EMPLOYER MATCH - M1	\$7,700.00	\$7,700.00	0.3719	\$2,863.63	36.2972%	\$3,757
10	2320	260	000	WORKERS COMP	\$1,245.00	\$1,277.00	0.3719	\$474.92	36.2972%	\$865
10	2320	391	000	PROF GROWTH/CONF	\$5,800.00	\$7,525.00	0.3719	\$2,798.55	36.2972%	\$3,457
10	2320	430	000	REPAIRS AND MAINTENANCE	\$1,500.00	\$2,300.00	0.3719	\$855.37	36.2972%	\$835
10	2320	441	000	Rent - Central Office	\$12,560.00	\$12,560.00	0.3719	\$4,671.06	36.2972%	\$4,559
10	2320	442	000	Equip rental/lease - SAU	\$3,907.00	\$4,500.00	0.3719	\$1,673.55	36.2972%	\$1,633
10	2320	534	000	POSTAGE	\$1,650.00	\$1,650.00	0.3719	\$613.64	36.2972%	\$780
10	2320	580	000	TRAVEL - Central Office	\$4,500.00	\$4,200.00	0.3719	\$1,561.98	36.2972%	\$1,706
10	2320	584	000	SUPERINTENDENT DISCRETIONARY FUND	\$12,000.00	\$12,000.00	0.3719	\$4,462.80	36.2972%	\$4,356
10	2320	610	000	SUPPLIES	\$7,800.00	\$6,500.00	0.3719	\$2,417.35	36.2972%	\$3,085
10	2320	730	000	EQUIPMENT	\$3,500.00	\$5,000.00	0.3719	\$1,859.50	36.2972%	\$3,630
10	2320	810	000	DUES	\$3,500.00	\$2,500.00	0.3719	\$929.75	36.2972%	\$1,633
								\$138,639		\$229,472
10	2510	113	000	WAGES CFO - M1	\$103,505.00	\$111,217.00	0.3719	\$41,361.60	36.2972%	\$40,369
10	2510	113	000	WAGES Assist BA for Charlestown - M1			0.3719		36.2972%	\$30,853
10	2510	115	000	WAGES BUSINESS OFFICE - M1	\$127,989.00	\$132,670.00	0.3719	\$49,339.97	36.2972%	\$53,255
10	2510	211	000	HEALTH INS - BUSINESS - M1	\$32,695.00	\$40,683.00	0.3719	\$15,130.01	36.2972%	\$25,645
10	2510	212	000	DENTAL INS BUSINESS - M1	\$1,922.00	\$2,176.00	0.3719	\$809.25	36.2972%	\$1,501
10	2510	213	000	LIFE INS BUSINESS - M1	\$180.00	\$172.00	0.3719	\$63.97	36.2972%	\$62
10	2510	214	000	DISABILITY INS BUSINESS - M1	\$462.00	\$473.00	0.3719	\$175.91	36.2972%	\$357
10	2510	215	000	HEALTH INS OPT OUT BUSINESS - M1	\$0.00	\$0.00	0.3719	\$0.00	36.2972%	\$0
10	2510	221	000	SOC SEC BUSINESS - M1	\$14,318.00	\$14,805.00	0.3719	\$5,505.98	36.2972%	\$7,849
10	2510	222	000	MEDICARE BUSINESS - M1	\$3,349.00	\$3,426.00	0.3719	\$1,274.13	36.2972%	\$1,822
10	2510	231	000	RETIRE EMPLOYEE BUSINESS - M1	\$23,748.00	\$24,402.00	0.3719	\$9,075.10	36.2972%	\$8,857
10	2510	232	000	* RETIREMENT TEACHERS				\$0.00	36.2972%	\$5,492
10	2510	233	000	403B EMPLOYER MATCH - BUSINESS - M1	\$1,356.00	\$4,720.00	0.3719	\$1,755.37	36.2972%	\$2,258
10	2510	260	000	WORKERS COMP BUSINESS - M1	\$1,382.00	\$1,345.00	0.3719	\$500.21	36.2972%	\$673
10	2510	391	000	PROF DEVEL BUSINESS - M1	\$2,500.00	\$2,000.00	0.3719	\$743.80	36.2972%	\$911
10	2510	430	000	REPAIRS & MAINT BUSINESS - M1	\$3,000.00	\$2,500.00	0.3719	\$929.75	36.2972%	\$907
10	2510	534	000	POSTAGE BUSINESS - M1	\$1,600.00	\$1,350.00	0.3719	\$502.07	36.2972%	\$490
10	2510	580	000	TRAVEL BUSINESS - M1	\$1,500.00	\$950.00	0.3719	\$353.31	36.2972%	\$530
10	2510	610	000	SUPPLIES BUSINESS - M1	\$3,250.00	\$3,000.00	0.3719	\$1,115.70	36.2972%	\$1,089
10	2510	650	000	SOFTWARE & LIC BUSINESS - M1	\$22,500.00	\$29,500.00	0.3719	\$10,971.05		\$0
10	2510	650	000	SOFTWARE & LIC BUSINESS - Charlestown	\$0.00	\$0.00	0.3719	\$0.00	100.0000%	\$29,500
10	2510	730	000	EQUIP BUSINESS - M1	\$1,500.00	\$1,500.00	0.3719	\$557.85	36.2972%	\$544
10	2510	730	200	EQUIP BUSINESS - Charlestown				\$0.00	100.0000%	\$3,510
10	2510	734	000	Comp & Comp Equip - Business Office M1	\$0.00	\$1,500.00	0.3719	\$557.85	36.2972%	\$544
10	2510	734	200	Comp & Comp Equip - Business Office - Charlestown	\$0.00	\$0.00	0.3719	\$0.00	100.0000%	\$68,000
10	2510	810	000	DUES BUSINESS - M1	\$1,200.00	\$1,200.00	0.3719	\$446.28	36.2972%	\$617
								\$141,169		\$285,637
10	2600	110	000	WAGES FACILITIES DIRECTOR M1	\$79,368.00	\$81,355.00	0.3719	\$30,255.92		N/A
10	2600	111	000	* CUSTODIAL MANAGER WAGES	\$0.00	\$0.00	0.3719	\$0.00		N/A
10	2600	112	000	WAGES CUSTODIAL M1	\$26,982.00	\$26,420.00	0.3719	\$9,825.60	36.2972%	\$9,590
10	2600	113	000	* WAGES SEASONAL MAINTENANCE M1	\$0.00	\$0.00	0.3719	\$0.00		N/A
10	2600	113	000	WAGES MAINTENANCE M3	\$280,437.00	\$283,400.00	0.4313	\$122,230.42		\$56,438
10	2600	114	000	WAGES COURIER SERVICES - M1	\$19,406.00	\$18,659.00	0.3719	\$6,939.28		N/A
10	2600	115	000	WAGES - DW BUILDING SECURITY M1	\$0.00	\$4,410.00	0.3719	\$1,640.08		N/A
10	2600	115	000	WAGES FACILITIES SEC - M3	\$42,122.00	\$42,428.00	0.4313	\$18,299.20		N/A
10	2600	120	000	WAGES CUSTODIAL SUB - M1	\$0.00	\$0.00	0.3719	\$0.00		N/A
10	2600	120	000	WAGES - TEMPORARY EMPLOYEES	\$16,150.00	\$16,150.00	0.4313	\$6,965.50		N/A
10	2600	131	000	MAINTENANCE OT WAGES - M3	\$0.00	\$0.00	0.4313	\$0.00		N/A
10	2600	211	000	HEALTH INS - FACILITIES - M1	\$6,718.00	\$7,015.00	0.3719	\$2,608.88	36.2972%	\$2,546
10	2600	211	000	HEALTH INS MAINTENANCE - M3	\$62,778.00	\$59,424.00	0.4313	\$25,629.57		\$20,944
10	2600	212	000	DENTAL INS FACILITIES - M1	\$422.00	\$422.00	0.3719	\$156.94	36.2972%	\$153
10	2600	212	000	DENTAL INS MAINTENANCE - M3	\$4,094.00	\$4,095.00	0.4313	\$1,766.17		\$1,556
10	2600	213	000	LIFE INS DIRECTOR OF FACILITIES	\$180.00	\$172.00	0.3719	\$63.97	36.2972%	\$62
10	2600	214	000	DISABILITY INS FACILITIES - M1	\$241.00	\$265.00	0.3719	\$98.55	36.2972%	\$96
10	2600	214	000	DISABILITY INS MAINTENANCE - M3	\$683.00	\$688.00	0.4313	\$296.73		\$110
10	2600	215	000	HEALTH INS OPT OUT FACILITIES - M1	\$0.00	\$1,000.00	0.3719	\$371.90		N/A
10	2600	215	000	HEALTH INS OPT OUT MAINT - M3	\$4,000.00	\$4,000.00	0.4313	\$1,725.20		N/A

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2600	221	000	SOC SEC FACILITIES - M1	\$7,720.00	\$8,209.00	0.3719	\$3,052.93	36.2972% \$0
10	2600	221	000	SOC SEC MAINTENANCE - M3	\$20,426.00	\$20,544.00	0.4313	\$8,860.63	\$9
10	2600	222	000	MEDICARE	\$1,805.00	\$1,920.00	0.3719	\$714.05	36.2972% \$26
10	2600	222	000	MEDICARE	\$4,777.00	\$4,805.00	0.4313	\$2,072.40	\$23
10	2600	231	000	RETIREMENT NON TEACHER	\$9,010.00	\$9,258.00	0.3719	\$3,443.05	36.2972% \$203
10	2600	231	000	REITREMENT NON TEACHERS	\$37,042.00	\$37,310.00	0.4313	\$16,091.80	\$7
10	2600	233	000	403B EMPLOYER MATCH - M1	\$0.00	\$0.00	0.3719	\$0.00	36.2972% \$0
10	2600	233	000	403B EMPLOYER MATCH - M3	\$0.00	\$7,500.00	0.4313	\$3,234.75	\$600
10	2600	260	000	WORKERS COMP	\$2,274.00	\$2,613.00	0.3719	\$971.77	36.2972% \$80
10	2600	260	000	WORKERS COMP	\$11,222.00	\$12,692.00	0.4313	\$5,474.06	\$0
10	2600	340	000	OFFICE EQUIP SERVICE CONTRACT - FACILITIES	\$650.00	\$650.00	0.3719	\$241.74	N/A
10	2600	421	000	DISPOSAL SERVICES - SAU	\$2,400.00	\$2,750.00	0.3719	\$1,022.73	36.2972% \$998
10	2600	425	000	SWEEPING SERVICE - SAU	\$350.00	\$350.00	0.3719	\$130.17	36.2972% \$127
10	2600	430	000	REPAIRS & MAINT - M3	\$95,465.00	\$45,000.00	0.4313	\$19,408.50	\$35,000
10	2600	431	000	MAINT VEHICLE MAINT - M3	\$0.00	\$0.00	0.4313	\$0.00	\$3,500
10	2600	441	000	STORAGE RENTAL - FACILITIES M3	\$0.00	\$960.00	0.4313	\$414.05	N/A
10	2600	442	000	EQUIP RENTAL/LEASE - FACILITIES	\$1,282.00	\$2,170.00	0.4313	\$935.92	N/A
10	2600	443	000	VEHICLE LEASE - MAINT M3	\$29,780.00	\$29,780.00	0.4313	\$12,844.11	\$13,258
10	2600	520	000	INSURANCE PROPERTY ONLY	\$31,500.00	\$33,500.00	0.4313	\$14,448.55	\$18,500
10	2600	520	000	INSURANCE- GEN LIA - M6	\$23,000.00	\$38,500.00	0.4540	\$17,479.00	\$18,000
10	2600	531	000	VOICE COMMUNICATIONS - M1	\$16,500.00	\$17,500.00	0.3719	\$6,508.25	36.2972% \$6,352
10	2600	531	000	VOICE COMM - SPED - M6	\$1,600.00	\$1,600.00	0.4540	\$726.40	\$0
10	2600	540	000	ADVERTISING	\$600.00	\$600.00	0.3719	\$223.14	36.2972% \$218
10	2600	580	000	TRAVEL	\$4,000.00	\$4,800.00	0.4313	\$2,070.24	N/A
10	2600	581	000	TRAVEL-MAINTENANCE	\$0.00	\$0.00	0.4313	\$0.00	N/A
10	2600	590	000	License & Fees - Facilities & Maint	\$0.00	\$0.00	0.4313	\$0.00	N/A
10	2600	610	000	CUSTODIAL SUPPLIES - SAU	\$1,600.00	\$2,000.00	0.3719	\$743.80	36.2972% \$726
10	2600	610	000	SUPPLIES - MAINTENANCE	\$72,500.00	\$60,000.00	0.4313	\$25,878.00	\$20,000
10	2600	622	000	ELECTRICITY - SAU	\$12,000.00	\$13,500.00	0.3719	\$5,020.65	36.2972% \$4,900
10	2600	624	000	HEATING OIL - CO	\$7,000.00	\$5,600.00	0.3719	\$2,082.64	36.2972% \$2,033
10	2600	624	000	HEATING OIL - MAINT BLD	\$7,000.00	\$4,900.00	0.3719	\$1,822.31	N/A
10	2600	626	000	GASOLINE	\$19,000.00	\$17,500.00	0.4313	\$7,547.75	\$3,500
10	2600	650	000	MAINT SOFTWARE - DW	\$0.00	\$0.00	0.4313	\$0.00	N/A
10	2600	730	000	EQUIPMENT - DW	\$3,500.00	\$9,000.00	0.3719	\$3,347.10	N/A
10	2600	732	000	Vehicle Replacement - Maint - M3	\$0.00	\$0.00	0.4313	\$0.00	N/A
10	2600	893	000	LANGDON PROPERTY TAXES	\$650.00	\$685.00	0.4185	\$286.67	N/A
10	2600	321	000	Contracted Services - HVAC Controls - Charlestown				\$0.00	\$15,000
10	2600	390	000	Contracted Services - Trades - Charlestown				\$0.00	\$65,000
10	2600	391	000	Contracted Services - Grounds - Charlestown				\$0.00	\$40,000
								<u>\$395,971.06</u>	<u>\$339,555.32</u>
10	2700	110	000	WAGES TRANS MANAGER M4	\$64,617.00	\$66,395.00	0.4185	\$27,786.31	N/A
10	2700	111	000	TRANS SEC WAGES	\$25,264.00	\$26,335.00	0.4185	\$11,021.20	N/A
10	2700	112	000	WAGES TRANS DISPATCHER M4	\$0.00	\$0.00	0.4185	\$0.00	N/A
10	2700	114	000	WAGES SPED FIELD TRIP DRIVER - M6	\$500.00	\$500.00	0.4540	\$227.00	\$0
10	2700	115	000	WAGES SPED SUMMER PROGRAM - M6	\$15,500.00	\$2,083.00	0.4540	\$945.68	\$0
10	2700	118	000	WAGES SPED DRIVER - M6	\$52,650.00	\$57,034.00	0.4540	\$25,893.44	\$0
10	2700	120	000	WAGES SUB DRIVER - M4	\$40,965.00	\$40,965.00	0.4185	\$17,143.85	N/A
10	2700	211	000	HEALTH INS TRANS - M4	\$12,540.00	\$13,095.00	0.4185	\$5,480.26	N/A
10	2700	212	000	DENTAL INS TRANS - M4	\$751.00	\$751.00	0.4185	\$314.29	N/A
10	2700	213	000	LIFE INS - TRANS MGR - M4	\$0.00	\$172.00	0.4185	\$71.98	N/A
10	2700	214	000	DISABILITY INS TRANS - M4	\$264.00	\$268.00	0.4185	\$112.16	N/A
10	2700	214	000	DISABILITY INS TRANS - M6	\$113.00	\$150.00	0.4540	\$68.10	\$0
10	2700	215	000	HEALTH INS OPT OUT TRANS - M4	\$1,000.00	\$1,000.00	0.4185	\$418.50	N/A
10	2700	215	000	HEALTH INS OPT OUT SPED - M6	\$1,000.00	\$1,000.00	0.4540	\$454.00	\$0
10	2700	221	000	SOC SEC TRANSPORTATION - M4	\$8,162.00	\$8,272.00	0.4185	\$3,461.83	N/A
10	2700	221	000	SOC SEC SPED TRANS - M6	\$4,554.00	\$4,660.00	0.4540	\$2,115.64	\$0
10	2700	222	000	MEDICARE	\$1,909.00	\$1,935.00	0.4185	\$809.80	N/A
10	2700	222	000	MEDICARE	\$1,065.00	\$1,090.00	0.4540	\$494.86	\$0
10	2700	231	000	RETIREMENT NON-TEACHER	\$7,354.00	\$7,556.00	0.4185	\$3,162.19	N/A
10	2700	233	000	403B EMPLOYER MATCH - M4	\$420.00	\$1,080.00	0.4185	\$451.98	N/A
10	2700	260	000	WORKERS COMP	\$3,772.00	\$3,985.00	0.4185	\$1,667.72	N/A
10	2700	260	000	TRANS W.C. METHD 6	\$4,690.00	\$4,575.00	0.4540	\$2,077.05	\$0
10	2700	310	000	Homeless Transportation Costs - District	\$0.00	\$0.00	0.4185	\$0.00	\$4,500

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2700	330	000	DRIVER DRUG TESTS	\$1,400.00	\$1,550.00	0.4185	\$648.68	N/A
10	2700	331	000	PROF SERV - DOT PHYSICALS - M4	\$1,200.00	\$2,500.00	0.4185	\$1,046.25	N/A
10	2700	340	000	OFFICE EQUIP SERVICE CONTRACT - TRANS	\$0.00	\$0.00	0.4185	\$0.00	N/A
10	2700	430	000	REPAIRS & MAINTANCE	\$18,000.00	\$23,500.00	0.4185	\$9,834.75	N/A
10	2700	444	000	RENTAL OF RADIO ANTENNEA	\$3,250.00	\$5,000.00	0.4185	\$2,092.50	\$3,500
10	2700	445	000	BUS LEASE MILEAGE RATE	\$1,500.00	\$1,500.00	0.4185	\$627.75	\$3,500
10	2700	520	000	INSURANCE - STUDENT TRANS - M4	\$29,485.00	\$31,000.00	0.4185	\$12,973.50	N/A
10	2700	531	000	VOICE COMM - TRANS - M4	\$0.00	\$300.00	0.4185	\$125.55	N/A
10	2700	534	000	POSTAGE	\$25.00	\$0.00	0.4185	\$0.00	N/A
10	2700	540	000	ADVERTISING	\$0.00	\$0.00	0.4185	\$0.00	N/A
10	2700	580	000	TRAVEL	\$850.00	\$850.00	0.4185	\$355.73	N/A
10	2700	590	000	LICENSES/CRC	\$900.00	\$1,200.00	0.4185	\$502.20	N/A
10	2700	610	000	SUPPLIES	\$3,250.00	\$3,500.00	0.4185	\$1,464.75	\$1,500
10	2700	626	000	GASOLINE	\$17,500.00	\$17,500.00	0.4540	\$7,945.00	\$0
10	2700	627	000	DIESEL FUEL TO ALLOCATE	\$0.00	\$0.00	0.4185	\$0.00	\$29,925
10	2700	730	000	EQUIPMENT	\$4,200.00	\$4,500.00	0.4185	\$1,883.25	N/A
10	2700	810	000	DUES	\$80.00	\$80.00	0.4185	\$33.48	N/A
10	2721	430	000	BUS REPAIRS & MAINT - M4	\$0.00	\$0.00	0.4185	\$0.00	N/A
10	2721	443	000	BUS LEASE DW - M4	\$0.00	\$375,728.00	0.4185	\$157,242.17	\$238,800
10	2722	519	000	PURCH SERV - SPED TRANS M6	\$0.00	\$118,368.00	0.4540	\$53,739.07	\$180,750
								<u>\$354,692.45</u>	<u>\$462,475.00</u>
10	3100	110	000	FOOD SERVICE SEVERANCE - WAGES	\$0.00	\$52,018.00	0.3719	\$19,345.49	N/A
10	3100	221	000	FOOD SERVICE SEVERANCE - SOC SEC	\$0.00	\$3,225.00	0.3719	\$1,199.38	N/A
10	3100	222	000	FOOD SERVICE SEVERANCE - MEDI	\$0.00	\$754.00	0.3719	\$280.41	N/A
10	3100	231	000	FOOD SERVICE SEVERANCE - NHRS	\$0.00	\$4,754.00	0.3719	\$1,768.01	N/A
10	3100	260	000	FOOD SERVICE SEVERANCE - WORKERS COMP	\$0.00	\$2,190.00	0.3719	\$814.46	N/A
10	3100	570	000	FOOD SERVICE - Contracted Services	\$0.00	\$0.00	0.0000	\$0.00	\$0
10	4000	450	000	CONSTRUCTION SERVICES	\$0.00	\$0.00	0.3719	\$0.00	N/A
10	5110	910	000	BOND PRINCIPAL PMT - CHARLESTOWN	\$100,000.00	\$100,000.00	1.0000	\$100,000.00	100.0000% \$102,500
10	5120	830	000	BOND INTEREST - CHARLESTOWN	\$27,675.00	\$23,563.00	1.0000	\$23,563.00	100.0000% \$24,152
10	5221	930	000	Food Service Transfer - CMS	\$39,000.00	\$34,425.00	1.0000	\$34,425.00	100.0000% \$65,000
10	5251	930	000	TRANSFER TO CHARLESTOWN CAP RESERVE	\$89,600.00	\$89,600.00	1.0000	\$89,600.00	100.0000% \$91,840
								<u>\$270,995.76</u>	<u>\$283,492.08</u>
Total District Wide Proposed Budget								<u>\$3,156,202.80</u>	<u>\$3,108,368.01</u>
Charlestown Middle School									
10	1100	112	200	WAGES TEACHER - CMS	\$675,658.00	\$681,496.00	1.0000	\$681,496.00	100.0000% \$698,533
10	1100	120	200	WAGES SUB TEACHER - CMS	\$20,150.00	\$20,150.00	1.0000	\$20,150.00	100.0000% \$20,654
10	1100	211	200	HEALTH INS - CMS	\$127,147.00	\$132,753.00	1.0000	\$132,753.00	100.0000% \$149,347
10	1100	212	200	DENTAL INS - CMS	\$12,143.00	\$12,143.00	1.0000	\$12,143.00	100.0000% \$13,661
10	1100	214	200	DISABILITY INS - CMS	\$1,383.00	\$1,417.00	1.0000	\$1,417.00	100.0000% \$1,452
10	1100	215	200	HEALTH INS OPT OUT - CMS	\$10,672.00	\$10,672.00	1.0000	\$10,672.00	100.0000% \$10,939
10	1100	221	200	SOC SEC - CMS	\$43,137.00	\$44,164.00	1.0000	\$44,164.00	100.0000% \$45,268
10	1100	222	200	MEDICARE - CMS	\$10,089.00	\$10,329.00	1.0000	\$10,329.00	100.0000% \$10,587
10	1100	232	200	NHRS TEACHER - CMS	\$117,285.00	\$120,160.00	1.0000	\$120,160.00	100.0000% \$123,164
10	1100	233	200	403B EMPLOYER MATCH - CMS	\$6,044.00	\$6,044.00	1.0000	\$6,044.00	100.0000% \$6,195
10	1100	260	200	WORKERS COMP - CMS	\$3,757.00	\$4,060.00	1.0000	\$4,060.00	100.0000% \$4,162
10	1100	320	200	PROF ED SERVICES - CMS	\$0.00	\$2,500.00	1.0000	\$2,500.00	100.0000% \$2,563
10	1100	430	200	REPAIRS CLSSRM EQUIP - CMS	\$1,320.00	\$1,000.00	1.0000	\$1,000.00	100.0000% \$1,025
10	1100	580	200	TRAVEL - CMS	\$2,838.00	\$2,838.00	1.0000	\$2,838.00	100.0000% \$2,909
10	1100	610	200	INSTR SUPPLIES - CMS	\$12,667.00	\$9,109.00	1.0000	\$9,109.00	100.0000% \$9,337
10	1100	640	200	INSTR TEXTBOOK - CMS	\$19,000.00	\$1,760.00	1.0000	\$1,760.00	100.0000% \$1,804
10	1100	641	200	OTHER PRINT MEDIA - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1100	650	200	ED SOFTWARE & LIC - CMS	\$0.00	\$6,290.00	1.0000	\$6,290.00	100.0000% \$6,447
10	1100	730	200	CAPITAL EQUIP - CMS	\$0.00	\$9,601.00	1.0000	\$9,601.00	100.0000% \$9,841
10	1100	733	200	FURN & FIXTURES - CMS	\$3,630.00	\$1,300.00	1.0000	\$1,300.00	100.0000% \$1,333
10	1100	734	200	COMP & COMM EQUIP - CMS	\$10,230.00	\$8,000.00	1.0000	\$8,000.00	100.0000% \$8,200
10	1100	810	200	DUES - CMS	\$275.00	\$150.00	1.0000	\$150.00	100.0000% \$154
10	1100	647	200	BOOKS RESOURCES MS CULTURAL STUDY	\$500.00	\$200.00	0.4540	\$90.80	\$0
10	1100	650	200	SOFTWARE - IND ARTS - M6	\$0.00	\$25.00	0.4540	\$11.35	\$0

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	1100	890	200	GRADUATION - CMS	\$370.00	\$370.00	1.0000	\$370.00	100.0000% \$379
10	1100	730	200	EQUIP - IND ART - M2	\$750.00	\$0.00	0.3333	\$0.00	N/A
								\$1,086,408.15	\$1,127,953.25
10	1200	112	200	WAGES SPED TEACHER - CMS	\$124,011.00	\$127,652.00	1.0000	\$127,652.00	100.0000% \$130,843
10	1200	113	200	WAGES SPED AIDE - CMS	\$191,547.00	\$200,913.00	1.0000	\$200,913.00	100.0000% \$263,863
10	1200	114	200	* WAGES RELATED SERVICES - CMS	\$54,584.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1200	115	200	WAGES SPED SECRETARY - CMS	\$0.00	\$9,515.00	1.0000	\$9,515.00	100.0000% \$9,753
10	1200	120	200	WAGES SPED SUB TEACHER - CMS	\$2,500.00	\$1,500.00	1.0000	\$1,500.00	100.0000% \$1,538
10	1200	121	200	WAGES SPED SUB AIDE - CMS	\$1,600.00	\$2,500.00	1.0000	\$2,500.00	100.0000% \$2,563
10	1200	122	200	SUB SECRETARY WAGES- CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1200	211	200	HEALTH INS SPED - CMS	\$18,495.00	\$21,602.00	1.0000	\$21,602.00	100.0000% \$24,302
10	1200	212	200	DENTAL INS SPED - CMS	\$2,900.00	\$3,256.00	1.0000	\$3,256.00	100.0000% \$3,663
10	1200	214	200	DISABILITY INS SPED - CMS	\$687.00	\$793.00	1.0000	\$793.00	100.0000% \$813
10	1200	215	200	HEALTH INS OPT OUT SPED - CMS	\$20,000.00	\$15,000.00	1.0000	\$15,000.00	100.0000% \$15,375
10	1200	221	200	SOC SEC SPED - CMS	\$21,547.00	\$24,833.00	1.0000	\$24,833.00	100.0000% \$25,454
10	1200	222	200	MEDICARE SPED - CMS	\$5,039.00	\$5,807.00	1.0000	\$5,807.00	100.0000% \$5,952
10	1200	231	200	NHRS EMPLOYEE - SPED - CMS	\$7,020.00	\$1,081.00	1.0000	\$1,081.00	100.0000% \$1,108
10	1200	232	200	NHRS TEACHER - SPED - CMS	\$21,801.00	\$30,681.00	1.0000	\$30,681.00	100.0000% \$31,448
10	1200	233	200	403B EMPLOYER MATCH - CMS	\$1,050.00	\$1,050.00	1.0000	\$1,050.00	100.0000% \$1,076
10	1200	260	200	WORKERS COMP SPED - CMS	\$1,890.00	\$2,321.00	1.0000	\$2,321.00	100.0000% \$2,379
10	1200	321	200	Contracted Services - SPED support - New Beginnings			1.0000		100.0000% \$81,915
10	1200	534	200	SPED POSTAGE - CMS	\$231.00	\$230.00	1.0000	\$230.00	100.0000% \$236
10	1200	561	200	TUITION NH LEA	\$86,544.00	\$17,283.00	0.4540	\$7,846.48	100.0000% \$60,000
10	1200	580	200	SPED TRAVEL - CMS	\$528.00	\$528.00	1.0000	\$528.00	100.0000% \$541
10	1200	610	200	SPED SUPPLIES - CMS	\$666.00	\$630.00	1.0000	\$630.00	100.0000% \$646
10	1200	640	200	TEXTBOOKS SPED - CMS	\$569.00	\$230.00	1.0000	\$230.00	100.0000% \$236
10	1200	730	200	SPED EQUIP - CMS	\$2,680.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	114	200	WAGES RELATED SERVICES - CMS	\$0.00	\$56,785.00	1.0000	\$56,785.00	100.0000% \$58,205
10	1210	211	200	HEALTH INS RELATED SERVICES - CMS	\$0.00	\$4,255.00	1.0000	\$4,255.00	100.0000% \$4,787
10	1210	212	200	DENTAL INS RELATED SERVICES - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	214	200	DISABILITY INS RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	215	200	HEALTH INS OPT OUT RELATED SEERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	221	200	SOC SEC RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	222	200	MEDICARE RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	232	200	NHRS TEACHER RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	233	200	403B EMPLOYER MATCH RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	260	200	WORKERS COMP RELATED SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1210	321	200	Contracted Services - Related Services					100.0000% \$120,810
								\$519,008	\$847,505
10	1400	112	200	WAGES COACHES - CMS	\$13,986.00	\$13,986.00	1.0000	\$13,986.00	100.0000% \$14,336
10	1400	113	200	WAGES GAME OFFICIALS - CMS	\$2,000.00	\$4,000.00	1.0000	\$4,000.00	100.0000% \$6,663
10	1400	114	200	WAGES NON-ATHLETIC - CMS	\$6,215.00	\$6,215.00	1.0000	\$6,215.00	100.0000% \$6,370
10	1400	211	200	HEALTH INSURANCE	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1400	212	200	DENTAL INSURANCE	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1400	214	200	DISABILTY INS CO-CURR - CMS	\$6.00	\$48.00	1.0000	\$48.00	100.0000% \$85
10	1400	221	200	SOC SEC CO-CURR - CMS	\$1,377.00	\$1,501.00	1.0000	\$1,501.00	100.0000% \$1,667
10	1400	222	200	MEDICARE - CMS	\$322.00	\$351.00	1.0000	\$351.00	100.0000% \$411
10	1400	231	200	NHRS EMPLOYEE - CO-CURR - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1400	232	200	NHRS TEACHER - CO-CURR - CMS	\$2,650.00	\$350.00	1.0000	\$350.00	100.0000% \$359
10	1400	233	200	403B EMPLOYER MATCH - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1400	260	200	WORKER COMP - CMS	\$133.00	\$138.00	1.0000	\$138.00	100.0000% \$141
10	1400	390	200	GAME OFFICALS- CMS	\$2,348.00	\$3,000.00	1.0000	\$3,000.00	100.0000% \$4,100
10	1400	610	200	SUPPLIES/CO CURR - CMS	\$3,000.00	\$3,816.00	1.0000	\$3,816.00	100.0000% \$5,449
10	1400	651	200	SOFTWARE LIC - CO-CURR - CMS	\$0.00	\$360.00	1.0000	\$360.00	100.0000% \$0
10	1400	730	200	EQUIP/CO CURR - CMS	\$4,500.00	\$5,120.00	1.0000	\$5,120.00	100.0000% \$6,786
								\$38,885.00	\$46,365.88
10	2120	112	200	WAGES GUIDANCE - CMS	\$50,159.00	\$44,364.00	1.0000	\$44,364.00	100.0000% \$45,473

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget	
10	2120	113	200	WAGES GUIDANCE SEC - CMS	\$9,647.00	\$8,515.00	1.0000	\$8,515.00	100.0000%	\$8,728
10	2120	211	200	HEALTH INS GUIDANCE - CMS	\$13,542.00	\$14,140.00	1.0000	\$14,140.00	100.0000%	\$15,908
10	2120	212	200	DENTAL INS GUIDANCE - CMS	\$1,020.00	\$1,020.00	1.0000	\$1,020.00	100.0000%	\$1,148
10	2120	214	200	DISABILITY INS GUIDANCE - CMS	\$121.00	\$89.00	1.0000	\$89.00	100.0000%	\$91
10	2120	215	200	HEALTH INS OPT OUT GUIDANCE - CMS	\$1,252.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2120	221	200	SOC SEC GUIDANCE - CMS	\$3,725.00	\$2,751.00	1.0000	\$2,751.00	100.0000%	\$2,820
10	2120	222	200	MEDICARE - CMS	\$871.00	\$644.00	1.0000	\$644.00	100.0000%	\$660
10	2120	231	200	NHRS/NON-TEACHERS - CMS	\$1,241.00	\$1,244.00	1.0000	\$1,244.00	100.0000%	\$1,275
10	2120	232	200	NHRS/TEACHERS - CMS	\$8,537.00	\$7,702.00	1.0000	\$7,702.00	100.0000%	\$7,895
10	2120	233	200	403B EMPLOYER MATCH - CMS	\$144.00	\$144.00	1.0000	\$144.00	100.0000%	\$148
10	2120	260	200	WORKERS' COMP - CMS	\$325.00	\$315.00	1.0000	\$315.00	100.0000%	\$323
10	2120	534	200	GUIDANCE/POSTAGE - CMS	\$50.00	\$50.00	1.0000	\$50.00	100.0000%	\$51
10	2120	580	200	GUIDANCE TRAVEL - CMS	\$550.00	\$450.00	1.0000	\$450.00	100.0000%	\$461
10	2120	610	200	GUIDANCE SUPPLIES - CMS	\$425.00	\$450.00	1.0000	\$450.00	100.0000%	\$461
10	2120	640	200	TEXTBOOKS - GUIDANCE CMS	\$268.00	\$300.00	1.0000	\$300.00	100.0000%	\$308
10	2120	642	200	ELECTRONIC MEDIA GUIDANCE CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2120	651	200	SOFTWARE LIC - GUIDANCE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2120	730	200	GUIDANCE EQUIP - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
								\$82,178.00		\$85,748.45
10	2130	112	200	WAGES NURSE - CMS	\$40,344.00	\$45,970.00	1.0000	\$45,970.00	100.0000%	\$47,119
10	2130	120	200	WAGES SUB NURSE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	211	200	HEALTH INS NURSES - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	212	200	DENTAL INS NURSE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	214	200	DISABILITY INS NURSE - CMS	\$85.00	\$99.00	1.0000	\$99.00	100.0000%	\$101
10	2130	215	200	HEALTH INS OPT OUT NURSE - CMS	\$2,800.00	\$3,200.00	1.0000	\$3,200.00	100.0000%	\$3,280
10	2130	221	200	SOC SEC NURSE - CMS	\$2,655.00	\$3,049.00	1.0000	\$3,049.00	100.0000%	\$3,125
10	2130	222	200	MEDICARE - CMS	\$621.00	\$713.00	1.0000	\$713.00	100.0000%	\$731
10	2130	231	200	NHRS EMPLOYEE HEALTH SERV - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	232	200	NHRS TEACHERS - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	233	200	403B EMPLOYER MATCH - CMS	\$300.00	\$300.00	1.0000	\$300.00	100.0000%	\$308
10	2130	260	200	WORKERS' COMP - CMS	\$231.00	\$280.00	1.0000	\$280.00	100.0000%	\$287
10	2130	580	200	TRAVEL - NURSES - CMS	\$60.00	\$60.00	1.0000	\$60.00	100.0000%	\$62
10	2130	610	200	SUPPLIES - NURSE - CMS	\$1,167.00	\$2,691.00	1.0000	\$2,691.00	100.0000%	\$2,758
10	2130	640	200	TEXTBOOKS - NURSE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	651	200	SOFTWARE LIC RENEW - NURSE - CMS	\$900.00	\$900.00	1.0000	\$900.00	100.0000%	\$923
10	2130	730	200	EQUIP - NURSE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	810	200	DUES & FEES - NURSE - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
								\$57,262.00		\$58,693.55
10	2210	113	200	WAGES LEADERSHIP - CMS	\$6,604.00	\$6,604.00	1.0000	\$6,604.00	100.0000%	\$6,769
10	2210	214	200	DISABILITY INS. - CMS	\$13.00	\$13.00	1.0000	\$13.00	100.0000%	\$13
10	2210	221	200	SOC SEC CURR & INST - CMS	\$410.00	\$410.00	1.0000	\$410.00	100.0000%	\$420
10	2210	222	200	MEDICARE - CMS	\$96.00	\$96.00	1.0000	\$96.00	100.0000%	\$98
10	2210	232	200	NHRS/TEACHERS - CMS	\$1,147.00	\$1,147.00	1.0000	\$1,147.00	100.0000%	\$1,176
10	2210	260	200	WORKERS COMP - CMS	\$36.00	\$38.00	1.0000	\$38.00	100.0000%	\$39
10	2210	892	200	IDEA AWARD - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
								\$8,308.00		\$8,515.70
10	2220	112	200	WAGES MEDIA GENERALIST - CMS	\$28,158.00	\$28,165.00	1.0000	\$28,165.00	100.0000%	\$28,869
10	2220	113	200	WAGES MEDIA ASST - CMS	\$30,287.00	\$30,884.00	1.0000	\$30,884.00	100.0000%	\$31,656
10	2220	211	200	HEALTH INS MEDIA - CMS	\$20,740.00	\$20,869.00	1.0000	\$20,869.00	100.0000%	\$23,478
10	2220	212	200	DENTAL INS MEDIA - CMS	\$1,311.00	\$1,351.00	1.0000	\$1,351.00	100.0000%	\$1,520
10	2220	214	200	DISABILITY INS MEDIA - CMS	\$114.00	\$117.00	1.0000	\$117.00	100.0000%	\$120
10	2220	215	200	HEALTH INS OPT OUT MEDIA - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	221	200	SOC SEC MEDIA - CMS	\$3,518.00	\$3,630.00	1.0000	\$3,630.00	100.0000%	\$3,721
10	2220	222	200	MEDICARE - CMS	\$823.00	\$849.00	1.0000	\$849.00	100.0000%	\$870
10	2220	231	200	NHRS/NON TEACHER - CMS	\$3,447.00	\$3,394.00	1.0000	\$3,394.00	100.0000%	\$3,479
10	2220	232	200	NHRS/TEACHER - CMS	\$4,594.00	\$4,890.00	1.0000	\$4,890.00	100.0000%	\$5,012
10	2220	233	200	403B EMPLOYER MATCH - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget	
10	2220	260	200	WORKERS COMP - CMS	\$231.00	\$351.00	1.0000	\$351.00	100.0000%	\$360
10	2220	610	200	SUPPLIES DIST LIBR - CMS				\$0.00	100.0000%	\$500
10	2220	640	200	LIBRARY BOOKS - CMS				\$0.00	100.0000%	\$7,500
10	2220	642	200	ELECTRONIC MEDIA - CMS				\$0.00	100.0000%	\$2,500
10	2220	650	200	ED SOFTWARE & LIC MEDIA - CMS				\$0.00	100.0000%	\$3,000
10	2220	730	200	EQUIP MEDIA - CMS				\$0.00	100.0000%	\$1,000
								\$94,500.00		\$113,584.50
10	2410	112	200	WAGES PRINCIPAL - CMS	\$73,500.00	\$75,337.00	1.0000	\$75,337.00	100.0000%	\$77,220
10	2410	114	200	WAGES PRIN SECRETARY - CMS	\$59,234.00	\$53,690.00	1.0000	\$53,690.00	100.0000%	\$55,032
10	2410	120	200	WAGES SUB SECRETARY - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	145	200	RETIREMENT WAGES PRINC - CMS	\$12,889.00	\$12,889.00	1.0000	\$12,889.00	100.0000%	\$13,211
10	2410	211	200	HEALTH INS PRIN OFF - CMS	\$26,081.00	\$27,232.00	1.0000	\$27,232.00	100.0000%	\$30,636
10	2410	212	200	DENTAL INS PRIN OFF - CMS	\$1,770.00	\$1,770.00	1.0000	\$1,770.00	100.0000%	\$1,991
10	2410	213	200	LIFE INS PRINC OFFICE - CMS	\$144.00	\$144.00	1.0000	\$144.00	100.0000%	\$148
10	2410	214	200	DISABILITY INS PRIN OFF - CMS	\$269.00	\$273.00	1.0000	\$273.00	100.0000%	\$280
10	2410	215	200	HEALTH INS OPT OUT PRIN OFF - CMS	\$2,000.00	\$2,000.00	1.0000	\$2,000.00	100.0000%	\$2,050
10	2410	221	200	SOC SEC PRINC OFF - CMS	\$9,142.00	\$9,276.00	1.0000	\$9,276.00	100.0000%	\$9,508
10	2410	222	200	MEDICARE - CMS	\$2,138.00	\$2,169.00	1.0000	\$2,169.00	100.0000%	\$2,223
10	2410	231	200	NHRS EMPLOYEE - CMS	\$6,969.00	\$6,986.00	1.0000	\$6,986.00	100.0000%	\$7,161
10	2410	232	200	NHRS TEACHER - CMS	\$12,728.00	\$13,079.00	1.0000	\$13,079.00	100.0000%	\$13,406
10	2410	233	200	403B EMPLOYER MATCH - CMS	\$300.00	\$300.00	1.0000	\$300.00	100.0000%	\$308
10	2410	235	200	EARLY RETIRE PMT PRINC - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	260	200	WORKERS' COMP - CMS	\$727.00	\$779.00	1.0000	\$779.00	100.0000%	\$798
10	2410	340	200	Equip Service Contract - CMS	\$1,275.00	\$1,650.00	1.0000	\$1,650.00	100.0000%	\$1,691
10	2410	430	200	PRIN OFF - REP&MAINT - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	442	200	Equip rental/lease - CMS	\$3,640.00	\$3,640.00	1.0000	\$3,640.00	100.0000%	\$3,731
10	2410	534	200	POSTAGE - CMS	\$335.00	\$335.00	1.0000	\$335.00	100.0000%	\$343
10	2410	550	200	PRINTING - CMS	\$469.00	\$600.00	1.0000	\$600.00	100.0000%	\$615
10	2410	580	200	TRAVEL - CMS	\$1,500.00	\$1,000.00	1.0000	\$1,000.00	100.0000%	\$1,025
10	2410	610	200	SUPPLIES - CMS	\$1,400.00	\$1,000.00	1.0000	\$1,000.00	100.0000%	\$1,025
10	2410	730	200	EQUIPMENT - CMS	\$1,789.00	\$250.00	1.0000	\$250.00	100.0000%	\$256
10	2410	810	200	DUES - CMS	\$1,400.00	\$1,000.00	1.0000	\$1,000.00	100.0000%	\$1,025
								\$215,399.00		\$223,684.18
10	2600	112	200	WAGES CUSTODIAL - CMS	\$65,584.00	\$67,582.00	1.0000	\$67,582.00	100.0000%	\$69,272
10	2600	120	200	WAGES SUB CUSTODIAN - CMS	\$2,000.00	\$1,500.00	1.0000	\$1,500.00	100.0000%	\$1,538
10	2600	130	200	CUSTODIAL OT WAGES - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2600	211	200	HEALTH INS CUSTODIAL - CMS	\$18,324.00	\$13,910.00	1.0000	\$13,910.00	100.0000%	\$15,649
10	2600	212	200	DENTAL INS CUSTODIAL - CMS	\$751.00	\$879.00	1.0000	\$879.00	100.0000%	\$989
10	2600	214	200	DISABILITY INS CUSTODIAL - CMS	\$123.00	\$132.00	1.0000	\$132.00	100.0000%	\$135
10	2600	215	200	HEALTH INS OPT OUT CUSTODIAL - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2600	221	200	SOC SEC CUSTODIAL - CMS	\$4,163.00	\$4,189.00	1.0000	\$4,189.00	100.0000%	\$4,294
10	1100	614	200	SUPPLIES - MS HEALTH CLASS	\$500.00	\$1,335.00	0.4540	\$606.09		\$0
10	1100	616	200	SUPPLIES- MS INDUSTRIAL ARTS	\$800.00	\$2,600.00	0.4540	\$1,180.40		\$0
10	1100	617	200	SUPPLIES MS CULTURAL STUDIES	\$950.00	\$1,000.00	0.4540	\$454.00		\$0
10	2600	222	200	MEDICARE - CMS	\$974.00	\$980.00	1.0000	\$980.00	100.0000%	\$1,005
10	2600	231	200	NHRS/NON-TEACHERS - CMS	\$7,413.00	\$7,517.00	1.0000	\$7,517.00	100.0000%	\$7,705
10	2600	233	200	403B EMPLOYER MATCH - CMS	\$79.00	\$79.00	1.0000	\$79.00	100.0000%	\$81
10	2600	260	200	WORKERS' COMP - CMS	\$2,615.00	\$2,790.00	1.0000	\$2,790.00	100.0000%	\$2,860
10	2600	411	200	WATER & SEWER - CMS	\$2,000.00	\$2,500.00	1.0000	\$2,500.00	100.0000%	\$2,563
10	2600	421	200	DISPOSAL SERVICES - CMS	\$3,500.00	\$3,600.00	1.0000	\$3,600.00	100.0000%	\$3,690
10	2600	422	200	SNOW PLOWING - CMS	\$5,500.00	\$5,500.00	1.0000	\$5,500.00	100.0000%	\$5,638
10	2600	425	200	SWEEPING SERVICE - CMS	\$300.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2600	430	200	REPAIRS & MAINT - CMS	\$1,000.00	\$3,500.00	1.0000	\$3,500.00	100.0000%	\$3,588
10	2600	442	200	ENERGY EQUIP LEASE - CMS	\$36,840.00	\$37,950.00	1.0000	\$37,950.00	100.0000%	\$38,899
10	2600	531	200	VOICE COMM - CMS	\$8,500.00	\$10,500.00	1.0000	\$10,500.00	100.0000%	\$10,763
10	2600	580	200	CUSTODIAL TRAVEL - CMS	\$325.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2600	610	200	CUSTODIAL SUPPLIES - CMS	\$6,100.00	\$4,500.00	1.0000	\$4,500.00	100.0000%	\$4,613
10	2600	611	200	**CUSTODIAL SUPPLIES - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2600	622	200	ELECTRICITY - CMS	\$21,500.00	\$19,500.00	1.0000	\$19,500.00	100.0000%	\$19,988
10	2600	623	200	PROPANE - CMS	\$5,250.00	\$5,250.00	1.0000	\$5,250.00	100.0000%	\$5,381

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2600	624	200	HEATING OIL - CMS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	625	200	WOOD PELLETS - CMS	\$18,500.00	\$13,500.00	1.0000	\$13,500.00	100.0000% \$13,838
10	2600	730	200	EQUIPMENT - CMS	\$5,500.00	\$5,500.00	1.0000	\$5,500.00	100.0000% \$5,638
								<u>\$213,598.49</u>	<u>\$218,120.85</u>
10	2700	113	200	WAGES BUS ATHLETIC TRIP - CMS	\$3,250.00	\$4,500.00	1.0000	\$4,500.00	0.0000% N/A
10	2700	114	200	WAGES FIELD TRIP DRIVER - CMS	\$3,500.00	\$2,500.00	1.0000	\$2,500.00	0.0000% N/A
10	2700	117	200	WAGES REG DRIVER - CMS	\$59,972.00	\$65,155.00	1.0000	\$65,155.00	0.0000% N/A
10	2700	118	200	WAGES SPED DRIVER - CMS	\$21,832.00	\$22,720.00	1.0000	\$22,720.00	0.0000% N/A
10	2700	211	200	HEALTH INS TRANS - CMS	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	212	200	DENTAL INS TRANS - CMS	\$454.00	\$454.00	1.0000	\$454.00	0.0000% N/A
10	2700	214	200	DISABILITY INS TRANS - CMS	\$186.00	\$190.00	1.0000	\$190.00	0.0000% N/A
10	2700	215	200	HEALTH INS OPT OUT TRANS - CMS	\$9,000.00	\$7,500.00	1.0000	\$7,500.00	0.0000% N/A
10	2700	221	200	SOC SEC TRANS - CMS	\$5,754.00	\$5,882.00	1.0000	\$5,882.00	0.0000% N/A
10	2700	222	200	MEDICARE - CMS	\$1,346.00	\$1,376.00	1.0000	\$1,376.00	0.0000% N/A
10	2700	231	200	NHRS/NON-TEACHERS - CMS	\$5,797.00	\$5,916.00	1.0000	\$5,916.00	0.0000% N/A
10	2700	233	200	403B EMPLOYER MATCH - CMS	\$0.00	\$1,079.00	1.0000	\$1,079.00	0.0000% N/A
10	2700	260	200	WORKER'S COMP - CMS	\$4,500.00	\$5,778.00	1.0000	\$5,778.00	0.0000% N/A
10	2700	443	200	BUS LEASE/EQUIP - CMS	\$84,750.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	520	200	INSURANCE - CMS	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	627	200	DIESEL FUEL - CMS	\$23,500.00	\$28,500.00	1.0000	\$28,500.00	0.0000% N/A
10	4000	450	200	CONST SERVICES - CMS	\$43,000.00	\$0.00	1.0000	\$0.00	100.0000% \$0
								<u>\$151,550.00</u>	<u>\$0.00</u>
Total CMS Proposed Budget								<u>\$2,467,097.12</u>	<u>\$2,730,171.06</u>
Charlestown Primary School									
10	1100	112	201	WAGES TEACHER - CPS	\$960,141.00	\$970,931.00	1.0000	\$970,931.00	100.0000% \$995,204
10	1100	113	201	WAGES REG ED AIDE - CPS	\$39,156.00	\$21,759.00	1.0000	\$21,759.00	100.0000% \$22,303
10	1100	120	201	WAGES SUB TEACHER - CPS	\$14,650.00	\$20,461.00	1.0000	\$20,461.00	100.0000% \$20,973
10	1100	146	201	TEACHER SICK LEAVE BUYOUT - CPS	\$0.00	\$26,645.00	1.0000	\$26,645.00	100.0000% \$27,311
10	1100	211	201	HEALTH INS - CPS	\$169,926.00	\$169,926.00	1.0000	\$169,926.00	100.0000% \$174,174
10	1100	212	201	DENTAL INS - CPS	\$13,800.00	\$13,801.00	1.0000	\$13,801.00	100.0000% \$14,146
10	1100	214	201	DISABILITY INS - CPS	\$1,994.00	\$2,052.00	1.0000	\$2,052.00	100.0000% \$2,103
10	1100	215	201	HEALTH INS OPT OUT - CPS	\$15,920.00	\$13,000.00	1.0000	\$13,000.00	100.0000% \$13,325
10	1100	221	201	SOC SEC - CPS	\$63,041.00	\$65,224.00	1.0000	\$65,224.00	100.0000% \$66,855
10	1100	222	201	MEDICARE - CPS	\$14,744.00	\$15,254.00	1.0000	\$15,254.00	100.0000% \$15,635
10	1100	232	201	NHRS TEACHER - CPS	\$161,468.00	\$170,514.00	1.0000	\$170,514.00	100.0000% \$174,777
10	1100	233	201	403B EMPLOYER MATCH - CPS	\$5,550.00	\$5,550.00	1.0000	\$5,550.00	100.0000% \$5,689
10	1100	260	201	WORKERS COMP - CPS	\$5,005.00	\$6,110.00	1.0000	\$6,110.00	100.0000% \$6,263
10	1100	580	201	TRAVEL - CPS	\$1,134.00	\$1,216.00	1.0000	\$1,216.00	100.0000% \$1,246
10	1100	610	201	INSTR SUPPLIES - CPS	\$15,644.00	\$15,585.00	1.0000	\$15,585.00	100.0000% \$15,975
10	1100	640	201	INSTR TEXTBOOK - CPS	\$2,040.00	\$1,375.00	1.0000	\$1,375.00	100.0000% \$1,409
10	1100	641	201	OTHER PRINT MEDIA - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1100	650	201	ED SOFTWARE & LIC - CPS	\$8,970.00	\$2,795.00	1.0000	\$2,795.00	100.0000% \$2,865
10	1100	730	201	EQUIPMENT - CPS	\$6,543.00	\$3,875.00	1.0000	\$3,875.00	100.0000% \$3,972
10	1100	733	201	FURN & FIXTURES - CPS	\$3,990.00	\$2,066.00	1.0000	\$2,066.00	100.0000% \$2,118
10	1100	734	201	COMP & COMM EQUIP - CPS	\$14,270.00	\$14,530.00	1.0000	\$14,530.00	100.0000% \$14,893
								<u>\$1,542,669.00</u>	<u>\$1,581,235.73</u>
10	1200	112	201	WAGES SPED TEACHER - CPS	\$156,904.00	\$160,348.00	1.0000	\$160,348.00	100.0000% \$164,357
10	1200	113	201	WAGES SPED AIDE - CPS	\$314,898.00	\$365,234.00	1.0000	\$365,234.00	100.0000% \$439,365
10	1200	114	201	* WAGES RELATED SERVICES - CPS	\$65,629.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	1200	120	201	WAGES SPED SUB TEACHER - CPS	\$2,000.00	\$2,000.00	1.0000	\$2,000.00	100.0000% \$2,050
10	1200	121	201	WAGES SPED SUB AIDES - CPS	\$4,500.00	\$9,500.00	1.0000	\$9,500.00	100.0000% \$9,738
10	1200	211	201	HEALTH INS SPED - CPS	\$59,406.00	\$50,731.00	1.0000	\$50,731.00	100.0000% \$51,999
10	1200	212	201	DENTAL INS SPED - CPS	\$4,906.00	\$4,906.00	1.0000	\$4,906.00	100.0000% \$5,029
10	1200	214	201	DISABILITY INS SPED - CPS	\$1,130.00	\$1,184.00	1.0000	\$1,184.00	100.0000% \$1,214
10	1200	215	201	HEALTH INS OPT OUT SPED - CPS	\$12,100.00	\$12,000.00	1.0000	\$12,000.00	100.0000% \$12,300
10	1200	221	201	SOC SEC SPED - CPS	\$35,473.00	\$36,042.00	1.0000	\$36,042.00	100.0000% \$36,943

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	1200	222	201	MEDICARE SPED - CPS	\$8,267.00	\$8,429.00	1.0000	\$8,429.00	\$8,640
10	1200	231	201	NHRS EMPLOYEE - SPED - CPS	\$7,358.00	\$0.00	1.0000	\$0.00	\$0
10	1200	232	201	NHRS TEACHER - SPED - CPS	\$26,681.00	\$36,043.00	1.0000	\$36,043.00	\$36,944
10	1200	233	201	403B EMPLOYER MATCH - CPS	\$382.00	\$382.00	1.0000	\$382.00	\$392
10	1200	260	201	WORKERS COMP SPED - CPS	\$2,636.00	\$3,439.00	1.0000	\$3,439.00	\$3,525
10	1200	321	201	Contracted Services - SPED support - ELC			1.0000		\$68,050
10	1200	321	201	Contracted Services - SPED support - LEAP			1.0000		\$54,368
10	1200	534	201	SPED POSTAGE - CPS	\$100.00	\$200.00	1.0000	\$200.00	\$205
10	1200	561	201	TUITION NH LEA	\$86,544.00	\$17,283.00	0.4540	\$7,846.48	\$140,000
10	1200	610	201	SPED SUPPLIES - CPS	\$1,293.00	\$884.00	1.0000	\$884.00	\$906
10	1200	640	201	TEXTBOOKS SPED - CPS	\$260.00	\$650.00	1.0000	\$650.00	\$666
10	1200	650	201	SOFTWARE & LICENSING - SPED CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1200	730	201	SPED EQUIP - CPS	\$600.00	\$0.00	1.0000	\$0.00	\$0
10	1201	112	201	WAGES SPED TEACHER - Preschool				\$0.00	\$71,067
10	1201	113	201	WAGES SPED AIDE - Preschool				\$0.00	\$54,195
10	1201	120	201	WAGES SPED SUB TEACHER - Preschool				\$0.00	\$1,500
10	1201	121	201	WAGES SPED SUB AIDES - Preschool				\$0.00	\$2,500
10	1201	211	201	HEALTH INS SPED - Preschool				\$0.00	\$13,092
10	1201	212	201	DENTAL INS SPED - Preschool				\$0.00	\$2,319
10	1201	214	201	DISABILITY INS SPED - Preschool				\$0.00	\$292
10	1201	215	201	HEALTH INS OPT OUT SPED - Preschool				\$0.00	\$6,000
10	1201	221	201	SOC SEC SPED - Preschool				\$0.00	\$8,139
10	1201	222	201	MEDICARE SPED - Preschool				\$0.00	\$1,904
10	1201	231	201	NHRS EMPLOYEE - SPED - Preschool				\$0.00	\$0
10	1201	232	201	NHRS TEACHER - SPED - Preschool				\$0.00	\$13,362
10	1201	233	201	403B EMPLOYER MATCH - Preschool				\$0.00	\$6,650
10	1201	260	201	WORKERS COMP SPED - Preschool				\$0.00	\$788
10	1201	534	201	SPED POSTAGE - Preschool				\$0.00	\$50
10	1201	610	201	SPED SUPPLIES - Preschool				\$0.00	\$2,500
10	1201	640	201	TEXTBOOKS SPED - Preschool				\$0.00	\$1,500
10	1201	650	201	SOFTWARE & LICENSING - SPED Preschool				\$0.00	\$4,500
10	1201	730	201	SPED EQUIP - Preschool				\$0.00	\$1,500
10	1210	114	201	WAGES RELATED SERVICES - CPS	\$0.00	\$67,523.00	1.0000	\$67,523.00	\$0
10	1210	211	201	HEALTH INS RELATED SERVICES - CPS	\$0.00	\$13,092.00	1.0000	\$13,092.00	\$0
10	1210	212	201	DENTAL INS RELATED SERVICES - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	214	201	DISABILITY INS RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	215	201	HEALTH INS OPT OUT RELATED SEERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	221	201	SOC SEC RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	222	201	MEDICARE RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	232	201	NHRS TEACHER RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	233	201	403B EMPLOYER MATCH RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	260	201	WORKERS COMP RELATED SERV - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	321	201	Contracted Services - Related Services				\$0.00	\$226,005
								\$780,433.48	\$1,454,552.30
10	2120	112	201	WAGES GUIDANCE - CPS	\$66,496.00	\$66,412.00	1.0000	\$66,412.00	\$68,072
10	2120	211	201	HEALTH INS GUIDANCE - CPS	\$12,539.00	\$13,092.00	1.0000	\$13,092.00	\$13,419
10	2120	212	201	DENTAL INS GUIDANCE - CPS	\$751.00	\$751.00	1.0000	\$751.00	\$770
10	2120	214	201	DISABILITY INS GUIDANCE - CPS	\$131.00	\$133.00	1.0000	\$133.00	\$136
10	2120	215	201	HEALTH INS OPT OUT GUIDANCE - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	221	201	SOC SEC GUIDANCE - CPS	\$4,045.00	\$4,118.00	1.0000	\$4,118.00	\$4,221
10	2120	222	201	MEDICARE - CTOWN	\$946.00	\$963.00	1.0000	\$963.00	\$987
10	2120	231	201	NHRS/NON-TEACHERS - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	232	201	NHRS/TEACHERS - CTOWN	\$11,325.00	\$11,529.00	1.0000	\$11,529.00	\$11,817
10	2120	233	201	403B EMPLOYER MATCH - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	260	201	WORKERS' COMP - CTOWN	\$352.00	\$379.00	1.0000	\$379.00	\$388
10	2120	534	201	GUIDANCE/POSTAGE - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	580	201	GUIDANCE TRAVEL - CHARLESTOWN	\$100.00	\$40.00	1.0000	\$40.00	\$41
10	2120	610	201	GUIDANCE SUPPLIES - CTOWN	\$661.00	\$134.00	1.0000	\$134.00	\$137
10	2120	640	201	TEXTBOOKS - GUIDANCE CPS	\$86.00	\$0.00	1.0000	\$0.00	\$0
10	2120	730	201	GUIDANCE EQUIP - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2130	112	201	WAGES NURSE - CPS	\$48,989.00	\$48,843.00	1.0000	\$48,843.00	\$50,064
10	2130	120	201	WAGES SUB NURSE - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2130	211	201	HEALTH INS NURSES - CPS	\$14,389.00	\$15,023.00	1.0000	\$15,023.00	\$15,399

