

New Hampshire State Board of Education
Due to the COVID-19 State of Emergency, this meeting will be held via Zoom Webinar.

Advance registration is required via this link:

[Register here for the NH State Board of Education May Meeting](#)

After registering, you will receive a confirmation email containing information about joining the webinar.

Thursday, May 13, 2021



AGENDA

- I. **CALL TO ORDER ~ 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **PUBLIC COMMENT** ~ Please submit written commentary to Angela.Adams@doe.nh.gov to be published with the monthly meeting materials.
- IV. **PRESENTATIONS/REPORTS/UPDATES**
 - A. **Motion for Reconsideration ~ Student/Pinkerton Academy~SB-FY-21-11-005** (nonpublic session)
 - B. **Summary of Withdrawn Cases**
 - C. **Federal Civil Rights Laws ~ KIMBERLY M. RICHEY**, former Acting Assistant Secretary for Civil Rights at the U.S. Department of Education
- V. **PUBLIC HEARINGS** ~ Please contact Amanda Phelps at Amanda.Phelps@doe.nh.gov or by calling (603) 931-9133 for testimony options.
 - A. **10:00-10:30 AM ~ Criminal History Record Check Credential (Ed 504.12, Ed 505.07, Ed 505.08 and Ed 505.09)**
- VI. **COUNCIL for TEACHER EDUCATION (CTE)** ~ LAURA STONEKING, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education
 - A. **Granite State College (GSC)** ~ NICK MARKS, Dean, School of Education, CAROLYN CORMIER, Associate Dean, School of Education, and KATE SHUMWAY-PITT, Coordinator of Field Placement, School of Education
 - 1. **Substantive Change Request**
 - 2. **Full Professional Education Preparation Program Review**
 - B. **New England College (NEC) ~ Substantive Change Request** ~ Dr. WAYNE LESPERANCE, Provost, Dr. PATRICIA CORBETT, Dean of Undergraduate Programs, Dr. DEBRA NITSCHKE-SHAW, Director of Graduate Educator Preparation Program, and CYNTHIA BURNS MARTIN, Associate Dean of Institutional Effectiveness
 - C. **Southern New Hampshire University ~ Substantive Change Request** ~ LEAH GRIMES, Office Coordinator, Office of Educator Preparation and BRYAN BELANDER, Director of State Certification and Licensure

VII. NONPUBLIC SCHOOL APPROVAL ~ SHIREEN MESKOOB, NHDOE, Bureau of Educational Opportunities

A. Commissioner's Nonpublic School Approval Designation: Expansion of Grade Levels Offered Report

B. Commissioner's Nonpublic School Approval Designation: Renewals Report

VIII. PUBLIC CHARTER SCHOOL REPORTS/UPDATES ~ JANE WATERHOUSE, NHDOE, Charter School Administrator

A. North Country Charter Academy Charter School 5 Year Renewal ~ LISA LAVOIE, Principal/Superintendent

IX. LEGISLATIVE UPDATES ~ CHRIS BOND, NHDOE, Attorney

A. Initial Proposal ~ Charter School Annual Report Requirements (Ed 318.17)

B. Final Proposal ~ Vocational Rehabilitation Programs (Ed 1000)

C. Conditional Approval Response ~ Chartered Public Schools (Ed 318)

D. Adopt ~ School Lease Aid (Ed 322) and Charter School Lease Aid (Ed 323)

E. Informational ONLY ~ Rules in Process Update

X. COMMISSIONER'S UPDATE

XI. OPEN BOARD DISCUSSIONS

A. Holocaust and Genocide Studies

XII. TABLE ITEMS

A. Initial Proposal ~ School Librarian (Ed 508.06)

XIII. CONSENT AGENDA

A. Meeting Minutes of April 8, 2021

XIV. NONPUBLIC SESSION

XV. ADJOURNMENT ~ 2:00 PM

April 19, 2021

Mr. Andrew Cline



Bedford, NH 03110

Petition for a change of NH Administrative Rules related to Special Education

Dear Mr. Cline & State Board of Education Members,

My name is Shannon Ulery, and I am a resident of Windham, NH. Please accept this correspondence as a petition a change to all NH Administrative Rules relative to Special Education that refer to a “Certificate of Attendance” or “Certificate of Completion”.

Please amend all rules relative to a “Certificate of Attendance” or “Certificate of Completion” to also include the term: “Alternate Diploma”. (i.e., Ed 306.27, letter Q, #4.)

The term “Alternate Diploma” is set forth in the technical advisory issued by NH Education Commissioner Frank Edulblut dated December 21, 2017. (see attached)

It is important this term be added to the Rules for several reasons. As this diploma option is identified per the technical advisory for school districts and students, it should be reflected as such in the Rules themselves, instead of an outside document that a district/family may or may not be aware of. In addition, the current program used to create IEPs in the state of New Hampshire (NHSEIS) does NOT currently recognize the term Alternate Diploma; and also, does not give this term as an option in drop-down boxes where a selection must be made. The only current options in these drop-down boxes are Regular Diploma or Certificate of Attendance.

In many school districts that recognize the Alternate Diploma this causes an incorrect IEP indication which follows the student through their education.

Districts are given no other option but to mark an incorrect identifier on an official document required by the state. As a parent I'm not sure how the state expects me to be ok with an incorrect designation on my child's IEP, which is supposed to be a legal document for the purpose of education. My son deserves better. He deserves the respect and recognition for the goal in his IEP he is working toward as our district does in fact recognize an Alternate Diploma.

I would like to express my gratitude for the Technical Advisory allowing for the Alternate Diploma, however, this must be carried out to the full extent by:

1. Being updated in any and all rules that indicate the current Certificate of Diploma and Certificate of Completion related to Special Education.
2. Being updated in NHSEIS as soon as possible so IEPs can be completed correctly. Not allowing for the actual terminology to appear on the IEP in multiple places is inaccurate, unfair, inequitable and disrespectful to students.

If you have any questions, I can be reached at [REDACTED].

Thank you for your consideration –

Shannon Ulery

[REDACTED]

Windham, NH 03087



New Hampshire

Department of Education

Serving New Hampshire's Education Community

Technical Advisory

Alternate Diploma

Ed 306.27(q)(4)

This Technical Advisory provides information for school districts who are interested in offering an alternate diploma as outlined in the Every Student Succeeds Act (ESSA) for students with Individualized Education Programs (IEPs).

The New Hampshire Department of Education (NHDOE) has received questions from school districts regarding the option of an alternate diploma under ESSA. The “State-defined alternate diploma” is another graduation option that may be appropriate for some students with significant cognitive disabilities. The NHDOE is endorsing the alternate diploma and encourages school boards to review this option.

ESSA allows school boards and boards of trustees for chartered public schools to adopt policies that would provide schools with an option for granting a “State-defined alternate diploma.” This diploma shall only be awarded to students who have the most significant cognitive disabilities and who participate in the State’s alternate assessment. Whereas the determination of a student participating in the alternate assessment is the responsibility of a student’s IEP team, including the parent, the decision to award the alternate diploma would also be the responsibility of the student’s IEP team.

Therefore, students with Section 504 plans or students without IEPs could not be awarded an alternate diploma. Additionally, students with IEPs who are granted an alternate diploma may not be prevented from working towards meeting the requirements for the regular high school diploma. This means that being awarded the alternate diploma does not end a student’s eligibility for special education.

New Hampshire Administrative Rules for Education, Ed 306.27(q)(4) states that:

Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

The State-defined alternate diploma would provide students who may have ordinarily been awarded a certificate of attendance with the option to achieve a diploma. The language for establishing the State-defined alternate diploma and outlining who qualifies for it, under what circumstances is found in ESSA and is as follows:

ESSA, Section 8101(a)(23) provides the ability to grant the alternate diploma in the section that defines the term “extended year adjusted cohort graduation rate” (extended year ACGR). The extended year ACGR “includes the number of students earning a regular diploma before, during or at the conclusion of one or more additional years beyond the fourth year or a summer session immediately following the additional year of high school.”

Issued by:

Frank Edelblut, Commissioner

Date Issued:

December 21, 2017

Supersedes

issue dated:

NEW

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New Hampshire

Department of Education

Serving New Hampshire's Education Community

Technical Advisory

Alternate Diploma

Ed 306.27(q)(4)

The intent of this section is to outline the formula by which the State would calculate this graduation rate. This section clarifies that, among other qualifying instances, a student would be calculated at this rate if he/ she is a student:

- with the most significant cognitive disabilities in the graduation cohort, as adjusted under clause (i);
- assessed used the alternate assessment aligned to alternate academic achievement standards under section 1111(b)(2)(D); and
- awarded a State-defined alternate diploma that is—
 - (AA) standards-based;
 - (BB) aligned with the State requirements for the regular high school diploma; and
 - (CC) obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1)); and (II) shall not include any student awarded a recognized equivalent of a diploma, such as a general equivalency diploma, certificate of completion, certificate of attendance, or similar lesser credential.

School districts that currently offer an alternate diploma are encouraged to review their school board policies to ensure compliance with ESSA.

For more information regarding the State-defined alternate diploma please contact:

Elizabeth Carlotto
New Hampshire Department of Education
Tel. 603-271-4982
Email: elizabeth.carlotto@doe.nh.gov

Issued by:

Frank Edelblut, Commissioner

Date Issued:

December 21, 2017

Supersedes

issue dated:

NEW

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EXECUTIVE SUMMARY OF WITHDRAWN CASES

1. Student/Fremont School Board– SB-FY-21-01-008

Issue: Educational opportunities during COVID-19 pandemic

Outcome: Matter settled. Parents formally withdrew their request on March 8, 2021, as the school district allowed students to attend in-person.

Action Needed by State Board: None

2. Students/Lyme School Board – SB-FY-21-12-007

Issue: Residency

Outcome: Mediation agreement reached in this matter on March 18, 2021.

Action Needed by State Board: None

3. Student/Hampstead School Board – SB-FY-21-02-013

Issue: Manifest Educational Hardship due to COVID-19 pandemic

Outcome: Parents withdrew their appeal due to return to in-person learning at School

Action Needed by State Board: None



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Initial Proposal: Ed 318.17 Charter School Annual Report Requirements

Submitted to the State Board of Education, May 13, 2021:

A. ACTION NEEDED

A vote is needed by the State Board to approve the initial proposal for Ed 318.17, Charter School Annual Report Requirements.

B. RATIONALE FOR ACTION

This rule has been amended based on board discussion at a retreat held on May 4, 2021.

C. EFFECTS OF THIS ACTION

If the board votes to approve this initial proposal the rule will be submitted to the Office of Legislative Services (OLS) to begin the rulemaking process. A public hearing may be held at the July State Board meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 318.17, Charter School Annual Report Requirements.

Readopt with amendment Ed 318.17 as follows:

Ed 318.17 Charter School Annual Report Requirements.

(a) In addition to the requirement of RSA 194-B:10, each charter school annual report shall include at a minimum the following elements:

~~(1) A statement explaining how the school is meeting the goals of its mission statement~~
summary of the mission statement and explanation of how the school has made progress towards achieving their mission;

~~(2) Any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws~~ ***A summary of the academic, programmatic, and organizational goals and the progress the school has made towards achieving those goals;***

~~(3) Any recusals made by a member of the board of trustees under RSA 194-B:5, VII;~~

~~(4) How the school is implementing all the requirements and any options allowed by RSA 194-B:8;~~

~~(53) The attendance rate of pupils enrolled at the school as reflected in the school's average daily membership~~ ***Student enrollment for the previous school year, the current school year, and the projected student enrollment for the following year;***

~~(64)~~ The number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement;

~~(75)~~ The number of incident reports prepared under RSA 126-U:7, child restraints notice and record-keeping requirements;

~~(86)~~ The number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6;

~~(97)~~ The percentage of pupils who either were promoted to the next grade level or graduated from high school;

~~(108) A description~~ ***summary of the school's community services available at the school site involvement during the past school year;***

~~(119)~~ The school calendar, including hours of operation;

~~(12) The total number of pupils enrolled at the school during the previous school year;~~

~~(130)~~ The transportation services available if any;

~~(141)~~ A financial statement setting forth the revenue and expenditures for the year just ended;

~~(152)~~ A balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities; and

~~(163)~~ Projections of income and expenses for the upcoming school year.

(b) If the information required for the annual report has been previously submitted, the document in which it was submitted shall be attached or the manner in which it was submitted shall be referenced, in the annual report.



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, *Chairman*
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

Celina Griffin
Gilford

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EXECUTIVE SUMMARY
Final Proposal: Ed 1000– Vocational Rehabilitation Programs
Rules Expired January 10, 2021

Submitted to the State Board of Education, May 13, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Final Proposal for Ed 1000, Vocational Rehabilitation Programs.

B. RATIONALE FOR ACTION

These rules have been amended from the initial proposal based on editorial and substantive comments from the Office of Legislative Services (OLS). In addition, some substantive comments were addressed in a letter to the Joint Legislative Committee on Administrative Rules (JLCAR) instead of as an amendment to the rules. That letter is attached for Board review.

C. EFFECTS OF THIS ACTION

If the board votes to approve this rule the department will submit the rule to the OLS for review by JLCAR at its June 18, 2021 meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the final proposal for Ed 1000, Vocational Rehabilitation Programs.

Adopt Ed 1000, previously effective 1-11-21 (Document #13157, EMERGENCY), and repealed effective 1-15-21 (Document #13157-A, REPEAL OF EMERGENCY RULE), to read as follows:

CHAPTER Ed 1000 VOCATIONAL REHABILITATION PROGRAMS

PART Ed 1001 PURPOSE AND SCOPE

Ed 1001.01 Purpose. Chapter Ed 1000 for the New Hampshire vocational rehabilitation services program provides the rules for uniform application of the State Vocational Rehabilitation Services Program authorized by Title I of the Rehabilitation Act of 1973 (the Act), as amended, 29 U.S.C. 701 et seq and regulated by 34 CFR Parts 361, 363, ~~367~~, and 397.

Ed 1001.02 Scope.

(a) The New Hampshire vocational rehabilitation services (NHVR) program shall be responsible for assessing, planning, developing, and providing vocational rehabilitation services for individuals with disabilities, consistent with their strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, so that they can prepare for and engage in gainful employment. The rules for the NHVR services program implement the Act.

(b) NHVR shall work with individuals with disabilities to obtain an employment outcome in the most competitive and integrated employment settings consistent with the individual's unique employment factors, as described in Ed 1006.02. In addition, NHVR provides training and services to employers. Services include training and technical assistance on disability awareness issues, providing guidance on developing work-based learning experiences, providing pre-employment transition services for students with disabilities, providing recruitment training, as well as training techniques to assist in successful employment outcomes.

(c) NHVR shall comply with the provisions of this chapter, 34 CFR 361, and 34 CFR 363 when determining the eligibility and scope of vocational rehabilitation services for individuals with disabilities.

PART Ed 1002 DEFINITIONS

Ed 1002.01 Definitions. In addition to the definitions in 34 CFR 361.5, the following definitions shall apply to Ed 1000, unless context makes another meaning manifest:

(a) "Available resources" means the amount ~~of money~~ that an eligible individual has available to ~~pay~~ **contribute** toward NHVR's financial need based services as determined by a financial needs review outlined in Ed 10111;

(b) "Commensurate" referencing comparable services and benefits, means the service or benefit from another source shall be similar in scope and quality to the service or benefit offered by vocational rehabilitation services;

(c) "Department" means the New Hampshire department of education;

(d) "Individual" means the individual requesting services or the individual's representative, **as appropriate**;

(e) "Individual with a most significant disability" means an individual with a significant disability:

- (1) Who has a significant mental or physical impairment that seriously limits 3 or more functional capacities such as mobility, ***motor skills***, communication, self-care, self-direction, interpersonal skills, ***and*** work tolerance or work skills in terms of employment goals; and
- (2) Whose vocational rehabilitation is expected to require 3 or more vocational rehabilitation services over a period of 6 months or longer;
- (f) “New Hampshire Vocational Rehabilitation (NHVR)” means the department of education, division of workforce innovation, bureau of vocational rehabilitation, which shall serve as the designated state unit as defined in 34 CFR 361(c)(13); and
- (g) “Program for the deaf and hard of hearing” means the program established under RSA 200-C:18.

PART Ed 1003 PROTECTION, USE AND RELEASE OF PERSONAL INFORMATION

Ed 1003.01 Notice to the Individual.

(a) At the time of the initial interview, and as appropriate through the rehabilitation process, the counselor shall inform an individual of NHVR’s policies on acquiring, using, and protecting personally identifiable information (PII) and other personal information and data. Such notice shall be given in a language or method of communication understandable to the individual. The explanation shall include at a minimum general information about the principal purposes for which NHVR intends to acquire, use, or release the information and shall identify those agencies and circumstances under which NHVR shall share the information. The individual shall give full and informed consent in writing to release any information. The individual shall also be informed that they can withdraw their consent for release of information by notifying NHVR in writing.

(b) If an individual indicates that information in his or her file is misleading or inaccurate, NHVR shall consider the individual’s reasons and request verification documents as necessary. Obvious errors shall be corrected, but information confirmed by the counselor as accurate and necessary for an eligibility determination, ***plan development, or provision of services***, shall be retained. If the information is not amended, the record of services shall document that the individual requested such an amendment, and the individual shall be informed of the availability of the hearing process pursuant to Ed 1021.

(c) If an individual refuses to grant permission for NHVR to release information or obtain needed information from another agency or source, the reasons for the refusal shall be discussed and the potential consequences shall be explained to the individual. If the refusal results in NHVR being unable to share or obtain information required to make an eligibility determination or complete the individualized plan for employment (IPE), NHVR shall close the case pursuant to Ed 1003.03(d).

Ed 1003.02 Confidentiality. In addition to the requirements under 34 CFR 361.38, the following shall apply regarding confidentiality:

(a) NHVR’s acquisition of PII and other personal information and data about individuals includes the obligation to fully inform individuals about what information is gathered and how it will be used, and how it will be safeguarded against unnecessary or inappropriate dissemination. PII and other personal information and data shall be material which is identifiable to an individual, including reports, evaluations, case histories, notes, photographs and directory information. NHVR’s obligation to preserve confidentiality shall apply to its own use of information directly, and the release of PII and other personal information and data to third parties, other individuals, and agencies. Release of PII and other personal

information and data shall also involve the individual's access to his or her own personal information and records pursuant to (c) below;

(b) To the greatest extent possible, NHVR shall use existing information in determining eligibility or providing services to an individual. To the extent existing information is insufficient, NHVR shall obtain only information necessary to determine eligibility or to provide services to an individual. Necessary information may already exist and be available from the individual and his or her family members, treating physicians, other agencies, or it may be information acquired by NHVR specifically for the purpose of serving the individual; and

(c) An individual shall have full, timely access to any information that NHVR maintains about him or her, unless NHVR determines that some information may be harmful to the individual ***based on counselor professional judgement in consultation with a NHVR supervisor***, or if NHVR obtained the information from a source which has restricted its dissemination to the individual. Information that may be harmful shall be released in accordance with 34 CFR 361.38(c).

Ed 1003.03 Personally Identifiable Information (PII) and Other Personal Information and Data Collection. In addition to the requirements of 34 CFR 361.38, the following shall apply to ~~personally identifiable information (PII)~~ and other personal information and data collection:

(a) The collection of PII and other personal information and data by NHVR personnel concerning individuals shall be authorized by the individual through completion of the “Application for Vocational Rehabilitation Services and Authorization to Release Information” form, revised November 2020.

(b) The individual, or the individual’s representative, shall complete and file the “Personal Information Form” revised November 2020;

(c) The signature of the parent or guardian shall be required when the individual is under 18 years old or has a legal guardian.

(d) The NHVR shall collect PII and other personal information and data under 34 CFR 361.38. Failure by the individual to provide sufficient personal information to the NHVR to determine eligibility, or to prepare an IPE or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.04 Release of Information. In addition to the requirements of 34 CFR 361.38, the following shall apply to the release of information:

(a) By completing the form referenced in Ed 1003.03(a) above, an individual shall authorize NHVR to release relevant information when requested in accordance with this section.

(b) NHVR shall use PII only for the person's participation in the NHVR program, and shall safeguard and preserve the confidentiality of all PII and other personal information and data it possesses, including the way information is used within NHVR. Information shall be shared with other programs and agencies only with the individual's informed, written consent pursuant to Ed 1003.01 above, if the information is necessary for the program. If NHVR has received information from another source with restrictions or conditions for any further dissemination, NHVR shall release the information only under the conditions established by the other agency or organization;

(c) PII and other personal information and data shall also be released for approved audit, evaluation, and research for purposes ~~directly connected with vocational rehabilitation or for purposes which would significantly improve the quality of life for people with disabilities. The entity receiving the PII and other~~

~~personal information and data shall assure that it will be kept confidential and shall be used only for the purpose indicated. The final product shall not reveal any PII and other personal information and data without the affected individual's informed written consent~~ **in accordance with 34 CFR 361.38(d);**

(d) When a third party requests particular information about an individual, the third party shall provide a written request signed by the individual or their guardian designating the third party as a representative who may have access to the individual's PII and other personal information and data. Third parties may include attorneys, service providers, and other public or private agency or organizations; and

(e) The request shall include:

- (1) The individual's name;
- (2) The information being requested;
- (3) The reasons why the information is being requested; and
- (4) The signature of the ~~applicant~~ or individual.

Ed 1003.05 Exchanging PII and Other Personal Information and Data with Other Parties.

(a) When the NHVR is working with an agency or organization on behalf of an individual, PII and other personal information and data shall be exchanged after the individual completes and files the "Authorization to Disclose Information to NH Vocational Rehabilitation" form, revised November 2020, the "Authorization for Release/Disclosure of Personal Information" form revised November 2020, or both, or his or her parent or guardian if the individual is under 18 years old or has a legal guardian. For agencies and organizations having an agreement with the NHVR to exchange PII and other personal information and data, said information regarding mutual applicants or eligible individual's PII and other personal information and data shall be exchanged without obtaining an individual's release. The agencies and organizations having such cooperative agreements shall be identified by the NHVR on the forms described in Ed 1003.03(a)-(b).

(b) Agencies and organizations with which the NHVR shall exchange information **shall** include but ~~are~~ not **be** limited to:

- (1) The New Hampshire department of health and human services;
- (2) The New Hampshire department of labor, division of workers' compensation;
- (3) New Hampshire WORKS Partners established under the Workforce Innovation and Opportunity Act of 2014 (WIOA), as described in the cooperative agreement;
- (4) Community rehabilitation programs;
- (5) New Hampshire disability determination services; and
- (6) The Social Security Administration.

(c) In situations not covered by the provisions of Ed 1003.05(a), upon receiving the informed written consent of the applicant or eligible individual the NHVR shall release PII and other personal information and data in accordance with 34 CFR 361.38(e)(1).

Ed 1003.06 Exceptions. When required by law, NHVR shall release PII or other personal information and data without an individual's written consent in accordance with 34 CFR 361.38(e)(2)-(5).

PART Ed 1004 REFERRALS AND APPLYING FOR SERVICES

Ed 1004.01 Intention to Achieve an Employment Outcome.

~~(a)~~ During the application process, individuals shall be informed that vocational rehabilitation services are only provided if they intend to achieve an employment outcome ***as defined in 34 CFR 361.5(c)(15)***. Individuals with disabilities shall be active partners with the vocational rehabilitation counselor and together work to establish employment outcomes and the steps to reach those goals.

~~(b) An “employment outcome” means an individual entering, advancing in, or retaining:~~

~~(1) Full time, or if appropriate part time, competitive integrated employment;~~

~~(2) Supported employment that meets the definition of competitive integrated employment as defined in 34 CFR 361.5; or~~

~~(3) Other types of employment in competitive integrated settings consistent with the individual’s employment factors, including customized employment, self employment or business ownership, and telecommuting.~~

1004.02 Participant Involvement. NHVR shall encourage the greatest degree of independence and responsibility as desired by an individual. Individuals shall be encouraged to actively participate in developing their own IPE's, schedule their own appointments, complete investigatory assignments, and perform other tasks with the full support and guidance of their counselors, as needed.

Ed 1004.03 Referrals and Applying for Services. In addition to the provisions of 34 CFR 361.41, the following shall apply to referrals and applications for services:

(a) Any individual who has a disability which results in a substantial impediment to employment shall be eligible to receive services from NHVR if determined eligible pursuant to Ed 1006;

(b) Individuals with disabilities shall:

(1) Seek NHVR services directly; or

(2) Be referred by family members, guardians, friends, schools, independent living centers, federal, state, or local agencies, medical providers, and other sources.

(c) Referral information shall include the person's name, address, date of birth, and as much of the following information as is available:

(1) Referral disability; ***and***

(2) Source of referral.; ***and***

~~(3) Social security number;~~

(d) When referring an individual to NHVR for services, the referral source may, at the time of the referral, provide all necessary and available information related to the individual's disability and employment needs to expedite eligibility decisions and planning for services;

(e) When information received from referral sources does not include name, address, or date of birth, NHVR staff shall request that the referral source provide the data as well as other necessary information;

(f) When referral information is received from a referral source other than the individual, without a signed application as described in ~~(h)~~(1), or without a signed letter as described in ~~(h)~~(2) requesting services, NHVR shall request the individual complete and file the application required in Ed 1003.03(a) above;

(g) Cooperative agreements and memoranda of understanding shall be established between NHVR and agencies enumerated in Ed 1003.05(b), which shall include specific referral criteria and processes to promote referral and shall be used pursuant to the agreements and MOUs;

(h) An individual shall be considered to have submitted an application, which means that eligibility shall be determined within 60 calendar days, when the individual or the individual's representative, as appropriate:

(1) Has either:

a. Completed and signed NHVR's application required in Ed 1003.03(a) above;

b. Submitted a signed letter with the necessary information enumerated in Ed 1004.03(c); or

c. Has requested services verbally, because he or she cannot sign a form or letter due to a disability;

(2) Has provided information necessary to initiate an assessment to determine eligibility; and

(3) Is available to directly participate in and complete the assessment process.

(i) When applying for services, the individual shall provide information including, but not limited to, employment history, medical information, work status, or school records necessary to determine eligibility and shall be available to meet, provide available information, and to participate in assessments as necessary.

PART Ed 1005 ASSESSMENT

Ed 1005.01 Assessment: Generally. In addition to the requirements of 34 CFR 361.42 *and 34 CFR 361.45*, the following shall apply to assessments for determining eligibility, *developing an IEP, and determining* priority for services, *and as needed to monitor and provide vocational rehabilitation services*:

(a) The assessment process shall begin when an individual with a disability applies for NHVR services with the intent to reach an employment outcome;

(b) The assessment process shall be utilized for the following:

- (1) To determine eligibility;
- (2) To determine the significance of disability;
- (3) To identify the scope of required services and supports to meet rehabilitation needs;
- (4) To substantiate appropriateness for supported employment;
- (5) To develop the individualized plan for employment (IPE);
- (6) To determine progress during the implementation of the IPE; and
- (7) To determine if the individual has achieved an employment outcome in a competitive integrated setting consistent with the individual's employment factors; *and*

~~(c) The NHVR counselor shall, to the extent possible, use existing information to establish eligibility and develop the IPE. When additional information is needed the NHVR counselor shall provide additional assessment services or other assessment services shall be authorized. These services shall be conducted in the most integrated setting possible.~~

(d) An individual shall be accommodated to participate in the assessment process using the most appropriate mode of communication to enable the individual to comprehend and respond to information being communicated during the assessment process.

Ed 1005.02 Role of the Vocational Rehabilitation Counselor.

(a) The NHVR counselor shall:

- (1) Collect, analyze, synthesize, and interpret available information;
- (2) Engage the individual with a disability in the assessment process; and
- (3) Develop a positive counseling and guidance relationship by making every effort to understand the individual's priorities during the assessment process.

(b) If additional information is needed, the NHVR counselor, along with the individual receiving services, shall decide how to obtain the information and establish appropriate timeframes for completion.

(c) The decision to pursue any additional assessments shall be fully discussed and explained to the individual.

(d) The NHVR counselor shall obtain only the information necessary for eligibility or service planning.

(e) The individual's active involvement shall be documented in the record of services.

Ed 1005.03 Individual's Participation in the Assessment Process.

(a) The individual shall be offered every opportunity to actively participate in the assessment and decision-making process.

(b) The individual shall:

(1) Work with the NHVR counselor to understand how the assessment process is used to determine eligibility, plan for services, and identify an employment outcome;

(2) Be available for assessment services and complete any agreed upon assessment activities within the timeframe established; and

(3) Participate in a discussion of the results and what they mean in terms of achieving an employment outcome.

(c) The individual shall have an opportunity to respond to assessment results and include a representative in any discussions.

(d) While the decision-making process shall be collaborative, decisions shall reflect the judgment of the NHVR counselor in accordance with Ed 1000 and 34 CFR 361.

Ed 1005.04 Focus on Functional Capacities and Employment Factors.

(a) Assessment shall focus on the overall functional capacities of the individual, particularly the strengths related to pursuing employment.

(b) Assessment shall include a review of the individual's disability and its impact on one or more functional capacities as described in Ed 1007.02(b)(2).

(c) The results of the assessment process shall then identify how one or more of these functional capacities impact the individual's unique employment factors as described in Ed 1006.02(d).

(d) Assessment shall specify what supports, if required to achieve the employment outcome, shall be provided to the individual to enhance strengths and overcome limitations.

Ed 1005.05 Assessment for Determining Eligibility and Priority for Services. ***In addition to the requirements of 34 CFR 361.42 the following shall apply to assessments for determining eligibility and priority for services:***

(a) An assessment for determining eligibility and priority for services shall begin when an individual with a disability applies for NHVR services, as outlined in Ed 1004.03(g), with the intent to reach an employment outcome;

(b) An assessment and determination shall be completed within 60 days of receipt of one of the application types described in Ed 1004.03(g);

(c) Existing information shall be reviewed by the NHVR counselor to determine if the information is sufficient to determine eligibility and this shall include establishing the disability(ies), identifying the impediment to employment, and determining whether there is a need for vocational rehabilitation services;

(d) After the execution of the “Authorization to Disclose Information to NH Vocational Rehabilitation” form, revised ~~November 2020~~ **May 2020**¹, and all other applicable releases, written documentation of the person's disability shall be obtained. This documentation may be from treatment facilities, providers, medical and other diagnosticians, educational sources, federal or state agencies, therapists, and professionals who evaluate and report on disability or medical and psychological disorders. Referrals, or information obtained by request with an authorized release, by other agencies, may include information about the individual's disability, resulting functional limitations, and how it relates to the individual's employment needs;

(e) Individuals may obtain and provide documentation from their treating physician, certified treatment program, a licensed or certified practitioner skilled in the diagnosis and treatment of the disability, or other source that verifies the existence and extent of an impairment to assist with the eligibility determination process;

(f) If additional information is needed, the applicant and counselor shall decide how best to obtain the information and establish appropriate time frames. If the applicant is unable to provide appropriate evidence, NHVR shall obtain the required information as part of the assessment process;

(g) If not already completed, the applicant and counselor shall complete the form required in Ed 1003.03(b) during the assessment process using the information gathered before and during the process;

(h) Existing information shall be considered adequate if, in the NHVR counselor's judgment, it provides sufficient information to document the person's disability(ies) and employment factors, resulting impediments to employment, ability to benefit from services, and requirements for services;

(i) If an individual meets NHVR's eligibility criteria, eligibility shall not be delayed while waiting for information to be used for vocational planning purposes; **and**

(j) A determination of eligibility shall not be a guarantee of the provision of specific services.

Ed 1005.06 Assessment for Developing the Individualized Plan for Employment (IPE). ***In addition to the requirements of 34 CFR 361.44, the following shall apply to assessments for developing the individualized plan for employment (IPE):***

(a) NHVR shall conduct an assessment for determining vocational rehabilitation needs for each eligible individual. The assessment shall be used to determine the employment outcome and the nature and scope of vocational rehabilitation services to be included in the IPE;

(b) A comprehensive assessment of the eligible individual shall be limited to information necessary to identify the rehabilitation needs of the eligible individual and to develop the individual's IPE as follows:

(1) Existing information shall be used as the primary source of information; **and**

(2) Information provided by the individual and other sources shall be subject to the rules of confidentiality and release of information under Ed 1003 and 34 CFR 361.38;

~~(3) To the degree necessary, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the~~

~~individual, and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that affect the employment and rehabilitation needs of the individual;~~

~~(4) To the degree necessary, an appraisal of the patterns of work behavior of the individual and services needed for the individual to acquire occupational skills, and to develop work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance, including the use of work in real job situations to assess and develop the capacities of the individual to perform adequately in a work environment; and~~

~~(5) Referral, where appropriate, for assistive technology services to assess and develop the capacities of the individual to perform in a work environment.~~

Ed 1005.07 Referral for Assessment Services.

~~(a) After a review of existing information, if additional information is needed, the NHVR shall further assess or refer the individual for assessment services.~~

~~(b)~~ When referring for assessment services, the NHVR counselor shall provide necessary information, through the most appropriate communication mode for the individual, which focuses on the individual's unique vocational needs. The referral shall include relevant background information about the individual's disability, previous education and work experience, available pertinent records, and existing reports, as appropriate.

(c) The NHVR counselor shall prepare the individual for the assessment in advance.

(d) The NHVR counselor shall assist the individual in understanding the findings and develop a plan.

PART Ed 1006 ELIGIBILITY FOR SERVICES

Ed 1006.01 Eligibility. In addition to the requirements under 34 CFR 361.42 the following shall apply when determining eligibility and an individual's priority under an order of selection for services:

(a) A person ~~requires~~ ***shall be eligible for*** vocational rehabilitation services when the individual, because of the substantial impediment to employment caused by their disability, cannot achieve an employment outcome consistent with an individual's employment factors without receiving vocational rehabilitation services. ~~The services~~ ***that are*** identified ~~shall be as~~ essential and necessary ***for the person*** to overcome ~~their~~ barriers to employment ~~which are the direct result of the person's~~ ***due to their*** disability;

~~(b) The counselor shall consider the following circumstances when determining if the individual requires NHVR services to reach an employment outcome:~~

~~(1) The individual has transferable skills, which are consistent with the individual's employment factors, but the individual's disability prevents him or her from using those transferable skills to prepare for, secure, retain, advance in or regain employment;~~

~~(2) The individual cannot access services that will allow him or her to achieve an employment outcome without vocational rehabilitation services;~~

~~(3) The individual lost a job because of his or her disability, and this prevents him or her from finding other employment; and~~

~~(4) The individual needs to pursue another job or career because the current position is contraindicated to the disability;~~

(eb) For purposes of an assessment for determining eligibility and vocational rehabilitation needs under 34 CFR 361.42(a):

(1) An individual shall be presumed to benefit in terms of an employment outcome; and

(2) Any individual who has been determined eligible for social security benefits because of the individual's disability shall be presumed eligible for vocational rehabilitation services and considered an individual with a significant disability pursuant to 34 CFR 361.42(a)(3);

(ec) A determination of eligibility shall not constitute a guarantee of the provision of specific services or of NHVR's financial support;

(ed) The NHVR shall inform individuals, through its application process for vocational rehabilitation services, that individuals who receive services under the program shall intend to achieve an employment outcome;

(~~fe~~) The applicant's completion of the application process for vocational rehabilitation services shall be sufficient evidence of the individual's intent to achieve an employment outcome, and no additional demonstration on the part of the applicant shall be required for purposes of satisfying Ed 1010.04(e); *and*

(gf) Nothing in this section shall be construed to create an entitlement to any vocational rehabilitation service.

Ed 1006.02 Employment Factors.

(a) The NHVR counselor shall begin the eligibility process with the presumption that the individual can benefit from vocational rehabilitation services in terms of an employment outcome.

(b) Eligibility for services shall be determined in relationship to the individual's need for services to achieve an employment outcome consistent with the individual's employment factors as described in (d) below.

(c) Employment factors shall be assessed, *as necessary*, documented, and considered together when determining eligibility and planning services, relying on existing information available from the individual and other sources, as well as ~~situational~~ *any additional* assessments where appropriate. ~~One employment factor alone shall not outweigh the other factors and each factor shall be balanced with the other components when assessing eligibility or planning for services.~~

(d) Employment factors shall be assessed, *as necessary*, and documented, *as appropriate*, in the following categories:

(1) Strengths as demonstrated by the individual's positive attributes or inherent expertise related to an employment field such as intellectual aptitude, motivation, talents, work and volunteer experience, work skills, work-related hobbies, and transferable life skills;

- (2) Resources as demonstrated by the individual's sources of available support, including financial, social, information, and technological, on which the person can rely to prepare for and meet employment objectives. These resources could be available from the individual, the family, or other community or public sources;
- (3) Priorities as demonstrated by the individual's consistency with and relationship to employment-related preferences, based on informed choice among available options;
- (4) Concerns as demonstrated by the individual's employment-related issues that need to be considered in vocational planning such as financial, self-sufficiency, medical, residential, transportation and family considerations;
- (5) Abilities as demonstrated by the individual's existing physical, mental, or functional capacity to successfully engage in employment through natural aptitude or acquired proficiency;
- (6) Capabilities as demonstrated by the potential for an individual to develop the skills necessary for employment through the provision of vocational rehabilitation services;
- (7) Interests as demonstrated by occupational areas on which an individual has focused special attention; and
- (8) Informed choice as demonstrated by the active involvement of participants contributing to the success of and satisfaction with their employment goals in the selection of a long-term employment outcome, rehabilitation objectives, and vocational rehabilitation services including assessment services and service providers.

Ed 1006.03 Trial Work Experiences for Individuals with Significant Disabilities.

- (a) Before an individual is determined unable to benefit from vocational rehabilitation services because of the severity of the individual's disability, the NHVR counselor shall explore the individual's abilities, capabilities, and capacity to perform in work situations through trial work experiences;
- (b) A trial work experience shall assess individuals with ~~most~~ significant disabilities by providing an opportunity to demonstrate their potential capacities through real work experiences;
- (c) The trial work experiences shall provide an opportunity for experiences with on-the-job supports and training, including assistive technology, except when determined not appropriate for an individual to participate in such experience;
- (d) If a trial work experience is not appropriate for an individual, the vocational rehabilitation counselor shall document in the case record the circumstances for that determination;
- (e) The results of the trial work experience shall be used demonstrate that the individual can benefit from services or it shall enable the NHVR counselor to determine with clear and convincing evidence that the applicant cannot benefit from vocational rehabilitation services in terms of an employment outcome;
- (f) NHVR counselors shall enlist community rehabilitation providers through vocational assessments that include *activities such as* ~~a~~-situational assessments, community-based workplace assessments, work try-outs, and supported employment as a means to provide the required trial work experiences;

(g) NHVR counselors shall have a high degree of certainty before concluding that a person is incapable of benefiting from vocational rehabilitation services, and there shall be clear and convincing evidence for the conclusion. For purposes of this rule, clear and convincing evidence shall mean that no employment outcome is possible considering information from the trial work experience and more than one opinion considered and utilized as evidence; and

(h) A written plan for the trial work experience shall be outlined in the record of services that describes the services necessary to determine eligibility. Only services to determine eligibility or to determine the existence of clear and convincing evidence that the individual is incapable of benefiting, in terms of an employment outcome because of the severity of the disability, shall be provided during a trial work experience. The written plan shall include the expected duration of services, identification of the service provider, and how the experience will contribute to the determination of the individual's eligibility.

Ed 1006.04 Timeline for Determining Eligibility.

(a) Pursuant to 34 CFR 361.41(b), an eligibility determination shall be made within 60 days of applying for services, as pursuant to Ed 1004.01(~~it~~) unless there are exceptional or unforeseen circumstances, or a trial work experience is necessary;

(b) When eligibility cannot be determined within 60 days, as stated in (a) above, NHVR staff shall reach an agreement with the applicant to extend the 60-day time limit. The applicant shall be informed of:

- (1) The reasons for the delay and the steps necessary to reach an eligibility determination; and
- (2) A date for which eligibility shall be determined;

(c) If the determination will be delayed beyond the projected date, staff shall work with the applicant to resolve any impediments. ~~And~~ **a** new projected date for eligibility determination shall be based on the anticipated time frame to collect the necessary information;

(d) If an agreement to extend the timeline for determination cannot be achieved one of the following shall apply:

- (1) If the delay is not due to the individual's refusal to provide information, but rather to the individual's unavailability to provide additional information or participate in additional assessment for determining eligibility, the case shall be closed pursuant to **Ed** 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021;
- (2) If the delay is due to the individual declining to provide additional information or participate in additional assessment activities after initial documentation is received, the eligibility decision shall be made as quickly as possible **based on the available information**, and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021; or
- (3) If the delay is due to the individual's refusal to provide information, the case shall be closed pursuant to **Ed** 1003.03(d), and the individual shall be fully informed of his or her right to an administrative review, mediation, and impartial hearing and assistance as described in Ed 1021.

Ed 1006.05 Eligibility Determination. Except as provided in Ed 1006.04(b) through (d), within 60 days of an individual's application for services pursuant to Ed 1004.01(~~gh~~), NHVR shall notify the individual regarding eligibility as follows:

(a) When sufficient information and documentation exists to determine eligibility, that the applicant is eligible for services, and planning for services continues;

(b) When eligibility cannot be determined because of the severity of the person's disability, that a written plan shall be developed for the services to be provided during a trial work experience to determine if the individual can benefit from NHVR services;

(c) When sufficient information and documentation exists to determine that the applicant is not eligible for services because NHVR has documented that the individual:

(1) Does not have a disability;

(2) Does not have a substantial impediment to employment;

(3) Is unable to benefit from vocational rehabilitation services in terms of an employment outcome because of the severity of the disability, justified by clear and convincing evidence demonstrated by a trial work experience pursuant to Ed 1006.03; or

(4) Does not require services.

Ed 1006.06 Provisions of an Ineligibility Determination. NHVR shall comply with 34 CFR 361.43 when making an ineligibility determination as described in Ed 1006.05(c).

Ed 1006.07 Closure without Eligibility Determination. Pursuant to 34 CFR 361.44 the NHVR shall not close an applicant's record of services prior to making an eligibility determination unless the applicant declines to participate in, or is unavailable to complete, an assessment for determining eligibility and priority for services, and the NHVR has made a minimum number of 2 attempts to contact the applicant or, if appropriate, the applicant's representative to encourage the applicant's participation.

PART Ed 1007 SIGNIFICANCE OF DISABILITY

Ed 1007.01 Significance of Disability Categories.

(a) NHVR shall assign and track levels of significance of disabilities to:

(1) ~~e~~Ensure vocational rehabilitation services for individuals with *the most* significant disabilities; and

(2) ~~, when NHVR is unable to provide vocational rehabilitation services to all eligible individuals, To establish priority of services categories to enable when NHVR to transition services when determines~~ an order of selection is necessary.

(b) The NHVR counselor shall identify an individual as having a most significant, significant, or less significant disability using existing information without delaying the eligibility decision based on criteria including, but not limited to:

- (1) The individual's functional capacities;
- (2) The services needed to reduce the impact of disability-related limitations; and
- (3) The duration of the rehabilitation services required for the individual to achieve an employment outcome.

(c) Significance of disability shall not be based on a specific diagnosis or disability and the determination may be changed any time NHVR becomes aware of additional relevant information consistent with the requirements of Ed 1007.02 during the life of the case.

(d) Significance of disability shall be categorized as follows:

- (1) Individuals with a most significant disability as defined in Ed 1002.01(e);
- (2) Individuals with a significant disability as defined in 34 CFR 361.5(30); and
- (3) Individuals with a less significant disability.

Ed 1007.02 Determining Significance of Disability.

(a) ~~Significance of disability shall be determined by~~ ***The NHVR counselor shall determine the significance of disability by*** reviewing the following 3 criteria:

- (1) Serious impairments to functional limitation areas;
- (2) More than one rehabilitation service required to reduce the impact of limitations on employment; and
- (3) Duration of services for 6 months or more.

(b) ~~The following~~ ***The NHVR counselor shall apply the following to determine*** serious functional limitations:

- (1) "Serious limitation" means a reduction, due to a severe physical or mental impairment, to the degree that the individual requires services or accommodations not typically made for other individuals in order to prepare for, enter into, engage in, advance in, or retain competitive integrated employment; and
- (2) Functional capacities to be considered shall include, but not be limited to:
 - a. Mobility which shall refer to a person's ability to move to and from work or within a work environment including walking, climbing, coordination, accessing and using transportation, and use of spatial and perceptual relationships;
 - b. Communication which shall refer to a person's ability to transmit and receive information through spoken, written, or other non-verbal means;
 - c. Self-care which shall refer to a person's ability to perform activities of daily living, to participate in training or work-related activities, including eating, toileting,

grooming, dressing, cooking, shopping, washing, housekeeping, financial management, and health and safety needs;

d. Self-direction which shall refer to a person's ability to independently plan, learn, reason, problem solve, memorize, initiate, organize, and make decisions in order to allow individuals to assimilate information and learn specific skills related to job functions;

e. Interpersonal skills which shall refer to a person's ability to establish and maintain personal, family, or community relationships as the skills affect job performance;

f. Work tolerance which shall refer to a person's capacity to meet the demands of the workplace regardless of the work skills already possessed by the individual and where limitations may be due to physical disability, stamina and fatigue, effects of medication, or psychological factors;

g. Motor skills which shall refer to a person's purposeful movement and control of the body and its members to achieve specific results to the degree necessary to get and keep a job; and

h. Work skills which shall refer to a person's ability to perform specific tasks required to carry out job functions, the capacity to benefit from training in the necessary skills, and the capacity to practice the work habits needed to stay employed.

(c) ***The NHVR counselor shall only include*** those services that are necessary, as a direct result of the disability, ~~shall be included~~ in the determination of the significance of disability, including without limitation:

- (1) Agency provided services;
- (2) Assistive technology or rehabilitation technology;
- (3) Job or training accommodations other than assistive technology;
- (4) Job-related services or community rehabilitation program (CRP) services;
- (5) Physical restoration services, mental restoration services, or both;
- (6) Reader, rehabilitation technology, and orientation and mobility for individuals who are blind;
- (7) Supported employment; and
- (8) ***Training, including*** ~~V~~vocational, ~~or~~ college, ***or on-the-job*** training, or equivalent as determined by NHVR;

(d) Assessment services, counseling and guidance, and job placement services ~~are shall be required~~ ***provided by to*** all individuals to meet a specific employment outcome, and ~~can may~~ be provided by others ***federal, state, or local public agencies, by health insurance, or by employee benefits*** ~~as comparable~~ benefits and services, but shall not be considered when determining significance of disability.

(e) A determination that services will be required for an extended period of time shall be made when required services are expected to last ~~six~~ **6** or more months after ~~eligibility is determined~~ **a plan is developed.**

(f) An individual who has a disability and is receiving supplemental security income (SSI) or social security disability insurance (SSDI) benefits **as a result of the disability**, as determined by the social security administration (SSA), shall be presumed to have at least a significant disability, as described in Ed 1006.01(c). Further review by the NHVR counselor of the individual's functional capacities may result in a determination that the individual has a most significant disability and changes to disability designation may occur any time additional information becomes available.

PART Ed 1008 INDIVIDUALIZED PLAN FOR EMPLOYMENT

Ed 1008.01 Individualized Plan for Employment (IPE); Generally. ***The NHVR shall comply with the provisions of 34 CFR 361.45 and 34 CFR 361.46 in the development and completion of a written IPE, in addition to the following:***

(a) The IPE shall contain a written plan consistent with the requirements of 34 CFR 361.45(d)(2)(i), to include the steps that shall measure progress toward the employment outcome-;

(b) The IPE shall outline how the individual shall achieve a specific employment outcome in accordance with 34 CFR 361.45(b)(2)-;

(c) The individual shall be informed of his or her rights and responsibilities and the steps necessary to achieve an employment outcome during the process of developing the IPE-; **and**

(d) The NHVR counselor and the eligible individual shall agree on the criteria to evaluate progress toward the employment outcome.

Ed 1008.02 Timelines for IPE Development.

(a) The IPE shall be developed as soon as possible, within 90 days of the determination of eligibility pursuant to Ed 1006.

(b) If the NHVR counselor anticipates the IPE development will be delayed, the eligible individual shall be informed of, and the NHVR counselor shall document in the record of services, the:

- (1) Reasons for the delay;
- (2) Steps necessary to complete the development of the IPE;
- (3) Date for which the IPE shall be completed; and
- (4) Completion of the "IPE Extension Form", August 2020;

Ed 1008.03 Basic Requirements of the IPE.

(a) The eligible individual and the counselor shall develop the IPE based on results of the planning that began during the assessment for determining eligibility **and continued through comprehensive assessment, to the degree necessary, for plan development** pursuant to Ed 1005 and Ed 1006.

(b) An approved IPE shall confirm the agreement between the individual and the counselor regarding the employment outcome and the **NHVR** services necessary to achieve that goal as follows:

- (1) The IPE shall be agreed to and signed by the eligible individual and reviewed, approved, and signed by the counselor or supervisor before implementation of the IPE;
- (2) Any amendments to the individual's employment outcome, services provided, provider of services, or change in the cost of services shall be considered a substantive or major change to an individual's IPE and shall be agreed to and signed as outlined in (1) above;
- (3) To the maximum extent possible, a written copy of the IPE, including any amendments, shall be provided to the individual in the native language or mode of communication of the individual; and
- (4) The IPE shall be reviewed as often as necessary, but shall be reviewed at least annually by the individual and the counselor.

Ed 1008.04 Contents of the IPE. In addition to the requirements of 34 CFR 361.45, the following shall apply to the contents of an IPE:

(a) NHVR shall comply with the provisions of 34 CFR 361.46 in developing the content of the IPE, except that the NHVR shall not fund or assist in the funding of intensive hospitalization or surgery including, but not limited to, organ or bone marrow transplantations pursuant to Chapter 252:2 of the ~~H~~Laws of 1993;

(b) The IPE shall contain information necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment outcome, including:

- (1) The employment outcome of the eligible individual based on assessments described in Ed 1005;
- (2) Specific vocational rehabilitation services required and agreed to by the individual and the counselor to achieve the employment outcome including the start and end dates for each service;
- (3) A description of criteria to evaluate progress toward achievement of the employment outcome such as timelines and a description of the steps or benchmarks to be reached by such timelines;
- (4) The service provider(s);
- (5) An explanation of the extent to which the individual and family shall contribute to the cost of services and the extent to which comparable benefits and services shall be available to the person receiving services;
- (6) The responsibilities of the individual and the counselor to implement the IPE, such as the individual maintaining a particular attendance pattern during training, or contacting the counselor on an agreed upon schedule;
- (7) Post-employment services that the individual shall need once employed;

(8) Information regarding the individual's rights and how to express and resolve any dissatisfaction through due process as described in Ed 1021; and

(9) Information regarding the availability of the local Client Assistance Program (CAP).

Ed 1008.05 Options for Development of the IPE. In accordance with 34 CFR 361.45(c)(1), the following applies to the options for development of the IPE:

(a) As soon as possible after determining eligibility, not to exceed 15 business days, the individual shall be notified in writing of the options available to the eligible individual for developing all or part of the IPE;

(b) The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from NHVR over the course of time;

(c) The individual shall choose one or more of the following methods to develop the IPE:

(1) Without assistance from NHVR;

(1) With assistance from a NHVR counselor; and

(2) With technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, which shall include the organizations and individuals receiving a copy of the IPE.

(d) Regardless of the option chosen in (b) above, the counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes, and shall provide counseling and guidance to the eligible individual.

(e) The individual shall be informed of:

(1) The required content or components of the IPE;

(2) The requirement that the counselor shall review and approve the IPE and that the IPE shall be signed by both the counselor and the eligible individual prior to implementation;

(3) The financial commitments for the services in the IPE, including information about NHVR administrative rules on economic need, comparable benefits, and service purchase;

(4) Additional information the eligible individual requests or NHVR determines to be necessary to complete an IPE;

(5) The rights and responsibilities of the individual in carrying out the IPE, including remedies available through due process pursuant to Ed 1021; and

(6) The availability of the CAP and how to contact the CAP provider.

Ed 1008.06 Counseling and Guidance During IPE Development.

(a) The counselor shall facilitate the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment outcome and the steps and services needed to reach that goal *to the degree necessary based on the option for developing the IPE in accordance with CFR 361.45(c)(1) and 1008.05*.

(b) The counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes *as described in Ed 1008.13*.

(c) NHVR shall be responsible for coordinating and monitoring the services provided under the IPE.

(d) When jointly developing the IPE with the eligible individual, the counseling and guidance shall focus on options including, but not limited to:

(1) Exploring the impact of the disability and options and resources which allow the individual to achieve an employment outcome;

(2) Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment outcome;

(3) Using current labor market information to help identify a potential employment outcome;

(4) Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;

(5) Developing positive employment attitudes and behaviors;

(6) Explaining services available through various community resources;

(7) Identifying needed services and coordinating referrals as appropriate;

(8) Developing job-seeking and networking skills; and

(9) Monitoring post-employment adjustment to determine need for additional services.

Ed 1008.07 Secondary Students with Disabilities.

(a) Students with disabilities shall be referred to NHVR by school districts when the school's assessment and planning process concerning the individual indicates that NHVR services shall be necessary for the students to successfully achieve employment, either immediately upon leaving school or following additional vocational training, postsecondary education, or other services.

(b) For students with disabilities who are not receiving special education services, NHVR staff shall work with school guidance counselors, nursing staff, or section 504 coordinators for appropriate referrals.

(c) Parents and students may directly apply for services from NHVR without a referral from the school.

(d) For students with disabilities receiving special education services who are determined eligible for vocational rehabilitation services, IPEs shall be developed prior to their exiting the secondary program, or within 90 days of eligibility determination, whichever occurs first.

(e) Students not already ~~assessed~~ **evaluated**, or with an incomplete assessment, by the student's special education team, shall require assessments ~~services~~ and reports completed prior to identifying and employment outcome and determining the specific vocational rehabilitation services in an IPE. In these circumstances, the NHVR counselor shall document the specific assessment activities and services conducted to develop the IPE and how this will affect the timeframe for IPE development

(f) NHVR staff shall take the following steps in developing an IPE for a secondary student with disabilities:

(1) NHVR staff shall review school information and reports to determine if there is transition information contained in the student's IEP, and if appropriate, include the information in the IPE, including, but not limited to:

- a. Assessment information;
- b. Employment outcome; and
- c. A description of vocationally-related services;

(2) The IPE shall reflect NHVR funded services when they contribute to the achievement of a post-school employment goal and are coordinated with the student's educational plan. The counselor shall determine that these services shall be required to enable the individual to achieve the post-school employment goal and that those specific NHVR services shall not be the program or fiscal responsibility of the school district; and

(3) The results of the planning by NHVR shall be made available to the school liaison, with a signed release of information from the parent or adult student, pursuant to Ed 1003. The NHVR shall request the student's IEP ***be amended to*** contains ***the*** school services ***identified in (2) above as those*** that will contribute to the success of the student's plan.

Ed 1008.08 IPE and Supported Employment. For individuals with the most significant disabilities for whom an employment outcome in a supported employment setting is determined to be appropriate, the IPE shall also include the following:

- (a) A description of the extended services needed, including natural supports when necessary;
- (b) The source of extended services, or if not possible during the development of the IPE, an explanation of why there is a reasonable expectation that such sources shall be available; and
- (c) Coordination of NHVR services with vocationally-relevant services provided under other individualized plans under related federal or state programs, which shall be documented in the record of services.

Ed 1008.09 IPE Documentation Requirements. The following areas shall be documented ~~in the case note~~, and the NHVR shall indicate any opportunities that the individual was afforded to exercise informed choice pursuant to Ed 1013:

(a) Employment outcome development, including, but not limited to:

- (1) The employment outcome selected by the individual in developing the IPE;
- (2) The rationale for that goal, based on the employment factors, as describe in Ed 1006.02;
- (3) The results of assessment services;
- (4) The alternatives considered by or with the individual;
- (5) If applicable, the coordination with the individual education program (IEP), or if coordination with the IEP cannot be realized in the IPE, the case note shall contain the reason;
- (6) The level of integration in the employment outcome; and
- (7) Discussion of rehabilitation technology, accommodations, support services, and transportation considerations pursuant to Ed 1006 and Ed 1007;

(b) Service options, including, but not limited to:

- (1) The rationale that describes why the planned services are required to reach the employment outcome;
- (2) Vocational rehabilitation services;
- (3) The cost effectiveness of the service selected;
- (4) Service providers;
- (5) The level of integration in the settings in which services shall be provided;
- (6) The need for extended services; and
- (7) The need for post-employment services;

(c) Comparable benefits that indicate the availability of resources that shall be used to help pay the costs of vocational rehabilitation services;

(d) An indication of the result of, or the exemption from, the financial need determination when services are to be provided contingent on financial need as described in Ed 1006;

(e) Impact on financial benefits, including, but not limited to:

- (1) A description of the availability of benefits counseling, work incentive planning and advisement resources, and the option for referral to these programs, as needed, concurrent with the implementation of the IPE;
- (2) Employment earnings that may have an impact on supplemental security income (SSI), social security disability insurance (SSDI), temporary assistance for needy families (TANF), medicaid, medicare, housing subsidies, and other public benefits; and

- (3) The availability of work incentive programs, including, but not limited to social security trial work period and on-going medicaid coverage; and
- (f) The need for the provision of assistive technology devices, assistive technology services, and personal assistance services, including training in the management of those services.

Ed 1008.10 Preparing the Original IPE.

- (a) The original IPE shall be completed based on the existing information and comprehensive assessment that identifies the employment outcome and the nature and scope of NHVR services.
- (b) The IPE, or explanation of the IPE, shall be provided in the primary language or mode of communication of the eligible individual.
- (c) When completing the “New Hampshire Vocational Rehabilitation Individualized Plan for Employment” form, revised August 2020, the NHVR counselor shall adhere to the following guidelines:
 - (1) The original IPE date shall be on or after the eligibility date, and on or before the start of services;
 - (2) The employment outcome shall be as specific as possible;
 - (3) The anticipated month and year the eligible individual is expected to reach the employment outcome shall include the 90-day employment period prior to case closure;
 - (4) Planned services shall be discussed with the eligible individual and all known services that the individual needs during the rehabilitation process shall be included in the IPE;
 - (5) For supported employment services, the extended services provider and the funding source shall be entered on the IPE if known at the time. If a provider cannot be identified by the time the document is to be signed, but there is a reasonable expectation that such a provider will become available, then a description of the basis for concluding that there is a reasonable expectation that those sources will become available shall be documented in the IPE;
 - (6) The services section shall contain specific information about the individualized vocational rehabilitation services, including support services such as transportation, interpreter services, and note taker services that shall be required to reach the employment outcome. All services shall be provided, as appropriate, in the most integrated setting.
 - (7) Vocational rehabilitation services or support services shall include:
 - a. Those provided directly by NHVR staff, such as counseling and placement services;
 - b. Those authorized to service providers;
 - c. Those received by the individual as a comparable benefit; and

d. Those received by the individual through other organizations such as independent living centers, community rehabilitation programs, mental health clinics, or other treatment services when they are necessary for the successful completion of the IPE;

(8) Identification of services on the IPE shall include:

- a. The specific vocational rehabilitation or support service;
- b. The service provider;
- c. The start and end dates of the service;
- d. NHVR responsibility, or the estimated amount NHVR shall be responsible for;
- e. The amounts of comparable benefits;
- f. Individual responsibility after the financial needs assessment and comparable benefits and services are determined; and
- g. The estimated cost of services;

(9) Criteria to evaluate progress shall be clearly stated and outlined as steps in the IPE. Each step shall specify a behavior or action and the evaluation criteria for that step. An expected date of completion for each step shall not be required, except that eligible individual responsibilities, such as “participate in treatment services” or “advise your counselor of any change of medication” shall be itemized; and

(10) The rights and responsibilities section of the IPE shall contain preprinted information regarding both the individual and NHVR’s role in achieving the IPE and shall include information concerning the CAP, administrative reviews, mediation, and impartial hearings.

Ed 1008.11 Reviewing the IPE.

- (a) The IPE shall be reviewed at least annually.
- (b) The eligible individual or the NHVR counselor may initiate a review of the IPE at any time.
- (c) The results of any review shall be recorded in the “Plan Review Form”, revised August 2020.
- (d) If changes are initiated following a review, those changes shall be recorded in an amendment to the IPE pursuant to Ed 1008.12.
- (e) At least 30 days prior to the date of the annual review, the NHVR counselor shall communicate with the individual to schedule an IPE review.

Ed 1008.12 Changes to the IPE.

- (a) Changes to the IPE shall occur at any time when agreed to by the eligible individual and the NHVR counselor.

(b) All changes shall be documented in the record of services by completing IPE form referenced in Ed 1008.10(c) or the “New Hampshire Vocational Rehabilitation Amendment-Individualized Plan for Employment” form, revised August 2020.

(c) A case note shall be completed to indicate how the individual was involved in developing the changes.

(d) When making changes to the IPE, the individual has the same options enumerated in Ed 1008.05(b).

~~(de)~~ Major changes to an IPE shall include, but not be limited to:

(1) A change in the employment outcome, which may affect a change in the anticipated date of employment which shall be modified accordingly;

(2) An increase in the level of individual participation in the cost of services, if, as a result of a change in the IPE, the total expenditure that the individual is expected to contribute increases over the amount the individual contributed to the original IPE, or most recent major change if applicable;

(3) New services being added to the IPE; and

(4) A new provider of services.

~~(ef)~~ Minor changes to an IPE shall include, but not be limited to:

(1) Service start or end dates;

(2) The anticipated date of employment;

(3) The evaluation progress section of the IPE, which shall include the criteria to evaluate progress and any relevant individualized responsibilities;

(4) The types of services that the individual may need; and

(5) An increase in the cost of an authorized service that does not increase the level of the individual’s participation in the cost of services.

Ed 1008.13 IPE Approvals and Signatures.

(a) The NHVR counselor shall review and evaluate the proposed IPE and proposed changes to an IPE.

(b) The NHVR counselor shall evaluate the IPE to ensure:

(1) The employment outcome is consistent with the individual’s employment factors;

(2) The plan to reach the goal is feasible;

(3) Services are required to reach the employment outcome;

(4) Services are cost effective; and

(5) NHVR policies and procedures are followed.

(c) If the IPE development is approved, NHVR shall prepare an original IPE as referenced in Ed 1008.10(c) or revised IPE as described in Ed 1008.12(b).

(d) Supervisory approval shall be required on the IPE if the IPE:

(1) Is developed by a NHVR counselor I;

(2) Includes services that require supervisory approval such as, but not limited to:

a. Graduate school training; or

b. Plans for self-employment; or

(3) Requires supervisory approval based on a plan for supervision.

(e) ~~Once approved, the forms referenced in Ed 1008.10(c) and Ed 1008.12(b) for major changes shall be signed by the counselor and supervisor, as required, and the individual. If no supervisory approval was required, or if supervisory approval was granted, the following shall apply:~~

(1) The forms for an original IPE pursuant to Ed 1008.10(c) or a revised IPE pursuant to Ed 1008.12(b) shall be signed by the counselor and supervisor, as required;

(2) The individual shall be provided with a copy of all signed forms; and

(3) The forms shall be signed before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.

~~(f) The individual shall be provided with a copy of the signed forms referenced in (e) above within 10 days of the individual signing the document.~~

~~(g) The referenced in Ed 1008.10(c) and 1008.12(b) shall be signed by both the individual and the NHVR counselor and supervisor, as required, before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.~~

Ed 1008.14 Record of Services. The NHVR shall maintain for each applicant and eligible individual a record of services that complies with the provisions of 34 CFR 361.47.

PART Ed 1009 ORDER OF SELECTION

Ed 1009.01 Determination, Establishment, and Implementation. The provisions under 34 CFR 361.36 shall be used to determine the ability to serve all eligible individuals or an order of selection in addition to the following:

(a) NHVR shall comply with the provisions of 34 CFR 361.36 to either:

(1) Provide the full range of vocational rehabilitation services listed in 29 U.S.C. 723(a), as appropriate, to all eligible individuals; or

(2) In the event that vocational rehabilitation services cannot be provided to all eligible individuals who apply for the services, implement the order of selection established in (e) below in selecting eligible individuals to be provided vocational rehabilitation services;

(b) The NHVR shall consult with the state rehabilitation council established under 34 CFR 361.16 and meeting the requirements of 34 CFR 361.17 regarding the:

(1) Need to establish an order of selection;

(2) Priority categories of the particular order of selection;

(3) Criteria for determining individuals with the most significant disabilities; and

(4) Administration of the order of selection

(c) If the NHVR determines that it does not need to establish an order of selection, the NHVR shall reevaluate this determination in accordance with 34 CFR 361.36(b)(2);

(d) If NHVR establishes an order of selection, but determines that it does not need to implement that order at the beginning of the fiscal year, NHVR shall continue to meet the requirements of Ed 1009.01(c). If the NHVR does not continue to meet the requirements of Ed 1009.01(c) it shall implement the order of selection by closing one or more priority categories;

(e) If, in accordance with 34 CFR 361.36, the NHVR determines that it is unable to provide the full range of services to all eligible individuals, the NHVR shall implement an order of selection for eligible individuals according to the following priority categories:

(1) Priority one shall include individuals determined eligible for services prior to the effective date of the implementation of the order of selection in accordance with 34 CFR 361.36(e)(3)(i), and individuals determined eligible for services after the effective date of the implementation of the order of selection and who are individuals with a most significant disability;

(2) Priority 2 shall include individuals with a significant disability; and

(3) Priority 3 shall include all other eligible individuals who do not have a significant disability;

(f) NHVR shall provide services to individuals who require specific services or equipment to maintain employment.

(g) NHVR shall continue to provide pre-employment transition services to students with disabilities who were receiving such services prior to being determined eligible for vocational rehabilitation services.

Ed 1009.02 Referring Individuals Under an Order of Selection. The NHVR shall comply with 34 CFR 361.37 to implement an information and referral system adequate to ensure that individuals with disabilities, including eligible individuals who do not meet the NHVR's order of selection criteria for

receiving vocational rehabilitation services if the NHVR is operating on an order of selection, shall be provided accurate vocational rehabilitation information and referral guidance.

PART Ed 1010 COMPARABLE SERVICES AND BENEFITS

Ed 1010.01 Comparable Services and Benefits.

(a) NHVR shall comply with the provisions of 34 CFR 361.53 in the determination and use of comparable services and benefits.

(b) Comparable benefits and services shall be:

- (1) Provided or paid for, in whole or in part, by other federal, state, or local public agencies, by health insurance, or by employee benefits;
- (2) Available to the individual at the time needed to achieve the intermediate objectives in the IPE; and
- (3) Commensurate to the services that the individual would otherwise receive from NHVR.

(c) NHVR shall determine whether comparable benefits and services are available to an individual prior to paying for all vocational rehabilitation services, excluding only those services and circumstances listed as exceptions in (g) below. NHVR staff and participants shall seek comparable benefits and services in order to maximize the vocational rehabilitation resources available to individuals with disabilities. If an individual refuses to apply for or accept available comparable benefits, NHVR funds shall not be substituted ***used instead of, or to replace, comparable benefits.***

(d) Prior to initiating comparable benefits and services, the NHVR staff shall ***determine*** the following:

- (1) ~~If~~ ***Whether*** the determination of the availability of comparable services and benefits would delay services to an individual who is at extreme medical risk, as determined by an appropriate licensed medical professional; and
- (2) ~~If~~ ***Whether*** an immediate job placement would be lost due to a delay in the provision of such comparable benefits.

(e) ~~If~~ ***When comparable*** benefits or services are available, they shall be used prior to using NHVR funds or services;

(f) ~~If~~ ***When comparable*** benefits or services are ~~not currently~~ ***un***available or if an individual is required to initiate a new application to another program, NHVR funds shall not be used in the interim ~~unless,~~ ***except when*** in the judgment of NHVR staff in consultation with the individual, waiting for benefits would prevent the individual from achieving the intermediate objectives of the IPE;

(g) Comparable benefits shall not be required for the following exempt services:

- (1) Assessment services to determine eligibility and vocational rehabilitation needs;
- (2) Counseling and guidance, including information and support services to assist an individual exercising informed choice;

- (3) Referral and other services to secure needed services from other agencies;
- (4) Job-related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services;
- (5) Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices; and
- (6) Post-employment services as noted above in (1) through (5).

(h) If an individual is in default of a student loan, financial aid, including a Pell grant, shall not be available to the individual. NHVR shall be prohibited from paying for any training or related services at a post-secondary program eligible for a Pell grant, including, but not limited to, colleges and business and trade schools, for an individual who owes a refund on a **Pell gGrant** or is in default of a student loan, unless the individual makes maximum effort to resolve the default. Maximum effort shall mean that the individual has ~~has~~ a repayment plan, or documented correspondence attempting to set up a repayment plan, with the lending institution or grantor.

(i) ~~It~~ **When** making a determination **of whether** to secure comparable benefits prior to using vocational rehabilitation funds, counselors shall:

- (1) Acquire at least general knowledge about the nature of services available from other sources, their eligibility criteria, and the application and appeals process;
- (2) Explore with the individual all possible sources of comparable benefits and assess, through discussion with the participant, the appropriateness of pursuing specific benefits or services and the availability of such benefits;
- (3) Document in the case record the participant's application for benefits or the reasons NHVR funds are being used in place of benefits; and
- (4) Monitor the application of benefits and assist the individual, if necessary.

(j) Individuals **shall** also exercise initiative in exploring the availability of and in securing the comparable benefits available to them, as appropriate to their disability by:

- (1) Applying in a timely manner for all comparable benefits and services which are appropriate, with counselor assistance if necessary;
- (2) Accepting and use comparable benefits and services when available; and
- (3) Informing the NHVR counselor of the status of any application and the receipt of denial of any comparable benefit.

PART Ed 1011 PARTICIPATION OF INDIVIDUALS IN COST OF SERVICES BASED ON FINANCIAL NEED

Ed 1011.01 Financial Needs Assessment.

(a) NHVR shall consider the financial need of eligible individuals who are planned to receive services that require a financial needs assessment pursuant to (f) below. The financial needs assessment shall be used for determining the extent of the individual's participation in the costs of vocational rehabilitation services.

(b) Although eligible individuals shall require a financial needs assessment, the services listed in (g) below shall not require a financial needs assessment.

(c) There shall be a shared responsibility between the eligible individual and the NHVR counselor in determining financial need as follows:

(1) The eligible individual shall be responsible for providing their complete and accurate personal and household financial information to the NHVR counselor, including, but not limited to:

- a. Most recent federal tax return;
- b. SSI/SSDI award letter;
- c. Public assistance budget; and
- d. Most recent pay stubs; and

(2) Pursuant to Ed 1003, the NHVR counselor shall obtain, document, maintain, and safeguard the personal and household financial information required to review the individual's financial need and to calculate the extent of their participation in the cost of services.

(d) A financial needs assessment shall be completed at least annually. A financial needs assessment shall also be conducted if there is a significant change in the eligible individual's financial situation and they are receiving a financial need-based service.

(e) The financial needs assessment shall:

(1) Be applied uniformly to eligible individuals; and

(2) Explain the method for determining the financial need of an eligible individual as follows:

- a. The method shall be a review of the person's financial status; and
- b. The method shall compare income and resources to determine the amount of monthly resources that shall be utilized for specific vocational rehabilitation services.

(f) The following services shall not be provided until the participant has been determined to meet financial need and available resources have been applied toward the cost:

- (1) All training services at college and vocational training programs, including, but not limited to, tuition, room and board, required fees, and required textbooks and materials;
- (2) Physical and mental restoration;
- (3) Vocational and other training services;

- (4) Maintenance;
 - (5) Driver training;
 - (6) Transportation, except during evaluation, special transportation, when used for the provision of pre-employment training services, and transportation to attend an administrative review or impartial hearing;
 - (7) Vocational rehabilitation services to family members of an applicant or eligible individual if necessary to enable the applicant or eligible individual to achieve an employment outcome;
 - (8) Supported employment services;
 - (9) Post-employment services;
 - (10) Occupational and business licenses, tools, equipment, initial stocks, and supplies;
 - (11) Goods, inventory, equipment, and supplies for self-employment;
 - (12) Rehabilitation technology, including vehicle modification, telecommunications, sensory, and other technological aids and devices;
 - (13) Modifications to homes, vehicles, and worksites;
 - (14) Transition services;
 - (15) Technical assistance and other consultation services to conduct market analyses, develop business plans and otherwise provide resources, to the extent those resources are authorized to be provided through the statewide workforce investment system, to eligible individuals who are pursuing self-employment; and
 - (16) All other goods and services not exempt under (g) below.
- (g) The NHVR shall not require a financial needs assessment or require the financial participation of the individual for any of the services listed in 34 CFR 361.54(c)(3)(i).
- (h) The provisions of comparability pursuant to Ed 1010 shall apply to the services listed in (g) above.
- (i) Eligible individuals shall be exempt from a financial needs assessment who:
- (1) Receive public benefits, including, but not limited to:
 - a. Temporary assistance for needy families (TANF); and
 - b. Aid to the permanently and totally disabled (APTD); and
 - (2) Receive SSI or SSDI pursuant to Ed 1006.01(~~eb~~)(2).

(j) Eligible individuals in accordance with (i)(1) above shall be determined to meet NHVR's financial need and shall be exempt from a financial needs assessment except that NHVR shall provide funding for financial need-based services after all comparable benefits have first been applied.

PART Ed 1012 STANDARDS FOR PROVIDERS OF SERVICES

Ed 1012.01 Standards for Facilities and Providers of Services. The NHVR shall comply with the provisions of 34 CFR 361.51 regarding the standards for facilities and providers of services including accessibility of facilities, affirmative action, and special communication needs personnel.

PART Ed 1013 INFORMED CHOICE

Ed 1013.01 Informed Choice. The NHVR shall comply with the provisions of 34 CFR 361.52 to assist applicants and recipients of services in exercising informed choice throughout the rehabilitation process.

PART Ed 1014 SEMI-ANNUAL AND ANNUAL REVIEW

Ed 1014.01 Semi-Annual and Annual Review. The NHVR shall comply with the provisions of 34 CFR 361.55 and Ed 1008.11 when conducting semi-annual and annual reviews.

PART Ed 1015 REQUIREMENTS FOR CLOSING THE RECORD OF SERVICES OF AN INDIVIDUAL WHO HAS ACHIEVED AN EMPLOYMENT OUTCOME

Ed 1015.01 Closing the Record of Services. The record of services of an individual who has achieved an employment outcome shall be closed only if all the requirements of 34 CFR 361.56 are met to include employment outcome achieved, employment outcome maintained, satisfactory outcome, and post-employment services.

PART Ed 1016 SUPPORTED EMPLOYMENT SERVICES PROGRAM

Ed 1016.01 Purpose. The purpose of Ed 10156 is to develop and implement a collaborative program with appropriate entities, consistent with state and federal law, to provide a program of supported employment services for individuals with the most significant disabilities who require supported employment services to enter or retain competitive employment.

Ed 1016.02 Definitions. Except where the context makes another meaning manifest, terms incorporated in 34 CFR 363.6 and used in Ed 10156 shall have the same meaning.

Ed 1016.03 Eligibility for Services. In order to be considered for services under the state supported employment services program, an individual shall:

(a) Be eligible for vocational rehabilitation services in accordance with the provisions of 34 CFR 361.42 and Ed 1006;

(b) Be an individual with the most significant disabilities pursuant to Ed 1007; and

(c) Have supported employment identified as the appropriate rehabilitation objective for the individual on the basis of a comprehensive assessment of rehabilitation needs, including an evaluation of rehabilitation, career, and job needs.

Ed 1016.04 Authorized Activities. Activities authorized by the state supported employment services program shall include the following:

- (a) A particularized assessment that is needed to supplement the assessment for determining eligibility and vocational rehabilitation needs done under 34 CFR 361.42 and that is provided after the development of the IPE in accordance with 34 CFR 363.4(a);
- (b) Development of and placement in jobs for individuals with the most significant disabilities; and
- (c) Supported employment services that are needed to support individuals with the most significant disabilities in employment including but not be limited to the following:
 - (1) Intensive on-the-job skills training and other training provided by skilled job trainers, co-workers, and other qualified individuals, and other services specified in the Act, in order to achieve and maintain job stability;
 - (2) Follow-up services, including regular contact with employers, trainees with the most significant disabilities, parents, guardians or other representatives of trainees, and other suitable professional and informed advisors in order to reinforce and stabilize the job placement; and
 - (3) Discrete post-employment services following transition that are unavailable from an extended services provider and that are necessary to maintain the job placement, such as job station redesign, repair and maintenance of assistive technology, and replacement of prosthetic and orthotic devices.

Ed 1016.05 Developing Collaborative Agreements.

- (a) The NHVR shall enter into one or more written cooperative agreements or memoranda of understanding with other state agencies, private nonprofit organizations, and other available funding sources to ensure collaboration in a plan to provide supported employment services and extended services to individuals with the most significant disabilities.
- (b) A cooperative agreement or memorandum of understanding shall, at a minimum, specify the following:
 - (1) The supported employment services to be provided by the NHVR with funds received under a federal grant for the state supported employment services program;
 - (2) The extended services to be provided by state agencies, private nonprofit organizations, or other sources following the cessation of supported employment services under Ed 1016;
 - (3) The estimated funds to be expended by the participating party or parties in implementing the agreement or memorandum; and
 - (4) The projected number of individuals with the most significant disabilities who will receive supported employment services and extended services under the agreement or memorandum.

Ed 1015.06 Information Collection and Reporting Requirements.

(a) The NHVR shall collect and report information as required under the Act, for each individual with the most significant disabilities served under the supported employment services program.

(b) The NHVR shall collect and report separately information for:

(1) Supported employment clients served under the supported employment services program; and

(2) Supported employment clients served under Ed 1010.15 and Ed 1010.16.

Ed 1016.07 Coordinating Services and Activities. The NHVR shall coordinate the services provided to an individual under Ed 1015 and under Ed 1010.15 and Ed 1010.16 to ensure that the services are complementary and not duplicative.

Ed 1016.08 Transition of an Individual to Extended Services. The NHVR shall provide for the transition of an individual with the most significant disabilities to extended services no later than 18 months after placement in supported employment, unless a longer period is established in the IPE, and only if the individual has made substantial progress toward meeting the hours-per-week work goal ~~provided for~~ **identified** in the IPE, the individual is stabilized in the job, and extended services are available and can be provided without a hiatus in services.

Ed 1016.09 Requirements for Successfully Rehabilitating an Individual in Supported Employment. An individual with the most significant disabilities who is receiving supported employment services shall be considered to be successfully rehabilitated if the individual maintains a supported employment placement for 90 days after making the transition to extended services.

Ed 1016.10 Client Assistance Program. In accordance with the informed provisions of 1013 the NHVR shall inform applicants and recipients, or as appropriate, the parents, family members, guardians, advocates, or authorized representatives of those individuals, of the availability and purposes of the ~~Client Assistance Program~~ **Client Assistance Program (CAP)** established in New Hampshire under the Act, including information on seeking assistance from that program.