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget	
10	2130	212	201	DENTAL INS NURSE - CPS	\$1,083.00	\$1,083.00	1.0000	\$1,083.00	100.0000%	\$1,110
10	2130	214	201	DISABILITY INS NURSE - CPS	\$96.00	\$98.00	1.0000	\$98.00	100.0000%	\$100
10	2130	215	201	HEALTH INS OPT OUT NURSE - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	221	201	SOC SEC NURSE - CPS	\$2,997.00	\$3,028.00	1.0000	\$3,028.00	100.0000%	\$3,104
10	2130	222	201	MEDICARE - CPS	\$701.00	\$708.00	1.0000	\$708.00	100.0000%	\$726
10	2130	231	201	NHRS NON-TEACHERS - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	232	201	NHRS TEACHERS - CPS	\$8,330.00	\$8,479.00	1.0000	\$8,479.00	100.0000%	\$8,691
10	2130	233	201	403B EMPLOYER MATCH - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	260	201	WORKERS' COMP - CPS	\$261.00	\$279.00	1.0000	\$279.00	100.0000%	\$286
10	2130	580	201	TRAVEL - NURSES - CPS	\$320.00	\$264.00	1.0000	\$264.00	100.0000%	\$271
10	2130	610	201	SUPPLIES - NURSE - CPS	\$1,352.00	\$845.00	1.0000	\$845.00	100.0000%	\$866
10	2130	640	201	TEXTBOOKS - NURSE - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	651	201	SOFTWARE LIC RENEW - NURSE - CPS	\$900.00	\$900.00	1.0000	\$900.00	100.0000%	\$923
10	2130	730	201	EQUIP - NURSE - CPS	\$600.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2130	810	201	DUES & FEES - NURSE - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
								\$177,101.00		\$181,528.53
10	2210	113	201	WAGES LEADERSHIP - CPS	\$3,496.00	\$3,496.00	1.0000	\$3,496.00	100.0000%	\$3,583
10	2210	214	201	DISABILITY INS. - CPS	\$10.00	\$7.00	1.0000	\$7.00	100.0000%	\$7
10	2210	221	201	SOC SEC CURR & INST - CPS	\$217.00	\$217.00	1.0000	\$217.00	100.0000%	\$222
10	2210	222	201	MEDICARE - CPS	\$51.00	\$51.00	1.0000	\$51.00	100.0000%	\$52
10	2210	232	201	NHRS/TEACHERS - CPS	\$607.00	\$607.00	1.0000	\$607.00	100.0000%	\$622
10	2210	260	201	WORKERS COMP - CPS	\$19.00	\$20.00	1.0000	\$20.00	100.0000%	\$21
10	2210	892	201	IDEA AWARD - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	113	201	WAGES MEDIA ASST - CPS	\$11,967.00	\$12,933.00	1.0000	\$12,933.00	100.0000%	\$13,256
10	2220	211	201	HEALTH INS MEDIA - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	212	201	DENTAL INS MEDIA - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	214	201	DISABILITY INS MEDIA - CPS	\$34.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	215	201	HEALTH INS OPT OUT MEDIA - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	221	201	SOC SEC MEDIA - CPS	\$728.00	\$773.00	1.0000	\$773.00	100.0000%	\$792
10	2220	222	201	MEDICARE - CTOWN	\$171.00	\$181.00	1.0000	\$181.00	100.0000%	\$186
10	2220	231	201	NHRS/NON TEACHER - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	232	201	NHRS/TEACHER - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	233	201	403B EMPLOYER MATCH - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2220	260	201	WORKERS COMP - CTOWN	\$63.00	\$75.00	1.0000	\$75.00	100.0000%	\$77
								\$18,360.00		\$18,819.00
10	2410	112	201	WAGES PRINCIPAL - CPS	\$88,024.00	\$90,225.00	1.0000	\$90,225.00	100.0000%	\$92,481
10	2410	114	201	WAGES PRIN SECRETARY - CPS	\$42,122.00	\$43,538.00	1.0000	\$43,538.00	100.0000%	\$44,626
10	2410	120	201	WAGES SUB SECRETARY - CPS	\$700.00	\$700.00	1.0000	\$700.00	100.0000%	\$718
10	2410	211	201	HEALTH INS PRIN OFF - CPS	\$33,856.00	\$35,349.00	1.0000	\$35,349.00	100.0000%	\$36,233
10	2410	212	201	DENTAL INS PRIN OFF - CPS	\$2,549.00	\$2,549.00	1.0000	\$2,549.00	100.0000%	\$2,613
10	2410	213	201	LIFE INS PRINC OFFICE - CPS	\$180.00	\$181.00	1.0000	\$181.00	100.0000%	\$186
10	2410	214	201	DISABILITY INS PRIN OFF - CPS	\$260.00	\$267.00	1.0000	\$267.00	100.0000%	\$274
10	2410	215	201	HEALTH INS OPT OUT PRIN OFF - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	221	201	SOC SEC PRINC OFF - CPS	\$8,099.00	\$8,311.00	1.0000	\$8,311.00	100.0000%	\$8,519
10	2410	222	201	MEDICARE - CTOWN	\$1,894.00	\$1,944.00	1.0000	\$1,944.00	100.0000%	\$1,993
10	2410	231	201	NHRS EMPLOYEE - CPS	\$4,794.00	\$4,907.00	1.0000	\$4,907.00	100.0000%	\$5,030
10	2410	232	201	NHRS TEACHER - CPS	\$15,244.00	\$15,663.00	1.0000	\$15,663.00	100.0000%	\$16,055
10	2410	233	201	403B EMPLOYER MATCH - CPS	\$600.00	\$600.00	1.0000	\$600.00	100.0000%	\$615
10	2410	260	201	WORKERS' COMP - CPS	\$702.00	\$764.00	1.0000	\$764.00	100.0000%	\$783
10	2410	340	201	Equip Service Contracts - CPS	\$1,925.00	\$3,650.00	1.0000	\$3,650.00	100.0000%	\$3,741
10	2410	430	201	PRIN OFF/REP&MAINT - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	442	201	Equip rental/lease - CPS	\$6,140.00	\$7,308.00	1.0000	\$7,308.00	100.0000%	\$7,491
10	2410	534	201	PRIN OFF/POSTAGE - CPS	\$557.00	\$490.00	1.0000	\$490.00	100.0000%	\$502
10	2410	580	201	TRAVEL - CPS	\$900.00	\$550.00	1.0000	\$550.00	100.0000%	\$564
10	2410	610	201	SUPPLIES - CPS	\$275.00	\$250.00	1.0000	\$250.00	100.0000%	\$256
10	2410	730	201	EQUIPMENT - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	734	201	COMPUTER & COMM EQUIP - CPS	\$0.00	\$0.00	1.0000	\$0.00	100.0000%	\$0
10	2410	810	201	DUES - CPS	\$600.00	\$600.00	1.0000	\$600.00	100.0000%	\$615
								\$217,846.00		\$223,292.15

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2600	112	201	WAGES CUSTODIAL - CPS	\$95,138.00	\$96,672.00	1.0000	\$96,672.00	\$99,089
10	2600	120	201	WAGES SUB CUSTODIAN - CPS	\$2,500.00	\$2,800.00	1.0000	\$2,800.00	\$2,870
10	2600	211	201	HEALTH INS CUSTODIAL - CPS	\$33,856.00	\$35,349.00	1.0000	\$35,349.00	\$36,233
10	2600	212	201	DENTAL INS CUSTODIAL - CPS	\$2,549.00	\$2,549.00	1.0000	\$2,549.00	\$2,613
10	2600	214	201	DISABILITY INS CUSTODIAL - CPS	\$191.00	\$191.00	1.0000	\$191.00	\$196
10	2600	215	201	HEALTH INS OPT OUT CUSTODIAL - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2600	221	201	SOC SEC CUSTODIAL - CPS	\$6,073.00	\$6,091.00	1.0000	\$6,091.00	\$6,243
10	2600	222	201	MEDICARE	\$1,421.00	\$1,435.00	1.0000	\$1,435.00	\$1,471
10	2600	231	201	RETIREMENT NON-TEACHERS	\$8,234.00	\$8,267.00	1.0000	\$8,267.00	\$8,474
10	2600	233	201	403B EMPLOYER MATCH - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2600	260	201	WORKERS COMPENSATION	\$3,820.00	\$4,034.00	1.0000	\$4,034.00	\$4,135
10	2600	411	201	WATER & SEWER - CPS	\$3,050.00	\$4,700.00	1.0000	\$4,700.00	\$4,818
10	2600	421	201	DISPOSAL SERVICES - CPS	\$3,200.00	\$3,200.00	1.0000	\$3,200.00	\$3,280
10	2600	422	201	SNOW PLOWING - CPS	\$6,500.00	\$10,500.00	1.0000	\$10,500.00	\$10,763
10	2600	425	201	SWEEPING SERVICE - CPS	\$350.00	\$300.00	1.0000	\$300.00	\$308
10	2600	430	201	REPAIRS & MAINT - CPS	\$1,000.00	\$3,500.00	1.0000	\$3,500.00	\$3,588
10	2600	531	201	VOICE COMM - CPS	\$8,200.00	\$10,500.00	1.0000	\$10,500.00	\$15,680
10	2600	580	201	TRAVEL	\$50.00	\$0.00	1.0000	\$0.00	\$0
10	2600	610	201	CUSTODIAL SUPPLIES - CPS	\$7,750.00	\$9,500.00	1.0000	\$9,500.00	\$9,738
10	2600	611	201	**CUSTODIAL SUPPLIES - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2600	622	201	ELECTRICITY - CPS	\$17,500.00	\$16,500.00	1.0000	\$16,500.00	\$16,913
10	2600	623	201	PROPANE - CPS	\$22,500.00	\$20,000.00	1.0000	\$20,000.00	\$20,500
10	2600	624	201	**HEATING OIL - CPS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2600	730	201	EQUIPMENT - CPS	\$1,500.00	\$1,500.00	1.0000	\$1,500.00	\$1,538
								<u>\$237,588.00</u>	<u>\$248,445.20</u>
10	2700	114	201	WAGES FIELD TRIP DRIVER - CPS	\$320.00	\$320.00	1.0000	\$320.00	N/A
10	2700	212	201	DENTAL INS TRANS - CPS	\$0.00	\$0.00	1.0000	\$0.00	N/A
10	2700	221	201	SOC SEC TRANS - CPS	\$0.00	\$22.00	1.0000	\$22.00	N/A
10	2700	222	201	MEDICARE TRANS - CPS	\$0.00	\$6.00	1.0000	\$6.00	N/A
10	2700	231	201	NHRS/NON-TEACHERS - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	N/A
10	2700	233	201	403B EMPLOYER MATCH - CPS	\$0.00	\$0.00	1.0000	\$0.00	N/A
10	2700	260	201	WORKER'S COMP - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	N/A
10	2700	520	201	INSURANCE - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	N/A
10	2700	627	201	DIESEL FUEL - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	N/A
								<u>\$348.00</u>	<u>\$0.00</u>
10	4000	450	201	CONST SERVICES - CPS	\$115,000.00	\$72,000.00	1.0000	\$72,000.00	\$73,800
								<u>\$72,000.00</u>	<u>\$73,800.00</u>
								<u>\$3,046,345.48</u>	<u>\$3,781,672.90</u>

North Charlestown School

10	1100	112	202	WAGES TEACHER - NCS	\$330,323.00	\$334,961.00	1.0000	\$334,961.00	\$343,335
10	1100	120	202	WAGES SUB TEACHER - NCS	\$6,500.00	\$5,500.00	1.0000	\$5,500.00	\$5,638
10	1100	211	202	HEALTH INS - NCS	\$54,986.00	\$57,409.00	1.0000	\$57,409.00	\$58,844
10	1100	212	202	DENTAL INS - NCS	\$4,026.00	\$4,026.00	1.0000	\$4,026.00	\$4,127
10	1100	214	202	DISABILITY INS - NCS	\$657.00	\$673.00	1.0000	\$673.00	\$690
10	1100	215	202	HEALTH INS OPT OUT - NCS	\$1,680.00	\$1,680.00	1.0000	\$1,680.00	\$1,722
10	1100	221	202	SOC SEC - NCS	\$20,718.00	\$21,213.00	1.0000	\$21,213.00	\$21,743
10	1100	222	202	MEDICARE - NCS	\$4,845.00	\$4,961.00	1.0000	\$4,961.00	\$5,085
10	1100	232	202	NHRS TEACHER - NCS	\$54,034.00	\$55,327.00	1.0000	\$55,327.00	\$56,710
10	1100	233	202	403B EMPLOYER MATCH - NCS	\$1,440.00	\$1,440.00	1.0000	\$1,440.00	\$1,476
10	1100	260	202	WORKERS COMP - NCS	\$1,809.00	\$1,950.00	1.0000	\$1,950.00	\$1,999
10	1100	320	202	PROF ED SERVICE - NCS	\$0.00	\$2,000.00	1.0000	\$2,000.00	\$2,050
10	1100	430	202	REPAIRS CLSSRM EQUIP - NCS	\$680.00	\$500.00	1.0000	\$500.00	\$513
10	1100	580	202	TRAVEL - NCS	\$1,462.00	\$1,462.00	1.0000	\$1,462.00	\$1,499
10	1100	610	202	SUPPLIES - NCS	\$6,333.00	\$6,260.00	1.0000	\$6,260.00	\$6,417

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	1100	640	202	INSTR TEXTBOOK - NCS	\$4,000.00	\$2,864.00	1.0000	\$2,864.00	\$2,936
10	1100	641	202	OTHER PRINT MEDIA - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1100	650	202	ED SOFTWARE & LIC - NCS	\$0.00	\$5,299.00	1.0000	\$5,299.00	\$5,431
10	1100	730	202	EQUIPMENT - NCS	\$7,140.00	\$810.00	1.0000	\$810.00	\$830
								\$508,335.00	\$521,043.38
10	1200	112	202	WAGES SPED TEACHER - NCS	\$57,012.00	\$58,261.00	1.0000	\$58,261.00	\$59,718
10	1200	113	202	WAGES SPED AIDE - NCS	\$87,481.00	\$113,874.00	1.0000	\$113,874.00	\$116,721
10	1200	114	202	* WAGES RELATED SERVICES - NCS	\$20,621.00	\$0.00	1.0000	\$0.00	\$0
10	1200	120	202	WAGES SPED SUB TEACHER - NCS	\$350.00	\$350.00	1.0000	\$350.00	\$359
10	1200	121	202	WAGES SPED SUB AIDE - NCS	\$2,000.00	\$2,000.00	1.0000	\$2,000.00	\$2,050
10	1200	211	202	HEALTH INS SPED - NCS	\$13,480.00	\$27,494.00	1.0000	\$27,494.00	\$28,181
10	1200	212	202	DENTAL INS SPED - NCS	\$3,312.00	\$3,418.00	1.0000	\$3,418.00	\$3,503
10	1200	214	202	DISABILITY INS SPED - NCS	\$352.00	\$426.00	1.0000	\$426.00	\$437
10	1200	215	202	HEALTH INS OPT OUT SPED - NCS	\$11,000.00	\$4,727.00	1.0000	\$4,727.00	\$4,845
10	1200	221	202	SOC SEC SPED - NCS	\$11,065.00	\$13,357.00	1.0000	\$13,357.00	\$13,691
10	1200	222	202	MEDICARE SPED - CPS	\$2,588.00	\$3,124.00	1.0000	\$3,124.00	\$3,202
10	1200	231	202	NHRS EMPLOYEE - SPED - NCS	\$760.00	\$0.00	1.0000	\$0.00	\$0
10	1200	232	202	NHRS TEACHER - SPED - NCS	\$9,897.00	\$11,583.00	1.0000	\$11,583.00	\$11,873
10	1200	233	202	403B EMPLOYER MATCH - NCS	\$150.00	\$150.00	1.0000	\$150.00	\$154
10	1200	260	202	WORKERS COMP SPED - NCS	\$964.00	\$1,247.00	1.0000	\$1,247.00	\$1,278
10	1200	534	202	SPED POSTAGE - CTOWN	\$119.00	\$119.00	1.0000	\$119.00	\$122
10	1200	561	202	TUITION NH LEA	\$86,544.00	\$17,283.00	0.4540	\$7,846.48	\$20,000
10	1200	580	202	SPED TRAVEL - CTOWN	\$272.00	\$270.00	1.0000	\$270.00	\$277
10	1200	610	202	SPED SUPPLIES - CTOWN	\$334.00	\$350.00	1.0000	\$350.00	\$359
10	1200	640	202	TEXTBOOKS SPED - NCS	\$281.00	\$310.00	1.0000	\$310.00	\$318
10	1200	730	202	SPED EQUIP - CTOWN	\$1,320.00	\$1,021.00	1.0000	\$1,021.00	\$1,047
10	1210	114	202	WAGES RELATED SERVICES - NCS	\$0.00	\$21,487.00	1.0000	\$21,487.00	\$22,024
10	1210	211	202	HEALTH INS RELATED SERVICES - NCS	\$0.00	\$1,309.00	1.0000	\$1,309.00	\$1,342
10	1210	212	202	DENTAL INS RELATED SERVICES - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	214	202	DISABILITY INS RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	215	202	HEALTH INS OPT OUT RELATED SEERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	221	202	SOC SEC RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	222	202	MEDICARE RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	232	202	NHRS TEACHER RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	233	202	403B EMPLOYER MATCH RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	260	202	WORKERS COMP RELATED SERV - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	1210	321	202	Contracted Services - Related Services				\$0.00	\$64,105
								\$272,723.48	\$355,603.93
10	2120	112	202	WAGES GUIDANCE - NCS	\$12,540.00	\$11,091.00	1.0000	\$11,091.00	\$11,368
10	2120	211	202	HEALTH INS GUIDANCE - NCS	\$3,386.00	\$3,535.00	1.0000	\$3,535.00	\$3,623
10	2120	212	202	DENTAL INS GUIDANCE - NCS	\$256.00	\$355.00	1.0000	\$355.00	\$364
10	2120	214	202	DISABILITY INS GUIDANCE - NCS	\$25.00	\$22.00	1.0000	\$22.00	\$23
10	2120	215	202	HEALTH INS OPT OUT GUIDANCE - NCS	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	221	202	SOC SEC GUIDANCE - NCS	\$762.00	\$688.00	1.0000	\$688.00	\$705
10	2120	222	202	MEDICARE - CTOWN	\$179.00	\$161.00	1.0000	\$161.00	\$165
10	2120	231	202	NHRS/NON-TEACHERS - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	232	202	NHRS/TEACHERS - CTOWN	\$2,135.00	\$1,926.00	1.0000	\$1,926.00	\$1,974
10	2120	233	202	403B EMPLOYER MATCH - NCS	\$36.00	\$36.00	1.0000	\$36.00	\$37
10	2120	260	202	WORKERS' COMP - CTOWN	\$66.00	\$63.00	1.0000	\$63.00	\$65
10	2120	534	202	GUIDANCE/POSTAGE - CTOWN	\$25.00	\$25.00	1.0000	\$25.00	\$26
10	2120	580	202	GUIDANCE TRAVEL - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
10	2120	610	202	GUIDANCE SUPPLIES - CTOWN	\$205.00	\$250.00	1.0000	\$250.00	\$256
10	2120	640	202	TEXTBOOKS - GUIDANCE NCS	\$132.00	\$150.00	1.0000	\$150.00	\$154
10	2120	730	202	GUIDANCE EQUIP - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	\$0
								\$18,302.00	\$18,759.55
10	2130	112	202	WAGES NURSE - NCS	\$8,645.00	\$8,619.00	1.0000	\$8,619.00	\$8,834
10	2130	211	202	HEALTH INS NURSES - NCS	\$2,539.00	\$2,651.00	1.0000	\$2,651.00	\$2,717

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2130	212	202	DENTAL INS NURSE - NCS	\$192.00	\$191.00	1.0000	\$191.00	100.0000% \$196
10	2130	214	202	DISABILITY INS NURSE - NCS	\$17.00	\$17.00	1.0000	\$17.00	100.0000% \$17
10	2130	215	202	HEALTH INS OPT OUT NURSE - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2130	221	202	SOC SEC NURSE - NCS	\$525.00	\$535.00	1.0000	\$535.00	100.0000% \$548
10	2130	222	202	MEDICARE - NCS	\$123.00	\$125.00	1.0000	\$125.00	100.0000% \$128
10	2130	231	202	NHRS NON-TEACHERS - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2130	232	202	NHRS TEACHERS - NCS	\$1,470.00	\$1,496.00	1.0000	\$1,496.00	100.0000% \$1,533
10	2130	233	202	403B EMPLOYER MATCH - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2130	260	202	WORKERS' COMP - NCS	\$46.00	\$49.00	1.0000	\$49.00	100.0000% \$50
10	2130	580	202	TRAVEL - NURSES - NCS	\$40.00	\$40.00	1.0000	\$40.00	100.0000% \$41
10	2130	610	202	SUPPLIES - NURSE - NCS	\$583.00	\$748.00	1.0000	\$748.00	100.0000% \$767
10	2130	640	202	TEXTBOOKS - NURSE - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2130	651	202	SOFTWARE LIC RENEW - NURSE - NCS	\$900.00	\$900.00	1.0000	\$900.00	100.0000% \$923
10	2130	730	202	EQUIP - NURSE - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2130	810	202	DUES & FEES - NURSE - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
								\$15,371.00	\$15,755.28
10	2210	113	202	WAGES LEADERSHIP - NCS	\$2,331.00	\$2,331.00	1.0000	\$2,331.00	100.0000% \$2,389
10	2210	214	202	DISABILITY INS. - NCS	\$7.00	\$5.00	1.0000	\$5.00	100.0000% \$5
10	2210	221	202	SOC SEC CURR & INST - NCS	\$145.00	\$145.00	1.0000	\$145.00	100.0000% \$149
10	2210	222	202	MEDICARE - NCS	\$34.00	\$34.00	1.0000	\$34.00	100.0000% \$35
10	2210	232	202	NHRS/TEACHERS - NCS	\$405.00	\$405.00	1.0000	\$405.00	100.0000% \$415
10	2210	260	202	WORKERS COMP - NCS	\$15.00	\$13.00	1.0000	\$13.00	100.0000% \$13
10	2210	892	202	IDEA AWARD - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
								\$2,933.00	\$3,006.33
10	2220	113	202	WAGES MEDIA ASST - NCS	\$3,578.00	\$3,640.00	1.0000	\$3,640.00	100.0000% \$3,731
10	2220	211	202	HEALTH INS MEDIA - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	212	202	DENTAL INS MEDIA - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	214	202	DISABILITY INS MEDIA - NCS	\$10.00	\$7.00	1.0000	\$7.00	100.0000% \$7
10	2220	215	202	HEALTH INS OPT OUT MEDIA - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	221	202	SOC SEC MEDIA - NCS	\$222.00	\$222.00	1.0000	\$222.00	100.0000% \$228
10	2220	222	202	MEDICARE - CTOWN	\$52.00	\$52.00	1.0000	\$52.00	100.0000% \$53
10	2220	231	202	NHRS/NON TEACHER - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	232	202	NHRS/TEACHER - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	233	202	403B EMPLOYER MATCH - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2220	260	202	WORKERS COMP - CTOWN	\$22.00	\$22.00	1.0000	\$22.00	100.0000% \$23
								\$3,943.00	\$4,041.58
10	2410	112	202	WAGES PRINCIPAL - NCS	\$18,375.00	\$18,834.00	1.0000	\$18,834.00	100.0000% \$19,305
10	2410	114	202	WAGES PRIN SECRETARY - NCS	\$27,934.00	\$29,379.00	1.0000	\$29,379.00	100.0000% \$30,113
10	2410	120	202	WAGES SUB SECRETARY - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2410	211	202	HEALTH INS PRIN OFF - NCS	\$3,386.00	\$3,535.00	1.0000	\$3,535.00	100.0000% \$3,623
10	2410	212	202	DENTAL INS PRIN OFF - NCS	\$255.00	\$255.00	1.0000	\$255.00	100.0000% \$261
10	2410	213	202	LIFE INS PRINC OFFICE - NCS	\$36.00	\$36.00	1.0000	\$36.00	100.0000% \$37
10	2410	214	202	DISABILITY INS PRIN OFF - NCS	\$101.00	\$102.00	1.0000	\$102.00	100.0000% \$105
10	2410	215	202	HEALTH INS OPT OUT PRIN OFF - NCS	\$4,000.00	\$4,000.00	1.0000	\$4,000.00	100.0000% \$4,100
10	2410	221	202	SOC SEC PRINC OFF - NCS	\$3,117.00	\$3,154.00	1.0000	\$3,154.00	100.0000% \$3,233
10	2410	222	202	MEDICARE - CTOWN	\$729.00	\$748.00	1.0000	\$748.00	100.0000% \$767
10	2410	231	202	NHRS EMPLOYEE - NCS	\$3,634.00	\$3,646.00	1.0000	\$3,646.00	100.0000% \$3,737
10	2410	232	202	NHRS TEACHER - NCS	\$3,182.00	\$3,270.00	1.0000	\$3,270.00	100.0000% \$3,352
10	2410	233	202	403B EMPLOYER MATCH - NCS	\$1,125.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2410	260	202	WORKERS' COMP - NCS	\$271.00	\$290.00	1.0000	\$290.00	100.0000% \$297
10	2410	340	202	Equip Service Contract - NCS	\$325.00	\$1,250.00	1.0000	\$1,250.00	100.0000% \$1,281
10	2410	430	202	PRIN OFF/REP&MAINT - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2410	442	202	Equip rental/lease - NCS	\$0.00	\$2,200.00	1.0000	\$2,200.00	100.0000% \$2,255
10	2410	534	202	PRIN OFF/POSTAGE - NCS	\$165.00	\$165.00	1.0000	\$165.00	100.0000% \$169
10	2410	550	202	PRINTING - NCS	\$231.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2410	580	202	TRAVEL - NCS	\$0.00	\$500.00	1.0000	\$500.00	100.0000% \$513
10	2410	610	202	SUPPLIES - NCS	\$700.00	\$500.00	1.0000	\$500.00	100.0000% \$513

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	2410	730	202	EQUIPMENT - NCS	\$881.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2410	810	202	DUES - NCS	\$0.00	\$400.00	1.0000	\$400.00	100.0000% \$410
								<u>\$72,264.00</u>	<u>\$74,070.60</u>
10	2600	112	202	WAGES CUSTODIAL - NCS	\$30,731.00	\$31,305.00	1.0000	\$31,305.00	100.0000% \$32,088
10	2600	120	202	WAGES SUB CUSTODIAN - NCS	\$1,000.00	\$500.00	1.0000	\$500.00	100.0000% \$513
10	2600	211	202	HEALTH INS CUSTODIAL - NCS	\$10,188.00	\$10,638.00	1.0000	\$10,638.00	100.0000% \$10,904
10	2600	212	202	DENTAL INS CUSTODIAL - NCS	\$609.00	\$610.00	1.0000	\$610.00	100.0000% \$625
10	2600	214	202	DISABILITY INS CUSTODIAL - NCS	\$62.00	\$62.00	1.0000	\$62.00	100.0000% \$64
10	2600	215	202	HEALTH INS OPT OUT CUSTODIAL - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	221	202	SOC SEC CUSTODIAL - NCS	\$1,967.00	\$1,952.00	1.0000	\$1,952.00	100.0000% \$2,001
10	2600	222	202	MEDICARE	\$460.00	\$457.00	1.0000	\$457.00	100.0000% \$468
10	2600	231	202	RETIREMENT NON-TEACHERS	\$3,497.00	\$3,509.00	1.0000	\$3,509.00	100.0000% \$3,597
10	2600	233	202	403B EMPLOYER MATCH - NCS	\$341.00	\$3,250.00	1.0000	\$3,250.00	100.0000% \$3,331
10	2600	260	202	WORKERS COMPENSATION	\$1,306.00	\$1,302.00	1.0000	\$1,302.00	100.0000% \$1,335
10	2600	411	202	WATER & SEWER - NCS	\$950.00	\$950.00	1.0000	\$950.00	100.0000% \$974
10	2600	421	202	DISPOSAL SERVICES - NCS	\$1,200.00	\$1,300.00	1.0000	\$1,300.00	100.0000% \$1,333
10	2600	422	202	SNOW PLOWING - NCS	\$3,200.00	\$6,500.00	1.0000	\$6,500.00	100.0000% \$6,663
10	2600	425	202	SWEEPING SERVICE - NCS	\$300.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	430	202	REPAIRS & MAINT - NCS	\$500.00	\$2,500.00	1.0000	\$2,500.00	100.0000% \$2,563
10	2600	531	202	VOICE COMM - NCS	\$7,500.00	\$10,500.00	1.0000	\$10,500.00	100.0000% \$8,820
10	2600	580	202	TRAVEL	\$25.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	610	202	CUSTODIAL SUPPLIES - NCS	\$3,000.00	\$3,200.00	1.0000	\$3,200.00	100.0000% \$3,280
10	2600	611	202	**CUSTODIAL SUPPLIES - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	622	202	ELECTRICITY - NCS	\$15,500.00	\$16,000.00	1.0000	\$16,000.00	100.0000% \$16,400
10	2600	623	202	PROPANE - NCS	\$7,800.00	\$8,750.00	1.0000	\$8,750.00	100.0000% \$8,969
10	2600	624	202	**HEATING OIL - NCS	\$500.00	\$0.00	1.0000	\$0.00	100.0000% \$0
10	2600	730	202	EQUIPMENT - NCS	\$0.00	\$0.00	1.0000	\$0.00	100.0000% \$0
								<u>\$103,285.00</u>	<u>\$103,924.63</u>
10	2700	114	202	WAGES FIELD TRIP DRIVER - NCS	\$320.00	\$320.00	1.0000	\$320.00	0.0000% N/A
10	2700	212	202	DENTAL INS TRANS - NCS	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	231	202	NHRS/NON-TEACHERS - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	233	202	403B EMPLOYER MATCH - NCS	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	260	202	WORKER'S COMP - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	520	202	INSURANCE - CTOWN	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
10	2700	627	202	DIESEL FUEL - CHARLESTOWN	\$0.00	\$0.00	1.0000	\$0.00	0.0000% N/A
								<u>\$320.00</u>	<u>\$0.00</u>
10	4000	450	202	CONST SERVICES - NCS	\$8,500.00	\$12,000.00	1.0000	\$12,000.00	100.0000% \$12,300
								<u>\$12,000.00</u>	<u>\$12,300.00</u>
Total NCS Proposed Budget								<u><u>\$1,009,476.48</u></u>	<u><u>\$1,108,505.25</u></u>
High School									
10	1100	561	204	Total High School costs	\$4,221,948.00	\$4,385,092.00	1.0000	\$4,385,092.00	\$0.00
10	1100	561	204	High School Tuition - Regular Ed				\$0.00	205 \$3,177,500.00
								<u>\$4,385,092.00</u>	<u>\$3,177,500.00</u>
10	1200	113	204	WAGES SPED AIDE - High School				\$0.00	\$117,410
10	1200	116	204	WAGES SPED SUMMER PROGRAM - HS				\$0.00	\$18,000
10	1200	211	204	HEALTH INS SPED - HS				\$0.00	\$26,000
10	1200	212	204	DENTAL INS SPED - HS				\$0.00	\$3,874
10	1200	214	204	DISABILTY INS SPED - HS				\$0.00	\$469
10	1200	221	204	SOC SEC SPED - HS				\$0.00	\$7,279
10	1200	222	204	MEDICARE SPED - HS				\$0.00	\$1,702

SAU 60
Charlestown School District
Proposed draft budget for FY2021

Fund	Function	Object	Location	Description	FY 19 Budget	FY 20 Budget	Factor	FY 20 Charlestown Only Budget	FY 21 Charlestown Only Recommended Budget
10	1200	231	204	NHRS EMPLOYEE - SPED - HS				\$0.00	\$13,408
10	1200	232	204	NHRS TEACHER - SPED - HS				\$0.00	\$20,899
10	1200	260	204	WORKERS COMP SPED - HS				\$0.00	\$411
10	1200	323	204	PROF SERV - STUDENTS - HS				\$0.00	\$153,630
10	1200	561	204	TUITION NH LEA - HS				\$0.00	\$80,000
10	1200	564	204	TUITION PRIVATE SCHOOLS - HS				\$0.00	\$603,750
10	1200	569	204	TUITION RESIDENTIAL COSTS - HS				\$0.00	\$125,000
10	1200	583	204	OUT OF DISTRICT TRAVEL SPED - HS				\$0.00	\$1,500
								\$0.00	\$1,173,333.26
10	2113	114	204	Contract Serv - Social Worker Services - HS				\$0.00	\$28,600
10	2140	114	204	Contracted Serv - Psychological Services - HS				\$0.00	\$3,840
10	2142	114	204	Contracted Serv - Behavior Intervention - HS				\$0.00	\$35,945
10	2150	114	204	Contracted Serv - SLP Services - HS				\$0.00	\$15,215
10	2162	114	204	Contracted Serv - P/T Services - HS				\$0.00	\$0
10	2163	114	204	Contracted Serv - O/T Services - HS				\$0.00	\$2,500
10	2164	114	204	Contracted Serv - R/T Services - HS				\$0.00	\$3,115
								\$0.00	\$89,215.00
10	2700	320	204	Contracted Services - HS transportation				\$0.00	\$159,200
10	2722	519	204	PURCH SERV - SPED TRANS - HS				\$0.00	\$180,750
								\$0.00	\$339,950.00
				Total High School Proposed Budget				\$4,385,092.00	\$4,779,998.26
				Total Proposed Budget FY21 - Charlestown				\$14,064,213.89	\$15,508,715.48

MINORITY REPORT Addendum

To: NH State Board of Education
From: Fall Mountain Regional Withdrawal Study-Minority Committee
Re: School Withdrawal Plan - Minority Report
Date: December 6, 2019

Should the issue of Charlestown's withdrawal from the Fall Mountain Regional School District be allowed to come before the voters, the interests of the smaller towns in our district would not be fairly represented. Simply put, the smaller communities could effectively be out-voted, regardless of their wishes. Confronting the voters with such an unfair situation is antithetical to the spirit in which our cooperative district was originally formed and under which it currently operates.

The Fall Mountain Regional School District was formed to act in the best interests of all our communities. This was done with the certainty that the individual towns would be unable to provide the same educational opportunities – those necessary to enable students to be successful in life – as we could by combining our efforts and resources. Over the years, the original idea has informed educational decisions and has, particularly in the past nine years, resulted in the formation of a cohesive district-wide educational strategy. This cooperative strategy allows all district students entering Fall Mountain Regional High School to arrive with a shared level of competency. Such continuity results in less “back tracking,” less “catching up” for some students. Continuity can only be assured when there is a single district-wide plan.

The primary vision of the Fall Mountain Regional School Board has been and will continue to be focused on the graduate. This vision is reflected across our cooperative district. It is a vision which enriches all of our communities as we work together to provide our students with the best education our collective resources can provide.

Respectfully submitted,

Francis C. Emig, Jr. Acworth Select Board Member

Sarah Vogel, Acworth School Board Representative

Mary Henry, Langdon School Board Representative

William K. Stahl, Walpole School Board Representative



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3495
FAX (603) 271-1953

TO: Honorable Donna Soucy, President of the Senate
Honorable Stephen Shurtleff, Speaker of the NH House of Representatives
Honorable Jay Kahn, Chair, Senate Education Committee
Honorable Mel Myler, Chair, House Education Committee

CC: Honorable Chris Sununu, Governor

FROM: Frank Edelblut, Commissioner of Education

DATE: December 12, 2019

SUBJECT: School Bullying Report – FY 2018-2019

In compliance with RSA 193-F:6,II, attached is the Department's Annual Report of Substantiated Bullying and Cyberbullying in the schools for FY 2018-2019. The report includes the number and type of incidents broken down by Elementary, Middle School and High School.

In furtherance of its responsibilities as outlined in RSA 193-F:6,II, the Department of Education assists the school districts with recommended actions to address identified problems with pupil safety and violence prevention by responding to and assisting constituents and school districts regarding alleged bullying and cyberbullying incidents at the school district level.

The Bureau of Student Wellness – Office of Social & Emotional Wellness (BSW-OSEW) provides technical assistance and resources to NH Schools to support prevention efforts, including in the areas of bullying, violence. BSW-OSEW offers trainings, technical assistance and tools for schools/districts to use to plan and implement a student wellness initiative that promotes a positive school climate and culture. Current efforts are underway to expand bullying prevention technical assistance offerings to include: bullying policy monitoring and best practices; data analysis on bullying statistics, bullying prevention strategic planning and restorative practices to support the victims and the offenders of bullying; and educational opportunities and support for families.

Additionally, the Governor's Office and the Department of Education are working with the [Jesse Lewis Choose Love Movement](#) to make New Hampshire's schools safer by expanding social and emotional learning programs in schools at all levels statewide. This powerful program changes school culture and climate and creates healthier communities.

The Department of Education was contacted 62 times by constituents regarding alleged bullying and cyberbullying complaints from July 2018 to June 2019. Each time constituents contacted the Department of Education regarding an alleged bullying or cyberbullying complaint, the Department worked with the local school district in question to provide technical assistance.

Please feel free to contact this office with specific questions.

October 16, 2019

New Hampshire Department of Education
 Division of Program Support, Bureau of Data Management
 101 Pleasant Street, Concord NH 03301-3852
 Telephone: (603) 271-2775 Fax: (603) 271-3875

Bullying Report School Years 2011-2012 Through 2018-2019

Bullying Report	School Year 2011-2012			School Year 2012-2013			School Year 2013-2014			School Year 2014-2015			School Year 2015-2016			School Year 2016-2017			School Year 2017-2018			School Year 2018-2019		
	Elementary (including standalone Preschools)	Middle School	High School																					
State Enrollment	94,718	35,133	61,494	93,450	34,399	60,113	91,627	34,164	58,733	91,083	33,664	57,358	90,459	33,060	57,435	90,197	32,637	56,554	88,846	32,190	55,865	89,481	32,099	55,785
Number of incidents of bullying <i>reported</i> during the past year (of any kind)	1,540	1,519	1,069	1,247	1,106	781	964	817	677	853	710	667	793	584	632	812	720	701	931	646	553	864	712	576
Number of incidents of cyber bullying <i>reported</i> during the past year	115	288	259	122	170	262	82	147	173	76	189	259	60	131	199	81	149	285	87	159	180	92	149	153
Number of incidents of <i>investigated and actual</i> bullying during the past year (of any kind)	779	816	525	580	579	425	484	440	297	429	431	341	378	297	256	427	354	226	386	289	256	401	373	202
Number of incidents of <i>investigated and actual</i> cyber bullying during the past year	69	154	150	53	83	154	47	72	93	38	98	163	39	53	107	56	75	142	35	81	96	50	86	65
Number of incidents of investigated and actual bullying during the past year that were based on gender	48	159	43	47	27	49	11	24	20	54	12	34	22	13	30	22	24	31	15	23	16	13	13	19
Number of incidents of investigated and actual bullying during the past year that were based on sexual orientation	35	43	40	34	45	36	19	42	29	12	21	17	12	27	17	18	31	27	14	24	16	12	44	17
Number of incidents of investigated and actual bullying during the past year that were based on race, color, or national origin	23	43	24	29	39	28	20	20	38	18	14	22	18	24	10	15	26	20	17	21	22	26	31	14
Number of incidents of investigated and actual bullying during the past year that were based on disability	19	21	19	28	20	9	14	18	8	25	14	5	23	17	13	23	23	11	32	13	10	13	15	7
Number of incidents of investigated and actual bullying during the past year that were based on physical characteristics	138	125	67	68	97	90	72	53	43	51	54	31	58	56	23	41	68	32	37	62	35	46	64	28
Number of incidents of investigated and actual bullying during the past year that were based on any other basis	568	591	388	476	482	351	409	358	247	366	389	337	303	261	235	364	214	201	310	217	207	344	282	170
Number of <i>actual</i> bullying incidents that were a single significant event	367	457	341	323	267	269	265	182	207	238	324	285	201	167	180	184	169	170	164	159	138	183	149	131
Number of <i>actual</i> bullying incidents that were a pattern of deliberate harmful events	252	218	176	236	152	112	155	131	93	127	93	111	140	92	81	144	106	96	182	88	80	169	116	83
Number of <i>actual</i> bullying incidents that included physical harm to the victim	81	54	38	61	55	14	50	55	16	37	37	14	50	24	18	55	15	7	43	17	8	46	17	10
Number of <i>actual</i> bullying incidents that included harm to the victim's property	19	17	12	9	4	6	11	14	4	10	14	11	8	3	5	9	10	1	9	2	2	1	4	0
Number of <i>actual</i> bullying incidents that used social/emotional alienation or tactics	345	337	200	256	208	200	176	96	113	165	78	96	133	83	108	148	89	110	142	65	70	103	97	63
Number of <i>actual</i> bullying incidents that interfered with the victim's educational opportunities	143	160	169	108	140	145	89	38	109	123	62	121	119	43	51	60	63	120	92	46	52	79	51	46
Number of <i>actual</i> bullying incidents that substantially disrupted the orderly operation of the school	55	52	46	37	52	46	45	11	8	34	19	54	49	32	29	29	28	24	31	29	32	43	34	22

Notice Number 2019-204

Rule Number Ed 501 to Ed 503 and Ed 504 (various)

<p>1. Agency Name & Address: State Board of Education c/o NH Department of Education 101 Pleasant Street Concord, NH 03301</p>	<p>2. RSA Authority: <u>RSA 21-N:9, II(s); 186:11, X</u> 3. Federal Authority: _____ 4. Type of Action: Adoption _____ Amendment _____ Repeal _____ Readoption <u>X</u> Readoption w/amendment <u>X</u></p>
---	--

5. Short Title: **Credential Standards for Educational Personnel**

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

Ed 501 on purpose and definitions is being readopted with amendment to reflect consistent use of terms throughout the Chapter Ed 500 rules including addition of new definitions as well as clarifying existing definitions for their use in the rest of the Chapter Ed 500 rules. The chapter heading is also being changed from "Certification Standards for Educational Personnel" to "Credential Standards for Educational Personnel."

Ed 502 on public information is being readopted with amendment for consistent use of terms defined in Ed 501.

Ed 503 on requirement for employment is being readopted with amendment to remove the validity of life certificates and amend the rules for consistent use of defined terms and to merge the requirements of Ed 503.02 into Ed 503.01. Ed 503.03 is being readopted with amendment and renumbered as Ed 503.02.

Ed 504.01 through Ed 504.03 on professional credentials for beginning educators, experienced educators and interns are being readopted with amendment for consistent use of terms defined in Ed 501. The current Ed 504.04 on emergency authorizations contains application information and requirements which are being deleted and will be moved to Ed 505 in a subsequent proposal. Ed 504.05 on in process of licensure authorizations is being readopted with amendment for consistent use of terms and to clarify that it is used to verify that an applicant meets all requirements except the testing requirement of Ed 505.01. Ed 504.08 through Ed 504.10 on school nurse licenses are being readopted with amendment to reflect the amendments in RSA 200:29 which went into effect on August 25, 2019. Ed 507.36 on educational interpreter/transliterators for children and youth ages 3-21 (ETL) is being readopted with amendment and renumbered as Ed 504.11 because the license for ETL is a stand-alone license, not an endorsement on a beginning or experienced educator license.

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

Public and chartered public schools and their students, participating non-public schools, licensed educators, and applicants for NH licensure are affected by these rules.

NN 2019-204 Continued

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

Rule	Statute
Ed 501	RSA 186:8, II
Ed 502	RSA 186:11, X(a)
Ed 503.01	RSA 21-N:9, II(s)
Ed 503.02	RSA 186:8, II
Ed 504.01	RSA 21-N:9, II(s)
Ed 504.02	RSA 21-N:9, II(s)
Ed 504.03	RSA 21-N:9, II(s)
Ed 504.04	RSA 21-N:9, II(s)
Ed 504.05	RSA 21-N:9, II(s)
Ed 504.08 – 504.10	RSA 200:29
Ed 504.11 (formerly Ed 507.36)	RSA 21-N:9, II(s)

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: **December 19, 2019**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 10:00 a.m.**

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

NN 2019-204 Continued

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

FIS # 19-190 , dated 10/24/19

1. **Comparison of the costs of the proposed rule(s) to the existing rule(s):**
There is no difference in cost when comparing the proposed 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.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for the educator credentialing process which is already in place. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues. Therefore, there is no violation of Part I, Article 28-a.

Change the chapter heading for Ed 500 to read as follows:

CHAPTER Ed 500 ~~CERTIFICATION~~ **CREDENTIAL** STANDARDS FOR EDUCATIONAL PERSONNEL

Statutory Authority: RSA 21-N:9,II(s); 186:8,II; 186:11,X; 189:39

Readopt with amendment Ed 501, effective 11-9-18 (Document #12661), to read as follows:

PART Ed 501 PURPOSE AND DEFINITIONS

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

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

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

(a) “Administrator” means ~~the administrator of the bureau of credentialing~~ **a person who provides building-, district-, or school administrative unit (SAU)-level administrative services at the pre-K, elementary, or secondary level including superintendent, assistant superintendent, principal instructional leader, associate principal instructional leader, business administrator, special education administrator, curriculum administrator, school counseling director, career and technical education director, and district administrator**;

(b) “Authorization” means a document issued by the department giving permission for a person to serve in the role of a licensed educator prior to completing the licensure endorsement requirements for that role, or for a temporary period of time established by the document;

(c) “Board” means the state board of education created by RSA 21-N:10;

(d) “Bureau” means the bureau of credentialing, ~~division of program support, department of education~~ **division of educator support and higher education**;

(e) “Certificate” means ~~the document issued when a credential holder meets full licensure requirements~~;

(e) ***“College-level course” means a course from an institution accredited by a US education department-approved regional accrediting body or approved by the New Hampshire higher education commission;***

(f) “Commissioner” means the commissioner, department of education;

(g) “Credential” means any authorization, *statement*, or license issued by the ~~bureau~~ *state board* including, but not limited to, beginning educator license (BEL), experienced educator license (EEL), in process of licensure authorization (IPLA), intern authorization (IA), emergency authorization (*EA*), statement of eligibility (SOE), *educational interpreter/transliterater license*, paraeducator I & II license, school nurse *I, II & III license*, and master teacher license (MTL);

(h) “Credential holder” means any individual who holds a credential, as defined in Ed 501.02(g);

(i) ***“Credential verification request” means a request from a credential holder to fulfill an out of state licensing jurisdiction’s request for verification of a New Hampshire educator license;***

(j) ***“Degree” means a degree from an institution accredited by a US education department-approved regional accrediting body or approved by the New Hampshire higher education commission;***

(~~k~~) “Denial” means the refusal to grant credential to an applicant;

(~~j~~) “Department” means the New Hampshire department of education;

(~~kn~~) “Director” means the director, division of ~~program support~~ *educator support and higher education*;

(~~ln~~) “Division” means the division of ~~program support~~ *educator support and higher education*;

(o) ***“Educational interpreter/transliterater” means a person licensed by the board who facilitates communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;***

(p) ***“Educational specialist” means a person who provides non-instructional services to students at the pre-K, elementary, or secondary level including, school counselor, school psychologist, school social worker, specialist in assessment of intellectual functioning, library media coordinator, and school speech-language specialist;***

(~~mq~~) “Educator” means ~~any professional employee of any school district whose position requires certification by the state board pursuant to RSA 189:3. Administrators,~~ *educational specialists, instructional specialists, teachers, paraeducators, educational interpreter/transliterater, and school nurses* ~~and teachers are included within the definition of this term;~~

(~~nr~~) “Emergency authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator to fill a vacancy as specified in Ed 504.04;

(~~os~~) “Endorsement” means the specific ~~subject~~ area for which the credential is issued;

(t) ***“Instructional specialist” means a person who provides specialized instructional support to teachers and others who provide direct instruction to children at the pre-K, elementary, or secondary***

level, including reading and writing specialist, digital learning specialist, library media specialist, and elementary mathematics specialist for grades k-6.

(u) *“In process of licensure authorization” means the authorization issued by the bureau to a school district or school administrative unit to employ a non-credentialed educator who is in the process of licensure to fill a vacancy as specified in Ed 504.05;*

~~(pv)~~ “Intern authorization” means the authorization granted to applicants pursuant to ~~Ed 505.04,~~ and Ed 505.05 to perform educational services while the plans are being implemented;

~~(pw)~~ “License” means the document issued when ~~an~~ ~~credential holder~~ **applicant** meets full licensure requirements;

~~(rx)~~ “Licensure” means the official recognition by the board that an individual has met minimum requirements and is approved to practice in ~~their~~ **an** endorsement area(s);

~~(sy)~~ “Mentor” means a person who:

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

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

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

b. Has **3 years of** experience ~~equivalent~~ **comparable** to the experience requirement under a. above such as, but not limited to, involvement in ~~an collegiate teacher~~ **educator** preparation program;

(z) *Paraeducator means a person who works under the supervision of a teacher or other licensed education professional to provide specialized or concentrated assistance to students at the pre-K, elementary, or secondary level and may be licensed by the board;*

~~(taa)~~ “Professional conduct” means a set of established professional norms and behaviors as defined in Ed 510.01 through Ed 510.04 which extend beyond the workplace;

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

~~(vcc)~~ “Revocation” means the department has permanently rescinded a credential from a credential holder;

~~(dd)~~ *“School nurse means a person licensed by the board to provide health services in accordance with RSA 200:29;*

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

————— (1) ~~Pathway 4 certification as specified in Ed 505.04;~~ or

~~(2) Pathway 5 certification as specified in Ed 505.05 to seek employment and begin the site-based licensing plan described in Ed 505.05;~~

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

(~~ygg~~) “Student” means an individual who is enrolled or participating in any class or program from preschool through grade 12, or any “adult student” as specified in Ed 1102.01(f)(1), at any school or education institution except as otherwise noted in these rules; *and*

(~~hh~~) “*Teacher*” means a person who plans, provides, and assesses direct instruction to children at the pre-K, elementary, or secondary level in a content area specified in Ed 507. Teacher does not include paraeducator.

Readopt with amendment Ed 502.01 effective 11-09-18 (Document #12661), cited and to read as follows:

PART Ed 502 PUBLIC INFORMATION

Ed 502.01 Confidentiality of Credential Holder Certification Records.

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

- (1) The name of the credential holder;
 - (2) The individual's current credential status, including type of credential, expiration date of credential, and all endorsements;
 - (3) The individual's suspension, if applicable, including effective dates of each suspension period, reason for the suspension, and revocation, if applicable; and
 - (4) The school, if known or stated, where the credential holder is currently employed.
- (b) The provisions of this section shall not require the release of information related to:
- (1) Informal or formal investigations; or
 - (2) Board or hearing officer records from adjudicatory proceedings involving the credential holder when such adjudicatory proceeding is not open to the public in accordance with Ed 200.

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

- (1) A party in an adjudicatory proceeding when:
 - a. The credential holder is a party to the proceeding; and
 - b. The credential holder's credential record is relevant to the proceeding;

- (2) A law enforcement agency when the agency is conducting a criminal investigation of the credential holder;
 - (3) A certifying agency of another jurisdiction for:
 - a. Purposes of credentialing the credential holder in the other jurisdiction; or
 - b. An investigation of the credential holder by the other jurisdiction, when:
 - 1. The credential holder was the subject of a formal investigation under Ed 511; or
 - 2. Disciplinary action was taken against the credential holder by the board under Ed 511;
 - (4) Board investigators or prosecutors; or
 - (5) Persons to whom the credential holder has given a release.
- (d) The bureau shall report:
- (1) Any suspension or revocation to the credential holder's current superintendent of school in N.H. and The National Association of State Directors of Teacher Education and Certification (NASDTEC) educator identification clearing house; and
 - (2) Any reprimand to the credential holder's current superintendent of school in N.H.;
- (e) The department shall maintain a list of all credential holders whose credentials have been revoked or who are under suspension, and such list shall be published on the department's website.

Readopt with amendment Ed 502.02, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.02 Access to Records. Any ~~educator, educational personnel or~~ member of the general public may make a request either verbally, in writing or e-mail to the ~~bureau~~ **department** for access to records listed in Ed 502.01(a).

Readopt Ed 502.03, effective 3-27-14 (Document #10558), to read as follows:

Ed 502.03 Custodian of Records.

- (a) All records regarding educators or educational personnel credentials shall be maintained by the bureau while the credential is valid.
- (b) Educator or educational personnel records which are no longer valid shall be maintained by the bureau.

Readopt with amendment Ed 503, effective 3-27-14 (Document #10558), and renumber Ed 503.03 as Ed 503.02 to read as follows:

PART Ed 503 REQUIREMENT FOR EMPLOYMENT

Ed 503.01 ~~Validity of Life Certificates~~**Requirement for Employment.** All professional certificates and certificates issued for the life of the holder shall remain valid for the life of the person to whom it was issued (a) **A non-credentialed substitute teacher, paraeducator, or school nurse may be hired to teach up to 20 consecutive days during the school year in the same position without holding a New Hampshire educator credential issued by the state board.**

(b) **All other employees hired for positions requiring a credential by the state board shall hold a valid credential issued by the state board.**

~~Ed 503.02 **Exceptions.** Notwithstanding the requirements of Ed 503.01, a school district may employ:~~

~~(a) A non-credentialed substitute teacher who may teach up to 20 consecutive days during the school year in the same position without holding an endorsed credential from the bureau;~~

~~(b) An applicant for whom a permission to employ has been granted under Ed 504.04; or~~

~~(c) An applicant who is in the process of becoming certified and for whom the district superintendent and division director have approved “in process of certification” under Ed 504.04.~~

Ed 503.032 ~~Sanctions for Teaching~~ **Employment Without a Valid Credential.**

(a) The board shall revoke the credential of a superintendent who knowingly employs or continues the active employment of an educator who does not hold a valid New Hampshire ~~teaching~~ credential ~~or intern license~~, provided the board determines that the superintendent took such action knowingly based on findings of fact or conclusions of law established in accordance with due process rights in Ed 200.

(b) All fair hearings and notice provisions of Ed 510 shall be met prior to revocation of the superintendent's credential.

(c) The superintendent shall remove an educator who knowingly continues employment after the expiration of a New Hampshire credential until such time as the educator obtains a New Hampshire credential pursuant to these rules.

(d) This section shall not apply to any ~~teacher~~ **educator** who has filed a timely application for ~~credential~~ **license** renewal pursuant to Ed 509.

Readopt with amendment Ed 504.01 through Ed 504.03, effective 1-17-14 (Document #10506), cited and to read as follows:

PART Ed 504 PROFESSIONAL CREDENTIALS

Ed 504.01 ~~Beginning Educator Certificate~~**License.** The board shall, pursuant to RSA 186:11, X(a), issue a certificate to a beginning educator in accordance with the following:

(a) To qualify for a beginning educator ~~credential~~**license**, an individual shall have less than 3 years of ~~teaching~~ **educator** experience ~~to include teaching experience at the elementary and secondary levels of education;~~

(b) ~~An individual shall be granted a beginning educator credential upon:~~

~~_____ (1) Meeting the qualifications *and application requirements* for a *credential license* specified in Ed 505; and~~

~~(2) Successfully completing the application process specified in Ed 508; and~~

(eb) Beginning educator ~~credentials~~ *licenses* shall be issued for 3 years; and renewed pursuant to Ed 509.

Ed 504.02 Experienced Educator Certificate License. The board shall, pursuant to RSA 186:11, X(a), issue a certificate to an experienced educator in accordance with the following:

(a) To qualify for an experienced educator ~~credential~~ *license* an individual shall have at least 3 years of full-time *or full-time equivalent educator* experience as an educator at the elementary through secondary levels of education, being deemed effective or above according to the local evaluation system for 2 consecutive years, and successfully completing a renewal cycle pursuant to Ed 509 and according to the state or local professional development master plan as determined by the local superintendent, ~~or~~ district administrator, *chartered public school administrator*, or nonpublic school administrator; ~~and~~.

(b) ~~An e~~Experienced educator ~~credential~~ *licenses* shall be issued for 3 years *and renewed pursuant to Ed 509*.

Ed 504.03 Intern Authorization License. The board shall, pursuant to RSA 186:11, X(a), issue a certificate to an intern, in accordance with the following:

(a) To qualify for an intern ~~license~~ *authorization* ~~license~~ an individual shall: *complete the application required in Ed 505 and*

~~(1) Successfully complete the application method in:~~

~~_____ a. Ed 505.04; or~~

~~_____ b. Ed 505.05; and~~

~~_____ (2) Be currently employed full time in the field of education in a New Hampshire public or non-public school *under a valid statement of eligibility*;~~

(b) Intern ~~licenses~~ *authorization* shall be granted under Ed 505.04 ~~9~~(f) for the duration of the individualized development plan and under Ed 505.05 for the duration of the site-based certification *licensing* plan;

(c) Educators who hold a valid intern license shall receive a beginning educator ~~credential~~ *license* after the bureau receives:

~~_____ (1) The final report required under Ed 505.04(i) relating to the educator's completion of an individualized development plan, if the person holds an intern license under Ed 505.04; or~~

~~_____ (2) A statement from the superintendent as provided in Ed 505.05(j) that the intern has completed the intern's site-based certification plan;~~

(d) The applicant shall pay the same fee as the fee for a renewal of certificate under Ed 508.06, and the provisions of Ed 509.04 relative to late filing petitions shall apply.

Readopt with amendment Ed 504.04 and Ed 504.05, effective 11-9-18 (Document #12661), to read as follows:

Ed 504.04 Emergency Authorization.