PART Ed 1017 GENERAL PROVISIONS FOR INDEPENDENT LIVING SERVICES PROGRAM AND CENTERS FOR INDEPENDENT LIVING PROGRAM

Ed 1017.01 Purpose. The purpose of Ed 1017 is to provide uniform application of 45 CFR 1329 regarding state independent living services and centers for independent living.

Ed 1017.02 Definitions. Except where the context makes another meaning manifest, the terms defined in 45 CFR 1329.4 and 34 CFR 77.1 have the meaning indicated when used in Ed 1016.

Ed 1017.03 Requirements for Processing Referrals and Applications. The service provider shall adhere to the requirements of Ed 1004 for referrals and applications for IL services from individuals with significant disabilities.

Ed 1017.04 Requirements for Determining Eligibility.

(a) Before or at the same time that an applicant for IL services begins receiving IL services funded under Ed 1017, the service provider shall determine the applicant's eligibility and maintain documentation that the applicant has met the basic requirements specified in 29 USC 796b. relative to assuring that any individual with a significant disability is eligible to receive IL services.

(b) The documentation for eligibility shall be dated and signed by a staff member of the service provider.

Ed 1017.05 Requirements for Determining Ineligibility.

(a) If a determination is made that an applicant for IL services is not an individual with a significant disability, the service provider shall provide documentation of the ineligibility determination which shall be dated and signed by a staff member.

(b) The service provider shall determine an applicant to be ineligible for IL services only after full consultation with the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, or after providing a clear opportunity for this consultation.

(c) The service provider shall notify the applicant in writing of the action taken for the ineligibility determination and inform the applicant or, if the applicant chooses, the applicant's parent, guardian, or other legally authorized advocate or representative, of the applicant's rights and the means by which the applicant may appeal the action taken.

(d) The service provider shall provide a detailed explanation of the availability and purposes of the ~~Client Assistance Program~~ **CAP** established in New Hampshire under the Act, including information on how to contact the program.

(e) If the service provider determines that the applicant can benefit from services other than IL, the service provider shall refer the applicant to other agencies and facilities, including the NHVR.

Ed 1017.06 Review of Ineligibility Determination.

(a) If an applicant for IL services ~~has been~~ **is** found ineligible, the service provider shall review the applicant's ineligibility at least once within 12 months after the ineligibility determination was made and whenever the service provider determines that the applicant's status has materially changed.

(b) The review shall not be conducted in situations where the applicant has refused the review, no longer resides in New Hampshire, or their location is unknown.

Ed 1017.07 Requirements for an Independent Living Plan.

(a) Unless the individual ~~who is to be provided IL services under Ed 1017~~ signs a waiver in accordance with Ed 1017.07(b), the service provider, in collaboration with the individual with a significant disability, shall develop and periodically review an IL plan for the individual in accordance with the requirements in Ed 1017.08 through Ed 1017.11.

(b) The requirements of Ed 1017.07 with respect to an IL plan shall not apply if the individual knowingly and voluntarily signs a waiver stating that an IL plan is unnecessary.

(c) Subject to Ed 1017.07(b), the service provider shall provide each IL service in accordance with the IL plan.

Ed 1017.08 Initiation and Development of an Independent Living Plan.

(a) Development of an individual's IL plan shall be initiated after documentation of eligibility under Ed 1017.04(a) and shall indicate the goals or objectives established, the services to be provided, and the anticipated duration of the service program and each component service.

(b) The IL plan shall be jointly developed and signed by a staff member of the service provider and the individual with a significant disability or, if the individual chooses, by the individual's guardian, parent, or other legally authorized advocate or representative.

(c) A copy of the IL plan, and any amendments, shall be provided in an accessible format to the individual with a significant disability that uses appropriate modes of communication consistent with the informed choice of the individual.

Ed 1017.09 Review.

(a) The IL plan shall be reviewed as often as necessary but at least on an annual basis to determine whether services should be continued, modified, or discontinued, or whether the individual should be referred to a program of vocational rehabilitation services under Ed 1010.15 and Ed 1010.16 or to any other program of assistance.

(b) Each individual with a significant disability or, if consistent with state law and the individual chooses, the individual's guardian, parent, or other legally authorized advocate or representative, shall be given an opportunity to review the IL plan and, if necessary, jointly redevelop and agree by signature to its terms.

Ed 1017.10 Coordination with Vocational Rehabilitation, Developmental Disabilities, and Special Education Programs. The development of the IL plan and the provision of IL services shall be coordinated to the maximum extent possible with any individualized:

(a) Written rehabilitation program for vocational rehabilitation services for that individual;

(b) Habilitation program for the individual prepared under the Developmental Disabilities Assistance and Bill of Rights Act, 42 USC 15001; and

(c) Education program for the individual prepared under part B of the Individuals with Disabilities Education Act 20 USC 1440, et seq., as implemented by 34 CFR 300 and 303.

Ed 1017.11 Termination of Services. If the service provider intends to terminate services to an individual receiving IL services under an IL plan, the service provider shall follow the procedures in Ed 1017.05(c)-(e) and Ed 1017.06.

Ed 1017.12 Maintaining Records for the Individual.

(a) For each applicant for IL services other than information and referral and for each individual receiving IL services other than information and referral, the service provider shall maintain a service record that includes:

(1) Documentation concerning eligibility or ineligibility for services;

(2) The services requested by the applicant or individual;

(3) Either the IL plan developed with the applicant or individual or a waiver signed by the applicant or individual stating that an IL plan is unnecessary;

(4) The services actually provided to the applicant or individual; and

(5) The IL goals or objectives:

a. Established with the applicant or individual, whether or not in the applicant's or individual's IL plan; and

b. Achieved by the applicant or individual.

(b) A service record for an applicant and an individual shall be maintained either electronically or in written form, except that the IL plan and waiver shall be in writing.

Ed 1017.13 Durational Limitations on Independent Living Services. The service provider shall not impose any uniform durational limitations on the provision of IL services, except as otherwise provided by federal law or regulation.

Ed 1017.14 Standards for Service Providers. In providing IL services to individuals with significant disabilities, service providers shall comply with:

(a) The written standards for IL service providers established by the NHVR pursuant to Ed 1017; and

(b) All applicable state or federal licensure or certification requirements.

Ed 1017.15 Personally Identifiable Information (PII). Personally identifiable information (PII) and other personal information and data shall be collected and shared pursuant to the provisions of Ed 10043.

Ed 1017.16 Review Procedures Available to Individuals.

(a) The review procedures in Ed 1021 shall be available to an individual to request and receive a timely review of any adverse decision made by the service provider concerning the individual's request for IL services or the provision of IL services to the individual.

(b) Each service provider shall inform each individual who seeks or is receiving IL services from the service provider about the review procedures required by Ed 1017.16(a). The information about the review procedures shall be in an accessible format that uses appropriate modes of communication consistent with the informed choice of the individual.

PART Ed 1018 INDEPENDENT LIVING SERVICES FOR OLDER INDIVIDUALS WHO ARE BLIND

Ed 1018.01 Purpose. The purpose of the independent living services for older individuals who are blind program is to support projects that:

(a) Provide any of the IL services as described in 34 CFR 367.3(b);

(b) Conduct activities that will improve or expand services for older individuals who are blind; and

(c) Conduct activities to help improve public understanding of the problems of older individuals who are blind.

Ed 1018.02 Definitions. Except where the context makes another meaning clear, the terms defined in 34 CFR 367.5 shall have the same meaning in Ed 1018.

Ed 1018.03 Services for Older Individuals Who Are Blind. For the purposes of Ed 1018.01(a), IL services for older individuals who are blind shall include:

(a) Services to help correct blindness including:

- (1) Outreach services;
- (2) Visual screening;
- (3) Surgical or therapeutic treatment to prevent, correct, or modify disabling eye conditions; and
- (4) Hospitalization related to these services;

(b) The provision of eyeglasses and other visual aids;

(c) The provision of services and equipment to assist ~~an older individual who is blind~~ with becoming more mobile and more self-sufficient;

(d) Mobility training, Braille instruction, and other services and equipment to help an older individual who is blind adjust to blindness;

(e) Guide services, reader services, and transportation;

(f) Any other appropriate service designed to assist an older individual who is blind in coping with daily living activities, including supportive services and rehabilitation teaching services;

(g) IL skills training, information and referral services, peer counseling, and individual advocacy training; and

(h) Other IL services as defined in the Act, 29 USC 707(30), and as listed in 34 CFR 365.22.

Ed 1018.04 Administering the Program.

(a) The NHVR shall administer the program in Ed 1018 in order to carry out the purposes listed in Ed 1018.01 either directly or through:

- (1) Grants to public or private nonprofit agencies or organizations; or
- (2) Contracts with individuals, entities, or organizations that are not public or private nonprofit agencies or organizations.

(b) Notwithstanding Ed 1018.04(a), the NHVR may enter into assistance contracts with public or private nonprofit agencies or organizations by following the requirements in 34 CFR 366.32(e).

(c) Notwithstanding Ed 1018.04(a), the NHVR shall not enter into procurement contracts with public or private nonprofit agencies or organizations, as provided in 34 CFR 366.32(f).

PART Ed 1019 NEW HAMPSHIRE BUSINESS ENTERPRISE PROGRAM

Ed 1019.01 Purpose. The purpose of the New Hampshire Business Enterprise Program (BEP) is to provide blind persons with remunerative employment, enlarge the economic opportunities for the blind, and stimulate the blind to strive to make them self-supporting. The department, through the BEP of the office of services for blind and visually impaired, (SBVI) shall be the state licensing agency (SLA) for legally blind individuals who operate food and vending service facilities on federal, state, and other properties.

Ed 1019.02 Authority. The implementation of agreed-upon ~~rules~~ **policies**, standards, and procedures affecting the overall operation of the vending facilities program shall be subject to review by the committee, as defined in Ed 1019.03(g). SBVI shall have final authority and responsibility for the administration and operation of the vending facilities program.

Ed 1019.03 Definitions. Except where the context makes another meaning manifest, the terms defined in 34 CFR 395.1, Ed 1002.01, and Ed 1109 shall have the same meanings in addition to the following terms:

(a) “Active participation” means an ongoing process of negotiations between SBVI and the committee to achieve joint planning and approval of program policies, standards, and procedures affecting the overall operation of the vending facilities program, prior to their implementation by SBVI;

(b) “Business enterprise program (BEP)” means the New Hampshire business enterprise program in the department of education;

(c) “Individual who is legally blind” means a blind person as defined in 34 CFR 361.1(c);

(d) “Manager” means an individual who is legally blind who is licensed to operate a vending facility on federal or other property;

(e) “Roster” means a list of all qualified candidates who have successfully completed all BEP training requirements and are eligible and awaiting assignment to a vacant vending facility;

(f) “Services for blind and vision impaired (SBVI)” means “Blind Services” as defined in **RSA** 186-B:10-II; and

(g) “State committee of licensed managers (the committee)” means an officially constituted body within ~~S~~state government, functioning as an integral part of the ~~S~~state's BEP. The committee shall ~~be~~ consist of all licensed managers and shall carry out its duties in accordance with 34 C.F.R. 395.14;

Ed 1019.04 Issuance of Vending Facility Manager Licenses.

(a) SBVI shall issue licenses only to a candidate who is:

(1) A citizen of the United States;

(2) Legally blind as defined in Ed 1019.03(b); and

- (3) Qualified to operate a vending facility by evidence of having successfully completed training prescribed by SBVI or by virtue of demonstrated experience.
- (b) Preference shall be given to qualified candidates who:
 - (1) Are in need of employment; and
 - (2) Are residents of the state of New Hampshire.
- (c) Candidates, who have satisfactorily completed the training and probationary period described in Ed 1019.05 and Ed 1019.06, shall be issued a manager license.

Ed 1019.05 Training Program and Probationary Period.

- (a) All manager candidates shall complete a training program developed by SBVI.
- (b) In selecting a candidate who is deemed appropriate to enter the BEP training program, SBVI shall focus on the candidates' individual skills, abilities, and personal qualifications especially suited to the operation of a vending facility as determined by materials submitted by the candidate, NHVR counselor, or both, including but not limited to evaluation reports, educational background, work experience, and resumes.
- (c) SBVI shall document that the candidate possesses the necessary skills to function as an independent blind person and the aptitude to be a successful business owner.
- (d) The candidate shall meet with the committee chair and administrator of SBVI during the initial interview phase of the acceptance process.
- (e) After considering all available information including the interview and recommendation of the committee chair, the administrator shall make the decision as to whether or not to accept the candidate into the training.
- (f) Training shall be developed by SBVI with the active participation of the committee.
- (g) Training shall consist of a standardized training curriculum combined with on-the-job training in areas including, but not be limited to:
 - (1) Health and sanitation;
 - (2) Customer service;
 - (3) Vending management;
 - (4) Café management;
 - (5) Marketing;
 - (6) Human resources;
 - (7) Business processes;

- (8) Accounting;
- (9) Randolph-Sheppard Act; and
- (10) State rules and regulations.

(h) Candidates, who have been accepted and have satisfactorily completed the training prescribed by SBVI shall be placed on a roster.

Ed 1019.06 Probationary Candidates (Individuals on the Roster).

(a) When a location becomes available for bid, an individual on the roster may bid along with the licensed managers.

(b) A candidate from the roster who is awarded a first location shall serve a probationary period not to exceed 6 months.

(c) At the end of the probationary period, a candidate who is acceptable to SBVI and wishes to remain in the program shall be issued a license based on the following criteria:

(1) The candidate receives satisfactory evaluation reports as acknowledged by SBVI, and these reports have been reviewed with the NHVR counselor if applicable and the committee chair; and

(2) The evaluation reports attest that the candidate effectively demonstrates the ability to:

- a. Provide good customer service;
- b. Maintain proper food service sanitation standards;
- c. Understand the principles of:
 - 1. Product inventory control;
 - 2. Daily cash control;
 - 3. Banking procedures;
 - 4. Proper licensing procedures; and
 - 5. Submission of city, state and federal taxes; and
- d. Maintain the required monthly profit and loss reports.

(d) A candidate whose performance is not acceptable to SBVI shall not be licensed by SBVI and shall be removed from the program when the candidate fails to meet the criteria listed in Ed 1019.06(c) during the training or the probationary periods.

(e) Licenses shall be issued to the manager by SBVI for an indefinite period and shall be subject to termination as provided in Ed 1019.14 and Ed 1019.15.

Ed 1019.07 Transfers and Promotions of Licensed Managers.

(a) When a location becomes available for bid, the vacancy shall be announced to all licensed managers and individuals on the roster.

(b) When an opportunity to bid on a location is announced, a manager may bid or not bid without prejudice to future consideration of a subsequent bid by the potential applicant.

(c) A manager shall be informed of additional requirements of a particular property management, including, but not limited to, security clearance background checks and drug screenings, and shall agree to the additional requirements as a condition of being assigned.

(d) Any manager who is in probationary status as outlined in Ed 1019.06(b), has not completed the continuing education requirements set forth in Ed 1019.18, or is delinquent with respect to filing any reports or had any indebtedness to the BEP or the state of New Hampshire at the time of the vacancy announcement shall not be permitted to bid for the vacancy.

(e) A selection committee shall be convened by the administrator of SBVI when new opportunities become available for promotion or transfer. The selections committee shall include a representative of the state committee of licensed managers assigned by the chair or co-chairs, the BEP coordinator, and a SBVI representative appointed by the SBVI administrator.

(f) The selection committee shall interview all candidates who submit a bid and score the candidates using the following criteria:

- (1) Record of performance for the past ~~two~~ 2 years;
- (2) The manager's plan for the new business including a business plan if applicable;
- (3) Responses to interview questions; and
- (4) Personal appearance, demeanor, and attitude.

(g) After considering all criteria, each review committee member shall award points to the candidates as follows:

- (1) First choice, 3 points;
- (2) Second choice, 2 points; and
- (3) Third choice, 1 point.

(h) The BEP coordinator shall total up the points, and the candidate with the most points shall be awarded the facility. In the event of a tie, the candidate with the most seniority shall be awarded the facility.

(i) When experience has proven that a manager, who SBVI has determined is committed to the successful operation of their vending facility, is assigned to a location or locations beyond the manager's capacities, the manager shall be given opportunities for training. Except that if the training does not result in improved performance, an assignment to a location commensurate with the manager's ability shall be made. If no such facility is available, the manager's name shall be placed on the roster.

(j) A manager shall not be assigned to a facility of lesser income or convenient location without an explanation and an evidentiary hearing if requested by the manager.

(k) If no qualified manager has submitted a bid on a vacant vending facility, BEP, with active participation of the committee shall:

- (1) Assign the vending facility on a temporary basis to a licensed manager assigned to another vending facility;
- (2) Enter into a third-party agreement with a private entity with the commissions being used in accordance with any state or federal regulations to perpetuate the BEP. Such agreements shall not exceed one year and are subject to renewal if no manager is still available to manage the vending facility; or
- (3) Permanently attach the vending facility to another vending facility being managed by a licensed manager if it is evident that the location will never sustain a manager nor will there be an opportunity in the foreseeable future to use the location when creating a vending route.

Ed 1019.08 Teaming Arrangements. A manager shall enter into a teaming arrangement with a private vendor only when the following criteria are met:

- (a) The manager a made a qualified bid on the location in response to a bid notification by SBVI;
- (b) The manager demonstrated his or her active role in the day-to-day operation of the business as the person responsible for all reports and accountabilities under applicable federal and state laws and regulations;
- (c) The financial arrangements are acceptable to the program and not less than the manager could make if managed independently; and
- (d) The written agreement was reviewed and approved by the program.

Ed 1019.09 Vending Routes.

- (a) Individual vending routes shall be established by the program when deemed appropriate by SBVI, and only when accepted by the state committee of licensed managers by a simple majority vote.
- (b) Once a vending route is established it shall remain an intact route. When the manager no longer wishes to, or cannot, serve one or more of the locations on the established vending route the vending route as a whole shall go out to bid as a single vending location.
- (c) Altering the composition of a vending route requires the submission of a written proposal which shall be jointly approved by the program and the state committee of licensed managers.

Ed 1019.10 Maintenance and Replacement of Equipment.

(a) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:

- (1) A new manager begins operating a vending facility;

(2) A manager transfers to a different vending facility; or

(3) A manager adds a new vending facility;

(b) After the initial 4-month period referenced in (a) above, the manager shall be assessed a \$100 deductible on each repair call *in accordance with 34 CFR 395.8(c) and 34 CFR 395.9(c)*.

(c) SBVI shall replace a piece of equipment ~~be~~-based upon funds available if it is deemed to be more cost effective to replace, and the manager has called in a repair.

(d) If SBVI becomes aware of malfunctioning equipment and the manager has not called in a repair, SBVI shall repair and maintain, or cause to be repaired and maintained, any equipment in need of repair and maintenance in order to keep the facility operable and in an attractive condition, and the manager shall be assessed the full amount of the repair charge.

Ed 1019.11 Setting Aside of Funds.

(a) *In accordance with 34 CFR 395.8(c) and 34 CFR 395.9(c)*, SBVI shall set aside funds from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

(1) Maintenance and replacement of equipment;

(2) Purchase of new or replacement equipment;

(3) Management services as defined in Ed 34 CFR 395.1(j), including training and continuing education for managers;

(4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the managers licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each manager information on all matters relevant to such funds; and

(5) The establishment of a fair minimum return.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed managers and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

(1) Be assessed monthly; and

(2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:

a. The manager has net proceeds before set aside of over \$1,700 for that month; and

b. Either:

1. The set aside charge does not reduce the net proceeds below \$1,700; or
2. In order to assure a fair minimum return to managers, any set aside assessment which lowers a manager's net proceeds below \$ 1,700 for that month shall be reduced by the amount required to raise the net proceeds to \$1,700.

(d) The percentage in Ed 1019.11(c) shall be a percentage of net proceeds and shall be reviewed every 2 years by SBVI with the active participation of the committee of licensed managers. The new percentage shall be set utilizing the running average balance of the set aside account over the previous 2-year period, the Consumer Price Index, and projected needs.

(e) If the set aside percentage is changed, SBVI shall submit the change to the secretary of the committee for approval prior to implementation.

Ed 1019.12 Distribution and Use of Income from Vending Machines on Federal Property.

(a) Vending machine income from vending machines on federal property which has been disbursed to SBVI by a property managing department, agency, or instrumentality of the United States under 34 CFR 395.32 shall:

- (1) Accrue to each manager operating a vending facility on such federal property in New Hampshire in an amount not to exceed the average net income of the total number of manager within the state, as determined each fiscal year on the basis of each prior year's operation; and
- (2) Not accrue to any manager in any amount exceeding the average net income of the total number of managers in the United States.

(b) No manager shall receive less vending machine income than a manager was receiving during the calendar year prior to January 1, 1974, as a direct result of any limitation imposed on such income under Ed 1019.12 as provided in 34 CFR 395.8(a).

(c) No limitation shall be imposed on income from vending machines, combined to create a vending facility, when the facility is maintained, serviced, or operated by a manager.

(d) Vending machine income disbursed by a property managing department, agency, or instrumentality of the United States to SBVI in excess of the amounts eligible to accrue to managers in accordance with Ed 1019.12 shall be retained by SBVI.

(e) SBVI shall disburse vending machine income to managers within the state on at least a quarterly basis.

(f) Vending machine income which is retained by SBVI under Ed 1019.12 shall be used for:

- (1) The establishment and maintenance of retirement or pension plans;
- (2) Health insurance contributions; and
- (3) The provision of paid sick leave and vacation time for managers, if it is so determined by a majority vote of managers licensed by SBVI, after SBVI has provided to each manager information on all matters relevant to such purposes.

(g) Any vending machine income not necessary for the purposes in Ed 1019.12(f) shall be used by SBVI for maintenance and replacement of equipment, purchase of new equipment, management services, and assuring a fair minimum return to managers. Any amounts used for these purposes shall require a reduction in set aside in an equal amount on a pro rata basis.

(h) If SBVI determines that a vending location is not suitable for a blind manager, SBVI shall arrange vending services through a third party. Income that accrues to SBVI as a result shall be used to:

- (1) Purchase new equipment;
- (2) Replace equipment as needed;
- (3) Purchase merchandise inventory;
- (4) Provide training for managers; or
- (5) Establish retirement, health insurance, vacation, or sick pay plans.

Ed 1019.13 Operating Agreement Between SBVI and Manager.

(a) Before assuming management of one or more vending facilities, a manager shall enter into an operating agreement with SBVI. The operating agreement shall set forth the terms and conditions and state the responsibilities of both the manager and SBVI.

(b) The agreement shall include:

- (1) The manager's name;
- (2) The vending facility name and location;
- (3) The hours of operation for the vending facility;
- (4) The articles to be sold at the vending facility;
- (5) The insurance requirements for the vending facility;
- (6) The financial records that must be kept by the manager; and
- (7) The rights and obligations of the manager and SBVI relative to assignments, subcontracts, and default.

(c) The agreement shall contain, but not be limited, to the following items adapted to the individual conditions applying to the specific location:

- (1) The duties of the manager and the performance of such duties in accordance with the following:
 - a. SBVI rules, policies, and standards developed with the active participation of the state committee of managers;

b. Applicable health laws and regulations;

c. Terms of the permit granted by, or the contract entered into with, the federal or other agency or organization in control of the site of the vending facility; and

d. Security clearance requirements for the vending facility such as the process to obtain access cards. This may include background checks and security clearance applications for the manager and their employees or partners. If a licensed manager cannot receive clearance for a particular location, the location shall be released from the manager and put out to bid, unless the manager had not assumed management of the facility and there is an opportunity to award it to the next highest ranked candidate pursuant to Ed 1019.07;

(2) The responsibilities of SBVI to provide management services to the manager including assistance and supervision, and the ways in which such responsibilities shall be carried out;

(3) A statement that the manager shall receive the net proceeds from the vending facility that the manager operates;

(4) The responsibility of the manager to furnish:

a. A monthly profit and loss statement that includes payment for assessed set asides no later than the last day of the month following the close of the previous month's accounting period;

b. One copy each of business liability insurance and workers compensation insurance; and

c. One copy of automobile collision and liability insurance in the case of managers with vending delivery vehicles;

(5) The right of the manager to terminate the operating agreement at any time;

(6) The termination of the operating agreement upon termination of the permit or contract; and

(7) The termination or revocation of the operating agreement upon the failure of the manager to operate the vending facility in accordance with the operating agreement or applicable federal, state, or local laws or regulations.

(d) The manager and the administrator of SBVI shall both sign the agreement.

Ed 1019.14 Performance Probation.

(a) Licensed managers shall be placed on performance probation when SBVI determines that the vending facility is not being operated in accordance with:

(1) The rules governing the program pursuant to Ed 1019;

(2) The terms and conditions of the permit or contract;

- (3) The terms and conditions of the operating agreement;
- (4) State law, the violation of which is, or reasonably may, result in financial or physical harm to the customers of the facility or other persons, the department or the manager; or
- (5) Rules of other agencies of the ~~S~~state of New Hampshire which have regulatory authority directly related to the operation of a vending facility.

(b) A written notice of performance probation shall state the reason(s) for probation, steps to be taken, if any, to avoid termination, and the manager's right to appeal SVBI's action pursuant to Ed 1019.21.

(c) The probationary period shall be in effect for 30 days from the date of a written notification as follows:

- (1) If hand delivered, the program representative shall document that the notice was received by the manager as evidenced by a signed acknowledgment of receipt. The thirty (30) day probationary period shall begin on the date the manager signed the receipt;
- (2) If sent by U.S. mail, the notice shall be sent certified mail with return receipt requested. The thirty-~~(30)~~ day probationary period shall begin on the date the manager signed the return receipt; or
- (3) If sent via email, it shall be sent to an email address provided by the manager for all official correspondence. The thirty-~~(30)~~ day probationary period shall begin on the date the email is sent.

(d) Managers placed on performance probation pursuant to (a) above ~~will~~ **shall** not be permitted to bid on vacant vending facilities.

(e) If a manager is placed on disciplinary probation for the same offense for the third time during a 12 month period, the manager's license ~~will~~ **shall** be terminated ***in accordance with Ed 1019.16 and Ed 1019.21.***

Ed 1019.15 Removal of a Manager.

(a) If a manager determines that it is in the manager's best interest to withdraw from a permanently or temporarily assigned facility, the manager may do so and shall be immediately placed on the roster if the withdrawal is not for the purpose of avoiding disciplinary action. The manager shall provide 30 days written notice and shall not accrue seniority.

(b) SVBI shall remove a manager from a facility if circumstances prevent a manager from fulfilling the manager's obligations. Prior to or within 24 hours of the removal, SBVI shall contact the Committee chair and inform the manager of the action.

(c) In facilities that require security clearance by property management, the manager shall meet all such security requirements in order to service a vending facility in such locations. If property management rescinds security clearance for a manager for any reason, SVBI shall remove the manager from that facility. SBVI shall investigate and consult with property management regarding security clearance reinstatement. If the security clearance is not reinstated, the removal shall be permanent.

(d) In the event of the documented misconduct by the manager jeopardizing the existence of the facility, or if SBVI reasonably determines there is a hazardous situation involving the manager which poses an immediate threat to the safety of the manager or others, SBVI shall declare that emergency circumstances exist, whereupon the manager shall be immediately removed. In the case of such removal, the committee chair shall be advised of the action prior to or within 24 hours of the removal.

(e) Any involuntary removal of a manager is subject to appeal pursuant to Ed 1019.21.

(f) In the event of a manager's removal under paragraphs (b), (c), (d), or (e) of this section, SBVI shall, within 10 working days, do one of the following:

- (1) Return the manager to the vending facility;
- (2) Mandate re-training;
- (3) Place the manager's name on the roster;
- (4) Assign the manager to a vending facility with lesser sales and less responsibility; or
- (5) Initiate disciplinary action against the manager.

(g) In lieu of removing a manager from a facility, if SBVI determines that the manager has made a good faith effort to perform all duties required, SBVI shall relieve the manager of responsibility for a portion of the facility if such action would enable the manager to fulfill their obligations in the remaining areas that they service. This provision shall only be applicable if a vending facility has multiple locations and relieving the manager of responsibility for one or more of the locations will help the manager manage the main facility.

(h) When a manager is operating a facility on property not protected under federal or state law with respect to a statutory priority or preference, SBVI shall, upon the request of property management, be required to remove the manager from the facility, but SBVI shall be bound to proceed in accordance with the terms and conditions of the permit. If the removal is a result of violation(s) of the rules, SBVI shall initiate disciplinary proceedings as appropriate. If the removal is not as a result of a violation of the rules, SBVI shall place the manager's name on the roster.

Ed 1019.16 Termination of Licenses.

(a) A license issued to a manager shall be terminated after affording the manager an opportunity for an administrative review, an evidentiary hearing, and arbitration under Ed 10421.15, when one or more of the following conditions apply:

- (1) When vision is improved so that the manager no longer meets the definition of an individual who is legally blind;
- (2) When there is extended illness with medically documented diagnosis of prolonged incapacity of the manager to operate the vending facility in a manner consistent with the needs of the location or other available locations in the vending facility program;
- (3) When the manager withdraws from the BEP; and
- (4) When SBVI finds that a vending facility is not being operated in accordance with:

- a. The provisions of Ed 1019;
- b. The terms and conditions contained in the licensing agreement between the manager and SBVI;
- c. The terms and conditions of the vending facility's permit or contract between SBVI and the manager of the property on which the vending facility is located; or
- d. State or federal statutes or regulations of other agencies with jurisdiction over vending facilities.

(b) ~~15~~ **Fifteen** days prior to termination, written notice shall be given to any manager whose license is to be terminated or who is in jeopardy of losing the license, including a statement of the reason.

(c) Such notice shall:

- (1) Inform the manager of the manager's right to request an administrative review, an evidentiary hearing, and arbitration under Ed 200; and
- (2) Be hand-delivered or sent via US mail with a signed receipt requested.

Ed 1019.17 Vending Facility Equipment and Initial Stock.

(a) SBVI shall furnish each vending facility with adequate, suitable equipment and initial stocks of merchandise sufficient for the establishment and operation of the facility for an initial 2-week period. If the manager obtaining the agreement to operate the location is on the roster or in a probationary period per Ed 1019.05, the manager shall not be eligible to obtain additional locations or inventory until a license has been obtained.

(b) If a licensed manager is provided with initial inventory for a new assignment, it shall be sufficient to operate the location for no more than a 2-week period. The funds provided shall be an interest free loan. SBVI shall establish a monthly payment plan to begin 3 months after the manager has been assigned and assumed management of the location.

(c) The right, title to, and interest in the equipment of each vending facility used in the program and in the initial stocks of merchandise shall be vested in accordance with the laws of the state in either the name of SBVI or the manager.

Ed 1019.18 Continuing Education and Upward Mobility.

(a) Each licensed manager and each candidate on the roster shall complete 10 continuing education or upward mobility credits every 2 calendar years.

(b) Credits shall be awarded in accordance with Table 1019-1 as follows:

Table 1019-1 Continuing Education Credits

Continuing Education/Upward Mobility Type	Credits Awarded
Annual training sponsored by the committee or program	3
Consumer driven regional or national training	4

On-line training approved by the BEP in advance	2
On-line Webinars approved by the BEP in advance	1
State or regional food shows	2
State conventions sponsored by consumer groups	1
National conventions sponsored by consumer groups	3
College level course in business related field	10

(c) If, by December 31 of the second year, the manager has not fulfilled the training requirement, the program shall inform the manager and shall grant a 90 day extension to complete all requirements. If after 60 days of the extension, the manager has not completed the necessary training, SBVI shall place the manager on performance probation in accordance with Ed 1019.14. If at the end of the probationary period the manager still has not completed the necessary training, SBVI shall terminate the manager's license and remove ~~them~~ **the individual** as the manager of their vending facility in accordance with Ed 1019.16 **and 1019.21**. The SBVI ~~administer~~ **administrator** shall grant additional time to complete the necessary training if extreme circumstances exist. Such extension of time shall be approved by the state committee of licensed managers.

(d) To the extent funds are available, SBVI shall provide financial assistance to managers who show evidence of financial need in order to complete the training. If funds are not available, SBVI shall make every effort to provide committee or program sponsored training at no cost to the manager.

(e) For the purposes of (c) above, extreme circumstances shall mean a hardship or challenge which impacts the licensed manager's ability to complete their program training in a timely manner, including but not limited to:

(1) Serious illness of the blind manager or family member, particularly a family member who plays a role in supporting the blind manager with the administration or operation of the business;

(2) The loss of critical paperwork through fire, flood, or other natural or man-made disasters that effectively destroys such documents;

(3) A local, state, or federal declared emergency that slows processes; and

(4) Any planned blindness independence training, including attending a residential guide dog training program or a residential blindness skills program.

Ed 1019.19 Manager Secured Locations.

(a) Managers may seek out new locations on properties not protected by any state or federal priority or preference. If a manager identifies a potential location, and property management is willing to allow the manager to establish a vending facility, the manager shall notify the program coordinator who shall conduct a survey to determine the feasibility of establishing a vending facility. If the results of the survey are favorable and funds are available, SBVI shall enter into an agreement with the entity. The location shall be added to the one being managed by the manager. If the manager bids on and is awarded a different facility, SBVI shall determine on an individual basis, with the active participation of the state committee of licensed managers, to either leave the location attached to the current facility or allow the manager to take it ~~with them~~ to their new facility.

(b) Nothing in this part shall obligate SBVI to establish a vending facility at a site secured by a manager.

Ed 1019.20 Election, Organization, and Functions of State Committee of Licensed Managers.

(a) The managers licensed by the state shall comprise the membership of the state committee of licensed managers.

(b) Pursuant to 34 CFR 395.14, the committee shall:

(1) Actively participate with SBVI in major administrative decisions, including rule, policy development, and program development decisions affecting the overall administration of the state's vending facility program;

(2) Receive and transmit to SBVI all grievances at the request of managers and serve as advocates for such managers in connection with such grievances;

(3) Actively participate with SBVI in the development and administration of a state system of transfer and promotion of managers;

(4) Actively participate with SBVI in the development of training and retraining programs for managers; and

(5) Sponsor, with the assistance of SBVI, meetings and instructional conferences for managers within the State.

(c) The committee chairperson shall be elected by a majority vote of committee members. The chairperson shall be elected every 2 years. The election shall also include an election for a vice-chair who shall assume the responsibilities of the chair if the chair is unable to attend to his or her duties.

(d) Quarterly meetings shall be held between the committee and SBVI to discuss policy, administrative matters affecting the program, provide a training opportunity, and carry on other business of the committee or SBVI, as needed. The chair has the authority to call special meetings in between quarterly meetings as necessary.

(e) Between the regular meetings individual committee members shall be designated, or sub-committees established, by the chair(s) to carry on the functions of the committee.

(f) All written material pertaining to the administration of the program shall be provided to the chairperson of the committee by SBVI in a format that is accessible by the chairperson(s). SBVI shall distribute the materials to all members of the committee upon approval by the committee chair affording the committee an opportunity to actively participate in policy or major administrative changes.

(g) If, after affording the committee with an opportunity as described in (f) above, a consensus cannot be achieved, the chairperson(s) of the committee shall be notified in writing stating the reasons therefore, prior to implementation of the changes by SBVI.

Ed 1019.21 Administrative Reviews, Evidentiary Hearings, and Arbitration of Manager Complaints. If a manager or the committee is aggrieved by any action of SBVI with regard to the administration of the program, the manager, or *the* committee, *the individual aggrieved* may file a written complaint to resolve the matter in accordance with Ed 200. If the matter is not resolved to the satisfaction

of the complainant at the conclusion of the process outlined in Ed 200, the complainant may appeal the decision under 34 CFR 395.13 and 34 CFR 395.37.

Ed 1019.22 Access to Program and Financial Information. Each manager shall be provided access to all financial data of SBVI relevant to the operation of the program, including quarterly and annual financial reports, provided that such disclosure does not violate applicable federal or state laws pertaining to disclosure of confidential information. At the request of a manager, SBVI shall arrange a convenient time to assist in interpretation of such financial data.

Ed 1019.23 Manager and SBVI Responsibilities.

(a) Each manager shall submit to SBVI a monthly operating statement along with the set aside assessment detailing, among other things, gross sales, purchases, operating costs, and net profits. Forms for this purpose shall be furnished to each manager by SBVI. SBVI shall retain complete access to the manager's records.

(b) The manager shall:

- (1) Perform faithfully and to the best of manager's ability the necessary duties in connection with the operation of the vending facility in accordance with SBVI's rules, as well as rules of other applicable state and federal agencies;
- (2) Cooperate with officials and duly authorized representatives of SBVI in connection with their official program responsibilities;
- (3) Operate the vending facility in accordance with all applicable health laws and ~~regulations~~**rules**, and maintain a clean appearance at all times;
- (4) Abide by the regulations and policies of the agency controlling the property upon which the facility is located;
- (5) Comply with all terms of the permit including maintaining the agreed upon hours; and
- (6) Furnish such reports as SBVI may from time to time require.

(c) SBVI shall assume responsibility for providing:

- (1) Management services as defined in 34 CFR 395.1(j);
- (2) Supervision to ensure the effective operation of the vending facility;
- (3) New and replacement equipment as necessary for the successful operation of the vending facility;
- (4) Maintenance and repair of equipment; and
- (5) Initial stock.

Ed 1019.24 State Licensing Rules. SBVI shall furnish a copy of the state licensing rules to each candidate or manager in addition to all written documents pertaining to the administration and management of the program.

Ed 1019.25 Responsibilities of Vending Facilities.

(a) Unless otherwise exempted by RSA 186-B, any properties owned or leased by the state shall recognize the rights granted to SBVI to establish vending facilities on such properties. SBVI shall be permitted to conduct surveys of state-owned or leased properties to determine the feasibility of establishing one or more vending facilities on a particular property. No state entity shall be permitted to enter into an agreement with a third party for a vending facility unless a determination is made by SBVI that it cannot provide services of a high quality at reasonable prices. Property management shall take all necessary steps to ensure that the installation occurs, and that the space and the utilities required shall be provided at no cost to the SBVI or the manager for the operation, except telephone or internet service. SBVI shall provide the necessary alterations, plumbing and equipment, merchandise, a licensed manager, and the appropriate supervision of the manager.

(b) In the event that existing buildings are purchased or leased, or new buildings are constructed by any state entity, written notice shall be given to SBVI in ample time to afford the BEP an opportunity to make plans to provide the service.

(c) All vending facility operations shall be governed by an agreement between SBVI and property management, and known as a permit. The permit shall include the location, type of facility, space available, all necessary equipment, and the operating hours of the facility. In the negotiation process between SBVI and property management regarding either the terms and conditions of an occupancy permit or a contract, the committee shall have an opportunity to participate in making final determinations with respect to the terms and conditions of an occupancy permit or contract. The terms and conditions of the permit may be changed after consultation with the manager for purposes of soliciting their input. Once the changes have been made, the revised document shall be provided to the manager. The absence of an executed permit does not relieve a manager of their responsibilities to otherwise comply with these rules and to provide effective management of the vending facility.

(d) Property management shall not require the payment of rent, utilities, or commissions as a condition for operating a vending facility on its property. Except that, at its discretion and with the active participation of the state committee of licensed managers, may negotiate less restrictive agreements that do require such payments. If such payments are negotiated and are included in the permit agreement, the licensed manager shall be obligated to make such payments; except that, no subsequent priority shall be waived either expressly or by implication.

(e) If SBVI determines that a site is suitable for a blind person, it shall negotiate an agreement with a third party vendor to provide services.

PART Ed 1020 INTERPRETER CLASSIFICATION SYSTEM

Ed 1020.01 Purpose. The purpose of the classification system program shall be to evaluate competency skills of sign language interpreters, to maintain records of interpreter classification, and to maintain records of continuing education units required for maintenance of classification.

Ed 1020.02 Program Designation. ~~This~~ program shall be designated "The New Hampshire interpreter classification system" (NHICS).

Ed 1020.03 Classification. An individual who applies for and meets the requirements for classification under Ed 1020.10 shall be qualified as a sign language interpreter by the department's program for the deaf and hard of hearing.

Ed 1020.04 Applicability; Administration of Classification System Program. These rules shall apply to the classification process for sign language interpreters as conducted and managed by the program for the deaf and hard of hearing, in the department of education, division of workforce innovation, bureau of vocational rehabilitation. The classification system program shall be managed by a coordinator appointed by the director of the bureau of vocational rehabilitation.

Ed 10230.05 Definitions. The following definitions shall apply to Ed 1020:

(a) “Deaf interpreter” means a person who is deaf and provides interpreting services as defined in section (e), below;

(b) “Director” means the director of bureau of vocational rehabilitation, division of workforce innovation, department of education;

(c) “Classification system program” means the New Hampshire interpreter classification system operated by the coordinator;

(d) “Coordinator” means the person appointed by the program for the deaf and hard of hearing, bureau of vocational rehabilitation, division of workforce innovation, department of education to coordinate the classification;

(e) “Interpreting” means the process of converting spoken English into American Sign Language (ASL) and the process of converting ASL into spoken English;

(f) “Rater” means an individual who has successfully completed training approved under Ed 1020.12 by the program for the deaf and hard of hearing in the evaluation of interpreter skills; *and*

(g) “State classification test” means the test administered under Ed 1020.08 for the purposes of determining an interpreter’s classification as a qualified interpreter under Ed 1020.10;

(h) “Rater stipend” means the appropriate level payment made to the rater for their work.

Ed 1020.06 Administration of State Classification Test; Classification Fees.

(a) The state classification test for the purpose of classifying interpreters shall be administered at least once every 6 months, unless there have been no requests for a test. If 3 or more individuals request a test, a test shall be scheduled at a date sooner than the next regularly scheduled test.

(b) The fee for the state classification test shall be \$225.00.

(c) A re-test fee of \$140 shall allow a retake of the performance test by an applicant for initial classification within one year after passing the structured interview portion.

(d) Applicants shall obtain a refund for a scheduled state classification test when providing at least 30 days’ advance written notification of cancellation to the coordinator. Otherwise, test fees shall be nonrefundable.

(e) The coordinator or designee shall collect fees and maintain receipt records and invoices from raters and expenses incurred by the program for:

- (1) Rater and interviewer stipends for the evaluation of candidates;
- (2) The cost of the interpreter for the deaf or hard of hearing rater during the testing process;
and
- (3) Testing equipment.

Ed 1020.07 Application Process.

(a) Applicants shall contact the program for the deaf and hard of hearing for an information packet which contains:

- (1) A description of the classification process;
- (2) A completed “NH Interpreter Classification System (NHICS) Application” form, November 2020 edition;
- (3) A description of the fee charged for testing; and
- (4) A description of the appeal procedure.

(b) Each applicant shall submit an application and the fee for the test. Individuals shall not take the test until payment and a complete application are received, and the application is approved as complete by the coordinator or designee.

(c) The coordinator or designee shall notify each applicant who has submitted an application approved as complete of the scheduled date, time, and place for the test.

Ed 1020.08 State Classification Test.

(a) The state classification test shall consist of 2 sections. Section one shall be a structured interview scored by a minimum of 4 raters. Section 2 shall be a pass or fail performance test scored by a minimum of 4 raters.

(b) The structured interview shall be pass or fail and demonstrate the following:

- (1) Knowledge of and ability to make practical use of the code of professional conduct of the Registry of interpreters for the Deaf;
- (2) Knowledge of the role and responsibilities of an interpreter;
- (3) Understanding of professional business practices, including the limitations of an interpreter’s role, diplomacy required of an interpreter, and the need for attire that enhances the background for signing such as plain clothing and jewelry that does not distract from the interpreting process;
- (4) Communication skills in ASL and English; and
- (5) The interpreter’s overall professional presentation.

(c) The performance test shall consist of an interpreting dialogue, preceded by a warm-up.

- (d) Each applicant's performance on sections 1 and 2 of the test shall be videotaped.
- (e) The performance test scoring sheet shall consist of a numerical rating covering the following areas:
 - (1) The rater's ability to comprehend the applicant, based on the applicant's clarity, use of grammar, level of discourse, and use of classifiers;
 - (2) The message equivalency transmitted by the applicant, including:
 - a. Message accuracy;
 - b. Accurate use of morphology;
 - c. Use of affect and register of the original message; and
 - d. The amount of information transmitted;
 - (3) The interpreting process, including:
 - a. Phrasing; and
 - b. Process management; and
 - (4) The applicant's professionalism, including:
 - a. Composure; and
 - b. Objectivity.

Ed 1020.09 Administration of State Classification Test.

- (a) The coordinator or designee shall videotape section 1, the interview, and section 2, the performance portion, of the test.
- (b) The coordinator or designee shall send the rater scoring packet to 4 qualified raters within one week of the taping. The coordinator shall make sure each packet includes a copy of the candidate's tape, scoring sheets, and the rater instruction information.
- (c) Candidates who pass both the performance section and the interview section shall be state classified and notified.
- (d) Candidates who successfully pass the performance portion of the test but do not successfully pass the interview portion of the test shall not be considered for state classification and they shall retake both sections of the test.
- (e) The coordinator shall mail to each applicant who has completed the performance test written notice of the test results within one month of the date of the test.

(f) A person who fails either the structured interview or the performance test may request from the coordinator, in writing, copies of the raters' scoring sheets. The coordinator shall supply such sheets, upon written request.

(g) Applicants for initial classification not passing the performance test may retake the performance portion of the test, within one year after passing the structured interview portion.

Ed 1020.10 Classification of Interpreters. An applicant shall be classified as a qualified sign language interpreter who:

- (a) Has a high school diploma or its equivalent;
- (b) Is 18 years of age or older; and
- (c) Receives a score of 75% or more on the performance test.

Ed 1020.11 Maintenance of Classification.

(a) "Continuing education units (CEUs)," for the purpose of this rule, means:

- (1) Participation in professional workshops sponsored by a post-secondary interpreter training program, the RID, the National Association of the Deaf (NAD) or the state chapters of such organizations, or any other professional training organization which focus on issues related to the deaf community, the interpreting process, or both;
- (2) Conventions or conferences of either deafness or interpreting organizations;
- (3) Tutoring sessions, if such sessions are qualified under paragraph (b); and
- (4) For the 20% required in areas not related to deafness or interpreting, participation in a course, workshop, or training session on a topic unrelated to deafness, but which has an impact on the interpreter's activities as a sign language interpreter.

(b) To qualify, a tutoring session shall be provided by RID certified interpreters who hold their NIC, Certificate of Interpretation (CI) or NAD level V.

(c) Classification as a qualified interpreter under Ed 1020.10 shall be valid for 6 years from date of issue.

(d) All state-classified interpreters shall earn CEU's. The number of CEU's earned shall be the same number of hours as those required by RID over each 4 year period, 80% of which shall be deafness/*or* interpreting related, and 20% of which shall be either deafness or interpreting related or in other areas as pursuant to Ed 1020.11(a)(4) above. CEU hours shall be awarded based on clock hours of participation and shall require documentation from such training programs such as an agenda, conference packet, or syllabus. No one convention, workshop, or course shall be used to satisfy the entire requirement.

(e) An individual's classification shall lapse for an individual who fails to obtain national certification before the expiration of the 6-year classification period, and the individual shall no longer be:

- (1) Listed in the department of education's directory of interpreters for the deaf; and

(2) Considered a licensed interpreter by the state of New Hampshire.

Ed 1020.12 Raters.

(a) Each team of raters shall be comprised of 2 raters who can hear and 2 raters who are deaf or hard of hearing. Raters who can hear shall possess a valid certification from RID or the NAD level V. The program for the deaf and hard of hearing shall solicit applicants from certified interpreters and the deaf community. Selection shall be made by the program for the deaf and hard of hearing based on skill level, availability, and experience.

(b) The program for the deaf and hard of hearing shall provide rater training for new raters. New raters shall complete the rater training, which shall consist of instruction and materials on the principles of interpreter classification evaluation, practice tapes, and inter-rater reliability data.

(c) A rater shall not have a conflict of interest regarding the person to be rated. A conflict of interest shall be deemed to exist if the person to be rated is a member of the rater's immediate family which shall mean the rater's spouse, parent, mother-in-law, father-in-law, sibling, sister-in-law, brother-in-law, or child, or anyone related to the rater by blood or marriage and living in the same household as the rater. The rater shall disclose any other circumstances which create a conflict of interest as to a particular person, and shall withdraw as a rater for that person. The rater shall also disclose to the coordinator any circumstances likely to create the appearance of a conflict of interest.

(d) Scoring by raters shall be done as follows:

(1) For the part I-interview portion of the test, the applicant shall be rated by both deaf and hard of hearing raters and raters who can hear; and

(2) For the part II- performance portion of the test, the raters who can hear shall score primarily the ASL-to-English components of the evaluation and the deaf or hard of hearing raters shall score primarily the English-to-ASL components of the evaluation.

(e) Raters shall receive the rater stipend from the interpreter classification fund for scoring each applicant and to receive payment, raters shall submit an invoice, which shall include the rater's name, address, name of applicant, and date of rating.

(f) All documents, paperwork, and digital media, shall be sent back to the coordinator for record keeping to ensure the applicant's confidentiality.

Ed 1020.13 Publication of Directory of Interpreters for the Deaf. The name and date of award of each individual classified under the classification system program shall be published by the department of education in a directory of interpreters for the deaf, which shall be printed at least biennially. The directory shall also include name, source of national certification, state of NH licensure status, and date of certification for any interpreter certified by the RID or the NAD who wishes to be included in the directory. Contact information shall be included at the option of the interpreter. The primary source for this document shall be located on the NHVR's website and an annual printing shall occur.

Ed 1020.14 Retention of Test and Directory Data. The program for the deaf and hard of hearing shall keep the following data in confidential files for a period of at least 7 years:

(a) Correspondence with individual applicants;

(b) Records of scores of individual tests for each applicant tested, whether the applicant was successful or unsuccessful;

(c) Records of CEU's for each interpreter who has completed the state classification process;

(d) The original ~~digital media (CD)~~ of each applicant's interview and performance test;

(e) The date classification under Ed 1020.10 was awarded; and

(f) Name, address, and telephone number for each state classified and nationally certified interpreter listed in the department of education directory of interpreters for the deaf.

Ed 1020.15 Appeal. An applicant aggrieved by a decision of the program relating to classification shall file a petition for reconsideration along with supporting documentation to the director within 20 business days after receipt of the decision regarding classification. If the petition for reconsideration is denied, the applicant shall appeal the director's decision pursuant to RSA 21-N: 11, III and Ed 200. Any person may file a written complaint charging a person qualified as a deaf interpreter with misconduct pursuant to the process set forth in INT 205 *of the board of licensing for interpreters of the deaf and hard of hearing*.

PART Ed 1021 REVIEW PROCEDURE

Ed 1021.01 Review Procedures.

(a) Review procedures shall comply with 34 CFR 361.57 and New Hampshire law.

(b) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall request, or, if appropriate, shall request through the individual's representative, a timely review of that determination.

(c) The NHVR shall make reasonable accommodation for the individual's disability in conducting hearings and mediation procedures. Reasonable accommodation shall include using appropriate modes of communication consistent with the informed choice of the individual.

Ed 1021.02 Notification of Right to Mediation and Hearings.

(a) The NHVR shall provide an individual or, as appropriate, the individual's representative, notice as enumerated in 34 CFR 361.57(b)(1).

(b) The notice required in Ed 1021.04(a) shall be provided by using the appropriate mode of communication consistent with the requirements of 34 CFR 361.57(b)(2).

(c) Determinations for which a review may be requested include the NHVR's failure to release harmful information directly to the individual.

Ed 1021.03 Informal Dispute Resolution.

(a) An individual, or a representative of the individual, seeking review of a determination shall file a complaint with the NHVR.

(b) Filing a complaint shall not prevent the individual from requesting mediation or a due process hearing in the case where the complaint is not resolved to the individual's satisfaction.

Ed 121.04 Mediation.

(a) Mediation shall be voluntary and available to individuals in accordance with 34 CFR 361.57(d), and Ed 205.

(b) If mediation as described in Ed 205.03 is selected by the parties and resolution is not achieved, the individual selected as a mediator shall not be the same individual who is subsequently appointed as a hearing officer to preside at a hearing in the same matter pursuant to Ed 1021.10(c).

(c) Inconsistencies between mediation procedures in Ed 205.03 and Ed 1021.05 shall be resolved in favor of the provisions of Ed 1021.05.

Ed 1021.05 Mediation Procedure.

(a) An individual shall have the option of using mediation to resolve disputes involving NHVR determinations that affect the provision of vocational rehabilitation services. Mediation shall be made available, at a minimum, whenever an individual or, as appropriate, the individual's representative requests a hearing. Mediation may also be requested without filing a complaint or requesting a hearing.

(b) Mediation shall not be used to deny or delay the individual's right to pursue resolution of the dispute through a hearing held within the 60-day time period for holding hearings required by 34 CFR 361.57(e). At any point during the mediation process either the individual or the mediator shall have the option of electing to terminate the mediation. In the event mediation is terminated, the individual shall have the option of pursuing resolution through a hearing.

(c) An individual may be represented during mediation sessions by counsel or another advocate selected and paid for by the applicant or individual.

(d) Mediation sessions shall be conducted by a qualified and impartial mediator who shall be chosen at random from a pool of mediators who are knowledgeable about vocational rehabilitation services.

(e) Mediation sessions shall be arranged by the office of legislation and hearings in the designated state agency. Mediation shall be scheduled within 30 days from the date a written request for mediation is received by the NHVR.

(f) Discussions that occur during the mediation sessions shall be kept confidential and shall not be used as evidence in any subsequent hearings or civil proceedings. The parties to the mediation sessions shall sign a confidentiality pledge prior to the commencement of the sessions.

(g) An agreement reached by the parties to the dispute in the mediation sessions shall be described in a written mediation agreement that is developed by the parties with the assistance of the qualified and impartial mediator and signed by both parties. Copies of the agreement shall be sent to both parties.

(h) The costs of the mediation process shall be paid by the NHVR.

Ed 1021.06 Scheduling of Mediation, Prehearing Conference, and Hearing.

(a) At the time of the filing of a request to initiate a hearing under Ed 1021.07, the parties shall notify the office of legislation and hearings in the designated state agency of whether they wish to pursue mediation prior to a prehearing conference and a hearing.

(b) If the parties choose not to engage in mediation, the office of legislation and hearings in the department of education shall schedule the prehearing conference and hearing based on hearing officer availability, as provided in Ed 1021.10.

(c) The scheduling shall allow for the following:

- (1) A day for an alternative dispute resolution, if the parties so decide;
- (2) A half day for a prehearing conference; and
- (3) A minimum of 2 days for a hearing.

Ed 1021.07 Initiation of Hearing by Applicant or Individual.

(a) An individual who is dissatisfied with any determination made by personnel of the NHVR that affects the provision of vocational rehabilitation services shall notify the office of legislation and hearings in the designated state agency, in writing, if he or she wishes to request a due process hearing. The written request for a hearing shall be made within 30 days after the NHVR notifies the individual of its determination or completion of an alternative dispute resolution procedure.

(b) The written request required to initiate the hearing process shall include:

- (1) The full name and address of the individual;
- (2) A description of why the individual is not satisfied with the determination; and
- (3) The desired outcome of the complaint or mediation procedure, if applicable.

(c) When providing a written request for a hearing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept a request in the appropriate mode of communication that is consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.08 Commencement of Hearing Process. The hearing shall be held no later than 60 days after the office of legislation and hearings receives a request for the hearing under Ed 1021.07, unless an agreement is reached prior to the 60th day, or unless the parties agree to a specific extension of time.

Ed 1021.09 Denial, Dismissal, or Withdrawal of Request for Hearing.

(a) The office of legislation and hearings in the department of education shall not deny or dismiss a request for a hearing unless:

- (1) The individual withdraws the request in writing;
- (2) The hearing officer determines a party to be in default for failure to appear at the hearing without good cause that constitutes illness, accident, or any other circumstances beyond the control of the individual; or

(3) The hearing officer grants a motion to dismiss.

(b) An individual may withdraw a request for a hearing without prejudice until such time as he or she retains legal counsel.

(c) When withdrawing a request for a hearing in writing is a burden to the individual because of the individual's disability, the office of legislation and hearings shall accept requests in the appropriate mode of communication that are consistent with the informed choice of, and used by, the individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.10 Scheduling Mediation Proceedings and Hearings.

(a) The governance unit in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:

(1) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- a. The date, time, and place of the requested mediation and the prehearing conference;
- b. The date, time, place, and nature of the hearing;
- c. Legal authority under which the hearing is to be held;
- d. The particular sections of the statutes and rules involved, including a copy of Ed 1021;
- e. A short and plain statement of the issues involved; and
- f. The party's right to have an attorney present to represent the party at the party's expense.

(2) The name and address of the hearing officer who shall preside at a hearing shall be selected:

- a. From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
- b. On a random basis.

Ed 1021.11 Elements of a Hearing. A hearing shall include the following elements:

(a) A prehearing conference, governed by Ed 1021.12;

(b) A hearing, governed by Ed 1021.15, that shall, ~~except for good cause shown~~, be limited to 2 days; and

(c) A hearing officer's decision under Ed 1021.16(a) shall be considered the final decision of the NHVR.

Ed 1021.12 Prehearing Procedures. The prehearing conference required by Ed 1021.10(a) shall be conducted by a hearing officer and governed by Ed 208 along with the following:

- (a) Parties shall be prepared to discuss the issues described in RSA 541-A:31,V(c);
- (b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with consecutive Arabic numerals as either "Individual Exhibit (number)" or "NHVR (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;
- (c) In order to limit testimony at the hearing to only those factual matters which remain in dispute between the parties, each party shall submit a statement of facts;
- (d) The party who initiated the hearing shall present his or her case first unless the hearing officer determines that the change in the order of presentation would not materially prejudice any party's right to a full and fair hearing and:
 - (1) The hearing would proceed in a more timely manner if the party not initiating the hearing presents his or her case first; or
 - (2) The hearing would proceed in a more efficient manner if the party not initiating the hearing presents his or her case first.

Ed 1021.13 Voluntary Production of Information.

- (a) Each party shall attempt in good faith to make a complete response to requests, as soon as practicable, for the voluntary production of information.
- (b) When a dispute between parties arises concerning a request for the voluntary production of information, releases, or documents, any party may file a motion to compel the production of the requested information under Ed 1021.14.

Ed 1021.14 Motion to Compel Production of Information.

- (a) Any party may file a motion requesting that the hearing officer compel the parties to comply with information requests. The motion shall be filed at least 15 days before the date scheduled for the hearing, or as soon as possible after receiving the notice of hearing. Any objection to the motion to compel shall be filed within 5 days of the date receipt of the motion.
- (b) The moving party's motion shall:
 - (1) Set forth in detail those factors which it believes justify its request for information; and
 - (2) List with specificity the information it is seeking to discover.
- (c) When a party has demonstrated that such requests for information are relevant to the issues described in the hearing notice and might be necessary for a full and fair presentation of the evidence at the hearing because they have the potential to affect the outcome of the hearing, the hearing officer shall grant the motion to compel.

Ed 1021.15 Hearing Procedures. The hearing shall be conducted by a hearing officer, governed by Ed 200 along with the following:

(a) All hearings shall be electronically recorded by the hearing officer or his or her designee. The hearing officer's recording shall be the official record of the hearing unless a party requests and pays for stenographic recording of such hearing. If a party requests and pays for a stenographic recording of the hearing, the stenographic record shall be under the control of the hearing officer and shall be the official record;

(b) Any party to a hearing shall have the right to:

(1) Be accompanied and advised by counsel, who shall be an attorney, or by an individual with special knowledge or training with respect to vocational rehabilitation services and whose services shall be paid for by the party retaining counsel;

(2) Present evidence and confront and cross-examine witnesses;

(3) Request that the hearing officer prohibit the introduction of any evidence at the hearing that has not been disclosed to that party at least 5 business days before the first day of the scheduled hearing;

(4) Obtain a verbatim record of the hearing, at any point during the hearing or afterwards;

(5) Obtain written findings of facts and decisions; and

(6) Record the hearing;

(c) At the conclusion of the hearing an applicant, eligible individual, or previously eligible individual may request, at no cost, a verbatim record of the hearing in either electronic or written format and written findings of fact and decisions at no cost for the first copy of each item. Any additional copies or copies of any of the items in the case file shall be available at the department's cost to produce them;

(d) An applicant, eligible individual, or previously eligible individual shall have the right to open the hearing to the public. However, if a hearing is open to the public, the hearing officer shall seat the members of the public and position their equipment in such a way that the public and equipment do not interfere with the proceedings;

(e) Each party shall have a maximum of one day to present its case, unless additional time is necessary for a full, fair disclosure of the facts necessary to arrive at a conclusion;

(f) The hearing officer shall limit the number of additional witnesses to eliminate redundant, cumulative, or irrelevant testimony; and

(g) The hearing officer shall limit examination of a witness by either party to avoid redundant, cumulative, or irrelevant testimony.

Ed 1021.16 Agreement Prior to Hearing.

(a) If the parties reach an agreement prior to the hearing, both parties shall sign a written statement requesting the cancellation of the hearing.

(b) When signing a written statement requesting the cancellation of the hearing is a burden to the applicant, eligible individual, or previously eligible individual because of the individual's disability, the office of legislation and hearings shall accept such requests in the appropriate mode of communication that is consistent with the informed choice of and used by the applicant, eligible individual, or previously eligible individual in order to promote the fair, accurate, and efficient resolution of issues.

Ed 1021.17 Continuance of Hearing.

(a) A hearing officer shall grant extensions of time beyond the period set out in Ed 1021.15(e) for specific periods of time at the request of either party if:

- (1) The party's vocational rehabilitation services would not be jeopardized by the delay;
- (2) The party would not have adequate time to prepare and present the party's position at the hearing in accordance with the requirements of due process; and
- (3) The need for the delay is greater than any financial or other detrimental consequences likely to be suffered by a party in the event of delay.

(b) A hearing shall not be continued by the hearing officer because of the hearing officer's schedule.

Ed 1021.18 Decision.

(a) The hearing officer shall issue a final decision not later than 30 days after the hearing is completed. The final decision shall be consistent with RSA 541-A:35. The final decision shall be based on the provisions of the approved state plan, the Act, federal vocational rehabilitation regulations, and state rules that are consistent with federal requirements.

(b) The hearing officer shall provide to the individual or, if appropriate, to the individual's representative, and to the NHVR a full written report of the findings and grounds for the final decision within 30 days after the hearing is completed.

(c) A copy of the final decision shall be sent by certified mail to each of the parties.

Ed 1021.19 Impact on Provision of Services During Proceedings.

(a) The NHVR shall not institute a suspension, reduction, or termination of vocational rehabilitation services being provided to an applicant or eligible individual, including evaluation and assessment services and IPE development, pending resolution of a request for review of a determination through mediation or pending a decision by a hearing officer unless:

- (1) The individual or, in appropriate cases, the individual's representative requests a suspension, reduction, or termination of services;
- (2) The NHVR has evidence that the services have been obtained through misrepresentation, fraud, collusion, or criminal conduct on the part of the individual or the individual's representative; or
- (3) The individual or the individual's representative engages in delaying tactics to avoid a determination of the issue for the purpose of continuing services the NHVR believes are

inappropriate or inconsistent with the program or the employment aptitudes and interests of the individual. In the case of apparent delaying tactics, the following shall apply:

- a. Any case that remains open after 180 days shall be presumed to be a case where delay tactics are being employed; and
- b. In any case open longer than 180 or whenever the hearing officer believes a party is hindering the prosecution of the case, the hearing officer shall require the offending party to show good cause pursuant to Ed 206.04(a) why the hearing officer should not dismiss the case with prejudice.

(b) If a party brings a civil action under Ed 10021.20 to challenge the final decision of the hearing officer made under Ed 1021.18, the final decision of the hearing officer shall be implemented pending review by the court.

Ed 1021.20 Civil Action. Any party who disagrees with the findings and decision of the hearing officer may bring a civil action to appeal that decision in a state or a United States district court of competent jurisdiction as provided in 34 CFR 361.57(i).

Appendix

Rule	Statute or Federal Regulation Implemented
Ed 1001	34 CFR 361; RSA 200-C:1
Ed 1002	34 CFR 361.5
Ed 1003	34 CFR 361.38
Ed 1004	34 CFR 361.41
Ed 1005	34 CFR 361.42
Ed 1006	34 CFR 361.42-44
Ed 1007	34 CFR 361.42
Ed 1008	34 CFR 361.45-46
Ed 1009	34 CFR 361.36
Ed 1010	34 CFR 361.53
Ed 1011	34 CFR 361.54
Ed 1012	34 CFR 361.51
Ed 1013	34 CFR 361.52
Ed 1014	34 CFR 361.55
Ed 1015	34 CFR 361.56
Ed 1016	34 CFR 363
Ed 1017	45 CFR 1329; 34 CFR 77.1
Ed 1018	34 CFR 367
Ed 1019	RSA 196-B:10-II
Ed 1020	RSA 326-I:5, RSA 200-C:19, IV
Ed 1021	RSA 541-A:30-a; 34 CFR 361.57

Legis. Intent/Unclear. It is not known what criteria will be used to make the determination. The rule previously required a consultation with a qualified medical or mental health professional in making the determination. Is there a minimum standard?

information and data shall also involve the individual's access to his or her own personal information and records pursuant to (c) below;

(b) To the greatest extent possible, NHVR shall use existing information in determining eligibility or providing services to an individual. To the extent existing information is insufficient, NHVR shall obtain only information necessary to determine eligibility or to provide services to an individual. Necessary information may already exist and be available from the individual and his or her family members, treating physicians, other agencies, or it may be information acquired by NHVR specifically for the purpose of serving the individual; and

(c) An individual shall have full, timely access to any information that NHVR maintains about him or her, unless NHVR determines that some information may be harmful to the individual or if NHVR obtained the information from a source which has restricted its dissemination to the individual. Information that may be harmful shall be released in accordance with 34 CFR 361.38(c).

Edit. "PII"

Ed 1003.03 Personally Identifiable Information (PII) and Other Personal Information and Data Collection. In addition to the requirements of 34 CFR 361.38, the following shall apply to personally identifiable information (PII) and other personal information and data collection:

(a) The collection of PII and other personal information and data by NHVR personnel concerning individuals shall be authorized by the individual through completion of the "Application for Vocational Rehabilitation Services and Authorization to Release Information" form, revised November 2020.

(b) The individual, or the individual's representative, shall complete and file the "Personal Information Form" revised November 2020;

Note to Board.
Please submit the forms with the final proposal.

(c) The signature of the parent or guardian shall be required when the individual is under 18 years old or has a legal guardian.

(d) The NHVR shall collect PII and other personal information and data under 34 CFR 361.38. Failure by the individual to provide sufficient personal information to the NHVR to determine eligibility, or to prepare an IPE or to monitor progress of services provided, shall result in the case being closed.

Ed 1003.04 Release of Information. In addition to the requirements of 34 CFR 361.38, the following shall apply to the release of information:

Edit. "authorize"

(a) By completing the form referenced in Ed 1003.03(a) above, an individual shall authorize NHVR to release relevant information when requested in accordance with this section.

(b) NHVR shall use PII only for the person's participation in the NHVR program, and shall safeguard and preserve the confidentiality of all PII and other personal information and data it possesses, including the way information is used within NHVR. Information shall be shared with other programs and agencies only with the individual's informed, written consent pursuant to Ed 1003.01 above, if the information is necessary for the program. If NHVR has received information from another source with restrictions or conditions for any further dissemination, NHVR shall release the information only under the conditions established by the other agency or organization;

(c) PII and other personal information and data shall also be released for approved audit, evaluation, and research for purposes directly connected with vocational rehabilitation or for purposes which would significantly improve the quality of life for people with disabilities. The entity receiving the PII and other personal information and data shall assure that it will be kept confidential and shall be used only for the

Unclear. Who is making this determination and what are the criteria that needs to be met to prove significant improvement? Does this describe an example of a type of research project?

Ed 1003.06 Exceptions. When required by law, NHVR shall release PII or other personal information and data without an individual's written consent in accordance with 34 CFR 361.38(e)(2)-(5).

PART Ed 1004 REFERRALS AND APPLYING FOR SERVICES

Ed 1004.01 Intention to Achieve an Employment Outcome.

(a) During the application process, individuals shall be informed that vocational rehabilitation services are only provided if they intend to achieve an employment outcome. Individuals with disabilities shall be active partners with the vocational rehabilitation counselor and together work to establish employment outcomes and the steps to reach those goals.

(b) An “employment outcome” means an individual entering, advancing in, or retaining:

- (1) Full time, or if appropriate part-time, competitive integrated employment;
- (2) Supported employment that meets the definition of competitive integrated employment as defined in 34 CFR 361.5; or
- (3) Other types of employment in competitive integrated settings consistent with the individual’s employment factors, including customized employment, self-employment or business ownership, and telecommuting.

Edit. Delete.

1004.02 Participant Involvement. NHVR shall encourage the greatest degree of independence and responsibility, as desired by an individual. Individuals shall be encouraged to actively participate in developing their own IPE’s, schedule their own appointments, complete investigatory assignments, and perform other tasks with the full support and guidance of their counselors, as needed.

Ed 1004.03 Referrals and Applying for Services. In addition to the provisions of 34 CFR 361.41, the following shall apply to referrals and applications for services:

(a) Any individual who has a disability which results in a substantial impediment to employment shall be eligible to receive services from NHVR if determined eligible pursuant to Ed 1006;

(b) Individuals with disabilities shall:

- (1) Seek NHVR services directly; or
- (2) Be referred by family members, guardians, friends, schools, independent living centers, federal, state, or local agencies, medical providers, and other sources.

(c) Referral information shall include the person's name, address, date of birth, and as much of the following information as is available:

- (1) Referral disability;
- (2) Source of referral; and
- (3) Social security number;

Legis. Intent/Authority. RSA 541-A:22, III(h) requires specific statutory authority. OLS could not locate authority for requiring it in RSA 186-B or 34 CFR 361.

Edit. “The NHVR counselor shall only include those services that are necessary, as a direct result of the disability, in the determination of the...”

i. Work skills which shall refer to a person’s ability to perform specific tasks required to carry out job functions, the capacity to benefit from training in the necessary skills, and the capacity to practice the work habits needed to stay employed.

(c) Only those services that are necessary, as a direct result of the disability, shall be included in the determination of the significance of disability, including without limitation:

- (1) Agency provided services;
- (2) Assistive technology or rehabilitation technology;
- (3) Job or training accommodations other than assistive technology;
- (4) Job-related services or community rehabilitation program (CRP);
- (5) Physical restoration services, mental restoration services, or both;
- (6) Reader, rehabilitation technology, and orientation and mobility for individuals who are blind;
- (7) Supported employment; and
- (8) Vocational or college training, or equivalent as determined by NHVR;

Unclear/Edit. It is not clear what is meant by “others”. Are the providers in Ed 1008.05(c)(3) meant? If so, consider: “and can be provided by sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, but these shall not be considered when determining significance of disability.”

Edit. “shall be provided to all individuals to meet...”

(d) Assessment services, counseling and guidance, and job placement services **are required by all individuals** to meet a specific employment outcome, and **can be provided by others** as comparable benefits and services, but shall not be considered when determining significance of disability.

Edit. “may”

Edit. “6”

(e) A determination that services will be required for an extended period of time shall be made when required services are expected to last **six** or more months after eligibility is determined.

(f) An individual who has a disability and is receiving supplemental security income (SSI) or social security disability insurance (SSDI) benefits, as determined by the social security administration (SSA), shall be presumed to have at least a significant disability, as described in Ed 1006.01(c). Further review by the NHVR counselor of the individual’s functional capacities may result in a determination that the individual has a most significant disability and changes to disability designation may occur any time additional information becomes available.

PART Ed 1008 INDIVIDUALIZED PLAN FOR EMPLOYMENT

Ed 1008.01 Individualized Plan for Employment (IPE); Generally.

(a) The IPE shall contain a written plan consistent with the requirements of 34 CFR 361.45(d)(2)(i), to include the steps that shall measure progress toward the employment outcome.

(b) The IPE shall outline how the individual shall achieve a specific employment outcome in accordance with 34 CFR 361.45(b)(2).

(c) The individual shall be informed of his or her rights and responsibilities and the steps necessary to achieve an employment outcome during the process of developing the IPE.

(b) The IPE shall contain information necessary for an individual to understand their rights, responsibilities, expected actions, service(s), service provider(s), and criteria to evaluate progress toward reaching the employment outcome, including:

- (1) The employment outcome of the eligible individual based on assessments described in Ed 1005;
- (2) Specific vocational rehabilitation services required and agreed to by the individual and the counselor to achieve the employment outcome including the start and end dates for each service;
- (3) A description of criteria to evaluate progress toward achievement of the employment outcome such as timelines and a description of the steps or benchmarks to be reached by such timelines;
- (4) The service provider(s);
- (5) An explanation of the extent to which the individual and family shall contribute to the cost of services and the extent to which comparable benefits and services shall be available to the person receiving services;
- (6) The responsibilities of the individual and the counselor to implement the IPE, such as the individual maintaining a particular attendance pattern during training, or contacting the counselor on an agreed upon schedule;
- (7) Post-employment services that the individual shall need once employed;
- (8) Information regarding the individual's rights and how to express and resolve any dissatisfaction through due process as described in Ed 1021; and
- (9) Information regarding the availability of the local Client Assistance Program (CAP).

Ed 1008.05 Options for Development of the IPE. In accordance with 34 CFR 361.45(c)(1), the following applies to the options for development of the IPE:

(a) As soon as possible after determining eligibility, not to exceed 15 business days, the individual shall be notified in writing of the options available to the eligible individual for developing all or part of the IPE;

(b) The individual may combine any of the options, and take on a greater degree of responsibility for the IPE, or receive increased assistance from NHVR over the course of time;

(c) The individual shall choose one or more of the following methods to develop the IPE:

- (1) Without assistance from NHVR;
- (1) With assistance from a NHVR counselor; and
- (2) With technical assistance from other sources such as independent living centers, school guidance counselors, parents, friends, or community rehabilitation programs, which shall include the organizations and individuals receiving a copy of the IPE.

(d) Regardless of the option chosen in (b) above, the counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes, and shall provide counseling and guidance to the eligible individual.

(e) The individual shall be informed of:

- (1) The required content or components of the IPE;
- (2) The requirement that the counselor shall review and approve the IPE and that the IPE shall be signed by both the counselor and the eligible individual prior to implementation;
- (3) The financial commitments for the services in the IPE, including information about NHVR administrative rules on economic need, comparable benefits, and service purchase;
- (4) Additional information the eligible individual requests or NHVR determines to be necessary to complete an IPE;
- (5) The rights and responsibilities of the individual in carrying out the remedies available through due process pursuant to Ed 1021; and
- (6) The availability of the CAP and how to contact the CAP provider

Ed 1008.06 Counseling and Guidance During IPE Development.

(a) The counselor shall facilitate the development of the IPE by engaging the eligible individual through counseling and guidance to identify the employment outcome and the steps and services needed to reach that goal.

(b) The counselor shall be responsible for reviewing and approving all IPEs, including any proposed changes.

(c) NHVR shall be responsible for coordinating and monitoring the services provided under the IPE.

(d) When jointly developing the IPE with the eligible individual, the counseling and guidance shall focus on options including, but not limited to:

- (1) Exploring the impact of the disability and options and resources which can allow the individual to achieve an employment outcome;
- (2) Engaging in assessment activities that identify the individual's rehabilitation needs and help the individual make informed choices about employment options and the employment outcome;
- (3) Using current labor market information to help identify a potential employment outcome;
- (4) Identifying an employment goal consistent with abilities, interests, rehabilitation goals and labor market information;
- (5) Developing positive employment attitudes and behaviors;

Unclear. Since there are no criteria in the rule that applies when the individual develops the IPE without NHVR help, it is unclear what criteria the counselor will use to review and approve these IPEs. The rule previously outlined criteria for independently developed IPEs.

Edit. Remove annotation.

(4) The types of services that the individual may need; and

(5) An increase in the cost of an authorized service that does not increase the level of the individual's participation in the cost of services.

Ed 1008.13 IPE Approvals and Signatures.

(a) The NHVR counselor shall review and evaluate the proposed IPE and proposed changes to an IPE.

(b) The NHVR counselor shall evaluate the IPE to ensure:

(1) The employment outcome is consistent with the individual's employment factors;

(2) The plan to reach the goal is feasible;

(3) Services are required to reach the employment outcome;

(4) Services are cost effective; and

(5) NHVR policies and procedures are followed.

(c) If the IPE development is approved, NHVR shall prepare an original IPE as referenced in Ed 1008.10(c) or revised IPE as described in Ed 1008.12(b).

(d) Supervisory approval shall be required on the IPE if the IPE:

(1) Is developed by a NHVR counselor I;

(2) Includes services that require supervisor

a. Graduate school training; or

b. Plans for self-employment; or

(3) Requires supervisory approval based on a plan for supervision.

Edit. "(e) If no supervisory approval was required or supervisory approval was granted, the following shall apply: (1) The forms for an original IPE pursuant to Ed 1008.10(c) or a revised IPE pursuant to Ed 1008.12(b) shall be signed by the counselor, supervisor, as required; (2) The individual shall be provided with a copy of all signed forms; and (3) The forms shall be signed before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services."

(e) Once approved, the forms referenced in Ed 1008.10(c) and Ed 1008.12(b) for major changes shall be signed by the counselor and supervisor, as required, and the individual.

(f) The individual shall be provided with a copy of the signed forms referenced in (e) above within 10 days of the individual signing the document.

(g) The referenced in Ed 1008.10(c) and 1008.12(b) shall be signed by both the individual and the NHVR counselor and supervisor, as required, before the initiation of services, except in an emergency situation where the NHVR counselor determined a delay in obtaining a signature would cause a significant delay in services.

Ed 1008.14 Record of Services. The NHVR shall maintain for each applicant and eligible individual a record of services that complies with the provisions of 34 CFR 361.47.

Authority. It is unclear what authority exists for charging a deductible of \$100 for each repair call, whether the authority exists in statute or by contract. RSA 541-A:22, III(c) requires specific authority for fees. The cited federal regulation 34 CFR 395 does not appear to grant it, and RSA 186-B does not grant authority specifically to levy it. RSA 186-B:14, I. requires the individual to pay for servicing and maintenance out of the vending machine income. It is not clear whether that is occurring with this cost or whether it has been agreed to by the managers and the SBVI as described in ED 1019.11(b). Also, it is not clear whether the fine will be assessed if the repair is less than \$100.

(a) SBVI shall be responsible for repair and maintenance of equipment for the first 4 months after such equipment is furnished to the vending facilities when:

- (1) A new manager begins operating a vending facility;
- (2) A manager transfers to a different vending facility; or
- (3) A manager adds a new vending facility.