(a) The superintendent of schools shall ~~request emergency authorization from the bureau, complete and file the “Emergency Authorization Request” form~~ and the emergency authorization shall be granted ~~for up to the duration of the school year for which the request was made, provided that the requirements of paragraphs (b) through (e) are met. The applicant for the teaching position shall provide the information and documentation required in (c) and (e) below~~ **after the applicant provides the information required in (b) below.**

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

(1) Paid the applicable application fee, provided in Ed 508.06~~(e)~~**5**; and

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

~~(c) An applicant for a teaching position for whom a superintendent is requesting emergency authorization shall provide the following information or documents, unless it is specified below that the information is optional, on or with the form titled “Application for Emergency Authorization” form, August 2019 as outlined in Ed 505:~~

~~(1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (d) and (e) below;~~

~~(2) Date of birth;~~

~~(3) Name;~~

~~(4) Address;~~

~~(5) Sex, which may be specified at the option of the applicant;~~

~~(6) Telephone number;~~

~~(7) Date of application;~~

~~(8) Educational information, including the following:~~

~~a. Degree, if any;~~

~~b. Major;~~

~~c. State;~~

~~d. College or university;~~

- ~~_____ e. Date degree granted; and~~
- ~~_____ f. Transcript for each degree listed;~~
- ~~_____ (9) Educational employment record for the last 7 years including:~~
 - ~~_____ a. Dates;~~
 - ~~_____ b. State;~~
 - ~~_____ c. School district;~~
 - ~~_____ d. Position;~~
 - ~~_____ e. Assignment/subject;~~
 - ~~_____ f. Grade level;~~
 - ~~_____ g. Credential held;~~
 - ~~_____ h. Number of years of any public school experience;~~
 - ~~_____ i. Number of years of any non public school experience; and~~
 - ~~_____ j. Copy of each teaching credential held in New Hampshire , other state, or both;~~
- ~~_____ (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;~~
- ~~_____ (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;~~
- ~~_____ (12) Whether the applicant has ever had a teaching credential revoked or suspended and, if so, an explanation;~~
- ~~_____ (13) Whether the applicant has ever surrendered a teaching credential in any other state, and, if so, an explanation;~~
- ~~_____ (14) Whether the applicant has ever been subject of a finding of professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and~~
- ~~_____ (15) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:~~
 - ~~_____ a. American Indian;~~
 - ~~_____ b. Asian/Pacific;~~
 - ~~_____ c. African American/Non Hispanic;~~
 - ~~_____ d. White/Non Hispanic;~~

~~_____ e. Hispanic;~~

~~_____ f. Multi ethnic; and~~

~~_____ g. Other/do not wish to specify.~~

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

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

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

Ed 504.05 In Process of Licensure Authorization (IPLA).

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

~~_____ (b) If a *The superintendent of schools shall complete and* files an ~~IPLA~~ *“In Process of Licensure Authorization Request (IPLA)” form, August 2019* with the bureau.~~

~~(b), ~~†~~The bureau shall approve such filing, if the bureau finds that the applicant who is the subject of the IPLA *request*:~~

~~(1) Is in the process of ~~certification~~*licensure*;~~

~~(2) Has submitted a completed application for ~~certification~~*licensure as outlined in Ed 505.07(b)(1)*; and~~

~~(3) *Meets all requirements for licensure except for the testing requirements under Ed 505.01*; and~~

~~(34) Has paid any applicable fees.~~

~~(c) *The bureau shall notify* An approved IPLA shall be issued to the superintendent of schools *that the applicant is authorized under an IPLA* for up to one school year and shall not be renewable *with no renewal offer*.~~

Readopt with amendment Ed 504.08 through Ed 504.10, effective 11-14-17 (Document #12418), to read as follows:

Ed 504.08 School Nurse I.

(a) An applicant for school nurse I shall be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X at the associate’s degree level and have 3 years of clinical nursing

experience under their own license in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency and primary care nursing.

(b) ~~The application procedures for certification shall be as follows:~~

~~————— (1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and~~

~~————— (2) The candidate *applicant* shall *complete and* file a **“School Nurse Application”**, **November 2017 edition, with the bureau of credentialing along with** the following **additional** materials and documents with the bureau of credentialing:~~

~~a. Completed “School Nurse Application” (November 2017 edition) for school nurse I;~~

~~(1)~~b.~~ An official transcript from a board of nursing approved registered nursing program;~~

~~(2)~~e.~~ A copy of a valid New Hampshire issued license as a registered nurse; and~~

~~(3)~~d.~~ An employment verification letter from current or previous employers which demonstrates 3 years of work experience required in Ed 504.08(a).~~

(c) A school nurse I shall obtain skills, competencies, and knowledge, through the completion of 45 school nurse related continuing education hours during the three year life of the certificate as outlined in Ed 512.07.

(d) A school nurse I shall be assigned a mentor certified as a school nurse II or III who shall:

(1) Be listed as an available mentor by the bureau;

(2) Be appointed by the superintendent;

(3) Have at least 5 years of experience as a school nurse; and

(4) Be assigned to mentor during the three years of the original certificate of the school nurse I to which they are assigned.

(e) A school nurse I certificate is valid for three years and can be renewed one time with verification of compliance with Ed 504.08(f).

(f) A school nurse I shall submit to the bureau a verification of enrollment in a board of nursing approved ADN to BSN program that shows a completion date on or before the expiration date of the school nurse I original or renewal certificate.

Ed 504.09 School Nurse II.

(a) School nurses employed on or before ~~July 1, 2016~~ **August 25, 2019** shall ~~submit the following documentation for certification as a school nurse~~ **have applied for a license prior to August 25, 2019. Any school nurse employed on or before August 25, 2019 who has not applied for a license shall apply for school nurse I or school nurse III:**

~~————— (1) Completed “School Nurse Application” (November 2017 edition) for school nurse II;~~

~~(2) Employment verification letter of a hire date as a school nurse on or before July 1, 2016; and~~

~~(3) A copy of a valid New Hampshire issued license as a registered nurse.~~

(b) A school nurse II shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the three year life of the certificate as outlined in Ed 512.07 and shall follow the renewal procedures outlined in Ed 509.

(c) A school nurse II with 5 years of school nurse experience shall be listed as an available mentor to a school nurse I as outlined in Ed 504.08(d).

Ed 504.10 School Nurse III.

(a) An applicant for school nurse III shall have completed a board of nursing approved registered nursing program at the bachelor's degree level or higher, be currently licensed in New Hampshire as a registered nurse as defined by RSA 326-B:2, X, and have 3 years current experience in pediatric nursing or other related nursing areas, including, but not limited to public health, community health, family mental health, emergency and primary care nursing.

(b) A school nurse holding national certification (NCSN) or out of state certification shall meet the requirements of school nurse III upon evaluation by the bureau of credentialing.

(c) ~~The application procedures for certification shall be as follows:~~

~~(1) The candidate may obtain the necessary forms and information from the bureau of credentialing; and~~

~~(2) The candidate *applicant* shall *complete and* file a ***“School Nurse Application”***, ***November 2017 edition, with the bureau of credentialing along with*** the following ***additional*** materials and documents with the bureau of credentialing:~~

~~a. Completed “School Nurse Application” (November 2017 edition) for school nurse III;~~

~~(1)b.~~ Employment verification letters from a current or previous employer which outlines three years of work experience required in Ed 504.09(a);

~~(2)e.~~ A copy of a valid New Hampshire issued license as a registered nurse at the bachelor's degree level or higher; and

~~(3)d.~~ An official transcript from an accredited college or university showing the successful completion of a BSN or higher;

(d) A school nurse III shall obtain skills, competencies, and knowledge, through the completion of 45 continuing education hours during the three year life of the certificate as outlined in Ed 512.07 and shall follow the renewal procedures outlined in Ed 509.

(e) A school nurse III with 5 years of school nurse experience shall be listed as an available mentor to a school nurse I as outlined in Ed 504.08(d).

Readopt and renumber Ed 507.36, effective 12-21-12 (Document #10245) as Ed 508.11, to read as follows:

Ed 5078.3611 Educational Interpreter/Transliterator for Children and Youth Ages 3-21.

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

- (1) “Educational interpreter” means the professional employee whose job entails the facilitation of communication between individuals who are deaf or hard of hearing, or who use signed language as a primary mode of communication, and individuals who are hearing;
- (2) “Interpreting” means the process of accurately conveying information between American Sign Language (ASL) and English; and
- (3) “Transliterating” means accurately conveying a message via visual or tactile manual representations of the English language such as manually coded English, cued speech, Signed English, Signing Exact English (SEE), and oral transliterating. This process conveys information from one mode, spoken or signed, of English to another mode of English.

(b) The following requirements shall apply to the certification of an educational interpreter/transliterator for children and youth ages 3 to 21 years:

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

(c) Candidates for the EIPA-WT and EIPA Performance Test shall demonstrate the following skills, competencies, and knowledge through a combination of a written examination and an actual practical examination in signing in the following areas:

- (1) A knowledge of history of general interpreting/transliterating such as:
 - a. Educational interpreting/transliterating; and
 - b. Relevant federal, state and local organizations;

(2) The ability to identify resources that serve students who are deaf/hard of hearing (D/HH) including:

- a. Services;
- b. Programs; and
- c. Agencies;

(3) A knowledge of the National Registry of Interpreters for the Deaf Code of Professional Conduct;

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

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

- a. ASL;
- b. Pidgin sign English (PSE);
- c. Manually coded English;
- d. Oral;
- e. Cued speech; and
- f. Tactile;

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

- a. Simultaneously and consecutively interpret accurately, both expressively and receptively;
- b. Simultaneously and consecutively transliterate accurately, both expressively and receptively; or
- c. Simultaneously and consecutively orally transliterate accurately, both expressively and receptively;

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

- a. Knowledge of federal IDEA/504 and state laws and rules that pertain to students who are deaf and hard of hearing and how they are applied;
- b. Knowledge of state child protection laws and school policies regarding how to report child abuse/neglect and explain the appropriate protocol to follow the laws and rules;

- c. Knowledge of American deaf culture and how it is distinguished from general American culture;
- d. Knowledge of the role and responsibilities of an educational interpreter/transliterator in an educational setting for children and youth ages 3 through 21;
- e. The ability to interpret/transliterate accurately in a public forum; and
- f. Knowledge of hearing loss and amplification in deaf and hard of hearing children;

(8) In the area of child development:

- a. How students learn and develop cognitively, linguistically, socially, morally, emotionally, and physically; and
- b. How the development of language in deaf students impacts their development cognitively, linguistically, socially, morally, and emotionally;

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

- a. Respect for the students' varied talents and perspectives;
- b. Knowledge and understanding of public schools as complex organizations within a larger community; and
- c. Effective collaboration with school staff, parents, and others to support students' learning and well-being;

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

- a. Basic knowledge of the individualized education program (IEP) process as specified in Ed 1109; and the 504 process; and
- b. The ability to work with members of the IEP/504 team, contributing information about the child's language including:
 - 1. Most effective mode(s) of communication; and
 - 2. Use of practical and functional language; and

(11) In the area of general studies:

- a. A command of language, including the language of words, mathematics and other common terms typically found in preschool through grade 12 curriculum;
- b. The ability to comprehend reading materials commonly found in preschool through grade 12 educational programs and curriculum, including:
 - 1. Mass media and social media;
 - 2. Newspapers; and

- 3. Magazines;
- c. The ability to write coherently using:
 - 1. Correct spelling;
 - 2. Grammar;
 - 3. Punctuation; and
 - 4. Appropriate vocabulary;
- d. Sufficient cultural literacy including understanding of major principal events and significant figures in American and world cultures and other such information commonly presented in preschool through grade 12 curriculum;
- e. Logical thinking and problem-solving ability which draws on a large spectrum of knowledge in the humanities, sciences and the arts; and
- f. The ability to utilize technology/assistive technology to enhance and support the instruction of students who are deaf and hard of hearing.

(d) Candidates shall participate in professional development for both personal growth and school district’s master plan program improvement as specified in Ed 512.03(c) individual professional development plan, Ed 512.04 criteria for recertification of educators under the professional development master plan and Ed 512.05 criteria for recertification of educators not under the local professional development master plan.

Appendix I

Rule	Statute
Ed 501	RSA 186:8, II
Ed 502	RSA 186:11, X(a)
Ed 503.01	RSA 21-N:9, II(s)
Ed 503.02	RSA 186:8, II
Ed 504.01	RSA 21-N:9, II(s)
Ed 504.02	RSA 21-N:9, II(s)
Ed 504.03	RSA 21-N:9, II(s)
Ed 504.04	RSA 21-N:9, II(s)
Ed 504.05	RSA 21-N:9, II(s)
Ed 504.08 – 504.10	RSA 200:29
Ed 504.11 (formerly Ed 507.36)	RSA 21-N:9, II(s)

Notice Number 2019-205Rule Number Ed 505

1. Agency Name & Address:

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

2. RSA Authority: RSA 21-N:9, II(s);
RSA 186:11, X

3. Federal Authority: _____

4. Type of Action:

Adoption _____

Amendment _____

Repeal _____

Readoption _____

Readoption w/amendment X 5. Short Title: **How to Obtain a New Hampshire Educator License**

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

Part Ed 505 “Qualifying Methods for Obtaining a Teaching Credential” is amended to read “How to Obtain a New Hampshire Educator License”. The types of educator licenses, pathways to licensure, and the fees and how to apply for each pathway are included in these rules. The existing Ed 505.01 through Ed 505.05 are interim rules scheduled to expire on 4-8-20.

Ed 505.01 Basic Academic Skills and Subject Area Assessment: Ed 514.01 is being readopted with amendment as Ed 505.01. In the current rules, this rule is located in the last part of Chapter Ed 500, even though before a person can apply for any credential or license he or she must pass the appropriate skills assessment tests. This amendment and move makes it clear that before obtaining any credential certain applicants are required to pass specific tests. This amendment also combines expired Ed 514.02 on validation studies into Ed 505.01.

Ed 505.02 General Education and Ed 505.03 Professional Education Requirements: Ed 505.06, General Education Requirements, is being readopted with amendment and renumbered as Ed 505.02. Ed 505.07, Professional Education Requirements, is being readopted with amendment and renumbered as Ed 505.03.

Ed 505.04 Approved Educator Preparation Program: Ed 505.01 on Alternative 1: Approved Program in New Hampshire and Ed 505.02 on Alternative 2: States Other than NH are being readopted with amendment as Ed 505.04 in order to combine the eligibility requirements of an applicant who completed an educator preparation program whether it was completed in New Hampshire or in another state.

The amendments still delineate between an in-state and out-of-state program, but reflects that both are a direct path to licensure with a recommendation from the program.

The current rules do not reflect an expiration of a recommendation from a program. The amendments add an expiration of 3 years to both the in-state recommendation and the out-of-state recommendation. This is being proposed because of applications received in the Bureau of Credentialing for a license where the recommendation from the educator preparation program is 10 or more years old, and in that time the rules for that license’s minimum qualifications

Notice Number **2019-206** Rule Number **Ed 506.09, Ed 506.10 and Ed 508**

<p>1. Agency Name & Address: State Board of Education NH Department of Education 101 Pleasant Street Concord, NH 03301</p>	<p>2. RSA Authority: RSA 21-N:9, II(s); RSA 186:8, IV; RSA 186:11, X(a)</p> <p>3. Federal Authority: _____</p> <p>4. Type of Action: Adoption _____ Amendment _____ Repeal _____ Readoption _____ Readoption w/amendment X</p>
---	--

5. Short Title: **Requirements for Specific Educator Endorsements**

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

This proposal appropriately categorizes endorsements based on the definitions of “administrator”, “teacher”, “educational specialist” and “instructional specialist”.

Ed 507.01, Career and Technical Education Director, and Ed 507.06, School Counseling Director are being readopted with amendment and renumbered as Ed 506.09 and Ed 506.10, respectively. The numbers Ed 507.01 and Ed 507.06 are being held in reserve.

The current Part Ed 508 contains the rules for applying for credentials, which, in another proposal are moved to Ed 505. The proposed Part Ed 508 is for the requirements for educational specialists and instructional specialists. The following endorsement rules are being moved into Ed 508 by being readopted with amendment and renumbered:

- **Ed 507.07, School Counselor as Ed 508.01;**
- **Ed 507.08, School Psychologist as Ed 508.02;**
- **Ed 507.12, Reading and Writing Specialist as Ed 508.09;**
- **Ed 507.14, School Social Worker as Ed 508.02;**
- **Ed 507.19, Specialist in Assessment of Intellectual Functioning (SAIF) as Ed 508.04;**
- **Ed 507.20, Library Media Coordinator as Ed 508.06;**
- **Ed 507.21, Library Media Specialist as Ed 508.07;**
- **Ed 507.22, Digital Learning Specialist as Ed 508.08;**
- **Ed 507.23, School Speech-Language Specialist as Ed 508.05; and**
- **Ed 507.251, Elementary Mathematics Specialist for Grades K-6 as Ed 508.10.**

The amendments to the list above are for consistency in language and use of defined terms as a result of changes in the rest of Part Ed 500 contained in other proposals.

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

Public and chartered public schools and their students, participating no-public schools, licensed educators, and applicants for NH licensure are affected by these rules.

NN 2019-206 Continued

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

Rule	Specific State Statute the Rule Implements
Ed 506.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 506.10	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.01	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.02	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.04	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.05	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.08	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.10	RSA 21-N:9, II(s); RSA 186:11, X(a)

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

Name: **Amanda Phelps**

Title: **Administrative Rules
Coordinator**

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

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

Fax#: **(603) 271-3830**

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: **December 19, 2019**

Fax

E-mail

Other format (specify):

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 10:00 a.m.**

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

NN 2019-206 Continued

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

FIS # 19-192 , dated 10-28-19

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

There is no difference in cost when comparing the proposed 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):

These proposed rules are part of large restructuring of Ed 500. The proposed changes in these rules (Ed 506 through Ed 508) include the deletion of the Bureau of Credentialing fee schedule in Ed 508.06. The Board of Education is proposing changes to the fee schedule, as well as relocating it to Ed 505.08. An analysis of these changes is included in the fiscal impact statement for the proposed Ed 505 rules.

A. To State general or State special funds:

None.

B. To State citizens and political subdivisions:

None.

C. To independently owned businesses:

None.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for the educator credentialing process which is already in place and self-funded activities of the NH Department of Education from the credentialing fee revenue. Therefore, there is no violation of Part I, Article 28-a.

Readopt with amendment and renumber Ed 507.01, effective 2-22-13 (Document #10276), as Ed 506.09, and hold Ed 507.01 in reserve so that Ed 506.09 reads as follows:

Ed ~~507.01~~ 506.09 Career and Technical Education Director.

(a) An individual shall have the following entry level requirements to be ~~certified~~ **licensed** as a career and technical education director:

(1) Have completed at least 3 years of successful paid and progressively responsible experience as a career and technical educator, with experience within the 5 years prior to the application as an administrator, supervisor, or teacher; and

(2) One of the following:

a. Completed a master's program in educational leadership or a related area; or

b. Completed a master's program in education, and demonstrated:

1. The competencies, skills, and knowledge as listed in (c) below; or

2. Experience in comparable leadership positions in career and technical education or other professions as specified in Ed 505.03.

(b) Candidates shall file the following materials and documents with the bureau of credentialing:

(1) Completed application forms containing the information required in Ed 508.04;

(2) Previous work record;

(3) Education record; and

(4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) Qualifications for career and technical education director shall include the following skills, competencies, and knowledge in the following areas:

(1) The principles and techniques of effective human resource management, including the following relating to career and technical education personnel:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Instructional leadership and support; and

e. Evaluation;

(2) Fiscal management in the development and administration of a budget;

- (3) Preparation and management of local, state and federal fund budgets;
- (4) Preparation of state and federal applications and proposals;
- (5) Maintenance of records and inventory of all buildings, equipment and supplies;
- (6) Preparation and submittal of all state and federal reports as required by law;
- (7) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development of:
 - a. Data collection;
 - b. School calendars;
 - c. Scheduling;
 - d. Transportation; and
 - e. Budgets;
- (8) Leadership of career and technical education competency-based programs at a center designated as a regional center under RSA 188-E, including:
 - a. Regional agreements;
 - b. Program promotion and marketing;
 - c. Student recruitment and retainment;
 - d. Admissions policies;
 - e. Regional and program advisory committees; and
 - f. Career and technical student organizations;
- (9) The principles and techniques of leadership for learners including:
 - a. Theories of human development, adult learning, and motivation and the ability to apply this knowledge to conduct effective professional development for beginning and experienced educators;
 - b. Theories, principles, and best practices of staff supervision and evaluation and their link to effective implementation of competency-based instruction and assessment;
 - c. A variety of theories, principles, and best practices for needs-based professional development programs that support the goals of the school district's improvement plan;

- d. The value of assessing, using, and conducting research to improve student learning;
- e. The development of comprehensive systems of education that foster success for all students, including students with disabilities as well as gifted and talented students;
- f. Planning and facilitating the implementation of a developmentally appropriate competency-based comprehensive curriculum, instruction, and assessment program that includes the effective use of data to improve student learning;
- g. The reporting and use of assessment results to:
 - 1. Inform the school community;
 - 2. Develop school action plans, and;
 - 3. Modify school programs; and
- h. The integrated use of technology, telecommunications and information systems to support curriculum, instruction, and assessment;

(10) In-depth understanding of the relevancy between career and technical program offerings and the needs of business and industry on a regional and state-wide basis that includes:

- a. An understanding of the up-to-date employment needs of business and industry with an ability to direct program outcomes to align with these needs;
- b. An understanding of utilizing labor market data to direct program outcomes and consistent communication with business and industry to ensure relevance; and
- c. Rigor in all career and technical education programs;

(11) Solicitation of input from students, parents, school administrators at the secondary and postsecondary level, teachers at the secondary and postsecondary level, and the business community in the region served by a career and technical education center and consideration of that input in the development and implementation of:

- a. Competency-based curriculum;
- b. State performance indicators relating to data-driven curriculum and student assessment;
- c. Formulation of short- and long-range improvement plans;
- d. Use of technology in support of all school operations; and
- e. Providing customized training programs for teachers in the areas of businesses, industry, labor and government as they relate to economic trends and programming at the center;

(12) Relationship of career and technical education to all other curricular areas, integrating these areas consistent with RSA 193-C:3, III and all aspects of industry into the career and technical program curriculum;

(13) Management of career and technical programs which includes purchasing of equipment and supplies and supervising and maintaining laboratory facilities;

(14) Implementation of the federal, state, and local laws and policies relating to legal requirements for schools, contract management and safe environments and incorporating appropriate safety standards in all learning areas; and

(15) Participation in professional organizations relating to career and technical education and career and technical administration.

Readopt with amendment Ed 507.06, effective 2-20-15 (Document #10785), as Ed 506.10, and hold Ed 507.06 in reserve, so that Ed 506.10 reads as follows:

Ed 507.106 School Counseling Director.

(a) An individual shall have the following entry level education and employment experiences to be ~~certified~~ **licensed** as a school counseling director:

(1) Completion of a state board of education approved school counseling program at the master's degree level or higher;

(2) Current possession of New Hampshire certification as a school counselor; and

(3) At least 3 years of successful paid and progressively responsible experience in the field of school counseling, with recent leadership experience that encompasses comprehensive knowledge of school operations.

(b) A candidate for certification as a school counseling director shall have the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences:

(1) The skills, competencies, and knowledge required under Ed 507.07 for a school counselor; and

(2) Skills, competencies, and knowledge relative to the principles and techniques of effective staff and program management as they relate to school counseling in the areas of:

a. Recruitment and selection;

b. Assignment and deployment of personnel;

c. Supervision;

d. Leadership and support;

e. Development and implementation of a comprehensive program;

f. School equity and civil rights issues;

- g. Integrated use of technology and information systems;
- h. State and national laws, rules, policies, and ethical guidelines; and
- i. Individual and program evaluation.

Change the part heading for Ed 508 to read as follows:

Part Ed 508 ~~APPLICATION FOR CERTIFICATION~~ **REQUIREMENTS FOR EDUCATIONAL SPECIALISTS AND INSTRUCTIONAL SPECIALISTS**

Readopt with amendment and renumber Ed 507.07, effective 2-20-15 (Document #10785), as Ed 508.01, and hold Ed 507.07 in reserve, so that Ed 508.01 reads as follows:

Ed ~~5078.07I~~ School Counselor.

(a) An individual shall have the following entry level requirements to be a ~~certified~~ **licensed** school counselor:

- (1) Have completed a state board of education approved school counseling collegiate program at the master's degree level or higher; or
- (2) Have acquired the competencies, skills, and knowledge of a school counselor through:
 - a. Completion of courses related to school counseling at the master's degree level or higher and completion of a counseling internship in a public school setting; or
 - b. Experience in comparable positions in school counseling or other master's level or higher professions closely related to school counseling.

(b) A candidate for certification as a school counselor shall have the following skills, competencies, and knowledge in the following areas:

- (1) In the area of comprehensive school counseling programs, skills that the candidate demonstrates to:
 - a. Align the school counseling program with school district mission and goals;
 - b. Design, develop, implement and evaluate a school counseling program based on state and national models;
 - c. Include and implement career, academic, and personal-social competencies for student learning;
 - d. Integrate the program into a total school curriculum;
 - e. Develop and implement a school counseling calendar;
 - f. Use data for program design to be responsive to school needs; and

g. Apply knowledge of state standards to program goals;

(2) In the area of foundations of school counseling, knowledge and skills that include:

a. Legal and professional standards, including the national American School Counselor Association (ASCA) standards;

b. ASCA ethical standards including confidentiality in a school setting;

c. Collaboration, teamwork and supervision and the ability to apply self-awareness;

d. Basic counseling skills and techniques;

e. The ability to translate counseling theory into the practice of school counseling;

f. The ability to apply a knowledge of human growth & development to the school counseling program;

g. The ability to build a school counseling program that includes the student domains of academic, career, and personal-social; and

h. Multicultural counseling competencies;

(3) In the area of management of school counseling, the ability to:

a. Use data to analyze current program needs;

b. Use technology in school counseling, record-keeping, and student information systems;

c. Formulate, follow and evaluate student, school, and community needs;

d. Manage and address the cyclical needs of students, including the cyclical nature of the school year;

e. Gather data and translate data into understandable reports for others including state, colleges, town, teachers, students, and teams;

f. Communicate about the counseling program to students, teachers, school boards, administrators, and parents;

g. Participate in, and or build and implement a counselor evaluation system;

h. Build leadership skills in self and others; and

i. Develop and participate in an advisory committee to the school counseling program;

(4) In the area of delivery of the school counseling program, the skills and abilities to:

a. Develop and implement curriculum that is for all students;

- b. Apply effective short-term individual and group counseling;
 - c. Develop and apply crisis prevention and response;
 - d. Understand and utilize current research and practices in counseling theories, family systems, human development, and community needs;
 - e. Address student needs for college and career readiness knowledge and skills; and
 - f. Apply presentation skills and group management; and
- (5) In the area of accountability, knowledge, skills, and application in:
- a. Research and assessment;
 - b. Scheduling and graduation requirements;
 - c. Counselor-to-student ratios;
 - d. Data-gathering for accountability;
 - e. Advocacy of the role of school counselor;
 - f. Advocacy of the school counseling program including the ability to report yearly, to relevant partners, on the effect of the school counseling program on attendance, behavior, and student learning outcomes;
 - g. Self-reflection and peer supervision; and
 - h. Management of one's own continuing professional development.

Readopt with amendment and renumber Ed 507.08, effective 2-20-15 (Document #10785), as Ed 508.02, and hold Ed 507.08 in reserve, so that Ed 508.02 reads as follows:

Ed 5078.082 School Psychologist.

(a) The following shall be the entry level requirements for an individual to be ~~certified~~ **licensed** as school psychologist:

- (1) Completion of any state board of education approved doctoral certificate of advanced graduate study/specialist, or master's level program in school psychology; or
- (2) Meeting both of the following requirements:
 - a. Completion of at least 60 semester hours or the equivalent of graduate study culminating in at least a master's degree, of which at least 54 hours are exclusive of credit for the supervised internship experience as described in b.; and
 - b. Experience in a supervised internship in a general school setting for 1,200 clock hours, full-time over one year or half time over 2 consecutive years in a general school setting, provided that if additional experiences are provided in mental health clinics,

psychiatric hospitals, and other institutions for children, such experiences shall not replace the supervised internship in a general school setting for more than 600 of the 1,200 hours.

(b) A candidate for certification as a school psychologist shall have the skills, competencies and knowledge through a combination of academic and supervised practical experiences in the following areas:

(1) Practices that permeate all aspects of service delivery through:

- a. Data-based decision making and accountability; and
- b. Consultation and collaboration;

(2) Direct and indirect services for children, families and schools which include:

a. Student-level services including;

1. Conducting, interpreting, and communicating the findings of assessments of students, including but not limited to their:

- (i) Intellectual ability;
- (ii) Cognitive processing;
- (iii) Academic achievement;
- (iv) Behavior;
- (v) Social and emotional functioning;
- (vi) Learning environments; and
- (vii) Adaptive functioning;

2. Designing, implementing, monitoring and adapting instructional and behavioral supports and interventions;

3. Creating, implementing and evaluating mental health interventions and direct services to develop social/emotional and life skills;

b. Systems-level services including:

1. Interacting effectively in a school setting by understanding systems, roles, curriculum, instruction and assessment to promote socialization, learning, and mental health; and

2. Implementing and evaluating school wide practices that promote learning; and

c. Preventative and responsive services including:

1. Applying principles of resilience and risk factors in learning and mental health;
 2. Promoting multi-tiered systems of support; and
 3. Formulating evidence-based strategies for effective crisis preparation, response, and recovery; and
- (3) Foundations of professional school psychological services which include:
- a. Understanding and analyzing the diversity in human development and learning including culture, context and individual differences;
 - b. Explaining typical and atypical psychological and educational development in children and youth;
 - c. Synthesizing, evaluating and applying theories and models of research, empirical findings, and techniques related to student learning;
 - d. Utilizing research design, statistics, measurement, and varied data collection and analysis techniques;
 - e. Designing and implementing program evaluation to support evidence-based practices at the individual, group, and/or systems levels;
 - f. Integrating the history and foundations of psychology into a professional identity and practice as a school psychologist; and
 - g. Adhering to ethical, legal and professional standards including:
 1. Ethical and professional decision making; and
 2. Professional work characteristics and disposition that reflect personal integrity.

Readopt with amendment and renumber Ed 507.14, effective 3-24-17 (Document #12144), as Ed 508.03, and hold Ed 507.14 in reserve, so that Ed 508.03 reads as follows:

~~Ed 5078.1403~~ School Social Worker.

- (a) For an individual to be ~~certified~~ **licensed** as a school social worker, the individual shall:
- (1) Have completed a master's level specialist program in school social work. Specialist-level programs shall consist of a full time, or its equivalent in part-time, coordinated sequence of specifically focused study at the graduate level, culminating in at least a master's degree in the area of social work from an accredited institution; or
 - (2) Have earned a master's degree in social work and one of the following:

- a. Have completed an approved conversion program in school social work which shall include a 2-year internship supervised by a certified or licensed school social worker; or
- b. Have acquired the knowledge and skills of a school social worker under Ed 505.04, or 505.05.

(b) A candidate for certification as a school social worker shall have the following skills, competencies and knowledge through a combination of academic experiences and competencies to be demonstrated by 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:

(1) Social welfare and educational policy, including:

- a. History of education, social work and human services systems;
- b. Role of policy at local, state, and national levels in education and school social work practice;
- c. Process of policy formation and implementation and its impact on student and family systems, schools, organizations, and communities;
- d. Use of policy practice to analyze, influence, and advocate; and
- e. State and federal laws related to school social work practice, such as education, special education, 504, child welfare, homeless and displaced students, mental health, and juvenile justice;

(2) Social work values and ethics, including:

- a. Mission of public education;
- b. Mission of school social work to insure student learning, educational equity, and social justice for every student by reducing or eliminating the social, economic, and environmental barriers;
- c. Demonstration and promotion of the values of the profession as delineated in the National Association of Social Workers (NASW) Code of Ethics (2008), as specified in Appendix II;
- d. Professional school social work and pupil services standards as stated in the NASW Standards for School Social Work Services (2012), as specified in Appendix II; and
- e. Ability to use an ethical decision-making model to guide practice;

(3) Social and economic justice and populations at risk, including:

- a. Understanding risk/resiliency factors for populations at risk;

- b. Understanding the dynamics of risk factors for school failure and the strategies to address them;
- c. Understanding how group membership and various forms of oppression affect access to resources and educational opportunities;
- d. Strategies to combat discrimination, oppression, institutional racism, and economic deprivation;
- e. Advocacy for non-discriminatory social and economic systems; and
- f. Identification of inequities in access to school and community programs and services for children, youth, and families;

(4) Skills in systematic assessments, data gathering, and interpretation at multiple levels using a variety of methods to assess the needs, characteristics, and interactions of students, families, and school personnel;

(5) Effective prevention and intervention with individuals, families, schools, and communities including:

- a. Utilization of a strength-based approach to enhance students' capacities, with special emphasis on students in populations at risk;
- b. Design and implementation of practice strategies with persons from diverse backgrounds;
- c. Partnership with families and others to resolve challenges in the home, school, and community;
- d. Counseling;
- e. Crisis intervention and other mental health services;
- f. Casework and case management;
- g. Group work;
- h. Mediation and conflict resolution;
- i. Advocacy;
- j. Development of positive behavioral intervention strategies for all students;
- k. Program development and management;
- l. Provision of professional development and community education;
- m. Collaboration, consultation, and coordination as leaders or members of interdisciplinary teams and community partnerships; and

n. Community organization, including mobilization of school and community resources;

(6) Human behavior and social environment, including:

a. Biological, psychological, and sociological variables affecting development, learning, and educational achievement; and

b. Application of theoretical frameworks to understand the interaction among individuals and between individuals and social systems such as families, groups, organizations, and communities;

(7) Diversity, including:

a. Cultural factors in race, gender, ethnicity, sexual orientation, and social class and how culture affects individual, family, group, organizational, and community behavior;

b. Understanding of, and affirmation and respect for, people from diverse backgrounds and recognition of diversity within and between groups;

c. Development of trust, open communication, mutual respect, and ongoing collaboration with members of diverse populations; and

d. Ability to take cultural and other diversity factors into account in assessments and interventions; and

(8) Research, including:

a. Qualitative and quantitative methodologies; and

b. Use of practice literature and empirically-based knowledge in the areas of children, youth, families, and schools to:

1. Provide school social work services and educational interventions;

2. Monitor and assess programs and services;

3. Monitor and assess academic and social progress; and

4. Initiate change and improve practice, policy, and programs.

c. For the purposes of Ed 507.14, populations at risk shall include, but not be limited to:

1. Children with special educational needs;

2. School age parents;

3. Homeless youth and families;

4. Students affected by mental health and substance misuse issues;

5. Lesbian, gay, bisexual, transgender, and questioning youth;
6. Abused and neglected students;
7. Students living in poverty;
8. Children of color;
9. Adjudicated and incarcerated youth;
10. English language learners;
11. Students whose families are in crisis; and
12. Other marginalized groups of students.

Readopt with amendment and renumber Ed 507.19, effective 5-31-18 (Document #12539), as Ed 508.04, and hold Ed 507.19 in reserve, so that Ed 508.04 reads as follows:

Ed ~~507.19~~**508.04** Specialist in Assessment of Intellectual Functioning (SAIF).

(a) To be ~~certified~~ **licensed** as a specialist in assessment of intellectual functioning (SAIF), an individual shall:

(1) Hold a master's degree and a valid:

- a. Certification from the department in education, school counseling, administration, or speech language specialist;
- b. License as a psychologist from the New Hampshire board of psychologists;
- c. License as an occupational therapist from the governing board of occupational therapists; or
- d. License as a speech-language pathologist from the governing board of speech-language pathologists;

(2) Have at least 4 years of documented school experience in education, school counseling, administration, speech therapy, or occupational therapy; and

(3) Either:

- a. Have successfully completed a SAIF program approved by the state board of education; or
- b. Have acquired the competencies, skills and knowledge described in (b) below through other experiences and training so as to qualify under Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent Experiences.

(b) To qualify as a SAIF, an individual shall have the following:

(1) Knowledge of:

- a. Relevant local, state, and federal laws, policies, regulations, and procedures pertaining to education;
- b. General principles of learning and research-validated teaching strategies;
- c. Human development theory, including application to children in a school setting;
- d. The learning characteristics of individuals with disabilities;
- e. Statistics, research methods, and professional literature pertinent to the processes of assessment and program development; and
- f. Those ethical principles applicable to the professional school psychology practice in the reporting of assessment results to school teams aimed at protecting the rights of individuals as set forth in the National Association of School Psychologists Principles for Professional Ethics (2010) as referenced in Appendix II; and

(2) Competency and skill in:

- a. Developing professional interactions for the purpose of obtaining and communicating information;
- b. Consulting with staff members and parents regarding students' current and future needs;
- c. Translating referral questions and concerns into a set of assessment procedures that follow Ed 1107 and 20 U.S.C. 1400;
- d. Administering, scoring, and interpreting assessments of individual intelligence and cognitive processing, assessments of academic achievement, and assessments of functional achievement;
- e. Conducting a test session with sufficient proficiency to ensure fluent administration and adding meaningful clinical observation concerning the test session, as well as having sufficient expertise to reflect on the student's performance and its implication for further assessment;
- f. Integrating background information and assessment results into a description of how the child learns;
- g. Developing appropriate recommendations based upon assessments and best practices;
- h. Assisting team members in planning strategies and interventions for students and assessing their effectiveness;
- i. Assisting the administration in planning and facilitating professional development and improvement efforts; and

(3) Expertise in:

- a. The nature, uses, and limitations of a variety of psychological educational assessments; and
- b. Research-validated educational accommodations, modification, supports, and interventions.

Readopt with amendment and renumber Ed 507.23, effective 9-20-17 (Document #12384), as Ed 508.05, and hold Ed 507.23 in reserve, so that Ed 508.05 reads as follows:

~~Ed 507.23~~**505** School Speech-Language Specialist.

(a) To be ~~certified~~ **licensed** as a speech-language specialist, a candidate shall meet the following entry level requirements relative to education and experience:

- (1) The general education requirements specified in Ed 505.06, if applicable;
- (2) The professional education requirements specified in 505.07, if applicable; and
- (3) Hold a master's degree in speech-language pathology or communication sciences and disorders and meet the speech-language specialist competencies.

~~(b) For candidates seeking certification through an alternative 3, 4 or 5 pathway, the department of education shall assess the skills, competencies and knowledge of candidates for certification as school speech-language specialists by reviewing evidence, such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs, and artifacts of professional practice.~~

~~(eb)~~ A candidate for ~~certification~~ **licensure** as a speech-language specialist shall have ~~gained the following skills, competencies, and knowledge through a combination of academic and supervised practical experiences~~ in the following areas:

- (1) In the area of core competencies in communication:
 - a. A knowledge of professional conduct including how to understand and respect student and family confidentiality;
 - b. A knowledge of basic communication science, which for this field shall include:
 1. Normal language acquisition and implications for multi-cultural application;
 2. Phonetics and phonology;
 3. Speech and hearing science;
 4. Basic audiology;
 5. Anatomy and physiology of the speech and hearing mechanism;
 6. Neurology of speech and language; and

7. Swallowing;

c. A knowledge of assessment and intervention techniques related to a broad range of disabilities students might exhibit, any one or combination of which might affect their academic performance and thus place them at risk in terms of their receiving a free and appropriate public education in the least restrictive environment. Disabilities, including the following:

1. Fluency disorders such as stuttering;
2. Organic pathologies such as cerebral palsy and traumatic brain injury;
3. Articulation and phonological disorders;
4. Language disorders, including expressive, receptive, and social pragmatic language disorders;
5. Phonological awareness in relation to literacy disorders;
6. Auditory perception, including central auditory processing disorders;
7. Voice and resonance disorders;
8. Augmentative and alternative communication (AAC) modalities such as sign language and speech generating devices; and
9. Autism spectrum disorders;

d. The ability to evaluate existing research, conduct and interpret applied research, and utilize evidence-based practices in assessment and intervention;

e. The ability to administer and interpret the results of a variety of formal and informal screening tools and diagnostic instruments in the areas of:

1. Phonology and articulation; including motor speech disorders;
2. Early childhood and school age language;
3. Oral language as it relates to expressive and receptive language;
4. Dysphagia;
5. Fluency;
6. Hearing and auditory processing disorders;
7. Voice and resonance; and
8. Augmentative and alternative communication (AAC);

f. A knowledge of diagnostics and evaluation to identify the presence of a communication disorder and identify an educational disability in the area of speech, language, or hearing impairment which shall include the ability to:

1. Collect quantitative and qualitative data to assist in identifying:
 - (i) Student learning strengths and needs;
 - (ii) Learning styles; and
 - (iii) Interpersonal skills; and
2. Demonstrate the ability to synthesize data and to develop individualized education programs and methods of assessing progress as described in Ed 1109 and 34 CFR 300.320; and

g. A knowledge of and skills necessary to implement various evidence-based models of service delivery such as individual and group; direct, collaborative and consultative relative to specific communication disorders listed in Ed 507.23(b)(1)(c) which shall include the ability to:

1. Coordinate the provision of services with other school personnel who provide non-speech and language services to students;
2. Apply evidence-based practices in developing and integrating therapeutic goals within the classroom, curriculum or both;
3. Demonstrate the ability to evaluate the attainment of treatment goals in relation to the curriculum using:
 - (i) Qualitative methods, including but not limited to educator reports, student reports, and observations, and;
 - (ii) Quantitative methods, including but not limited to the use of standardized tests; and
4. Modify individual student programs based on on-going assessment; and

(2) Concerning school-based delivery systems:

- a. A knowledge of educational systems including school operations and administrative organizations;
- b. A knowledge of general and special education laws, including but not limited to federal statutes and regulations;, state statutes and rules, and related case law;
- c. The ability to participate in the development of individualized education programs and accommodation plans as outlined in Section 504 of the Rehabilitation Act of 1973;
- d. The ability to analyze, evaluate, and employ curriculum and classroom-based teaching techniques and materials to support speech and language development;

- e. The ability to understand the relationship between communication, language, and reading and writing in classroom-based instruction;
- f. The ability to develop, evaluate, and modify curriculum and monitor student progress in academic areas as related to speech, language and communication;
- g. A knowledge of school, community, state and federal resources to support students and their families in the school setting;
- h. A knowledge of methods and activities for integrating life skills into specific subject areas and related services to promote independent living, social and interpersonal skills;
- j. The ability to supervise paraeducators, tutors or speech-language assistants in targeting and generalizing speech and language goals; and
- k. The ability to utilize augmentative and alternative communication systems and technology to foster the participation, interaction, and inclusion of children for whom speech is not their primary mode of communication.

(d) Any person who is licensed in the state of New Hampshire as a speech-language pathologist by the governing board of speech-language pathology shall be considered to have met the requirements of Ed 507.23.

Readopt with amendment and renumber Ed 507.20, effective 2-22-13 (Document #10276), as Ed 508.06 and hold Ed 507.20 in reserve, so that Ed 508.06 reads as follows:

~~Ed 507.8.2006~~ Library Media Coordinator.

- (a) A candidate shall have the following entry level requirements to be ~~certified~~ **licensed** as a library media coordinator:
- (1) Have completed a minimum of 3 years' experience as a library media specialist as documented by positive recommendations or evaluations from the candidate's supervisor(s) which demonstrate that the candidate has acquired the competencies outlined in Ed 507.21; and
 - (2) Have at least completed a master's degree program in library science, library and information studies, or a closely related field such as education.
- (b) Candidates shall file the following materials and documents with the bureau of credentialing:
- (1) Completed application forms containing the information required in Ed 508.04;
 - (2) Previous work record;
 - (3) Education record; and
 - (4) A minimum of 3 confidential references from persons who can attest to the candidate's proficiencies in the required leadership area.

(c) Candidates for ~~certification~~ *licensure* as a library media coordinator shall have the following skills, competencies, and knowledge:

- (1) In the area of program management and leadership, the ability to:
 - a. Provide effective leadership and coordination in developing, implementing, and evaluating a comprehensive, system-wide school library media program;
 - b. Develop and implement a strategic plan for the school library media program to meet system-wide goals while allowing for differences of individual schools;
 - c. Communicate the school library media program's vision, goals, and priorities to the educational system and the community;
 - d. Coordinate collection development and programming for system-wide libraries;
 - e. Plan and manage information literacy instruction efforts for students and teachers;
 - f. Plan and manage virtual and physical resources, systems and services to support teaching and learning;
 - g. Coordinate the planning and design of new, renovated, and existing school library media facilities and system-wide infrastructure;
 - h. Develop policy recommendations and implement established adopted policies and procedures; and
 - i. Advocate for the centrality of the library media program to the learning of students;
- (2) In the area of fiscal management, the ability to:
 - a. Prepare budgets in collaboration with school leaders, departments or agencies to ensure equitable services and resources;
 - b. Maintain accurate records and inventories to prepare reports; and
 - c. Research grants and other external funding opportunities for the support and enhancement of student learning resources and results;
- (3) In the area of information management, the ability to:
 - a. Provide trustworthy information on promising and proven practices keyed to system-wide priorities to improve student achievement as well as educator and school leader effectiveness;
 - b. Collaborate with other libraries and agencies to share resources and enhance the system's learning climate, learning opportunities and learning results;
 - c. Advise all school system personnel regarding the importance of the principles of intellectual freedom and ethical behavior, and advocate for the integration of these principles in system policies and programs; and

d. Work with system and school leaders as well as educators to ensure standardization of equipment and equity of resources across programs and buildings; and

(4) In the area of personnel management, the ability to:

- a. Advocate for the American Association of School Librarians (AASL) recommended level of staffing for school library media centers;
- b. Collaborate with principals and site-based committees in the selection and placement of school library media personnel; and
- c. Work with school leaders to supervise, support and evaluate the system's school library media personnel in the operation of their school library media program.

Readopt with amendment and renumber Ed 507.21, effective 6-22-12 (Document #10151), as Ed 508.07, and hold Ed 507.21 in reserve, so that Ed 508.07 reads as follows:

~~Ed 5078.2107 Library Media Specialist. The following requirements shall apply to the certification of a library media specialist in grades K-12:~~

(a) To be certified as a library media specialist, the candidate shall have a bachelor's degree; ~~and~~

(b) A candidate for ~~certification~~ **licensure** as a library media specialist shall have ~~the following~~ skills, competencies, and knowledge ~~through a combination of academic and supervised practical experiences~~ in the following areas:

(1) In the area of teaching for learning, the ability to:

a. Demonstrate that she or he is a skilled ~~educator~~ **instructional specialist** who ensures that learners become effective and ethical users and creators of ideas and information, through:

1. Applying knowledge of learners and learning, including:

- (i) Learning styles;
- (ii) Stages of human development;
- (iii) Cultural influences; and
- (iv) Physical and intellectual abilities and needs;

2. Providing instruction in multiple literacies;

3. Promoting inquiry-based learning; and

4. Providing authentic learning experience;

b. Design and implement instructional strategies that engage students' interests and develop their ability to:

1. Inquire;
 2. Think both critically and creatively; and
 3. Ethically gain and share knowledge;
- c. Utilize the assessment of student learning to inform practice;
 - d. Model, share, and promote effective principles of teaching and learning as collaborative partners with other educators;
 - e. Collaborate with students, other educators, and administrators to efficiently access, interpret, and communicate information;
 - f. Design and provide professional development which enables other educators and administrators to:
 1. Locate research-based information relevant to their professional practice; and
 2. Integrate best practices into their curricula; and
 - g. Integrate the use of current technologies as a means for effective and creative teaching and to support students' conceptual understanding, critical thinking, and creative processes;
- (2) In the area of literacy and reading, the ability to:
- a. Demonstrate knowledge of children's, young adult, and professional literature to guide and support reading for information, reading for pleasure, and reading for lifelong learning in multiple languages and formats such as but not limited to materials in print, e-book, digital, audio and braille;
 - b. Use a variety of strategies to promote reading, viewing, and listening, for learning, personal growth, and enjoyment;
 - c. Develop a collection of reading and information materials in print and digital formats that support the diverse developmental, cultural, social, and linguistic needs of the learning community;
 - d. Collaborate with staff to design and implement authentic and engaging instructional strategies that reinforce reading instruction to ensure students are able to create meaning from text;
 - e. Model personal enjoyment of reading in order to motivate lifelong reading in students; and
 - f. Integrate the use of current technologies that support literacy and reading;
- (3) In the area of information and knowledge, the ability to:

- a. Model multiple strategies for students, teachers and administrators and other members of the school community to locate, evaluate, and ethically use information;
- b. Identify physical, socioeconomic and intellectual barriers to equitable school, home and community access to learning resources and services;
- c. Develop and promote solutions to address barriers to equitable access to learning resources and services;
- d. Provide a variety of learning resources and services to support the needs of diverse learners;
- e. Support flexible, open access to library services, including, but not limited to 24/7 access to online databases, library websites, and related instructional support resources;
- f. Model and communicate the legal and ethical principles of the profession;
- g. Demonstrate proficiency in the use of 21st century tools to continuously improve their professional practice; and
- h. Interpret and use a variety of data, including evidence-based action research, to create and share new knowledge to improve practice in school libraries;

(4) In the area of advocacy and leadership, the ability to:

- a. Utilize evidence-based practice and research to communicate the centrality of the library program to a school's ability to:
 - 1. Meet and exceed local, state and national content standards;
 - 2. Improve student learning;
 - 3. Meet the challenges of the learners, the skills, and the learning environments of the 21st century; and
 - 4. Integrate the use of current technologies as a means for effective and creative teaching and learning;
- b. Advocate for intellectual freedom, equity of access, and privacy rights;
- c. Educate the school community on the ethical use of information and ideas;
- d. Establish connections with other libraries and strengthen cooperation among library colleagues for resource sharing, networking, and facilitating access to information;
- e. Plan for and participate in ongoing professional growth and leadership opportunities, informed by reflective practice;
- f. Engage in school improvement processes, such as but not limited to curriculum development; and

g. Document and communicate the impact of collaborative instruction on student learning; and

(5) In the area of program management and administration, the ability to:

a. Communicate and collaborate with students, staff, administrators, and community members to design and develop a library program that aligns resources and services with the school's mission, in accordance with New Hampshire school approval standards Ed 306.08, instructional resources and Ed 306.42, information and communication technology;

b. Manage, organize, and evaluate school library physical resources such as facilities, fiscal resources such as budgets, and human resources such as personnel, including volunteers, to enhance the use of information resources and services and to ensure equitable access to all resources for all users;

c. Make use of data to evaluate and improve the school library program;

d. Develop, implement, and evaluate policies and procedures consistent with:

1. School, district, state, and national standards;

2. Relevant laws and legislation;

3. Privacy rights;

4. Equity of access; and

5. The tenets of intellectual freedom;

e. Create and implement a collection development policy that demonstrates knowledge of principles related to selection, acquisition, organization, evaluation, and reconsideration of library resources;

f. Evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop a relevant, balanced collection designed to meet the diverse curricular, personal, and professional needs of students, staff, and administrators;

g. Organize a school library collection according to current library cataloging and classification principles and standards; and

h. Ensure integration of current research findings and best practices into the school library program by keeping up to date with local, state, and national education, technology, and information initiatives.

Readopt with amendment and renumber Ed 507.22, effective 11-9-18 (Document #12662), as Ed 508.08, and hold Ed 507.22 in reserve, so that Ed 508.08 reads as follows:

~~Ed 507.22~~ **508.08 Digital Learning Specialist**. The following requirements shall apply to the certification of a digital learning specialist:

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

- (1) At least a bachelor's degree; and
- (2) Qualify for certification under one of the credentialing pathways in Ed 505.01 – Ed 505.05 having also met the requirements of (c) below.

~~(b) For candidates seeking a credential through an alternative 3, 4, or 5 pathway, the department of education shall assess the skills, competencies, and knowledge of candidates for certification as digital learning specialists by reviewing evidence such as, but not limited to, college course work, documented professional experience, letters of recommendation, professional development hours or CEUs, and artifacts of professional practice.~~

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

(1) As a digital designer, effectively use technology with differentiation, rigor, relevance, and engaging learning experiences in his or her practice of teaching, learning, and assessment by the ability to:

- a. Design and implement digitally-based learning experiences with multiple and varied formative and summative assessments;
- b. Model and promote the use of adaptive and assistive technologies and other digital tools and resources to personalize and differentiate activities for all learners;
- c. Collaborate with other educators to help design and implement the student digital portfolio processes and procedures as specified in Ed 306.42; and
- d. Promote student reflection using collaborative tools to reveal and clarify students conceptual understanding;

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

- a. Use knowledge of digital tools to model, promote, and facilitate experiences that advance learner competency, creativity, and innovation in both face-to-face and virtual environments;
- b. Collaborate with other educators to promote innovative and creative thinking using digital tools to engage learners in real-world problem solving;
- c. Collaborate with other educators to model, design, and implement technology-enhanced learning experiences addressing both technology and content standards; and
- d. Illustrate how state and national standards are implemented within the curriculum;

(3) As a digital citizen, model responsible and safe participation in the digital world with the ability to:

- a. Model and promote safe, ethical, and legal practices related to digital tools and resources;
- b. Model and promote digital etiquette, awareness of digital identity and privacy, and responsible social interactions related to the use of digital tools and resources; and
- c. Model and promote diversity, cultural understanding, and global awareness using digital communication and collaborative tools and resources to interact locally and globally;

(4) As a collaborative coach, develop innovative professional learning opportunities and evaluate the impact on instructional practice and learner competencies with the ability to:

- a. Model and promote effective management and use of digital tools and resources to support technology rich learning environments;
- b. Evaluate, adapt, and reflect on digital tools, resources, and emerging trends by participating in local and global learning communities and by reviewing current research and evidence-based innovative practices; and
- c. Promote the role of digital media literacies to best equip learners to succeed in a globally interconnected, multicultural world; and

(5) As a visionary leader, promote and participate in the development and implementation of collaborative strategies for the comprehensive integration of technology to foster excellence to support transformational change throughout the instructional environment with the ability to:

- a. Promote and participate in the development and implementation of a shared vision for the comprehensive integration of technology to support learning opportunities for all learners and educators;
- b. Promote and participate in the planning, development, communication, implementation, and evaluation of technology-infused strategic plans and adoption of new digital resources and tools at the district and school levels; and
- c. Promote and participate in the implementation strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

Readopt with amendment and renumber Ed 507.12, effective 3-24-17 (Document #12142), as Ed 508.09, and hold Ed 507.23 in reserve, so that Ed 508.09 reads as follows:

~~Ed 507.12~~ **508.09** Reading and Writing Specialist.

(a) A candidate for ~~certification~~ **licensure** as a reading and writing specialist for grades K-12 shall meet the following entry level requirements:

- (1) At least a master’s degree in literacy or a related field;
- (2) The general education requirements specified in Ed 505.06;
- (3) The professional education requirements specified in Ed 505.07 if applicable; and
- (4) Completed at least 3 years of classroom teaching;

(b) A candidate for ~~certification~~ **licensure** as a reading and writing specialist for grades K-12 shall have the following skills, competencies, and knowledge ~~through a combination of academic and supervised practical experiences~~ in the following areas:

- (1) In the area of knowledge of the theoretical and evidence-based foundations of reading and writing processes and instruction, the ability to:
 - a. Demonstrate knowledge of cognitive, sociocultural and diverse linguistic foundations of reading and writing processes and instruction;
 - b. Demonstrate knowledge of current practices, research, and historical developments in reading and writing;
 - c. Demonstrate knowledge of language development as it relates to acquisition of reading and writing, the variations related to sociocultural and linguistic diversity, and the basics of second language acquisition;
 - d. Demonstrate knowledge of the major components of reading instruction and curriculum, including the ability to:
 1. Understand the relationship between print and sounds, including phonemic awareness, phonics and other word identification strategies, and their role in fluent reading;
 2. Explain how background knowledge, vocabulary knowledge, text comprehension strategies, and motivation are integrated in reading; and
 3. Describe how reading strategies are taught across all content areas, including but not limited to English, ESOL, mathematics, science, and social studies; and
 - e. Demonstrate knowledge of major components of writing instruction, including the ability to:
 1. Demonstrate knowledge of the development of spelling, its instruction, and its relationship to word recognition and word meaning;
 2. Demonstrate the knowledge of the mechanics of writing, including punctuation, grammar, spelling, and letter formation;
 3. Understand recursive strategies for planning, drafting, revising and editing writing; and
 4. Describe models for integrating writing across the curriculum;

(2) In the area of instructional strategies and curriculum materials in reading and writing, the ability to recognize the importance of, demonstrate, and facilitate professional learning and leadership by:

- a. Selecting and implementing instructional approaches and materials that utilize evidence-based rationale, consider student needs, and support classroom teachers and paraeducators in their use of instructional strategies and grouping; and
- b. Using a wide range of evidence-based curriculum materials including structured literacy approaches in effective reading and writing instruction for struggling reluctant learners, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders at different stages of literacy development and from different sociocultural and linguistic backgrounds;

(3) In the area of assessment and evaluation of reading and writing, the ability to:

- a. Understand the terminology, processes, and procedures used in formal and informal assessments, including English language learners' proficiency levels;
- b. Use a variety of formal and informal assessment tools and practices to plan, evaluate and communicate effective reading and writing instruction by:
 1. Supporting the classroom teacher in the assessment of the reading and writing abilities of individual students; and
 2. Extending the assessment further to determine proficiencies and difficulties for appropriate services;
- c. Use assessment information to plan, evaluate, differentiate and revise effective instruction that meets the needs of all students, including those identified through the screening required by RSA 200:59, I as having potential indicators or risk factors of dyslexia and related disorders by:
 1. Assisting teachers, specialists and paraeducators in using assessments to plan and implement instruction for all students;
 2. Engaging students in using assistive technology to address their needs in learning and communicating; and
 3. Collaboratively collecting, analyzing and using school-wide assessment data to improve school and district literacy instruction and programs;
- d. Communicate results of assessments and screenings to a variety of audiences, including students, families, administrators, teachers, specialists, and policymakers; and
- e. Demonstrate knowledge of current issues, practices and policies related to the assessment, evaluation and instruction of reading and writing;

(4) In the area of creating a literate environment that fosters reading and writing, the ability to:

- a. Use students' interests, backgrounds and abilities in reading and writing, as foundations for the reading and writing program, including the ability to:
 1. Assist the classroom teacher in demonstrating a respectful attitude toward all learners and understand the roles of choice, motivation and scaffolded instructional support in creating positive and supportive environments;
 2. Assist the classroom teacher and paraeducator in selecting literature, materials, and activities that match the reading levels and writing development of all students;
 3. Demonstrate models of teaching that provide authentic purposes for reading and writing; and
 4. Help the classroom teacher to use evidence-based rationale to make and monitor flexible instructional grouping options for students;
- b. Select books, technology-based information, and non-print materials representing multiple levels, broad interest, and cultural and linguistic backgrounds;
- c. Provide opportunities for learners to write for personal, social, academic, and vocational or professional purposes;
- d. Collaborate with building and district administrators to establish and to manage a literacy budget; and
- e. Provide educational opportunities, information, and support for families and the community; and

(5) In the area of viewing professional development as a career-long effort and responsibility, the ability to:

- a. Participate in, initiate, implement, and evaluate professional development programs;
- b. Support, demonstrate, and assist professional development in the teaching of reading and writing to paraeducators, teachers and administrators;
- c. Engage in collaboration and dialogue with teachers and reading specialists to reflect on teaching practices and improve instruction;
- d. Display positive habits related to the candidate's own reading and writing and the teaching of reading and writing, and pursue the development of individual professional knowledge and behaviors; and
- e. Advocate for important professional needs with administrators, school boards, and local, state, and federal policymaking bodies.

Readopt with amendment and renumber Ed 507.251, effective 1-17-14 (Document #10506), as Ed 508.10 to read as follows:

Ed 5078.25110 Elementary Mathematics Specialist for Grades K-6.

(a) A candidate for ~~certification~~ **licensure** as a mathematics specialist for grades K-6 shall meet the following entry level requirements:

- (1) The candidate shall have at least a master's degree in mathematics, education or a related field and can document a passing score on the Praxis II Middle School Mathematics test or equivalent;
- (2) The general education requirements specified in Ed 505.06;
- (3) The professional education requirements specified in Ed 505.07;
- (4) Hold a valid experienced educator endorsement; and
- (5) Completed at least 3 years of successful classroom teaching of mathematics within grades pk-6.