(b) After the initial 4-month period referenced in (a) above, the manager shall be assessed a \$100 deductible on each repair call.

(c) SBVI shall replace a piece of equipment ~~be~~-based upon funds available if it is deemed to be more cost effective to replace, and the manager has called in a repair.

(d) If SBVI becomes aware of malfunctioning equipment and the manager has not called in a repair, SBVI shall repair and maintain or cause to be repaired ~~and maintained any equipment in need of repair and maintenance in order to~~ keep the facility operable and in an attractive condition, and the manager shall be assessed the full amount of the repair charge.

Edit. "maintained the malfunctioning equipment in order to keep..."

Ed 1019.11 Setting Aside of Funds.

(a) ~~SBVI shall set aside funds~~ from the net proceeds of the operation of vending facilities and vending machine income to the extent necessary for the following purposes:

- (1) Maintenance and replacement of equipment;
- (2) Purchase of new or replacement equipment;
- (3) Management services as defined in Ed 34 CFR 395.1(j), including training and continuing education for managers;
- (4) Retirement and pension funds, health insurance contributions, paid sick leave and vacation time if it is determined by a majority vote of the managers licensed by SBVI to contribute and use funds set aside for these purposes after SBVI provides each manager information on all matters relevant to such funds; and
- (5) The establishment of a fair minimum return.

(b) The charge for each purpose listed in Ed 1019.11(a) shall be determined by SBVI with the active participation of the state committee of licensed managers and shall be designed to prevent, so far as is practicable, a greater charge than is reasonably required. SBVI shall maintain adequate records to support the reasonableness of the charges, including any reserves necessary to assure that these purposes can be achieved on a consistent basis.

(c) The amount of funds set aside Ed 1019.11(a) shall:

- (1) Be assessed monthly; and
- (2) Be a percentage of net proceeds of the monthly profit and loss statement provided that:

(2) The terms and conditions of the permit or contract;

(3) The terms and conditions of the operating agreement;

Edit. Lower case.

(4) State law, the violation of which is, or reasonably may, result in financial or physical harm to the customers of the facility or other persons, the department or the manager; or

(5) Rules of other agencies of the State of New Hampshire which have regulatory authority directly related to the operation of a vending facility.

(b) A written notice of performance probation shall state the reason(s) for probation, steps to be taken, if any, to avoid termination, and the manager's right to appeal SVBI's action pursuant to Ed 1019.21.

(c) The probationary period shall be in effect for 30 days from the date of a written notification as follows:

(1) If hand delivered, the program representative shall document that the notice was received by the manager as evidenced by a signed acknowledgment of receipt. The thirty (30) day probationary period shall begin on the date the manager signed the receipt;

Edit. "30-day".

(2) If sent by U.S. mail, the notice shall be sent certified mail with return receipt requested. The thirty (30) day probationary period shall begin on the date the manager signed the return receipt; or

(3) If sent via email, it shall be sent to an email address provided by the manager for all official correspondence. The thirty (30) day probationary period shall begin on the date the email is sent.

Edit. "to (a) above shall not be"

(d) Managers placed on performance probation pursuant to (a) above will not be permitted to bid on vacant vending facilities.

(e) If a manager is placed on disciplinary probation for the same offense for the third time during a 12 month period, the manager's license will be terminated.

Ed 1019.15 Removal of a Manager.

Unclear/Legis. Intent. Cite to Ed 1019.16 & Ed 1019.21 on opportunity for a hearing.

(a) If a manager determines that it is in the manager's best interest to withdraw from a permanently or temporarily assigned facility, the manager may do so and shall be immediately placed on the roster if the withdrawal is not for the purpose of avoiding disciplinary action. The manager shall provide 30 days written notice and shall not accrue seniority.

(b) SVBI shall remove a manager from a facility if circumstances prevent a manager from fulfilling the manager's obligations. Prior to or within 24 hours of the removal, SBVI shall contact the Committee chair and inform the manager of the action.

(c) In facilities that require security clearance by property management, the manager shall meet all such security requirements in order to service a vending facility in such locations. If property management rescinds security clearance for a manager for any reason, SVBI shall remove the manager

Unclear/Legis. Intent. This seems to delegate rulemaking on number of credits to the BEP and the Committee, contrary to RSA 541-A:22, II(e).

Edit. Underline. Also need underlined table name.

Table 1019-1

Unclear/Legis. Intent. Does Ed 1019.16 apply here? Otherwise, under RSA 541-A:30, II a state license shall not be revoked without opportunity for a hearing first. But Ed 1019.21 requires a filed complaint.

Continuing Education/Upward Mobility Type	Credits Awarded
Annual training sponsored by the committee or program	3
Consumer driven regional or national training	4
On-line training approved by the BEP in advance	Unclear. Unclear what these are, or at least what criteria determine the meaning on case-by-case basis to be an “extreme circumstance”.
On-line Webinars approved by the BEP in advance	
State or regional food shows	
State conventions sponsored by consumer groups	1
National conventions sponsored by consumer groups	3
College level course in business related field	10
Other training as determined by the BEP and committee	TBD

Edit. “90-day.”

(c) If, by December 31 of the second year, the manager has not fulfilled the training requirement, the program shall inform the manager and shall grant a 90 day extension to complete all requirements. If after 60 days of the extension, the manager has not completed the necessary training, SBVI shall place the manager on performance probation in accordance with Ed 1019.14. If at the end of the probationary period the manager still has not completed the necessary training, SBVI shall terminate the manager’s license and remove them as the manager of their vending facility in accordance with Ed 1019.16. The SBVI administrator shall grant additional time to complete the necessary training if extreme circumstances exist. Such extension of time shall be approved by the state committee of licensed managers.

(d) To the extent funds are available, SBVI shall provide financial assistance to managers who show evidence of financial need in order to complete the training. If funds are not available, SBVI shall make every effort to provide committee or program sponsored training at no cost to the manager.

Unclear. Seems to be an extra word or is “administrator” meant?

Ed 1019.19 Manager Secured Locations.

Edit. “Manager” and “SBVI” are singular, so do not use “them” or “their”. Say “remove the individual as the manager of the vending facility.”

(a) Managers may seek out new locations on properties not protected by any state or federal priority or preference. If a manager identifies a potential location, and property management is willing to allow the manager to establish a vending facility, the manager shall notify the program coordinator who shall conduct a survey to determine the feasibility of establishing a vending facility. If the results of the survey are favorable and funds are available, SBVI shall enter into an agreement with the entity. The location shall be added to the one being managed by the manager. If the manager bids on and is awarded a different facility, SBVI shall determine on an individual basis, with the active participation of the state committee of licensed managers, to either leave the location attached to the current facility or allow the manager to take it with them to their new facility.

Edit. “him or her to the new facility.” Or “to take it to the new”

(b) Nothing in this part shall obligate SBVI to establish a vending facility at a site secured by a manager.

Ed 1019.20 Election, Organization, and Functions of State Committee of Licensed Managers.

(a) The managers licensed by the state shall comprise the membership of the state committee of licensed managers.

(b) Pursuant to 34 CFR 395.14, the committee shall:

Ed 1021.10 Scheduling Mediation Proceedings and Hearings.

(a) The governance unit in the department of education shall schedule mediation, if requested, and a prehearing conference and a hearing as follows:

(1) As soon as the mediation, if any, the prehearing conference, and the hearing have been scheduled, the office of legislation and hearings shall notify the parties in writing of:

- a. The date, time, and place of the requested mediation and the prehearing conference;
- b. The date, time, place, and nature of the hearing;
- c. Legal authority under which the hearing is to be held;
- d. The particular sections of the statutes and rules involved, including a copy of Ed 1021;
- e. A short and plain statement of the issues involved; and
- f. The party's right to have an attorney present to represent the party at the party's expense.

(2) The name and address of the hearing officer who shall preside at a hearing shall be selected:

- a. From a list of hearing officers, who have knowledge of state and federal vocational rehabilitation law, that is maintained by the office; and
- b. On a random basis.

Unclear. Unclear what "good cause" includes or at least what criteria shall apply to determine its meaning case-by-case.

Ed 1021.11 Elements of a Hearing. A hearing shall include the following elements:

- (a) A prehearing conference, governed by Ed 1021.12;
- (b) A hearing, governed by Ed 1021.15, that shall, except for **good cause** shown, be limited to 2 days; and
- (c) A hearing officer's decision under Ed 1021.16(a) shall be considered the final decision of the NHVR.

Ed 1021.12 Prehearing Procedures. The prehearing conference required by Ed 1021.10(a) shall be conducted by a hearing officer and governed by Ed 208 along with the following:

- (a) Parties shall be prepared to discuss the issues described in RSA 541-A:31,V(c);
- (b) Parties shall exchange, and provide to the hearing officer, witness lists including a brief description of each witness's testimony, and documentary evidence at least 5 business days before the hearing. Documentary evidence exchanged shall be legibly labeled in the upper right-hand corner with consecutive Arabic numerals as either "Individual Exhibit (number)" or "NHVR (number)", as appropriate. An index, by title, of all exhibits submitted shall also be exchanged;



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, *Chairman*
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

Celina Griffin
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May 13, 2021

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25 Capitol Street
State House Annex, Room 219
Concord, NH 03301

Reference Doc. #2021-26

Re: Final Proposal Substantive Comments Not Addressed as Rule Amendments

Dear Attorney Reeve:

The State Board of Education (the Board) is in receipt of comments to IP 2021-26. Most substantive comments have been addressed as amendments to the rule text, however a few substantive comments remain and are explained in detail below.

On page 1 of the initial proposal comments submitted by your office, it is noted that the Board withdrew from regular rulemaking in response to a preliminary objection on 10-15-20. Subsequently the Board filed and repealed an emergency rule, and the program is currently operating under expired rules. The rules for New Hampshire Vocational Rehabilitation Programs (NHVR) are an expansion of the federal regulations under 34 CFR 361 titled "State Vocational Rehabilitation Services Program". Operating under expired rules is not ideal, however the Board is confident that the relevant codes of federal regulations and the NHVR policy manual provide the regulatory guidance needed to effectively implement the program while the rules are expired.

On page 2, it is noted that the provisions for the protection of personally identifiable information were removed from Ed 1017, however Ed 1017.15 does point to Ed 1003, as we discussed previously in a telephone conversation.

On page 44, it is noted that it is unclear what authority exists for charging a deductible of \$100 for each repair call. After a survey of the States administering a Randolph-Sheppard program, it is evident that states may charge fees for certain services and may establish a set-aside account for specific purposes, consistent with operating the program. Specifically, 34 CFR 395.8(c) and 34 CFR 395.9(c) make it clear that fees may be charged and that a set-aside account may be created. The rule now cites those federal regulations.

If you have any questions or concerns, please feel free to contact me at Amanda.j.phelps@doe.nh.gov or (603) 931-9133.

Sincerely,

Amanda Phelps
Administrative Rules Coordinator

Cc: State Board of Education



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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

EXECUTIVE SUMMARY

Conditional Approval Response: Ed 318 Chartered Public Schools

Submitted to the State Board of Education, May 13, 2021:

A. ACTION NEEDED

A vote is needed by the State Board to approve the conditional approval response for Ed 318, Chartered Public Schools.

B. RATIONALE FOR ACTION

The final proposal for this rule has been further amended on page 1 and 2 of the conditional approval response, in response to the Office of Legislative Services staff comment and subsequent conditional approval issued by the Joint Legislative Committee on Administrative Rules (JLCAR) on April 16, 2021. The amendment is indicated in the text of the rule as a bold and italicized annotation.

C. EFFECTS OF THIS ACTION

If the board votes to approve this conditional approval response, the response will be submitted to the OLS for confirmation that the amendment is in accordance with the JLCAR's conditional approval.

D. POSSIBLE MOTION

I move that the State Board of Education approve the conditional approval request for Ed 318, Chartered Public Schools.

Readopt with amendment Ed 318, effective 7-1-15 (Document #10873), to read as follows:

PART Ed 318 CHARTERED PUBLIC SCHOOLS

Ed 318.01 Purpose and Scope.

(a) The purpose of these rules is to ensure uniform application of RSA 194-B in the establishment and administration of chartered public schools.

(b) The charter school provisions of these rules shall apply to:

(1) Those persons and entities listed in RSA 194-B:3,V, as eligible to establish a charter school;

(2) An existing public school which is eligible to become a charter conversion school in accordance with RSA 194-B:3,VI;

(3) Local school boards authorized to approve charter schools under RSA 194-B:3, II; and

(4) Charter schools authorized under RSA 194-B:3-a.

Ed 318.02 Definitions. In addition to the terms defined in RSA 194-B:1, unless context makes another meaning manifest, the following terms shall have the meaning stated:

(a) “Local school board process” means the approval process set forth in RSA 194-B:3, II; and

(b) “State board process” means the approval process set forth in RSA 194-B:3-a.

Ed 318.03 Eligibility. Persons or entities eligible to apply to establish a charter school shall be organized as a nonprofit corporation in accordance with the provisions of RSA 292. Such corporation shall first establish a prospective board of trustees and prescribe the board's duties in a set of proposed bylaws which shall be consistent with the prospective board duties under RSA 194-B:5.

Ed 318.04 Application Methods. There shall be 2 methods of application for a charter school, as follows:

(a) The local school board process in accordance with RSA 194-B:3, III; and

(b) The state board process in accordance with RSA 194-B:3-a.

Ed 318.05 Waiver Provision.

(a) For good cause shown, ~~including but not limited to~~ **meaning** a hardship which is outside of the control of the applicant, a local school board and the state board shall waive any deadlines applying in RSA 194-B:3 to their respective actions for specific periods of time, provided that a request for a waiver shall:

(a) Be in writing and be signed by the waiver applicant;

(b2) Specify the provisions of RSA 194-B:3 to be waived, the duration of the waiver, and the hardship which is outside of the control of the applicant which caused the applicant to ask for a waiver; and

(e3) Include a certification that the waiver applicant has made a good faith effort to comply with said provisions.

(b) For the purposes of (a) above, a hardship which is outside of the control of the applicant shall include, but not be limited to:

(1) Serious illness of the applicant or a member of the applicant team;

(2) Records or documentation required for application are destroyed or damaged by fire or other accidental cause; or

(3) A local, state, or federal emergency declaration which causes a process delay.

Ed 318.06 Applications to the Local School Board.

(a) A prospective board of trustees seeking approval for a charter school shall apply to the local school board by July 1 of the year preceding intended opening and in accordance with all of the provisions of RSA 194-B:3.

(b) In accordance with the review procedures described in RSA 194-B:3, III(c), by September 15 of the year in which the application is received, the local school board shall complete its review of the application and either approve or deny the charter application.

(c) In accordance with RSA 194-B:3, IV, the board of trustees may appeal a denial by the local school board to the state board by September 30 of the application year.

Ed 318.07 Local School Board Decision.

(a) In accordance with RSA 194-B:3, III(c), by September 15 of the year in which an application is received, the local school board shall:

(1) Either approve or deny the charter application; and

(2) Forward the proposed application, contract, and a written statement of its decision, as outlined in (b) and (c) below, to the state board and to the applicant's prospective board of trustees.

(b) If the application, including a proposed contract as described in RSA 194-B:3, is approved, the local school board shall file the application with the state board with a cover letter indicating the date of the local school board meeting at which the application was approved.

(c) If the application is denied, the local school board shall forward the application to the state board with a cover letter indicating:

(1) Suggested amendments or additions to the application or contract to correct any areas deemed deficient, numbered to correspond to the list of criteria in RSA 194-B:3, II;

(2) Any legal questions the local school board wishes the state board to address, including those issues which might require an opinion to the state board by the department of justice; and

(3) Any other matters which might be pertinent concerning the operation of the proposed charter school in the local school board's district.

Ed 318.08 State Board Review of Local Board Process and Application.

(a) In accordance with RSA 194-B:3, III(d), by December 31 of the application year, the state board shall review the application for completeness to ensure that each of the statutory requirements of RSA 194-B:3, II has been met, and shall grant or deny its approval.

(b) The state board shall notify the applicant in writing of its decision as follows:

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

a. A written notification of any suggested additions or amendments to the proposed application to the local school board and the board of trustees to assure compliance with any component of RSA 194-B:3; and

b. Two copies of the approved contract to the clerk of the local school district for inspection by the voters of the school district as required under RSA 194-B:3, III(e); or

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

a. A written explanation of the reasons for the denial;

b. The areas deemed deficient by the state board; and

c. An explanation that the applicant may reapply under RSA 194-B:3 or RSA 194-B:3-a.

(e) The board of trustees may appeal a denial by the state board in accordance with Ed 213.

Ed 318.09 Applications to the State Board.

(a) An applicant seeking state board authorization for a charter school shall submit a letter of intent to submit a charter school application to the department's office of charter schools which includes:

(1) Date;

(2) Proposed charter school name;

(3) Proposed grade levels; and

(4) Contact person including:

a. Name;

b. Organization, if applicable;

- c. Address;
- d. Email address; and
- e. Telephone / Fax number.

(b) An application to the state board to establish a charter school under RSA 194-B:3-a shall be made by the prospective board of trustees containing all of the elements in RSA 194-B:3, II(a)-(bb) and (dd).

Ed 318.10 Department, Legal, and Peer Review.

(a) An application to the state board shall not be considered complete until it has undergone a thorough and collaborative review by the office of charter schools, a legal consultant designated by the office of charter schools, and a committee of peers to ensure compliance and completeness in accordance with RSA 193-B:3.

(b) Within 10 days of initial filing, the office of charter schools shall notify the applicant of receipt of the application materials as well any missing materials required by RSA 193-B:3(a)-(bb) and (dd).

(c) Within 30 days of receipt of notification from the office of charter schools as described in (b) above, the applicant, with assistance and collaboration from and by the office of charter schools, shall submit all requested missing information, or the application shall be closed. The prospective board of trustees may submit the application materials again, which shall reset the timeline for review.

(d) A legal consultant designated by the charter school office shall complete a review and appraisal of the application within 30 days of initial filing.

(e) Within 30 days of completion of the legal consultant's review, the application and legal consultant's appraisal shall be reviewed by a committee of peers which shall consist of 3 persons with experience in charter schools, one of whom has administrative experience and one of whom is licensed by the state board as a New Hampshire educator. Conditional upon the availability of funds, the department shall provide a small stipend and travel costs to the committee of peers.

(f) Within 10 days of completion of the peer review, the department shall provide the applicant with written comments, including suggested amendments or modifications from the legal and peer review, if the department determines that amendments or modifications are needed in order for the application to be deemed complete and to ensure compliance with RSA 194-B:3, II(a)-(bb) and (dd).

(g) The applicant shall submit an amended or modified application within 30 days of receipt of notification in (f) above or the application will be closed. The prospective board of trustees may submit the application materials again, as described in Ed 318.09.

(h) The office of charter schools shall notify the applicant of a complete application within 10 days of receipt of all requested amendments and modifications, if required, or within 10 days of completion of the peer review if no amendments or modifications are requested. The notification shall include the date of the next scheduled state board meeting where the charter application will be reviewed, and the deadline for the state board's decision which shall not exceed 60 days from the date of receipt of the complete application pursuant to RSA 541-A:29, II.

Ed 318.11 State Board Approval.

(a) The state board shall notify the applicant in writing of its approval or denial of a chartered public school application within 60 days of the department's notification to the applicant of a complete application pursuant to RSA 541-A:29, II.

(b) The state board shall request in writing the applicant's presence at the state board meeting for which an approval or denial of the application is scheduled, to ask clarifying questions of the applicant.

(c) The board shall approve the application, after reviewing the application and the department's evaluation under Ed 318.10, if it determines the application is in compliance with RSA 194-B:3, II(a)-(bb) and (dd).

(d) If the board determines that more information is necessary to make a decision regarding the approval or denial of the application, upon written agreement by the applicant, pursuant to RSA 541-A:29, IV, the board shall extend the decision deadline to the next scheduled board meeting or a time agreed to by the applicant, not to exceed 90 days.

(e) The state board shall deny an application if it determines the application is not in compliance with the requirements of RSA 194-B:3, II(a)-(bb) and (dd).

(f) If the state board denies an application, the state board shall include in the notification:

(1) A written explanation of the reasons for the denial;

(2) The areas deemed deficient by the state board; and

(3) An explanation that the applicant may reapply under RSA 194-B:3, RSA 194-B:3-a in a subsequent year.

(g) The board of trustees may appeal a denial by the state board in accordance with Ed 213.

Ed 318.12 Issuance and Amendment of Charter.

(a) If the state board, under the local school board process or the state board process approves an application for a charter school, the state board shall issue a charter for the school.

(b) Once the state board issues a charter to an applicant under the local school board process who has met all the requirements of RSA 194-B:3, III(b), (c), and (d), the board of trustees shall inform the state board in writing of the results of the vote required by RSA 194-B:3, III(e) within 10 days of the vote.

(c) For the state board process, the state board shall issue a charter to an applicant only under the conditions established by RSA 194-B:3-a and Ed 318.08.

(d) A charter approved under the local school board process shall be amended in accordance with RSA 194-B:3, XI. An appeal by the applicant to the state board of the local school board decision pertaining to a proposed amendment shall be filed within 30 days of the denial, and shall be decided by the state board in accordance with Ed 200.

(e) A charter approved under the state board process shall be amended in accordance with the following process:

- (1) A charter grantee may apply to the commissioner for amendment to its application;
- (2) After the commissioner's review the proposed amendment shall be placed on the agenda of the next regularly-scheduled state board meeting;
- (3) The state board shall notify the board of trustees in writing of its decision to grant or deny the proposed amendment, based on the charter requirements established in RSA 193-B:3, II, within 10 days of its decision, providing reasons for the decision; and
- (4) An appeal from a denial of the proposed amendment by the state board shall be in accordance with Ed 213.

Ed 318.13 Charter Renewal.

(a) A charter may be renewed for a renewal period of 5 years in accordance with RSA 193-B:3, X. The board of trustees of a charter school shall make an application for renewal to the state board no later than one year before the original charter is set to expire.

(b) For the first renewal, the application shall consist of the school's fourth year annual report with a cover letter requesting renewal, except that subsequent renewals shall be based on the annual report of the year preceding expiration of the charter. The criteria listed in Ed 318.07 and RSA 194-B:16, VI, shall be used by the board to approve or deny all renewals and shall be referenced in all decisions.

(c) The renewal application process shall include:

- (1) The documents in (b) with a cover sheet to include name, complete mailing address, and contact information, signed and dated by the head of the school and the chairman of the board;
- (2) A document review including pertinent yearly accountability materials submitted to the charter school office;
- (3) Invitation for written comments; and
- (4) Recommendation of the commissioner.

(d) Tables graphs, and other data shall be clearly presented, clearly explained, and directly relevant to the text.

(e) The cover letter in (b) shall contain the following:

- (1) A concise abstract, of approximately one page, restating mission and goals and addressing what progress the school has made:
 - a. Towards its academic goals defined; and
 - b. In programmatic and organizational goals;

- (2) Current enrollment numbers and anticipated enrollment for the next 3 school years;
- (3) A statement describing any changes in curriculum or instruction as a result of anticipated growth; and
- (4) A report on school features, curriculum and technology programs, successes and failures in academic attainment including:
 - a. A discussion of the efforts to disseminate best practices or in other ways coordinating with local or other school districts;
 - b. A discussion of parent involvement to date and future plans for parent involvement;
 - c. A report on past fundraising efforts and results, future fund raising goals, and plans for achieving sustainability; and
 - d. A proposed budget for the following school year including:
 - 1. A statement on how the school will use public funds; and
 - 2. A detailed description of the specific board's reasoning for allocation of funds.

Ed 318.14 Review of Renewal Application.

- (a) The process for review of the renewal application shall be as follows:
 - (1) The department shall conduct a school review and on-site visit; and
 - (2) The department shall complete a review and recommendation to the state board.
- (b) Criteria for review of application materials shall include:
 - (1) Whether the school is making progress toward achieving its mission;
 - (2) Whether the school is using public funds as required by the statute and the rules;
 - (3) Whether the school is meeting goals for student attainment of expected knowledge and skills;
 - (4) Whether the school is making an effort to disseminate best practices or in other ways coordinate with the local or other school districts; and
 - (5) Whether the school is sustainable.
- (c) The board shall renew a charter, if as evidenced by the responses to (a) and (b), the charter school is attaining its performance targets.

Ed 318.15 Revocation and Withdrawal.

- (a) A charter shall be revoked for any of the reasons listed in RSA 194-B:16, II, or if the board of trustees fails to cooperate in the development of a remedial plan under RSA 194-B:16, III. If the

commissioner makes a recommendation to revoke a charter, it shall give the trustees at least 90 days notice of its intent. Revocation shall occur only after notice and opportunity for a hearing as provided under RSA 541-A:31. The hearing shall be conducted in accordance with Ed 200.

(b) A charter shall be withdrawn if the board of trustees fails to submit a progress report under RSA 194-B:3, IX.

(c) The charter shall be withdrawn if a progress report is filed but fails to:

- (1) Specify which provisions of RSA 194-B are delaying the opening of the charter school; or
- (2) Provide a remedial plan for the school to overcome any obstacles.

Ed 318.16 Policy Development. The school shall develop policies in accordance with the following:

(a) Records retention in accordance with RSA 189:29-a;

(b) Promoting school safety including:

- (1) Reporting of suspected abuse or neglect pursuant to RSA 169-C:29;
- (2) Sexual harassment, as detailed in Ed 303.01(j) and (k);
- (3) RSA 193-F, pupil safety and violence prevention; and
- (4) RSA 126-U, limiting the use of child restraint practices; and

(c) Developmentally appropriate daily physical activity pursuant to Ed 310 and RSA 189:11-a, V-VI.

Ed 318.17 Charter School Annual Report Requirements.

(a) In addition to the requirement of RSA 194-B:10, each charter school annual report shall include at a minimum the following elements:

- (1) A statement explaining how the school is meeting the goals of its mission statement;
- (2) Any changes in the membership of the board of trustees or in the trustees' methods of operations or amendments to the by-laws;
- (3) Any recusals made by a member of the board of trustees under RSA 194-B:5, VII;
- (4) How the school is implementing all the requirements and any options allowed by RSA 194-B:8;
- (5) The attendance rate of pupils enrolled at the school as reflected in the school's average daily membership;
- (6) The number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement;

- (7) The number of incident reports prepared under RSA 126-U:7, child restraints notice and record-keeping requirements;
- (8) The number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6;
- (9) The percentage of pupils who either were promoted to the next grade level or graduated from high school;
- (10) A description of the community services available at the school site;
- (11) The school calendar, including hours of operation;
- (12) The total number of pupils enrolled at the school during the previous school year;
- (13) The transportation services available if any;
- (14) A financial statement setting forth the revenue and expenditures for the year just ended;
- (15) A balance sheet setting forth the charter school's assets, liabilities, and fund balances or equities; and
- (16) Projections of income and expenses for the upcoming school year.

(b) If the information required for the annual report has been previously submitted, the document in which it was submitted shall be attached or the manner in which it was submitted shall be referenced, in the annual report.

Ed 318.18 Review of Annual Reports. The commissioner shall review the collected data from each authorized charter school in accordance with the requirements of RSA 194-B and Ed 318.16, for the purpose of providing, to the state board, an ongoing status report of each charter school. The data specifically required shall not exceed the reporting requirements of New Hampshire public schools.

Ed 318.19 Deadlines for Pupil Enrollment.

- (a) A charter school approved under the local school board process shall accept applications for students only after the date when the charter school contract was ratified by the school district legislative body under RSA 194-B:3, III(e).
- (b) A charter school approved under the state board process shall accept applications for students only after the charter has received approval from the state board.
- (c) If a pupil accepts admission to a charter school, receipt of student records from the student's previous school shall constitute proper notification of enrollment by the charter school.

Ed 318.20 Assurances Against Discrimination.

- (a) If any of the persons or entities listed under RSA 194-B:15 and RSA 194-B:16, I, believes a charter school has violated any of the anti-discrimination provisions of the school's own charter, the matter shall, for a charter school approved under the:

- (1) Local school board process, be directed to the school board for review and disposition; and
- (2) State board process, be directed to the state board for review and disposition pursuant to Ed 200.
- (b) A decision of the local school board may be appealed to the state board, in accordance with Ed 200.
- (c) A decision of the state board may be appealed in accordance with Ed 213.

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 318.01	RSA 194-B:3
Ed 318.02	RSA 194-B
Ed 318.03	RSA 194-B:5
Ed 318.04	RSA 194-B:3
Ed 318.05	RSA 194-B
Ed 318.06	RSA 194-B:3
Ed 318.07	RSA 194-B:3
Ed 318.08	RSA 194-B:3
Ed 318.09	RSA 194-B:3-a
Ed 318.10	RSA 194-B:3 and RSA 194-B:3-a
Ed 318.11	RSA 194-B:3
Ed 318.12	RSA 194-B:3
Ed 318.13	RSA 194-B:3
Ed 318.14	RSA 194-B:3
Ed 318.15	RSA 194-B:16
Ed 318.16	RSA 194-B:11
Ed 318.17	RSA 194-B:3
Ed 318.18	RSA 194-B:3
Ed 318.19	RSA 194-B:3
Ed 318.20	RSA 194-B:15 and RSA 194-B:16,I

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

April 16, 2021

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

Re: Conditional Approval of Final Proposal 2020-100

Dear Board Members:

At its meeting on April 16, 2021, the Joint Legislative Committee on Administrative Rules (Committee) voted, pursuant to RSA 541-A:13, V(a), to conditionally approve Final Proposal 2020-100 of the Board of Education (Board) containing rule Ed 318 relative to chartered public schools. The Committee's approval was conditioned on amending Final Proposal 2020-100 as specified in the Board's conditional approval request dated April 7, 2021 and amending the first line of Ed 318.05(a) by replacing the phrase "including but not limited to" with the word "meaning."

Pursuant to RSA 541-A:13, V(a), you are required to submit a written explanation detailing how the rules have been amended in accordance with the conditional approval within 7 days of the date of the next regularly scheduled meeting of the Board, which is May 13, 2021. In this instance, the 7th day following the next regularly scheduled meeting of the Board falls on Thursday, May 20, 2021. The explanation shall include a letter and a text of the entire final proposed rule, annotated to show the amendments.

The explanation shall be reviewed by the Office of Legislative Services to determine whether the rules have been amended in accordance with the conditional approval and RSA 541-A:13, V(a). If it is determined that the rules have not been amended in accordance with the conditional approval and RSA 541-A:13, V(a), the conditional approval will be deemed a Committee vote to make a preliminary objection as of the date of the conditional approval, and you must respond to the preliminary objection as specified in RSA 541-A:13, V(c).

Please be advised that you may not adopt the rules until the Office of Legislative Services sends written confirmation that your amendments are in accordance with the conditional approval and RSA 541-A:13, V(a).

Board of Education
FP 2020-100
April 16, 2021
Page 2

If you have any questions concerning the provisions in RSA 541-A relative to conditional approvals, objections, responses, or adoptions, please contact me at scott.eaton@leg.state.nh.us.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael A. Morrell". The signature is fluid and cursive, with the first name "Michael" being more prominent.

Michael A. Morrell
Sr. Committee Attorney

cc: Amanda Phelps, Administrative Rules Coordinator, DOE



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

Celina Griffin
Gilford

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
101 Pleasant Street
Concord, NH 03301
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EXECUTIVE SUMMARY

Adopt: Ed 322 and Ed 323 – School Lease Aid and Charter School Lease Aid

Submitted to the State Board of Education, May 13, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to adopt Ed 322 and Ed 323, School Lease Aid and Charter School Lease Aid.

B. RATIONALE FOR ACTION

The final proposal was approved by the Joint Legislative Committee on Administrative Rules (JLCAR) on April 16, 2021. The JLCAR's approval letter is attached.

C. EFFECTS OF THIS ACTION

If the board votes to adopt, the rules will be submitted to the OLS and will become effective upon submission, which will occur no later than May 17, 2021.

D. POSSIBLE MOTION

I move that the State Board of Education adopt Ed 322 and Ed 323, School Lease Aid and Charter School Lease Aid.

STATE OF NEW HAMPSHIRE



OFFICE OF LEGISLATIVE SERVICES

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

April 16, 2021

NOTICE NO. 2020-99

RULE # Ed 322, 323

RELATIVE TO: School Lease Aid and Charter School Lease Aid

The Joint Legislative Committee on Administrative Rules has reviewed the Final Proposal on the above cited rule at its meeting on April 16, 2021.

The Committee voted to approve the proposal. You may proceed to adopt the rules in the proposal and file them with the Office of Legislative Services, Administrative Rules. If the effective life of any existing, regular rules in your proposal was extended during the rulemaking proceeding pursuant to RSA 541-A: 14-a, then all the rules in the proposal must be adopted within **30 days** of Committee approval. The rules also must be filed with an effective date not more than **60 days** from the date of filing. See Section 1.11 of Chapter 3 in the N.H. Drafting and Procedure Manual for Administrative Rules (Manual).

When filing the final rules, you are also required to file a cover letter indicating the date of final adoption and certifying the final rules are a true copy. See Section 2.21 of Chapter 3 in the Manual. The rules will become effective either at (1) 12:01 a.m. on the day after the filing, (2) 12:01 a.m. on the date specified in the cover letter to me when the rule is filed, or (3) such other date and time as specified in the cover letter, provided that the filing occurs before such effective date and time. Please send two (2) copies of the adopted rules.

Sincerely yours,

A handwritten signature in black ink, appearing to read "David Alukonis".

David Alukonis, Director
Office of Legislative Services

Readopt with amendment Ed 322, effective 6-5-13 (Document #10363), to read as follows:

PART Ed 322 REGIONAL CAREER AND TECHNICAL EDUCATION CENTER LEASE AID

Ed 322.01 Purpose. The purpose of Ed 322 is to implement the provisions of RSA 198:15-hh relative to providing annual grants to meet the costs of leasing permanent space in buildings for regional career and technical education centers that are used for the operation of high school career and technical education programs.

Ed 322.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 322:

- (a) “Construction” means construction as defined in RSA 188-E:2, IV;
- (b) “Department” means the New Hampshire department of education;
- (c) “District” means a school district as defined in RSA 194:1, and a cooperative school district as defined in RSA 195:1;
- (d) “Lease” means an agreement to lease permanent space in a building or buildings not owned by the district for a regional vocational center program that is used for the operation of a high school vocational technical education program and that is eligible to receive grants under RSA 198:15-hh;
- (e) “Leased facility” means permanent space in a building or buildings as described in the lease;
- (f) “Regional career and technical education center” means those buildings designated as regional career and technical education centers under RSA 188-E:1 as part of a high school vocational technical education program;
- (g) “Regional career and technical education center program” means a high school career and technical education curriculum offering that is eligible to receive grants under RSA 188-E and RSA 198:15-hh; and
- (h) “School lease aid” means the annual grant for a lease under RSA 198:15-hh,I.

Ed 322.03 Lease Agreements.

- (a) A lease shall be approved by the legislative body of the district as prescribed in RSA 198:15-hh.
- (b) A lease shall only be approved for educational space to be used by a regional career and technical education center. Lease costs for administrative space, space for non-vocational technical education programs, and storage beyond what is required for vocational technical education programs in the regional vocational center shall not be eligible for reimbursement.
- (c) An initial lease shall be for a term of 10 years or less to be eligible to receive school lease aid.
- (d) The applicant shall be responsible for paying to the property owner all costs incurred through the lease. School lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.

(e) A lease shall continue until its term expires. The sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the district.

(f) The lease shall provide for dedicated on-site parking for staff and students.

(g) The lease shall state the parties responsible for carrying out the following activities, the procedures for carrying out such activities, and the cost of and payment for completing the activities at the regional career and technical education center:

- (1) Maintenance;
- (2) Custodial services;
- (3) Refuse removal;
- (4) Snow removal; and
- (5) Grounds maintenance.

(h) Costs for utilities, heat, and the items listed in (g) above shall not be eligible for reimbursement.

(i) The duties of property owners in Ed 322.07 shall be included in the provisions for each lease.

(j) The lease for a regional career and technical education center and the center's programs shall be included in the annual review of the regional career and technical education center by the department under Ed 322.08.

Ed 322.04 Approval and Review of Leases.

(a) Each lease shall be reviewed by the applicant's attorney licensed in New Hampshire who is knowledgeable in contract law pertaining to such lease agreements. Applicants wishing to receive school lease aid shall submit certification to the department that the lease has been reviewed, approved, and signed.

(b) The review shall be for the purpose of compliance with factual law and contains no factual errors; ~~and~~.

(c) The review shall be to determine compliance with contract law including no omissions and the lease has been amended as necessary.

(d) A lease shall be reviewed and approved by the department using the following factors to determine that the lease represents an efficient use of state and local resources:

- (1) Space requirements as compared to available space at the existing regional career and technical education center and according to current standards for school building construction;
- (2) Projected student enrollment;
- (3) Need for specialized space or equipment; and

- (4) Cost compared to the cost of construction for an equivalent school facility.

Ed 322.05 Renewal of Leases.

(a) Leases may be renewed for a maximum of 10 years. Upon renewal, a lease agreement shall remain eligible to receive school lease aid if the department determines that the lease represents an efficient use of state and local resources.

(b) The department shall use the following factors to make the determination that the lease represents an efficient use of space and local resources:

- (1) Space requirements as compared to available space;
- (2) Projected student enrollment;
- (3) Need for specialized space or equipment; and
- (4) Cost.

(c) Whether a lease is renewed shall be reviewed during the planning for future construction projects at the regional career and technical education center. Requirements being met through the regional career and technical education center shall be included in the planning for the construction project. A lease shall be terminated upon completion of the construction project.

Ed 322.06 Early Termination of Leases. The lease shall:

- (a) Include a provision to allow early termination of the lease by the applicant in the event the building is no longer required to meet the needs of the regional center;
- (b) Include a provision for early termination by the district in the event the property owner fails to fulfill the terms of the lease; and
- (c) Include a provision that requires the property owner to give notice of at least 60 days prior to early termination of the lease by the property owner.

Ed 322.07 Duties of Applicant.

(a) In order for an applicant to be eligible for school lease aid, the applicant shall comply with the provisions of this section.

(b) The applicant shall ensure the identification of the location of any and all asbestos-containing material prior to occupancy of the property as a regional vocational center by the. Pursuant to RSA 141-E:3, the leased property shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA), 15 USC 53.

(c) The applicant shall conduct or cause to be conducted a water test prior to occupancy of the property as a regional career and technical education center. The applicant shall also conduct or cause to be conducted a water test annually on the date occupancy commenced. The applicant shall obtain water quality results either from the municipal system, if connected, or in accordance with the applicable

provisions of Env-Ws 300 et seq. or successor rules in subtitle Env-Dw as required for non-transient, non-community water systems.

(d) The applicant shall ensure the property owner will allow testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the school. The applicant shall ensure the property owner will promptly correct any deficiencies identified by such testing at the expense of the property owner. Testing shall be allowed prior to occupancy of the property as a regional career and technical education center, and at any time during such occupancy.

(e) The applicant shall ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.

(f) If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the district.

Ed322.08 Regional Career and Technical Education Center Programs. Each regional career and technical education center program in a leased facility shall be reviewed on an annual basis by the department. The annual review shall indicate a need to lease or to continue leasing space.

Ed 322.09 School Lease Aid.

(a) Applications for school lease aid for leased facilities shall be submitted to the department prior to January 1 of each year in order to be eligible to receive a grant for school lease aid in the fiscal year following the year of submittal.

(b) In order to be eligible to receive school lease aid for a regional career and technical education center program in a leased facility, the applicant shall meet the following requirements:

- (1) The applicant shall provide the department with a transportation plan and budget for the use of the leased facility;
- (2) The applicant shall submit to the department a certificate signed by the local code enforcement official, fire chief, a licensed engineer, or a licensed architect that indicates that the leased facility meets:
 - a. The state building code under RSA 155-A;
 - b. The state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5; and
 - c. The New Hampshire code for barrier-free design under Abfd 300;
- (3) The leased facility shall meet the minimum space requirements of RSA 198:15-b, RSA 198:15-d, RSA 198:15-e, RSA 198:15-g, and Ed 321; and
- (4) If food service operations, either culinary arts education or school provided meals, are to take place in the leased facility, the district shall submit letters of approval to the department for the operations from the department's bureau of nutrition and from the bureau of food protection in the New Hampshire department of health and human services, as provided in He-P 2304.

(c) School lease aid grant payments for leased facilities shall be awarded to the applicant at the same time and in the same manner as grant payments for construction projects under RSA 198:15-b.

(d) In the event that the annual budget for school lease aid from funds appropriated by the general court is insufficient to give the applicant their full entitlement of school lease aid in any year, grant payments shall be prorated equally among all eligible applicants as specified in RSA 198:15-e.

(e) The application for school lease aid for a leased facility shall include:

- (1) A copy of the lease agreement;
- (2) An explanation of why the lease is necessary;
- (3) A floor plan showing the proposed layout and use of the space to be leased for the regional career and technical education center;
- (4) A site plan of the building and the surrounding property; and
- (5) A description of the surrounding area that includes the specific types of residential, commercial and industrial activities that take place on the property and on all abutting properties.

(f) In order to receive school lease aid grant payments for leased facilities, the applicant shall submit to the department information on the costs and descriptions of at least 2 alternative properties that have been considered to meet the requirements for a regional career and technical education center or charter school educational program in addition to the property that has been selected. The reason for choosing the selected property over the others shall be clearly explained.

(g) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for school lease aid if the district is required to pay those costs by the terms of the lease.

Ed 322.10 Costs not Eligible for School Lease Aid for Leased Facilities. The following costs shall not be eligible for school lease aid:

- (a) Costs for damages to the leased facility beyond fair wear and tear;
- (b) Any deposits of funds that the district is required to provide to the property owner that are subsequently returned to the district;
- (c) Utility costs at the leased facility;
- (d) Costs associated with the activities in Ed 322.03(g);
- (e) Costs associated with a lease for the use of portable or modular classroom space;
- (f) Costs for daily cleaning of the leased facility; and
- (g) Costs for repairs for damages to the facility regardless of cause.

Adopt Ed 323 to read as follows:

PART Ed 323 CHARTER SCHOOL LEASE AID

Ed 323.01 Purpose. The purpose of Ed 323 is to implement the provisions of RSA 198:15-hh relative to providing annual grants to meet the costs of leasing permanent space in buildings for chartered public schools authorized under RSA 194-B:3-a.

Ed 323.02 Definitions. Except where the context makes another meaning clear, the following words have the meaning indicated when used in Ed 323:

- (a) “Charter school” means a chartered public school established under RSA 194-B:3-a;
- (b) “Department” means the New Hampshire department of education;
- (c) “Lease” means an agreement to lease permanent space in a building or buildings;
- (d) “Leased facility” means permanent space in a building or buildings as described in the lease; and
- (e) “Lease aid” means the annual grant for a lease under RSA 198:15-hh,I.

Ed 323.03 Lease Agreements.

- (a) Pursuant to RSA 198:15-hh, a lease shall be approved by the charter school board of trustees.
- (b) Pursuant to RSA 198:15-hh, an initial lease shall be for a term of 10 years or less to be eligible to receive lease aid.
- (c) A lease shall continue until its term expires. The sale of the property by the owner or a declaration of bankruptcy by the owner shall not terminate the agreement entered into with the charter school.
- (d) The lease shall state the parties responsible for carrying out the following activities, the procedures for carrying out such activities, and the cost of and payment for completing the activities:
 - (1) Maintenance of the facility;
 - (2) Custodial services;
 - (3) Refuse removal;
 - (4) Snow removal; and
 - (5) Grounds maintenance.
- (e) Costs for utilities, heat, and the items listed in (d) above shall not be eligible for reimbursement. If utility costs are included in the monthly or annual lease payment, the property owner shall separate those costs from the rental costs on the invoice submitted to the charter school.

(f) Costs for space beyond what is required for the operation of the charter school is not eligible for reimbursement. If space is leased beyond what is necessary for the operation of the charter school, the property owner shall separate those costs on the invoice submitted to the charter school.

(g) The lease shall include the necessary provisions to allow for the duties identified in Ed 323.05 to be met.

(h) The lease shall include a provision to allow early termination of the lease by the applicant in the event the building is no longer required to meet the needs of the charter school.

(i) The lease shall include a provision for early termination by the charter school in the event the property owner fails to fulfill the terms of the lease.

(j) The lease shall include a provision that requires the property owner to give notice of at least 60 days prior to early termination of the lease by the property owner.

Ed 323.04 Legal Review of Lease.

(a) The lease shall be reviewed, at the applicant's expense, by the applicant's attorney licensed in New Hampshire who is knowledgeable in contract law pertaining to such lease agreements;

(b) The review shall be for the purpose of compliance with Ed 323.03;

(c) The review shall be for the purpose of compliance with factual law and shall contain no factual errors; and

(d) The review shall confirm compliance with contract law including no omissions and that the lease has been amended as necessary.

Ed 323.05 Duties of Applicant. In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions of this section.

(a) The applicant shall compete all local, state, and federal required water testing;

(b) The applicant shall compete all local, state, and federal required air quality testing, mold, lead, asbestos, or any other hazardous materials testing;

(c) The applicant shall ensure the property owner will allow testing for air quality, mold, lead, asbestos, or any other hazardous materials or conditions at the expense of the charter school. The applicant shall ensure the deficiencies identified by such testing will be promptly corrected. Testing shall be allowed prior to occupancy of the property and at any time during such occupancy.

(d) The applicant shall ensure the identification of the location of any and all asbestos-containing material prior to occupancy of the property. Pursuant to RSA 141-E:3, the leased property shall be subject to the requirements of the Asbestos Hazard Emergency Response Act (AHERA), 15 USC 53.

(e) The applicant shall ensure property and liability insurance is maintained to fully compensate for loss or damage to property or any other costs associated with an event resulting from negligence by the owner or the owner's agents or employees.

Ed 323.06 Lease Aid Application. In order for an applicant to be eligible for lease aid, the applicant shall comply with the provisions of this section.

(a) By January 1 applicants shall submit to the department the following:

- (1) A copy of the proposed lease agreement that meets the requirements in Ed 323.03;
- (2) The amount of the lease eligible for lease aid;
- (3) An explanation of why the lease is necessary;
- (4) Address and location map of the property;
- (5) A description of the surrounding area that includes the specific types of residential, commercial, and industrial activities that take place on the property and on all abutting properties;
- (6) Indication if the leased facility is on municipal or domestic water and sewer;
- (7) An assurance statement that the applicant shall conduct or cause to be conducted a water test prior to occupancy of the property to ensure compliance with RSA 485:17-a, Lead in Drinking Water in Schools and Licensed Child Care Facilities;
- (8) An assurance statement that the applicant shall comply with duties of the applicant identified in Ed 323.05;
- (9) An assurance statement that the lease only includes costs for space that is required for the operation of the charter school;
- (10) A statement that the applicant is aware that per Ed 321.13, all public school construction or reconstruction projects are required to have a review completed by the state fire marshal's office; and
- (11) A statement that the applicant is aware of the additional submittal requirements and deadline in (b) below.

(b) By September 1 of each year, or prior to occupancy, whichever comes first, the applicant shall submit the following:

- (1) A statement signed by the local code enforcement official, a licensed engineer, a licensed architect, or other qualified professional that indicates that the leased facility meets the state building code under RSA 155-A;
- (2) A statement signed by the local code enforcement official, fire chief, a licensed engineer or other qualified professional that indicates that the leased facility meets the state fire code under RSA 153:1, VI-a and Saf-Fmo 300, as amended by the state board of fire control and ratified by the general court pursuant to RSA 153:5;
- (3) A statement signed by the local code enforcement official, a licensed engineer, a licensed architect, or other qualified professional that indicates that the leased facility meets the New Hampshire code for barrier-free design under Abfd 300;

- (4) If food service operations are to take place in the leased facility, proof of approval from the bureau of food protection at department of health and human services, as provided in He-P 2304;
- (5) A certification by the applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;
- (6) Approval from the department of environmental services that the water supply well meets the requirements in Env-Dw 400, if applicable;
- (7) A copy of the property and liability insurance that meets Ed 323.05(e); and
- (8) Anticipated k-12 enrollment.

(c) If the items in (b) above are not submitted in the timeframe required in (b) above, the applicant shall forfeit lease aid for the fiscal year which they applied for.

Ed 323.07 Review and Approval Process.

(a) For initial approval, the applicant shall apply for lease aid by submitting an application in Ed 323.06.

(b) By September 1 of each year, the applicant may request to renew lease aid if no substantive changes have been made to the lease previously approved by the department though (a) above, and the following items have been submitted to the department:

- (1) Assurance statement that the charter school is still operating under the same lease approved by the department through (a) above, or submit an updated lease agreement certified by the applicant's attorney to the department that the lease meets the requirements in Ed 323.03 and the lease has been reviewed, approved, and signed;
 - (2) Updated amount of the lease eligible for lease aid, if applicable; and
 - (3) An updated copy of the property and liability insurance that meets Ed 323.05(e), if applicable.
- (c) If substantive changes have been made to the lease, an applicant may reapply for lease aid by submitting an application per Ed 323.06.
- (d) Upon review and approval of the items identified in (a) or (b) above, the department shall notify the charter school of their eligibility of lease aid.

Ed 323.08 Payments.

(a) The amount of lease aid shall be in accordance with RSA 198:15-hh. If the lease appropriation is insufficient, the appropriation grant payments shall be prorated equally among all eligible applicants.

(b) If the items identified in Ed 323.07 (a) or (b) are not submitted in the timeframe required, the applicant shall forfeit lease aid for the fiscal year which they applied for.

(c) Lease aid grant payments shall be made annually in November of each fiscal year and shall only be made if the school has students enrolled on opening day.

(d) The applicant shall be the property owner all costs incurred through the lease. Lease aid shall be considered a reimbursement of a portion of rental costs as authorized by RSA 198:15-hh, provided that sufficient funds are appropriated by the legislature and made available to the department.

(e) Lease aid shall be terminated if the leased space is no longer being used for the purposes proposed under the approval of lease aid.

Ed 323.09 Eligibility

(a) The initial building costs of modifying the building to meet the requirements of the educational program shall be eligible for lease aid if the charter school is required to pay those costs by the terms of the lease.

(b) The following costs shall not be eligible for lease aid:

- (1) Costs for space beyond what is required for the operation of the charter school;
- (2) Costs for utilities, heat, and the activities in Ed 323.03 (d).
- (3) Costs for repairs for damages to the facility regardless of cause;
- (4) Any deposits of funds that the charter school is required to provide to the property owner that are subsequently returned to the charter school;
- (5) Costs for the use of portable or modular classroom space; and
- (6) Costs to make permanent upgrades or renovations to the leased space.

Appendix II

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 322	RSA 198:15-hh
Ed 323	RSA 198:15-hh

Upcoming State Board of Education Rulemaking 2021/2022

Rule #	Rulemaking Title	Rule Expiration	In Committee?	Reason and Timeline for Rulemaking
Ed 306	Minimum Standards for Public Education	Various, earliest is 2024	Yes	Expiration and reorganization/overhaul
Ed 310	Developmentally Appropriate Daily Physical Activity	6/15/2023	No	Expiration
Ed 311	School Health Services	7/26/2024	No	Expiration
Ed 316	Procedure to Mark Drug-Free School Zones	7/26/2024	No	Expiration
Ed 317	Standards and Procedures for Suspension and Expulsion of Pupils Including Procedures Assuring Due Process	6/15/2023	No	Expiration
Ed 320	Manifest Educational Hardship	N/A	No	Statute Change
Ed 506.01 – Ed 506.11	Administrator Educator Endorsements	12/21/2022 and various	Yes	Expiration/PSB – With a few of these licensing rules nearing expiration, the PSB has condensed these rules by identifying the similar competencies and creating a new rule for Professional Education Requirements for Administrators.
Ed 507	Teacher Educator Endorsements	N/A	No	Reorganization of endorsements as well as cleaning up the intro language for each rule and clarifying the statement of eligibility requirements for each endorsement.
Ed 508	Specialist Educator Endorsements	N/A	No	Reorganization similar to above
Ed 504.12	Master Teacher License	Expired	Yes	Expiration/PSB
Ed 507.04	Comprehensive Agricultural Educator	12/21/2022	Yes	Expiration/PSB
Ed 507.11	Elementary Education Teacher	3/27/2024	Yes	Expiration/PSB
Ed 507.17	ESOL Teacher	2/22/2023	Yes	Expiration/PSB
Ed 507.18	Early Childhood Education Teacher	5/18/2022	Yes	Expiration/PSB – Looking into combining some requirements into a performing arts license
Ed 507.20	Library Media Coordinator			

Rule #	Rulemaking Title	Rule Expiration	In Committee?	Reason and Timeline for Rulemaking
Ed 507.35, 507.39, 507.	Theatre Teacher and Music Teacher	5/18/2022	Yes	Expiration/PSB
Ed 507.36	Ed Interpreter/Transliterator	12/21/2022	Yes	Expiration/PSB
Ed 507.37	Classical Languages Teacher	5/18/2022	Yes	Expiration/PSB
Ed 507.48 and Ed 507.49	Comprehensive Marketing and Comprehensive Business Educator	12/21/2022	Yes	Expiration/PSB – Looking at combining the license requirements
Ed 513	Renewal Criteria	12/21/2022	No	
Ed 602-Ed 611	Approval of Professional Education Programs	3/22/2023	Yes	Expiration/CTE
Ed 612-Ed 614	Educator Preparation Programs	N/A	No	Since reorganizing the Ed 500 rules, the Ed 600 rules that correspond to the educator endorsements need to be readopted with amendment to point to the correct rules.

Notice Number **2021-31**Rule Number **Ed 504.12, Ed 505.07, Ed 505.08, and Ed 505.09**

1. Agency Name & Address:

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

2. RSA Authority:

RSA 21-N:9, II(s)

3. Federal Authority:

4. Type of Action:

Adoption

Repeal

Readoption

Readoption w/amendment

X5. Short Title: **Criminal History Record Check Credential**

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

Ed 504.12 regarding criminal history record check credentials for school bus drivers or transportation monitors, Ed 505.07 regarding credential applications, Ed 505.08 regarding credentialing fees, and Ed 505.09 regarding the application process are being proposed for readoption. The current Ed 504.12 is an interim rule which is due to expire on August 15, 2021. In addition, an amendment contained in Ed 505.07(b), the criminal history record check clearance fee of \$100 in the table in Ed 505.08, and Ed 505.09(d) are all due to expire on August 15, 2021 as part of the Ed 504.12 interim rule proposal.

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

School districts, school bus drivers, transportation monitors, and school bus companies 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 504.12	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) and (b)
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
101 Pleasant Street
Concord, NH 03301**

Phone#: **(603) 931-9133**Fax#: **(603) 271-3830**E-mail: **Amanda.j.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: **May 20, 2021**

Fax

E-mail

D Other format (specify):

9. Public hearing scheduled for:

Date and Time: **Thursday, May 13, 2021 @ 10:00 a.m.**

Londergan Hall, Room 100, 101 Pleasant St. Concord, NH 03301

Pre-registration for in-person testimony is recommended to ensure physical distancing by emailing Amanda.j.phelps@doe.nh.gov no later than May 12, 2021.

Place: **This meeting can also be accessed via zoom by registering for the zoom meeting below:**

https://zoom.us/webinar/register/WN_NzkozESESFaGgSajbwNUhA

The following email address will be monitored during the meeting if there is any public access or technical problems during the meeting:
Amanda.j.phelps@doe.nh.gov

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

FIS# ----- **21:017** , dated **3/15/21**

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):

Any costs or benefits are attributable to RSA 189:13-b and not these proposed 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 continue to transfer the responsibility in the interim rule of a criminal history records check from a school bus company to the Department of Education. Additional costs for the credential are the responsibility of the bus driver and do not add costs to the state or the school districts. Therefore, there is no violation of Part I, Article 28-a.

Readopt Ed 504.12, effective 2-16-21 (Document #13167, Interim), to read as follows:

Ed 504.12 Criminal History Record Check Clearance.

(a) A criminal history records check clearance credential shall be required for any individual who seeks employment as a school bus driver or transportation monitor.

(b) Individuals currently employed as a school bus driver shall apply for a criminal history record check clearance no less than 60 days prior to the expiration of their current state issued driver's license.

(c) An applicant for a criminal history record check clearance credential shall submit the following:

(1) A completed "Criminal History Record Check Clearance" form, February 2021 edition;

(2) A completed department of safety "Criminal History Record Release Form" referenced in Appendix II along with the fee indicated on the form;

(3) A copy of a valid government issued identification (ID) including, but not limited to:

a. A driver's license;

b. A state issued photo ID;

c. A passport; or

d. A military ID; and

(4) The applicable credentialing fee as required in Ed 505.08;

(d) An application for a criminal history records check clearance shall be considered complete upon receipt of the applicant's criminal history record.

(e) A criminal history records check clearance credential shall not be issued to any individual who, upon review by the department, is confirmed to be in violation of any of the acts enumerated in RSA 189:13-a, V.

(f) A completed application for criminal history records check clearance shall be reviewed by the department in accordance Ed 505.09(a)-(d).

(g) Board issued criminal history records check clearance credentials shall be valid for 5 years or, for new bus driver applicants, for the duration of the individual's current state issued driver's license.

(h) Renewal applications shall be submitted no less than 60 days prior to the expiration of the criminal history records check clearance credential or current driver's license, as applicable, by submission of the requirements enumerated in Ed 504.12(c).

Readopt Ed 505.07, effective 10-5-20 (Document #13101), as amended effective 2-16-21 (Document #13167, Interim), to read as follows:

Ed 505.07 General Application Instructions.

(a) 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 myNHDOE Educator Information System (EIS); or
- (2) Bureau of Credentialing
Department of Education
101 Pleasant Street
Concord, NH 03301.

(b) Applicants for any credential shall complete and file the appropriate form as follows:

- (1) “Statement of Eligibility” form, January 2020, for applicants seeking an SOE as outlined in Ed 505.05(a);
- (2) “Application for Licensure – Educator Preparation Program Completer” form, January 2020, for all applicants seeking initial licensure or additional endorsements as outlined in Ed 505.04;
- (3) “Recommended for Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew after recommendation as outlined in Ed 509.01;
- (4) “DOE Renewal Application” form, January 2020, for all New Hampshire licensed educators seeking to renew directly to the bureau as outlined in Ed 509.02;
- (5) “Emergency Authorization Request” form, January 2020, for senior educational officials requesting to employ an unlicensed educator as described in Ed 504.04;
- (6) “Application for Emergency Authorization” form, January 2020, for any unlicensed educator employed by a school district for which the employer is seeking an emergency authorization as described in Ed 504.04;
- (7) “In Process of Licensure Authorization” form, January 2020, for any senior educational official who seeks to hire an educator who is in the process of becoming a licensed educator as outlined in Ed 504.05;
- (8) “Paraeducator License Application” form, January 2020, for any applicant seeking a paraeducator license as outlined in Ed 504.06 and Ed 504.07; and
- (9) “School Nurse License Application” form, January 2020, for any applicant seeking a school nurse I or III license as outlined in Ed 504.08 through Ed 504.10;
- (10) “Name Change Request” form, January 2020, for any credential holder seeking a credential issued with an official name change;
- (11) “Educational Interpreter/Transliterater for Children and Youth ages 3-21” form, January 2020, as outlined in Ed 504.11.
- (12) “Credential Verification Request” form, January 2020, for any credential holder seeking a verification of their New Hampshire credential;

(13) “Application for Licensure - Demonstrated Competencies” form, January 2020, for any applicant seeking licensure as outlined in Ed 505.06(b), Ed 505.06(c), and Ed 505.06(d);

(14) “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.06(a);

(15) “Intern Authorization Application – Site-Based Licensing Plan” form, January 2020, for all applicants seeking licensure as outlined in Ed 505.05;

(16) “Site-Based Licensing Plan Completer” form, January 2020, for all applicants who have completed their SBLP and are ready for full licensure as outlined in Ed 505.09(f)(17); and

(17) “Criminal History Record Check Clearance” form, February 2021 edition, as referenced in Ed 504.12.

(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 number generated by the EIS and it shall be used as specified in (c) above.

(e) For Ed 505.07(b)(15), 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.

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

(h) If an application receiving a conditional approval does not result in an approval and license, or the requirements outlined are not completed within the timeframe allotted in the conditional approval, the application shall be closed and the applicant shall begin a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08.

Readopt Ed 505.08, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

Ed 505.08 Fees.

(a) An application shall not be complete until all application materials, including the proper fee, have been filed with the bureau.

(b) Payments shall be made either electronically at the time of application on the department website or by cash, 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 fees shall be in accordance with RSA 186:11,X(b), and the fee schedule set forth in Table 505-1 below, with the following fees reflecting the actual cost of the service listed:

Table 505-1 Fee Schedule

*All fees are non-refundable and include processing fee.	
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/Transliterator	\$25.00
Educational Interpreter/Transliterator Renewal (3 year cycle)	\$25.00
Criminal History Record Check Clearance (5 year cycle)	\$100.00
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 Ed 505.09, effective 10-5-20 (Document #13101), as amended effective 2-17-21 (Document #13167, Interim), to read as follows:

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 Ed 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~~ shall 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 shall be closed and the applicant shall 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)-(13) and Ed 505.07(b)(17), within 60 days of the department's notification of receipt 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 which includes:
 - a. An outlines of the specific areas that the applicant needs to address in order for the bureau to continue a full review of the application;
 - b. An applicant timeline for completing the conditional approval requirements, not to exceed 120 days; and
 - c. The following statement pursuant to Ed 505.07(h): "If the conditional approval does not result in an approval and license, or the requirements outlined are not completed 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)(14), portfolio and oral board reviews, the following shall apply:

- (1) The applications for portfolio and oral board review shall be open between October 1 and March 30 of every school year calendar.

(2) Complete applications for oral board review shall include all of the following:

- a. Completed and filed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020;
- b. Completed and filed portfolio as outlined in (3)a. below;
- c. Payment of all fees in accordance with the fee schedule outlined in Ed 505.08; and
- d. Completed oral board review;

(3) Within 10 days of receipt of a completed “Application for Licensure – Portfolio and Oral Board Review” form, January 2020, 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 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;

(4) Within 30 days of receipt of portfolio submission instructions, the applicant shall submit all portfolio materials for review by the department along with the appropriate fee in accordance with the fee schedule outlined in Ed 505.08;

(5) Within 10 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;

(6) An applicant shall adhere to Ed 505.09(b) and (c) for completing a portfolio submission in accordance with Ed 505.09(e)(5)b. above;

(7) 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 persons who hold a current experienced educator license in the area of endorsement in which the applicant is seeking to obtain a license;

(8) If, within 30 days of determination of a complete portfolio, in an effort to complete a timely oral board review, the department is unable to establish a review board as outlined in (6) above, the department shall establish a review board consisting of department staff or licensed educators-;

(9) 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;

(10) Within 30 days of completion of the oral board review, which shall constitute a complete application, 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;

(11) 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

(12) 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)(15), the process for establishing a SBLP for an intern authorization credential resulting in full beginning educator licensure or additional endorsement shall be as follows:

(1) The SOE credential holder and assigned mentor pursuant to Ed 505.05(d) shall download and complete the required SBLP application materials as follows:

a. "Competency Assessment Sheet"(s) by indicating whether each of the competencies listed, which match the competencies required in Ed 505.03 and Ed 506 through Ed 508, as applicable, have been met, and, if so, how each competency was acquired;

b. "Site-Based Licensing Plan" form, revised May 2020; and

c. "Site-Based Licensing Plan Beginning Plan" signature form, revised May 2020;

(2) The SBLP application materials shall be developed collaboratively and agreed to by the SOE credential holder, the mentor, and the senior educational official;

(3) Within 60 days of the SOE credential holder's first day of employment in the pursuant to Ed 505.05(c), the senior educational official shall upload the completed, approved, and signed SBLP into the department's EIS;

(4) Within 180 days of the first day of employment pursuant to Ed 505.05(c), the SOE credential holder shall be credentialed under an intern authorization following the procedures outlined in (5) through (23) below;

(5) Within 5 business days of the upload specified in (3) above, the candidate shall complete and file an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, along with the appropriate fee pursuant to Ed 505.08;

(6) 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 projected completion date, and the evidence to be provided upon completion which is directly related to, and substantiates 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:

1. Additional coursework;

2. On the job training; and

3. Professional development; and

d. A signature page which certifies that the plan was developed collaboratively and agreed to by the applicant, the mentor, and the senior educational official;

(7) Within 30 days of receipt of an "Intern Authorization Application – Site-Based Licensing Plan" form, January 2020, the department shall 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;

(8) An applicant shall respond to a notification of an incomplete application by submission of the requirements enumerated in accordance with (7)b. above within 15 days of receipt of the notification and the department shall respond within 10 business days in accordance with (7)a. or b. above;

(9) If, within 30 days of receipt of an initial notification of an incomplete application pursuant to (7)b. above, the department does not receive the enumerated items pursuant to (7)b. above, the application shall be closed and the applicant shall start over with a new application, to include all fees in accordance with the fee schedule outlined in Ed 505.08;

(10) Within 30 days of receipt of a complete application the department shall send written notification to the senior educational official 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 senior educational official; or

b. Denial after a determination that the plan does not meet the requirements outlined in Ed 505.09(f)(9)a. 1. through 3. above;

(11) A SOE credential holder in receipt of a denial pursuant to (10)b. above may reapply for an intern authorization, to include the fee in accordance with the fee schedule outlined in Ed 505.08, under the following circumstances:

a. The 180-day time period in (4) above has not lapsed and will not lapse during the new application period; and

b. The SOE credential holder shall not apply for an intern authorization more than twice per endorsement;

(12) 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;

(13) A SBLP 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;

(14) The department, at the request of the senior educational official, shall 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 including, but not 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;

(15) The senior educational official, 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;

(16) 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:

1. The duration for plan completion does not change;

2. The department is notified in writing of the change in place of employment;
and

3. The plan is revised as follows:

(i) Approved by the mentor assigned in the new school of employment;

(ii) Approved by the senior educational official 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– so long as ~~the~~ the total duration of time employed under an active plan shall not exceed 3 years;

(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, January 2020 along with the appropriate fee pursuant to Ed 505.08;

(18) The senior educational official shall complete and upload to the EIS a final report for department review attesting to the intern’s completion of the SBLP which shall include:

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 senior educational official;

(19) The department shall, within 30 days of receipt of a “Site-Based Licensing Plan Completer” form, January 2020, 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 following the timeline established in (7) and (8) above;

(21) Within 60 days of the department's receipt of a complete "Site-Based Licensing Plan Completer" form, January 2020, the department shall send written notification to the senior educational official 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 completion documentation, the final report, or both, do 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;

(22) Upon receipt of notification that the department does not approve the application in accordance with (21)b. above, the senior educational official 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 505.09(f)(13); and

(23) 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 504.12	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) and (b)
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

Appendix II

Rule	Title	Obtain at
Ed 504.12 (c)(2)	Criminal History Record Release Form, DSSP382, Effective 10/1/16	https://www.nh.gov/safety/divisions/nhsp/jib/crimrecords/documents/dssp382.pdf

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the May 13, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

Granite State College (GSC) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board extend the current approval dates for two PEPPs that are in process of being discontinued at the Institution.

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Proposed Recommendation for Approval(s)	
612.13	Special Education Teacher in the Area of Blind and Vision Disabilities Program	Licensure	Full	08/30/2021	extension/ elimination	09/30/2022
612.09	Special Education Teacher in the Area of Deaf and Hearing Disabilities Program	Licensure	Full	08/30/2021	extension/ elimination	03/31/2024

B. RATIONALE FOR ACTION

Granite State College is discontinuing both the Blind and Vision Disabilities PEPP and the Deaf and Hearing Disabilities PEPP due to continued low enrollment. Both programs, since inception, have been marketed in a variety of different manners, but has not been successful from an enrollment standpoint. Steps are in place to ensure each enrolled candidate are provided required course-work for successful completion of the program. As such, this requires an extension from the original approval expiration date.

C. EFFECTS OF THIS ACTION

Granite State College is not seeking re-approval at this time for either program. The requested expiry date (extension) is September 30, 2022 for the Blind and Vision PEPP. The requested expiry date (extension) is March 31, 2024 for the Deaf and Hard of Hearing PEPP, thus allowing for sufficient time for each currently enrolled student to complete coursework.

Granite State College's educator preparation programs are currently nationally accredited by the Council for the Accreditation of Educator Preparation (CAEP) under institution-wide accreditation (not program specific) and program review and re-accreditation is scheduled for December 31, 2023. It is **GSC's** intent that both programs will not be included in program-specific review by CAEP.

D. HISTORICAL BACKGROUND

- May 2011: The Board granted full approval for five-years through **8/31/2016** (ECE SpEd, SpEd, El Ed, EBD, I+DD, SLD, R/W spec); the board granted Provisional 3-year approval through **8/31/2014** (ECE, ESOL, Math 5-8, Math 7-12, R/W Teach)
- August 2014: The Board granted full approval through **8/31/2016** (ECE, ESOL, Math 5-8, Math 7-12, R/W Teach); the new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; GSC extended thru **August 31, 2016**
- June 2015: The Board granted extensions for all PEPPs; for GSC, the board approved an extension through **12/31/2016**
- July 2015: The March 31, 2015 on-site review of three proposals for new programs at GSC was conducted using the revised Department state approval process. The focus of the review was on how the institution utilizes evidence-driven decision-making systems to determine candidate and program effectiveness, address NH State standards, and use this assessment evidence for continuous program improvement. GSC requested approval for continuous program improvement. GSC requested approval for Ed. Tech Int, Princ, and LMS programs; The Board granted conditional approval to the following newly proposed PEPPs through **December 31, 2016**: Ed Tech Int, Princ, and LMS
- March 2016: The Board granted full approval for 2 NEW programs thru **12/31/2018** (Blind/Vis, and Deaf/Hearing)
- January 2017: The Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering PEPPs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)

- November 2018: The Board approved a one-year extension of program approval for GSC's PEPPs
- April 2020: the Board granted a one-year extension of the current approved programs (14) (due to COVID-19) thru 08/30/2021

E. POSSIBLE MOTION

The State Board of Education moves to approve the extension/elimination of both the Blind and Vision Disabilities Program and the Deaf and Hearing Disabilities Program. (*Ed 602.01; 602.12; 602.14*)

Professional Educator Preparation Programs- Content Area(s)			Current Approval	
612.04	Special Education Teacher in the Area of Blind and Vision Disabilities Program	BA, Licensure	extension/ elimination	09/30/2022
612.05	Special Education Teacher in the Area of Deaf and Hearing Disabilities Program	BA, Licensure	extension/ elimination	03/31/2024

Granite State College will address the 'teach-out' progress/updates in their annual report submission to the NHDOE through the Council for Teacher Education.

Action by the State Board; Appeal

**Per 602.15(c)(1, 2, or 3)*

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

**Per 602.15(e)(1-3),*

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

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

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- ☐ **Changes in the PEPP's delivery system to primarily on-line delivery;**
 - Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- ☐ **Changes beyond those indicated by the assessment system for continuous improvement;**
 - Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- ☐ **Elimination of a PEPP**
 - Examples including but not limited to teach out, phase out, elimination, on hold, etc.

Substantive change requests are warranted when changes, modifications or an expansion of the IHE's/PEPPs scope has the potential to impact candidates and/or licensure requirements.

CONTACT INFORMATION:

Institution:

Street Address:

Name of Contact:

City/State:

Coordinator/Title:

Zip Code:

Email address:

Telephone:

Is the change at the (check either or both): ___ at the unit level and/or ___ at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

****Approved Levels:** BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

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

3. Explain the rationale for the change.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.

5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program?

___ yes ___ no ___ not sure

additional documentation included to support substantive change(s)

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

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

Date Received by NHDOE:



Teach out plan for Program for Blind and Vision Disabilities Revised 2021 0216

Overview

The Program for Blind and Vision Disabilities is being discontinued and current students enrolled in the program will be taught out. No new students are being accepted at this time. There are currently two students enrolled in the program:

1. Student "S1" - 2 courses remaining
 - a. EDU 710 – Teaching Language Arts and Literacy (6 credits)
 - b. EDU 797 – Culminating Experience and Itinerant Teaching (3 credits)
2. Student "S2" – 5 courses remaining
 - a. EDU 721 – Special Education Law (4 credits)
 - b. EDU 793 – Math Access: Nemeth Code, Abacus, and Tactile Graphics (3 credits) (in progress)
 - c. EDU 794 – Expanded Core Curriculum (3 credits)
 - d. EDU 795 – Assessment and Instructional Strategies for Teaching Students with Blindness and Visual Impairments (3 credits)
 - e. EDU 797 – Culminating Experience and Itinerant Teaching (3 credits)

Course Scheduling and Teach-Out

Granite State College will offer courses both as regularly scheduled sections and independent study courses across four terms: Fall, Winter, Spring and Summer. Students are considered full-time if enrolled in two courses per term. Based on the number of remaining courses for our students, minimum completion time for remaining course requirements would be based on Student "S2" with 5 remaining courses. This work would constitute 3 terms, or within an approximate one-year timeframe. Students are provided with 150% time in which to complete remaining course requirements, so an extension of our current program approval is being requested for a 1.5 year period (September 30, 2022) to provide sufficient time for our students to complete remaining course:

Spring 2021 (April – June 2021)

EDU 710 – Teaching Language Arts and Literacy

EDU 794 – Expanded Core Curriculum

EDU 795 – Assessment and Instructional Strategies for Teaching Students with Blindness and Visual Impairments

Summer 2021 (July – September 2021)

EDU 797 – Culminating Experience and Itinerant Teaching

EDU 721 – Special Education Law

Fall 2021 (September – December 2021)

EDU 797 – Culminating Experience and Itinerant Teaching

Winter 2022 (January – March 2022)

Additional coursework scheduled as needed

Spring 2022 (April – June 2022)

Additional coursework scheduled as needed

Summer 2022 (July – September 2022)

Additional coursework scheduled as needed

Should students drop this program or become inactive due to non-enrollment, the teach-out plan will be revised to reflect updated completion information based on remaining courses that would need to be offered for actively enrolled students. Should students need additional courses during terms in which they are not offered, courses will be offered on an independent study basis.

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

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

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- ☐ **Changes in the PEPP's delivery system to primarily on-line delivery;**
 - Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- ☐ **Changes beyond those indicated by the assessment system for continuous improvement;**
 - Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- ☐ **Elimination of a PEPP**
 - Examples including but not limited to teach out, phase out, elimination, on hold, etc.

Substantive change requests are warranted when changes, modifications or an expansion of the IHE's/PEPPs scope has the potential to impact candidates and/or licensure requirements.

CONTACT INFORMATION:

Institution:

Street Address:

Name of Contact:

City/State:

Coordinator/Title:

Zip Code:

Email address:

Telephone:

Is the change at the (check either or both): ___ at the unit level and/or ___ at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

****Approved Levels:** BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

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

3. Explain the rationale for the change.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.

5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program?

___ yes ___ no ___ not sure

additional documentation included to support substantive change(s)

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

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

Date Received by NHDOE:



Teach out plan for Program for Deaf and Hearing Disabilities
Revised 2021 0216

Overview

The Program for Deaf and Hearing Disabilities is being discontinued and current students enrolled in the program will be taught out. No new students are being accepted at this time. There are currently seven students enrolled in the program:

1. Student "S1" - 15 courses remaining
 - a. EDU 703 – Instructional Methods, Strategies and Technologies (4 credits)
 - b. EDU 707 – Managing Student Behavior (4 credits)
 - c. EDU 710 – Teaching Language Arts and Literacy (6 credits)
 - d. EDU 780 – Foundations for Teaching Students who are Deaf or Hard of Hearing (3 credits)
 - e. EDU 781 – Audiology and Assistive Technology (3 credits)
 - f. EDU 782 – Social and Emotional Aspects of Deafness (3 credits)
 - g. EDU 783 – American Sign Language I (3 credits)
 - h. EDU 784 – American Sign Language II (3 credits)
 - i. EDU 785 – Speaking and Listening (3 credits)
 - j. EDU 786 – Language Arts and Literacy for the Deaf or Hard of Hearing (3 credits)
 - k. EDU 706 – Transition Planning and Developing IEPs (2 credits)
 - l. EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing (3 credits)
 - m. EDU 705 – Assessment of Students with Disabilities (4 credits)
 - n. EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities (3 credits)
 - o. EDU 789 - Culminating Experience and Itinerant Teaching (3 credits)
2. Student "S2" – 2 courses remaining
 - a. EDU 710 – Teaching Language Arts and Literacy (6 credits)
 - b. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)
3. Student "S3" – 1 course remaining
 - a. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)
4. Student "S4" – 2 courses remaining
 - a. EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities (3 credits)
 - b. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)
5. Student "S5" – 12 courses remaining
 - a. EDU 703 – Instructional Methods, Strategies and Technologies (4 credits)
 - b. EDU 721 – Special Education Law (4 credits)

- c. EDU 782 – Social and Emotional Aspects of Deafness (3 credits)
- d. EDU 783 – American Sign Language I (3 credits)
- e. EDU 784 – American Sign Language II (3 credits)
- f. EDU 785 – Speaking and Listening (3 credits)
- g. EDU 786 – Language Arts and Literacy for the Deaf or Hard of Hearing (3 credits)
- h. EDU 706 – Transition Planning and Developing IEPs (2 credits)
- i. EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing (3 credits)
- j. EDU 705 – Assessment of Students with Disabilities (4 credits)
- k. EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities (3 credits)
- l. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)
- 6. Student “S6” – 2 courses remaining
 - a. EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities (3 credits)
 - b. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)
- 7. Student “S7” – 6 courses remaining
 - a. EDU 785 – Speaking and Listening (3 credits)
 - b. EDU 786 – Language Arts and Literacy for the Deaf or Hard of Hearing (3 credits)
 - c. EDU 706 – Transition Planning and Developing IEPs (2 credits)
 - d. EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing (3 credits)
 - e. EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities (3 credits)
 - f. EDU 789 – Culminating Experience and Itinerant Teaching (3 credits)

Course Scheduling and Teach-Out

Granite State College will offer courses both as regularly scheduled sections and independent study courses across four terms: Fall, Winter, Spring and Summer. Students are considered full-time if enrolled in two courses per term. Based on the number of remaining courses for our students, minimum completion time for remaining course requirements would be based on Student “S1” with 15 remaining courses. This work would constitute 8 terms, or approximately 2 years. Students are provided with 150% time in which to complete remaining course requirements, so an extension of our current program approval is being requested for a 3-year period (March 31, 2024) to provide sufficient time for our students to complete remaining course:

Spring 2021 (April – June 2021)

EDU 703 – Instructional Methods, Strategies and Technologies

EDU 707 – Managing Student Behavior

EDU 710 – Teaching Language Arts and Literacy

EDU 780 – Foundations for Teaching Students who are Deaf or Hard of Hearing

EDU 782 – Social and Emotional Aspects of Deafness

EDU 785 – Speaking and Listening

EDU 786 – Language Arts and Literacy for the Deaf or Hard of Hearing

EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities

EDU 789 - Culminating Experience and Itinerant Teaching

Summer 2021 (July – September 2021)

EDU 705 – Assessment of Students with Disabilities

EDU 781 – Audiology and Assistive Technology

EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing

EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities

EDU 789 - Culminating Experience and Itinerant Teaching

Fall 2021 (September – December 2021)

EDU 706 – Transition Planning and Developing IEPs

EDU 782 – Social and Emotional Aspects of Deafness

EDU 783 – American Sign Language

EDU 789 - Culminating Experience and Itinerant Teaching

Winter 2022 (January – March 2022)

EDU 703 – Instructional Methods, Strategies and Technologies

EDU 721 – Special Education Law

EDU 783 – American Sign Language

EDU 784 – American Sign Language II

Spring 2022 (April – June 2022)

EDU 705 – Assessment of Students with Disabilities

EDU 710 – Teaching Language Arts and Literacy

EDU 784 – American Sign Language II

EDU 785 – Speaking and Listening

Summer 2022 (July – September 2022)

EDU 785 – Speaking and Listening

EDU 786 – Language Arts and Literacy for the Deaf or Hard of Hearing

EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing

Fall 2022 (September – December 2022)

EDU 787 – Strategies for Teaching Across the Curriculum for Students who are Deaf or Hard of Hearing

EDU 788 – Teaching Students who are Deaf or Hard of Hearing with Additional Disabilities

EDU 789 - Culminating Experience and Itinerant Teaching

Winter 2023 (January – March 2023)

EDU 789 - Culminating Experience and Itinerant Teaching

Spring 2023 (April – June 2023)

EDU 703 – Instructional Methods, Strategies and Technologies

EDU 705 – Assessment of Students with Disabilities

EDU 706 – Transition Planning and Developing IEPs

EDU 710 – Teaching Language Arts and Literacy

EDU 721 – Special Education Law

Summer 2023 (July – September 2023)

EDU 703 – Instructional Methods, Strategies and Technologies

EDU 705 – Assessment of Students with Disabilities

EDU 706 – Transition Planning and Developing IEPs
EDU 710 – Teaching Language Arts and Literacy
EDU 721 – Special Education Law

Fall 2023 (September – December 2023)

EDU 703 – Instructional Methods, Strategies and Technologies
EDU 705 – Assessment of Students with Disabilities
EDU 706 – Transition Planning and Developing IEPs
EDU 710 – Teaching Language Arts and Literacy
EDU 721 – Special Education Law

Winter 2024 (January – March 2024)

EDU 703 – Instructional Methods, Strategies and Technologies
EDU 705 – Assessment of Students with Disabilities
EDU 706 – Transition Planning and Developing IEPs
EDU 710 – Teaching Language Arts and Literacy
EDU 721 – Special Education Law

Should students drop this program or become inactive due to non-enrollment, the teach-out plan will be revised to reflect updated completion information based on remaining courses that would need to be offered for actively enrolled students. Should students need additional courses during terms in which they are not offered, courses will be offered on an independent study basis.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the May 13, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. One pathway of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

Granite State College (GSC) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the Board formally approve the request of GSC's twelve (12) state approved educator preparation programs below.