(b) A candidate for ~~certification~~ **licensure** as an elementary mathematics specialist for grades pk-6 shall have ~~the following~~ skills, competencies, and knowledge through a combination of academic and supervised practical experiences (three semester hours or equivalent in a supervised practicum or school-based internship) in the following areas:

- (1) In the area of content knowledge have the ability to:
 - a. Apply knowledge of major pk-6 mathematical concepts, algorithms, procedures and connections;
 - b. Demonstrate an understanding of the sequential nature of mathematics and the mathematical structures and connections inherent in the following content domains:
 1. In the domain of number and operations have the ability to:
 - (i) Demonstrate knowledge of pre-number and early number concepts;
 - (ii) Interpret and represent number systems including whole numbers, integers, rationals, irrationals, reals and the application of their properties;
 - (iii) Demonstrate knowledge of concepts and applications of number theory including multiplicative arithmetic;
 - (iv) Demonstrate a variety of interpretations of the 4 operations of arithmetic and of the common ways they can be applied; and
 - (v) Use proportional reasoning demonstrating connections to fractions, ratios, rates, and scaling;
 2. In the domain of functions and algebra have the ability to:

(i) Analyze and generalize a wide variety of patterns and functions for example linear, quadratic, and exponential moving fluently among representations including tables, graphs, written word, and symbolic rules;

(ii) Analyze change and rates of change in various contexts including proportional and inversely proportional relationships;

(iii) Model and solve problems, both mathematical and “real world,” using algebraic methods; and

(iv) Apply the conventions of algebra that is the order of operations and the properties of real numbers commutative, associative, distributive, identity, inverse, and zero properties to algebraic expressions, equations, and inequalities;

3. In the domain of measurement have the ability to:

(i) Utilize non-standard and standard units of measure using appropriate units, techniques, and tools;

(ii) Model and use common units of geometric measures for: angles, perimeter, area and volume, through mathematical and practical contexts;

(iii) Employ estimation as a way of understanding measurement units and processes of measuring those attributes;

(iv) Apply measurement conversion strategies; and

(v) Connect proportionality to measurement including similar figures;

4. In the domain of Geometry have the ability to:

(i) Build and manipulate representations of two- and three-dimensional objects using concrete models, perspective drawings, projections, and dynamic geometry software;

(ii) Analyze properties and relationships among geometric shapes and structures;

(iii) Specify locations and describe spatial relationships using coordinate geometry;

(iv) Apply transformations and compositions of transformations including dilations, translations, rotations, and reflections with symmetry, congruence, and similarity; and

(v) Use geometric constructions and axiomatic reasoning to make and prove conjectures about geometric shapes and relations;

5. In the domain of data analysis and probability have the ability to:

- (i) Use data from a random sample to draw inferences about a population;
- (ii) Construct and interpret graphical displays of univariate data distributions for example, box plots and histograms;
- (iii) Summarize and describe univariate data in relation to its context by using measures including the mean, median, mode, interquartile range, and mean absolute deviation;
- (iv) Use scatterplots to analyze bivariate data and utilize lines of best fit to model the relationship between the variables; and
- (v) Determine the empirical and theoretical probability for both simple and compound events; and

c. Demonstrate knowledge of the history of mathematics, including the contributions of different individuals and cultures toward the development of mathematics and the role of mathematics in culture and society;

(2) In the area of mathematical practices have the ability to:

- a. Communicate and demonstrate the importance of problem solving and its use in developing conceptual understanding;
- b. Represent and model mathematical ideas;
- c. Reason abstractly, reflectively, and quantitatively including constructing viable arguments and proofs;
- d. Attend to precision;
- e. Identify elements of structure and express regularity in patterns of mathematical reasoning;
- f. Utilize appropriate mathematical vocabulary and symbols to communicate mathematical ideas; and
- g. Demonstrate the interconnectedness of mathematical ideas including making connections across various content areas and real-world contexts;

(3) In the area of mathematical pedagogy have the ability to:

- a. Plan and assist others in planning instruction incorporating a variety of strategies including mathematics-specific instructional technologies to build all students' conceptual understanding and procedural proficiency;
- b. Analyze and consider research in planning for mathematics instruction;
- c. Select and apply instructional techniques that assist in identifying and addressing student misconceptions;

d. Use mathematical content and pedagogical knowledge to select, use, adapt and determine the suitability of mathematics curricula and teaching materials for particular learning goals;

e. Understand students’ development in mathematics using holistic, analytical, and diagnostic tools; and

f. Demonstrate developmentally appropriate use of assessments in their practice and train classroom teachers to administer and interpret assessment results; and

(4) In the area of professional knowledge and skills have the ability to:

a. Demonstrate mathematics-focused instructional leadership;

b. Plan, develop, implement and evaluate mathematics-focused professional development programs;

c. Evaluate the alignment of state mathematical standards, district curricula, state and local assessments and recommend appropriate adjustments;

d. Support teachers in systematically reflecting on and learning from their mathematical practice;

e. Collaborate with school-based professionals to develop evidence-based interventions for high-and low-achieving students; and

f. Analyze and interpret mathematics assessment data and communicate results to appropriate and varied audiences.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 506.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 506.10	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.01	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.02	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.04	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.05	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.08	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.09	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 508.10	RSA 21-N:9, II(s); RSA 186:11, X(a)

NN 2019-205 Continued

(Item 6. (a) continued)

have changed, and the applicant has not been doing any professional development for license maintenance because the applicant never applied for a license.

Ed 505.05 Site-Based Licensing Plan (SBLP): Ed 505.04, Alternative 4: Individualized Professional Development Plan (Restricted), and Ed 505.05, Site-Based Certification Plan, are being readopted with amendment as Ed 505.05. In the current rules, the two rules accomplish the same result using an intern authorization. The difference in the two is the amount of time allowed on an intern license and who could qualify for each pathway. The current Ed 505.04 is for applicants for any endorsement on the critical shortage list. The current Ed 505.05 is available in elementary and secondary teaching areas, excluding career and technical specialty certification, and special education.

The amendment outlines in Ed 505.05(a) the minimum qualifications and in Ed 505.05(b) who qualifies for this method, which include a description of the qualifications for a statement of eligibility. The current rules only mention a statement of eligibility (SOE) and the current rules do not have an expiration date for an SOE. This proposal adds an expiration of 3 years to an SOE.

The minimum grade point average requirement of the current Alternative 5 pathway is removed with this amendment. Instead, endorsements that require content courses are outlined in Ed 505.05(b)(5)-(9).

Ed 505.06 Demonstrated Competencies Ed 505.03, Alternative 3: Demonstrated Competencies and Equivalent, is being readopted with amendment as Ed 505.06. This rule contains all of the methods of demonstrated competencies from the current rule, but has been amended to only include who qualifies for this pathway. The current rules contain application process information such as the process for establishing an oral board review or the process for establishing a site-based licensing plan. This proposal moves the application process information to the rules specific to the application process. In the current rules the application process begins in Ed 508, after all of the rules for each specific endorsement area. This proposal places the application instructions in Ed 505 for "How to Obtain a New Hampshire Educator License".

Ed 505.07 General Application Instructions: Ed 508.01 Application – Generally, is being readopted with amendment as Ed 505.07, General Application Instructions and addresses violations of rulemaking requirements pursuant to RSA 541-A:19-b Adoption of Form,s. Our current rules refer to five application forms, which are actually all the same form, while, in practice, the Bureau of Credentialing has several more required forms that are not mentioned in rule.

Our current application rules specify, as mentioned above, five application forms, but do not incorporate them by reference in the rule. Instead each rule includes all of the information required on the form which means we have five separate rules that all say the same thing. In this proposal Ed 505.07(b) incorporates by reference each of the 14 different application forms used by the Bureau of Credentialing.

Ed 505.08 Fees: Ed 508.06, Fees, is being readopted with amendment as Ed 505.08 with the same title. The rule has been amended to allow payment by money order, cashier's check, or school employer check in order to avoid the process of insufficient fund notifications. Currently, if an applicant pays a fee with a personal check, the Bureau does not receive notification of insufficient funds until after the credential has been issued, which causes the Bureau to have to suspend the credential until payment is made.

Additionally, the fee table has been updated as follows:

NN 2019-205 Continued

(Item 6. (a) continued)

- All \$130 licensing fees have been reduced to \$120.
- Site-based licensing plan fees have been broken up into 3 separate payments. \$50 is paid for the statement of eligibility, \$120 is paid to initiate the plan with an intern authorization, and \$120 is paid to upgrade from an intern authorization to a full license (which is the same for a renewal of a current license).
- Demonstrated competencies portfolio/oral board fees are broken up into 3 separate payments. \$50 is paid in order to be evaluated for qualifying for this licensure method, \$500 is paid for a review of the portfolio and the oral board interview, and \$120 is paid upon approval in order to receive a beginning or experienced educator license. In the current rules there are no fees listed for this pathway.
- Demonstrated competencies national/regional exam/licensure BEL/EEL has a fee of \$120, the standard license and renewal fee, down from \$300 being that it is a transfer of an already recognized license.
- Demonstrated competencies transcript analysis BEL/EEL fee is \$500. The current rule does not list a fee for this service.
- Demonstrated competencies experience under out of state license BEL/EEL has a fee of \$120. This is the same as the current rule, but is delineated as a separate item.
- Endorsement – Add to BEC or EEC has been removed and is now considered a regular application for \$120. Upon renewal, there is no cost for each separate endorsement.
- Master teacher – national level is reduced from \$250 to \$120, the same as any other full license application.
- Paraeducator fees are reduced from \$25 to \$10.
- Educational interpreter/transliterator fees are reduced from \$130 to \$25 as they are now recognized as a separate license and not included as a BEL/EEL.
- Added a \$50 fee for a Name Change and a \$25 fee for a Credential Verification Letter as currently there is not a fee for this service.
- Removed the fee for duplicate certificate since the credential holder can now print the license on their own.

Ed 505.09 Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department: Ed 508.02, Application Form: Alternative 1, Ed 508.03, Application Form: Alternative 2-5, Ed 508.04, Application Form: Superintendent, Assistant Superintendent, Principal Instructional Leader; Associate Principal, and Ed 508.05, Application Form: Business Administrator, are being readopted with amendment and renumbered as Ed 505.09, Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department which includes the application procedures and timelines required by RSA 541-A:29. Ed 508.02 through Ed 508.05 were, in essence, the same rule repeated four times with a different heading. The references to those application forms are contained in Ed 505.07 and these rules are amended to reflect the application process to include the requirements of RSA 541-A:29.

This rule outlines specific procedures for oral board reviews and site-based licensing plans. For applications for oral board reviews, the application will require that an applicant waive the timeline outlined in RSA 541-A:29 because establishing an oral board and conducting the review takes longer than the required 60 days. This is allowed under RSA 541-A:29, IV as an extension “upon written agreement of the applicant”. If the applicant does not agree to this extension of the timeframe, the applicant will need to select a different pathway to licensure. Significant changes to the current process include:

- Applicants are required to respond to a notification of an incomplete application by submission of the missing items within 30 days of the notification or the application will be closed and the applicant shall be required to begin a new application, to include all of the fees. Currently there is no specified timeline for a response to an incomplete application and applications are sitting in the queue for months with no action. This process is outlined in Ed 505.09(a) through Ed 505.09(c) in this proposal.

NN 2019-205 Continued

(Item 6. (a) continued)

- Ed 505.09(d) outlines the process for any application pursuant to Ed 505.07(b)(1)-(11). These are applications such as an educator preparation program completer, school nurse, paraeducator, etc. which do not require any additional materials or evaluation. In these applications, the applicant either meets all the qualifications for the license or the applicant does not. In some cases, mostly out-of-state transfers, a conditional approval may be required because, for example, all of the qualifications are met except the testing requirement. The Bureau can issue a conditional approval not to exceed 120 days to allow for that applicant to take the required exam.
- Ed 505.09(e) outlines the process for a portfolio and oral board review. Timelines for applicants and the Department are established in this process. In addition, Ed 505.09(e)(5) allows the Department to establish a review board outside of the requirements in Ed 505.09(e)(4) for situations where there are not enough licensed educators to make up a review board.
- Ed 505.09(f) outlines the process for establishing a site-based licensing plan with timelines in accordance with RSA 541-A:29. New to this process is a rule that allows for a one-year extension of a 3-year plan due to extenuating circumstances.

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

Public and chartered public schools and their students, participating non-public schools, licensed educators, and applicants for NH licensure are affected by these rules.

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

Rule	Specific State Statute the Rule Implements
Ed 505.01	RSA 21-N:9, II(s)
Ed 505.02 - 505.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.04	RSA 21-N:9, II(s); RSA 186:11, X(a); RSA 186:8, IV
Ed 505.05 - Ed 505.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.08	RSA 186:11, X(a) and (b); RSA 200:29
Ed 505.09	RSA 186:11, X(a) ; RSA 541-A:29

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)

NN 2019-205 Continued

8. Deadline for submission of materials in writing or, if practicable for the agency, in the electronic format specified: **December 19, 2019**

 Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 10:00 a.m.**

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

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

FIS # 19-191, dated 10/24/19

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

When compared to the existing rules, the proposed rules will have an indeterminable impact on both state restricted revenue and costs to state citizens.

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

No federal mandate, no impact on state funds.

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

These proposed rules are part of large restructuring of Ed 500. These rules include two provisions which will have an impact on state restricted credentialing fund revenue and state citizens, to the extent they seek certain educator licenses:

Fee Schedule (Ed 505.08, Formerly Ed 508.06)

The proposed rules make the following changes to the Bureau of Credentialing fee schedule, with total estimated impact based on FY 2019 actual data:

NN 2019-205 Continued

(Item 10. continued)

Description	Fee Amount			Quantity	TOTAL Increase/ (Decrease)
	Current	Proposed	Increase/ (Decrease)		
Approved Educator Preparation Program BEL/EEL ¹	\$130	\$120	(\$10)	805	(\$8,050)
Site Based Licensing Plan ¹					
Statement of Eligibility	\$50	\$50	\$0	1,263	\$0
Intern Authorization	\$20	\$120	\$100	316	\$31,600
Upgrade to BEL/EEL	\$130	\$120	(\$10)	501	(\$5,010)
Demonstrated Competencies Portfolio/Oral Board ¹					
Materials	\$20	\$50	\$30	29	\$870
Portfolio Review/Oral Board	\$300	\$500	\$200	18	\$3,600
BEL/EEL	\$130	\$120	(\$10)	48	(\$480)
Demonstrated Competencies ¹					
National/Regional exam/licensure BEL/EEL	\$130	\$120	(\$10)	2	(\$20)
Transcript Analysis BEL/EEL	\$300	\$500	\$200	41	\$8,200
Experience under Out of State License BEL/EEL	\$130	\$120	(\$10)	270	(\$2,700)
BEL/EEL/Master Teacher License Renewal ²	\$130	\$120	(\$10)	7,753	(\$77,530)
Master Teacher – National Level ¹	\$130	\$120	(\$10)	0	\$0
Master Teacher – NH Level ¹	\$800	\$800	\$0	0	\$0
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50	\$50	\$0	0	\$0
Paraeducator I	\$25	\$10	(\$15)	131	(\$1,965)
Paraeducator II	\$25	\$10	(\$15)	96	(\$1,440)
Paraeducator I and II Renewal ²	\$25	\$10	(\$15)	1,064	(\$15,960)
School Nurse I (3 years with one-time renewal)	\$75	\$75	\$0	322	\$0
School Nurse II	\$0	\$0	\$0	0	\$0
School Nurse III	\$75	\$75	\$0	0	\$0
School Nurse I, II, III Renewal ²	\$75	\$75	\$0	122	\$0
Educational Interpreter/Transliterater	\$25	\$25	\$0	4	\$0
Educational Interpreter/Transliterater Renewal ²	\$25	\$25	\$0	3	\$0
Name Change-estimate	\$0	\$50	\$50	750	\$37,500
Credential Verification Letter-estimate	\$0	\$25	\$25	104	\$2,600
Emergency Authorization ¹	\$50	\$120	\$70	78	\$5,460
				TOTAL	(\$23,325)

BEL / ELL – Beginning Educator License / Experienced Educator License

¹ Per Endorsement² 3-Year CycleStatement of Eligibility (Ed 505.05)

The proposed rules change the duration for which a statement of eligibility is valid from non-expiring to three years from issuance. To the extent an individual needs a statement of eligibility beyond three years, they would incur a fee for reissuance.

NN 2019-205 Continued*(Item 10. continued)*

- A. To State general or State special funds:**
See 3 above. No impact on state general funds.
- B. To State citizens and political subdivisions:**
See 3 above. No impact on political subdivisions.
- C. To independently owned businesses:**
None.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for the educator credentialing process which is already in place. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues. Therefore, there is no violation of Part I, Article 28-a.

PART Ed 505 QUALIFYING METHODS FOR OBTAINING A TEACHING CREDENTIAL ~~HOW TO OBTAIN A NEW HAMPSHIRE EDUCATOR LICENSE~~

Readopt with amendment Ed 514.01, effective 8-9-18 (Document #12602), and renumber as Ed 505.01 to read as follows:

Ed 51405.01 Basic Academic Skills and Subject Area Assessment.

(a) Except as described in paragraph (b), each candidate seeking *an* initial teacher certification ~~or instructional specialist license~~ under one of the alternatives listed in Ed 505 *pathways listed below* shall pass a nationally recognized test of academic proficiency required by paragraph (d) *basic academic skills assessment, including, but not limited to, the praxis core academic skills for educators administered by educational testing service (ETS).*

(b) A candidate for initial certification in a career and technical education (CTE) specialty area under Ed 505.04 or Ed 505.05 may substitute the following in lieu of a nationally recognized test of academic proficiency required by paragraph (d):

- (1) Three years of full-time experience in the area for which certification is sought; and
- (2) Current industry-recognized credential approved by the department in a published list of accepted credentials and appropriate to the CTE area in which certification is sought. *Each candidate seeking licensure in any endorsement area for which the state board has adopted a subject assessment test cut score shall pass that subject assessment test, or comparable out of state test determined by the bureau, intended to measure the test taker's knowledge of the specific subject area of a concentration in which the test taker seeks an educator license.*

(c) Each candidate seeking teacher certification in any one of the major areas of concentration in which the state board has established a passing score shall pass a subject assessment test *The board may adopt the national cut scores for the praxis core academic skills for educators and all subject assessments in accordance with (a) and (b) above and a list of tests and cut scores shall be maintained on the department website.*

(d) The test used for the purposes of the basic academic skills assessment under (a) shall be a basic competency test, such as, but not limited to, the Praxis Core Academic Skills for Educators administered by Educational Testing Service, intended to measure the test taker's basic academic skills in the areas of reading, writing, and mathematics. In the area of reading, such a test shall measure reading comprehension and require the test taker to analyze content in a reading selection. In the area of writing, such a test shall measure ability to use grammar and language effectively and to communicate effectively in writing. In the area of mathematics, such a test shall measure a test taker's understanding of key mathematical concepts and ability for problem solving, reasoning, and estimating *The board may request that the department conduct a validation study for any subject assessment before adopting the cut score. Validation studies shall include input from:*

- (1) *The department;*
- (2) *Teacher education institutions; and*
- (3) *New Hampshire teachers with experience as an educator in the test areas.*

(e) ~~The test used for the purposes of the subject assessment under (c) shall be a basic subject assessment test, such as, but not limited to, the subject area assessments administered by Educational Testing Service or Pearson Education, intended to measure the test taker's knowledge of the specific subject area of concentration in which the test taker seeks certification for a beginning teacher.~~ *The entities described in (d)(1)-(3) above shall provide input and recommendations regarding:*

- (1) Test specifications appropriate for New Hampshire;*
- (2) Which assessments are appropriate for New Hampshire; and*
- (3) Passing scores on tests for New Hampshire.*

(f) ~~The board shall assign the following qualifying scores following validation studies conducted in accordance with Ed 514.02, after considering recommendations of the validation studies and qualifying scores set by other states~~ *in lieu of (a) above, performance at or above the fiftieth percentile on a nationally recognized basic academic skills test in the areas of reading, writing, and mathematics, including, but not limited to:*

- ~~(1) Qualifying scores on each of the 3 Praxis Core Academic Skills for Educators assessments, namely, reading, writing, and mathematics~~ *The scholastic aptitude test (SAT) administered by the college board;*
- ~~(2) Performance at or above the fiftieth percentile on a nationally recognized test in the areas of reading, writing, and mathematics such as, but not limited to, the SAT, GRE, or ACT~~ *The graduate record examinations (GRE) administered by ETS; ~~or~~ and*
- ~~(3) Qualifying scores on each of the subject assessments in (e)~~ *The ACT administered by ACT.*

(g) *A candidate for a career and technical education (CTE) specialty area license may substitute the following in lieu of a nationally recognized test of academic proficiency required by paragraph (d):*

- (1) Three years of full-time experience in the area for which the license is sought; and*
- (2) Current industry-recognized credential approved by the department in a published list of accepted credentials appropriate to the CTE area in which a license is sought.*

(gh) Candidates shall be responsible for the actual cost of all assessments.

(hi) A candidate may take a basic academic skills assessment or the subject area assessment as often as they are administered until the candidate passes the assessment.

Readopt with amendment and renumber Ed 505.06 and Ed 505.07, effective 12-17-11 (Document #10046), as Ed 505.02 and Ed 505.03 to read as follows:

Ed 505.062 General Education Certification Requirements. Each applicant who seeks ~~certification~~ *licensure* under Ed 505.045 shall have completed a program providing the following core competencies:

- (a) Content competencies in the following areas necessary for college and workforce success:
 - (1) Language arts;

- (2) Reasoning;
 - (3) Information literacy;
 - (4) Mathematics;
 - (5) Sciences; and
 - (6) Social sciences;
- (b) Creative competencies in the following areas:
- (1) Creative expression;
 - (2) Critical thinking;
 - (3) Innovative and collaborative problem-solving; and
 - (4) Resourcefulness;
- (c) Communication competencies in the following areas:
- (1) Languages;
 - (2) Digital media;
 - (3) Networking; and
 - (4) Content creation technologies; and
- (d) Cultural competencies in the following areas:
- (1) Cultural understanding;
 - (2) Taking responsibility for self and others;
 - (3) Adaptability and resilience;
 - (4) Ability to engage in productive teamwork; and
 - (5) Social and civic engagement.

Ed 505.073 ~~Professional Education Requirements; Alternatives 3, 4, and 5.~~ In addition to the requirements in Ed 505.035 *for site-based licensing plans* and Ed 505.06 *for demonstrated competencies* for Alternative 3, Ed 505.04 for Alternative 4, and Ed 505.05 for Alternative 5, *an each applicant for a credential under Alternative 3, 4, or 5 who is not already credentialed licensed shall demonstrate evidence of the following before full licensure is granted:*

- (a) In the area of the learner and learning:

(1) Learner development, as demonstrated by:

- a. An understanding of how learners develop, recognizing that patterns of learning and development vary individually within and across the personal, physical, social, and academic dimensions; and
- b. The ability to facilitate developmentally appropriate and challenging learning experiences based on the unique needs of each learner;

(2) Learning differences, as demonstrated by:

- a. An understanding of individual differences and diverse cultures and communities;
- b. Ensuring inclusive learning environments that allow each learner to reach his or her full potential; and
- c. The ability to employ universal design principles and assistive technology; and

(3) Learning environment, as demonstrated by:

- a. Working with learners to create and access learning environments that support self-directed individual and collaborative learning, based on each learner's interests and passions; and
- b. Use of learning environments not limited to the classroom, but extended into the larger community as well as virtual experiences;

(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; and

(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;

(c) In the area of learning facilitation practice:

(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;

(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; and

(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; and

b. Ability to adapt practice to meet the needs of each learner; and

(2) Collaboration, as demonstrated by 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.

Readopt with amendment Ed 505.01 and Ed 505.02, effective 10-11-19 (Document #12897, Interim), and renumber as Ed 505.04 to read as follows:

Ed 505.04 ~~Alternative 1: Approved~~ ***Educator Preparation Program in New Hampshire.***

(a) Individuals shall qualify for a ~~credential~~ ***beginning educator license or added endorsement to an existing license*** pursuant to Ed 504 by completing a ***state*** board approved educator preparation program(s) at a college, university or teacher training institution in New Hampshire in accordance with Ed 600 ***and meeting the requirements of Ed 505.01.***

(b) Upon completion of a ***New Hampshire state*** board approved program in accordance with Ed 600, the applicant shall:

~~(1) Obtain confirmation of completion of the program on the application for certification described in Ed 508.02 by the designated official of the college or university; and~~

be recommended for licensure by the program to the department and such recommendation shall remain valid for no more than 3 years from the date of the recommendation by the institution.

~~(2) Complete and file the application for certification pursuant to the application procedures of Ed 508.~~

(c) Individuals completing a state approved educator preparation program(s) at a college, university, or teacher training institution in a state other than New Hampshire, whether that state is signatory to the NASDTEC interstate contract or not, shall qualify for a beginning educator license or added endorsement on an existing license by completing a state-approved educator preparation program leading to recommendation by the institution for an educator license in that state, meeting the requirements of Ed 505.01, meeting the and either:

(1) Obtaining full licensure in that state in the endorsement area sought providing that such endorsement has not been expired for more than 3 years from the date of application; or

(2) Applying for a comparable New Hampshire state board license within three years of the date of recommendation from the institution.

~~(c) A current listing of approved programs in New Hampshire shall be kept on file by the bureau.~~

(d) Applicants seeking to obtain licensure under this paragraph shall apply to the department pursuant to Ed 505.07 through Ed 505.09.

~~Ed 505.02 Alternative 2: States Other Than NH. Alternative 2 shall have 2 distinct requirements known as Alternative 2A and 2B, as described below:~~

~~— (a) Alternative 2A relative to the National Association of State Directors of Teacher Education and Certification – NASDTEC Interstate Contract shall consist of the following:~~

~~— (1) Individuals shall qualify for a beginning or experienced educator credential respectively by:~~

~~— a. Completing a program in another state party to the NASDTEC Interstate Contract, which would qualify the applicant for certification as an educator in the other state, including, but not limited to, an alternative certification program, consistent with the terms of the NASDTEC Interstate Contract with New Hampshire; or~~

~~— b. Holding an equivalent, valid credential from a state party to the NASDTEC Interstate Contract and having 3 years of educational experience in the last 7 years under a credential from a participating state; and~~

~~— (2) Applicants seeking to obtain certification under this paragraph shall apply to the bureau pursuant to Ed 508.~~

~~— (b) Alternative 2B relative to a state not signatory to the NASDTEC Interstate Contract shall consist of individuals from a state not a party to the NASDTEC Interstate Contract who qualify for a beginning or experienced educator credential respectively by:~~

~~— (1) Completing a program in another state not signatory to the NASDTEC Interstate Contract, which would qualify the applicant for certification as an educator in the other state,~~

~~including, but not limited to, an alternative certification program, approved by the state department of education in a state not signatory to NASDTEC Interstate Contract;~~

~~(2) Holding an equivalent, valid credential from a state not signatory to NASDTEC Interstate Contract and having at least 3 years of experience as an educator in the last 7 years under a credential issued by that state.~~

Readopt with amendment Ed 505.04 and Ed 505.05, effective 9-16-11 (Document #9992), and renumber as Ed 505.05, to read as follows:

Ed 505.045 ~~Alternative 4: Individualized Professional Development Plan (Restricted)~~ ***Site-Based Licensing Plan.***

(a) ~~Alternative 4 shall be a qualifying method for certification limited to the following:~~

~~(1) Applicants recommended for employment under a critical staffing shortage who hold at least a bachelor's degree;~~

~~(2) Applicants recommended for employment in the career and technical specialties pursuant to Ed 507;~~

~~(3) Applicants recommended for employment as business administrators who have not completed the requirements of Ed 506.03; and~~

~~(4) Applicants recommended for employment as a driver education teacher in an approved secondary school program. ***Before beginning an application for a site-based licensing plan, a qualified candidate shall be employed as an educator after obtaining a statement of eligibility, valid for 3 years from the date of issuance, from the department as follows:***~~

~~(1) Meeting the entry requirements, including the degree requirement, for a statement of eligibility for a specific endorsement, determined by the department, and published on the department website;~~

~~(2) Meeting the requirements of Ed 505.01;~~

~~(3) Applying for a statement of eligibility following the application procedures outlined in Ed 505.07 through Ed 505.09; and~~

~~(4) Applicants shall be assigned in the role of the endorsement that allows them to learn and demonstrate the professional education standards enumerated in Ed 505.03, if applicable, and the endorsement specific standards enumerated in Ed 506, Ed 507, and Ed 508.~~

~~(b) An applicant may be employed as an educator after obtaining a statement of eligibility from the bureau while completing an individualized professional development plan. ***A site-based licensing plan shall be a qualifying method for licensure limited to the following:***~~

~~(1) Applicants for an endorsement determined by the department to be a critical staffing shortage, published on the department's website, who hold at least a bachelor's degree, or~~

who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;

(2) Applicants for an endorsement in the career and technical specialties pursuant to Ed 507;

(3) Applicants for any endorsement for which there is no other available pathway to the license who hold at least a bachelor's degree, or who hold an associate's degree for educational interpreter/transliterators for children and youth ages 3-21;

(4) Applicants for a new endorsement for a period of five years from the effective date of the new rule and who hold at least a bachelor's degree;

(5) Applicants for ~~an~~ business administrator ~~or~~ endorsement who have successfully completed at least 4 college-level courses in the endorsement for which they seek a license;

(6) Applicants for a teaching endorsement who have successfully completed at least 4-10 college-level courses in the endorsement area for which they seek a license;

(7) Applicants for elementary K-6 education and early childhood education who have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science

(8) Applicants for elementary K-8 education who have successfully completed at least 2 college-level content courses each in mathematics, English, social studies, and science and at least 3 additional college-level content courses for a concentration of coursework in one of those areas.

~~(c) An educator shall be considered for a credential under (a)(1) above only if the bureau has received notification from the superintendent that the applicant has been employed as an educator. Upon employment as an educator under a statement of eligibility, the applicant and the superintendent shall adhere to the application requirements outlined in Ed 505.09(f).~~

~~(d) The process for establishing an individualized professional development plan shall be as follows:~~

~~_____ (1) The individualized professional development plan shall be based on an assessment of the strengths and weaknesses of the applicant;~~

~~_____ (2) Each plan shall include:~~

~~_____ a. A description of the competencies outlined in Ed 505.06 for general education requirements, in Ed 505.07 for professional education requirements, as appropriate, and in the area in which the applicant seeks certification;~~

~~_____ b. The means by which these competencies shall be attained, demonstrated and evaluated; and~~

~~_____ c. An evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and professional development;~~

~~_____ (3) The plan shall be developed collaboratively and agreed to by:~~

- ~~_____ a. The applicant;~~
- ~~_____ b. A mentor certified in the same subject area that the applicant will be teaching who shall:
 - ~~_____ 1. Be appointed by the superintendent; and~~
 - ~~_____ 2. Hold a valid experienced educator credential with the appropriate endorsements in the same subject area in which the applicant is seeking to obtain a credential; and~~~~
- ~~_____ c. The superintendent;~~
- ~~_____ (4) The superintendent shall submit the plan and identify the mentor appointed in accordance with Ed 501.02(m) to the bureau for approval; and~~
- ~~_____ (5) The bureau shall review the plan to ensure all of the following are included:
 - ~~_____ a. Subject matter content;~~
 - ~~_____ b. General education requirements as specified in Ed 505.06, if appropriate;~~
 - ~~_____ c. Professional education requirements as specified in Ed 505.07, if appropriate;~~
 - ~~_____ d. Performance objectives of educators;~~
 - ~~_____ e. Evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and professional development; and~~
 - ~~_____ f. Documentation of how the applicant will overcome weaknesses identified in the assessment process in the applicant's area of endorsement. *Upon employment as an educator under a statement of eligibility, each candidate for this pathway to licensure shall be assigned a mentor, appointed by the superintendent or head of school, who holds a valid experienced educator license with appropriate endorsements in the same subject area in which the candidate is seeking to obtain a license. If a mentor who meets that criteria is not available through the candidate's employer, the superintendent or head of school shall contact the bureau for assistance in obtaining an appropriate mentor.*~~~~
- ~~_____ (e) If an assessment of the applicant's background determines that some or all of the education requirements under (d)(5)a. through c. have been completed prior to application, the applicant shall not be required to repeat any requirement already completed.~~
- ~~_____ (f) Within 30 days of the bureau's determination under (d)(5) that the plan submission is complete, the bureau shall send written notification to the superintendent and the applicant of the bureau's approval of the plan, if the bureau determines that:
 - ~~_____ (1) The subject matter content of the plan is complete;~~
 - ~~_____ (2) Completion of the plan will assure that the applicant will meet the general education requirements as specified in Ed 505.06, if appropriate;~~~~

~~_____ (3) The plan contains professional education requirements as specified in Ed 505.07, if appropriate;~~

~~_____ (4) The performance objectives specified in the plan are directly related to and substantiate the competency;~~

~~_____ (5) The resources to be utilized in the plan are relevant to and support the activity proposed; and~~

~~_____ (6) The documentation of how the applicant will overcome weaknesses identified in the assessment process in the applicant's area of endorsement proves that the activity proposed in the plan has been completed as defined in the accepted plan.~~

~~_____ (g) The bureau shall send written notification to the superintendent and the applicant that the bureau does not approve the plan, within 30 days of the bureau's determination under (d)(5) that the plan submission is complete, if the bureau determines that a plan does not meet the criteria listed in (f)(1) through (6) above.~~

~~_____ (h) An individualized professional development plan shall be canceled if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan.~~

~~_____ (i) The superintendent shall notify the bureau in writing of the applicant's failure to meet the goals which the applicant agreed to as specified in the plan.~~

~~_____ (j) Annual progress reports shall be due at the end of each school year, and a final report shall be due at the end of the school year during which an individualized professional development plan is completed.~~

~~_____ (k) The reports required by (j) above shall be filed by the superintendent, in consultation with the mentor, attesting to the applicant's:~~

~~_____ (1) Acquisition and demonstration of skills;~~

~~_____ (2) Competencies; and~~

~~_____ (3) Knowledge of the plan.~~

~~_____ (l) The bureau shall grant an intern license for up to 3 years upon initial approval of the plan, to coincide with the time period in the plan.~~

~~_____ (m) The applicant shall qualify for a beginning educator or experienced educator credential upon successful completion of the plan during the period of the intern license.~~

~~_____ (n) Once a plan is filed with the bureau, the educator may obtain employment in a similar position in another school district provided that:~~

~~_____ (1) The bureau is notified in writing of the change in place of employment; and~~

~~_____ (2) The revised plan is:~~

- ~~_____ a. Approved by the mentor in the district to which the educator is moving;~~
- ~~_____ b. Signed by the superintendent in the district to which the educator is moving; and~~
- ~~_____ c. Resubmitted to the bureau for approval.~~

~~Ed 505.05 Alternative 5: Site Based Certification Plan.~~

~~_____ (a) The site based certification plan shall be available in elementary and secondary teaching areas, excluding career and technical specialty certification under Ed 507.03 and special education, for those individuals who qualify under the following specific conditions:~~

~~_____ (1) The applicant shall possess a bachelor's degree from an institution approved by the New Hampshire postsecondary education commission or equivalent regional accrediting agency such as but not limited to the Northeast Regional Association of Schools and Colleges;~~

~~_____ (2) The applicant shall meet one of the following criteria:~~

~~_____ a. For secondary education, the applicant shall possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5, or equivalent; or~~

~~_____ b. For elementary education, applicants shall have successfully completed courses in mathematics, English, social studies, and science with an overall grade point average of at least 2.5, or equivalent; or~~

~~_____ c. For computer science education, applicants shall:~~

~~_____ 1. Possess at least 30 credit hours in the subject to be taught and an overall grade point average of at least 2.5; or~~

~~_____ 2. Have a current computer science major assignment, as determined by the bureau of credentialing, during or after the 2014/2015 school year and prior to June 30, 2019, and have applied for a computer science education credential during that time period;~~

~~_____ (3) An individual who fails to meet the grade point average requirement shall still qualify for the site based certification plan provided that:~~

~~_____ a. All other requirements are met;~~

~~_____ b. Collegiate graduation occurred more than 5 years prior to application for the site-based plan; and~~

~~_____ c. Occupational experience totaling 5 years directly related to the area to be taught is documented; and~~

~~_____ (4) Documentation of experience under (a)(3)c. above shall include, but not be limited to:~~

~~_____ a. Letters from previous employers;~~

~~_____ b. Employment contracts; or~~

- ~~_____ c. Letters of commendation and recommendations from parties knowledgeable about the applicant's background and experience.~~
- ~~_____ (b) The bureau shall issue a statement of eligibility to an applicant who meets the requirements of (a)(1)-(4) above.~~
- ~~_____ (c) An applicant may be employed as an educator after obtaining an Alternative 5 statement of eligibility from the bureau while completing a site-based certification plan.~~
- ~~_____ (d) The process for establishing a site-based certification plan shall be as follows:~~
 - ~~_____ (1) The site-based certification plan shall be based on an assessment of the strengths and weaknesses of the applicant;~~
 - ~~_____ (2) Each plan shall include:~~
 - ~~_____ a. A description of the competencies outlined in Ed 505.07 for professional education requirements, as appropriate, and in the area in which the applicant seeks certification;~~
 - ~~_____ b. The means by which these competencies shall be attained, demonstrated and evaluated; and~~
 - ~~_____ c. An evaluation of resources to be utilized such as, but not limited to, additional coursework, on the job training, and professional development; and~~
 - ~~_____ (3) The plan shall be developed collaboratively and agreed to by:~~
 - ~~_____ a. The applicant;~~
 - ~~_____ b. A mentor certified in the same subject area that the applicant will be teaching who shall:~~
 - ~~_____ 1. Be appointed by the superintendent; and~~
 - ~~_____ 2. Hold a valid experienced educator credential with the appropriate endorsements in the same subject area in which the applicant is seeking to obtain a credential; and~~
 - ~~_____ c. The superintendent.~~
- ~~_____ (e) The applicant's site-based certification plan shall:~~
 - ~~_____ (1) Require that the applicant meet the professional education competencies outlined in Ed 505.07, if the applicant is not currently certified in New Hampshire;~~
 - ~~_____ (2) Require that the applicant meet the competencies required in the area in which the applicant is teaching; and~~
 - ~~_____ (3) Contain a description of how the applicant plans to meet these competencies.~~

~~— (f) If an assessment of the applicant's background determines that some or all of this study has been completed prior to employment the applicant shall not be required to repeat any requirement already completed.~~

~~— (g) The superintendent shall file with the bureau:~~

~~— (1) A copy of the completed site based certification plan; and~~

~~— (2) A description of the applicant's teaching assignment.~~

~~— (h) When the district submits the site based certification plan, the bureau shall issue an intern license to the applicant, after the applicant has paid the required fee under Ed 508.06(c). An intern license shall be issued for up to 2 years to coincide with the time period in the plan.~~

~~— (i) The site based certification plan shall be completed during the period of the intern license.~~

~~— (j) The site based certification plan shall be developed and filed with the bureau by the end of the school year. The plan may be modified by those responsible for the work of the applicant, but any modifications shall be filed with the bureau.~~

~~— (k) Upon completion of the site based certification plan, the superintendent shall submit a statement to the bureau verifying that all portions of the plan have been implemented by the district and satisfactorily completed by the applicant. This statement shall include a recommendation for certification.~~

~~— (l) A positive recommendation shall not obligate a school district to continue the employment of an applicant.~~

~~— (m) Failure by a candidate to complete the site based certification plan shall result in a negative certification recommendation by the superintendent.~~

~~— (n) Upon successful completion of the site based certification plan and the superintendent's positive recommendation, the bureau, according to the requirements of RSA 21-N:7, I, shall issue the credential with the endorsement sought by the applicant.~~

~~— (o) Once a plan is filed with the bureau, the educator may obtain employment in a similar position in another school district provided that:~~

~~— (1) The bureau is notified in writing of the change in place of employment; and~~

~~— (2) The revised plan is:~~

~~— a. Approved by the mentor in the district to which the educator is moving;~~

~~— b. Signed by the superintendent in the district to which the educator is moving; and~~

~~— c. Resubmitted to the bureau for approval.~~

Readopt with amendment and renumber Ed 505.03, effective 10-11-19 (Document #12897, Interim), as Ed 505.06 to read as follows:

Ed 505.036 ~~Alternative 3: Demonstrated Competencies and Equivalent~~ ***Demonstrated Competencies***. *Applicants who qualify under any of the following demonstrated competency pathways shall meet the requirements of Ed 505.01 and Ed 505.03, as applicable, and apply for the pathway following the procedures outlined in Ed 505.07 through Ed 505.09.*

~~(a) Alternative 3A relative to demonstrated competencies and equivalent experiences shall require:~~

~~_____ (1) An applicant for a credential to have acquired competencies, skills and knowledge through means other than Ed 505.01 or Ed 505.02;~~

~~_____ (2) An applicant to hold a bachelor's degree prior to submitting documentation that the applicant meets the required competencies;~~

~~_____ (3) An applicant to have at least 3 months of full time continuous experience as an educator in the area of endorsement; and~~

~~_____ (4) Three parts, a written application, submission of documentation that the applicant meets the required competencies in the area of endorsement, and an oral interview process as described below:~~

~~_____ a. Individuals seeking a credential through this section shall submit to the bureau:~~

~~_____ 1. A completed application form required by Ed 508.03;~~

~~_____ 2. Documentation that the applicant meets the required competencies, which may include, depending on the area of endorsement, documentation in the following forms:~~

~~_____ (i) Written materials;~~

~~_____ (ii) Videotapes;~~

~~_____ (iii) Audiotapes; and~~

~~_____ (iv) Art portfolio;~~

~~_____ 3. Official college or university transcript(s); and~~

~~_____ 4. A letter from the employer verifying that the applicant has completed at least 3 months full time experience in the area of endorsement for which a credential is sought;~~

~~_____ b. Upon receipt of the materials listed in (4) requesting processing pursuant to Ed 505.03, the bureau shall evaluate the materials to determine if the applicant qualifies for this application method by:~~

~~_____ 1. Reviewing the materials to determine if the application is complete; and~~

~~_____ 2. Notifying the applicant if any additional information is needed to complete the application process;~~

~~_____~~

~~c. If the bureau determines that an individual does not qualify under this method, the bureau shall:~~

- ~~1. Notify the individual in writing within 15 days of its decision;~~
- ~~2. Provide the reasons for the determination, which shall include a written explanation stating why the materials the applicant has submitted are not acceptable and how they can be corrected; and~~
- ~~3. Recommend another appropriate application method if one is available;~~

~~d. Upon the determination by the bureau that the application is complete and qualifies under this method, the applicant shall attend a meeting with the review board;~~

~~e. At the meeting with the review board under d. above, the board shall review the applicant's application, including the written application, transcript(s), and documentation that the applicant meets the required competencies in the area of endorsement and ask the applicant questions based upon the materials submitted;~~

~~f. The review board shall make a written recommendation to the administrator, based upon:~~

- ~~1. Its evaluation of the applicant's written application;~~
- ~~2. Its evaluation of the quality of the applicant's documentation of meeting the required competencies in the area of endorsement, after considering:
 - ~~(i) The materials submitted to provide the documentation; and~~
 - ~~(ii) The applicant's oral responses to the board's questions regarding the documentation;~~~~
- ~~3. Whether the applicant's college or university transcript(s) demonstrates sufficient mastery of the subject matter for which the applicant seeks to be credentialed; and~~
- ~~4. Whether or not the bureau has received the letter verifying experience as required under Ed 505.03(a)(4)a.4.;~~

~~g. After reviewing the review board's written recommendation and the applicant's application and portfolio, the administrator shall:~~

- ~~1. Grant certification if the administrator determines that the applicant meets the education and experience requirements of Ed 504.031(d); or~~
- ~~2. Deny certification if the administrator determines that the applicant does not meet the education and experience requirements of Ed 504.031(d);~~

~~h. The administrator shall issue a decision in writing stating the reasons for the administrator's decision under g. above; and~~

~~i. An applicant may appeal a decision made by the administrator to deny an application for a credential under this part pursuant to Ed 200.~~

~~(b) The oral interview review board shall be appointed by the bureau as follows:~~

~~(1) The review board shall consist of a member of the department and 2 other members; and~~

~~(2) The 2 members who are not department employees shall:~~

~~a. Hold valid credentials as experienced educators in the area of endorsement; and~~

~~b. Be employed in the subject area in which the applicant is seeking to obtain a credential.~~

~~(c) The department shall pay a stipend for each member on the oral interview review board who is not a department employee. The stipend may be paid to the member or used by the school district where the member is employed to pay for a substitute teacher for the member while the member is serving on the review board.~~

~~(d) Alternative 3B relative to demonstrated competencies and equivalent experiences, national or regional examination, shall consist of the following:~~

~~(1) Individuals shall be eligible for a New Hampshire credential who possess:~~

~~a. A national level or regional certification which has been validated in the individual's endorsement area achieved by passing a national or regional examination designed to assess the individual's skills in the area in which the individual seeks certification; or~~

~~b. Proof of completion of a specialized program, such as, but not limited to, a bachelor's degree in social work, culminating in a bachelor's degree from a college or university accredited by a recognized national, regional, or state accrediting agency; and~~

~~(2) Applicants under this paragraph shall apply for a credential by submitting official documentation as identified in (1) along with an application for certification pursuant to Ed 508.03 to the bureau with the appropriate filing fees and accompanying documentation as required by Ed 508.~~

~~(e) Alternative 3C, relative to demonstrated competencies and equivalent experiences, shall consist of the following for superintendent, principal, special education administrator, curriculum administrator, business administrator, or career and technical education director:~~

~~(1) An applicant for certification as a superintendent under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.01(a)(3);~~

~~(2) An applicant for certification as a principal under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.04(a)(2)b.2;~~

- ~~(3) An applicant for certification as a special education administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.07(d);~~
- ~~(4) An applicant for certification as a curriculum administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.05 (b)(2)b.2;~~
- ~~(5) An applicant for certification as a Business Administrator under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 506.03(a)(2)a; and~~
- ~~(6) An applicant for certification as a career and technical education director under this paragraph shall qualify if the bureau determines, using transcript analysis, that he or she meets the requirements specified in Ed 507.01(a)(2)b.2.~~

(a) Applicants for demonstrated competencies through portfolio and oral board reviews shall qualify for a beginning educator license or added endorsement on an existing license as follows:

- (1) Holding the minimum degree required for the endorsement area;***
- (2) Having at least 4 months of continuous full-time or full-time equivalent experience as an educator in the endorsement area;***
- (3) Documentation of meeting any additional endorsement-specific requirements;***

(b) Applicants for demonstrated competencies through national or regional licensure shall qualify for a beginning educator license or added endorsement on an existing license by holding the minimum degree requirements for the endorsement sought, meeting any additional endorsement specific requirements and meeting one of the following requirements:

- (1) Current national board certification in the area of endorsement from the National Board for Professional Teaching Standards;***
- (2) A current national license in school psychology (NCSP) by the national association of school psychologists for an endorsement in school psychology; or***
- (3) A current US department of defense educator license;***

(c) Applicants for an administrator endorsement, as defined in Ed 501.02(a), through demonstrated competencies shall qualify for a beginning educator license or added endorsement on an existing license by holding the minimum degree requirements for the endorsement sought, meeting any additional endorsement specific requirements, and meeting endorsement-specific knowledge and skills competencies as determined by transcript analysis; or

(d) Applicants for demonstrated competencies based on experience under an out-of-state endorsement on a full license shall qualify for a beginning educator license or added endorsement on an existing license by:

- (1) Having held a comparable license from a state other than New Hampshire within the last 7 years, verified by the department; and***

(2) Having 3 years of educator experience in the last 7 years working in the endorsement area being sought while licensed in that endorsement area, verified by the department.

Readopt with amendment and renumber Ed 508.01, effective 6-15-13 (Document #10363), as Ed 505.07 to read as follows:

Ed 5085.01-07 ~~Application~~ Generally ***General Application Instructions***.

~~(a) Persons interested in holding New Hampshire credential(s) shall apply online or through paper application to the:~~

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

<https://my.doe.nh.gov/myNHDOE/Login/Login.aspx>

~~— (b) Applications for credentials shall be investigated by the bureau for the purpose of verifying all application materials.~~

~~— (c) An applicant shall use the appropriate application form as specified in Ed 508.02 – Ed 508.05.~~

Persons interested in holding a New Hampshire educator credential shall complete and file an application with the bureau either online or by mail as follows:

(1) On the department website; or

***(2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301; or***

(b) Applicants for any credential shall complete and file the appropriate form as follows:

(1) “Statement of Eligibility” form, August 2019 as outlined in Ed 505.05(a);

(2) “Application for Licensure – Educator Preparation Program Completer” form, August 2019, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;

(3) “Recommended for Renewal Application” form, August 2019, for all New Hampshire licensed educators seeking to renew after recommendation pursuant to Ed 509.01;

(4) “DOE Renewal Application” form, August 2019, for all New Hampshire licensed educators seeking to renew directly to the bureau pursuant to Ed 509.02;

(5) “Application for Emergency Authorization” form, August 2019, for any unlicensed educator employed by a school district pursuant to Ed 504.04;

(6) “Paraeducator License Application” form, August 2019, for any applicant seeking a paraeducator license as pursuant to Ed 504.06 and Ed 504.07; and

(7) “School Nurse License Application” form, August 2019, for any applicant seeking a school nurse I, II, or III license pursuant to Ed 505.08 through Ed 505.10;

(8) “Name Change Request” form, August 2019, for any credential holder seeking a credential issued with an official name change;

(9) “Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, August 2019, as outlined in Ed XXX.

(10) “Credential Verification Request” form, August 2019, for any credential holder seeking a verification letter pursuant to Ed 501.02(h);

(11) “Application for Licensure - Demonstrated Competencies” form, August 2019, for any applicant seeking licensure pursuant to Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

(12) “Application for Licensure – Portfolio and Oral Board Review” form, August 2019, for all applicants seeking initial licensure pursuant to Ed 505.06(a);

(13) “Intern Authorization Application – Site-Based Licensing Plan” form, August 2019, as outlined in Ed 505.05;

(14) “Site-Based Licensing Plan Completer” form, August 2019, as outlined in Ed 505.05(f)(17);

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

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

(e) For Ed 505.07(13), if an assessment of an applicant’s background determines that some or all of the education requirements have been completed prior to application, the applicant shall not be required to repeat any requirement already completed.

(f) Filing of the completed application, supporting documentation, and application fee shall be the responsibility of the applicant.

Readopt with amendment and renumber Ed 508.06, effective 11-14-17 (Document #12418), as Ed 505.08 to read as follows:

Ed 5085.068 Fees. ~~Fees shall be paid in accordance with the following requirements:~~

~~— (a) All checks or money orders for bureau of credentialing applications shall be made payable to "Treasurer, State of New Hampshire." An application shall not be complete until all the application materials including the proper fee have been filed with the bureau.~~

(b) ~~An application shall not be complete until all the application materials including the proper fee have been filed with the bureau. *Payments shall be made either electronically at the time of application on the department website or by money order or cashier's check, or school employer check on behalf of applicants, made payable to "Treasurer, State of New Hampshire," to the bureau as outlined in Ed 505.07(a).*~~

(c) The required educator certification fees shall be in accordance with RSA 186:11,X(b), and the fee schedule set forth in Table 5085-1 below, with the following fees reflecting the actual cost of the service listed:

Table 508-1 Bureau of Credentialing Fee Schedule

SERVICE	Initial Fee	Renewal Fee
Alternative 3B Processing Fee	\$ 300.00	— N/A
Beginner Educator Certificate (BEC)	\$ 130.00	\$ 130.00
Experienced Educator Certificate (EEC)	\$ 130.00	\$ 130.00
Endorsement — Add to BEC or EEC	\$ 20.00 each endorsement	— N/A
Intern License — Alternative 4 (up to 3 years)	\$ 130.00	— N/A
Intern License — Alternative 5 (up to 2 years)	\$ 130.00	— N/A
Master Teacher — National Level Certification	\$ 250.00	\$ 250.00
Master Teacher — All other candidates	\$ 800.00	\$ 250.00
Paraprofessional I and II	\$ 25.00	\$ 25.00
Permission to Employ	\$ 50.00	— N/A
Statement of Eligibility	\$ 50.00 each endorsement	— N/A
School Nurse I — 3 years with one time renewal option	\$ 75.00	\$ 75.00
School Nurse II	\$ 0.00	\$ 75.00
School Nurse III	\$ 75.00	\$ 75.00
Duplicate Certificate	\$ 20.00	— N/A
Late Filing Fee — Renewal of any certificate after 6/30 each year	\$ 50.00	— N/A

Table 505-1

FEE SCHEDULE	
<i>*All fees are non-refundable and include processing fee.</i>	
Approved Educator Preparation Program BEL/EEL (per endorsement)	\$120.00
Site Based Licensing Plan	
Statement of Eligibility (per endorsement)	\$50.00
Intern Authorization (per endorsement)	\$120.00
Upgrade to BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies Portfolio/Oral Board	
Materials (per endorsement)	\$50.00
Portfolio Review/Oral Board (per endorsement)	\$500.00
BEL/EEL (per endorsement)	\$120.00
Demonstrated Competencies National/Regional exam/licensure BEL/EEL (per endorsement)	\$120.00

Demonstrated Competencies Transcript Analysis BEL/EEL (per Administrative endorsement)	\$500.00
Demonstrated Competencies Experience under Out of State License BEL/EEL (per endorsement)	\$120.00
BEL/EEL/Master Teacher License Renewal (3 year cycle)	\$120.00
Master Teacher – National Level (per endorsement)	\$120.00
Master Teacher – NH Level (per endorsement)	\$800.00
Late Renewal Filing Fee (BEL/EEL/Master Teacher only)	\$50.00
Paraeducator I	\$10.00
Paraeducator II	\$10.00
Paraeducator I and II Renewal (3 year cycle)	\$10.00
School Nurse I - 3 years with one time renewal	\$75.00
School Nurse II	\$0.00
School Nurse III	\$75.00
School Nurse I, II, III Renewal (3 year cycle)	\$75.00
Educational Interpreter/Transliterators	\$25.00
Educational Interpreter/Transliterators Renewal (3 year cycle)	\$25.00
Name Change	\$50.00
Credential Verification Letter	\$25.00
Emergency Authorization (per endorsement)	\$120.00
Returned check fee (RSA 6:11-a)	\$15.00 (State Treasurer's fee) \$25.00 (Bureau of Credentialing fee)

Readopt with amendment Ed 508.02 through Ed 508.05, effective 6-15-13 (Document #10362), and renumber as Ed 505.09 to read as follows:

Ed 508.02 ~~Application Form: Alternative 1.~~

~~— (a) Applicants for a credential qualifying pursuant to Ed 505.01 shall provide the following required information or documents, except where specified as optional, on or with the form titled "Application for Certification, Alternative 1":~~

- ~~— (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (b) and (c) below;~~
- ~~— (2) Date of birth;~~
- ~~— (3) Name;~~
- ~~— (4) Address;~~
- ~~— (5) Sex, which may be specified at the option of the applicant;~~
- ~~— (6) Telephone number;~~
- ~~— (7) Date of application;~~
- ~~— (8) Educational information, including the following:~~

_____ a. Degree;

_____ b. Major;

_____ c. State;

_____ d. College;

_____ e. Date degree granted; and

_____ f. Official transcript (s) with seal and signature for each degree listed;

_____ (9) Educational employment record for last 7 years including:

_____ a. Dates;

_____ b. State;

_____ c. School district;

_____ d. Position;

_____ e. Assignment/subject;

_____ f. Grade level;

_____ g. Credential held;

_____ h. Number of years of any public school experience;

_____ i. Number of years of any non public school experience; and

_____ j. Copy/copies of any teaching credentials held in other states;

_____ (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;

_____ (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;

_____ (12) Whether the applicant has ever had a teaching credential revoked or suspended and, if so, an explanation;

_____ (13) Whether the applicant has ever been subject of an investigation for professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation;

_____ (14) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:

_____ a. American Indian;

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

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

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

~~_____ (d) The applicant shall request that the designated official of the college/university program certify in accordance with his/her college or university's established format the applicant's successful completion of the program by submitting a letter or electronic communication indicating or including the:~~

- ~~_____ (1) Year of graduation;~~
- ~~_____ (2) Type of program completed;~~
- ~~_____ (3) Field of preparation and code;~~
- ~~_____ (4) College seal;~~
- ~~_____ (5) Actual signature of certifying officer as opposed to rubber stamp if the submission is by letter or, in the case of an electronic communication, an electronic signature; and~~
- ~~_____ (6) Date of certification.~~

~~_____ (e) The applicant shall execute a declaration and verification statement for the application, consistent with the requirements of RSA 189:14 g.~~

~~_____ (f) Filing of the completed application, supporting documentation and filing fee pursuant to Ed 508.06 with the bureau, shall be the responsibility of the applicant.~~

~~_____ Ed 508.03 Application Form: Alternative 2-5.~~

~~_____ (a) Applicants for a credential qualifying under Ed 505.02-Ed 505.05 shall provide the following required information or documents, except where specified as optional, on or with the form titled "Application for Certification; Alternative 2-5":~~

~~_____ (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (b) and (c) below;~~

~~_____ (2) Date of birth;~~

~~_____ (3) Name;~~

~~_____ (4) Address;~~

~~_____ (5) Sex, which may be specified at the option of the applicant;~~

~~_____ (6) Telephone number;~~

~~_____ (7) Date of application;~~

~~_____ (8) Educational information as follows:~~

~~_____ a. Degree;~~

~~_____ b. Major;~~

~~_____ c. State;~~

~~_____ d. College;~~

~~_____ e. Date degree granted; and~~

~~_____ f. Official transcript(s) with seal and signature for each degree listed.~~

~~_____ (9) Educational employment record for last 7 years including:~~

~~_____ a. Dates;~~

~~_____ b. State;~~

~~_____ c. School district;~~

~~_____ d. Position;~~

~~_____ e. Assignment/subject;~~

~~_____ f. Grade level;~~

~~_____ g. Credential held;~~

~~_____ h. Total years of any public school experience;~~

~~_____ i. Total years of any non public school experience; and~~

~~_____ j. Copy/copies of any teaching credentials held in other states.~~

- ~~_____ (10) Whether the applicant has ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;~~
- ~~_____ (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;~~
- ~~_____ (12) Whether the applicant ever had a teaching credential revoked or suspended and, if so, an explanation;~~
- ~~_____ (13) Whether the applicant has ever been the subject of an investigation for professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation;~~
- ~~_____ (14) Identification of ethnic origin, which shall be optional including one of the following categories:~~
- ~~_____ a. American Indian;~~
 - ~~_____ b. Asian/Pacific;~~
 - ~~_____ c. African American/Non Hispanic;~~
 - ~~_____ d. White/Non Hispanic;~~
 - ~~_____ e. Hispanic;~~
 - ~~_____ f. Multi-ethnic; and~~
 - ~~_____ g. Other/do not wish to specify.~~
- ~~_____ (b) If an applicant provides a social security number under (a)(1) above, the social security number shall be used by the bureau for the purposes of generating data on teacher salaries or such other purposes as authorized by law including but not limited to RSA 161-B:11, VI a.~~
- ~~_____ (c) If an applicant chooses to have the department supply an alternative number, the department shall use the teacher number generated by the electronic educator information system and it shall be used as specified in (b).~~
- ~~_____ (d) The applicant shall execute a declaration and verification statement for the application, consistent with the requirements of RSA 189:14 g.~~
- ~~_____ Ed 508.04 Application Form: Superintendent, Assistant Superintendent, Principal Instructional Leader, Associate Principal.~~
- ~~_____ (a) Applicants for a credential pursuant to Ed 506.01 shall provide the following required information or documents, except where specified as optional, on or with the form titled "Application for Certification as Superintendent, Assistant Superintendent, Principal Instructional Leader, or Associate Principal":~~
- ~~_____ (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (b) and (c) below;~~

- ~~_____ (2) Date of birth;~~
- ~~_____ (3) Name;~~
- ~~_____ (4) Address;~~
- ~~_____ (5) Sex, which may be specified at the option of the applicant;~~
- ~~_____ (6) Telephone number;~~
- ~~_____ (7) Date of application;~~
- ~~_____ (8) Educational information, including the following:~~
 - ~~_____ a. Degree;~~
 - ~~_____ b. Major;~~
 - ~~_____ c. State;~~
 - ~~_____ d. College;~~
 - ~~_____ e. Date degree granted; and~~
 - ~~_____ f. Official transcript (s) with seal and signature for each degree listed;~~
- ~~_____ (9) Educational employment record for last 7 years including:~~
 - ~~_____ a. Dates;~~
 - ~~_____ b. State;~~
 - ~~_____ c. School district;~~
 - ~~_____ d. Position;~~
 - ~~_____ e. Assignment/subject;~~
 - ~~_____ f. Grade level;~~
 - ~~_____ g. Credential held;~~
 - ~~_____ h. Number of years of any public school experience;~~
 - ~~_____ i. Number of years of any non-public school experience; and~~
 - ~~_____ j. Copy/copies of any credentials relating to teaching or school administration held in other states;~~
- ~~_____ (10) Whether the applicant ever held a New Hampshire credential and, if so, the year it expired and the name under which it was issued;~~

~~_____ (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;~~

~~_____ (12) Whether the applicant has ever had a teaching or school administrative credential revoked or suspended and, if so, an explanation;~~

~~_____ (13) Whether the applicant has ever been subject of an investigation for professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and~~

~~_____ (14) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:~~

~~_____ a. American Indian;~~

~~_____ b. Asian/Pacific;~~

~~_____ c. African American/Non-Hispanic;~~

~~_____ d. White/Non-Hispanic;~~

~~_____ e. Hispanic;~~

~~_____ f. Multi ethnic; and~~

~~_____ g. Other/do not wish to specify.~~

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

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

~~_____ (d) The applicant shall request that the designated official of the college/university program to certify in accordance with his/her college or university's established format the applicant's successful completion of an educational administration program by submitting a letter indicating or including the:~~

~~_____ (1) Year of graduation;~~

~~_____ (2) Type of program completed;~~

~~_____ (3) Field of preparation and code;~~

~~_____ (4) College seal;~~

~~_____ (5) Actual signature of certifying officer as opposed to rubber stamp; and~~

~~_____ (6) Date of certification.~~

~~— (e) The applicant shall execute a notarized signature declaration and verification statement for the application, consistent with the requirements of RSA 189:14 g.~~

~~— (f) Filing of the completed application, supporting documentation and filing fee pursuant to Ed 508.06 with the bureau, shall be the responsibility of the applicant~~

~~Ed 508.05 Application Form: Business Administrator.~~

~~— (a) Applicants for a credential pursuant to Ed 506.01 shall provide the following required information or documents, except where specified as optional, on or with the form titled "Application for Certification as Superintendent, Principal Instructional Leader, or Associate Principal":~~

~~— (1) Social security number, unless the applicant chooses to have the department supply an alternative number, subject to the provisions of (b) and (c) below;~~

~~— (2) Date of birth;~~

~~— (3) Name;~~

~~— (4) Address;~~

~~— (5) Sex, which may be specified at the option of the applicant;~~

~~— (6) Telephone number;~~

~~— (7) Date of application;~~

~~— (8) Educational information, including the following:~~

~~— a. Degree;~~

~~— b. Major;~~

~~— c. State;~~

~~— d. College;~~

~~— e. Date degree granted; and~~

~~— f. Official transcript (s) with seal and signature for each degree listed;~~

~~— (9) Educational or business management employment record for last 7 years including:~~

~~— a. Dates;~~

~~— b. State;~~

~~— c. School district or other employing entity;~~

~~— d. Position;~~

- ~~_____ e. Credential held, if any;~~
- ~~_____ f. Number of years of any public school business management experience;~~
- ~~_____ g. Number of years of any non public school business management experience;~~
- ~~_____ h. Number of years of any business management experience in other than a school setting; and~~
- ~~_____ i. Copy/copies of any credentials relating to educational management held in other states;~~

- ~~_____ (10) Whether the applicant ever held a New Hampshire educational credential and, if so, the year it expired and the name under which it was issued;~~
- ~~_____ (11) Whether the applicant has ever been convicted of a felony and, if so, an explanation;~~
- ~~_____ (12) Whether the applicant has ever had a teaching or school administrative credential revoked or suspended and, if so, an explanation;~~
- ~~_____ (13) Whether the applicant has ever been subject of an investigation for professional misconduct in New Hampshire, another state, or territory of the United States, or foreign country and, if so, an explanation; and~~
- ~~_____ (14) Identification of ethnic origin, which may be specified at the option of the applicant, including one of the following categories:
 - ~~_____ a. American Indian;~~
 - ~~_____ b. Asian/Pacific;~~
 - ~~_____ c. African American/Non Hispanic;~~
 - ~~_____ d. White/Non Hispanic;~~
 - ~~_____ e. Hispanic;~~
 - ~~_____ f. Multi ethnic; and~~
 - ~~_____ g. Other/do not wish to specify.~~~~

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

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

~~— (d) The applicant shall request that the designated official of the college/university program to certify in accordance with his/her college or university's established format the applicant's successful completion of a business administration program by submitting a letter indicating or including the:~~

- ~~— (1) Year of graduation;~~
- ~~— (2) Type of program completed;~~
- ~~— (3) Field of preparation and code;~~
- ~~— (4) College seal;~~
- ~~— (5) Actual signature of certifying officer as opposed to rubber stamp; and~~
- ~~— (6) Date of certification.~~

~~— (e) The applicant shall execute a notarized signature declaration and verification statement for the application, consistent with the requirements of RSA 189:14 g.~~

~~— (f) Filing of the completed application, supporting documentation and filing fee pursuant to Ed 508.06 with the bureau, shall be the responsibility of the applicant.~~

Ed 505.09 Applicant, Employer, and Mentor Responsibilities for Timely Review and Processing by the Department.