Professional Educator Preparation Programs- Content Area(s)			Current Approval			Proposed Recommendation for Approval(s)	
507.23	612.19	Digital Learning Specialist	Licensure	8/30/2021	Full	8/30/2028	Full
507.18	612.03	Early Childhood Education Teacher	BS, Licensure	8/30/2021	Full	8/30/2028	Full
507.41	612.071	Early Childhood Special Education Teacher	BS, Licensure	8/30/2021	Full	8/30/2028	Full
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, Licensure	8/30/2021	Full	8/30/2028	Full
507.4	612.07	General Special Education Teacher	BA, Licensure	8/30/2021	Full	8/30/2028	Full
507.26	612.17	Mathematics Teacher- Middle Level (to Alg.1/Integ 1)	BA, Licensure	8/30/2021	Full	8/30/2028	Full
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA, Licensure	8/30/2021	Full	8/30/2028	Full
507.12	614.02	Reading and Writing Specialist	Licensure	8/30/2021	Full	8/30/2028	Full
507.52	612.02	Reading and Writing Teacher	Licensure	8/30/2021	Full	8/30/2028	Full
507.44	612.10	Special Education Teacher in Area of Emotional and Behavioral Disabilities	Licensure	8/30/2021	Full	8/30/2028	Full
507.42	612.08	Special Education Teacher in Area of Intellectual Developmental Disabilities	Licensure	8/30/2021	Full	8/30/2028	Full
507.45	612.11	Special Education Teacher in Area of Specific Learning Disabilities	Licensure	8/30/2021	Full	8/30/2028	Full

B. RATIONALE FOR ACTION

The CTE recommends to the State Board program approval of the twelve (12) NH State licensure programs at **GSC** for full seven-year approval. (602.04(b)(1))

C. EFFECTS OF THIS ACTION

This approval will allow for the **Granite State College** to continue through an additional term of State Board approval. If approved, GSC can recommend candidates for licensure, confirming that a graduate has met administrative requirements through completion of a particular educator preparation program and subsequently, be recommended for a professional educator license.

D. HISTORICAL BACKGROUND

- May 2011: The Board granted full approval for five-years through **8/31/2016** (ECE SpEd, SpEd, El Ed, EBD, I+DD, SLD, R/W spec); the board granted Provisional 3-year approval through **8/31/2014** (ECE, ESOL, Math 5-8, Math 7-12, R/W Teach)
- August 2014: The Board granted full approval through **8/31/2016** (ECE, ESOL, Math 5-8, Math 7-12, R/W Teach); the new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; GSC extended thru **August 31, 2016**
- June 2015: The Board granted extensions for all PEPPs; for GSC, the board approved an extension through **12/31/2016**
- July 2015: The March 31, 2015 on-site review of three proposals for new programs at GSC was conducted using the revised Department state approval process. The focus of the review was on how the institution utilizes evidence-driven decision-making systems to determine candidate and program effectiveness, address NH State standards, and use this assessment evidence for continuous program improvement. GSC requested approval for continuous program improvement. GSC requested approval for Ed. Tech Int, Princ, and LMS programs; The Board granted conditional approval to the following newly proposed PEPPs through **December 31, 2016**: Ed Tech Int, Princ, and LMS
- March 2016: The Board granted full approval for 2 NEW programs thru **12/31/2018** (Blind/Vis, and Deaf/Hearing)

- January 2017: The Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering PEPPs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- November 2018: The Board approved a one-year extension of program approval for GSC's PEPPs
- April 2020: the Board granted a one-year extension of the current approved programs (14) (due to COVID-19) thru 08/30/2021
- April 2021: proposed extension/elimination of DHH and BVH with comprehensive teach-out plans

E. POSSIBLE MOTION

The State Board of Education moves to grant **Granite State College** full approval of the following PEPPs through 8/30/2028. (602.04, 602.06, 602.15)

Professional Educator Preparation Programs- Content Area(s)			Approval	
612.19	Digital Learning Specialist	Licensure	8/30/2028	Full
612.03	Early Childhood Education Teacher	BS, Licensure	8/30/2028	Full
612.071	Early Childhood Special Education Teacher	BS, Licensure	8/30/2028	Full
612.04	Elementary Education Teacher (K-6) (K-8)	BA, Licensure	8/30/2028	Full
612.07	General Special Education Teacher	BA, Licensure	8/30/2028	Full
612.17	Mathematics Teacher- Middle Level (to Alg. I/Integ I)	BA, Licensure	8/30/2028	Full
612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA, Licensure	8/30/2028	Full
614.02	Reading and Writing Specialist	Licensure	8/30/2028	Full
612.02	Reading and Writing Teacher	Licensure	8/30/2028	Full
612.10	Special Education Teacher in Area of Emotional and Behavioral Disabilities	Licensure	8/30/2028	Full
612.08	Special Education Teacher in Area of Intellectual Developmental Disabilities	Licensure	8/30/2028	Full
612.11	Special Education Teacher in Area of Specific Learning Disabilities	Licensure	8/30/2028	Full

Action by the State Board; Appeal

**Per 602.15(c)(1, 2, or 3)*

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

**Per 602.15(e)(1-3),*

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]



**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
COUNCIL FOR TEACHER EDUCATION**

**PROGRAM REVIEW REPORT: 2021
PROFESSIONAL EDUCATOR PREPARATION PROGRAMS**

**Granite State College
School of Education
25 Hall Street
Concord, NH 03301**

Educator Preparation Program Review

Diane Monico	Co-Chair	Council for Teacher Education
Bryan Belanger	Co-Chair	Council for Teacher Education
Laura Stoneking	Administrator	NH Department of Education

GSC Professional Educator Preparation Programs Reviewed

NH Standard	Educator Preparation Program Content Area	Degree/Format	Reviewer
Ed 612.02	Reading and Writing Program Teacher	Licensure	Gail Paludi
Ed 612.03	Early Childhood Education	BS, BA, Licensure	Lisa Strout
Ed 612.04	Elementary Education (K-8) (K-6)	BA, Licensure	Nicole Desrosiers
Ed 612.07	General Special Education	BA, Licensure	Pat Stone
Ed 612.071	Early Childhood Special Education	BS, BA, Licensure	Kim Tucker
Ed 612.08	Intellectual or Developmental Disabilities	Licensure	Pat Stone
Ed 612.10	Emotional and Behavioral Disabilities	Licensure	Abigail Bergen
Ed 612.11	Specific Learning Disabilities	Licensure	Abigail Bergen
Ed 612.17	Mathematics for Grades 5-8	BA, Licensure	Catherine Croteau
Ed 612.18	Mathematics for Grades 7-12	BA, Licensure	Kristi Damboise
Ed 612.19	Education Technology Integrator	Licensure	Sandra Swiechowicz
Ed 614.02	Reading & Writing Specialist	Licensure	Gail Paludi

**Note: Licensure and Post-Baccalaureate (Post-Bac) are considered interchangeable for purposes of this review/report.*

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Section I: Executive Summary

A. Context:

University & Department

The Granite State College 2021 Educator Preparation Program Self-Assessment Report provides the following institutional description:

Granite State College (GSC) is one of four colleges that comprise the University System of New Hampshire (USNH). The University System of New Hampshire (USNH) is the largest provider of post-secondary education in New Hampshire. USNH is directed by the Chancellor of USNH and governed by a Board of Trustees, which includes the Governor of the State. Though GSC is the smallest college within USNH, it annually serves over 3,500 and has served over 61,000 New Hampshire students since 1972. Dedicated to the needs of working adult learners, GSC leads New Hampshire colleges in Online Education with four (4) full service regional campuses and five (5) additional academic centers at which students can take GSC classes. Accessible to students throughout the state and beyond, the College is authorized to offer associate, baccalaureate and master's degrees, as well as post-baccalaureate educator licensure.

The Education Preparation Programs reviewed during this approval visit are guided by its mission to prepare educators who are highly qualified and passionate about maximizing learning across all ages and demographic groups, birth to grade 12. Granite State College's vision statement aligns with the mission with a focus on the teaching and learning environment that actively promotes academic success, personal development, professional growth, and community involvement.

The School of Education (SOE) highlights its successful implementation of the following two core values of its Conceptual Framework for educational practice:

- (1) Our determination to provide an academic experience that extends critical thinking throughout the curriculum, integrates theory and practice, has a foundation in the liberal arts and sciences, and fosters self-directed learning.
- (2) Our belief that effective teaching and learning results in assessable outcomes.

The GSC School of Education programming is organized into Baccalaureate Programming which embeds licensure, Baccalaureate programming with pathways to Post Baccalaureate Licensure, and a Post Baccalaureate Educator Licensure program.

Professional Educator Preparation Programs Review

At the June 25, 2015 State Board of Education meeting, the Board approved an extension for Granite State College's professional educator preparation programs from August 31, 2016 to December 31, 2016.

The March 31, 2015 on-site review of three proposals for new programs at GSC was reviewed by the State Board of Education at the July 15th, 2015 Board meeting. Granite State College's Program Review was conducted using the revised Department state approval process. The focus of the review was on how the institution utilizes evidence-driven decision-making systems to determine candidate and program effectiveness, address NH State standards, and use this assessment evidence for continuous program improvement. GSC requested approval for continuous program improvement. GSC requested approval for Ed. Tech Integrator, School Principal, and Library Media Specialist programs. The Board granted full approval for two (2) new programs, Blind and Vision Disabilities Program, and Deaf and Hearing Disabilities Program through 12/31/2018.

At the January 2017 State Board meeting, the Board under Ed 602.02 supported the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3). The Board also approved a one-year extension of program approval for GSC's PEPPs at the November 8th, 2018 meeting.

In April 2020, in response to the pandemic and circumstances regarding COVID-19 situations, the Board granted a one-year extension to the GSC current approved programs through August 30, 2021.

In addition to NH state program approval, these eleven programs received national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) in 2016 and are nationally accredited through December 31, 2023.

The following chart represents the number of students who completed the programs undergoing review since 2016.

	Professional Educator Preparation Program (PEPP)	FY16 7/1/15- 6/30/16	FY17 7/1/16- 6/30/17	FY18 7/1/17- 6/30/18	FY19 7/1/18- 6/30/19
Undergraduate students completing educator licensure programs	Early Childhood / Early Childhood Special Education	10	11	7	8
	Elementary Education	4	7	10	11
	General Special Education	8	8	15	13
	Math Grades 5-8	2	2	3	2
	Math Grades 7-12	0	0	0	1
Post-Baccalaureate students completing educator licensure programs	Early Childhood / Early Childhood Special Education	6	3	4	0
	Education Technology Integrator	0	0	2	0
	Elementary Education	17	9	11	5
	Emotional and Behavioral Disabilities	7	6	6	2
	General Special Education	46	25	28	16
	Intellectual and Developmental Disabilities	6	2	5	3
	Learning Disabilities	9	7	7	2
	Math Grades 5-8	0	2	1	1
	Reading and Writing Teacher	1	3	0	1
	Reading Specialist	0	0	5	1

B. Introduction and Overview of Visit:

An original Memorandum of Understanding (MOU) was signed in September 2019 (*see Appendix*) by the institution, the NH DOE, and the Council for Teacher Education Review Co-Chairs with the intent to complete the program reviews during March 2020. A Memorandum of Understanding: Addendum (*see Appendix*) was signed in June 2020, which specified expectations due to circumstances around COVID19 that resulted in distance learning and closed campuses. At the April 2020 State Board of Education Meeting, the Board approved a one-year extension to accommodate the educator preparation program review for Granite State College. A Memorandum of Understanding (MOU): Secondary Addendum (*see Appendix*) was finalized via email on November 23, 2020 between the institution, the NH DOE, and the Council for Teacher Education Co-Chairs. It was stipulated on the MOU that eleven educator preparation programs on page one of this report would be reviewed as paper reviews and that one educator preparation program Education Technology Integrator would be reviewed on-site utilizing remote/virtual modalities due to distance learning and closed campuses resulting from circumstances around COVID19. The review was conducted under the guidelines of Ed 602.06.

Eleven of the programs are nationally accredited through the Council for Accreditation of Educator Preparation (CAEP) through December 2023. Accreditation was granted as of October 24, 2016.

The final reviewer training was held via Zoom video conference on February 4, 2021. The training was recorded and shared with those reviewers who were not able to attend the synchronous session. Representatives from GSC were present including the Dean of the School of Education, the Associate Dean, and the Coordinator of Field Placement. The Co-Chairs and the NH DOE administrative representative gave an overview of review and reporting expectations. GSC reviewed the remote/virtual on site schedule and electronic evidence resources. The institution utilized the standards and matrices in place at the time of the development of the MOU. The reviewers were instructed to review the materials electronically and to prepare for the remote/virtual visit with questions and items to be discussed.

The review team examined the materials provided by GSC in the electronic evidence space including curriculum documentation, candidate and program assessment information, and student, faculty, and alumni data. Plans of study, syllabi, rubrics, and other curriculum materials were also available. Interviews were conducted with faculty in the program undergoing remote/virtual review.

The Remote/Virtual Program Review for program approval occurred on February 11, 2021 via Zoom video conference. On the day of the visit, the review team interviewed key stakeholders including faculty, students, alumni, field-based supervisors, content faculty, and program chairs. Faculty and administrators were available for follow up discussions. The remote/virtual visit concluded with an exit interview including preliminary findings of the review.

C. Key Findings:

Overall, this program review team found evidence of GSC having effective Clinical Practices and authentic and meaningful Candidate and Program Assessment Systems. GSC's ongoing reflective practice integrated with systematic assessment were recognized by reviewers as an effective model for preparing educator candidates.

1. Commendations:

- a. Clinical Partnership and Practice
 - i. The concurrent clinical experience and coursework model provides an opportunity for students to actively put theory into practice throughout their GSC experience.
 - ii. The digital portfolio is a valuable tool for students to collect artifacts and prepare for their TCAP and for professional interviews.
 - iii. Pairing process effectively matches interns with the school site and cooperating teacher.
- b. Candidate Assessment
 - i. The programs use multiple quantitative and qualitative forms of data to assess a candidate's effectiveness across all licensure programs.
- c. Program Assessment
 - i. The School of Education Teacher Licensure Program uses multiple quantitative and qualitative forms of student, alumni, and faculty data to evaluate program performance.
 - ii. Data is used to inform decision making at the course and program levels.
- d. Programs
 - i. See Section IV. Program Reports

2. Recommendations that Require Responsive Action (Ed 603, 605, other):

This program meets all NH Department of Education Standards and does not require responsive action(s).

3. Terms of Conditional Approval and Progress Report to Address Unmet Standards:

This program meets all NH Department of Education Standards and does not require progress report(s).

Section II: Clinical Partnerships & Practice

1. Summary of Findings:

Granite State College uses a model which allows for ongoing reflective practice for educator candidates where students' clinical experiences happen concurrently with course work. These clinical experiences are overseen by students' Field Placement Faculty (FPF), to whom they are assigned for the duration of their program. These assignments are made either based on the content area of the candidate's placement (Math, General Special Education/Elementary Education, Reading and Writing Teachers, Early Childhood Education/Early Childhood Special Education) or on the specialty area (Reading/Writing Specialist, Emotional/Behavioral Disabilities, Specific Learning Disabilities, Intellectual and Developmental Disabilities, Blind and Visually Impaired, Digital Learning Specialists and Deaf and Hard of Hearing).

Field Placement Faculty at Granite State College hold experienced educator licenses, and in the specialty areas, hold the specific credential of that specialty area.

Courses fall into three categories: Clinical A, Clinical B and Non-Clinical.

- Clinical A courses involve both a content faculty member as well as a Field Placement Faculty (FPF) member. During these courses, candidates are expected to earn approximately 60 hours of clinical student teaching.
- Clinical B courses require teacher candidates to have access to a school setting but do not involve formal interaction with an FPF. In these courses, candidates observe and/or interact with PK-12 students, but no formal observation of this work is completed.
- Non-Clinical courses are courses that are purely theoretical (occurring in the online classroom only) and do not require a candidate to have access to a PK-12 school setting.

The field experience at the School of Education at Granite State College is scaffolded by course level; introductory, intermediate and advanced. Across the levels, clinical assignments account for 30% of the final course grade. Teacher candidates are scored in an increasing number of criteria of the Lesson Observation Feedback Tool (LOFT) as they progress through the levels.

Upon entry to the School of Education, educator candidates are asked to establish a PK-12 school placement at which they will be able to apply the theoretical components of their coursework to the practice of teaching in a supervised setting. Candidates are asked to seek and find their own PK-12 school placement in order that they might be student teaching in their own community schools, allowing them to become active participants in the professional networks in which they may later seek employment as a certified educator. Although the educator candidates are the leaders in establishing their placements, the School of Education is heavily involved in the assessment of each placement.

Candidates generally build their field experience and establish a placement at a cooperating school in one of two ways: as 1) a volunteer or 2) in addition to their current duties as a paraprofessional. Candidates are provided guidance in this process by the Coordinator of Field Placement who is able to converse with school administrators, suggest impactful placement schools, and offer 'Tips for Creating a Successful Placement'. Teacher candidates must log 360 clinical hours for one licensure and 440 clinical hours for dual-licensure.

Once a candidate has established an approved clinical placement, candidates must find a cooperating, in-district mentor willing to serve as their on-site Supervising Practitioner (SP) and submit a Supervising Practitioner Authorization Form to their Field Placement Faculty for approval. Supervising Practitioners must hold an experienced educator license in the licensure their protégé is seeking and be willing to mentor the SOE teacher candidate in his/her clinical experiences as outlined in the Role of the Supervising Practitioner document. (In instances in which a candidate is pursuing more than one licensure, the candidate must find a Supervising Practitioner who has held both licensures for five or more years or find two different professionals, each with one of the pursued licensure). Supervising Practitioners serve as an expert in the field with whom the educator candidate can consult

throughout the duration of her program. The School of Education screens students' Supervising Practitioner selections, ensuring that they 1) meet the specific licensure requirements and 2) emulate pedagogy and coaching that aligns with the SOE philosophy.

The School of Education at Granite State College seeks to build partnerships with Pre K-12 schools around the state of New Hampshire. In these informal partnerships, the cooperating school serves as a resource and placement for educator candidates. With gratitude for this support, Granite State College offers free PD opportunities to faculty serving as Supervising Practitioners. Additionally, the School of Education welcomes opportunities to collaborate with districts in creating onsite professional development opportunities aligned with district goals. Examples of such partnerships include Newport, Nashua, Monadnock School, and Mascenic School District.

The School of Education also looks to connect with past completers to create new and high quality placement experiences such as in Danville Elementary School, Spaulding Youth Center, and Crotched Mountain School to offer reciprocal support both to the growth of the individual educator candidates as well as the delivery of instruction at the cooperating school.

2. Commendations:

- a. The concurrent clinical experience and coursework model provides an opportunity for students to actively put theory into practice throughout their GSC experience.
- b. The digital portfolio is a valuable tool for students to collect artifacts and prepare for their TCAP and for professional interviews.
- c. Pairing process effectively matches interns with the school site and cooperating educator.

3. Recommendations that Require Responsive Action: (Ed 604)

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- Clinical Practice Moodle Page
- EDU 622/700 Introduction to Field Experience and Program Requirements
- Establishing a Placement
- Clinical Hours
- Field Experiences
- Student Support Culminating Experiences: TCAP and Student Portfolios
- Handbooks (soe-handbook.pdf, post-bacc-handbook.pdf)
- SOE_FieldPlacementFlyer.pdf
- Personal Plan of Study Example
- Creating a Successful Clinical Placement.docx
- Supervising Practitioner Authorization
- Role of the Supervising Practitioner
- Supervising Practitioner Assessment of Candidate Knowledge, Skills, & Dispositions
- Educator Candidate Clinical Hour Log
- Clinical Hour Requirements by Licensure Area.docx

Section III: Quality Control System: Candidate Assessment System and Program Assessment System

A. The Institution's Candidate Assessment System-

1. Summary of Findings:

GSC has a successful system for evaluating the effectiveness of its educator candidates. Artifacts in the exhibit space show the process and the rubrics. All candidates progress through four phases of the candidate assessment system toward the completion of the program and recommendation for NH licensure. Data is systematically gathered and monitored using GSC's Student Data Management Systems, ETS, and Pearson.

Phase I: Admissions

- Professional resume
- Two professional or academic references
- Transcript(s)
- Personal statement: "Describe how your background will make you an effective educator."
- Declaration of Candidacy (undergraduates only)
- Passing Praxis CORE Scores

Phase II: Introductory Level

Candidates are assessed on the following introductory level of pedagogical skills:

Planning and Preparation

- Prior Evidence
- Measurable Objectives
- Essential Question
- Aligned Resources and Activities
- Aligned Assessment with Objectives

Classroom Environment

- Articulation of Objective
- Aligned Activities
- Class Flow, Process, and Pacing
- Behavior Management

Content Knowledge and Instructional Strategies

- Command of Content
- Participation and Engagement
- Materials and Resources

Assessment Practices

- Aligned Assessment
- Quality of Assessment

Reflection and Growing Professionally

- Evidence and Monitoring
- Data Analysis: General Patterns

The Professional Disposition Assessment and the introductory and intermediate portions of the SOE Lesson Plan Rubric and Lesson Observation Feedback Tool are the primary tools utilized to assess candidates' pedagogical skills

during this phase. Field Placement Faculty assess their readiness for advancement in the program by reviewing course grades and observation reports, and clinical hour logs and by conferring with the student and his/her Supervising Practitioner. A Field Placement Faculty member may also seek the input of additional observers and/or SOE administrators as needed.

Phase III: Intermediate Level

Candidates are assessed on the following intermediate level of pedagogical skills:

Planning and Preparation

- Continuity
- Academic Language
- Proactive Considerations

Classroom Environment

- Class Climate
- Transitions

Content Knowledge and Instructional Strategies

- Academic Language
- Response to Engagement
- Stimulating Higher Order Thinking
- Integrating Technology
- Differentiation

Assessment Practices

- Triangulation
- Eliciting Student Thinking

Reflection and Growing Professionally

- Data Analysis: Subgroups or Individual Patterns
- Student Work: Future Instruction

The Professional Disposition Assessment and the introductory portions of the SOE Lesson Plan Rubric and Lesson Observation Feedback Tool are the primary tools utilized to assess candidates' pedagogical skills during this phase. Field Placement Faculty assess their readiness for advancement in the program by reviewing course grades and observation reports, and clinical hour logs and by conferring with the student and his/her Supervising Practitioner. A Field Placement Faculty member may also seek the input of additional observers and/or SOE administrators as needed.

Phase IV: Advanced Level

Planning and Preparation

- Equity and Learning Needs
- Plans for Adapted Assessments

Content Knowledge and Instructional Strategies

- Equity
- Feedback

Assessment Practices

- Evidence Driven Instructional Adjustments
- Level of Challenge

Reflection and Growing Professionally

- Professional Reflections
- Linking Supports to Outcomes

The Professional Disposition Assessment and the entire SOE Lesson Plan Rubric and Lesson Observation Feedback Tool are the primary tools utilized to assess candidates' pedagogical skills during this phase. The Coordinator of Field Placement and the Associate Dean assess their readiness for their culminating experience by reviewing students' GPA, Clinical Hours, and testing requirements.

2. Commendations:

The programs use multiple quantitative and qualitative forms of data to assess a candidate's effectiveness across all licensure programs.

3. Recommendations that Require Responsive Action: (Ed 606.01)

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- GSC Self-Assessment Report
- Program Assessment Diagram
- Candidate Assessment Diagram
- Program Enrollment Data Summary
- Program Completers Data Summary
- Praxis and Foundations of Reading Test Score Summary
- TCAP Score Summary and TCAP Scores – Data Across All Programs
- Alumni Survey Data Summary
- SOE Quality Filters
- Lesson Observation Feedback Tool – Data Analysis
- Remote/Virtual Site Visit Interviews (2/11/2021)
 - GSC Team – Dean of the School of Education, Associate Dean, and Coordinator of Field Placement
 - Field-Based Supervisors
 - Content Faculty and Program Chairs
 - Current Students and Alumni

B. The Institution's Program Assessment System-

1. Summary of Findings:

There is sound evidence that the School of Education Educator Licensure Program uses a variety of assessment methods to inform on-going program improvement. From examination of documents, interviews with faculty and field-based supervisors, it was evident that program assessment and improvement is a continual process and is valued by the GSC School of Education Educator Licensure Program. Data collected for candidate assessment is also used for program assessment. In addition, alumni surveys evidence adequate preparation for work in the field of education.

Regular meetings of the Data Team, Lead Faculty and Field Placement Faculty Team, Professional Development Groups, Advisory Board, and Content Faculty Team support the specific functions of strategic planning and student support which characterize program improvement. The Educator Licensure Program submits Annual Reports and multi-annual reviews in which candidate assessment, faculty and program quality are reviewed. These assessment measures combine to provide School of Education faculty ongoing feedback on a monthly, bi-monthly, quarterly, annual, and multi-year basis.

Candidate assessment data compiled by the Data Team are reviewed regularly. The Data Team analyzes the data, looking for trends that may inform programmatic, and/or course level adjustments, including topics for candidate and faculty support. Programmatic feedback provided to the assessment teams informs course content and instruction. Record-keeping and data collection is well-organized.

GSC reports that an improvement to the data system to track and compare cross-program data would strengthen the ability to refine programs. While manageable because of the size of the programs in its present state, the system may not be scalable.

Overall, the program assessment system for the Educator Licensure Program is well documented with data, sample meeting structures and visual graphics of systems. The following are areas of featured continuous program improvement:

- a. Quality Filters tool use to analyze content, course materials, and student experience
- b. SOE (School of Education) Professional Education Competencies that provide direction for developing and aligning the curriculum, instruction, field/clinical experiences and assessment of candidates and the School of Education
- c. Flexibility and optimization of field placements for increased access to schools

2. Commendations:

- a. The School of Education Educator Preparation Program uses multiple quantitative and qualitative forms of student, alumni, and faculty data to evaluate program performance.
- b. Data is used to inform decision making at the course and program levels.

3. Recommendations that Address Unmet Standards: (Ed 606.02)

This program meets all NH Department of Education Standards and does not require responsive action(s).

4. Evidence examined includes:

- GSC Self-Assessment Report
- GSC CAEP Inquiry Brief 2016
- Program Assessment Diagram
- Candidate Assessment Diagram
- Sample SOE Meeting Agendas
- Program Enrollment Data Summary
- Program Completers Data Summary
- Praxis and Foundations of Reading Test Score Summary
- TCAP Score Summary
- TCAP Scores – Data Across All Programs
- Alumni Survey Data Summary

- SOE Quality Filters
- Lesson Observation Feedback Tool – Data Analysis
- Remote/Virtual Site Visit Interviews- 2/11/2021
 - GSC Team – Dean of the School of Education, Associate Dean, and Coordinator of Field Placement
 - Field-Based Supervisors
 - Content Faculty and Program Chairs
 - Current Students and Alumni

PEPP's included in Review:

Ed 500	Ed 600	PROGRAM	DEGREE	EXPIRY	Approval
507.23	612.19	Digital Learning Specialist (previously Education Technology Integrator)	Post Bac	8/30/2021	Full
507.18	612.03	Early Childhood Education	BS, Post Bac	8/30/2021	Full
507.41	612.071	Early Childhood Special Education	BS, Post Bac	8/30/2021	Full
507.11	612.04	Elementary Education (K-6) (K-8)	BA, Post Bac	8/30/2021	Full
507.44	612.10	Emotional and Behavioral Disabilities	Post Bac	8/30/2021	Full
507.40	612.07	General Special Education	BA, Post Bac	8/30/2021	Full
507.42	612.08	Intellectual or Developmental Disabilities	Post Bac	8/30/2021	Full
507.26	612.17	Mathematics, Middle Level (to Alg. 1/Integ 1)	BA, Post Bac	8/30/2021	Full
507.27	612.18	Mathematics, Upper Level (Pre-Alg to AP Math)	BA, Post Bac	8/30/2021	Full
507.52	612.02	Reading and Writing Teacher	Post Bac	8/30/2021	Full
507.45	612.11	Specific Learning Disabilities	Post Bac	8/30/2021	Full
507.12	614.02	Reading and Writing Specialist	Post Bac	8/30/2021	Full

Additional PEPP's Currently Approved/ Recently Reviewed:

Ed 500	Ed 600	PROGRAM	DEGREE	EXPIRY	Approval
507.47	Ed 612.13	Blind and Vision Disabilities*	Post Bac	8/30/2021	Full
507.43	Ed 612.09	Deaf and Hearing Disabilities*	Post Bac	8/30/2021	Full
*These two programs are in the Substantive Change process for extension/eliminating. 'Teach out' plans have been submitted.					

Summary of Findings:

Materials provided allowed the reviewer to gain a complete understanding of the program and how candidates would be required to meet the expectations in all courses leading to completion of the competencies to prepare candidates to become teachers of reading and writing. Throughout the review it was clear how standards for Ed. 612.02 and Ed 610.02 would be met.

1. Candidate Assessment System:

The candidate assessment diagram indicates four phases in the process starting with admissions and final review. At each phase candidates are assessed for progress toward completion.

The detailed, specific rubrics are utilized to assess candidate knowledge, competencies, and success throughout the program.

2. Program Assessment System:

The Program Assessment Diagram shows a 5-tier assessment process starting with monthly and moving to a multi-year assessment. This allows the college to assess program success and needed modifications on a regular, systematic schedule.

3. Clinical Partnerships and Practice:

Opportunities exist for candidates to work with colleagues in the field. The primary evaluation tools for clinical practice include the Lesson Observation Feedback Tool (LOFT), the Professional Disposition Assessment, and the Teacher Candidate Assessment of Performance (TCAP). There are various opportunities for candidates to work in the field with colleagues who work with students in a variety of areas such as special education and ELL.

4. Commendations:

The extensive use of rubrics which are specific and detailed allow students to self-assess and evaluate their work throughout the program.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: *(refer to Appendix)*

Effective- 3

*Note- Throughout the review there are numerous areas where the program is aligned to state standards under ED 610.02. (a) (1), (b) (1), b (2), and (c)(1).

7. Evidence Supporting the Rating Includes:

Materials reviewed included but were not limited to rubrics for:

- forums
- literacy handbooks
- literacy units
- Web Quests
- projects
- reading program evaluations

- lesson plans
- TCAP
- Evaluation of professional growth
 - As the use of rubrics is extensive, all rubrics provided were reviewed and tied to specific assignments and tasks throughout the program
- Syllabi for all courses were reviewed and found to be comprehensive to meet the standards in all areas.
- Clinical hours are logged, lesson plans are reviewed and evaluated using a rubric and a lesson feedback tool is completed for lessons taught.
- The self-assessment reviews were complete and gave a clear understanding of how each of the courses was designed to meet the standards of Ed 612.02. In all areas of the standards reviews provided multiple explanations of where specific skills would be taught and assessed.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

The Early Childhood Education Degree Program is a “non-traditional teacher preparation program” (GSC ECE & ECSE IPDP, p. 2) housed in the School of Education at Granite State College (GSC). Shared widely, “The mission of the Educator Preparation Program at Granite State College is to prepare educators who are highly qualified and passionate about maximizing learning across all ages and demographic groups, birth to grade 12.” Teacher candidates who successfully complete a degree program of studies can earn an undergraduate Bachelor of Science in Early Childhood Education* with Licensure in: Early Childhood and Early Childhood Special Education or a graduate Post-Baccalaureate licensure in Early Childhood Education.

**Note: Granite State College offers two bachelor’s degree options in Early Childhood Education: a pathway that leads to New Hampshire Department of Education licensure in Early Childhood Education and Early Childhood Special Education, and a non-licensure pathway focused on Department of Health and Human Services credentialing coursework (GSC website, Early Childhood Education (B.S.), 2021, para. 2).*

For this review and report, the focus was on the pathway for New Hampshire Department of Education Educator Licensure.

Reported in Granite State College’s School of Education Educator Licensure Program Self-Assessment Report (April 9, 2020), “The Undergraduate and Post-Baccalaureate programs share and strive to meet a visionary mission, philosophy, and conceptual framework that set high standards and expectations for both candidates and faculty, preparing 21st century teachers for teaching 21 century students in 21st century learning environments” (p. 2). In addition to the college being accredited through the New England Association of Schools and Colleges (NECHE), the Early Childhood Education Degree Program is also fully accredited until December 31, 2023 through the Council for the Accreditation of Educator Preparation (CAEP).

The Program Goals are supported by documentation shared within the syllabi provided and aligned with the Early Childhood Education (612.03) Reviewer Assessment Worksheet. The self-assessment worksheet matrix data was comprehensive (*110 pages in length*) and focused on eleven (11) out of twelve (12) courses along with the EDU 651/750 Culminating Teaching Experience & Seminar. No evidence was located for the introductory course, EDU 622/700 Introduction to Field Experiences & Program Requirements [nonclinical] in the Course Self-Assessment Matrix. All information reported by Granite State College in the matrix aligned with the course syllabi provided to the New Hampshire Department of Education Program Reviewer.

Equally important, the faculty members teaching the twenty-four (24) courses (undergraduate and post-bac) within the appropriate courses of study are diverse and their content knowledge and educational teaching practices. The professional credentials were uploaded via the GSC Moodle platform and could be easily viewed in (2) Background and Context -Faculty Resumes and CV’s.

Lastly, Granite State College has a strong educational model in place for teacher candidates seeking New Hampshire Department of Education Teacher Licensure in Early Childhood Education at both the undergraduate and post-bac level:

“As part of this program candidates:

-Develop a working understanding of current brain research and its implications for learning and teaching.

- Develop the skills to access and utilize technology as a tool to empower learning and teaching.
- Develop an understanding of the use of formative and summative assessment for program design, monitoring student progress and evaluating teaching effectiveness.
- Work with colleagues to observe, analyze and provide feedback on student progress and teaching effectiveness.
- Utilize research methods, pedagogies and assessment strategies to teach for understanding and learning achievement, specific to content area” (GSC Moodle, Program Summary Report: Early Childhood Education, 2020, para. 6).

1. Candidate Assessment System:

A systematic process for assessing candidates in the educator preparation program is clearly outlined for administrators, faculty members, and students. In the review, the information was shared in various program materials, the GSC website, and in several reports. According to Granite State College, the following was noted:

Undergraduate Teacher Licensure: “The Early Childhood licensure will prepare individuals to teach children in public schools beginning at the nursery school level to Grade 3, and Early Childhood Special Education licensure will prepare individuals to work with infants, toddlers, and children who are at risk of being identified as needing special education services or who are already identified as needing special education services.

This is a field-based program for qualified participants working or volunteering in an approved program or education setting. The key components of this program include mentorship of the teacher candidates with highly skilled professionals in the field, the hands-on experience of working with children in educational settings, and the opportunity to build your teaching capacity over time” (GSC website, Early Childhood Education (B.S.), 2021, para.4).

Post-Bac Teaching Licensure: “It is a clinical program for candidates with bachelor’s degrees and currently working or volunteering in an approved school or program for a minimum of 10 hours per week. Candidates in the Post-Baccalaureate program complete field-based licensure programs of study, which concentrate on upper-level coursework... Reflection and theory-based practice are integral to coursework and assessment” (Granite State College School of Education Educator Preparation Program Self-Assessment Report, 2020, p. 8).

When reviewing the Granite State College School of Education, Early Childhood Education & Early Childhood Special Education, Individualized Professional Development Plan (IPDP), information is clearly delineated based on the following categories:

- Pre-requisites (Praxis Core Academic Skills for Educators);
- Introductory Level (four core courses- *three are nonclinical, one clinical A*);
- Intermediate Level (four core courses- *three are clinical B, one clinical A*);
- Advanced Level (*three core courses- all clinical A; Praxis II Early Childhood Education N-3 and Pearson Foundations of Reading*); and,
- Culminating Teaching Experience/Capstone Course (one core course- *clinical A*).

More so, in addition to multiple observation and assessment tools, “the Foundational Competencies for each course are stated and aligned with the academic and observation evidence that will demonstrate achievement of the standard. The primary evaluation tools for clinical practice include the Lesson Observation Feedback Tool (LOFT), the Professional Disposition Assessment, and the Teacher Candidate Assessment of Performance (TCAP)” (GSC Moodle, Program Summary Report: Early Childhood Education, 2020, para.5).