(a) Within 30 days of receipt of any application outlined in 505.07(b), the department shall notify the applicant in writing that the application has been received and either:

- (1) The application is complete and pending evaluation; or***
- (2) The application is incomplete and enumerate the items that the applicant must address in order for the application to be complete.***

(b) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (a)(2) above within 30 days of receipt of the notification and the department shall respond within 10 business days in accordance with (a)(1) or (2) above.

(c) If, within 30 days of initial notification of an incomplete application pursuant to (a)(2) above, the department does not receive the enumerated items pursuant to (a)(2) above, the application will be closed and the applicant shall be required to begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

(d) For applications outlined in Ed 505.07(b)(1)-(11), within 60 days of the department's notification of a complete application in accordance with (a) and (b) above, the department shall send notification of:

- (1) Approval in the form of the digital credential for which the applicant applied;***
- (2) Denial in writing that outlines the specific reasons for denial, including, but not limited to:***

a. A department confirmed violation of the code of conduct outlined in Ed 510.01 through Ed 510.04; and

b. A determination that the applicant does not meet the requirements for the specified credential; or

(3) Conditional approval that outlines the specific areas that the applicant needs to address in order for the bureau to continue a full review of the application, to include an applicant timeline for completing the application requirements, not to exceed 120 days, after which, if the conditional approval does not result in an approval pursuant to (d)(1) above, or the applicant does not complete the application requirements within the timeframe allotted, the application will be closed and the applicant shall be required to begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

(e) For applications pursuant to Ed 505.07(b)(12), portfolio and oral board reviews, after notification by the department that the application is complete pursuant to Ed 505.09 (a) or (b) the following procedures shall apply:

(1) Within 30 days of receipt of a completed application, if the department determines that an individual:

a. Qualifies under this method, the department shall notify the applicant in writing by providing the applicant with portfolio submission instructions and requirements for oral board scheduling which shall include, but not be limited to:

1. Written materials;

2. Videotapes;

3. Audiotapes; and

4. Art portfolio; or

b. Does not qualify under this method, the department shall notify the individual in writing within 30 days of receipt of the completed application materials and:

1. Provide the reasons for the determination, including, but not limited to, the qualifying criteria outlined in Ed 505.06(a)(1) and (2), which shall include a written explanation stating why the materials the applicant has submitted are not acceptable; and

2. Recommend another appropriate application method if one is available;

(2) Within 30 days of receipt of a portfolio submission and appropriate fee in accordance with the fee schedule outlined in Ed 505.08, the department shall notify the applicant in writing that either:

a. The portfolio is complete and pending oral board scheduling; or

b. The portfolio is incomplete and enumerate the items that the portfolio must address in order for the portfolio to be complete;

(3) An applicant shall adhere to Ed 505.09(b) and (c) for completing a portfolio submission in accordance with Ed 505.09(e)(2)b. above;

(4) Upon determination by the department that the portfolio is complete, the department shall appoint a review board consisting of one member of the department and 3 members who hold a current experienced educator license in the area of endorsement in which the applicant is seeking to obtain a license;

(5) In an effort to complete a timely oral board review, if the department is unable to establish a review board, as outlined in (4) above, within 60 days of such determination the department shall be authorized to establish a review board consisting of department staff or licensed educators as described in (2) above.

(6) The review board shall review the applicant's application, including documentation that the applicant meets the required competencies in the area of endorsement and, at the oral board review, ask the applicant questions based upon the materials submitted;

(7) The review board shall make a written recommendation to the department, based upon its evaluation of the quality of the applicant's documentation of meeting the required competencies in the area of endorsement, after considering:

a. The materials submitted to provide the documentation; and

b. The applicant's oral responses to the board's questions regarding the documentation;

(8) Within 30 days of the conclusion and recommendation of the oral board interview the department shall issue a decision in writing stating the reasons for the decision under (7) above along with, if applicable, a beginning educator license or additional endorsement; and

(9) An applicant may appeal a decision made by the department to deny an application for a credential under this part pursuant to Ed 200.

(f) For applications pursuant to Ed 505.07(b)(13) the process for establishing a site-based licensing plan for an intern authorization credential resulting in full beginning educator licensure or additional endorsement shall be as follows:

(1) The candidate and assigned mentor pursuant to Ed 505.05(d) shall download and complete the site-based licensing plan materials on the department website;

(2) The site-based licensing plan shall be developed collaboratively and agreed to by the candidate, the mentor, and the superintendent or head of school;

(3) Within 60 days of the candidate's first day of employment in the role of the endorsement of the plan, the superintendent or head of school shall upload the completed, approved, and signed site-based licensing plan into the department's educator information system;

(4) Within 5 business days of the upload specified in (3) above, the candidate shall complete and file a “Intern Authorization Application – Site-Based Licensing Plan” form, August 2019, along with the appropriate fee pursuant to Ed 505.08;

(5) The department shall review the plan to ensure all of the following are included:

a. An assessment of the competencies of the applicant as enumerated in Ed 505.03, if applicable, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable based on the endorsement sought;

b. A plan that includes the competency to be acquired, ~~the activity to be undertaken~~, the projected completion date, and the evidence to be provided upon completion which are directly related to, and substantiate meeting, the competency within the period of the plan;

c. Activities that will be undertaken to acquire the competencies in b. above, which shall include, but not be limited to:

(i) Additional coursework;

(ii) On the job training; and

(iii) Professional development; and

c. A signature page which certifies that the plan was developed collaboratively and agreed to by the applicant, the mentor, and the superintendent or head of school;

(6) The department shall, within 30 days of receipt of an “Intern Authorization Application – Site-Based Licensing Plan” form, August 2019, notify the applicant that either:

a. The plan is complete and pending evaluation; or

b. The plan is incomplete and enumerate the items that the applicant must address in order for the application to be complete;

(7) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (6)b. above within 30 days of receipt of the notification and the department shall respond within 10 business days in accordance with (6)a. or b. above;

(8) If, within 30 days of receipt of notification of an incomplete application pursuant to (6)b. above, the department does not receive the enumerated items pursuant to (6)b. above, the application will be closed and the applicant must start over with a new application, to include all fees in accordance with the fee schedule outlined in Ed 508.06;

(9) Within 60 days of the department’s notification under (f)(6)a., or an applicant’s response and department’s notification under (f)(7), that the plan submission is complete, the department shall send written notification to the superintendent and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied, if the department determines that:

1. The assessment of the competencies of the applicant meet the requirements as enumerated in Ed 505.03, and the endorsement area enumerated in Ed 506, Ed 507, or Ed 508 as applicable based on the endorsement sought;

2. The plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion, are directly related to and will substantiate meeting the competency within the period of the plan; and

3. The plan was developed collaboratively and agreed to by the applicant, the mentor, and the superintendent or head of school; or

b. A determination that the plan does not meet the requirements and requests a plan revision pursuant to the timeline outlined in Ed 505.09(f)(9)a. 1. through 3. above;

(10) An applicant shall respond to a notification of a plan revision in accordance with Ed 505.09(f)(7) and (8) above;

(11) Upon approval of the plan, the department shall grant an intern authorization valid for up to 3 years from the first date of employment in the endorsement area sought, to coincide with the time period in the plan, limited to no more than twice per endorsement;

(12) A site-based licensing plan shall be canceled, and the intern authorization shall automatically expire, if the applicant fails to attain the skills and knowledge agreed to by the applicant within the time frame specified by the plan;

(13) The department, at the request of the superintendent or head of school, may grant an extension to the intern authorization period of not more than one year to accommodate an issue outside of the applicant's control which prevents timely completion of the plan. Such issues shall include, but not be limited to:

a. Illness of the applicant or immediate member of the applicant's family; and

b. Availability of a required course within the timeframe of the plan where no comparable course is available;

(14) The superintendent or head of school, in consultation with the mentor, shall file a report at the end of each school year attesting to the applicant's progress toward meeting the requirements of the plan;

(15) Once a completed plan is filed with the department, the applicant may:

a. Obtain employment in a similar position with another school employer provided that the duration for plan completion does not change and:

1. The department is notified in writing of the change in place of employment; and

2. The plan is revised as follows:

- i. Approved by the mentor assigned in the new school of employment;***
- ii. Approved by the superintendent or head of school in the new school of employment; and***
- iii. Resubmitted to the department for approval pursuant to the timeline outlined in Ed 505.09(f)(6)-(10);***

b. Have an intern authorization deactivated upon loss of employment until such time as the educator gains employment with another employer as described in (15)a. above. The total duration of time employed under an active plan shall not exceed 3 years, limited to no more than twice per endorsement;

(16) The superintendent or head of school shall complete and upload to the educator information system (EIS) a final report upon the intern’s completion of the approved site-based licensing plan which shall be signed by the intern, the superintendent or head of school and the mentor;

(17) Within 5 business days of the upload specified in (16) above, the intern shall complete and file a “Site-Based Licensing Plan Completer” form, August 2019 along with the appropriate fee pursuant to Ed 505.08;

(18) The department shall review the final report to ensure all of the following are included:

- a. A copy of the plan, including the competency to be acquired, the activity to be undertaken, the projected completion date, and the evidence to be provided upon completion;***
- b. The evidence of plan completion;***
- c. A signature page which certifies that the completed plan was reviewed and approved by the applicant, the mentor, and the superintendent or head of school;***

(19) The department shall, within 30 days of receipt of an “Site-Based Licensing Plan Upgrade to Full Licensure” form, August 2019, notify the applicant that either:

- a. The application is complete and pending evaluation; or***
- b. The application is incomplete and enumerate the items that the applicant must address in order for the application to be complete;***

(20) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (19)b. above within 30 days of receipt of the notification and the department shall respond within 10 business days in accordance with (19)a. or b. above;

(21) If, within 30 days of receipt of the department’s initial notification of an incomplete application pursuant to (19)b. above, the department does not receive the enumerated items pursuant to (19)b. above, the intern authorization shall expire in accordance with Ed 509.09(f)(12);

(22) Within 60 days of the department’s notification under (f)(19)a., or an applicant’s response and department’s notification under (f)(20), that the application is complete, the department shall send written notification to the superintendent and the applicant of either:

a. Approval in the form of an intern authorization in the endorsement area for which the applicant applied if the department determines that the final report documents confirm that the intern has met all the competencies and requirements for full licensure; or

b. A determination that the application if the department determines that the final report does not reflect the documentation required by the approved plan to indicate that the candidate has met all of the competencies and requirements for full licensure and outlines the documentation required to support completion of the plan;

(23) Upon receipt of notification that the department does not approve the application in accordance with (22)b. above, the superintendent or head of school shall, within 10 business days, upload the required documentation to support completion of the plan or the intern authorization shall expire in accordance with Ed 509.09(f)(12);

(25) Applicants shall receive a beginning educator license or added endorsement on an existing license after approval by the department pursuant to (22)a. above.

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 505.01	RSA 21-N:9, II(s)
Ed 505.02 - 505.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.04	RSA 21-N:9, II(s); RSA 186:11, X(a); RSA 186:8, IV
Ed 505.05 - Ed 505.06	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.07	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 505.08	RSA 186:11, X(a) and (b); RSA 200:29
Ed 505.09	RSA 186:11, X(a) ; RSA 541-A:29

Notice Number 2019-207

Rule Number Ed 509, Ed 512 – Ed 514

<p>1. Agency Name & Address: State Board of Education c/o NH Department of Education 101 Pleasant Street Concord, NH 03301</p>	<p>2. RSA Authority: RSA 21-N:9, II(s); RSA 186:8, IV; RSA 186:11, X(a)</p> <p>3. Federal Authority: _____</p> <p>4. Type of Action: Adoption _____ Amendment _____ Repeal <u> X </u> Readoption _____ Readoption w/amendment <u> X </u></p>
--	--

5. Short Title: **Renewal and Denial of Credentials**

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

Most of the rules in this proposal are being readopted with amendments to address added and revised definitions in another proposal. The amendments in these rules on credential renewal and validity, denial of certification, and the professional development master plan and renewal meet the goal of consistent language throughout the rules and address rule number references that were affected by changes to other rules in all of the rules of Chapter Ed 500. There are no major substantive changes in these rules.

Ed 514.03 on initial certification for highly qualified teachers is being repealed.

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

Public and chartered public schools and their students, participating non-public schools, licensed educators, and applicants for NH licensure are affected by these rules.

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

Rule	Specific State Statute the Rule Implements
Ed 509.01-509.02	RSA 200:29, RSA 186:11, X(a)
Ed 509.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 509.04	RSA 21-N:9, II(s); RSA 186:11, X(b)
Ed 509.05	RSA 186:11, X(a)
Ed 512	RSA 186:11, X(a)
Ed 513	RSA 186:11, X(a)
Ed 513.06 introduction and (b)	RSA 21-N:9, II(s)
Ed 513.07	RSA 200:29; RSA 21-N:9, II(s)
Ed 514.03 (repealed)	20 USC Section 7801(23)(C) (repealed by ESSA)

NN 2019-207 Continued

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: **December 19, 2019**

Fax E-mail Other format (specify):

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 10:00 a.m.**
Place: **Department of Education, State Board Room, 101 Pleasant St.,
Concord, NH 03301**

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

FIS # 19-193, dated 10/24/19

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

There is no difference in cost when comparing the proposed 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.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for the educator credentialing process which is already in place. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues. Therefore, there is no violation of Part I, Article 28-a.

PART Ed 509 CREDENTIAL RENEWAL AND VALIDITY

Readopt with amendment Ed 509.01, effective 11-14-17 (Document #12418), to read as follows:

Ed 509.01 Recommended Renewal; Process for Educators Currently Employed Under a Local NH Professional Development Master Plan.

(a) Educator ~~certificates~~ **licenses**, ~~including school nurse II and III~~, shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the **licensed** educator has met the requirements of Ed 509.03 and Ed 5123.04, or Ed 504.08, 504.09 and 5123.07 for school nurse; and

(2) Payment of the renewal fee *pursuant to Ed 505.08*.

(c) The ~~bureau~~ **department** shall provide opportunity for electronic submission of the documentation required under Ed 509.03 to the ~~superintendent for each school district, school administrative unit or both~~ **senior education official**.

(d) The ~~superintendent for each school administrative unit~~ **senior education official** shall verify that each **licensed** educator whose ~~teaching credentials~~ **license** requires renewal has completed professional development as required in Ed 5123.04. Verification shall include the name of the **licensed** educator and the **licensed** educator's area(s) of ~~certification~~ **endorsement**.

(e) It shall be the responsibility of the ~~certificate~~ **licensed holder educator** to pay the appropriate fee in a timely manner to the ~~bureau~~ **department** before the expiration of the educator's ~~certificate~~ **license**.

(f) Verifications under (c) and (d) above shall be made and the fee under (e) above shall be paid no later than June 30 of the year in which the ~~certificate~~ **license** is required to be renewed. Late filings shall be treated in accordance with Ed 509.04.

Readopt with amendment Ed 509.02, effective 11-14-17 (Document #12418), to read as follows:

Ed 509.02 Department of Education Renewal; Process for Educators Not Currently Employed Under a Local NH Professional Development Master Plan.

(a) Educator ~~certificates~~ **licenses**, ~~including school nurse II and III~~ shall be renewed every 3 years, unless a professional or life certificate was issued prior to 1976. School nurse I may renew one time after the first three years of the initial certification.

(b) In addition to compliance with the requirements of this section, the following shall be required for renewal:

(1) Documentation that the **licensed** educator has met the requirements of Ed 509.03 and Ed 5123.05, or Ed 504.08, 504.09 and 5123.07 for school nurse; and

(2) Payment of the renewal fee *pursuant to Ed 505.09*.

(c) Any *licensed* educator ~~or school nurse~~ not currently employed as a certified educator or school nurse in ~~by an~~, New Hampshire public school or teaching in a New Hampshire private school **or teaching in an, approved educational organization** with a valid New Hampshire *credential license* may submit documentation electronically to the ~~bureau~~ **department** or may apply for a renewal directly to:

~~Bureau of Credentialing~~

~~Division of Program Support~~

~~New Hampshire Department of Education~~

~~101 Pleasant Street~~

~~Concord, NH 03301-3860~~ **by following the application procedures outlined in Ed 505.07(b)(3), Ed 505.08, and Ed 505.09(a)-(d).**

(d) Any *licensed* educator ~~or school nurse~~ not currently employed by ~~an school district or school administrative unit~~ **approved educational organization** in New Hampshire shall comply with Ed 5123.05 or Ed 5123.07(b) for school nurse, and:

- (1) Submit documentation electronically to the ~~bureau~~ **department** of such compliance; or
- (2) Mail documentation directly to the ~~bureau~~ **department** documenting such compliance.

(e) Educators not employed under the jurisdiction of a state approved local master plan for professional development shall submit ~~the following~~ to the ~~bureau~~ **department** evidence of at least 75 hours of approved professional development activities during the 3-year period preceding the application for ~~credential~~ **license** renewal.

(f) A development activity shall be approved by the ~~bureau~~ **department** for purposes of (e) above if it includes one or more of the activities listed in Ed 5123.02(d)(10).

(g) An educator who holds a valid ~~credentials~~ **license** and is not employed in education for 3 or more years of service shall submit to the ~~bureau~~ **department** evidence of satisfactory professional growth listed in Ed 509.03 or Ed 5123.05 as a basis for renewal of his/her ~~credential~~ **license**.

(h) The same provisions for timely filing shall be the responsibility of the *licensed* educator pursuant to Ed 509.01.

Readopt with amendment Ed 509.03 through Ed 509.05, effective 6-15-13 (Document #10362), to read as follows:

Ed 509.03 Renewal Documentation.

(a) The ~~school district or school administrative unit~~ shall submit **to the department, for each educator whose license is required to be renewed**, verification of professional development activities **taking place within the 3 years preceding expiration date of the license** in the school district or school administrative unit consistent with the local master plan for professional development pursuant to Ed

~~5123 to the bureau for each educator whose credentials *license* are is required to be renewed, within the 3 years preceding the date of expiration of the credentials.~~

(b) Evidence of approved professional development activities in each subject area or field of specialization as required in accordance with Ed 5123.04 or Ed 5123.05, as applicable, shall be required for each ~~teacher~~ **educator** who holds a ~~credential~~ **license** in more than one ~~subject~~ **endorsement** area.

Ed 509.04 Late Filing.

(a) A renewal application shall be considered a late filing if it is received by the ~~bureau~~ **department** after July 1 of the year of filing, provided that the department provided notice that a ~~credential~~ **license** was due for renewal at least 3 months before July 1 to the:

- (1) ~~Superintendent or the school administrative unit, in the case of an applicant employed by a school district or school administrative unit;~~ or
- (2) Applicant, when the applicant is not employed by a ~~school district or school administrative unit.~~

(b) A late filing shall be accepted by the ~~bureau~~ **department** if the applicant meets ~~recertification~~ **renewal** requirements and files:

- (1) A late filing fee of \$50.00; and
- (2) The appropriate filing fee pursuant to Ed 508-~~065.08~~, which fee reflects the actual cost of processing the late filing as authorized under RSA 186:11, X(b).

Readopt with amendment Ed 509.05, effective 6-15-13 (Document #10362), to read as follows:

Ed 509.05 Fees. Payment of renewal fees shall be made in accordance with the rules and fee schedule in Ed 508-~~065.08~~.

Readopt with amendment Ed 512.01, effective 11-9-18 (Document #12661), cited and to read as follows:

PART Ed 512 DENIAL OF CERTIFICATION

Ed 512.01 Denial of Credential.

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

- (1) Failure to meet the conditions for issuance of the license, endorsement, renewal, or reinstatement;
- (2) The applicant has been charged pending disposition for, or convicted of any violation or attempted violation of any of the crimes enumerated in RSA 189:13-a, or has been convicted of any felony in any other state, territory, or country;
- (43) The applicant is under investigation for, under suspension for, or has been revoked for a violation of the principles of professional conduct enumerated in Ed 510.01 through Ed 510.04; or

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

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

Readopt with amendment Ed 513.01 through Ed 513.06, effective 12-21-21 (Document #10245), cited and to read as follows:

**PART Ed 513 PROFESSIONAL DEVELOPMENT MASTER PLAN AND ~~RECERTIFICATION~~
RENEWAL**

Ed 513.01 Basic Requirement. Each ~~school administrative unit, local school district, or participating nonpublic school~~ **educational organization** shall prepare a 5-year master plan in accordance with requirements of this part.

Ed 513.02 Criteria for State Approval of Local Professional Development Master Plan. The following criteria shall apply to the approval of the master plan:

(a) Each ~~school administrative unit, local school district, or participating nonpublic school~~ **educational organization** shall file with the department the 5-year master plan required by Ed 513.01;

(b) The ~~local superintendent, district administrator, or non-public school administrator~~ **senior education official** shall establish a local professional development committee as follows:

(1) Include representation of ~~certified~~ **licensed** educators including teachers, paraeducators, certified licensed service professionals, and administrators. This committee may include local school board members, parents, or community lay persons; and

(2) Develop and monitor the master plan according to Ed 513.02 (c) through (g) under the direction of the ~~local superintendent district administrator or non-public school administrator~~ **senior education official** in accordance with local school board policies, state statutes and state board rules;

(c) The professional development master plan shall include the following:

(1) The process and procedures for establishment of a local professional development committee;

(2) A statement describing the purpose of the master plan that includes but is not limited to:

a. The ~~district's~~ **educational organization's** definition of professional development that directs continuous professional learning to increase educator effectiveness and improve results for all students;

b. The role of the plan in increasing educator effectiveness and the relationship between professional learning and the local evaluation system;

c. The role of the plan in increasing student learning and academic achievement;

d. The alignment with local, state, and national professional development standards;
and

e. The function and role of the plan for ~~recertification of all staff~~ **licensure renewal of all educators**;

(3) A statement describing the role and function of the local professional development committee which includes, but is not limited to ~~how~~:

a. ~~How~~ **How** the committee will develop, monitor, implement, evaluate and propose changes to the plan;

b. ~~How~~ **How** the committee will collaborate with other district committees or teams **in developing an overarching framework for professional development including, but not limited to:**

1. ~~S~~ **S**chool improvement **committees**;

2. ~~L~~ **L**ocal improvement **committees**; and

3. ~~L~~ **L**eadership teams ~~in developing an overarching framework for professional development~~; and

c. The committee will be involved with individual educator ~~recertification~~ **license renewal** and how appeals of decisions in that process will be handled;

(4) A description of the needs assessment process that includes a data collection system and how the school or district makes decisions regarding professional development priorities in order to:

a. Identify student learning needs;

b. Determine individual **licensed** educator goals;

c. Determine school or district **educational organization** goals;

d. Evaluate student learning and **licensed** educator growth;

e. Measure the effectiveness of an individual professional development plan; and

f. Evaluate the effectiveness of the master professional development plan on an on-going basis;

(5) Procedures for recommending individuals **licensed educators** for ~~recertification~~ **licensure renewal** that provide evidence of each **licensed** educator's growth in:

a. Knowledge of content area(s), subject, or field of specialization including requirements of individual ~~certifications~~ **endorsement areas** in Ed 506, ~~and~~ 507, ~~and~~ 508;

b. Pedagogy and knowledge of learners and learning as defined in Ed 610.02 and Ed 505.073;

c. Professional standards as referenced in the local evaluation system; and

d. Effective instructional practices related to school and district goals that increase student achievement as demonstrated by data such as but not limited to:

1. The education improvement and assessment program, RSA 193-C:3, III;

2. Portfolios;

3. Analysis of student work;

4. Standardized and other local assessment instruments; and

5. Performance evaluations and portfolios of professional work;

(6) A description of the job-embedded and formal professional development activities that the school or district supports for a comprehensive, sustained, and intensive approach to improving ~~teacher and administrator~~ *educator* effectiveness in raising student achievement such as but not limited to:

a. Observations;

b. Independent study;

c. Study groups and professional learning communities;

d. Action research;

e. Educational peer coaching;

f. Mentoring;

g. Curriculum, instruction, and assessment development;

h. Lesson study;

i. Collegiate or graduate course work; and

j. Workshops, webinars and professional conferences;

(7) How the activities in (6) shall:

a. Be facilitated by well-prepared school principals, ~~and/or~~ school-based professional development coaches, mentors, master teachers, or other teacher leaders;

b. Engage *licensed* educators in a continuous cycle of improvement;

c. Foster collective responsibility for improved student performance;

d. Support coherent, sustained, and evidenced-based learning strategies; and

e. Provide coaching or other forms of support to transfer new knowledge and skills to the classroom; and

(8) Describe differentiated processes to address the unique professional learning needs of all ~~employees, including teachers, administrators, educational interpreters, paraeducators, and other certified or licensed professional staff as well as the unique developmental needs of interns, Alternative IV and V candidates, beginning educators, experienced educators and master teachers~~ **credential holders**;

(d) The professional development master plan shall comply with state ~~certification~~ **credentialing** rules and with federal, state and local laws and regulations, including the local education improvement plan required in federal grant applications;

(e) The professional development master plan shall include the following processes for developing comprehensive 3-year individual professional development plans that describe how:

(1) Individual plans are developed and goals are determined;

(2) Individual plans and goals are approved;

(3) Individual plans are formatively assessed and summatively evaluated;

(4) Progress is documented and recorded by the district;

(5) Activities and documentation from in-progress plans are accepted and transferred into the school or district including how district requirements are pro-rated for the remainder of the 3 year cycle;

(6) Requirements for endorsements that are added mid-cycle are pro-rated;

(7) Disputes are handled including an appeals process;

(8) ~~Licensed E~~ **Licensed** Educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning; and

(9) Recommendations for ~~re-certification~~ **licensure renewal** are determined;

(f) The professional development master plan shall allow individuals **licensed educators** to document and provide evidence that they have met the requirements for ~~recertification~~ **licensure renewal** as part of the differentiation of professional learning for the unique needs of **licensed** educators as follows:

(1) For all of the methods, the professional development master plan shall specify how individual **licensed** educators reflect on and provide evidence of the impact of professional learning on their own educational practices and on student learning and provide evidence that the professional development addresses:

a. Increases in educator learning;

- b. Growth in student learning and academic achievement;
- c. Content area knowledge and pedagogy;
- d. The individual, ~~school, or district improvement~~ **educational organization** goal(s); and
- e. Professional standards such as those in the local evaluation plan; and

(2) Using any one of the following methods:

- a. The development of a body of evidence that documents job-embedded or formal professional development;
- b. An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours documenting job-embedded or formal professional development; or
- c. A combination of less than 75 continuing education units and evidence that together document job-embedded or formal professional development addressing the school or district improvement goal(s) and content area;

(g) The master plan shall be submitted to the ~~division director or designee of the department~~;

(h) The ~~division director or designee~~ **department** shall review each professional development master plan and:

- (1) Approve such plan in writing if it meets the requirements of this section; or
- (2) Confirm in writing that the plan needs modification and a timeline for completing the required revisions;

(i) If the professional development master plan is amended by the school or district, the amendments shall be made in accordance with this section, as confirmed by the ~~division director or designee~~ **department**; and

(j) Representatives of the department shall make an on-site visitation, on an as-needed basis as determined by the department, in order to observe whether the local administration of the master plan adheres to the criteria set forth in this section.

Ed 513.03 Individual Professional Development Plan.

(a) Each ~~certified~~ **licensed** educator, including an educator with a professional certificate, shall develop, in collaboration with a supervisor or the supervisor's designee, an individual plan as follows:

- (1) A ~~n~~ **licensed** educator shall file the individual professional development plan with the ~~school administrative unit, local school district, or participating nonpublic school~~ **educational organization** for review and approval according to the criteria in (3) below;

(2) The individual professional development plan shall be developed for a 3-year period consistent with the *licensed* educator's ~~certification~~ *endorsement(s)* and incorporate one of the 3 options as defined in the local master plan; referenced in Ed 513.02(f)(2);

(3) The individual professional development plan shall include one or more goals for improving student learning and be developed from:

- a. The *licensed* educator's self-assessment or reflection on competencies referenced in Ed 505.073 and the content area standards referenced in Ed 506, ~~and~~ Ed 507, *and 508*;
- b. Analysis of student work;
- c. Analysis of student achievement data, if available; and
- d. A review of ~~school or district~~ *educational organization* master plan needs assessment; and

(4) The individual professional development plan shall outline the *licensed* educator's growth in the following:

- a. Knowledge of content area(s), subject, or field of specialization, including requirements of individual ~~certifications~~, *endorsement(s)* in Ed 506, ~~and~~ 507, *and 508*;
- b. Pedagogy and knowledge of learners and learning as defined in ~~Ed 610.02 and~~ Ed 505.073;
- c. Professional standards as referenced in the local evaluation system; and
- d. Effective instructional practices related to ~~school and district~~ *educational organization* goals that increase student achievement.

(b) Each ~~certified~~ *licensed* educator whose ~~credentials~~ *license* expires in a given year shall provide evidence of their individual plan including reflection. The individual plan shall be summatively evaluated as specified in the local professional development master plan.

(c) Professional development completed after nomination or election pursuant to RSA 189:14-a, shall be counted toward the next 3-year ~~recertification~~ *licensure renewal* cycle.

(d) A ~~certified~~ *licensed* educator who is employed under a master plan and who holds a professional certificate that supports his or her current assignment shall develop an individual professional development plan that supports the educator's current assignment.

(e) For multiple endorsement areas, the individual professional development plan shall address each endorsement area.

Ed 513.04 Criteria for Recertification of Educators Under the Professional Development Master Plan. The following criteria shall apply for recertification of educators under the professional development master plan:

(a) The professional development master plan shall require that every *licensed* educator applying for *licensure* renewal of his/her ~~credential~~ has the approval of the ~~local superintendent or district~~

~~administrator or nonpublic school administrator~~ **senior education official** for the successful completion of the **licensed** educator's individual professional development plan, based on one of the options referenced in Ed 513.02(f)(2); and

(b) The individual professional development plan shall address the elements described in Ed 513.03(a)(4).

Ed 513.05 Criteria For Recertification of Educators Not Under the Local Professional Development Master Plan. ~~Certified~~ **Licensed** educators seeking ~~recertification~~ **licensure renewal** who are not employed by an ~~school administrative unit, a local school district, or a participating nonpublic school~~ **educational organization** shall:

(a) Comply with a professional development master plan prepared by the department; and

(b) Submit an individual professional development plan developed for a 3-year period, consistent with the **licensed** educator's ~~certification~~ **endorsement(s)**, to the ~~bureau~~ **department** for review, which shall be approved by the ~~bureau~~ **department** if it meets the following requirements:

(1) An accumulation of a minimum of 75 continuing education hours with 30 hours for each endorsement area and 45 hours aligned with Ed 505.07 or a body of evidence as an alternative to the hours; and

(2) Two or more goals for improving student learning, as developed from the educator's self-assessment or reflection on competencies referenced in Ed 505.07~~3~~ and the content area standards referenced in Ed 506, ~~and~~ Ed 507 **and 508**.

Ed 513.06 Certified Licensed Paraeducators II,I. Requirements for paraeducators certified under Ed 504.05 shall be as follows:

(a) For those ~~certified~~ **licensed** paraeducators who are employed by an agency listed in Ed 513.01, a minimum of 50 continuing education units shall be required in areas determined by the local professional development master plan required by this part; and

(b) For those ~~certified~~ **licensed** paraeducators who are not employed by an agency listed in Ed 513.01, a minimum of 50 continuing education units of paraeducator growth shall be required.

Readopt with amendment Ed 513.07, effective 11-14-17 (Document #12418), to read as follows:

Ed 513.07 School Nurse. **Renewal** requirements for school nurse I, II and III ~~renewal certificates~~ shall be as follows:

(a) For those ~~certified~~ **licensed** school nurses who are employed by an agency listed in Ed 513.01, a minimum of 45 school nurse related continuing education units shall be required; and

(b) For those ~~certified~~ **licensed** school nurses who are not employed by an agency listed in Ed 513.01, a minimum of 45 school nurse related continuing education units shall be required.

Repeal Ed 514.03, effective 9-11-14 (Document #10667), as follows:

Ed 514.03 Highly Qualified Teacher.

~~— (a) Any individual may apply to the department of education for a statement of eligibility as a highly qualified teacher, who:~~

~~(1) Possesses a valid New Hampshire credential issued by the New Hampshire State Board of Education;~~

~~(2) Is not employed under an approved master plan at the time of application; and~~

~~(3) Has not been deemed highly qualified by a local education agency.~~

~~— (b) The individual shall provide to the department documentation required under 20 USC §7801 (23)(C) to support a claim that the individual is a highly qualified teacher.~~

~~— (c) If the department determines that the individual has met the requirements of 20 USC §7801 (23) (C) then it shall issue a statement of eligibility stating the individual is a highly qualified teacher.~~

~~— (d) A highly qualified teacher statement of eligibility shall be valid for the duration of the credential.~~

~~— (e) On the date that 20 USC §7801 (23) (C) is repealed or deemed ineffective by the United States Department of Education, the department shall cease to accept requests for highly qualified teacher statements of eligibility.~~

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 509.01-509.02	RSA 200:29, RSA 186:11, X(a)
Ed 509.03	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 509.04	RSA 21-N:9, II(s); RSA 186:11, X(b)
Ed 509.05	RSA 186:11, X(a)
Ed 512	RSA 186:11, X(a)
Ed 513	RSA 186:11, X(a)
Ed 513.06 introduction and (b)	RSA 21-N:9, II(s)
Ed 513.07	RSA 200:29; RSA 21-N:9, II(s)
Ed 514.03 (repealed)	

Notice Number 2019-200

Rule Number Ed 321

<p>1. Agency Name & Address: State Board of Education c/o NH Department of Education 101 Pleasant Street Concord, NH 03301</p>	<p>2. RSA Authority: <u>RSA 21-N:9, II(c)</u> 3. Federal Authority: _____ 4. Type of Action: Adoption _____ Amendment _____ Repeal _____ Readoption <u>X</u> Readoption w/amendment <u>X</u></p>
---	---

5. Short Title: **School Building Aid**

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

Ed 321 on school building aid is being readopted with amendment in order to clarify the application and disbursement process for school building aid. School building aid was never funded in the budget and as a result the original rules were never implemented. Some rules are being readopted without amendments so that all of the rules have the same effective date.

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

Department of Education staff, public schools and chartered public schools, school staff, and students are affected by these rules.

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

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 321.01	RSA 21-N:9; RSA 198:15-a
Ed 321.02	RSA 21-N:9, II(c)
Ed 321.03	RSA 21-N:9, II(c)
Ed 321.04	RSA 198:15-b, VII(b)(2)
Ed 321.05	RSA 198:15-b
Ed 321.06	RSA 198:15-b, VII(b)(1)
Ed 321.07 - 321.12	RSA 21-N:9, II(c)
Ed 321.13	RSA 155-A
Ed 321.15 - 321.16	RSA 21-N:9, II(c)
Ed 321.17	RSA 155-A
Ed 321.18 - 321.19	RSA 155-A; RSA 155-D
Ed 321.20	RSA 155-D
Ed 321.21	RSA 21-N:9, II(c)
Ed 321.23	RSA 198:15-a, RSA 198:15-b, RSA 198:15-c; RSA 155-A; RSA 155-D
Ed 321.24	RSA 198:15-a; RSA 198:15-b, IV; RSA 198:15-hh
Ed 321.25	RSA 198:15-b, IV(b)
Ed 321.26	RSA 21-N:9, II(c)
Ed 321.27	RSA 198:15-b, II(f)
Ed 321.28	RSA 21-N:9, II(c)
Ed 321.29	RSA 198:15-c
Ed 321.30	RSA 21-N:9, II(c)
Ed 321.31	RSA 198:15-c

NN 2019-200 Continued

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

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

Fax#: **(603) 271-1953**

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: **December 19, 2019**

Fax

E-mail

Other format (specify):

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 11:00 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 # 19-198, dated 10-28-19

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

There is no difference in cost when comparing the proposed 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.

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules outline the process for application for and disbursement of a voluntary grant program.

Readopt with amendment Ed 321, effective 6-15-13 (Document #10363), to read as follows:

PART Ed 321 SCHOOL BUILDING CONSTRUCTION (Formerly Ed 305)

Ed 321.01 Purpose. The purpose of Ed 321 is to provide requirements and standards for the construction of any facility to be used for the purpose of providing education to pupils in grades kindergarten through grade 12, and to provide requirements for how school building aid will be paid for that construction.

Ed 321.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 321:

(a) "Buildable land" also known as usable land means land upon which a school building, parking lot, on-site traffic circulation and drop-off locations, playgrounds or school playing field can be built. Wetlands, including required setbacks from wetlands, areas with slopes in excess of 60 percent areas with extensive amounts of bedrock within 6 feet of the surface, and sites known to be contaminated with hazardous materials are not buildable land-;

(b) "Construction cost" means the total cost of labor and materials for the construction of the foundation, erection of the structure, finish work, and the installation of equipment integral to the operation of building systems. The cost of site development is not included-

(c) "Department" means the New Hampshire department of education-;

(d) "Design capacity" means the maximum total number of students intended to be educated in a school building following completion of a construction project-;

(e) "Educational capacity of a school building" means the sum of the maximum number of students that can be simultaneously instructed in every educational space of the building using the minimum space allocations specified in Ed 321.10(g)-(i)-;

(f) "Educational space" means those parts of a school building to which pupils are assigned for instructional purposes. Educational space includes, but is not limited to, classrooms, laboratories, gymnasiums, and libraries-;

(g) "General purpose classroom" means an educational space intended for the instruction of a group of students that is suitable for teaching a variety of subjects and that requires no special permanently installed equipment or unusually large spaces-;

(h) "Laboratory" means an educational space intended for instruction involving hands-on student participation in a particular subject that requires specialized equipment, furnishings, or materials-;

(i) "Multi-purpose space" means areas within a school building that are used at different times for educational purposes and for support purposes-;

(j) "New construction" means construction work that results in the creation of a new building or additional space in an existing building-;

(k) "Renovation" means work involving upgrades to existing space in a building or conversion of the use of existing space in a building-;

(l) "School building aid" means the state grants for the payment of a share of the cost for school construction under RSA 198:15-a.;

(m) "Site development" is the work required to prepare the land for construction. It includes removal of trees and other vegetation, removal of existing structures, removal of rock, cutting and filling of earth, construction of access roads, driveways, and parking lots, installation of surface water drainage systems, and landscaping.;

(n) "Substantial renovation" means:

- (1) Construction done for the purpose of renewing a building that is valued at an amount greater than 25 percent of the cost to replace the building;
- (2) To repair and bring the building back to new or good condition; or
- (3) To prepare space for a new or different use.;

(o) "Sufficient or adequate" means an amount of space, time, or material that will enable a particular function to proceed as intended without restriction or impediment from the size or condition of the physical facility, according to variations in enrollment, staffing, program, or level of instruction from one school to another.;

(p) "Support space" means those parts of a school building that are generally used for purposes other than instruction. Support space includes offices, storage rooms, wash rooms, kitchens, cafeterias, and similar spaces.;

(q) "Total cost" means the cost of all related land, labor and materials authorized by RSA 198:15-b,II for construction costs.;

and

(r) "Utilization rate" means the extent to which school buildings are used by comparing ~~actual student enrollment~~ **design capacity** to the educational capacity of the school expressed in a percentage figure. A 100 percent utilization rate means that every seat in every educational space is occupied for the majority of time throughout the school day.

Ed 321.03 Minimum Standards for School Sites.

(a) A school site shall have safe access, parking, drainage, security, and sufficient buildable area to accommodate a school facility that complies with the minimum gross site sizes as described in Ed 321.03 (f).

(b) There shall be access for emergency vehicles from at least 2 directions unless waived by the local fire chief having jurisdiction for enforcement of the state fire code.

(c) The first occupied floor of school buildings located within a 100 year flood plain shall be constructed at an elevation at least 10 feet higher than the base flood elevation for a 100 year flood at that location.

(d) Prior to acquisition of a site, the school district shall have surveys conducted to ascertain, as much as practicable, that past use of the site has not resulted in conditions hazardous to public health, public safety, or to the environment, or matters of interest for historical preservation under RSA 227-C that cannot be adequately removed, abated, or mitigated.

(e) The following shall not be considered buildable land for the purpose of comparing a given site to the minimum site sizes in Ed 321.03 or to the maximum site sizes in Ed 321.04:

- (1) Wetlands, including required setbacks from wetlands;
- (2) Areas with slopes in excess of 60 percent;
- (3) Areas with extensive amounts of bedrock within 6 feet of the surface; and
- (4) Sites known to be contaminated with hazardous materials.

(f) The minimum site size approvable for school building aid for new construction, including additions to existing buildings, for elementary schools, middle schools, and high schools shall be as follows:

- (1) For an elementary school the minimum site size shall be 3 acres of contiguous buildable land for schools with a design capacity of less than 150 students and 5 acres of contiguous buildable land for schools with a design capacity of 150 students or higher;
- (2) For a middle school the minimum site size shall be 10 acres of contiguous buildable land. For middle schools with a design capacity greater than 1000 students there shall be one additional acre for each 300 students or fraction thereof above 1000 students; and
- (3) For a high school the minimum site size shall be 15 contiguous acres of buildable land, plus one additional acre for each 300 students or fraction thereof for the design capacity of the school building.

(g) Whenever a district has a school site that does not meet the site size requirements in Ed 321.03(f) for a new building or an addition to an existing building, the school board may request a waiver for the minimum site size under Ed 321.30.

(h) Renovations and substantial renovations apply only to buildings and specifically shall not include site improvements or modifications.

(i) Charter schools shall be exempt from the minimum site sizes in this section.

Ed 321.04 Maximum Standards for School Building Aid for Land Acquisition.

(a) In accordance with RSA 198:15-b,IV(b)(2) school building aid for land acquisition shall be limited to the cost of:

- (1) Twenty acres of buildable land plus one acre for every 100 students or fraction thereof for elementary schools;
- (2) Twenty-five acres of buildable land plus one acre for every 100 students or fraction thereof for middle schools; and
- (3) Thirty acres of buildable land plus one acre for every 100 students or fraction thereof for high schools.

(b) Wetlands, including required setbacks, areas with slopes in excess of 60 percent, areas with extensive amounts of bedrock within 6 feet of the surface, or sites known to be contaminated with hazardous materials shall not be considered buildable land for the purpose of comparing a given site to the minimum or maximum site sizes in Ed 321.03 or Ed 321.04.

(c) For the purposes of Ed 321.04, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process. In approved situations, educational space may be built to one design capacity while core space is built to a larger capacity in anticipation of future expansion.

(d) Renovations and substantial renovations shall apply only to buildings and specifically shall not include site improvements or modifications.

(e) A school board or board of directors of a charter school may request a waiver under Ed 321.30 for the maximum amount of school building aid to which its district is entitled for land acquisition.

(f) For purposes of this section, every acre of land in a contiguous building site shall be assumed to have equal value which shall be determined by dividing the total cost of the land by the number of acres.

Ed 321.05 Building Aid for School Sites and School Site Development.

(a) Aid payments on the purchase price or development costs of a school site shall not begin prior to the authorization of a building project for that site by the legislative body of the school district or board of directors of a charter school and approval for funding by the department.

(b) Aid payments shall be made on land acquisitions financed only by the actual expenditure of funds appropriated from taxation. Development costs on these parcels and those acquired by other means and incurred as a consequence of a school building project shall be eligible for aid, however.

(c) Aid payments on school sites or school site development shall, upon approval by the department, follow the same protocol as aid payments for building projects.

Ed 321.06 Maximum Sizes for School Buildings. School building aid for new school buildings or additions to existing school buildings shall be limited to the following under RSA 198:15-b,IV, (b)(1) for:

(a) Elementary schools, 120 square feet/pupil;

(b) Middle schools, 140 square feet/pupil;

(c) High schools, not including space in regional vocational centers, 160 square feet/pupil;

(d) School buildings with a design capacity of less than 250 students shall be allowed 144 square feet/pupil for an elementary school, 168 square feet/pupil for a middle school, and 192 square feet/pupil for a high school;

(e) Individual buildings that house combinations of 2 or more levels shall be subject to the limits for the highest level to be housed in the building;

(f) ~~For construction of additions to existing buildings, the above limits shall be applied to the size of the entire building following completion of the addition.~~ ***All spaces constructed using building aid in the past 50 years shall be included in the square footage when calculating the limits above.*** Conditions in

the existing building that cause the total project to exceed the maximum size limits shall constitute sufficient justification for a waiver of the limits as authorized by RSA 198:15-b,IV,(d), provided that the size of the newly constructed space is consistent with similar spaces in an entirely new building that meets the limits; and

(g) The above limits shall be waived by the commissioner of the department or the commissioner's designee upon a written request for a waiver from the school district under Ed 321.30, and after making a finding of good cause. A finding of good cause shall be based upon a determination by the commissioner of the department or the commissioner's designee that approval of the request for a waiver will not compromise the quality of education required in Ed 306 or is the best use of available resources.

Ed 321.07 Design Standards. For the purposes of standards for school sites and construction projects for school buildings, design capacity shall be based upon reasonable enrollment projections developed through a statistically valid process.

Ed 321.08 Standards for Educational Capacity of a School Building.

(a) Spaces currently used as educational space, but not designed as such, shall not be included in determining the educational capacity of a school building. Space in temporary or relocatable facilities shall not be included in determining the educational capacity of a school building.

(b) The educational capacity of a school building shall be based upon the physical dimensions of the educational spaces and the space allowances in Ed 321.10(g)-(i). Educational capacity shall not be reduced by applying a limit to the number of students in a class below the maximum class size found in Ed 306.17 even though local policy may establish lower maximum class sizes.

(c) The definition of educational capacity in Ed 321.02(e) and the provisions of Ed 321.08 shall not preclude districts from establishing local policies concerning the maximum number of students in a particular class provided, however, that such policies shall not be taken into account when determining the educational capacity of a school building.

Ed 321.09 Calculating Utilization Rate. The utilization rate of a school building shall be calculated by dividing the ~~actual enrollment~~ **design capacity** by the educational capacity and expressing the figure as a percentage. A 100 percent utilization rate shall not be required. For a proposed new building or addition to an existing building, the educational capacity is calculated by dividing the design capacity by the planned utilization rate. For purposes of determining eligibility for school building aid, planned utilization rates shall not be less than 85% for high schools, 90% for middle schools, and 95% for elementary schools. ***The minimum utilization rate does not apply when only one general purpose classroom is assigned per grade.***

Ed 321.10 Standards for Educational Space.

(a) Educational space shall include, but not be limited to, classrooms, laboratories, gymnasiums, and libraries.

(b) School facilities shall provide educational space sufficient to meet the requirements identified in the educational specifications in Ed 321 and the New Hampshire minimum standards for public school approval as specified in Ed 306.

(c) Approval of the size of classrooms or instructional spaces shall be determined by the acceptable number of square feet per student established in Ed 321.10(g)-(k), multiplied by the total projected number of the class or group or the minimum size specified in Ed 321.10 whichever is larger.

(d) The commissioner of the department or the commissioner's designee shall waive the requirements of Ed 321.10 when a finding of good cause has been provided by the requesting school district under Ed 321.30. A finding of good cause shall be based upon a determination by the commissioner of the department or the commissioner's designee that approval of the request for a waiver will not compromise the quality of education required in Ed 306 or is the best use of available resources.

(e) Every educational space, except gymnasiums and music rooms, shall contain a seat and work surface for each student, teacher, and teacher's aide, appropriate for the normal activity conducted in that space.

(f) Every general purpose classroom shall:

(1) Contain an erasable surface of at least 32 square feet and a surface suitable for projection purposes; and

(2) Be furnished with:

a. Desks for students and teachers;

b. Bookshelves; and

c. Other common furniture and equipment.

(g) A kindergarten classroom shall provide at least 1,000 square feet, including storage, or 50 square feet per child, whichever is greater.

(h) For the elementary and middle schools, a general purpose classroom shall provide a minimum of 900 square feet, including storage, or 36 square feet per child, whichever is greater.

(i) For high schools, a general purpose classroom shall contain a minimum of 800 square feet, including storage, or 32 square feet per student, whichever is greater.

~~(j) Library media centers shall be sized at 4 square feet per student for the core space design capacity or a minimum of 1800 square feet.~~ ***Science laboratories and combination lab-classrooms shall be sized according to the joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute at 45 square feet per pupil for separate labs and 60 square feet per pupil for combination lab-classrooms or a minimum of 900 square feet for separate labs and 1200 square feet for combination lab-classrooms. There shall be a maximum of 24 laboratory work stations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275-C.***

~~(k) Science laboratories and combination lab classrooms shall be sized according to the joint recommendation of the National Association of Science Teachers and the Laboratory Safety Institute at 45 square feet per pupil for separate labs and 60 square feet per pupil for combination lab classrooms or a minimum of 900 square feet for separate labs and 1200 square feet for combination lab classrooms. There shall be a maximum of 24 laboratory work stations, at least one of which shall be suitable for students with disabilities and in compliance with RSA 275-C.~~ ***Library-media centers shall be sized at 40 square feet per student times 10 percent of the design capacity or a minimum of 1800 square feet.***

(l) When an area in a school building is used as multi-purpose space, standards for educational space shall take precedence over standards for support space. Multi-purpose space includes, but is not limited to, an area used for physical education that becomes the dining area at meal time.

(m) Required educational space shall not be reduced or eliminated in order to provide additional support space or space for extracurricular activities.

(n) Charter schools shall be exempt from the minimum space sizes in this section.

Ed 321.11 Special Education Space.

(a) In addition to the requirements of Ed 321.10, space shall be provided in every school to meet the unique requirements of special education students, and to meet the requirements of Ed 1119.06.

(b) Exclusive use space shall be provided for speech therapy, physical therapy, occupational therapy, and private counseling. Physical and occupational therapy may be co-located.

(c) The minimum total amount of exclusive use space for special education shall be 600 square feet. An area for private meetings with parents and staff shall be available, although it need not be used exclusively for special education use.

(d) Locked, fire proof containers shall be provided for record storage.

(e) A private office shall be provided for the special education coordinator if there is a position on the school staff.

(f) Charter schools shall be exempt from the minimum space sizes in this section.

Ed 321.12 Standards for Support Space.

(a) Support space shall include, but is not limited to, offices, the nurse suite, kitchens, cafeterias, teacher preparation areas, gym locker rooms, team rooms, weight training rooms, storage areas, parking, and restrooms.

(b) The following standards shall apply to offices:

(1) The school principal, each assistant principal, and each guidance counselor shall be provided a private office;

(2) The chief building maintenance individual, chief food service individual, and each administrative staff person shall be provided with administrative space exclusive of storage space and waiting areas;

(3) All offices and administrative areas shall be provided with sufficient furniture appropriate to the work performed at that location; and

(4) The minimum total amount of administrative office space in a school building shall be 1200 square feet. The minimum size shall be based on an administrative staff of 6 individuals. For schools with more than 6 staff members who require office space, the minimum total amount of administrative office space shall be increased by 120 square feet

for each additional person requiring a private office and by 60 square feet for each additional person in an open office arrangement.

(c) The following standards shall apply in schools that have a school nurse:

(1) The nurse shall be provided with:

- a. Exclusive administrative space;
- b. A waiting area;
- c. Space for examining patients that includes a sink with hot and cold water;
- d. Secure dry and refrigerated storage for medications; and
- e. A patient isolation area which includes one cot for every 200 pupils in the design capacity;

(2) A separate restroom shall be provided which meets current accessibility requirements; and

(3) The minimum size of the nurse suite shall be 625 square feet for schools with a design capacity greater than 750 pupils. The minimum size of the nurse suite for schools with a design capacity of 750 pupils or less shall be 300 square feet.

(d) The following standards shall apply to kitchens and cafeterias:

(1) The kitchen and cafeteria shall be sized so as to allow each student a minimum of 10 minutes, not including serving time, to sit at a table and consume his or her meal during a specified lunch period;

(2) The cafeteria shall be sized based upon 12-15 square feet per student for the maximum number of diners in any given lunch period. The throughput of the serving line or lines shall ensure that all students can be served in the allotted time and that no student has to wait for a seat to become vacant before eating; and

(3) The kitchen shall be of sufficient size to allow the proper installation of all necessary equipment with the necessary spacing between appliances to meet the applicable safety requirements as specified by the manufacturer, the state building code under RSA 155-A, and the New Hampshire department of labor.

(e) Each teacher shall be provided with at least 64 square feet of shared administrative space to be used for lesson preparation and grading student work during periods when that teacher is not conducting classroom instruction. Shared administrative space shall include a desk or other work surface, a seat, and task lighting. This requirement may be fulfilled within educational space if that space is exclusively assigned to one teacher.

(f) Sufficient lockers, changing areas, and showers shall be provided for the maximum number of students in any scheduled physical education class for grades 7-12.

(g) One team room may be provided for each athletic team in season.

(h) One weight training room may be provided for grades 9-12.

(i) The following standards shall apply to storage space:

(1) Each student and staff member shall be provided with adequate space to store outer garments, books, and other personal items for the duration of the school day. Food service workers, custodians, and other staff who require special clothing shall be provided sufficient storage as required;

(2) Sufficient storage space shall be provided for general office supplies, text books, classroom equipment and similar items as required for administrative purposes;

(3) Sufficient space shall be provided to properly store athletic equipment, musical instruments, uniforms and other items of school property used by students or activities;

(4) Sufficient storage shall be provided to properly store cleaning supplies, tools, spare parts, unused furniture, equipment not in use, and other like items required for custodial and maintenance activities;

(5) Adequate dry and cold storage shall be provided to meet the requirements of the food service program for food storage and shall be sufficient to allow foodstuffs and paper products to be purchased in bulk; and

(6) Sufficient dumpsters or other type containers shall be provided to adequately handle refuse based upon the refuse collection schedule.

(j) The following standards shall apply to parking space:

(1) Outside vehicle parking space shall be provided for at least 100 percent of the staff and 75 percent of the students eligible to drive a vehicle; and

(2) Additional parking areas shall be provided for visitors, parents, and school buses as required;

(3) A waiver of these requirements may be requested by the school district under Ed 321.30. The waiver request shall include detailed information and statistics which shall demonstrate that a lesser amount of parking will meet the needs of the facility in question.

(k) Charter schools shall be exempt from the minimum space sizes in this section.

Ed 321.13 Fire Safety Requirements.

(a) All construction of school facilities shall meet the requirements of the state fire code under Saf-C 6000. The drawings and specifications of public school construction shall be evaluated by the state fire marshal according to the state fire code. Pursuant to RSA 153, the state fire marshal shall judge the drawings and specifications according to other related parts and standards of the Life Safety Code under NFPA Doc. No. 101, and the state building code under RSA 155-A.

(b) The certificate of substantial completion shall not be issued to the construction contractor prior to receipt of a letter of approval of the design from the state fire marshal.

(c) Variances for the provisions of Ed 321.13 may be granted by the state fire marshal in accordance with the provisions of Saf-C 6005.

Ed 321.14 RESERVED

Ed 321.15 Construction Costs.

(a) For a new building or addition to an existing building, construction cost shall include the cost of labor and materials to erect the building and foundation. The cost of site development shall not be included in construction cost.

(b) Equipment that is normally fastened to the structure shall be included in construction costs. Components of heating, ventilating, and air conditioning (HVAC) systems, electrical wiring and equipment, plumbing fixtures, components of fire protection systems, and door hardware shall be included in construction costs, as defined in Ed 321.02(b).

(c) In renovation projects, construction costs shall include the cost of labor and materials for repairing, replacing, remodeling, or altering the existing structure or building systems.

Ed 321.16 Total Cost of School Building Construction.

(a) ~~In addition to the actual cost of construction, for~~ purposes of calculating school building aid, total **eligible** costs ~~may also include but is not limited to:~~

(1) The costs for acquisition of land **and site development;**

(2) ~~Planning and design~~ **Construction costs;**

(3) ~~Site development~~ **Planning and design costs, including:**

a. Architectural fees;

b. Engineering fees; and

c. Project manager fees if required by RSA 198:15-c IV;

(4) ~~Landscaping~~ **Purchase of furniture, fixtures, and equipment necessary for the completion of a building, including commissioning fees, computers and software necessary to operate the security, HVAC, or other building system components, fire retardant window treatments, seating, lockers, clock systems, sound systems, and other equipment that is integral to the building and educational services; and**

(5) ~~Paving~~ **Purchase or lease-purchase of mechanical, structural, or electrical equipment, including the cost of installation of such equipment, which is designed to improve energy efficiency or indoor air quality in buildings;**

(6) ~~Furniture, computers, window treatments, and similar items;~~

(7) ~~Other equipment;~~

(8) ~~Work necessary to bring utilities from the site boundary to the building;~~

~~(9) Legal reviews;~~

~~(10) Construction insurance; and~~

~~(11) Permitting.~~

(b) Costs related to financing such as bonding charges and interest shall not be included in the total cost of school building construction and shall not be eligible for inclusion in the calculation of school building aid.

(c) Costs for construction work that is not located on school property shall not be eligible for inclusion in the calculation of school building aid. This includes, but not be limited to costs for construction of municipally owned sidewalks, costs for improvements to municipally owned roadways, costs for installation of traffic control devices, and costs to construct or improve utility plant to bring service to the school.

Ed 321.17 Construction Standards.

(a) All school construction shall comply with the requirements of the state building code under RSA 155-A. School design drawings and specifications shall bear the stamp and signature of individuals licensed to perform architecture or engineering in the appropriate disciplines in the state of New Hampshire. The stamp and signature of the design professionals shall be understood to certify that the project has been designed in compliance with all applicable building codes and standards.

(b) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

Ed 321.18 Heating, Ventilating, and Air Conditioning (HVAC) Requirements.

(a) Schools shall be designed, constructed, and maintained to provide:

(1) Code compliant outside air ventilation and exhaust systems to aid in the maintenance of indoor air quality; and

(2) Code compliant heating temperatures throughout occupied building areas.

(b) In cases where air conditioning is provided, schools shall be designed, constructed, and maintained to provide code compliant cooling temperatures throughout all air conditioned spaces.

(c) The design and installation of all HVAC systems shall comply with:

(1) The state building code under RSA 155-A;

(2) The code for energy conservation in new building construction under RSA 155-D; and

(3) The state fire code under Saf-C 6000.

(d) A school district may use energy recovery ventilation equipment in its school buildings for transfer of sensible and latent or sensible or latent energy from exhaust air to outside air. For the purposes of this paragraph, the transfer of sensible and latent or sensible or latent energy from exhaust air to outside air means the practice of extracting heat from exhaust air to limit the amount of new energy that is used to heat additional air from outside.

(e) Project construction documents shall require the HVAC contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the HVAC systems and components thereof.

(f) Project construction documents shall require a formal commissioning process for HVAC systems start-up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that prior to completion of a construction project, new and/or modified HVAC systems perform in accordance with the design intent and the construction documents. The commissioning process shall include, but shall not be limited to, verification and functional performance testing on all HVAC equipment and controls, in all operating modes.

(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

Ed 321.19 Plumbing Requirements.

(a) Schools shall be designed, constructed, and maintained to provide code compliant plumbing systems, including potable water, sanitary sewer and vent, storm drain, and other specialty plumbing systems.

(b) The design and installation of all plumbing systems shall comply with:

- (1) The state building code under RSA 155-A;
- (2) The code for energy conservation in new building construction under RSA 155-D;
- (3) The state fire code under Saf-C 6000; and
- (4) The state code for barrier-free design, Abdf 300.

(c) At a minimum, the following plumbing fixture ratios shall be provided for in each school building unless a higher number is required by the state building code under RSA 155-A:

- (1) The ratio of water closets to the number of students shall be one water closet per 30 students or fraction thereof;
- (2) For boys and girls in all grade levels, the ratio of lavatories to the number of students shall be 1-40. Wash fountain sinks may be substituted for lavatories as permitted by the state building code under RSA 155-A;

(3) If the state plumbing code requires a larger number of fixtures, the number required by the code shall be provided, unless a written waiver is received from an appropriate authority empowered to grant such waivers; and

(4) Whenever a school building is designed to allow restricted access to parts of the building such as the gymnasium or the auditorium, a sufficient number of restrooms and water closets or urinals shall be included within the restricted area to accommodate the maximum occupancy of the restricted area in accordance with the state building code under RSA 155-A.

(d) For the purposes of Ed 321.19 (c)(1):

(1) Fifty percent of the enrollment will be assumed to be girls and 50 percent boys unless there is strong information to indicate that a different ratio is appropriate; and

(2) Urinals may be used in lieu of water closets as permitted by the state building code under RSA 155-A.

(e) Sinks and wash fountain sinks shall be provided in laboratories and other instructional spaces as required. Corrosion-resistant fixtures, special waste systems, and waste interceptors shall be provided as required by the project program demands and the state building code under RSA 155-A.

(f) A minimum of one custodial sink shall be provided in each school building.

(g) A minimum of one school nurse sink compliant with the accessibility requirements under Abdf 300 shall be provided in each school building where a school nurse is assigned.

(h) Where integral to hand washing sinks, receptors for drinking fountains shall be directed to a receptor basin separate from the hand washing sink. One drinking fountain or water cooler shall be provided for every 40 students or fraction thereof, unless a larger number is required by the state building code under RSA 155-A, in which case the code requirement shall be met.

(i) Emergency shower and eye wash stations shall be provided in all science labs, automotive shops, and other places where hazardous liquids or open flames are frequently used and shall comply with the American National Standards Institute Z-358.1 2009~~14~~ standard as referenced in Appendix II.

(j) Project construction documents shall require the plumbing contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the plumbing systems and components thereof.

(k) Project construction documents shall require a formal commissioning process for plumbing systems start-up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified plumbing systems perform in accordance with the design intent and the construction documents. The process shall include, but shall not be limited to, verification and functional performance testing on all plumbing equipment and controls, in all operating modes.

(l) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

Ed 321.20 Electrical Requirements.

(a) Schools shall be designed, constructed, and maintained to provide code compliant electrical systems that include:

- (1) Power distribution;
- (2) Lighting;
- (3) Fire alarms;
- (4) Telecommunications systems that include but are not limited to the following specialty electrical systems:
 - a. Data;
 - b. Phone and intercom;
 - c. Community access television (CATV); and
 - d. Closed-circuit television; and
- (5) Security.

(b) The design and installation of all electrical systems shall comply with:

- (1) The state building code under RSA 155-A;
- (2) The code for energy conservation in new building construction under RSA 155-D; and
- (3) The state fire code under Saf-C 6000.

(c) In addition to being in compliance with the state code for energy conservation in new building construction under RSA 155-D, the design and installation of all lighting systems shall comply with the Illuminating Engineering Society of North America (IESNA) Lighting Handbook 10th edition – 2011 as referenced in Appendix II. Multiple use school spaces such as cafeterias and auditoriums shall have illumination for the highest level required by any planned use.

(d) In addition to complying with the state building code under RSA 155-A, the design and installation of all telecommunication systems shall also comply with the Building Industries Consulting Services International (BICSI) standards, the American National Standards Institute (ANSI), and the National Electrical Contractors Association (NECA) standards as follows:

- (1) The BICSI *Telecommunications Distribution Methods Manual* 12~~3~~th edition 201~~0~~¹⁴ as referenced in Appendix II;
- (2) The BICSI *Outside Plant Design Reference Manual* 5~~6~~th edition 201~~0~~¹⁸ as referenced in Appendix II;

(3) ANSI/BICSI 001-2009~~17~~, *Information and Communication Transport Technology Systems Design Guide Standard for K-12 and Implementation Best Practices for Educational Institutions and Facilities* as referenced in Appendix II;

(4) ANSI/NECA/BICSI 568-2006~~N1-2019~~, *Standard for Installing Commercial Building Telecommunications Cabling Installation Practices for Telecommunications and ICT Cabling and Related Cabling Infrastructure, June 2019 edition*, as referenced in Appendix II;

(5) BICSI Information Technology Systems Installation Methods Manual, 67th edition - 2017~~17~~ as referenced in Appendix II; and

(6) NECA/BICSI 607-2011, *Standard for Telecommunications Bonding and Grounding Planning and Installation Methods for Commercial Buildings* as referenced in Appendix II.

(e) Project construction documents shall require the electrical contractor to provide the school maintenance personnel with record drawings, appropriate training, operating and maintenance manuals, and any other relevant information concerning the electrical systems and components thereof.

(f) Project construction documents shall require a formal commissioning process for electrical systems start-up and initial operation. At a minimum, the construction documents shall identify the requirement for the development of a written commissioning plan specific to the project. The commissioning plan shall identify a process of ensuring that new and modified or new or modified electrical systems perform in accordance with the design intent and the construction documents. The process shall include, but shall not be limited to, verification and performance testing on all electrical equipment and controls, in all operating modes.

(g) Verification that construction has been performed according to state and local building codes and approval of variances shall be the responsibility of the local code enforcement official in the municipality in which the construction takes place, or the state fire marshal in accordance with RSA 155-A:7.

Ed 321.21 Acoustics.

(a) Educational spaces shall be constructed so as to meet or exceed the requirements of the ANSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools-2002~~part 1, 2010 edition and part 2, 2009 edition~~, as referenced in Appendix II.

(b) The school district may request a waiver under Ed 321.30 for meeting or exceeding the requirements in Ed 321.21(a) for educational spaces.

(c) Compliance with the acoustics standard shall be certified in writing by the lead architect or engineer.

Ed 321.22 RESERVED.

Ed 321.23 Steps in the Procedure for Approval of School Building Aid.

(a) Approval for a school site by the department shall not be given until the requirements in Ed 321.23(b)-(zw) are completed.

(b) A preliminary *letter of intent* application for school building aid shall consist of:

- (1) Project information on the name, location, *contact person*, description, anticipated district approval date, *estimated total cost*, and anticipated commencement and completion dates for the project;
- (2) Analysis of the existing conditions;
- (3) Alternatives considered;
- (4) Life cycle cost analysis of alternatives;
- (5) Copy of the most recent fire safety inspection report;
- (6) Copy of engineering reports, space utilization studies, or other appropriate documents that confirm the need to remediate the existing conditions;
- (7) A completed and signed, condition evaluation form dated 2013 *Description of the deficiencies in the facility of the existing building*; and
- (8) A statement to be signed by the superintendent of schools of the district making application which indicates that the school board has reviewed the requirements of RSA 198:15-a, 15-b, and 15-c and Ed 321, and that a copy of Ed 321 has been provided to the lead architect or engineer responsible for design of the project.

(c) Preliminary applications *The letter of intent* shall be received not later than July 1 of each year to be considered for a school building aid grant in the following fiscal year *18 months prior to the beginning of the biennium in which school building aid grants are to be dispersed. The commissioner may waive the letter of intent or its submittal deadline under Ed 321.30 for good cause.*

(d) An application for school building aid shall consist of:

- (1) School building aid application for each building where eligible construction work is to be accomplished, which shall include the following information from the school district:
 - a. Project information *including* on the location, *contact person, estimated cost of the project, school approval level, project type, and scope, project delivery method, anticipated date of approval, and anticipated commencement date if approved*;
 - b. Identification of design and construction firms *architect and project manager, if required by RSA 198:15-c*;
 - c. Description of new space to be constructed and existing space to be renovated *Identification of the total number of students, staff, and student drivers, the design capacity, educational capacity, and utilization rate*;
 - d. A *brief* description of building systems included in the project;
 - e. Information about the site of the proposed *Description of the project alternatives considered and rational for selecting the alternative chosen*;

- f. Description of the current and proposed energy use of the facility;*
- g. A list of the deficiencies and, if applicable, a statement of how the proposed project will correct the deficiency;*
- h. A description of the maintenance requirements identified in RSA 198:15-b, I-a;*
- i. Square footage of the building before and after construction;*
- ƒj. Anticipated ~~P~~project costs and unit costs; and*
- gk. Anticipated ~~F~~funding sources and anticipated amounts from each source; and*
- l. Amount of district debt, total assessed valuation, and percent debt to valuation;*

(2) ~~Preliminary design documents consisting of at least the following~~*The school building application shall include the following attachments:*

- a. A completed and signed condition evaluation form dated 2019;*
- b. A statement of assurance, signed by the chair of the school board, which indicates that the district intends to maintain and service all installed equipment according to the manufacturer's instructions;*
- c. A copy of the school or district's 20-year maintenance plan in accordance with RSA 198:15 I-a. (l);*
- d. Minutes of the meeting to put forth the project for voter consideration and funding;*
- e. Most recent fire and health inspection reports;*
- f. Copy of completed request for project review from the department of cultural resource, division of historical resources;*
- g. Copy of the submission to the State Fire Marshal's Office for a plan review;*
- h. A copy of the school's application for energy efficiency reimbursement from their regulated utility under RSA 374-F, as required by RSA 198:15-c;*
- i. Copy of engineering reports, space utilization studies, or other appropriate documents that confirm the need to remediate the existing conditions;*
- j. Life cycle cost analysis, in accordance with RSA 198:15-b I.(b)(2);*
- k. Documentation on the selected design capacity;*
- l. Educational capacity calculations;*

m. An aerial view of the existing building(s) with the total square footage and the year of construction labeled for the original building and any additions;

an. Site plan which indicates the boundaries of school owned property to be developed, location of proposed construction, location of wetlands and bodies of water, and location of existing structures;

bo. Preliminary Aarchitectural drawings including outside elevations, and dimensioned floor plans that are labeled as to the use of each space;

ep. Outline of technical specifications;

eq. The completion of the data collection survey or the Egeneral description of major building systems, including but not limited to heating, ventilation, electrical, plumbing, and fire protection;

r. If the project includes the purchase of land, attach site information such as the total buildable area, descriptions of the restrictions the site might have, the status of any necessary testing and permitting, and the proposed grading plan; and

s. A digital copy of the application and attachments.

~~(3) Independent cost estimate from a construction contractor or estimating firm. If the independent cost estimate deviates from the architects estimate by more than 10 percent, the district or charter school shall reconcile the 2 estimates and explain how the final estimate was determined;~~

~~(4) Maintenance impact analysis form dated 2013;~~

~~(5) Copy of the school or district maintenance plan with projections of requirements for the next 20 years;~~

~~(6) Copy of completed request for project review from the department of cultural resource, division of historical resources; and~~

~~(7) Map showing the project location and the surrounding area within a 1 to 3 mile radius.~~

(e) To be considered for building aid in the following biennium, complete Aapplications shall be received by ***completed and filed with*** the department not later than ~~September~~ ***July*** 1 of each ~~the~~ ***year prior to the biennium in which school building aid grants are to be dispersed*** be considered for a school building aid grant in the following fiscal year.

(f) Within 30 days of receipt of an application, The department shall provide preliminary approval of project for building aid upon approval of the application and preliminary design ***notify the applicant that either:***

(1) The application is complete and approved for project ranking; or

(2) The application is incomplete and enumerate the items needed in order for the application to be complete and a deadline for submission.

(g) The department shall review ~~all applications for completeness and shall~~ award a score to each application using ~~the “Condition Evaluation Form” dated 2013~~^{the “Condition Evaluation Form” dated 2013}. The department shall conduct a site visit to the location of each application subject to the availability of time and funds for making such visits. The department shall present the applications including the completed condition evaluation to the school building authority.

(h) Projects shall be scored according to the following criteria.

- (1) ~~Life safety~~**Correcting unsafe conditions, 1300 points possible;**
- (2) ~~Overcrowded conditions~~**Updating obsolete, inefficient, and unsuitable facilities, including correcting deficiencies with the Americans with Disabilities Act, 25 100 points possible;**
- (3) ~~Space deficiencies~~**Correcting overcrowding conditions and addressing increased enrollment projections, 60 75 points possible;**
- (4) ~~Building operations deficiencies~~**Having an active maintenance program that tracks scheduled and unscheduled repairs, upkeep, minor alterations, enhancements to buildings, and preventive maintenance necessary to achieve the design life expectancy of building systems and components, 35 75 points possible;**
- (5) ~~Percent of student enrollment~~ **Eligible for free or reduced cost meals, 20 125 points possible;**
- (6) **Adding and integrating school security systems, 100 points possible;**
- (7) **Contributing to operational cost efficiencies, consolidation, or reduced property taxes, 100 points possible;**
- (8) **Designing a high performance facility that provides an environment that is energy and resource efficient, 100 points possible; and**
- (6) ~~Preserving Historical preservation, possible addition of up to 10 points~~**elements of the facility, as requested by the New Hampshire Department of Historical Resources; and**
- (7) ~~Maintenance program, possible deduction of up to 20 points.~~

(i) Projects shall be ranked in descending order with the project receiving the highest score ranked first.~~with the following exceptions:~~

- (1) **No application which receives at least half of the possible points for unsafe conditions in (h)(1) above shall be ranked below any application that receives fewer than half of the possible points for unsafe conditions;**
- (2) **Except as allowed by (h)(1) above an application that was on the prioritized list in the previous biennium and approved by the district’s legislative body, but did not receive a grant due to insufficient funds in the previous biennium, shall be ranked ahead of any application that was not on the list in the previous biennium; and**

(3) In the event that 2 or more applications receive the same number of points, they shall be ranked according to the number of points scored in the unsafe conditions category. If a tie score remains after ranking for unsafe conditions, the school building authority shall determine the ranking of those applications.

(j) ~~Life safety p~~Points for *unsafe conditions* shall be awarded only for conditions caused by normal wear and tear, code changes since construction of the building, or a natural event. Conditions that result from insufficient maintenance or neglect as described in Ed 321.27(g) or Ed 321.27(h) shall not be considered for points.

(k) ***In accordance with RSA 198:15-c II.(a),*** ~~The school building authority shall meet as necessary to produce a prioritized list of applications by December 1 of each year prior to the biennium in which school building aid grants are to be dispersed, the school building authority shall verify the ranking submitted by the commissioner and submit a list in descending rank order to the state board of education for approval. If the submitted list differs from the preliminary ranked from the department of education, the school building authority shall justify the new ranking list using the same criteria identified in (h) and (i) above.~~ The school building authority shall review and verify the applications and scoring. ~~The school building authority may provide opportunities for applicants to give presentations on the merits of their proposed construction projects.~~

~~(l) The school building authority shall rank the projects in the order of the verified scores with the following exceptions:~~

~~(1) No application which receives at least half of the possible points for existing life safety deficiencies shall be ranked below any application that receives fewer than half of the possible points for life safety;~~

~~(2) An application that was on the prioritized list in the previous year and approved by the district's legislative body, but did not receive a grant due to insufficient funds in the previous year, shall be ranked ahead of any application that was not on the list in the previous year and receives fewer life safety points in the current year; and~~

~~(3) In the event that 2 or more applications receive the same number of points, they shall be ranked according to the number of points scored in the life safety category. If a tie score remains after ranking for life safety, the school building authority shall determine the ranking of those applications.~~

~~(m) The prioritized list of applications shall be approved by majority vote of the school building authority and submitted to the state board by December 1 each year.~~

~~(n) In accordance with RSA 198:15-c, II.(a),~~ ~~the state board shall review, approve, and cause to be published the prioritized descending rank ordered list of applications by January 15 of each the year prior to the biennium in which school building aid grants are to be dispersed.~~ If the state board determines that the school building authority or the department failed to comply with the requirements of Ed 321 or RSA 198:15-bc in developing the prioritized list, the list shall be returned for appropriate corrective actions.

~~(o) School districts and charter schools shall have 15 business days following the publication of the prioritized list of applications to appeal the prioritization of their applications. Appeals shall be submitted in writing to the state board and signed by the chair of the local school board or chair of the board of directors of a charter school.~~

~~(pq)~~ Final drawings and technical specifications shall be provided to the department for review and approval as soon as they become available.

~~(qr)~~ The department shall approve final drawings and technical specifications upon receiving the following information:

(1) Drawings and technical specifications signed and stamped by individuals licensed in the appropriate disciplines to practice architecture or engineering in the state of New Hampshire;

(2) A signed letter of certification provided by the designers indicating that the design meets the state building code under RSA 155-A, the code for energy conservation in new building construction under RSA 155-D, the New Hampshire code for barrier-free design under Abfd 300, the requirements of Ed 321, and that no asbestos containing materials have been specified; *and*

(3) Certification that reference any properly approved code or permit variances or waivers; ~~and~~

~~(4) A copy of the school district or charter school's application for energy efficiency reimbursement from their regulated utility under RSA 374-F, as required by RSA 198:15-e.~~

~~(rs)~~ Certification that the design meets the state energy code shall be provided to the public utilities commission as required by Puc 1803.03.

~~(st)~~ The department shall provide review comments in writing. Corrections shall be made if the review comments indicate that the design fails to meet one or more state requirements. Documentation of the corrections shall be provided to the department.

~~(tu)~~ Drawings and specifications shall be provided to the office of the state fire marshal. A letter of approval by the state fire marshal shall be issued and distributed upon the fire marshal's approval of drawings and specifications. A copy of the letter of approval shall be provided to the department.

~~(uv)~~ If the project involves construction or extensive renovations of food service facilities, drawings and specifications shall be reviewed and approved by the bureau of food protection in the department of health and human services as required by He-P 2304. A copy of the letter of approval shall be provided to the department.

~~(vw)~~ If the project includes a well or septic system, approval shall be obtained from the department of environmental services as required by RSA 485 and Env-Ws 300 et seq. or successor rules in subtitle Env-Dw or RSA 485-A and Env-Wq 1000, as applicable. A copy of the approval(s) shall be provided by the applicant to the department.

~~(wx)~~ If the project includes an addition to a building using an existing well or septic system, but does not expand the capacity of the system, certification that the existing system is adequate shall be provided by an individual properly licensed in New Hampshire to give such certification.

~~(xy)~~ Upon receipt and approval of all required documents, the department shall approve a project for a school building aid grant and disburse funds to a school district or charter school as described in Ed 321.24.

~~(yz)~~ Following completion of all construction work and final actual costs have been determined, the school district or charter school shall submit a ~~final application form dated 2013 for school building aid.~~ **Final application for school building aid consisting of request for final payment with the following information:**

~~(1)~~ Project information ***including*** ~~on~~ the name of the project, ***contact person***, ~~project delivery approach, the architectural and construction firms, and the contracted date for project completion,~~ ***and overall cost of the project;***

~~(2)~~ Final space information;

~~(3)~~ Actual project funding sources;

~~(4)~~ Actual project costs;

~~(5)~~ Final unit costs; ~~and~~

(5) Actual project funding sources and documentation of each source;

~~(6)~~ Other information on code compliance, income sources, and required approval from other state agencies, not previously submitted; and

~~(7)~~ Explanation of all deviations from the approved design and cost;

(7) A summary of invoices with date of invoice, vendor, description of item, amount of invoice, and category of item type such as a site acquisition or development cost, a construction cost, a planning and design cost, or a furniture, fixtures and equipment cost;

(8) A signed statement from the school administrator, the person in charge of finances, and school board members or board of trustees, that the project is complete, the summary of invoices submitted are accurate, and that the project was built in accordance with all applicable building aid rules and law to the best of their knowledge;

(9) Other information on code compliance, income sources, and required approval from other state agencies, not previously submitted; and

(10) A digital copy of the information in (1) through (9) above.

~~(zaa)~~ The department shall issue project application completion form dated 2013 upon approval of the final application form dated 2013. Receipt shall indicate that all necessary requirements have been met. ***After review and verification of the information submitted in Ed 321.23 (w), the department shall issue a project completion letter stating that all necessary requirements have been met and that all payments are final.***

Ed 321.24 School Building Aid Payments.

(a) School building aid shall be provided by the department from funds appropriated by the legislature to eligible local school districts and charter schools in accordance with RSA 198:15-a and Ed 321. School building aid shall be paid for construction as authorized by RSA 198:15-b,II on property owned by a school district or , city in cities with school departments, or a charter school.

(b) By April 30 of each year, the department shall verify with each district the anticipated amount of school building aid to be provided in the following fiscal year.

(c) For applications approved prior to July 1, 2013 school building aid payments shall be made semi-annually in October and April of each fiscal year. Semi-annual payments shall be in approximately equal amounts. In the event that payments are prorated in accordance with RSA 198:15-e, the October payment shall be 50 percent of the annual total with the full prorated reduction occurring in the April payment.

(d) For applications approved after July 1, 2013, school building aid payments shall be made in 2 increments. The department shall encumber the full eligible amount of the grant in the fiscal year in which construction is expected to begin. Eighty percent of the estimated eligible grant shall be paid upon approval for payment by the department. The balance of the total grant shall be paid upon completion of construction and verification by the department. The amount of the total grant shall be calculated based on the actual cost of construction financed from eligible sources. Payment for actual costs that exceed the amount estimated at the time of approval for payment shall be subject to the availability of funds.

(e) Approval for payment by the department shall be given upon completion of all of the following:

- (1) Vote of the legislative body of the district or the board of directors of a charter school approving the construction project and appropriating the local share of funds necessary to complete the project;
- (2) Approval of the project by the state board;
- (3) Receipt of all project documentation required by the department;
- (4) Approval of the project design, technical specifications, and cost estimate by the department;
- (5) Availability of funds in the state budget according to the priorities established by the state board pursuant to RSA 198:15-c; and
- (6) Receipt by the department of a copy of a signed construction contract between the school district or charter school and a contractor authorized to conduct construction business in New Hampshire by the secretary of state.

(f) The department shall disburse 80% of the estimated school building aid grant to the school district or charter school. The remainder of the grant shall be encumbered until the completion of the project.

(g) School districts shall submit quarterly project status updates to the department until the project is completed.

(h) The department shall ~~calculate~~ **disperse** the final grant payment based on actual costs of the project ~~upon receipt~~ **after review** and verification of the ~~final application form dated 2013~~ **information submitted with the request for final payment identified in Ed 321.23(z)**. ~~The final payment shall be disbursed to the school district or charter school following the issuance of the project application completion form dated 2013.~~

Ed 321.25 Building Aid for Planning and Design of School Facilities. Building aid for architectural, engineering, and other services associated with the planning and design of new school facilities or modifications to existing facilities as authorized by RSA 198:15-b,II(b) and (d) shall not be paid until construction has been approved by the legislative body of the school district or board of directors of a charter school and the project has been approved for funding by the department.

Ed 321.26 Maximum Allowable Construction Cost.

(a) School building aid grants shall be subject to the maximum allowable construction cost under RSA 198:15-b,IV(a).

(b) School building aid shall be calculated based upon the actual construction cost or the maximum allowable construction cost, whichever is lower. The department shall publish the maximum allowable construction cost no later than November 1 of each year. The annually published maximum allowable construction cost shall apply to construction which begins after March 31 of the following year.

(c) The department shall use construction cost and inflation indices developed by the R.S. Means Company of Kingston, Massachusetts as the basis for setting the annual maximum allowable construction cost. The department shall compare the R.S. Means data to actual construction costs for the previous 3 years, and shall adjust the maximum allowable cost upward if the R.S. Means data is lower than the average cost for the previous 3 years after adjusting the actual costs for inflation.

(d) The school district may request a waiver under Ed 321.30 for the maximum construction cost allowed under Ed 321.26.

Ed 321.27 Substantial Renovation. Eligibility for school building aid for substantial renovations as authorized by RSA 198:15-b, II(f) shall be determined as follows:

(a) The construction cost of the renovation project shall be compared to the construction cost of a complete new building equal in size to the building to be renovated using the maximum allowable construction cost as set by Ed 321.26.

(b) The construction cost of the renovation project shall exceed 25 percent of the construction cost of a new building or \$5 million, whichever is lower.

(c) In order to allow school districts to complete large renovation projects without borrowing, school districts may propose projects to be funded over several years through direct appropriations. A complete **building aid** application ~~form dated 2013~~ **identified in Ed 321.23(e)**, including design drawings and technical specifications for all phases of the project shall be submitted in the fiscal year prior to the start of construction. The scope of work and estimated cost of each phase shall be ~~indicated on~~ **attached to the building aid** application ~~supplement form dated 2013~~. The total cost of all phases shall be used to determine the eligibility of projects which are scheduled to be phased over 2 or more consecutive years, subject to the approval of funding for subsequent phases by the legislative body of the school district. In the event the district fails to fund subsequent phases of the project, school building aid payments shall cease and the district shall return all state funds received for the project. A lapse of one year shall be approved upon request of the district. Multi-year projects shall not exceed 5 years unless. Multi-year projects shall be evaluated for prioritization under Ed 321.23 (g)-(n) in the first year in which funding is requested. Grants shall be calculated each year based on the amount appropriated by the district in that year.

(d) If the construction cost of the renovation project exceeds 60 percent of the cost of new construction, the following additional criteria shall be met:

(1) The school district shall provide documentation that new construction was considered in lieu of renovation and explain why the renovation alternative was chosen; and

(2) The scope of the renovation project shall provide that all building systems shall be upgraded to the most current codes and standards and that the building shall be fully accessible to individuals with disabilities.

(e) Renovation work done in conjunction with additions to existing buildings shall not be subject to paragraphs (a) through (c) above, but shall be subject to paragraphs (f) through (j) below.

(f) School districts shall maintain adequate property insurance to pay for damages resulting from weather and other natural events. School building aid shall not be provided for work that is covered by insurance or that should reasonably be expected to be covered by insurance.

(g) School building aid shall not be paid for repairs to equipment or structures that are covered by a valid warranty or guarantee. If a warranty has been invalidated by the actions of a school district or its staff, school building aid shall not be paid for damages incurred during the warranty period.

(h) School building aid shall not be paid for repairs to buildings, systems, or components that result from failure to perform proper maintenance. In making this determination, the department shall compare the age of the damaged materials or equipment to the expected useful life of the materials or equipment based on commonly accepted industry standards. School districts shall be required to provide maintenance records and other documentation concerning their maintenance program if necessary for the department to clearly understand the cause of equipment or system damage.

(i) School building aid shall not be paid for work that results from failure to follow building codes or previous guidance from the department.

(j) School building aid shall not be paid for repairs for which the school district makes a legal claim for damages until the legal proceeding has been resolved. In such cases, any portion of the claim that is not satisfied by the legal proceeding shall be eligible for school building aid subject to the limitations in Ed 321.27(a) to (h).

(k) A school district may request a waiver under Ed 321.30 for how eligibility for school building aid for substantial renovations is determined under Ed 321.27.

Ed 321.28 Community Use.

(a) Selected areas within a school facility may be constructed in a size large enough to accommodate use of the facility for community purposes other than education. School building aid, however, shall be limited to the maximum allowable size and maximum allowable construction cost limits as described in Ed 321.04, Ed 321.06 and Ed 321.26.

(b) Required educational space shall not be eliminated or reduced in order to provide community use space within the maximum size and cost limits.

(c) A school district may request a waiver under Ed 321.30 for the limitation on school building aid and required educational space under Ed 321.28(a) and (b).

Ed 321.29 Ineligibility for School Building Aid.

(a) The following shall be considered ineligible for school building aid under RSA 198:15-c unless a waiver is granted under Ed 321.30:

- (1) Swimming pools or natatoriums;
- (2) Field houses;
- (3) Indoor tennis courts;
- (4) Indoor tracks except suspended tracks that do not increase the overall size of the building;
- (5) Ice rinks;
- (6) Artificial turf on athletic fields;
- (7) Auditoriums with a seating capacity including seating capacity for staff greater than 50 percent of the building support space design capacity;
- (8) All auditoriums in elementary schools;
- (9) Resurfacing of tracks, courts, and playing fields;
- (10) Motor vehicles;
- (11) School administrative unit facilities;
- (12) Career and technical centers receiving project funding under RSA 188-E; and
- (13) Text books;
- (14) Computers and software that are not integral to the building systems;**
- (145) Portable classrooms; and
- (156) Leases.

(b) The following one-time expenses for ~~completely~~ **newly formed** schools ~~only~~ shall be eligible for school building aid under RSA 198:15-c:

- (1) Library books;
- (2) Computer software; and
- (3) Outdoor athletic facilities.

(c) School districts may submit a written request to the commissioner for inclusion of such items in their school building aid grant. The request shall include an explanation of how approval of the request

will support the educational needs of the school district. The written request shall be submitted according to the waiver provisions in Ed 321.30.

(d) Appeals of decisions concerning eligibility may be made to the state board of education under Ed 200. Nothing in this section shall preclude a school district from constructing such facilities or purchasing items with local funds.

Ed 321.30 Waiver Provisions.

(a) The commissioner of the department or the commissioner's designee may grant waivers for the standards required in Ed 321.03, Ed 321.04, Ed 321.06, Ed 321.10, Ed 321.12, Ed 321.21, **Ed 321.23(b)**, Ed 321.26, Ed 321.27, Ed 321.28, and Ed 321.29.

(b) Waiver requests shall:

- (1) Be submitted in writing;
- (2) Be signed by the superintendent of schools of the district requesting the waiver;
- (3) Include:
 - a. Reference to the specific section of Ed 321 for which a waiver is requested;
 - b. A detailed explanation of the standard to be waived and the degree to which the standard will be met if the request for waiver is approved;
 - c. A detailed explanation of the conditions that prevent compliance with the standards of Ed 321, or an explanation of how the waiver is in the best interest of education or is the most effective use of resources;
 - d. An explanation of the district's attempts to achieve compliance with the standard;
 - e. Maps, drawings, or diagrams as appropriate to illustrate and clarify the waiver request;
 - f. An explanation of the impact of a denial of the request for a waiver; and
 - g. Other information to support the request that the district would like to have considered.

(c) Waivers for Ed 321.03(f) shall also include the following information:

- (1) A site utilization plan showing all pertinent features for meeting the requirements of the educational specifications that includes:
 - a. The location for parking;
 - b. Out-of-door play areas;
 - c. Other municipal playing fields; and

d. Any other spaces available for student use;

(2) A long-range plan for any planned expansion of future spaces, such as additions, playing fields, parking lots and any other spaces available for student use; and

(3) Any pertinent data relative to land values and the availability of other property, contiguous or not, that can be acquired to enlarge a school site.

(d) The commissioner or the commissioner’s designee may request additional information prior to a ruling on the request for a waiver.

(e) A written ruling shall be provided to the district by the department within 60 days of receipt of the request for a waiver or following receipt of any additional information requested by the department. A waiver shall be approved if in the determination of the commissioner of the department or the commissioner’s designee, approval of the request for a waiver will not compromise the quality of education required in Ed 306 or is the best use of available resources.

(f) Any part of construction work that is dependent upon or otherwise affected by the results of the request for waiver shall not proceed until a ruling on the request has been received from the department.

(g) School districts may appeal the decision of the commissioner or the commissioner's designee to the state board as provided in Ed 200.

Ed 321.31 Air Quality and Energy Efficiency Projects. Projects intended to improve air quality or energy efficiency shall be eligible to receive school building aid in accordance with RSA 198:15-b,II,(g) and shall not be subject to the requirements of Ed 321.27. Air quality or energy efficiency projects may be financed through a lease-purchase agreement with a vendor. A copy of the lease-purchase agreement shall be submitted to the bureau of school approval and facility management, with the final application for school building aid. The agreement shall clearly indicate the costs of labor and equipment separate from rental costs, utility costs, maintenance service costs, interest, or any other charges that are not eligible for school building aid under RSA 198:15-b,II.

Ed 321.32 REPEALED

Appendix I

Ed 321.01	RSA 21-N:9; RSA 198:15-a
Ed 321.02	RSA 21-N:9, II(c)
Ed 321.03	RSA 21-N:9, II(c)
Ed 321.04	RSA 198:15-b,VII(b)(2)
Ed 321.05	RSA 198:15-b
Ed 321.06	RSA 198:15-b,VII(b)(1)
Ed 321.07 - 321.12	RSA 21-N:9, II(c)
Ed 321.13	RSA 155-A
Ed 321.15 - 321.16	RSA 21-N:9, II(c)
Ed 321.17	RSA 155-A
Ed 321.18 - 321.19	RSA 155-A; RSA 155-D
Ed 321.20	RSA 155-D
Ed 321.21	RSA 21-N:9,II(c)
Ed 321.23	RSA 198:15-a, RSA 198:15-b, RSA 198:15-c; RSA 155-A;

	RSA 155-D
Ed 321.24	RSA 198:15-a; RSA 198:15-b, IV; RSA 198:15-hh
Ed 321.25	RSA 198:15-b, IV(b)
Ed 321.26	RSA 21-N:9, II(c)
Ed 321.27	RSA 198:15-b, II(f)
Ed 321.28	RSA 21-N:9, II(c)
Ed 321.29	RSA 198:15-c
Ed 321.30	RSA 21-N:9, II(c)
Ed 321.31	RSA 198:15-c
Ed 322	RSA 198:15-hh

Appendix II

Ed 321.19(i)	American National Standards Institute Z-358.1 Eye wash standards 2014	http://www.eyewashdirect.com/ANSI-Eyewash-Z358-Eyewash-Standard-Guide-s/31.htm Pdf file. No cost.
Ed 321.20(c)	Illuminating Engineering Society of North America(IESNA) Lighting Handbook 10 th edition - 2011	http://www.iesna.org/store/ Cost varies with Printed or PDF version
Ed 321.20(d)(1)	BICSI Telecommunications Distribution Methods Manual 13 th edition, 2014	Go to www.bicsi.org . select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, Fl 33637 Or call: Toll free #800242-7405 Printed materials for members 235.00, nonmember \$395.00, also available online.
Ed 321.20(d)(2)	The BICSI Outside Plant Design Reference manual 6 th edition 2018	Go to www.bicsi.org . select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, Fl 33637 Or call: Toll free #800242-7405 Printed materials for members \$159.00, nonmember \$249.00, also available online.
Ed 321.20(d)(3)	ANSI/BICSI 001-2017, Information and Communication Technology Systems Design and Implementation Best Practices for Educational Institutions and Facilities	Go to www.bicsi.org . select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, Fl 33637 Or call: Toll free #800242-7405 Printed materials for members 75.00, nonmember \$95.00, also available online.
Ed 321.20(d)(4)	ANSI/NECA/BICSI N1-2019, Installation Practices for Telecommunications and ICT Cabling and Related Cabling Infrastructure, June 2019 edition	Go to www.bicsi.org . select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, Fl 33637 Or call: Toll free #800242-7405 Printed material for members \$25.00, nonmember \$35.00, also available online.

Ed 321.20(d)(5)	BICSI Information Technology Systems Installation Methods Manual, 7 th Edition - 2017	Go to www.bicsi.org , select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, FL 33637 Or call: Toll free #800242-7405 Printed material for members \$159.00, nonmember \$169.00, also available online.
Ed 321.20(d)(6)	NECA/BICSI 607-2011, Standard for Telecommunication Bonding and Grounding Planning and Installation Methods for Commercial Buildings	Go to www.bicsi.org , select “shop” then on that page select “publications” Or write to: BICSI, 8610 Hidden River Parkway, Tampa, FL 33637 Or call: Toll free #800242-7405 Printed material for members \$25.00, nonmember \$35.00, also available
Ed 321.21	NSI S12.60 American National Standard Acoustical Performance Criteria, Design Requirements, and Guidelines for Schools- Part 1, 2019 edition and Part 2, 2009 edition	Standards Secretariat, Acoustical Society of America 35 Pinelawn Road, Suite 114E, Melville, NY 11747-3177 Available on-line at no cost.
http://www.caslpa.ca/PDF/noise%20in%20classroom/ASA%20Acoustic%20requirements%20for%20schools.pdf		

Notice Number 2019-199Rule Number Ed 507.40 and Ed 507.41

1. Agency Name & Address:

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

2. RSA Authority: RSA 21-N:9, II(s);
RSA 186:11, X(a)

3. Federal Authority: _____

4. Type of Action:

Adoption _____
Amendment _____
Repeal _____
Readoption _____
Readoption w/amendment X

5. Short Title: **Special Education Teacher and Early Childhood Special Education Teacher**

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

Ed 507.40 contains the licensure requirements for Special Education Teacher for ages 5-21 and Ed 507.41 contains the licensure requirements for Early Childhood Special Education Teacher for ages birth to grade 3. The rules are currently interim rules which are scheduled to expire April 8, 2020. The rules are being readopted with amendment in order to outline competencies consistent with current standards and practice in the field.

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

Public and chartered public schools and their students, participating non-public schools, licensed educators, and applicants for NH licensure are affected by these rules.

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

Rule	Specific State Statute the Rule Implements
Ed 507.40	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 507.41	RSA 21-N:9, II(s); RSA 186:11, X(a)

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

Name: **Amanda Phelps**Title: **Administrative Rules
Coordinator**Address: **Department of Education
101 Pleasant Street
Concord, NH 03301**Phone #: **(603) 271-2718**Fax#: **(603) 271-3830**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: **December 19, 2019** Fax E-mail Other format (specify):

NN 2019-199 Continued

9. Public hearing scheduled for:

Date and Time: **December 12, 2019 at 11:30 a.m.**

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

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

FIS # 19-199, dated 10/28/19

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

There is no difference in cost when comparing the proposed 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

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

Relative to Part I, Article 28-a of the N.H. Constitution, there are no added costs for these proposed rules to the state or to political subdivisions. These rules provide the requirements for the educator credentialing process which is already in place. The credentialing procedures are self-funded activities of the NH Department of Education from the credentialing fee revenues. Therefore, there is no violation of Part I, Article 28-a.

Readopt with amendment Ed 507.40 and Ed 507.41, effective 10-11-19 (Document #12898, Interim), to read as follows:

Ed 507.40 General Special Education Teacher; **General Requirements**. The following requirements shall apply to the certification and employment of a general special education teacher:

(a) To be certified *licensed* as a general special education teacher *specified in Ed 507.41 or an early childhood special education teacher specified in Ed 507.??*, the candidate shall have at least a bachelor's degree.

~~(b) A general special education teacher shall be certified as one or both of the following:~~

~~(1) An early childhood general special education teacher for children from birth up to age 8; or~~

~~(2) An elementary/secondary general special education teacher for children age 5 up to age 21.~~

~~(eb) A candidate for certification *licensure* as an early childhood general special education teacher as specified in Ed 507.41 or for licensure as an early childhood special education teacher as specified in Ed 507.?? for children birth up to age 8 or as an elementary/secondary general special education teacher for children age 5 up to age 21 shall have the following skills, competencies and knowledge through a combination of academic and supervised field-based experience in the following areas as applicable to the endorsement area sought:~~

~~(1) In the area of theoretical foundations, the candidate shall have the ability to:~~

~~a. Describe the philosophies, historical perspectives, theories, models, **federal law, state law**, and ~~current issues~~ **case law** related to knowledge and practice in general and special education;~~

~~b. Understand how philosophical and historical perspectives influence professional practice;~~

~~c. Understand the role of families in supporting the development of a student's ability to learn, interact socially, and live as a contributing member of the community; ~~and~~~~

~~d. Understand the functions of schools, school systems, and other agencies and their relationships to general and special education; **and**~~

~~**e. Understand the components of a legally defensible education program;**~~

~~(2) In the area of **development and** characteristics of learners, the candidate shall have the ability to:~~

~~a. Describe the similarities and differences in human **growth and** development of ~~students~~ **individuals** with and without disabilities within and across cognitive, **academic, developmental**, social, ~~emotional~~ **language, sensory, diversity**, ~~and~~ physical, **and emotional or behavioral** areas;~~

b. Describe the characteristics *and their respective educational implications* of various types *all kinds* of disabilities *in federal statutes, federal regulations, and educational implications* Ed 1100;

c. Understand the etiologies, medical aspects, and impact of sensory disabilities on *Demonstrate knowledge and understanding of diversity, families, communities, gender and society that influence* learning; and

d. Understand that the experiences of students with disabilities impact their ability to function within the family and community environment *Demonstrate understanding of the influences of environment and co-existing conditions, disabilities, or both, in individuals*;

(3) In the area of learning differences, the candidate shall have the ability to:

a. Understand and utilize the diverse range *results* of students' *individuals'* *evaluations, assessments and other information from a variety of sources, including parents and students, to identify academic, developmental, social, emotional, behavioral, functional skills, and post-secondary transition educational needs* approaches to learning and the range of modifications and accommodations that can be used to support learning;

b. Recognize *Demonstrate knowledge* and understanding *of the learning differences, preferences, and needs* of students with disabilities *including multiple influences of human growth and development in collaboration with team members in the development of individualized educational programs* within the broader context of their families, cultural backgrounds, socioeconomic classes, languages, communities, and peer and social groups;

c. Demonstrate understanding of a student's *Understand how the learning differences, preferences, and needs of students with disabilities affect progress in the general curriculum, extracurricular activities, and other nonacademic areas* in the development of the IEP and transition needs;

d. Understand how information processing skills can impact *Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse student learning needs*;

e. Relate levels of support to the needs of the student with disabilities, creating instructional opportunities that are adapted to diverse learning needs *Understand and utilize the diverse range of a student's approach to learning and the range of modifications and accommodations that can be used to support learning*;

f. Understand the effects exceptional condition(s) can have on a student's learning in school and life *Understand the concept of least restrictive environment and the continuum of educational environments*; and

g. Recognize the relationships among a student's academic, and social, *emotional, behavioral and functional* abilities, attitudes, *and* interests and values on instruction, *transition planning*, and career development;

(4) In the area of learning and social environments, the candidate shall have the ability to:

- a. ~~Design learning environments that encourage individual academic success in one-to-one, small group, and large group settings~~ ***Incorporate research based instructional frameworks to promote access, equity, and respect for all students in the general education environments;***
- b. ~~Identify realistic expectations for social behavior and social skills needed for success in school and community settings~~ ***Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;***
- c. ~~Use functional assessments to develop plans related to instruction, behavior, intervention, and direct service~~ ***Use a range of preventive and responsive practices documented as effective to support an individual's social, emotional, and educational well-being;***
- d. ~~Use a variety of positive behavior intervention techniques to control targeted behavior, support learning, social relationships, and maintain attention of students with disabilities~~ ***Collaboratively select, administer, analyze, and interpret multiple measures of student's learning, behavior, and the classroom environment to evaluate and adapt classroom settings utilizing interventions and adapting instructions;***
- e. ~~Recognize and use strategies for crisis prevention and intervention~~ ***Structure learning environments and activities to develop and foster a student's self-awareness, self-management, self-regulation, self-reliance, and self-esteem; and***
- f. ~~Identify supports needed for inclusion in various program placements~~ ***Provide positive and constructive feedback to guide a student's learning and behavior;***
- g. ~~Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;~~
- h. ~~Foster skill development in self-advocacy for increased independence in learning and daily functioning;~~
- i. ~~Understand demands of the learning environment and fosters accessibility;~~
- j. ~~Understand the barriers influencing acceptance of individuals with disabilities;~~
- k. ~~Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs; and~~
- l. ~~Structure activities to increase a student's self-awareness, self-management, self-control, self-reliance, and self-esteem;~~

(5) In the area of assessment, the candidate shall have the ability to:

- a. ~~Understand the legal policies and ethical principles~~ ***federal law, state law, and administrative rules pertaining to students with disabilities for required assessments***

and qualified examiners by disability type for the evaluation of students with disabilities as part of assessment related to the special education process;

b. Understand procedures and timelines for the referral, evaluation and determination of eligibility for special education and related services;

bc. Understand the range of formal and informal assessments, instruments, and results and their purposes in the special education process form making educational decisions;

ed. Collaboratively select, Administer in native language, communication mode, or both, and interpret multiple and write a report for a formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report academic assessment instrument;

de. Understand and utilize the range of informal assessment instruments for making educational decisions Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions;

e. Interpret and report information from formal and informal assessments Assess, analyze, interpret, and communicate a student's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction; and

f. Identify and implement national, state, and local assessment accommodations and modifications for students with disabilities Demonstrate an understanding of the manifestation determination process;

(6) In the area of instructional planning and strategies, the candidate shall have the ability to:

a. Collaboratively plan and Pparticipate in best practices in co-teaching to strengthen learning and achievement in the general curriculum for students with disabilities;

b. Implement and evaluate individualized learning goals, prioritizing areas of the general curriculum Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;

c. Design and implement instructional programs-effective strategies that address independent living and career education for promote active student engagement, increase student motivation, and enhance self-regulation of a student's learning;

d. Identify resources and techniques used to transition students with disabilities into school, from grade to grade, and into post-school environments Utilize evidenced-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioralcontent that are responsive to diverse backgrounds;

e. Create and utilize lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for students with disabilities **Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;**

f. Identify reading, writing, math, and study skills of students with disabilities and use methods to address these learning needs **Provide specially designed instruction in the areas of reading and writing including phonemic awareness, phonics, fluency, vocabulary, comprehension, and written expression for students with disabilities to increase accuracy and proficiency;**

g. Identify and teach essential concepts, vocabulary, and content across the general curriculum **Provide specially designed instruction in the areas of counting and cardinality, operations and algebraic thinking, numbers and operations base ten, numbers and operations with fractions, measurement and data, geometry, ratios and proportional relationships, the number system, functions, and statistics and probability for students with disabilities to increase accuracy and proficiency;**

h. Use instructional methods to strengthen and compensate for deficits in perception, comprehension, and memory **Identify and explicitly teach executive functioning and social skills;**

i. Implement systematic instruction to teach accuracy, fluency, and comprehension in content area reading and written language **Identify and teach strategies for preparing individuals to live independently, cooperatively, and productively in society;**

j. Identify and use federal, state, and local curriculum standards in planning the scope and sequence of general and special education curriculum **Use individualized strategies to enhance language development and communication skills; and**

k. Incorporate instructional and assistive technology into the educational program Use progress monitoring from ongoing assessment data to evaluate instruction and student performance, and make responsive adjustments to instruction or individual education plan;

l. Encourage students' development and use of self-assessment, study skills, and other cognitive strategies to meet their learning needs;

m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and

n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(7) In the area of language development and differences **curricular content and knowledge**, the candidate shall have the ability to:

a. Understands the effect of language development on academic and social development **Use theories and research that form the basis of curriculum development and instructional practices;**

~~b. Understand typical and atypical language development and factors that impact experience and use of language~~ *Use state, local, or both content standards for planning, teaching, accommodating, and assessing to individualized learning across all settings;*

~~c. Use individualized strategies to enhance language development and teach communication skills~~ *Use technology related to curriculum content for planning and managing teaching and learning environments;*

~~d. Demonstrate the ability to select, design, and use augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of students with disabilities~~ *Integrate effective social and life skills within the academic curriculum;*

~~e. Provide effective language models and use strategies and resources to facilitate learning of the general curriculum; and~~

~~f. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;~~

(8) In the area of professional and ethical practice, the candidate shall have the ability to:

~~a. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;~~

~~b. Construct a personal plan and participate in professional development regarding current issues and best practice;~~

~~c. Recognize personal cultural biases and differences that affect one's teaching;~~

~~d. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of students with disabilities;~~

~~ea. Identify organizations and publications relevant to students with disabilities;~~

~~eb. Identify sources of unique services, networks, and organizations for students with disabilities;~~

~~g. Advocate for appropriate services for students with disabilities;~~

~~h. Describe the ethical principles and current issues related to knowledge and practice in general and special education;~~

~~ic. Describe the rights and responsibilities of schools, students, families, teachers, and other professionals related to the identification, placement, and service of students with disabilities~~ *in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504;* and

~~jd. Understand how issues of human diversity can impact families, cultures, and schools, in the delivery of special education services;~~

~~(9) In the area of special education, the candidate shall have:~~

~~a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:~~

~~1. Identification of children with disabilities under the child find procedures specified in Ed 1105;~~

~~2. Referral procedures specified in Ed 1106;~~

~~3. Evaluation procedures specified in Ed 1107;~~

~~4. Determination of eligibility under Ed 1108;~~

~~5. Development of the Individual Family Service Plan (IFSP) or Individualized Education Program (IEP) under Ed 1109;~~

~~6. Determination of educational placement under Ed 1111; and~~

~~7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;~~

~~b. The ability to develop and implement comprehensive IEPs and transition plans which address the abilities and needs of the students with disabilities;~~

~~c. The ability to understand IDEIA, Section 504, related parts of the Elementary and Secondary Act and Ed 1100;~~

~~d. The ability to understand Ed 306 Minimum Standards for Public School Approval; and~~

~~e. Knowledge of and the ability to understand case law and how case law affects professional practice; and~~

~~(10) In the area of collaboration, the candidate shall have the ability to:~~

~~*a. Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address students' instructional and behavioral needs;*~~

~~*ab. Collaborate, communicate, and coordinate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for students with disabilities in a variety of settings paraprofessionals, and other professionals within the educational setting to assess, plan and implement effective programs and services that promote progress toward measurable outcomes for individuals with and without disabilities;*~~

~~b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to students with disabilities;~~

- ~~c. Participate in co-planning to strengthen learning in the general curriculum for students with disabilities~~ ***Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of individuals with disabilities and their families;***
- ~~d. Facilitate the successful transitions of students with disabilities across settings and~~ ***Advocate for and secure appropriate services for students with disabilities; and***
- e. Foster respectful and beneficial relationships between families and professionals ***through the use of meaningful parent engagement;***
- f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IEPs;
- ~~g. Structure, direct, and support the activities of paraprofessionals, volunteers, peer and adult tutors; and~~
- ~~h. Collaborate with families, other educators, service providers, and personnel from community agencies to implement instructional strategies for student self-management and advocacy.~~

(d) Each candidate for certification ***licensure*** as an elementary/secondary general special education teacher for ~~children~~ ***students*** age 5 up to age 21 shall have the following skills, competencies, and knowledge through a combination of academic and supervised ***clinical*** field-based experiences:

- (1) Skill in engaging ~~with children~~ ***students*** with and without disabilities from age 5 up to age 21; and
- (2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the school and community settings of a ~~child~~ ***student*** with disabilities.

(e) ~~General~~ ***Special education certification licensure*** shall qualify a teacher to ~~teach children with disabilities:~~

- (1) ***Teach specially designed instruction to students with disabilities whose placement is along the continuum of alternative educational environments but do not*** ~~Who are able to benefit from general and special education but do not~~ require the specialized knowledge and skills of an educator with a categorical endorsement as defined in Ed-612.07 (e) ~~(h)~~ ***507.42 through Ed 507.47;*** and
- (2) ~~Whose placement is in general education for more than 50% of the day~~ ***Teach curriculum, aligned to alternative academic standards, in consultation with certified content area teachers, to children with disabilities.***

(f) “General education,” as used in (e)(1) and (2) above, means for ~~children~~ ***students*** in elementary, middle, or high school, instruction in a setting that has the inclusion of ~~children~~ ***students*** with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary, middle, or high school and taught by a certified elementary, middle, or high school teacher, with supports from special education personnel, as necessary.

~~(g) A teacher with general special education certification may serve on the initial identification and the IEP team of a child with a disability for:~~

~~(1) Students with disabilities for whom a categorical certification endorsement does not exist; or~~

~~(2) If the child meets the criteria specified in (f)(1) and (2) above.~~

Ed 507.41 Early Childhood Special Education Teacher. ~~The following requirements shall apply to the certification and employment of an early childhood special education teacher for children from birth up to age 8:~~

(a) To be certified *licensed* as an early childhood special education teacher for children from birth up to age 8, the candidate shall have at least a bachelor's degree;

(b) A candidate for certification *licensure* as early childhood special education teacher for children from birth up to age 8 *through grade 3* shall *meet the requirements of Ed 507.40 in addition to the* have the following skills, competencies and knowledge through a combination of academic and supervised field-based experience in *the* following areas:

(1) In the area of ~~theoretical~~ foundations, the candidate shall have the ability to:

a. Describe the philosophies, historical perspectives, theories, models, *federal law, state law*, and ~~current issues~~ *case law* related to knowledge and practice in early childhood education and special education;

b. Understand how philosophical and historical perspectives influence professional practice;

c. Understand the role of families in supporting the development of a young child's ability to learn, interact socially, and ~~participate in~~ *live as a contributing member of* the community; ~~and~~

d. Understand the functions of *early childhood settings*, schools, school systems, *community systems*, and other agencies and their relationships to early childhood education and special education; *and*

e. Understand the components of a legally defensible education program;

(2) In the area of *development and* characteristics of learners, the candidate shall have the ability to:

a. Describe ~~child development and~~ the similarities and differences in ~~patterns of learning and development within and across temperament~~ *human growth and development of young children with and without disabilities, within and across* cognitive, *academic, developmental*, social, emotional *or behavioral*, ~~communicative~~ *temperament, language, sensory, diversity*, and physical ~~domains in young children birth—grade 3 with and without disabilities~~ *areas*;

b. Describe ~~the~~ **define** the characteristics **and their respective educational implications** of various ~~all~~ **all** types of disabilities **as described in federal statutes, federal regulations, and the impact on learning and development Ed 1100;**

c. **Demonstrate knowledge and Understanding** the etiologies and medical aspects of various types of disabilities and their impact on **diversity, families, communities, gender, and society that influence** learning and development; and

d. **Demonstrate Understanding** that the experiences of young children with disabilities impact their ability to function within the family and community **of the influence of** environment, **co-existing conditions, and disabilities on young children;**

(3) In the area of ~~approaches to learning~~ **differences**, the candidate shall have the ability to:

a. Understand and utilize the ~~range of accommodations and modifications that can be used to support learning~~ **the results of a young child's evaluations, assessments, and other information from a variety of sources, including parents and young children, to identify academic, developmental, social, emotional, behavioral, and functional skills;**

b. Use **Demonstrate** knowledge **and understanding** of the broader context of families, peers, communities and culture and understand how these factors impact learning **differences, preferences, and needs of young children with disabilities including multiple influences of human growth and development in collaboration with team members in the development of individualized family service programs (IFSP) and individualized education programs (IEP);**

c. Use knowledge of **Understand** how **the learning differences, preferences, and needs of young children with disabilities** approach learning and use children's strengths and needs in the development of IFSPs/IEPs **affect progress in preschool activities, the general curriculum, extracurricular activities, and other nonacademic areas;**

d. Understand the impact of transitions and need for continuity across time and settings **Identify levels of special education services, supplementary aids and services, and support for school personnel to create inclusive instructional opportunities that accommodate diverse learning needs;**

e. Apply knowledge of a child's auditory, visual, and kinesthetic preferences to learning **Understand and utilize the diverse range of a young child's approaches to learning and the range of modifications and accommodations that can be used to support learning;**

f. Match levels of support to the needs of the young child with disabilities, creating instructional opportunities that are adapted to diverse learning needs **Understand the concept of least restrictive environment and the continuum of educational environments;** and

g. Utilize the child's interests and abilities in planning instruction and intended teaching **Recognize the relationships among a young child's academic, social,**

emotional, behavioral and functional abilities, attitudes and interests on the activities of young children and instruction;

(4) In the area of learning and social environments, the candidate shall have the ability to:

a. Design learning environments that encourage individual academic success in one-to-one, small group, and large group settings *Incorporate research based instructional frameworks to promote access, equity, and respect for all children in the early childhood and general education environments;*

b. Identify realistic expectations for social behavior and social skills needed for success in natural environments and school and community settings *Use effective routines, clear expectations and procedures to create safe, caring, respectful, and productive learning environments;*

c. Use functional and developmental assessments to create plans related to instruction, behavior, intervention, supports, and direct services *of range of preventive and responsive practices documented as effective to support individuals' social, emotional, and educational well-being;*

d. Use a variety of positive behavior intervention techniques to control targeted behavior, support learning and social relationships, and maintain attention of young children with disabilities *Collaboratively select, administer, analyze, and interpret multiple measures of a young child's learning, behavior, and the classroom environment to evaluate and adapt classroom settings utilizing interventions and adapting instruction;*

e. Recognize and use strategies for crisis prevention and intervention *Structure learning environments and activities to develop and foster a young child's self-awareness, self-management, self-regulation, self-reliance, and self-esteem; and*

f. Identify supports needed for inclusion in various natural settings and program placements *Provide positive and constructive feedback to guide a young child's learning and behavior;*

g. Organize, develop, and sustain learning environments that support positive strategies to live harmoniously and productively in a culturally diverse world;

h. Create learning environments that allow young children to retain and appreciate their own and each other's respective language and cultural heritage;

i. Understand demands of the learning environment and foster accessibility;

j. Understand the barriers influencing acceptance of young children with disabilities; and

k. Structure activities to increase a young child's self-awareness, self-management, self-control, self-reliance, and self-esteem for increased independence in learning and daily functioning;

(5) In the area of assessment, the candidate shall have the ability to:

- a. Understand the legal policies and ethical principles of *federal law, state law, and administrative rules pertaining to young children with disabilities, for required assessments and qualified examiners by disability type for the evaluation of young children with disabilities as part of assessment* related to early intervention and the special education process;
- b. Understand the range of formal assessment instruments and their purpose *Understand early childhood services and supports (birth up to age 3) and the transition process from the IFSP to the IEP by age 3;*
- c. Administer and write reports for formal developmental and academic assessment instruments *Understand procedures and timelines for the referral, evaluation, and determination of eligibility for special education and related services;*
- d. Understand and utilize the range of informal assessments, instruments, *and results and their purpose in the education process* for making educational and program decisions;
- e. Interpret and report information from formal and informal assessments *Collaboratively select, administer in native language and/or communication mode, and interpret multiple formal and informal, culturally and linguistically appropriate measures and procedures that are valid and reliable, understand their limitations, and demonstrate the ability to write a formal report; and*
- f. Identify and implement national, state, and local assessment accommodations and modifications for young children with disabilities. *Systematically use data from a variety of sources to identify the function served by problem behavior to plan, implement, and evaluate behavioral interventions; and*
- g. *Assess, analyze, interpret, and communicate a young child's progress towards measurable outcomes, using technology as appropriate, to inform both short- and long-term planning and make ongoing adjustments to instruction.*

(6) In the area of instructional planning and strategies, the candidate shall have the ability to:

- a. *Collaboratively plan and participate in best practices in* co-teaching to strengthen learning and achievement in ~~natural environments~~ *preschool activities, home setting, and the early childhood general education* curriculum for young children with disabilities;
- b. Implement and evaluate individualized learning goals, prioritizing areas of the early childhood curriculum and the importance of play *Incorporate supports, services, and supplementary aids, including equipment, materials, and assistive technology, across all environments;*
- c. Design and implement instructional programs that address self-help skills and career awareness for *effective strategies that promote active engagement, increase motivation, and enhance self-regulation of a young children's learning;*

d. Identify resources and techniques used to transition young children with disabilities across time and settings *Utilize evidence-based interventions and strategies from multiple approaches validated for specific characteristics of learners based on formative and summative assessment, to create and implement lesson plans for academic, social, and behavioral content that are responsive to diverse backgrounds;*

e. Create and utilize methods and lesson plans that demonstrate a repertoire of evidence-based instructional strategies to individualize instruction for young children with disabilities *Support the implementation of annual measurable goals, with specially designed instruction, accommodations, and modifications;*

f. Use developmentally appropriate methods to promote the foundations of learning, including, but not limited to, language, literacy, math and study skills *Provide specially designed instruction in order to increase accuracy and proficiency in basic social-emotional, early language/communication, early literacy, early writing, and early numeracy skill development for young children with disabilities;*

g. Identify and *explicitly* teach essential concepts, vocabulary, and content across the early childhood curriculum *foundations of learning, executive functioning, and social skills;*

h. Use instructional methods to strengthen perception, comprehension, and memory *Use individualized strategies to enhance language development and communication skills; and*

i. Implement systematic instruction to teach accuracy, fluency, and comprehension in reading and writing *Use progress monitoring from ongoing assessment data to evaluate instruction and a young child's performance, and make responsive adjustments to instruction, individual family support program, or individual education program;*

j. Identify and use federal, state, and local curriculum standards in planning and modifying the scope and sequence of curriculum;

k. Incorporate instructional and assistive technology into the educational program;

l. Promote the development of self-awareness, study skills, and other cognitive strategies to meet the learning needs of a young child;

m. Use a variety of assessment data and information to make modifications or accommodations to the instructional plan; and

n. Develop and select instructional content, resources, and strategies that respond to cultural, linguistic, and gender differences;

(7) In the area of language development and differences *curricular content and knowledge*, the candidate shall have the ability to:

a. Understand typical and atypical language development and the implications on a young child's ability to use language and engage in language-based experiences both

~~academic and social~~ ***Use theories and research that form the basis of play-based learning, preschool activities, curriculum development, and instructional practices;***

~~b. Use individualized strategies to enhance language development and teach communication skills~~ ***Use state and/or local content standards or guidelines for planning, teaching, accommodating, and assessing to individualize learning across all settings;***

~~c. Understand the use of augmentative, alternative, and assistive technologies, materials, and resources to support and enhance communication of young children with disabilities~~ ***Use technology related to curriculum content for planning and managing teaching and learning environments; and***

~~d. Provide~~ ***Integrate*** effective language models and use strategies and resources to facilitate learning of ***social and life skills within*** the early childhood curriculum***setting;*** and

~~e. Recognize the effects of cultural and linguistic differences on growth, development, and effective communication;~~

(8) In the area of professional and ethical practice, the candidate shall have the ability to:

~~a. Understand the ethical principles and current issues related to knowledge and practice in early childhood and special education;~~

~~b. Demonstrate educational practice within the code of ethics, including confidentiality and other standards of the profession;~~

~~c. Design a professional development plan recognizing current issues and developmentally appropriate and evidence-based practices;~~

~~d. Recognize personal cultural biases and differences that affect one's teaching;~~

~~e. Reflect on one's practice to guide professional growth and improve instruction to meet the needs of young children with disabilities and their families;~~

~~fa. Identify organizations and publications relevant to young children with disabilities;~~

~~gb. Identify sources of unique services, networks, and organizations for young children with disabilities;~~

~~h. Advocate for appropriate services for young children with disabilities;~~

~~ic. Describe the rights and responsibilities of schools, ***young children***, families, teachers, and other professionals related to the identification, placement, and services of young children with disabilities ***in accordance with procedural safeguards of Ed 1120 and 34 CFR 300.504;*** and~~

~~jd. Understand how issues of human diversity can impact families, cultures, and schools in the delivery of special education services;~~

~~(9) In the area of special education law, the candidate shall have:~~

~~a. The ability to understand the federal law, state law, local policies and the New Hampshire Standards for the Education of Children with Disabilities in Ed 1100, including the following steps in the special education process:~~

~~1. Identification of children with disabilities under the child find procedures specified in Ed 1105;~~

~~2. Referral procedures specified in Ed 1106;~~

~~3. Evaluation procedures specified in Ed 1107;~~

~~4. Determination of eligibility under Ed 1108;~~

~~5. Development of the IFSP or IEP under Ed 1109;~~

~~6. Determination of educational placement under Ed 1111; and~~

~~7. Implementation and monitoring of the IFSP or IEP under Ed 1109.06;~~

~~b. The ability to develop and implement comprehensive IFSPs or IEPs and transition plans which address the abilities and needs of young children with disabilities;~~

~~c. The ability to understand Parts B and C;~~

~~d. The ability to understand Ed 306, Minimum Standards for Public School Approval, that affect all students and related parts of the procedural safeguards notice requirements of 34 CFR 300.504 and the Elementary and Secondary Education Act (ESEA); and~~

~~e. Knowledge of and the ability to understand case law and how case law affects professional practice; and~~

~~(10) In the area of collaboration, the candidate shall have the ability to:~~

~~a. Collaborate with families, school personnel, agencies, and community members in culturally responsive ways to facilitate access for young children with disabilities in a variety of settings *Utilize communication, group facilitation, and problem-solving strategies in a culturally responsive manner to lead effective meetings and share expertise and knowledge to build team capacity and jointly address a young child's instructional and behavioral needs;*~~

~~b. Recognize the roles of professional groups and referral agencies in identifying, assessing, and providing services to *Collaborate, communicate, and coordinate with families, paraprofessionals, and other professionals across all educational settings to assess, plan and implement effective programs and services that promote progress toward measurable outcomes for young children with and without disabilities and their families;*~~

~~c. Participate in co-planning to strengthen learning in the early childhood curriculum for~~ ***Collaborate, communicate, and coordinate with professionals and state and local agencies within the community to identify and access services, resources, and supports to meet the identified needs of young children with disabilities and their families;***

~~d. Facilitate the successful transitions of young children with disabilities across settings and~~ ***Advocate and/or secure appropriate services for young children with disabilities; and***

e. Foster respectful and beneficial relationships between families and professionals ***through the use of meaningful parent engagement;***

~~f. Use facilitation and group problem-solving skills to develop, implement, and evaluate IFSPs and IEPs;~~

~~g. Structure, direct, and support the activities of paraprofessionals, volunteers, and peer and adult tutors; and~~

~~h. Collaborate with families, other educators, service providers, and personnel from community agencies to promote young children's independence and family advocacy;~~

(c) Each candidate for certification ~~certification~~ ***licensure*** as an early childhood special education teacher for ***young*** children from birth ~~up to age 8~~ ***through grade 3*** shall have the following skills, competencies, and knowledge through a combination of academic and supervised field-based experiences:

(1) Skill in engaging with young children with and without disabilities from birth ~~up to age 8~~ ***through grade 3***; and

(2) Ability to engage in the full range of teaching activities, roles, and responsibilities encountered in the ~~natural environment of school~~ ***and community*** settings of a young child with disabilities;

(d) Early childhood special education certification ~~certification~~ ***licensure*** shall qualify a teacher to ~~teach~~ ***provide special education services to young*** children with disabilities:

~~(13) For young children in kindergarten through grade 3, who are eligible to receive special education services and~~ ***Who are able to benefit from general and special education but do not require the specialized knowledge and skills of an educator certified under one or more of the programs defined in Ed 612.08—Ed 612.13507.42 through Ed 507.47; and***

~~(21) For young children in kindergarten from birth through grade age 3, whose placement is in general education for more than 40 % of the day~~ ***receive early supports and services; and***

~~(32) For young children from age 3 up to age 6~~ ***kindergarten***, whose placement is in an early childhood program or an early childhood special education program; ***and***

(e) “General education,” as used in (d)(1) and (2) above, means, for children from kindergarten through grade 3, instruction in a setting that has the inclusion of children with disabilities in proportion to their presence in the general population utilizing the curriculum of the elementary school and taught by

a certified elementary or early childhood teacher, with supports from special education personnel, as necessary;

~~(f) A teacher with general special education certification may serve on the initial coding and the IEP team of a child with a disability:~~

~~(1) For young children with disabilities for whom a categorical certification endorsement does not exist; or~~

~~(2) If the child meets the criteria specified in (b)(1),(2) and (3) above.~~

Appendix I

Rule	Specific State Statute the Rule Implements
Ed 507.40	RSA 21-N:9, II(s); RSA 186:11, X(a)
Ed 507.41	RSA 21-N:9, II(s); RSA 186:11, X(a)

December 12, 2019

EXECUTIVE SUMMARY*Status Change for North Country Charter Academy***A. ACTION NEEDED**

A vote is needed from the State Board of Education to increase the student enrollment limit at *North Country Charter Academy*.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI
- Ed 318.11(e)

The Department of Education received a request for a change to the student enrollment limit at *North Country Charter Academy*, due to an expected increase in student enrollment. This expected increase is the result of the school's commitment to pilot a new program: the New Hampshire Career Academy, beginning school year 2020-2021. *North Country Charter Academy* is requesting an increase from its currently approved charter enrollment of sixty-five (65) students to one hundred (100) students.

C. EFFECTS OF THIS ACTION

North Country Charter Academy will be able to meet the needs of the students and families in the community, by increasing their student enrollment limit.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *North Country Charter Academy* to increase the charter enrollment limit to one hundred (100) students, starting in the 2020-2021 academic year.

OR:

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



260 Cottage Street, Suite A, Littleton, NH 03561
Phone: (603) 444-1535 Fax: (603) 444-9843

November 12, 2019

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

Dear Commissioner Edelblut,

This letter serves as a request to seek approval from the State Board of Education to increase our currently approved charter enrollment of 65 students to 100 students.

On October 17, 2019, the North Country Charter Academy (NCCA), Board of Trustees voted unanimously to seek this increase. This increase will enable NCCA to pilot a new program; the New Hampshire Career Academy, beginning school year 2020-2021. Our Board of Trustees is in full support of this new direction for the North Country Charter Academy.

I am very pleased with the support from our Board of Trustees as well as that of local surrounding school districts. We are committed to collaborating with the State Community Colleges and with the families and students who want to take advantage of this career path. The support by our Board of Trustees for the New Hampshire Career Academy demonstrates its commitment to moving forward with becoming the only NH Career Academy Charter School in northern New Hampshire.

I look forward to hearing back from you with the steps we need to take in order to increase our approved enrollment to 100 students. If you have any questions, please contact me at (603) 444-1535.

Sincerely,

Ms. Lisa Lavoie
Superintendent
North Country Charter Academy



Charter School 1st Year Program Audit Action Plan

As a follow-up to the June 20, 2019, 1st Year Program Audit, Kreiva Academy Charter School is implementing the following actions.

SECTION	Criteria	Evaluation Rating		Define the Problem	Describe the Action	School's Comments	Completion Date
		Planning and Development	Not Started				
Governance and Leadership	1. Progress towards the Implementation of the Charter School's Mission	✓		<ul style="list-style-type: none"> • Self-identified areas for improvement: • Experiential learning • ELO's • Aligning curriculum and assessments to competencies • Teaching families how to support their children in their education 	Create a strategic plan to ensure that areas for improvement are developed, improvements are implemented and progress towards achieving goals is tracked.	This is being addressed in a variety of ways: <ul style="list-style-type: none"> • Strategic Plan completed and approved by the Board • Commitment of resources and support for target areas- Hired Guidance Counselor, additional computers, PD stipends and time off for PD. • External Review and site visits (March 10 and 11, 2020) by Springpoint – a consulting group focused on school design and practice as part of continual improvement process. https://www.springpointschools.org/ • Development of Partnerships with outside organizations and schools for ELO's – MST, the Manchester Maker Space, Millyard Project Museum • Thorough review and subsequent alignment of our curriculum/assessment to competencies: ongoing process • Calibration: ensuring all teachers are assessing work based on the same standards 	12/5/19

Governance and Leadership	2. Board Members, if different from those listed in the Charter	✓		There has been a turnover in the Board: Four members resigned and were replaced by two. The Board is currently searching for members who will be able to bring knowledge and expertise to the board.	Recommend recruiting board members with experience in the following areas: fundraising, business management, finances, legal, education administration, technology.	<ul style="list-style-type: none"> • 2 new board members with backgrounds in finance, education, total 6 members • Joined NH Non Profit Association for board development, recruitment and training • November Training: Development and Fundraising • NHCNP Training and networking event: an effort to educate local professionals and community members about the opportunities and responsibilities of serving on nonprofit boards and volunteering. 	12/5/19
Governance and Leadership	3. Fundraising Plan		✓	Several fundraising activities, but no evidence of formal planning.	Develop a formal fundraising plan using SMART Goals and track progress.	<p>Fundraising Committee” established in October to develop a comprehensive plan. As part of that plan the following was discussed and identified:</p> <ul style="list-style-type: none"> • Developing list of potential business and philanthropic partners • State and Federal grant resources for support • “3 contacts for Kreiva” Board member program to develop and expand Kreiva network and contacts • Established memberships in civic organizations to develop network and capacity building; Rotary Club, NH Center for Non-Profits • Setting realistic fundraising targets both short and long term • Creating a part time position for SY 2020/21 focused on grant writing. 	12/5/19
Governance and Leadership	4. Creation of Policies and Procedures Ex: Grievance, Complaints	✓		School created its own policies and regularly discusses new policymaking. The school plans to review all current policies over the summer months and develop any new policies needed.	Provide update on the progress of this work.	In addition to policy and procedures revisions that occurred as part of our yearly review, two additional changes were made per recommendations from the NHDOE DOE Subrecipient Response Report (SSR) These changes were to the Procurement and Conflict of Interest policy and were approved and implemented.	12/5/19

Governance and Leadership	5. Public Access to Policies	✓		Hardcopies of the Student Handbook/Policies/Procedures were issued to students and families as well as distributed at the back to school night. School will be adding these to the website	Once policies have been revised over the summer, provide public access on the school's website.	Revised copies with updates to policies are available on our school website.	12/5/19
Governance and Leadership	6. Strategic Plan for School Growth	✓		Has not been developed.	Create a (five-year) strategic plan with measurable goals and objectives, a procedure for tracking progress and a timeline for implementation,	A "Strategic Plan Working Group" (Board members, staff and stakeholders) developed our 5 year strategic plan. The plan identifies goals, strategies, who is responsible, assessment methods and target dates	12/5/19
Governance and Leadership	7. Administration and Board Evaluation		✓	There was a system in place to evaluate the school administration and the Board. Due to changes on the board, the evaluation did not occur. With current restructuring plans, the school confirms that the evaluations will take place in SY 2019-2020.	Develop an evaluation process for administration, individual board members, and the board as a whole.	Current evaluation tool is being revised utilizing resources we have accessed from external groups (NH Center for Non Profits as well as from other non profits). The revisions will be finalized and approved at our February Board meeting.	12/5/19
School Operations	1. Personnel Compensation Plan	✓		No Formal plan. \$5000 increase in teacher salary from last year. Currently developing plans/process for payment growth and researching benefits package. Organized PD plan for personal growth opportunities: \$500 per year for teacher PD requests and several in-school PD events.	Develop written employee compensation plan to help ensure employee retention.	A compensation plan will be implemented for SY 2020/21. That plan will be introduced with new staff contracts. We are in the information gathering process of what other charter schools, public schools are doing and what our proposed budget can support	

School Operations	2. Student Information System	✓		TeacherEase – currently using only 50% of what the platform has to offer. Plan to implement and utilize system fully and work with company to use to capacity. Parent portal will also be implemented next school year. With the hiring of a new Academic Director, the school has already made major gains in utilizing SIS through working with the provider to both train as well as make modifications for our competency/learning target model.	Update document on the implementation of the parent Portal. Develop plan for parent training and for parents who do not have access to computers or the internet - consider setting up a computer in an area of the school for parents to use to access the parent portal and other online resources.	<ul style="list-style-type: none"> • There have been upgrades and improvements to our SIS system. • Parent portal was unveiled in Oct. • Communication has been streamlined and improved. • Initial portal introduction occurred on Back to School Night late Sept • Training has been ongoing both in house as well as over phone and email. Additionally access is provided at school for parents when requested 	12/5/19
School Operations	3. Timely DOE and CPS Reporting Submissions	✓		A few missing pieces but will bring all submissions up to date by next month.	Provide update with status of late submissions. Follow CPS Timeline for Submissions provided by Charter School Office.	This has been an area we continue to improve on. Much of this continues to be remedied by alignment of our SIS with DOE reporting requirements. Completing 2017/2018 Audit and DOE 25 with our auditing firm. Bookeeping firm issues – working with new firm to bring up to date all outstanding reports and submissions: quarterly reports	
School Operations	4. Family and Stakeholder Involvement	✓		PTA: has not been developed.	Organize a PTA in order to develop an organized process for providing family support, communication, fundraising, volunteering and recruiting	Board member (parent) has taken on the role of helping get a PTA up and running. Goal is for the first meeting by end of January 2020.	12/5/19
School Operations	5. Surveys: School staff surveys		✓	This area of stakeholder involvement has not been developed.	Recommend School Program Survey distributed to all stakeholders. Report back to stakeholder the results of the	Implementation Schedule: <ul style="list-style-type: none"> • Q1 student survey to develop student feedback. • Q2 Staff and Parent Surveys will be issued at end of Q2 • Q4 we will reassess through surveys 	12/5/19

					surveys and how the school will use this information.	<ul style="list-style-type: none"> In addition, in March we will be hosting a site visit by the Springpoint Foundation (Barr Foundation partner) for a site visit to see how we measure up to purpose, process, and products of our efforts. 	
Education Plan	1. Implementation Fidelity and Effectiveness of the Curriculum and Defined Measures of Competencies	✓		<p>Kreiva Academy will be comparing year 1 and year 2 results of the NH State Assessment System in order to understand student achievement. Kreiva will then study curriculum implications and create a plan to address specific student needs.</p> <p>Additionally, the NWEA MAP Growth will be administered 3 times during the 2019-2020 school year and beyond in order to 1) in September, identify students' achievement levels, and 2) in January and May, assess students' growth. Teachers are receiving professional development from NWEA in August 2019 on administering the NWEA MAP growth. 2 professional development sessions are planned for the 2019-2020 school year on interpreting and using data to support and guide instruction.</p>	<p>For a continuous cycle of School improvement, the following best practices are strongly recommended for all NH schools:</p> <ol style="list-style-type: none"> 1. Complete an end of year program evaluation with the cumulative data from the school year. 2. Complete a needs assessment using the data from the program evaluation to determine the areas that need to be focused on. 3. Use the information from these tools to create a plan with measurable goals and objective for the next school year. 4. Implement the plan 	<ul style="list-style-type: none"> NWEA MAP was administered in October 2019. Kreiva staff have been trained by NWEA staff to analyze data to personalize instruction 3x per year Information is used by guidance to meet with teachers and students to develop short and long term education plans - ongoing Staff is using NWEA RIT (Rasch Unit scale) data to create focus groups within classrooms based on learning needs 	12/5/19

				Teachers are also participating in professional development for back to school on standard setting and calibrating competencies.			
Education Plan	2. Health and Physical Education	✓		For 2018-19, the PE offered was 2 terms of "Health and Wellness" classes to develop healthy, positive lifestyles focused on both mental and physical health. Not all students took the health class as capacity was for 35 students. Plans are to develop a program that will add increased capacity for the 2019-20 SY.	Develop curriculum for Physical Education (Daily Physical Activity) and Health based on the NHDOE's curriculum frameworks guidelines: PE: https://www.education.nh.gov/instruction/curriculum/physical_ed/index.htm Health: https://www.education.nh.gov/instruction/school_health/curr_guidelines.htm ***Require all students to take PE and Health courses.	The Kreiva Program of Studies is offering multiple health and physical education course options during each of the 2019-2020 quarters that are aligned to the NH DOE curriculum framework guidelines. PE offerings include	12/5/19
Education Plan	3. Student Attainment of Expected Knowledge and Skills	✓		School assessments show a 10% improvement over the start of 2018. Kreiva's ability to compare student achievement data to state averages has been limited. The NH State Assessments that were completed at the end of this year and initial results have shown Kreiva's students to be below much of the state. Plans are to refine and develop the assessment process and purchase	Determine the areas of student performance that need improvement (end of year evaluation, needs assessment). Develop SMART goals and objectives to create, implement and track progress over time, to improve student performance. Frequent progress monitoring, especially for students who are below proficient, will help teachers and student focus on specific areas of need.	Kreiva staff are using end of year (2018-19) and October 2019 NWEA data to scaffold instruction. Based on student testing data and the vast achievement disparity at Kreiva, more courses focusing on foundational skills across the curriculum have been introduced including support for executive functioning.	12/5/19

				additional assessment tools. Data from the state assessments as well as NWEA assessments throughout this upcoming year will be used to identify strengths and areas in need of improvement to drive instruction.			
Education Plan	4. Public Access to Curriculum	✓		Curriculum is on the website but not the resources used. The Kreiva Program of Studies will be on the school website during the 2019-2020 school year and will outline course content and associated resources.	Add curriculum and resources to website for students and families to access.	Added to website. We are in process of a new website to improve functionality and communication	12/5/19
Education Plan	5. Education, Academic Goals, Objectives and a Timeline for Accountability	✓		Students work through personal goals, and school has academic requirements for but no schoolwide academic goals and objectives.	Recommend: Create academic plan with goals and measurable objectives, a procedure for tracking progress and a timeline for implementation, using SMART goals. Template was provided.	Now that the strategic focus is shifting to educational goals and objectives, an education plan with goals and objectives will be designed by a committee composed of board members, administrators, teachers and parents.	
Education Plan	6. Closing Achievement Gaps	✓		<ul style="list-style-type: none"> • Anticipate that the competency-based learning will help to close achievement gaps as students gain skills, knowledge and abilities through high quality learning pathways. • Before and after school academic support • Progress monitoring 	End of year review of student data and beginning of year benchmark assessments will provide evidence of how successful the school is in closing/narrowing the gaps in student achievement in the attainment of expected skills, and knowledge. Through a continuous cycle of school improvement,	xxxxxx	12/5/19

				<p>Title I next year</p> <ul style="list-style-type: none"> • In house SPED team 	<p>identify the specific gaps and implement a process with HQ resources to address this need.</p>		
Education Plan	7. Annual School Program Review and Needs Assessment to Inform Curriculum and Instruction		✓	<p>No organized process in place at this time. Goals and Objectives will be created for the future, determined through Data Driven Decisions. School currently engages in staff and student feedback through a SWOT Analysis (Strengths, Weaknesses Opportunities and Threats).</p>	<p>Conduct an annual review of the school's education plan and student proficiency data as part of a continuous cycle of school improvement. Use this to inform plans for the next school year. Add this to goals and objectives. Charter School Office provided guidance; recommendations and templates were shared with school administration.</p>	<p>NWEA areas of growth and challenge are being continually analyzed for support and improvement of the academic program. At the conclusion the 2019-2020 school year, an overall analysis of NWEA data will guide 2019-2020 initiatives.</p> <p>The TeacherEase SIS system will be used to assess course efficacy through analysis of learning target/competency progress by course. TeacherEase SIS system also is providing data in order to differentiate student support socially and academically based on daily and period attendance</p> <p>In June of 2020, the school plans to engage in a complete school program review, and will use the information to develop goals and objectives for the 2020-2021 SY.</p>	12/5/19
Fiscal Management	1. Title Programs	✓		<ul style="list-style-type: none"> • Title I is in the planning stages and the school will be ready to use these funds in the 2019-2020 school year. • Title II is in the application process. • Title IV: for technology. Purchased 43 Chromebooks and laptops. 	<p>Begin planning and grant writing early (summer months) so that a student support program can be set up, ready to implement early in the school year. Provide update.</p>	<p>This is an area we are struggling with and need to focus time and resources on.</p>	
Fiscal Management	2. Timely Submission of Financial Reports	✓		<p>Most financial reports submitted on time. With newly hired administrative support, all submissions will be on time in the future.</p>	<p>Use the Timeline for Submissions provided by the Charter School Office to keep track of DOE submission requirements. Provide update on late submissions.</p>	<p>This is an area we continue to improve on. Much of this is being remedied by the alignment of our SIS with DOE reporting requirements and templates.</p>	

Fiscal Management	3. Fundraising Revenue	✓		<p>\$10,000 Goal 2018-2019 raised approximately \$3,000 with personal contributions \$500,000 grant from the Barr Foundation (2 year grant) Personal Contributions Personal short-term Loans Attempting to agree to contracts with sending districts for student fees.</p>	Develop a formal fundraising plan.	<p>Progress on a fundraising plan: Fundraising Committee established in October to develop a comprehensive plan. As part of that plan the following was discussed and identified:</p> <ul style="list-style-type: none"> • Developing list of potential business and philanthropic partners • State and Federal grant resources for support • “3 contacts for Kreiva” Board member program to develop and expand Kreiva network and contacts • Established memberships in civic organizations to develop network and capacity building; Rotary Club, NH Center for Non-Profits • Setting realistic fundraising targets both short and long term <p>Creating a part time position for SY 2020/21 focused on grant writing.</p>	
Sustainability	1. Relationships with Sending Districts	✓		<p>Good. Have engaged in bridge building with several schools where relationships got off to a poor start. Districts and other charter schools are now referring students to Kreiva. Working on the development of contracts with sending districts for student fees. SPED services reimbursements need improvement. Schools not paying or delaying payments for the services caused significant hardship in 2018-2019</p>	Develop contracts with resident school districts at the close of each school year for the following year. Starting early will give time for negotiation and reaching agreement prior to the start of the school year so that services can start on day 1 of each new year.	<p>We have worked towards this throughout the summer and SY but it continues to be an area we are working to improve upon. Working closely for 6 month with MSD to</p> <ol style="list-style-type: none"> 1. Streamline the SPED and reimbursement processes 2. Develop a referral process 3. Discuss the sharing of resources with regards to project-based learning 4. Discussing sharing PD 5. Discuss the effective use of school facilities 	12/5/19

Sustainability	2. Plans for Fundraising		✓	No formal plan has been developed.	Recommend developing this plan.	<p>Addressed our strategic plan. Fundraising Committee” established in October to develop a comprehensive plan. As part of that plan the following was discussed and identified:</p> <ul style="list-style-type: none"> • Developing list of potential business and philanthropic partners • State and Federal grant resources for support • “3 contacts for Kreiva” Board member program to develop and expand Kreiva network and contacts • Established memberships in civic organizations to develop network and capacity building; Rotary Club, NH Center for Non-Profits • Setting realistic fundraising targets both short and long term <p>Creating a part time position for SY 2020/21 focused on grant writing.</p>	
Sustainability	3. Student and Employee Retention and Recruitment	✓		<ul style="list-style-type: none"> • School provides funding for PD • Students and Staff engage in SWOT analysis; have a voice in school operations decisions and planning • Adding health and dental benefits for the 2019-20 school year • Researching other benefits – ex. Retirement, continuing education courses • \$5,000 salary increase for teachers for the 2019-2020 SY 	Some effective strategies in place with a good plan of research for future improvements. Put all this into a plan to ensure equitable practices and to use as a selling point to prospective staff.	<p>We continue to review and look at ways to improve staff and student retention through support and recognition:</p> <ul style="list-style-type: none"> • Survey identified more time and funding (\$500) for PD • 2 PD days off • Time off is also provided for Shadowing and observing professionals to improve curriculum, discipline practices, school culture building 	12/5/19
Sustainability	4. Student, Teacher, Family Surveys	✓		Staff Surveys are used to improve communication and to provide another	Develop surveys for students, staff and parents that go beyond satisfaction surveys.	<p>Implementation Schedule:</p> <ul style="list-style-type: none"> • Q1 student survey to develop student feedback. • Q2 Staff and Parent Surveys will be issued at end of Q2 	12/5/19

			<p>form of communication with staff.</p> <p>Currently have plans to further develop this area of communication in the next year.</p>		<ul style="list-style-type: none"> • Q4 we will reassess through surveys <p>In addition, in March we will be hosting a site visit by the Springpoint Foundation (Barr Foundation partner) for a site visit to see how we measure up to purpose, process, and products of our efforts</p>	
--	--	--	--	--	---	--



STRATEGIC PLAN
2019-2022



TABLE OF CONTENTS

- Executive Summary
- Board Authorization of Strategic Plan
- Organizational Description
- Mission, Vision and Values
- Goals and Strategies

Appendices

A - Operating Budgets



Executive Summary

As direction for the growth and development of Kreiva Academy Public Charter School, the board and stakeholders have identified 5 areas of development with the three-year goal of establishing a strong financial and academic foundation. This strong foundation will allow for Kreiva's Foundational Values to drive growth and development while supporting student success across a diverse student population.

Kreiva Academy Public Charter School's strategic goals and strategies are below - all work toward the strategic goal of building a strong foundation for success - which includes a focus on:

1. Academics
2. Student Life
3. Staff and Faculty Development
4. Facilities
5. Organizational Development

Kreiva will implement an educational experience for our community consistent with its values and have a strong academic and financial foundation for continued growth.

Listing of Strategic Issues

Key issues that our organization must address through the use of this strategic plan include:

1. Financial Stability, Development and Fundraising
2. Solve Facility Challenges – both physical and financial
3. Community Engagement

At the time of drafting this strategic plan, Kreiva has completed its first year of operation (AY 2018-2019) and started its second year (AY 2019-2020).



Board Authorization of Strategic Plan

Signature: _____

Name of Board Member: *Jessica Baker*

Date Signed: _____

Signature: _____

Name of Board Member: *Amy Perez*

Date Signed: _____

Signature: _____

Name of Board Member: *Jake King*

Date Signed: _____

Signature: _____

Name of Board Member: *Nicole Tower*

Date Signed: _____

Signature: _____

Name of Board Member: *Peter McCafferty*

Date Signed: _____

Signature: _____

Name of Board Member: *Kara Hewett*

Date Signed: _____

Signature: _____

Name of Board Member: *Ciaran Devery*

Date Signed: _____



Organizational Description

Kreiva Academy Public Charter School (Kreiva) is a charter middle and high school located in Manchester, NH. In accordance with its Charter accepted in 2017, Kreiva's expeditionary learning model values mastery of knowledge and skills; character and high-quality work. To that end, Kreiva places emphasis on the 5 main elements of expeditionary learning: real world curriculum, invigorating instruction; assessing student learning; respectful culture; and powerful leadership.

Committing to Kreiva's *Pillars of Success* as a community ensures a learning and working environment where people feel safe, challenged, and valued.

Kreiva's **Pillars of Success**

- *Being Courageous*
- *Honoring Accomplishment*
- *Showing Integrity*
- *Taking Responsibility*
- *Focusing on Growth*
- *Embracing Diversity*

Kreiva's **Foundational Values** guide our day-to-day activities and interactions.

- *Growth*
- *Innovation*
- *Citizenship*
- *Respect*
- *Equity*
- *Empowerment*

Our Pillars of Success and *Foundational Values* create an environment rich with creativity, self-expression, and acceptance for students of all abilities and backgrounds.

To achieve the ideal learning environment for all students, Kreiva's curriculum and culture also focus on:

- A Growth Mindset for Success
- Reaching Beyond Our Limits Together
- Citizenship: Engaging as Part of a Community



Mission Statement

Mission: Kreiva Academy Public Charter School uses an experiential, topic-based curriculum and a community culture shaped by the Growth Mindset to engage middle and high school students who are seeking a rigorous education in a non-traditional setting, which allows them to customize their paths toward mastery. Our *Pillars of Success* and *Foundational Values* create an environment rich with creativity, self-expression, and acceptance for students of all abilities and backgrounds.

Vision Statement

Vision: Kreiva Academy Public Charter School inspires students with a personalized education that fosters self-awareness, adaptability, and the courage to reach beyond their perceived limits. The knowledge, abilities, and global understanding students acquire prepares them to be successful in their ever-changing future.

Values Statement

Goals and Values: Committing to Kreiva's *Pillars of Success* as a community ensures a learning and working environment where people feel safe, challenged, and valued. They include being courageous; honoring accomplishment; showing integrity; taking responsibility; focusing on growth; and embracing diversity. Kreiva's *Foundational Values* guide our day-to-day activities and interactions. They include growth; innovation; citizenship; respect; equity; and empowerment.



Goals and Strategies

Academics

We must continually realize the power of “Yet”, that like an art-form or a poem or a human life, the Kreiva community is constantly a “work in progress”, aspiring toward our goals, but patient with the arc of our trajectory there—valuing quality rather than quantity. We will seek to perform “random acts of kindness” along the way, as we celebrate “senseless acts of beauty”— always!

Goal # 1

Kreiva Academy Public Charter School (Kreiva) will demonstrate a teaching and learning model within which students can engage their learning through a variety of meaningful, interactive experiences.

These experiences will open students to both the world and themselves as they gradually shift the weight from external to self-assessment. We aspire to clearly define this model so that we can effectively communicate it to teachers, students, parents, colleges and universities, funders, all the constituent stakeholders that make up the Kreiva community.

Key Strategies:

Strategy 1.1

Hire and support the work of a Director of Academics to guide and encourage teachers in developing effective lesson-plans and activities which create optimal learning experiences for our students.

Strategy 1.2

Establish Individual Growth Plans (IGP’s) for all students in order to individualize the learning process to account for the specific needs of each.

Strategy 1.3

Encourage gradual ownership of learning opportunities by students as we engage them in the development of their own IGP’s and Rubrics while they approach and assess the work that they complete.

Strategy 1.4



Establish project-based learning as a way of grounding and organizing the learning experiences for Kreiva students, to give them a sense of application as well as theory, within both group and individual projects.

Strategy 1.5

Build the necessary relationships with community organizations to give our students experience in “real world” settings which expand and inform their understanding of the world and their place within it.

Strategy 1.6

Engage teachers in the process of creating, implementing and assessing student projects that have meaning to them and offer them multiple integrated perspectives. To build ownership of these projects by students by involving them in rubrics and the assessment process, including presentation-grades and opportunities to present in both classroom and community- exhibition settings.

Strategy 1.7

Infuse the Arts into the life of the school, both instructionally and culturally, to encourage creativity, self-disclosure, balance of learning modalities, aesthetic awareness, complexity, expressivity and so many more growth possibilities.

Strategy 1.8

Encourage movement and physical interaction for all students on a regular basis for their full development as human beings on a physical and social plane.

Strategy 1.9

Teach Kreiva students (and staff) how to use technology as a tool and as a vehicle for creative expression in all areas of Kreiva instruction and community life, with a special emphasis on building in a media lab for exploration of the digital arts (graphic design, animation, etc.).

Strategy 1.10

Develop metrics to clearly measure student academic progress so that we can convey that to students, parents and colleges, regularly and as needed, so that it is fully received and understood.

Strategy 1.11



Establish a “Dual Enrollment” option for Kreiva students to expose them to the social, physical and academic demands of college life, while at the same time they will earn credits toward undergraduate degrees.

Strategy 1.12

Properly assess and target needs of special education students, whether it be social emotional or academic. We will accomplish this critical objective by providing adequate staffing, as well as interaction between main-stream, guidance, administrative and special needs staff to convey relevant information. From this collaboration and sharing of appropriate, non-confidential information, we will design academic and other supportive interventions.

Goal # 1 Assessment

Progress toward these strategies will be measured year over year with a quantitative and qualitative analysis including student and faculty feedback.



Student Life

As one element of the school culture, student life must embody Kreiva's philosophy. To do so, Kreiva has identified opportunities for growth and enhancements as well as targeted certain areas for the next three years.

Goal # 2

The student life experience of Kreiva Academy Public Charter School will reflect the school's values as well as provide leadership and learning opportunities for all students.

Key Strategies:

Strategy 2.1

Kreiva will empower the staff, students and faculty to embed the school's values and philosophies.

Sub Strategy 2.1.1

Support parents and students with resources

- parent resource center
- academic guidance towards career goals and overall student readiness for what's next in their life

Sub Strategy 2.1.2

Implement student governance and cultural leadership opportunities that both align with Kreiva values and philosophies.

- Develop a school wide language regarding culture, equity and justice.
- Develop diverse leadership opportunities for students

Sub Strategy 2.1.3

Develop a culture of fairness by implementing student life restorative justice discipline model

- Leverage student governance body to support implementation of a participatory restorative justice discipline model
- Develop staff, faculty and youth joint governance structure for oversight and quality improvement
- Develop peer mediation and student diplomat programs

Sub Strategy 2.1.4



Develop and integrate service learning and extended learning opportunities in support of community service values.

Strategy 2.2

Kreiva will be a learning community that values diversity and equity in the educational experience.

Sub Strategy 2.2.1

Staff, students and faculty will have the resources necessary to mitigate adverse experiences and provide for basic needs to improve equal access to opportunities for learning and academic growth (food, shelter, safety)

- Kreiva will have adequate resources to identify and meet the social and emotional needs of its students and their families.

Goal # 2 Assessment

Kreiva will measure the student experience and use such measurement as guidance for growth using school cultural assessments and benchmarks to identify areas of strength as well as opportunities for improvement.



Staff and Faculty Development

Our goal at Kreiva Academy is to help students of all abilities discover who they are and what success will mean for them, and then encourage them to reach beyond perceived limits to achieve these dreams. Kreiva Academy is currently inviting innovative, enthusiastic, dedicated educators to form the faculty of our transformational new school. Individual academic subjects inform learning at Kreiva, but do not dictate the structure of the curriculum or limit the collaboration of the faculty. Teachers are encouraged to be multi-dimensional mentors and coaches in an ever-changing, topic-based learning environment built on the interests and learning needs of our students. The teaching positions require teamwork, flexibility, and a willingness to work outside one's subject area to help students meet mastery-based standards for graduation. We offer our faculty and staff the opportunity to fully engage their own love of learning and to share that passion, building connections and community that will shape lives within our school and transform the educational landscape within our state.

Goal # 3

Staff and faculty at Kreiva will be inspired and empowered to do their best work. They will be fully engaged and deliver the highest quality expeditionary learning experience to students and support one another.

Key Strategies:

Strategy 3.1

Train teachers to succeed at developing project-based learning curriculum.

Strategy 3.2

Plan individual professional development for each staff and faculty member.

Strategy 3.3

Create a formal review process with Head of School.

Strategy 3.4

Train on and lead peer reviews.

Strategy 3.5

Develop more leadership roles and opportunities for faculty and staff.

Strategy 3.6

Sustain an in-house program to support obtaining and renewing professional status licenses.



Strategy 3.7

Offer monthly Professional Development days with topic suggestions from faculty and staff.

Strategy 3.8

Train faculty and staff in the restorative justice model to become part of the process.

Strategy 3.9

Hire one or more permanent substitutes to make time off easier to take and less stressful for covering staff.

Strategy 3.10

Provide opportunity in staff meetings to present ideas in order to create strong buy in from teachers on rules and processes.

Strategy 3.11

Provide time during the day for adequate meal and break times

Strategy 3.12

Ensure that meetings to develop interdisciplinary and co-taught curriculum can be held during working hours rather than after school.

Strategy 3.13

Make best use of time to create curriculum and allow for co-planning of curriculum through both meeting time and professional development days.

Strategy 3.14

Develop a process to allow faculty and staff to reflect on potentially unsustainable activities.

Strategy 3.15

Provide trainings that promote self-care around working with at risk youth.



Goal # 3 Assessment

Kreiva will implement a survey to reflect on the Kreiva expeditionary experience for staff and faculty. Such surveys will include in-person focus groups facilitated by board members, leadership and stakeholders to understand emerging trends and capture best practice opportunities. These trends will inform continuous quality improvement.



Facilities

At Kreiva, students are educated through a dynamic and creative learning process that inspires curiosity, participation and engagement. Our physical space will be a warm and inviting place that reflects those same values both in aesthetics but also form and function.

Currently, Kreiva operates in a 100-year-old historic school building that was formerly the St Anthony's Middle School at 470 Pine Street in Manchester. The building is subdivided amongst multiple tenants, with Kreiva being the largest tenant occupying approximately 33,000 sq ft of the building.

Goal # 4

Our goal for our physical space is to be a warm and inviting space that meets the values and philosophies of Kreiva in aesthetics, form and function.

Key strategies:

Strategy 4.1

Develop a long-term facility plan for building enhancement

Strategy 4.1.1

Develop a list of "needs and wants" for a facility with input from staff, students and family.

Goal # 4 Assessment

Through a yearly evaluation by the Faculties Committee, Kreiva will determine if facilities are meeting the needs of the Kreiva community.



Organizational Development

Kreiva Academy is in the early stages of development. People, processes and plans are still in the forming stage of operational development. In order for the organization to grow and thrive, we need to build upon that which we have started. In some cases that means continuing to grow the foundational elements, and in others start to build upon them. We have identified key areas in finance, employee and student development that we will need to focus on in the coming years to hit our objectives.

Goal # 5

Kreiva will have a strong financial foundation and inspired leadership as a base upon which to grow with emphasis on its values of leadership, financial stability and community engagement while also focusing on the well-being of employees and students.

Key strategies:

Strategy 5.1

Bring community awareness to Kreiva to grow student population and solidify our reputation for greatness.

Strategy 5.2

Increase enrollment by establishing feeder school connections and showcasing student experience.

Strategy 5.3

Develop into being a magnet for new students with strong leadership and student success.

Strategy 5.4

Provide financial stability to Kreiva with 501c3 status, strategic plan and a financial savings model.

Strategy 5.5

Recruit and hire a development and fundraising staff person dedicated to fundraising diversification and new income source identification.



Strategy 5.6

Achieve operational stability, structure and clear roles with leadership empowered to operationalize best practices.

Strategy 5.7

Invest in our staff and students, providing excellent employee benefits and a resource rich environment.

Strategy 5.8

Grow and diversify the Board of Trustees.

Strategy 5.9

Establish clear communication between students, parents and staff with more robust parent involvement, volunteer requirements for families and proactive feedback opportunities.

Goal # 5 Assessment

Kreiva will oversee these action items to an end result. Qualitative and quantitative “Key Performance Indicators” will determine success.



Appendix A - Operating Budget

Kreiva Academy 5 Year Projected Budget

	Year 2019-2020	Year 2020-2021	Year 2021-2022	Year 2022-2023	Year 2023-2024
Number of Students	135	150	175	200	250
Income Statement					
Gross Income	\$ 1,431,641.00	\$ 1,573,858.30	\$ 1,747,391.22	\$ 2,000,993.08	\$ 2,392,862.73
Expenses	\$ 1,427,300.00	\$ 1,489,400.00	\$ 1,721,105.00	\$ 1,988,793.75	\$ 2,303,997.79
Balance	\$ 4,341.00	\$ 84,458.30	\$ 26,286.22	\$ 12,199.33	\$ 88,864.94
Income					
	Year 2019-2020	Year 2020-2021	Year 2021-2022	Year 2022-2023	Year 2023-2024
NH DOE Student Reimbursement	\$ 970,380.00	\$ 1,078,200.00	\$ 1,257,900.00	\$ 1,437,600.00	\$ 1,797,000.00
Special Education Reimbursement	\$ 71,600.00	\$ 113,022.00	\$ 118,673.10	\$ 141,560.06	\$ 148,638.06
Paraprofessional Reimbursement	\$ 48,661.00	\$ 63,636.30	\$ 66,818.12	\$ 107,833.02	\$ 113,224.67
Space Rental	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Fundraising	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00
Barr Grant	\$ 275,000.00	\$ 225,000.00	\$ 200,000.00	\$ 200,000.00	\$ 200,000.00
F/R Reimbursement	\$ 32,000.00	\$ 60,000.00	\$ 70,000.00	\$ 80,000.00	\$ 100,000.00
Total Income	\$ 1,431,641.00	\$ 1,573,858.30	\$ 1,747,391.22	\$ 2,000,993.08	\$ 2,392,862.73
Expenses					
	Year 2019-2020	Year 2020-2021	Year 2021-2022	Year 2022-2023	Year 2023-2024
School Staff	\$ 331,000.00	\$ 414,700.00	\$ 506,770.00	\$ 557,447.00	\$ 714,391.70
Teachers	\$ 368,000.00	\$ 434,700.00	\$ 553,035.00	\$ 677,286.75	\$ 807,751.09
Special Education	\$ 92,000.00	\$ 144,900.00	\$ 152,145.00	\$ 181,487.25	\$ 190,561.61
Paraprofessionals	\$ 57,000.00	\$ 81,585.00	\$ 85,664.25	\$ 138,247.46	\$ 145,159.84
Building Lease	\$ 425,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00	\$ 250,000.00
Contracted Services	\$ 70,000.00	\$ 73,500.00	\$ 77,175.00	\$ 81,033.75	\$ 85,085.44
Office Supplies	\$ 10,000.00	\$ 10,500.00	\$ 11,025.00	\$ 11,576.25	\$ 12,155.06
Professional Support	\$ 20,000.00	\$ 21,000.00	\$ 22,050.00	\$ 23,152.50	\$ 24,310.13
Assessments	\$ 11,300.00	\$ 11,865.00	\$ 12,458.25	\$ 13,081.16	\$ 13,735.22
Communications	\$ 11,000.00	\$ 11,550.00	\$ 12,127.50	\$ 12,733.88	\$ 13,370.57
Equipment and Technology	\$ 12,000.00	\$ 12,600.00	\$ 13,230.00	\$ 13,891.50	\$ 14,586.08
Branding and Marketing	\$ 5,000.00	\$ 5,250.00	\$ 5,512.50	\$ 5,788.13	\$ 6,077.53
Comm Engagement & App	\$ 1,000.00	\$ 1,050.00	\$ 1,102.50	\$ 1,157.63	\$ 1,215.51
Student Services	\$ 4,000.00	\$ 4,200.00	\$ 4,410.00	\$ 4,630.50	\$ 4,862.03
Instructional Materials	\$ 10,000.00	\$ 12,000.00	\$ 14,400.00	\$ 17,280.00	\$ 20,736.00
Total Expenses	\$ 1,427,300.00	\$ 1,489,400.00	\$ 1,721,105.00	\$ 1,988,793.75	\$ 2,303,997.79

11/19/19

Fundraising Meeting

Attendees: Tal, Lisa, Jessica, Amy

Organization to look into for grant opportunities:

Tal will finish 100 Women Who Care application and send to Amy.

NH Health and Education Facilities Authority (NH HEFA)

- Grants & 1% loans for hospitals and schools.

- Cant apply until the 501<3 approved.

Investigate additional oppourtunities with Federal, State groups

Civic Groups to Join:

Chamber of Commerce

- scoop event Thurs. 3:45 at Bookery. Tal to attend.

- will come to Kreiva on Friday

Rotary-Queen City Rotary. Tal will look into. Check out other Rotaries as well.

Community connection idea:

- invite people from community ""3 Names" Board to bring names to next meeting for possible connections.

Developing Goals and Target amounts:

Further discussion and meetings required after more info is gathered

Part Time Position for Grant Writing/Fundraising:

Further discussion and budget analysis needed

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
PROGRAM APPROVAL REPORT
For
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Rivier University
Teacher Education Preparation Program
Friday, September 13, 2019**

Michael Fournier	Co-Chair	CTE
Suzanne Canali	Co-Chair	CTE
(vacant)	NHDOE Liaison Consultant	NH DOE

Professional Educator Preparation Programs	NH Standard	Reviewer
Early Childhood	Ed 612.03	Elizabeth Reed
Elementary Education	Ed 612.04	Carolyn Cormier
Secondary English Language Arts	Ed 612.05	Suzanne Canali
Special Education	Ed 612.07	Michael Fournier
Emotional & Behavioral	Ed 612.10	Terri Demaine
Specific Learning Disabilities	Ed 612.11	Beth Rincon
Secondary Math	Ed 612.18	Rachel Fairhurst
General Science	Ed 612.23	Judith Follo
Life Science	Ed 612.25	Judith Follo
Social Studies 5 - 8	Ed 612.29	Linda Kalloger
Secondary Social Studies	Ed 612.28	Linda Kalloger
School Counseling	Ed 614.03	Andrea Elliott
School Principal	Ed 614.04	Melissa Muzzy
School Psychologist	Ed 614.06	Samantha Broadhead

Section I: Executive Summary Context

A. Mission of the Institution:

Committed to the faith heritage, intellectual tradition, and social teachings of the Roman Catholic Church, the University educates the whole person in the context of an academic community that cultivates critical thought, sound judgment, and respect for all people. This community supports the intellectual growth of all its members while offering them opportunities for social, cultural, moral, and spiritual development. The challenge to the University community is to search for truth through the dialogue between faith and reason.

Rivier creates an environment in which integrated learning is the shared responsibility of students, faculty, staff, and administrators, and is pursued in all the curricular and co-curricular programs of the University. To participate in the life of Rivier University is to strive for academic excellence, to take responsibility for ourselves and for others, and to engage in dialogue about basic human issues facing society, especially the plight of the poor and powerless. The University extends to all of its members, and also to the greater community, an invitation to join in intellectual inquiry and dialogue.

Professional Educator Preparation Programs	Completers			
	2017	2018	2019	Total
Ed 612.03 Early Childhood	3	4	8	15
Ed 612.04 Elementary Education	30	16	19	65
Ed 612.05 Secondary English Language Arts	4	2	6	12
Ed 612.07 General Special Education	25	8	10	43
Ed 612.10 Emotional & Behavioral	1	1	0	2
Ed 612.11 Specific Learning Disabilities	5	5	1	11
Ed 612.18 Secondary Math	1	7	2	10
Ed 612.25 Life Science	2	1	0	3
Ed 612.28 Social Studies	8	2	4	14
Ed 614.03 School Counselor	5	4	7	16
Ed 614.04 School Principal	1	1	6	8
Ed 614.06 School Psychologist	4	5	3	12
Total	89	56	66	211

B. Introduction and Overview of Visit:

On January 18, 2018, the New Hampshire Department of Education shared its Institutional Program Approval Report with Rivier University. The purpose of this report was to provide key findings regarding the Program Approval Review in December 2017. The NH DOE found that there was a need for 2 Priority Progress Reports and a Re-Review (NH DOE, 2018, p. 5). The first of two reports was submitted on September 21, 2018 as a condition of its 2018 NH DOE approval review and decision. The purpose of this report was to “identify key assessments for a comprehensive candidate assessment system as well as key assessments for each certification program” (NH DOE, 2018, p. 5). Co-Chairs Michael Fournier and Suzanne Canali individually reviewed the report and presented questions to Diane Monico, Director of Teacher Certification. The three met to discuss the questions. Michael Fournier and Suzanne Canali subsequently crafted a unified response to the report, which is detailed in CTE (Council of Teacher Education) minutes from December 20, 2018. **In summary, the First Priority Progress Report was accepted by CTE because all required recommendations had been met.**

On March 21, 2019, Rivier University submitted its second Priority Progress Report as a condition of its 2018 NH DOE approval review and decision. The purpose of this report was to “compile and present assessment data from Fall 2018 that matches the key assessments identified in September 2018” (NH DOE, 2018, p. 5). Michael Fournier and Suzanne Canali individually reviewed the report and presented questions to Diane Monico. Michael Fournier and Diane Monico met to discuss the questions. Michael Fournier and Suzanne Canali subsequently crafted a unified response to the report, which is detailed in CTE minutes from the April 18, 2018. In summary, **the Second Priority Progress Report was accepted by CTE because all required recommendations had been met.**

On Friday, September 13, the review team congregated at Rivier University for its re-review. The nature of the visit was a little different because the team co-chairs had been working with Rivier for the last year and a half. Much of our focus was on review of specific content areas (Ed612, Ed614) as the assessment system has been under continual review since January 2018.

Dr. John Gleason, Dean, welcomed the reviewers and acknowledged the Rivier University Team for their contributions in making the final program approval workday possible. Dr. Monico reviewed the intent and process of the program’s *Benchmark Assessment System* allowing reviewers to access and easily understand the available data from assessment criteria. This was especially true when considering the "disposition of teaching" aspect within the content areas, application and professional responsibilities of the *Tiered Field Experience* system, with supported quantitative data indicating the unit meeting the identified standards.

Dr. Diane Monico was also instrumental in the organization and allocation of space and resources available to the reviewers. The faculty and former students were available and ready to take questions and provide vital clarification. Syllabi contained curriculum mapping guides that aligned standards to activities and assessments. These were extremely helpful in teasing out whether the course provided ample opportunities in academic and field-based experiences that impact specific **Ed 610** and **612** standards. Rivier faculty made available to

the reviewers were enthusiastic and committed to meeting their students' needs in the varied counselor and teacher certification endorsement options.

C. Key Findings

1. Commendations:

Under the leadership of Drs. John Gleason and Diane Monico, the Review Team found the following areas to be worthy of commendation:

- Multiple Tiered Field Experiences with corresponding rubrics. Layering experiences for pre-service teachers is an excellent way to track progress, provide critical feedback, and develop the knowledge, skills and dispositions necessary for today's classroom.
- Key Gateway Checkpoints. Teacher candidates must have a way in which to measure their own growth against standards established by the university. The key gateway checkpoints are critical for both candidate and program assessment with respect to continuous improvement.

2. Recommendations (Require Responsive Action): N/A

Section II: Clinical Practice Model

A. Brief Description of Clinical Practice Model:

Division of Education stakeholders (i.e., faculty teaching field experience course, cooperating teachers, and students in teacher certification programs), decided upon a **tiered Field Experience Clinical System process**. It was designed with accompanying rubrics used across all programs (Appendix C). The tiered system is aligned with education coursework and allows a gradual increase in the required knowledge, skills, instructional practice, and professional responsibility necessary for success in the K-12 learning community. Specific mandatory evidence of field experience is required at the Tier 2 and Tier 3 levels. The purpose for mandatory evidence at the Tier 2 and Tier 3 levels of field experience is to provide increased opportunities for practice in effective teaching with specific opportunities for performance feedback from cooperating teachers. Special attention was given to alignment with NH DOE professional and content area standards. Using these documents as a framework demonstrates our commitment to preparing effective teachers for K-12 classrooms.

Tier 1 field experience begins with evidence intended to demonstrate understanding of content, pedagogy, and professional responsibility. Tier 2 field experience builds on the understanding with evidence intended to demonstrate through implementation of understandings, collection of analysis data, and increased participation with school communities. Tier 3 field experience culminates in the application of effective understanding of content, pedagogy, and responsibility. Each Tier requires the cooperating teacher to offer an overall recommendation of the preservice teacher to the next level of classroom responsibility with specific requirements for narrative comment when the recommendation is other than yes.

Each field experience course instructor may choose from any of the evidence described in the Tiered Field Experience Evidence chart (see attached) or may provide details for alternative assignments in the course syllabi. Tier 2 and Tier 3 have mandatory evidence requirements. These include focus on assessment and/or unit/lesson planning and implementation. Preservice teachers will log completed hours with identified activities on the time log in Live Text. Cooperating teachers will approve the time logs. Each cooperating teacher will complete a Field Experience Rubric for the appropriate tier. Tier 1 Field Experience Rubric, Tier 2 Field Experience Rubric, and Tier 3 Field Experience Rubric (see attached) will be loaded into Live Text according to the Matrix of Course Alignment. The Tiered Field Experience Continuum Rubric shows the continuum of learning for each benchmark. The Tiered Field Experience Continuum Rubric aligned with 610s is one matrix acknowledging the alignment of the tier field experience with NH certification standards. Student teaching involves triad assessments with the candidate, supervisor, and cooperating teachers. Interviews with alumni/a provided clear evidence of the program's success in their field placement programming, expectations, and assessment.

B. Summary of Findings on the Unit's Clinical Partnership Process:

Hands-on clinical experiences and mentoring with seasoned practitioners is a critical link between theory with practice. Rivier requires a minimum of 120 early fieldwork hours. Courses with embedded early field experiences have easily identifiable assignments and expectations that are both verifiable and identify quantitatively measured assessments linking the standards of ED 612s to content, application and professional responsibilities of the Tiered Field Experience System.

C. Commendations:

Rivier University's Educator Preparation program redesigned an effective field based program that is vertically aligned of scope and sequence. It is commendable that this design was created as a division with buy in from faculty teaching coursework with early field requirements.

D. Recommendations (Require Responsive Action): N/A

Section III: Quality Control System: Candidate Assessment System (Ed 606.01) and Program Assessment System (Ed 606.02)

Rivier's assessment system is new and has not had the time to complete three cycles (rounds of data collection for each course, student, semesters), therefore, it is not possible to report on absolute findings. However, evidence shows that cycles are in place for all programs with adequate enrollment to run sequential data cycles. Institutional researchers at Rivier are active in helping the department with quantitative analysis to make judgments based on the data collected. Faculty have been trained in inter-rater reliability demonstrating a shared understanding of rubric score allocations. Continual Improvement involves regular cycles of assessment and evaluation. A subset of Division of Education faculty were appointed by the Dean to serve on the Division Curriculum Committee to review unit data and make recommendations to the Division of Education Faculty, or the Dean, regarding matters related to: curriculum, candidate preparedness, and program effectiveness.

A. The Institution's Candidate Assessment System Rating

1. Summary of Findings on the Unit's Candidate Assessment System:

Rivier University's March 31, 2019 progress report specifically required a compilation and presentation of assessment data from Fall 2018 that matches the key assessments identified in September 2018. We find that Rivier has provided candidate data as required and met all expectations. Please note that the questions asked by the review team were for clarification versus concern. Rivier has a great start building their assessment system and are well underway for meaningful data analysis for candidates and programs. Overall, we commend Rivier's consistent commitment to faculty development and alliance in the assessment process since its full program review in 2018.

2. Commendations:

Rivier University uses a Division Curriculum Committee for added perspective and voice in the curriculum revision process. This is an excellent way to ensure the validity of the Benchmark Assessment System while providing a space for continuous reflection and improvement that involves both School of Education faculty and content area faculty.

3. Suggestions: N/A

4. Recommendations (Require Responsive Action): N/A

B. The Institution's Program Assessment System

1. Summary of Findings on the Unit's Program Assessment System:

		HEOA - Title II 2017 - 2018 Academic Year				
Institution Name		RIVIER UNIVERSITY				
Institution Code		3728				
State		New Hampshire				
February 1, 2019						
Group	Number Taking Assessment ¹	Number Passing Assessment ²	Institutional Pass Rate	Statewide		
				Number Taking Assessment ¹	Number Passing Assessment ²	Statewide Pass Rate
All program completers, 2017-18	21	17	81%	466	410	88%
All program completers, 2016-17	42	37	88%	606	534	88%
All program completers, 2015-16	38	35	92%	586	514	88%

Note: In cases where there are less than ten students taking the assessment or license/certificate, the number passing and pass rate are not reported.

¹ Number of completers taking one or more assessments within their area of specialization.

² Summary level "Number Taking Assessment" may differ from assessment level "Number Taking Assessment" because each student is counted once at the summary level but may be counted in multiple assessments at the assessment level.

Program Completers

Provide the total number of regular program completers as well as the number of each year.

2017-18	<input type="text" value="31"/>
2016-17	<input type="text" value="46"/>
2015-16	<input type="text" value="40"/>

Rivier's Program Assessment system is designed to continuously and systematically gather data to monitor and improve the program of study, the facilitation of learning, and the overall performance of programs through its Benchmark Assessment system designed and implemented in 2018. The foundational structure of the Benchmark Assessment Framework - designed and implemented after Rivier's last review - 2018, uses the following classifications of *Content*, *Application*, and *Professional Responsibility*. The *content* benchmark includes standards that identify content knowledge; *application* includes standards that identify skills; *professional responsibility* standards identify disposition. All key assessments are aligned to these three criteria including the Benchmark Assessment Rubric (Appendix B & F). Benchmark Courses are proposed by the course instructors and the Program Directors to the Division Curriculum Committee, and approved by the Committee as courses that will provide data about candidate preparedness and program effectiveness. Gateways of assessment (Appendix E) are designed by content area, based upon completion of certain courses during each quarter of candidates' matriculation.

All faculty contributed to the assessment design process and remain actively involved in its use and continual improvement. The unit uses shared rubrics across programs.

Also, a working group for the Benchmark Assessment System comprised of a subset of Division of Education faculty, the Dean, and Director of Educational Technologies worked together to determine the data set and the technologies to collect and analyze the data for the Benchmark Assessment System.

2. Commendations:

Rivier University is recognized for its tiered approach fieldwork with aligned lesson planning instruction and feedback. This approach, which logically builds over time, is intuitive and practical and corresponds with how the profession expects preservice teachers' educational philosophies, classroom management skills, and pedagogies to develop over time. In addition, Rivier University not only accomplished the implementation of their assessment system. They did so through collaboration with **all** Education Division faculty. It is not easy getting all faculty to agree on change. It is evident through interviews and meeting minutes that the division, under Diane Monico's leadership, used group-work meetings for inclusive decision-making. This speaks to the integrity of quality improvement as a shared responsibility. The focus remained on maintaining, or in some cases, adding rigor. The results from this intensive work is evidenced in the analysis and data-driven decisions as outlined in Appendix D.

3. Suggestions: N/A

4. Recommendations (Require Responsive Action): None

Section IV: Specific Certification Programs

Institution: Rivier University

Name of Program: **Early Childhood Education Undergraduate**

Program Number: Ed 612.03

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Elizabeth K. Reed

Commendations: Case Study assignments are used to apply reading and instructional content to real children in real settings. Case Study is constructed to provide in-depth observation of a child over several weeks with specific characteristics to note, and therefore observe and measure increasing both the teacher candidate's skills and application of course content.

Program introduces first year students to classrooms and real children, classes throughout the program include field experience that is carefully structured and builds on previous experiences culminating in sole responsibility for all lessons in final student-teaching experience.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.03): 3 – Effective

Evidence Supporting the rating includes: Course program includes multiple courses with learning outcomes that address and assess the Standards as seen in the course worksheet for student programs, and the syllabus for each of the required courses. Report 2018-2019 analysis of students in the program shows that most students meet or exceed expectations (report and Appendix 7).

Institution: Rivier University

Name of Program: Early Childhood Education Graduate

Program Number: Ed 612.03

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Elizabeth K. Reed

Commendations: It is impressive that the M. Ed in Early Childhood requires Advanced Psychology, A separate course in Instruction for Exceptional Students, Social and Cultural Foundations and Basic Human Interaction in addition to the more ‘traditional’ Curriculum Methods courses.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.03): 3 - Effective

Evidence Supporting the rating includes: Course program includes multiple courses with learning outcomes that address and assess the Standards as seen in the course worksheet for student programs, and the syllabus for each of the required courses.

Institution: Rivier University

Name of Program: Elementary Education

Program Number: 612.04

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Carolyn Cormier

Commendations: Rivier should be commended for the personal approach the School of Education leadership has taken in regard to the creation of a student data tracking and progress monitoring. The University has created a manageable and personal data tracking system that originated from work that was already occurring in the organization. This made the co-creation of Benchmark Assessment Rubrics by faculty authentic and meaningful, likely increasing the fidelity of the system over time.

Finally, the University utilizes a tiered approach to lesson planning instruction and feedback. This approach, which logically builds over time, is intuitive and practical and corresponds with how we expect preservice teachers' educational philosophies, classroom management skills, and pedagogies to develop over time.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.04): Rating Level = 3 - Effective

Evidence Supporting the rating includes: The IHE has implemented the use of a Division Curriculum Committee for added perspective and voice in the curriculum revision process. This is an excellent way to ensure the validity of the Benchmark Assessment System while providing a space for continuous reflection and improvement that involves both School of Education faculty and content area faculty.

Institution: Rivier University

Name of Program: English Language Arts (Secondary-Level)

Program Number: 612.05

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Suzanne Canali

Commendations: N/A

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.05) Rating 3 - Effective

Evidence Supporting the rating includes:

There have not been enough students enrolled in this program to evaluate data over time, however, data collection has started in the areas of field experience and the benchmark assessment system. There is data evidence for 3 semesters in the secondary English program.

The program has a rich curriculum that places emphasis on the cultural and personal imperative to read and write across the four literary genres for young adults in the graduate and undergraduate secondary English programs. The undergraduate program of studies indicates a rich curriculum in the content area, requiring a minimum of 52 credits with specifications for literature and writing specific coursework as well as two E. Candidates also need a minimum of 27 credits in general education. Rivier integrates its tiered placement and assessment of fieldwork (Tables C), especially in the methods course and student teaching to assess the following: 1). informational texts, 2). development of effective assignments, 3). teaching for different purposes, 4). data collection and assessment techniques for grades 5-12, and teaching students with diverse reading and writing abilities.

Graduate ELA candidates have a 39 credit program with certification or 36 without certification. The program includes graduate level research, early and culminating field experiences.

There is no record of Praxis II content area test scores because there are so few - only four students in 2017- 2018, and one student in 2018 - 2019. The team confirms that content area standards are assessed in more depth through portfolio review. All **students create portfolios using an online portfolio tool called Live Text**, an electronic web based document management and field experience tracking software, to improve alignment with standards. All syllabi, assessments, and the benchmark assessment rubric, are aligned to appropriate Ed 610s and Ed 612.05. Candidates in the secondary English program are tracked using the gateway system as they progress throughout the program.

Institution: Rivier University

Name of Program: Special Education

Program Number: 612.07

Recommendation for Program Approval: Approval for 7 Years

Reviewer Name(s): Michael Fournier, Superintendent

Commendations: Rivier University is to be commended for executing a teacher preparation program in special education that not only meets state standards, but provides various opportunities for teacher candidates to develop their craft in the classroom with qualified site-based practitioners and core university faculty.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.07): Rating: 3 - Effective

Evidence Supporting the rating includes:

Rivier University offers teacher licensing for special education teacher candidates at the bachelor and post baccalaureate levels.

The undergraduate program in general special education provides a course of study to enable students to teach children with special needs in grades K-12. The program includes specialized courses in evaluation, assessment, and inclusive instruction. Field experiences with special educators reinforce classroom knowledge and provide exposure to students from kindergarten through high school. Successful completion leads to K-12 licensure in special education.

At the baccalaureate level, a teacher preparation candidate must earn credits in their major (78), core courses (36), special education (21), and are required to have a concentration (15-20) in English, Math, Science, or Social Studies. Entrance into the Teacher Preparation Program includes:

- Completion of fall semester sophomore year
- Praxis Core Academic Skills: passing scores
- GPA: 2.5
- Early Field Experience Assessment Rubrics: Proficient or Better

The major in General Special Education with initial certification is offered to students with or without experience at the early childhood, elementary, middle, or secondary levels. The options for this major in General Special Education are as follows: (1) General Special Education: Initial Certification; (2) Emotional and Behavioral Disabilities: Endorsement; and (3) Specific Learning Disabilities: Endorsement. In addition to the initial certification in general special education, the student can acquire specialized knowledge in the area of autism; an endorsement in the area of emotional and behavioral disabilities; and an endorsement in the area of specific learning disabilities.

Integrated within the General Pedagogy core courses for each of the four options are areas of knowledge, content, pedagogy, and research that bridge each option. Integrated within the Specific Pedagogy Courses is assessment for instruction of persons on the autism spectrum or for emotional and behavioral disabilities as well as for specific learning disabilities. The graduate student's focus determines their particular population and program of study. For example, students seeking certification in specific learning disabilities will participate in an internship with children and adolescents with specific learning disabilities supervised by a teacher certified as a specific learning disabilities teacher. Students can pursue multiple endorsements by completing the full complement of coursework under general and specific pedagogy and the appropriate internship(s).

At the post-baccalaureate level, a teacher preparation candidate must earn credits in their Foundation Courses (15), General Pedagogy (15), Specific Pedagogy (3-9), and are required to have an Internship (6). Entrance into the Teacher Preparation Program includes:

- 12 credits
- Praxis Core Academic Skills: passing scores
- GPA: 3.0
- Early Field Experience Assessment Rubrics: Proficient or Better

Institution: Rivier University

Name of Program: **Special Education: Emotional & Behavioral**

Program Number: Ed 612.10

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Terri Demaine

Commendations:

The Rivier Team was gracious, responsive, organized and prepared for reviewers questions, clarifications and concerns throughout the process.

The courses reviewed for the M.Ed in Special Education with an endorsement in Emotional and Behavioral Disabilities (EBD) are listed below:

Required Foundation Courses:

- ED 50 I Fundamentals of Research
- ED 505 Advanced Psychology of Human Development and Learning
- ED 536 Instruction for Exceptional Students
- ED 537 Curriculum, Methods and Assessment
- ED 626 Positive Psychology

General Pedagogy Core

- ED 539 Information Processing and Cognition
- ED 543 Social and Emotional Development and Behavior
- ED 588 Disability, Law and Policy
- ED 589 Communication and Developmental Delays
- ED 598 Curriculum for Inclusive Education **Specific Pedagogy Courses**
- ED 534 Assessment of Emotional and Behavioral Disabilities

Internship/Seminar Courses

- ED 690 Internship Seminar: Initial Certification
- ED 694 Internship Seminar Professional Endorsement I

It is a long held belief that pre-service teachers benefit from hands-on clinical experiences with seasoned practitioners to link theory with practice. The courses that have field experiences embedded have easily identifiable assignments and expectations that are both verifiable and identify quantitatively measured assessments linking the standards of ED 612. 10 to content, application and professional responsibilities of the Tiered Field Experience System.

Of these required courses, the following include 25 hours of field-based experiences.

- ED 534 Assessment of Emotional and Behavioral Disabilities
- ED 536 Instruction for Exceptional Students (Tier I)
- ED 537 Curriculum, Methods and Assessment (Tier II)

ED 539 Information Processing and Cognition (Tier II) ED 598 Curriculum for Inclusive Education (Tier III)

The only course that is in any way different or added to the M.Ed in Special Education with a certification in General Special Education is the specific Pedagogy course for EBD endorsement is ED 534 Assessment of Emotional and Behavioral Disabilities. It does not specify which Tier specifically yet on page 16-19 the syllabus lists the 612.10 standards for EBD and the following description on page 5:

***25 Field-Based Hours**

All majors are required to complete a 25-hour pre-practicum field-based experience working with students with EBO in an applied setting. This is part of the overall program requirement of 100 hours prior to the internship experience. Types of experiences that can be used to complete this requirement include observation, record review, assessment (screening, eligibility, planning, IEP monitoring, and instruction), and data collection.

Assignments in this course are linked to this experience.

- Written permission must be obtained from parents/guardians *for* the testing or observations. The permission form is provided to candidates in Canvas.
- Also downloaded from Canvas is the Field Experience. Record of Hour form which will need to be completed by the candidate and the field supervisor.
- Some will also be required to use LiveText. See below under Canvas and Technical Information.

The program has such a small number enrolled, and the assessment system is so new that there was little data available to evidence the assessment of the effectiveness, however the systems are in place. It will be beneficial to collect a wider spectrum of data to assess effectiveness as the program moves forward. Potential data provided from graduates and schools/institutions over a three-year cycle period, not just within one year.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Rating (Ed 612.10) Rating: 3 - Effective

Based on the data and resources available, it is clear that the Rivier University M.Ed in Special Education/Emotional and Behaviorally Disabilities performs at the effective level in providing instructional opportunities to advance candidate growth and achievement. The field based coursed demonstrate sound knowledge of content, standards, and competencies connected to real world issues. Foundation and pedagogy courses utilize varied and multiple methods of assessment to evaluate candidates and program performance.

Supporting Evidence for this rating:

ED505 Advanced Psychology of Human Development

This course focuses on a developmental, life-span approach to human psychological growth (i.e., prenatal to death). Developmental and educational theories and stages (psychosexual, cognitive, emotional, moral, psychological) and related stage-crises are examined. Psychological experiences promoting adaptive behavior are emphasized. Students explore their preconceptions relevant to human growth and they synthesize interventions useful in counseling circumstances. This is a foundation course in the PsyD program.

ED 505 examines the psychology of human development across the lifespan, studying environmental, biological, cognitive and cultural influences. We will analyze concepts/theories from some of the pioneers of developmental psychology and explore how these theories apply to current theory and practice. Current models of ethnic, social and minority identity development are also examined.

The tiered field experiences provide access to the challenging and, at times, delicate nature of working with this population of students.

Institution: Rivier University

Name of Program: Specific Learning Disabilities

Program Number: 612.11

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Beth Rincon

Commendations:

Dr. Diane Monaco, Director of the Rivier Education programs, did an exemplary job preparing for the program review. She created and posted all review artifacts on the Canvas platform, which made it easy for reviewers to access program information. Faculty was readily available to answer questions, and were obviously passionate and committed to excellence in their areas of expertise. Staff was open to reviewer feedback. The syllabus, for the most part, were nicely aligned with the standards. All of the courses contained offered multiple options for students to demonstrate mastery. There was an emphasis on field work from entry into the program through student teaching. Field work was tiered to reflect rigor: Tier 1 fieldwork consisted of observation only, with increasing involvement with students, parents and faculty through Tiers 2 & 3, culminating in the Tier 4 student teaching experience. Each Tier had a rubric, which reflected the rigor expectations, from “understanding” at Tier 1 to “innovative application of subject content and integration of K-12 standards across content areas or within content areas”.

Dr. Naomi Schoenfield's syllabi for both the ED 536, Instruction for Exceptional Students, and ED 598, Curriculum for Inclusive Education, were exemplars of two comprehensive course offerings that synthesized nicely with the required standards, ensuring all candidates had a variety of ways in which to show mastery of the course standards. The courses were focused on pedagogy, particularly instructional methods for students with various learning styles. Her courses in the area of learning disabilities are outstanding exemplars of comprehensive instruction.

Recommendations that require responsive action:

ED 505 Advanced Psychology- no evidence of standard met (612.11 c1-3). In this Foundations course, the Program for LD standards that are not met related to understanding the impact of co-existing condition and exceptionalities on individuals with specific learning disabilities, understanding the impact of specific learning disabilities on core curriculum areas and understanding how individual learning difference affect acquisition of knowledge.

Annual Report to Address the Following Recommendations: N/A

Rating (Ed 612.11) Rating: 3 – Effective

Evidence Supporting the rating includes:

ED 598- Curriculum for Inclusive Education

The course examines how the curriculum within inclusive educational settings becomes the foundation for the delivery of the Individualized Educational Program; curriculum and instructional models that mirror current research-based practices for the teaching and learning for persons with specific exceptionalities provide practical approaches, strategies, and methods in which to differentiate instruction. 25 hours of tier III field experience are required. **ED 501-Fundamentals of Research:**

An investigation into the principles and methods of research; the location and use of library sources, an analysis and evaluation of research projects, and techniques of planning, conduction and reporting. The course introduces students to the four forms of inquiry (historical, qualitative, quantitative & philosophical) commonly applied to the people and settings in the social sciences.

ED 505- Advanced Psychology of Human Development and Learning

Course focuses on developmental lifespan approach to human psychological growth.

Developmental and educational theories and stages (psycho-sexual, cognitive, emotional, moral, psychological) and related stage crises are examined. Psychological experiences promoting adaptive behavior is emphasized. Students explore their preconceptions relevant to human growth and they synthesize interventions useful in counseling circumstances.

ED 536- Instruction for Exceptional Students

The course presents philosophical concepts associated with inclusive education for persons with exceptionalities. It examines lived experience and unique individual needs, talents, gifts, and abilities of students with exceptionalities that influence access, accommodation, and learning outcomes of various service delivery models. The historical evolution of educational services and programs and relevant aspects of educational law are discussed. 25 hours of tier I field experience are required. Human abilities, strengths, and challenges exist on a continuum that deeply affects personal experience. Our exploration of the diversity of students' cognitive, social, and physical experiences of school and the world will give you new ways to understand and accommodate students in your classrooms.

ED 537- Curriculum, Methods and Assessment

Course focuses on the creation of the learning environments that emphasize and meet students' unique abilities, skills, gifts and talents. The course emphasizes the centrality of success to students' educational experience. A review of curricular models with embedded assessment and their relation to teaching and learning are discussed. 25 hours of Tier II field experience are required.

ED 626 Positive Psychology

Course will be presented in an online format and will begin with an exploration of the history and scientific underpinnings of this recently formed branch of psychology. Positive psychology is the study of how human beings prosper in the face of adversity. Students will explore the most current research in the area of what is often referred to a "optimal human functioning". Students will also engage in weekly experiential exercises that will give them first hand exposure and experience with the most current techniques employed by positive psychologists. Students will also be asked to reflect upon how positive psychology will influence and shape the work they will do as counseling or educational professionals.

ED 539- Information Processing and Cognition

This course provides and in-depth understanding of learning and brain as applied to the characteristics, nature, and needs of students with learning disabilities from ages five through adult. Neurological and brain-based research will be examined and applied under the umbrella of Universal Design for Learning as a framework for understanding human variability. Students will explore how research from the learning sciences and cognitive neuroscience can inform social science professions such as counseling and education. This course contains 25 field placement hours.

ED 588- Disability Law and Policy

Disability Law and Policy will cover a wide spectrum of the legal and regulatory underpinnings of current practice related to students with educational disabilities. Tracing the history of federal special education law back to P.L 94-142, the course will follow legislative developments since

1974, with an analysis of the current federal law, P.L. 108446 (IDEA 2010), Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act. Emphasis will be given to current legal issues confronting educators with regard to education students with disabilities as well as accommodation employees with disabilities.

ED 589- Communication and Developmental Delays

This course will teach students topics of assessment and interventions for a myriad of communication disorders frequently experienced by students with developmental delays. The course is designed to support special educators working in a trans-disciplinary setting applying intervention and functional communication methods within a school setting. In this course, we will examine indicators and causes of communication impairments, how to read and understand assessment tools and reports, and intervention methods to apply within a school setting.

ED 530- Assessment of Learning and Reading Disabilities

This course provides an analysis of a variety of formal and informal techniques used in the diagnostic assessment of reading abilities and educational disabilities. Frequently used test instruments will be demonstrated, administered, analyzed and discussed. Topics include concepts of evaluation and measurement; informal and formal assessment of reading abilities including determining instructional reading level, response to intervention testing of academic achievement, and use of curricular based measurement for ongoing monitoring of progress, and the relationship between evaluation material and the IEP.

ED 694 Internship/Seminar In Learning Disabilities

Extended involvement in planning, implementing and evaluating instruction of students with learning disabilities in the school setting. Under the supervision of an on-site supervisor, the intern carries out diagnostic, remedial, behavioral and adaptive instruction; participates in consultations and team meetings. The seminar, with an emphasis on learning disabilities, is a culminating activity designed for students who have successfully completed the coursework required for the degree in Education Disabilities. Interns discuss teaching experiences in areas such as: use of evaluation data for planning IEPs and providing instruction, implementation of behavioral management programs, adaptation and modification of curricula and learning environments, involvement in procedures for documentation and implementation of state and federal regulations.

Institution: Rivier University

Name of Program: Secondary Math 7-12 Graduate

Program Number: Ed 612.18

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Rachel Fairhurst

Commendations:

Program provides opportunity for students to focus not solely on the mathematics, but on the

methodologies of teaching and learning, and how to work with all students in the classroom. Faculty are not only passionate about mathematics, but also are passionate about the success of their students, and ensuring that all students are prepared to be educators.

Recommendations that require responsive action: This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Rating Program/Certification Standards (Ed 612.18): 3 - Effective

Evidence Supporting the rating includes:

This program does not consistently use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly, but this program consistently upholds the professional standards of practice and sets and maintains high expectations for learning and achievement for all candidates, creates an environment of mutual respect and caring, and engages candidates in appropriate learning opportunities. Students have the opportunity to demonstrate knowledge, skills and behaviors in teaching secondary school mathematics through a variety of spoken and written responses that include classroom activities, homework, reflective writing, research assignments, early field experience discussions, presentations, and the design and delivery of mathematics lessons that incorporate content and process standards.

Institution: Rivier University

Name of Program: Secondary Math 7-12 Undergraduate

Program Number: Ed 612.18

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Rachel Fairhurst

Commendations:

Syllabus for ED 150 does a nice job of clearly identifying the goals, criteria and outcome of the assessments for the course. While the program is small in size, it allows the professors and instructors to get to know each student, and they have a vested interest in the success of each individual's success.

Recommendations that require responsive action:

This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.18): 3 - Effective

Evidence Supporting the rating includes:

This program does not consistently use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly, but this program consistently upholds the professional standards of practice and sets and maintains high expectations for learning and achievement for all candidates, creates an environment of mutual respect and caring, and engages candidates in appropriate learning opportunities. Students have the opportunity to demonstrate knowledge, skills and behaviors in teaching secondary school mathematics through a variety of spoken and written responses that include classroom activities, homework, reflective writing, research assignments, early field experience discussions, presentations, and the design and delivery of mathematics lessons that incorporate content and process standards.

Institution: Rivier University

Name of Program: General & Life Science

Program Number: Ed 612.23 & 612.25

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Judith Follo

Commendations:

I can see that Rivier is gathering data to inform their assessment of the programs. While the life science program does not have enough data at this time, it is clear that the instructors and administration have provided assignments and assessments to ensure that students from all disciplines are meeting the pre-service teacher NH DOE standards which are clearly cross-listed with specific assignments on the education course syllabi that I reviewed.

Recommendations that require responsive action:

This program meets all NH Department of Education Standards and does not require recommendations for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.23 & 612.25): Rating: 3 -Effective

Evidence Supporting the rating includes:

- Field Experience and Lesson Plans in ED341 is effective in meeting 612.25 standards as the teaching experience will likely address at least 50 % of the seven major standards based upon the curriculum of the 7-12 academic year and their time of placement.
- Lesson Plans in Tier 3 Field Experience in ED350 is effective in meeting 612.25 standards as the teaching experience will likely address at least 50 % of the seven major standards based upon the curriculum of the 7-12 academic year and their time of placement.
- The Binder Assignment in ED370 is effective in meeting 612.25 standards as the development of the binder will be asking pre-service teachers to address abilities of

students within their discipline and therefore meeting at least 50 % of the major 7 standards. This course is undergoing course changes through the Curriculum Committee at the time of this review to include all discipline specific standards and the above evidence is based upon interview of both administrator and instructor.

- The E-Portfolio in ED420 is effective in meeting 612.25 standards as the teaching experience, preparations, and reviews will likely address at least 50 % of the seven major standards based upon the curriculum of the 7-12 academic year and their time of placement.

Institution: Rivier University

Name of Program: Social Studies for Grades 5-12; Secondary Social Studies

Program Number: Ed 612.28 & 612.29

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Linda Kalloger

Commendations:

The social studies curriculum offers courses that are rich in content. They also provide students opportunities to cultivate skills in writing, researching, analyzing, comparing and contrasting. Many of the courses offer an inquiry or thematic approach and require examination of primary and secondary documents, as well as analyzing and making interdisciplinary connections.

Recommendations that require responsive action: This Program meets all NH Department of Education Standards and does not require recommendation for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 612.28, 612.29): 3 - Effective

Evidence Supporting the rating includes:

The courses offerings in Social Studies promote progress and a culture of growth. The faculty chair is passionate about the rigor of courses in the Social Studies Department and the syllabi show evidence that most of the courses are rigorous, relevant and teach students to become historians and problem solvers by having students utilize research based strategies, as well as an inquiry approach.

Most of the courses require the use of technology as part of the course requirement.

The courses include alternate forms of assessments and the teacher preparation courses ensure that teaching candidates are well versed in utilizing multiple forms of assessments, as well as methods of differentiated instruction, relevance and portfolio assessment. The teaching program also addresses standards based grading.

The Tiered Field Experience is an excellent tool to promote student growth by aligning content standards, benchmarking the continuum of learning, and teaching students to uphold professional standards of practice. This approach also fosters a positive relationship between the student teacher, supervisor, cooperating teacher and the school community.

Institution: Rivier University

Name of Program: School Principal

Program Number: Ed 614.04

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Melissa Muzzy

Commendations:

The School Principals program provides a variety of courses and identifies key foundational courses to prepare a Principal candidate to begin his or her duties upon completion of the program. Foundational courses include classes in research, curriculum, psychology, and social/cultural foundations. All required courses include a clear description of the course, the assignments and relevant rubrics. Most courses include a curriculum-mapping guide aligning the learning outcomes with NH DOE Standards, Assignments, and the Assessment tools. In addition to the identified benchmark assignments, the course requirements include other activities and assessments to support candidates in meeting competencies and demonstrating proficiency. The use of a culminating comprehensive exam upon completion of the course work provides another opportunity for the candidates to demonstrate proficiency in skills through application. The self-assessment rubric matrix highlights the relationship between courses and the standards that are being demonstrated. In some instances, more than one course provides opportunity for potential candidates to work on tasks that address the required educational professional standards.

Recommendations that require responsive action: This Program meets all NH Department of Education Standards and does not require recommendation for responsive action.

Annual Report to Address the Following Recommendations:

Program/Certification Standards (Ed614.04): Rating 3 - Effective

Evidence Supporting the rating includes:

The Rivier University School Principals program provides candidates with multiple opportunities within the assigned course requirements to meet the ED614.04 requirements in addition to applying those under ED612.

- Candidates must meet a prerequisite of five years of teaching experience
- Candidates must complete or have evidence of 12 credits in foundational courses

- Candidates must complete 21 credits in related courses addressing leadership; disability, laws and policies; professional development and evaluation; educational finance; human interactions; collaboration and intervention; as well as on education elective.
- Candidates must complete and Internship/Seminar in the role of School Principal
 - This internship includes the identification of a school need, the development of a potential solution, and a presentation of the findings.
- Upon completion of the course work, candidates complete a comprehensive examination that focuses on application of knowledge and skills in real world scenarios.

Throughout each course assignments are assigned that promote collaboration, research, discussion, and professionalism. Each task is purposeful and tied DOE standards ensuring that candidates know how the task will move them forward in their understanding.

Institution: Rivier University

Name of Program: School Psychology, Ed.S Program

Program Number: 614.06

Recommendation for Program Approval: Full Approval for 7 Years

Reviewer Name(s): Samantha Broadhead, Ph.D.

Commendations:

Course syllabi and staff interview reflect that this program utilizes a variety of available resources to support their institutional goals as well as the educational needs of their students.

This is evidenced by:

- Goals and efforts to support cultural competency throughout their program; placement in internships locations that support goals of the university
- Support of students in internship including site supervisor evaluations
- Multiple opportunities across courses to practice higher level applicable skills with supervision and guidance before utilizing techniques on site
- Use of best practices and newest available technologies for assessment procedures as well as a broad variety of assessment tool exposure
- Commitment to teacher evaluation and feedback to best support learning needs of students, weekly faculty meetings to ensure opportunities to share student and faculty successes
- Developing relationships with school and community partners to support retention of mental health practitioners in the state
- Consistency of syllabi is beneficial for student information delivery and organization – i.e. consistent use curriculum maps and syllabi templates

Recommendations that require responsive action: This Program meets all NH Department of Education Standards and does not require recommendation for responsive action.

Annual Report to Address the Following Recommendations: N/A

Program/Certification Standards (Ed 614.06): Rating: 3 – Effective

Evidence Supporting the rating includes:

The Rivier School Psychology Ed.S., Program ensures NH Department of Education Ed 614.06 standards are met and assessed throughout coursework and comprehensive evaluation completion.

Candidacy Review

- Regular and ongoing student review; includes review of academic performance and instructor ratings of student disposition
- 100% of students successfully passed the candidacy review per the 2016-2017 Annual report
- Assessment of student academic performance utilizing: Electronic Portfolio, Comprehensive Examination, Internship supervisor evaluations and Internship Placement

Course Content and Assessments

- As per the 2016-2017 Annual report
- All program assessments are designed to measure student's attainment of discipline specific knowledge and professional competencies in School Psychology as mandated by the NHDOE. The specific learning outcomes are listed on each syllabus for the School Psychology courses.
- 100% of students passed the comprehensive examination in March, 2017
- 100% of students have received satisfactory ratings from internship field supervisors
- For 2016-2017, 100% of students applying for internship were successfully placed.

Appendix A

Memorandum of Understanding

Rivier University, the Council for Teacher Education, and the New Hampshire Department of Education

I. The purpose of this memorandum

This memorandum will specify expectations for the institutional program approval process for Rivier University's professional educator preparation programs. This review will be conducted under the guidelines of Ed 602.06, Option 1: The review of a currently approved Professional Educator Preparation Programs (PEPP) at an institution that is seeking an additional term of state board approval for existing PEPP(s).

II. Important Dates

- a. **Week of July 8th:** Chair training will take place at Rivier hosted by Diane Monico, Suzanne Canali (Co-Chair), Mike Fournier (Co-Chair), and (potentially) Ashlee Stetser (DOE) to learn how to access Rivier's online materials through Canvas Shell and provide a time for reviewers to attend this training, if they are able.
- b. **Week of July 15th:** Online training will be available for reviewers who were not able to attend training on-site at Rivier the week of July 8th.
- c. **Friday, September 13th, 2019:** Program Review Visit at Rivier University.

III. Contact Information

Rivier University main contact:
Diane Monico
Director, Education Programs
Rivier University
420 South Main Street
Nashua, NH 03060
603-897-8656
dmonico@rivier.edu

According to Ed 602.06(b)(4) and (5), two Chairs have been selected to lead the review team:

Suzanne Canali
Director of Art Education Program
New Hampshire Institute of Art
148 Concord Street
Manchester, NH 03104
603-836-2544
scanali@nhia.edu

Michael Fournier
Superintendent of Schools
Bedford School District
103 County Road
Bedford, NH 03110
603-472-3755
www.sau25.net

Department of Education main contact:
Ashlee Stetser
Administrator
101 Pleasant Street
Concord, NH 03301
603-271-4196
Ashlee.stetser@doe.nh.gov

Memorandum of Understanding
Rivier University, the Council for Teacher Education, and the New Hampshire Department of Education

IV. *Programs to be reviewed

Ed 612.03 Early Childhood Education
Ed 612.04 Elementary Education (K-8) (K-6)
Ed 612.05 English Language Arts for Grades 5-12
Ed 612.07 Special Education Programs
Ed 612.10 Program for Emotional and Behavioral Disabilities
Ed 612.11 Program for Specific Learning Disabilities
Ed 612.17 Mathematics for Grades 5-8
Ed 612.18 Secondary Mathematics for Grades 7-12
Ed 612.25 Life Sciences for Grades 7-12
Ed 612.28 Social Studies for Grades 5-12
Ed 612.29 Social Studies for Grades 5-8
Post-baccalaureate programs in all of the above areas.
Specialty Areas
Ed 614.03 School Counselor
Ed 614.04 School Principal
Ed 614.06 School Psychologist

*Diane Monico will provide information to the review team on which programs contain data and which do not once grade submissions and preliminary data analysis occurs.

- (a) The review will examine the preparedness of the institution to continue to offer the above referenced programs and program alignment to state standards, which would extend Rivier University's existing full approval by no more than seven years. The team will discuss the changes being made by Rivier to move to the new Ed 600 standards, examine progress made, offer technical assistance, and produce a program approval report detailing findings.

V. Specifications

- (a) The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE liaison, and one reviewer for each of the proposed programs by content area as necessary. The NH DOE is responsible for identifying appropriate reviewers and providing the institution and team a résumé detailing their background and expertise in the area.
- (b) Evidence for Rivier University to provide electronically in advance of the visit. Hard copies will be available by request:
- Most recent on-site review report, with description of how the institution addressed recommendations and areas for growth (please refer to the table template the DOE will provide)
 - Completed Self-Assessment Worksheets (Matrices) by the institution for programs with curriculum alignment and sources of evidence (if not included in the request form)
 - Syllabi for all courses
 - Curriculum Vitae of faculty members involved in proposed programs
 - Plans of Study

Memorandum of Understanding

Rivier University, the Council for Teacher Education, and the New Hampshire Department of Education

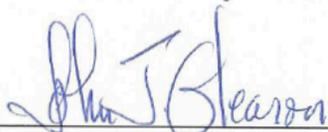
- Link to the University Catalogue (or pdf version)
- Educator Preparation Handbook and Guidelines
- Admissions criteria and processes for all programs
- Candidate Assessment Description(s), plans, evidence of implementation and data (program and overall)
- Program Assessment Description(s), plans evidence of implementation and data (program and overall)
- Clinical partnerships and experience plans

(c) Additional evidence to be scheduled for day of visit:

- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
- Candidates to be interviewed should be randomly selected representing a heterogeneous pool of candidates enrolled in preparation programs at the university.

(d) Details of the approval visit:

- Internet access and IT support at the beginning of the day
- Access to the director of full programs for the full day (Diane Monico)
- The visiting team will arrive between 8:30 and 9:00 for the one-day visit and have a designated workroom available.
- Representatives of Rivier University will orient the team to the building and to the overall institution's approach and philosophy.
- Review Team meeting time will occur to organize work plans and schedules.
- To allow time for the reviewers to generate questions and review materials, an interview schedule will be provided depending on the needs identified by the review team prior to the visit with the following individuals/groups.
- Team will have a working lunch to discuss information gathered, develop questions for Rivier for ongoing discussion, etc.
- Additional interviews as needed after lunch.
- The exit meeting will be held before departure. The chairs and DOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once complete.



Representative of Rivier University

5/31/2019
Date



Ashlee Stetser
Administrator
Department of Education, NH

5/31/19
Date

Appendix B

Benchmark Assessment Rubric

Course: _____

Assignment: _____

- 1 Introductory Begins to address some standards aligned with assignment
- 2 Emerging Partially met most standards aligned with this assignment
- 3 Developing Fully met most standards aligned with this assignment
- 4 Mastery Fully met all standards aligned with this assignment

Criteria	1 - Introductory	2 - Emerging	3 - Developing	4 - Mastery
1.1 Content				
Requires understanding of course content AND/OR Requires understanding of course content skills	Begins to address some standards aligned with assignment	Partially met most standards aligned with this assignment	Fully met most standards aligned with this assignment	Fully met all standards aligned with this assignment
1.2 Application				
Requires implementation of course content AND/OR Requires effective strategies that demonstrate understanding of course content AND/OR Requires design or adaptations of course content	Begins to address some standards aligned with assignment	Partially met most standards aligned with this assignment	Fully met most standards aligned with this assignment	Fully met all standards aligned with this assignment
1.3 Professional Responsibility				
Requires use of professional standards related to program AND/OR Requires compliance with federal and state laws AND/OR Requires collaboration with colleagues, families, other professionals, and the community	Begins to address some standards aligned with assignment	Partially met most standards aligned with this assignment	Fully met most standards aligned with this assignment	Fully met all standards aligned with this assignment

1. Council of Chief State School Officers. (2012). *Our Responsibility, Our Promise: Transforming Educator Preparation and Entry into the Profession*. Retrieved from http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf
2. New Hampshire Task Force on Effective Teaching (October 2011). *Phase I Report*. Retrieved from http://www.ccsso.org/Documents/2012/Our%20Responsibility%20Our%20Promise_2012.pdf

Appendix C

Tier 1 Field Experience Rubric

Directions: Please rate the preservice teacher using the following scale and provide any applicable comments:

- | | |
|--------------------------|--|
| 1. Unsatisfactory | The preservice teacher did not fulfill the benchmark. Remediation in this area is recommended. |
| 2. Emerging | The preservice teacher fulfilled a portion of the benchmark, may have been inconsistent in demonstrating the benchmark or required support in order to meet the benchmark. |
| 3. Proficient | The preservice teacher fulfilled the benchmark. |
| 4. Outstanding | The preservice teacher fulfilled the benchmark in a manner that exceeded expectations. |
| NA Not Applicable | Not experienced during this field experience |

Benchmarks	1	2	3	4	NA
<i>Content literacy: Knowledge and skills</i>	1	2	3	4	NA
Understanding of subject content					
Understanding of alignment of state certification standards to K-12 college and career ready standards					
<i>Pedagogical literacy: Application The Learner and Learning; Instructional Practice</i>	1	2	3	4	NA
Understanding of how to teach subject content and integrate K-12 standards					
Understanding of differentiated instruction based on varying needs of students					
Demonstrating concern for students					
Understanding of engagement and motivation for encouraging student-centered learning					
Understanding of learning environment design based on learning outcomes					
Understanding of the use of technology to improve student learning					
Understanding of the collection of data with assessments to improve student learning					
<i>Collaboration/Professional Responsibility</i>	1	2	3	4	NA
Knowledge of school communities					
Understanding of the processes of communication with all school community members					
Understanding of problem solving to improve student learning					
Understanding of shared responsibility for student learning					
Understanding of leadership in the classroom and/or school community					
<i>Overall</i>					
Do you recommend this preservice teacher for advancement to the next level of field experience? If Na , please explain in Comments.	Yes	No			
<i>Comments:</i>					

Tier 2 Field Experience Rubric

Directions: Please rate the preservice teacher using the following scale and provide any applicable comments:

- | | |
|--------------------------|--|
| 1 Unsatisfactory | The preservice teacher did not fulfill the benchmark. Remediation in this area is recommended. |
| 2 Emerging | The preservice teacher fulfilled a portion of the benchmark, may have been inconsistent in demonstrating the benchmark or required support in order to meet the benchmark. |
| 3 Proficient | The preservice teacher fulfilled the benchmark. |
| 4 Outstanding | The preservice teacher fulfilled the benchmark in a manner that exceeded expectations. |
| NA Not Applicable | Not experienced during this field experience |

Benchmarks	1	2	3	4	NA
<i>Content literacy: Knowledge and skills</i>					
Demonstrated a developed understanding of subject content					
Demonstrated a clear and consistent understanding of alignment of state certification standards to K-12 college and career ready standards					
<i>Pedagogical literacy: Application The Learner and Learning; Instructional Practice</i>					
Implementation of subject content and integration of K-12 standards					
Implementation of differentiated instruction based on varying needs of students					
Consistent demonstration of concern for students					
Demonstration of engagement and motivation for encouraging student-centered learning					
Implementation of learning environment design based on learning outcomes					
Demonstration of the use of technology to improve student learning					
Collection, analysis, and use of data to improve student learning					
<i>Collaboration/Professional Responsibility</i>					
Participation with school communities					
Demonstration of communication with all school community members					
Implementation of problem solving to improve student learning					
Participation in shared responsibility for student learning					
Demonstrated leadership in the classroom and/or school community					
<i>Overall</i>					
Do you recommend this preservice teacher for advancement to the next level of field experience? If No , please explain in Comments.	Yes	No			
<i>Comments:</i>					

Tier 3 Field Experience Rubric

Directions: Please rate the preservice teacher using the following scale and provide any applicable comments:

- 1 Unsatisfactory The preservice teacher did not fulfill the benchmark. Remediation in this area is recommended.
- 2 Emerging The preservice teacher fulfilled a portion of the benchmark, may have been inconsistent in demonstrating the benchmark or required support in order to meet the benchmark.
- 3 Proficient The preservice teacher fulfilled the benchmark.
- 4 Outstanding The preservice teacher fulfilled the benchmark in a manner that exceeded expectations.
- NA Not Applicable** Not experienced during this field experience

Benchmarks	1	2	3	4	NA
<i>Content literacy: Knowledge and skills</i>	1	2	3	4	NA
Demonstrated a deep understanding of subject content					
Demonstrated a deep understanding of alignment of state certification standards to K-12 college and career ready standards					
<i>Pedagogical literacy: Application The Learner and Learning; Instructional Practice</i>	1	2	3	4	NA
Dependable application of subject content and integration of K-12 standards across content areas or within content areas					
Effective differentiated instruction based on varying needs of students					
Authentic concern for students					
Positive engagement and motivation for encouraging student-centered learning					
Tested functional learning environment design based on learning outcomes					
Effective use of technology to improve student learning					
Collection, analysis, and use of data with formative and summative assessments to improve student learning including diagnosing why students are not learning					
<i>Collaboration/Professional Responsibility</i>	1	2	3	4	NA
Active participation with school communities					
Demonstration of sustained communication with all school community members					
Effective problem solving to improve student learning					
Sustained participation in shared responsibility for student learning					
Reliable leadership in the classroom and/or school community					
<i>Overall</i>					
Do you recommend this preservice teacher for advancement to student teaching/internship? If <u>No</u>, please explain in Comments.	Yes	No			
Comments:					

Tier 4 Culminating Field Experience Rubric

Directions: Please rate the preservice teacher using the following scale and provide any applicable comments:

- 1. Unsatisfactory The preservice teacher did not fulfill the benchmark. Remediation in this area is recommended.
- 2. Emerging The preservice teacher fulfilled a portion of the benchmark, may have been inconsistent in demonstrating the benchmark or required support in order to meet the benchmark.
- 3. Proficient The preservice teacher fulfilled the benchmark.
- 4. Outstanding The preservice teacher fulfilled the benchmark in a manner that exceeded expectations.

NA Not Applicable Not experienced during this culminating field experience

Benchmarks	1	2	3	4	NA
<i>Content literacy: Knowledge and skills</i>	1	2	3	4	NA
Application of a deep understanding of content through facilitation of learning experiences					
Application of a deep understanding of state certification standards to K-12 college and career ready standards through specific teaching artifacts					
<i>Pedagogical literacy: Application The Learner and Learning; Instructional Practice</i>	1	2	3	4	NA
Innovative application of subject content and integration of K-12 standards across content areas or within content areas					
Application of appropriate and challenging differentiated instruction based on varying needs of students					
Authentic concern for students evidenced after reflection on choices and actions					
Consistent engagement and motivation for encouraging student-centered learning					
Innovative functional learning environment design based on learning outcomes					
Consistent effective use of technology to improve student learning					
Use of multiple methods for collection, analysis, and use of data with formative and summative assessments to improve student learning including diagnosing why students are not learning					
<i>Collaboration/Professional Responsibility</i>	1	2	3	4	NA
Active collaboration with school communities					
Demonstrated progress in communicating information with all school community members					
Effective problem solving to improve student learning to meet rigorous learning goals					
Application of shared responsibility for student learning					
Consistent leadership in the classroom and/or school community					
<i>Comments:</i>					

Appendix D

Implications of the Benchmark Assessment System Preliminary Analysis

Data	Implication	Description	Actions to be taken	Person(s) Responsible
Candidate Threshold	Scheduling	Course sequence considerations on academic calendar	Review of order of courses in programs with consideration of weighted levels	Program Directors DCC Dean Division of Education Faculty
Candidate Threshold	Advising	Recommendations of course sequence especially for candidates at the graduate level	Review of program of studies for all candidates in programs with concerns	Faculty advisors Program Directors
Candidate Threshold	Remediation	Candidate performance in the course	Identification of candidates by faculty or Assessment Working Group Remediation plan for candidates	Faculty Assessment Working Group DCC Program Director
Candidate Threshold Program Average Benchmark Assessment Rubric Category	Benchmark Course Assignments aligned with standards	Review of course assignments' alignment of standards based on rating levels in Benchmark Assessment categories	Completion of Benchmark Assessment Change for Continuous Improvement Submission Form	Faculty Program Directors DCC Dean Division of Education Faculty
Program Average Benchmark	Course changes within program	Review of candidate group performance	Review of Benchmark Course	Program Directors DCC

Assessment Rubric Category		related to course standards and assignment requirements	assignment related to program standards	Dean Division of Education Faculty
Program Average Benchmark Assessment Rubric Category	Modification of course instruction regarding implementation of course standards	Review of candidate group performance related to Benchmark Assessment Rubric category	Review and revision of instructional practices	Faculty Program Directors Dean
Program Average Benchmark Assessment Rubric Category	Professional Development	Additional training for use of Benchmark Assessment Rubrics	Redistribution of revised Benchmark Assessment Rubric; training of new faculty using Benchmark Assessment Rubric; training of previously trained faculty focusing on changes in revised Benchmark Assessment Rubric	Program Director, Education Faculty coaches

Appendix E

Key Gateway Checkpoints

<i>Program</i>	<i>Notes</i>	<i>25% of benchmark courses completed</i>	<i>50% of benchmark courses completed</i>	<i>75% of benchmark courses completed</i>	<i>Total Number of Benchmark courses</i>
Early Childhood Education	BA ECE	3	5	8	10
Early Childhood Education M.ED	M.Ed. ECE	2	4	6	8
Educational Administration M.ED	M.Ed. Ed. Admin.	4	8	12	15
Educational Specialist	Ed.S. SP	3	6	9	12
Elementary Education	BA Elementary	3	6	9	11
Elementary Education M.ED	M.Ed. Elementary	3	5	8	10
Emotional/Behavioral Disorders	EBD endorsement	4	7	10	13
General Special Education	BA SPED	4	7	11	14
LD	LD endorsement	3	6	9	11
Middle/Secondary	BA Secondary	3	5	8	10
Middle/Secondary MAT	GRAD Secondary	3	5	7	9
School Counseling	M.Ed. School Counseling	2	4	6	8
Special Education M.ED	M.Ed. SPED	3	5	8	10

Appendix F

Benchmark Assessment Framework

Program Standards	Content	Application	Professional Responsibility
Professional	610.02 b1a, 610.02 b1b	610.02 b2; 610.02 c3a; 610.02 a1a, 610.02 a1b, 610.0 a2b, 610.02 b2a; 610.02 d1a; 610.02 b2b, 610.02 a3a, 610.02 a3b; 610.02 a2c; 610.02 c1a, 610.02 c1b, 610.02 c1c, 610.02 c1d	610.02 d2a; 610.02 c3b; 610.02 c2, 610.02 d1b; 610.02 a2a
Early Childhood	612.03 b3a-b; 612.03 b4a-b; 612.03 4c1-2; 612.03 b5a-e	612.03 b1a-c; 612.03 b3c-e; 612.03 b4a-b; 612.03 b4d-g	612.03 b2a-d; 612.03 b6a-e
Elementary	612.04 a1a-g; 612.04 a2a-e; 612.04 c1-2	612.04 a1a-g; 612.04 a2a-e; 612.04 b1-2; 612.04 c1-2	612.04 b1-2
Middle/Secondary: English	612.05 b1a-g; 612.05 b3a-d; 612.05 b5a-c; 612.05 b7a-e; 612.05 b9a-b; 612.05 b11a-c	612.05 b2a-f; 612.05 b4a-e; 612.05 b6a-f; 612.05 b8a-d; 612.05 b10a-e; 612.05 b12a-c	
Middle/Secondary: Life Science	612.23 2a-h 612.25 b1a1-5	612.23 1a1-8; 612.23 1c; 612.3 1g; 612.23 3a-c; 612.23 4b; 612.23 5b; 612.23 6a-b; 612.23 7 612.25 b1a-c	612.23 1b; 612.23 1d-f; 612.23 4a; 612.23 5a; 612.23 5c; 612.23 e
Middle/Secondary: Mathematics	612.18 b1a1-6; 612.18 b1a7-8; 612.18 b2a; 612.18 b4-9	612.18 b1a6i-ii; 612.18 b2a-f; 612.18 b3a-d	
Middle/Secondary: Social Studies	612.28 b1-4	612.28 b5	612.28 b6
Special Education	612.07 a1-2; 612.07 a3a-b, d, f-g; 612.07 a4 b, e-f, i-j; 612.07 a5a-b, d, f; 612.07 a6d, f-g, j, n; 612.07 a7a-b, f; 612.07 9a1-6; 612.07 a9c-e	612.07 a3c, e; 612.07 a4a, c-e, g-h, k-l; 612.07 a5c-f; 612.07 a6b-c, e-n; 612.07 c-e; 612.07 a9a7; 612.07 a9b; 612.07 c1	612.07 a6a; 612.07 a8a-j; 612.07 a10a-h; 612.07 c2
Specific Learning Disabilities	612.11 a1-3; 612.11 b1-6; 612.11 c1-6; 612.11 d1; 612.11 f1-2; 612.11 h1-2, 4-5	612.11 d-e; 612.11f3-6; 612.11 g1-10; 612.11 h3, 5-7	612.11 i-j
Emotional Behavioral Disabilities	612.10 a1-4; 612.10 b2; 612.10 c1; 612.10 d1, 3; 612.10 e3, 6; 612.10 f1-2; 612.10 h1, 3	612.10 b1, 3; 612.10 c2; 612.10 d1-2, 4-5; 612.10 e2, 4-5, 7-9, 11-12; 612.10 f3; 612.10 g1-14; 612.10 h2, 4-7	612.10 e1, 10; 612.10 i-j
Education Administration: Principal	614.04 c1-7	614.04 d-f; 614.04 j	614.04 g-i
School Counseling	614.03 a2a-b; 614.03 a2d-h; 614.03 a5a-h	614.03 a1a-g; 614.03 a3a-e; 614.03 a4a-f	614.03 a2c; 614.03 a3f-i
School Psychology	614.06 2c1-3; 614.06 3a-g; 614.06 3,1-2	614.06 a1a; 614.06 2a1-3; 614.06 2c1-3;	614.06 a1b; 614.06 2a1(i-vii); 614.06 2b1-2

Nonpublic School Approvals Report List

City	Renewing Nonpublic Schools	Status	Expiration	Approval with Office of Nonpublic Schools	Comments
Concord	Compass Academy	AA	13-Nov-2019	21-Nov-2019	---
Exeter	Building Block Commons	AA	30-Jun-2022	22-Nov-2019	School submitted a request for a change within their existing status. They seek approval to add two grade levels to the school, 7 & 8.

Nonpublic School Renewal Approval Checklist Application Review Form

Reviewed By: Shireen Meskoob

School Name: Compass Academy		Phone Number: 603.488.5008
Address: 8 Old Suncook Road, Concord NH 03301		
Head of School: Jason Shute	Email: Jason.Shute@compassbehavior.com	
Date Application Received: 13-November-2019	Date of Initial Approval: 21-November-2019	
Grade Levels Requested: K-8, ages 5-14	Enrollment Total: 1	
Multi Grade Classes: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Co-Educational: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Boarding School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		

<i>Received</i>	Required Documents	Date Received	Comments
N/A	Accrediting Agency	N/A	---
Y	Summer School/Programs	13-Nov	In student handbook
Y	School Calendar	20-Nov	---
Y	School Hours Survey	20-Nov	---
N/A	Curriculum/Objectives Changes	N/A	No changes reported
N/A	Graduation Requirements	N/A	School offers only K-8
N/A	Physical Education Credit on High School Transcript	N/A	---
Y	US-NH History, RSA 189:11	13-Nov	Instruction in history provided in Grades 2 and 3; Statement provided
Y	Staff List	13-Nov	---
Y	New Staff Resume	13-Nov	---
Y	Criminal Records Check	13-Nov	Statement provided, all background check completed through ClearChecks
N/A	Board Members List	N/A	---
Y	Fire and Life Safety Report	21-Nov	---
Y	Health Inspection Report	13-Nov	---
Y	Secretary of State Certificate of Good Standing	13-Nov	---
N/A	Federal Tax Exempt Status	N/A	Not exempt.
Y	Authority to Sign Financial Documents Bonded	13-Nov	Dan Dube, CEO; statement provided
N/A	Receive Funds from Local District	N/A	No
Y	United States Flag Displayed	13-Nov	Statement provided.
Y	Student Handbook	13-Nov	---
Y	Grievance Policy	13-Nov	---
Y	Student Records Location Upon School Closing	13-Nov	Statement provided.
Y	Emergency Operations Plans Uploaded	13-Nov	Confirmed with Bureau of School Safety on 11/15
N/A	A3N General Statistics for Nonpublic Schools (Spring 2019)	N/A	Did not have full year when report was due
Y	A12C General Fall Report of Nonpublic Schools (Fall 2019)	26-Sept	Status confirmed on myNHDOE
N/A	Restraint/Seclusion Report (Spring 2019)	N/A	Did not have full year when report was due
N/A	Date of Visit by the Department of Education	N/A	---
	Commissioner Recommendation to the State Board		
Y	Application Complete and Reviewed by DOE	13-Nov	---

Nonpublic School Status Change Request Checklist

Reviewed By: Shireen Meskoob

School Name: Building Block Commons		Phone Number: 603.778.1383
Address: 125 Kingston Road, Exeter, NH 03833		
Head of School: Wren Hayes	Email: wren@buildingblockcommons.com	
Date Application Received: November 15, 2019	Date of Initial Approval: November 22, 2019	
Grade Levels Requested: 7-8	Enrollment Total: N/A	
Multi Grade Classes: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	Co-Educational: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Boarding School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		
<i>Approval is requested to add Grade 7 to Grade 8 and Age 12 to Age 14.</i>		

<i>Received</i>	Required Documents Relative to <u>Change Requested</u>	Date Received	Comments
N/A	Accrediting Agency	N/A	---
N/A	Summer School/Programs	N/A	---
Y	School Calendar	22-Nov	Submitted (confirms minimum required)
Y	School Hours Survey	22-Nov	Submitted (990.75 hours for grades 7, 8)
Y	Curriculum/Objectives Changes	15-Nov	In student handbook
N/A	Graduation Requirements	N/A	Request is for addition of grades 7-8
N/A	Physical Education Credit on High School Transcript	N/A	---
N/A	US-NH History, RSA 189:11	N/A	No change; taught in grades 3, 4
Y	Staff List	15-Nov	In student handbook
Y	New Staff Resume	15-Nov	1 resume submitted
N/A	Criminal Records Check	N/A	---
N/A	Board Members List	N/A	---
N/A	Fire and Life Safety Report	N/A	---
N/A	Health Inspection Report	N/A	---
N/A	Secretary of State Certificate of Good Standing	N/A	---
N/A	Federal Tax Exempt Status	N/A	---
N/A	Authority to Sign Financial Documents Bonded	N/A	---
N/A	Receive Funds from Local District	N/A	---
N/A	United States Flag Displayed	N/A	---
Y	Student Handbook	15-Nov	Submitted
N/A	Grievance Policy	N/A	No change; confirmed in student handbook
N/A	Student Records Location Upon School Closing	N/A	---
N/A	Emergency Operations Plans Uploaded	N/A	---
N/A	A3N General Statistics for Nonpublic Schools (Spring 2019)	N/A	---
N/A	A12C General Fall Report of Nonpublic Schools (Fall 2019)	N/A	---
N/A	Restraint/Seclusion Report (Spring 2019)	N/A	---
N/A	Date of Visit by the Department of Education	N/A	---
	Commissioner Recommendation to the State Board		
Y	Application Complete and Reviewed by DOE	22-Nov	---