Lastly, additional details are outlined regarding the clinical experiences on the GSC website. On the landing page, titled Clinical Experiences [*located under Academics, Teacher Education Resources*], faculty, mentors, and students can read and review extensive details related to topics such as Creating a Successful Clinical Placement (*tips and advice for successful field placements*), Clinical A Course Requirements Overview (*a detailed google doc with introductory, intermediate, and advanced course dates, requirements, etc.*), Professional Disposition Assessment (*the template that evaluates personal and professional characteristics/qualities displayed in the field*), Observations (*seven tools that will be utilized throughout the degree program*), Clinical Hours (*details of the requirements and two supporting logs*), and Reflective Analysis of Student Work (RASW resources for reflective practices). Additional Program-Specific resources, as well as links to Supervising Practitioner resources are also located on this webpage.

2. Program Assessment System:

The GSC Moodle Program Summary Report: Early Childhood Education (2020) noted the following:

“Since 2015, GSC SOE has recommended 36 candidates for Early Childhood and Early Childhood Special Education licensure at the undergraduate (UG) level and 13 candidates at the post-baccalaureate (PB) level. These completers have an average GPA of 3.66 (UG) and 3.82 (PB). Their average Praxis II scores are 173.4 (UG) and 177 (PB) compared to the minimum required score of 160. Students completing during winter 2017 and after have completed the Teacher Candidate Assessment of Performance with an average of 2.56 (UG) and 2.45 (PB). Full data sets (including TCAP strand detail) can be found in the preceding module labeled GSC Assessment Systems and Data Sets” (para. 7).

Moreover, when reviewing the GSC Assessment Systems and Data Sets [*located on the Moodle*], eleven (11) supporting documents are available that outline topics such as the Program and Candidate Assessment Diagram files; the Program Enrollment and Completers Data Summary files; information on the Praxis and Foundations of Reading Test Scores; files for the TCAP Score Summary and Data Across All Programs; in addition to files on the Alumni Survey Data, GSC Student Demographics; SOE Quality Filters; and the Lesson Observation Feedback Tool (LOFT) Data Analysis.

3. Clinical Partnerships and Practice:

As indicated earlier in the report, as well as in the evidence supporting the rating of 4 (Highly Effective) for both the undergraduate and post-bac program of studies for Early Childhood Education, a blend of Clinical (A & B) and Non-clinical courses are incorporated in introductory, intermediate, advanced, and culminating teaching experience levels.

Shared in the Granite State College School of Education Educator Licensure Program Self-Assessment Report (2020), “The Coordinator of Field Placement Faculty assigns and directs all SOE Field Placement Faculty for all clinical courses in both the Undergraduate and Post-Baccalaureate programs and ensures the candidates have met all pre-requisite and all clinical course assessments, requirements, and outcomes. Field Placement Faculty work individually with each student and with each on-site Supervising Practitioner to assure that students have the opportunities and guidance to apply theory to practice” (p. 4).

Further, the “School of Education courses fall into three categories: Clinical A, Clinical B, and Non-Clinical. Clinical A courses are co-taught by a content faculty member and a Field Placement Faculty (FPF) member. In these courses, the FPF works with the content faculty member and teacher candidate to oversee the application of theory in a PK-12 school setting (referred to as the candidate’s ‘placement’), observing and evaluating lessons related to coursework. During these courses, candidates are expected to earn approximately 60 hours of clinical student teaching. Clinical B courses require teacher candidates to have access to a school setting but do not involve formal interaction with an FPF. In these courses, candidates observe and/or interact with PK-12 students, but no formal observation of this work is completed. Finally, Non-Clinical courses are courses taught by content experts in online classrooms and do not require a candidate to have access to a PK-12 school” (Granite State College School of Education Educator Licensure Program Self-Assessment Report, 2020, p. 4).

4. Commendations:

Nine (9) out of twelve (12) undergraduate and post-bac Early Childhood Education courses include clinical hours across the introductory, intermediate, advanced levels, and culminating teaching experience levels. In addition, field work is completed with children/students from birth through age 8.

Within the course syllabi and assignments, teacher candidates utilize current state, federal, and national resources to inform their understanding and support their implementation of teaching practices in the field. Some examples include the following:

-*State organizations* resources such as NH Family-Centered Early Supports and Services, the Pyramid Model Consortium, NH IHE Network TCAP, PTAN's Preschool Special Education Outcomes Toolkit, NH Rules for the Education of Children with Disabilities, NH Curriculum Frameworks, and the NH Procedural Safeguards Handbook for Special Education, Parent Right's in Special Education to name a few.

-*Federal and National organizations* resources such as CAST's Universal Design for Learning (UDL) Framework, the Division for Early Childhood of the Council for Exceptional Children- DEC's Recommended Practices Toolkit, the National Reading Panel, **National Early Childhood Technical Assistance Center (NECTAC)**, and various National Technology websites including InTASC model core teaching standards and learning progressions (CCSSO's Interstate Teacher Assessment and Support consortium) and the National Educational Technology Standards to name a few.

GPA's in Early Childhood Education teacher candidates are statistically higher than the minimum 3.0 GPA required to graduate [*completion rates are GPA of 3.66 (UG) and 3.82 (Post-Bac)*]. In addition, the Praxis II Early Childhood Education N-3 scores are statistically higher than the minimum 160 (set forth by the New Hampshire Department of Education) with scores of 173.4 (UG) and 177 (Post-Bac).

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/ Certification Rating: (refer to Appendix)

Highly Effective- 4

7. Evidence Supporting the Rating Includes:

(1) Child Development and Learning:

These seven (7) standards are being addressed through nine (9) core courses in the degree program. Each standard is addressed in multiple courses (*blend of clinical and nonclinical*) and assignments range from clinical hours [*introductory, intermediate, and advanced courses*] and the use of the TCAP to observations, completing child development checklists, locating resources to support growth and development, and awareness/important of UDL. Further, lesson plans, a case study, the development of an assessment system, and research on topics such as the Pyramid Model to support positive behavior are completed. Lastly, attention to the diversity of learners- from those living in poverty to children with special needs to an understanding of cultural competence are researched and focused on in multiple courses.

(2) Family and Community Relationships

These six (6) standards are addressed in five (5) core courses in the degree program. Each standard is addressed in multiple courses with one introductory (nonclinical) course, three intermediate (one clinical A and two clinical B) courses, and one advanced (clinical A) course. The assignments range from creating a family resource file; engagement with the Pyramid Model; observing, creating questions and interviewing a home visitor, and aligning to children 0-3 or 3-6; developing a family life education table (*family structure and makeup, challenges, resources*); developing resources such as a pamphlet, fact sheet, and PPT on childhood diagnoses; devising policies and philosophies; to an introduction of academic and scholarly sources related to organizations dedicated to children and families within the state of NH such as the Family-Centered Early Supports and Services and Bureau of Developmental Services.

(3) Observing, Documenting, Assessing

These five (5) standards are addressed in eight (8) core courses in the degree program. Each standard is addressed in multiple courses (Intermediate and Advanced, with four Clinical A courses, three clinical B courses, and the TCAP). The assignments range from assessing differences regarding the Federal Regulations IDEA Part B and C; developing as well as using widely recognized assessment tools (diagnostic, informal, formative); lesson planning, observations, and clinical hours; the use of the DEC Recommended Practices and the PTAN's Preschool Special Education Outcomes toolkit; reviewing the process and creating transition plans; and focused attention to families, young children, cultural diversity, environments, and linking curriculum based on assessments in the classroom setting.

(4) Teaching and Learning

These eight (8) standards are addressed in five (5) core courses in the degree program with one introductory (nonclinical) course, three (clinical A) advanced, and the TCAP. Each standard is addressed in multiple courses and assignments that range from developing and implementing checklists; clinical hours, observations, and lesson plans that align with the NH DOE Curriculum Frameworks and developmentally appropriate practices; Interviews with mentors and specialists such as a speech pathologist; locating resources to create resource toolkits for science, mathematics, and social studies; discussing topics related to social studies (social justice, respect, tolerance, acceptance); reviewing AYP and NECAP scores in NH; to delving into a STEM unit and making connections to research articles and websites on the use and appropriateness of technology (with review of multiple websites such as NECT, NETS...) with learners.

(5) Early Childhood Content

These twenty-eight (28) standards are addressed in four (4) core courses [one introductory nonclinical, and three advanced clinical A courses] in the degree program. Each standard is addressed in multiple courses and assignments that include lesson planning, observations, and clinical hours in all content areas; developing and implement checklists on multiple children (0-14 months; preschool 3-5), discuss with mentor toddler language, and observe language development in K-3 classrooms with attention to special needs and cultural diversity; reviewing recommended practices from the National Reading Panel and International Reading Association. Further, there are specific written assignments based on readings of art, puppetry, drama, music (visual and performing arts) and students research articles, the NH Curriculum Frameworks, and the local school district's math curriculum to align with the formation of math lessons based on observations. It is reported that the RED critical thinking model is also used as a method of evaluation the students utilize when teaching mathematics and science. In addition, the NH Curriculum Frameworks is also utilized for written assignments for grades K-2 and 3-5 physical education along with project-based field investigation essays, and interviews conducted with the school nurse.

(6) Professionalism

These five (5) standards are addressed in seven (7) courses in the degree program. Each standard is addressed in multiple courses that were introductory (nonclinical/clinical A), intermediate (clinical B), and advanced (clinical A). The assignments consisted of reviews of multiple state and national organizational codes of ethics including the NH's Paraeducator Code of Ethics, as well as the CEC and NAEYC to name a few; reading, researching, and writing essays/reviews on various state and federal laws, rules, and policies related to topics such as the IDEA, IEPs, IFSPs; as well as written assignments related to advocacy, the importance of communication and engaging in collaborative roles in the school system. Lastly, in all seven courses the self-reflection essay and lesson reflections are embedded in the coursework.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

GSC assesses compliance with ED 606 and 604 for teacher candidates through various methods that ensure new teachers are equipped with the knowledge and experience needed for today's classroom. After careful review of all syllabi, faculty resumes, and components of the Elementary Education Licensure program at GSC, it was found that this teacher preparatory program reaches above and beyond in many ways to meet the needs of not only their teacher candidates, but also a constantly evolving educational system.

It was very evident that GSC uses their data collections to inform and to make program changes that will heighten student learning/engagement as seen through candidate self-assessments, alumni questionnaires, and through PRAXIS and TCAP data collections.

The teacher placement program that is in place is rigorous and makes certain that all teachers working to ensure licensure are all qualified to do so. It must also be noted that teacher candidates are required to be present in and to actively teach in a classroom setting for a large number of hours during their formative years (360-440). This much needed practice affords a teacher candidate the valuable experiences that a teacher can only have within the classroom setting. It is these types of experiences (managing student behaviors, identifying students with special needs, working alongside colleagues, interacting with families) that truly move learning and understanding forward. When these experiences are combined with learned information that has been gained in the GSC classroom setting, a teacher candidate can constructively make decisions and reflect on next steps.

GSC's elementary education licensure program is rigorous. The landscape of curriculum and standards have changed over the last 10 years, making it imperative that college institutions change and evolve within each program. It was noted that each course in the GSC teacher prep program aligned with state standards, while bringing to the forefront of each class collaboration, use of technology and new interfaces, valuable classroom experience and reflection.

1. Candidate Assessment System:

The GSC Candidate Assessment System is completed through a tiered process. Once admitted, students advance through introductory, intermediate and advanced levels of assessment. The assessment data is collected in a variety of ways: overall coursework completion, clinical experience data/feedback from FPF and SP, the student's own goal setting through LOFT, a professional disposition assessment, and the Reflective Analysis of Student Work.

The professional disposition assessment is important to note – GSC is working to make certain that candidates reflect on their own organization, professionalism, collaboration, and ethics of teaching. This self-assessment helps to ensure that teacher candidates are both educationally AND emotionally/socially ready to meet the requirements/demands of teaching.

Students need to maintain a GPA that is greater than a 3.0 and faculty assessments are data driven.

The LOFT, or Lesson Observation Feedback Tool (rubric) advances in rigor with each tier of education. It must also be noted here that the GSC lesson plan format is aligned to the TCAP. This helps to ensure that teacher candidates are prepared to complete this important teacher assessment initiative.

The overall teacher candidate assessment culminates with final logged clinical experience hours, TCAP completion with passing scores, the candidate's completed digital portfolio, verification of all Praxis tests needed for licensure, and the important Exit Interview that is reviewed by a team.

It must also be noted that an important system of support is in place, the Student Support Team, for teacher candidates who are struggling. This system is important as GSC works to help all teacher candidates find success.

****Praxis:** (reviewing the last 3 years of student data) scores received were above the average needed to pass

****TCAP:** (reviewing the last 3 years of student data) scores received averaged 2.81, which is above the 1.8 needed to pass

(Student supports for these two teacher assessments are in place at GSC and include tutoring and test preparation.)

2. Program Assessment System:

The GSC Program Assessment System is designed on a tiered level system. Of importance are the meetings that occur on a monthly and bi-monthly basis that help to make fluid changes that may be necessary throughout any given school year.

Student Support needs are discussed and reviewed on a monthly basis – this is necessary in order to support current students where they are in their learning journey.

At the bi-monthly level, lead faculty and field placement faculty meet. This is important in order to address ongoing needs/challenges that occur throughout any given school year. As well, content faculty team meet quarterly – this is important as educators work to address targets that are constantly changing in the world of education.

Finally, larger reviews of the education program as a whole take place on a yearly basis. With data that connects all parts of the teacher preparatory program, faculty are able to dive deeply into each area of their program, reviewing student scores, student surveys, and outside assessment reviews in order to create goals and make changes for the following school year.

Alumni Response: (reviewing the last 3 years of student data) each question asked in this alumni questionnaire received an answer of “yes”, that GSC’s educator preparatory program has helped them to be successful. It must be noted that while 2019 had the fewest number of alumni respond, that year also received the highest marks, pointing to the fact that GSC uses this important data to evolve and change as education evolves and changes.

3. Clinical Partnerships and Practice:

The Clinical practice designed by GSC is extensive. Field Placement Faculty are specifically placed with teacher candidates who are working on a similar area of concentration. This is important as the FPF works as an expert in that particular field of education and must be a valuable resource to the teacher candidate. Teacher candidates are encouraged to seek out their own placement within their own community. This helps the teacher candidate to build a relationship with a school and with a community. Once a placement is found, a prospective Supervising Practitioner is screened and must verify teaching licensure. Teacher candidates must log 360 clinical hours for one licensure and 440 clinical hours for dual licensure.

4. Commendations:

- GSC faculty have had extensive experiences that range from varied teaching venues, to leading new initiatives, to presenting at larger teacher forums. It must also be noted that faculty members have an extensive background in technology that can be used in education. This is a must in helping to prepare teachers for today’s tech savvy classrooms.
- Clinical Partnership and Practice: The importance of the FPF as an expert in their field of education cannot be underestimated. Teacher candidates must have the opportunity to work with an FPF and a SP that are both experts in the candidate’s desired field of teaching. GSC ensures this and also steps in to verify that the SP meets the college’s level of expertise and pedagogical demands. While these practices may seem necessary, they are practices that are not being carried out at all NH educator preparatory programs. GSC has made this a necessary priority and it should be noted.
- Level of Rigor: It is important to note that teacher candidates are required to complete clinical hours for each content area course, including completion of units that are eventually taught to students. The amount of

clinical hours required helps to ensure that teacher candidates feel “at home” within the classroom and have a variety of experiences that will allow their teaching abilities to grow. GSC’s tiered level of clinical experiences allows new knowledge to meld with prior clinical experiences.

- State of the Art Teaching Initiatives: It was well noted throughout the review of syllabi and overall educator preparatory information, that GSC is on the cutting edge of educational practices. Education is constantly evolving along with our learner population. As new research is developed this in turn helps teachers maximize learning situations. Important notices were the use of UDL strategies, teaching candidates from the beginning of their learning experience the important need to make sure that learning can be accessed by all students and to help minimize any barriers to learning. GSC also focuses on a constructivism ideology, helping candidates to build lessons that help learners compare their new learning to prior knowledge. Also, the level of rigor used at GSC in the area of technology is at the forefront of educator preparation. Today’s classroom looks and feels much different today than the classroom of even ten years ago. Teacher candidates need a program where their learning will be met with what is current and cutting edge.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: (refer to Appendix)

Effective- 3

7. Evidence Supporting the Rating Includes:

- The GSC Elementary Education teacher licensure program accommodates students who are full-time students as well as students who are working full time. In the last four years there have been 74 completers combined in UG and PB, with GPA averages above a 3.63 (UG) and 3.78 (PB).
- GSC assess the candidate’s compliance with the Ed.606 standards for Elementary Education through several processes including the transcript review process during admittance, acceptance of Praxis scores, field placement assessments and observations, digital portfolio and exit interviews for licensure.
- Once admitted to the program, candidates work through three tiered levels of instruction that increase in rigor. Each level provides needed coursework (that the candidate must master before moving onto clinical unit/lesson planning and teaching), clinical experiences, LOFT with goal setting, professional disposition assessment and SP observations. A final review of clinical accumulation of hours and competency, a completed digital portfolio and Praxis achievements, a GPA above 3.0 and a final exit interview complete this rigorous program. Any student who is not meeting standards or has not mastered needed content area coursework is worked with through tutoring/mentoring channels that the school has set in place. These new goals can be added to the student’s Goal Setting personalized plan.
- PRAXIS Core: Data collected for the past four years show average scores well above the requirement to pass for both UG and PB students.
- Praxis 2: Data collected for the past four years show average scores well above the requirement to pass for both UG and PB students.
- Foundations of Reading: Data collected for the past four years show 41 students have passed this extensive reading exam, 2 students during this time period did not pass this exam and were not recommended for licensure.
- Clinical Teaching Experience/TCAP: This clinical work is assessed by amount of hours accumulated to meet licensure requirements (360-440), and are recorded in an online logging system. This clinical work is also assessed by the FPF and the SP through observation and through the LOFT tool rubric, which increases in rigor and complexity through the tiered process of licensure. GSC current TCAP data shows all candidates receiving scores well above the needed 1.8 required to pass. It should also be noted that the TCAP rubric aligns to not only the State Standards, but also to the LOFT and RASW assessments used by GSC.
- Digital Portfolio/Panel Exit Interview: The digital portfolio that each teacher candidate compiles during the formative years is evaluated and reviewed by a team using the Portfolio Rubric. The rubrics highest score of 4, which is Proficient, encourages candidates to maximize artifacts, personal reflections and professional connections. The exit interview addresses all standards educators need to have: knowledge of learners,

knowledge of content understanding, knowledge of teaching tools, knowledge of a variety of assessment tools, knowledge of teaching strategies to meet all learners, knowledge of how to reflect and use that data to move instructional practices forward, knowledge of how to collaborate and increase one's own learning, and overall appearance, voice, demeanor and teaching effectiveness. This data is collected through clinical work throughout the program, TCAP data, and FPF and SP observation assessments.

- Student Support Plans: teacher candidates who are struggling with college life or with content pedagogy will receive the support that they need. The Student Support Plan team meets each month to decide upon and monitor students who are currently receiving either Tier 1 or Tier 2 supports. Current data shows that 15 students were receiving Tier 1 supports (college life) and 16 students were receiving Tier 2 supports (content pedagogy). Of these listed students, one student chose to leave the program, 18 students are on active support plans, and 6 have completed the program after receiving the supports they needed. This data supports the fact that this tiered level of support is effective in helping candidates move forward with their licensure or make a necessary change in program.
- Graduate Work Placement: This data was collected by the Alumni Survey Data. The data for the last three years show high marks (above 3.0) for overall teacher/classroom preparedness received from the GSC program. Years 2017 and 2018 show that 91% of graduates were working in schools while 2019 showed only 83%. These numbers do attest to the effectiveness of the GSC teacher program and that the program evolves as education evolves.
- Overall review of course content through syllabi review: extensive review of all Elementary Education courses taught at GSC prove the following:
 - alignment to NH state standards for both teaching and curriculum content taught at the elementary level
 - clinical experience hours for content courses that include lesson planning and teaching, once content has been mastered
 - reflective practices are built into each course
 - cutting-edge technology resources and learning opportunities are built into each course
 - Student Support Plans are available when/if the candidate needs support
 - GSC faculty are credentialed in the area they are teaching and have had a variety of educational experiences that help to support and enrich the learning experience of the candidates.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Name of Program: General Special Education
Program Number: 612.07 (507.40)
Recommendation for Program Approval: Full Approval
Reviewer Name(s): Patricia Stone

Summary of Findings:

Overall, the program provides historical, clinical and future perspectives for special education. In addition to educational implications, the program addresses cultural, familial as well as legal positions. Clinical experience is a key component of the program.

1. Candidate Assessment System:

Successful fulfillment of PRAXIS I. Each course clearly delineates requirements for completion with defined expectations. Syllabi are clear and concise. Percentages towards a cumulative four-point grading scale are evident. TCAP (Teacher Candidate Assessment of performance) is utilized to showcase pedagogical and progress monitoring skills. Self-assessment by candidates is ongoing as is the completion of a cumulative electronic portfolio which includes evidence of contextualization, planning and preparation, instruction, academic language, technology integration, assessment and reflection. (Ed 606)

2. Program Assessment System:

Each faculty member utilizes a standardized set of “quality filters for content, assignments and resources.” Syllabi indicate potential ongoing changes and updates to include be sure current practices are addressed. (Ed 606)

3. Clinical Partnerships and Practice:

From the point of acceptance into the program to the conferring of degree licensure, candidates are expected to participate in a diverse array of field experiences. A minimum of 360 clinical hours are needed to complete the program with specific requirements assigned within each course. Candidates are observed in a consistent manner utilizing LOFT (Lesson Observation Feedback Tool) (Ed 604)

4. Commendations:

Self-assessment and reflection are key components of the program.
Interrelationship of courses, resources and references

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: (refer to Appendix)

Effective-3

7. Evidence Supporting the Rating Includes:

- Review of course syllabi
- GSC Website- specifically Educator Education Resources,
- Faculty resumes and CVs
- TCAP scores and rubrics

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

A student at GSC can expect to be challenged and encouraged to grow. All courses give the student multiple ways to demonstrate their learning. The practice of self-reflection is evident in all course work within the ECSE program. The attention to developmental abilities and skills is documented in each artifact that a student is required to create. The assessment of the student is a collaboration of both the student and the faculty. The faculty has the expertise and the qualifications to mentor their candidates. There are systems in place to identify students who are appropriately placed in the program as well as students who are struggling to meet the expectations and requirements. The growth model is evident in the courses throughout the program. It is vital in education that the SOE students continue this mindset after completing the coursework so that they can instill this skill in their future students.

1. Candidate Assessment System:

A student at GSC is assessed using a variety of measures which reflects GSC's ongoing commitment to UDL and "practice what you teach." Students are expected to create personalized learning tools specific to their area of study. Each course artifact is a direct result of the students learning and growth. Each level of courses builds on previous knowledge gained. If a student is successful at the introductory level, they will continue to feel confident that they are learning the expected outcomes. If a student is not successful there are supports in place for the student to access. The school seems committed to creating independent learners and giving the students agency to move through challenges they encounter.

The TCAP and the LOFT assessments are structured to give the candidate the relevant feedback they need as they move through their program.

2. Program Assessment System:

The GSC Program Assessment System is designed on a tiered level system. This includes monthly discussions on strategic planning and student support to yearly reports sent to NHDOE and CAEP as well as an annual survey to graduates of the Granite State Education Program.

Student Support needs are discussed and reviewed on a monthly basis – this is necessary in order to support current students. At the bi-monthly level, lead faculty and field placement faculty meet to address ongoing needs/challenges that occur throughout any given school year. Additionally, content faculty team meet quarterly to address targets that are constantly changing in the world of education.

As a final point, larger reviews of the education program as a whole take place on a yearly basis. With data that connects all parts of the teacher preparatory program, faculty are able to dive deeply into each area of their program, reviewing student scores, student surveys, and outside assessment reviews in order to create goals and make changes for the following school year. And, there is also an Advisory Board that comprises community members and GSC faculty members to continue their established community partnerships and share common strengths and struggles within the SOE. It seems at every level, the GSC School of Education assesses how successful and accessible their programs are to candidates.

3. Clinical Partnerships and Practice:

GSC maintains an expectation of collaboration between the candidate, the FPF and the mentor teacher. They become a team designed to support the learning of the candidate while allowing the candidate to experience a true classroom environment safely.

4. Commendations:

The in-depth resources for these courses are comprehensive and rigorous with attention to detail. A candidate will have access to current research-based practices while developing an understanding of previous educational trends.

Ongoing self-assessments to reflect on growth, i.e.: LOFT and TCAP.

Proactive considerations in the lesson plan template is a highly effective teaching skill that comes with practice and an understanding of the developmental level of all the students. The candidate who actively reflects before the lesson will be an intuitive educator.

The Granite State College Early Childhood Special Education program is an exemplar program that is very purposeful and thorough. They should consider highlighting their program a resource for other higher education programs within the state. Reaching out to private early childhood centers as well as high schools would be beneficial for students who may be interested in furthering their education in the field.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

Granite State College solidly meets the NH DOE state standard requirements.

6. Program/Licensure Rating: (refer to Appendix)

Effective- 3

7. Evidence Supporting the Rating Includes:

LOFT

TCAP

Portfolio

System of student support offered by the FPF and individual instructors

Comprehensive syllabi for each class with clearly defined learning outcomes

Expectations of professional commitments to field placement as well as course work

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Name of Program: Intellectual or Developmental Disabilities

Program Number: 612.08 (507.42)

Recommendation for Program Approval: Full Approval

Reviewer Name(s): Patricia Stone

Summary of Findings:

Overall, the program provides historical, clinical and future perspectives for special education. In addition to educational implications, the program addresses cultural, familial as well as legal positions. Clinical experience is a key component of the program.

1. Candidate Assessment System:

Successful fulfillment of PRAXIS I. Each course clearly delineates requirements for completion with defined expectations. Syllabi are clear and concise. Percentages towards a cumulative four-point grading scale are evident. TCAP (Teacher Candidate Assessment of performance) is utilized to showcase pedagogical and progress monitoring skills. Self-assessment by candidates is ongoing as is the completion of a cumulative electronic portfolio which includes evidence of contextualization, planning and preparation, instruction, academic language, technology integration, assessment and reflection. (*Ed 606*)

2. Program Assessment System:

Each faculty member utilizes a standardized set of “quality filters for content, assignments and resources.” Syllabi indicate potential ongoing changes and updates to include be sure current practices are addressed. (*Ed 606*)

3. Clinical Partnerships and Practice:

From the point of acceptance into the program to the conferring of degree licensure, candidates are expected to participate in a diverse array of field experiences. A minimum of 360 clinical hours are needed to complete the program with specific requirements assigned within each course. Candidates are observed in a consistent manner utilizing LOFT (Lesson Observation Feedback Tool) (*Ed 604*)

4. Commendations:

Extensive focus on assistive technology
Creation of “Community Resources” List

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Licensure Rating: (*refer to Appendix*)

Effective- 3

7. Evidence Supporting the Rating Includes:

- Review of course syllabi
- GSC Website- specifically Teacher Education Resources
- faculty resumes and CVs
- TCAP scores and rubrics

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

The depth and breadth of this program that the faculty and staff have developed is palatable. The checkpoints to ensure understanding of the content and how to apply it to the classroom not only ensure that the students are prepared for the classroom, but that they will be successful in applying learned concepts in a functional and progressive manner.

1. Candidate Assessment System:

Granite State College (GSC) requires students to successfully complete General Special Education (612.07) prior to applying for an advanced degree. Throughout the student's coursework and clinical experience, there are checks and balances incorporated in the progression of classes and internship that naturally incorporate a scaffolded system to progress and fine tune the student's practice. Students go through four phases where their performance and clinical hours are reviewed. The final phase is the clinical experience, followed by their final review.

Students must complete critical artifacts from each course that demonstrate their mastery on the content. This evidence is assessed by the instructor and submitted into the student portfolio.

2. Program Assessment System:

GSC has data teams that look at various pools of data for consistency and program assessment. The executive group will provide and pre-organize the relevant data for a team. Different data teams to analyze data sets based on the purpose. Data is looked at in context. Informed decisions are made based on patterns and recommendations from the data team.

GSC meets monthly for strategic planning and student support. The data teams, lead faculty and field placement faculty teams, and professional development groups meet bi-monthly. The advisory board, field placement team and content faculty team meet quarterly. On an annual basis there are reports to the NHDOE and CAEP, along with student satisfaction reports. GSC completes internal reviews every couple of years.

3. Clinical Partnerships and Practice:

GSC's 612.10 program starts with EDU 700, Introduction to Field Experience and Program requirements. Partnership with schools are made to ensure that the cooperating teachers are experienced and an appropriate fit for the candidate. Students must log a minimum of 80 supervised hours in field based placements.

4. Commendations:

The structure of the program to scaffold the students throughout their various clinical experiences is commendable. This allows students to build a strong foundation of skills and practice these skills in a manner that fosters deep understanding of theories, principles, and practices.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: *(refer to Appendix)*

Effective- 3

7. Evidence Supporting the Rating Includes:

- Requirements from the NHDOE for 612.10
- Course Program for General Special Education Licensure (612.07)
- Plan of Study for Emotional Behavioral Disorders.
- Course syllabi for EDU 700, 736, 737, 738, 741, and 742
- SOE Organizational Report
- GSC's Self-Assessment reports
- Program enrollment data
- Notes and interviews from the February 4th virtual site visit.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

The depth and breadth of this program that the faculty and staff have developed is palatable. The checkpoints to ensure understanding of the content and how to apply learned knowledge in a functional and progressive manner. Students in this program build upon their skills in various clinical settings to form a solid foundation of capabilities that will prepare them for the classroom/school environment.

1. Candidate Assessment System:

Granite State College (GSC) requires students to successfully complete General Special Education (612.07) prior to applying for an advanced degree. Throughout the student's coursework and clinical experience, there are checks and balances incorporated in the progression of classes and internship that naturally incorporate a scaffolded system to progress and fine tune the student's skill set. Students go through four phases where their performance and clinical hours are reviewed. The final phase is the clinical experience, followed by their final review.

Students must complete critical artifacts from each course that demonstrate their mastery on the content. This evidence is assessed by the instructor and submitted into the student portfolio.

2. Program Assessment System:

GSC has data teams that look at various pools of data for consistency and program assessment. The executive group will provide and pre-organize the relevant data for a team. Different data teams to analyze data sets based on the purpose. Data is looked at in context. Informed decisions are made based on patterns and recommendations from the data team.

GSC meets monthly for strategic planning and student support. The data teams, lead faculty and field placement faculty teams, and professional development groups meet bi-monthly. The advisory board, field placement team and content faculty team meet quarterly. On an annual basis there are reports to the NHDOE and CAEP, along with student satisfaction reports. GSC completes internal reviews every couple of years.

3. Clinical Partnerships and Practice:

GSC's 612.10 program starts with EDU 700, Introduction to Field Experience and Program requirements. Partnership with schools are made to ensure that the cooperating teachers are experienced and an appropriate fit for the candidate. Students must log a minimum of 80 supervised hours in field based placements.

Within the 612.11 plan of study the progression of clinicals continues so support that practice that students will learn theory and skill, and apply it to a clinical placement. The progression of clinicals naturally build upon previous skills to ensure students practice with fidelity, thus having a solid foundation.

4. Commendations:

This reviewer felt that a majority of the courses used research articles for reading assignments. It teaches two skills, how to take information from a peer-reviewed journal article and take current research into practice. Several courses focus on understanding the social impacts of a learning disability. In EDU 739, the projects are applied practice and focus on specialist and special education teachers collaborating.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: *(refer to Appendix)*

Effective- 3

7. Evidence Supporting the Rating Includes:

- Licensure requirements for 612.11 per New Hampshire DOE
- Course syllabi for EDU 700, 736, 737, 738, 739, and 740
- Candidate Assessment Diagram
- SOE Organizational Chart
- Faculty resumes and CV's (selected random)
- TCAP Scores for SLD
- Mock Portfolio
- Self-Assessment Worksheets
- Notes from the February 4th virtual site visit.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

As evidenced by the documentation that was supplied, the Middle Level Mathematics Education program is a comprehensive program based on state standards. It incorporates both course work to develop mathematics content knowledge and course work to develop best strategies in curriculum, instruction, and assessment of core Middle School Mathematics content. Teacher candidates are also exposed to resources developed by the National Council of Teachers of Mathematics as well as other open resources. They also participate in clinical experiences that allows teacher candidates to practice skills learned in class. Therefore a teacher candidate who successfully completes the Granite State College Middle Level Mathematics Education program should be well prepared for a position as a Middle School Math Teacher.

Note: Overall the Math Grades 5 to 8 Education Program at Granite State College is comprehensive. It is clearly linked to the state standards. It is easy to see the standards as well as the course options that students have to demonstrate mastery on those standards.

- In looking at the program performance levels, most ratings are 2. A rating of 2 is stated to be what is expected of a new teacher. For the TCAP ratings, even though the overall rating was 2.0 for Post-Graduates, there were many sections where the ratings for this group was below 2. Therefore this specific group of students, which is a very small number, may not yet be sufficiently prepared for a Math Grades 5 to 8 teaching position.

1. Candidate Assessment System:

Teacher Education Candidates are assessed in multiple formats. Within each class, there are multiple forms of assessments including written reflections, lesson plan development, and discussion forums. Rubrics have been developed for writing and lesson plans. Within the program, Teacher Education Candidates complete self-assessments. These self-assessments reflect the state of NH guidelines for teacher certification. They include an assessment on General Education Requirements; a more focused self-assessment on Professional Education Requirements; and a Self-Assessment specific to Mathematics for Grade 5-8 Education Program. Each of these self-assessments clearly indicate what course within the Granite State College program focuses on each standard.

2. Program Assessment System:

There is a Program Assessment Diagram that shows the schedule when reviews of programs are completed. This includes monthly discussions on strategic planning and student support to yearly reports sent to NHDOE and CAEP as well as an annual survey to graduates of the Granite State Education Program. In looking at the student survey results, in 2019, 83.7% of graduates were working as teachers or specialists. From the other responses, students feel adequately prepared for their new position. It is also mentioned, in the ED609 Self-Assessment Worksheet that, in 2018 and 2019, a faculty committee reviewed the general education curriculum. Outcomes from this review include the development of specific competencies as well as a new general education seminar. There is no specific mention to review of Mathematics for Grade 5 – 8. However, in looking at their detailed self-assessments, it appears that the faculty has met to develop the program.

3. Clinical Partnerships and Practice:

There are formal guidelines established for all clinical experiences. Most are attached to a clinical course and therefore have specific competencies that must be met. The clinical experiences occur in different forms throughout many courses rather than just at the end of the program where students traditionally student teach.

For Middle Level Math, all 360 hours must be in the content area of math. Teacher Education Candidates must have placement in a Grades 5 to 8 mathematics classroom except during EDU 707 and EDU 619. Teacher Education Candidates are required to find their own placements and are encouraged to complete clinicals in the schools in the town in which they live. Faculty members are available to help support placement. There is a concern that Teacher Education Candidates will only see a narrow perspective of mathematics education if they stay in their local district. If possible, it is recommended that placement in a different district be considered. Since many GSC students are non-traditional students, it is possible that they have students in their local school system. Therefore it would be great for them to experience a different system for at least part of their clinical experience.

4. Commendations:

- Teacher Education Candidates are required to pass PRAXIS 1 before taking clinical courses and PRAXIS 2 Subject Test before completing the Culminating Teaching Experience.
- Clinical experiences are imbedded throughout the program rather than just a student teaching experience at the end of the program.
- The math content courses, non-clinical, that Middle School Math Teacher Education Candidates take, are extensive. Successful completion of these courses will definitely show that a teacher has aptitude in the field of mathematics.
- The clinical courses include topics on writing in mathematics as well as the use of technology to enhance mathematics instruction.

5. Recommendations that Require Responsive Action:

The Middle School Math Teacher Education program is comprehensive.

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: (refer to Appendix):

Highly effective- 4

7. Evidence Supporting the Rating Includes:

- course syllabi
- self-assessments
- documents found in the Assessment Systems and Data Sets
- alumni survey
- documents found in Ed 612.17 Mathematics – Middle Level

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

Overall, Granite State College's School of Education has a broad, complete, comprehensive program for teacher candidates for the licensure of Upper Level Mathematics Grades 7-12. Candidates that progress through this program will have valuable experience in planning strategies, instructional strategies, assessment strategies, subject specific knowledge and professional development on a variety of topics. Candidates will also have real classroom experience with students in their local community schools, which could become future positions.

Based on the NH DOE 612.18 and 610.02 requirements, this program effectively incorporates all of the content knowledge and educational pedagogy needed to become a viable candidate for an educator position in NH. If a candidate begins to struggle at any point in this program, GSC has a system of supports and the opportunity to create unique plans per the candidate's needs. Throughout that process, candidates are monitored and supported by a team whose purpose is to help the candidate succeed in the program.

Granite State College's School of Education is a wonderful example of a group of educators who embody their mission statement of "preparing educators who are highly qualified and passionate about maximizing learning across all ages and demographic groups, birth to grade 12". The School of Education is a smaller group of educators for the Upper Level Mathematics program, but they are accomplished in their fields of education and mathematics. Their courses are rigorous, but at an appropriate level for candidates. The School of Education has also set up deliverables for each course that requires each candidate to demonstrate their understanding of content knowledge or pedagogy to earn credit for the course. These deliverables are then judged as consistently as possible with calibrated rubrics and assessment tools.

All of these aspects of the School of Education should be celebrated as satisfactory examples of a good teacher candidate program. There are a few suggestions listed below that could be improved upon, such as strengthening the competency for cross-disciplinary examples of mathematics and utilizing mistakes as a learning tool. Otherwise, I would recommend that the Upper Level Mathematics Program at Granite State College effectively meets the criteria for Ed 612.18 and 610.02.

1. Candidate Assessment System:

Candidates looking to pursue a career in Upper Level Mathematics in Education are all given the same opportunity to enroll in the GSC School of Education program beginning with their Intro to Field Experience course. This course allows students to acclimate to their program and get a better understanding of the entire program that would be required to complete and at what levels to move forward. Then candidates move forward in the program studying courses in both mathematics and education that require planning, instruction, observations, assessing and reflection. There are consistent, department wide tools used to assess candidates throughout the program at each level; beginning, intermediate and advanced. Candidates are required to maintain a minimum level of achievement based on GPA and scores on the assessment tools used by the SOE.

If a candidate is struggling at any point, there are built in supports and resources that can be suggested and required by the SOE. There are tiered supports and created specifically for the candidate to improve their performance in the program. The supports could be additional observations or readings to 1:1 coaching. The unique plan is created and monitored by the Student Support Team that includes a variety of members at all levels. *As of Mar. 2020, 6 of 31 candidates have completed their support plans. Eighteen of the 31 candidates are still meeting monthly to work*

through their plans with their advisors, CFP and the Associate Dean. It doesn't state the length at which candidates were on the plan. There are approximately 43 candidates per graduating class.

Once a candidate has completed all of their courses and their clinical hours, they will then complete the final TCAP portfolio project. This portfolio includes mini-unit lesson plans, self-reflections, formative feedback and summative data, student work and sample evidence. All of these items will have been observed by a Field Placement Facilitator to ensure they are authentic. This final portfolio assesses the candidate's abilities in planning and preparing lessons, classroom environment and management, content knowledge and instructional strategies, assessment practices, and reflecting and growing professionally. The entire portfolio is reviewed by the School of Education Dean and Certification Officer. They also review a candidate's GPA, test scores, clinical hours, observations and course work.

Finally, once a candidate has been certified by the NH Dept. of Education, GSC's School of Education asks them to complete a short survey based on their experience in the program. That survey is limited and voluntary, so the information that can be taken from the data is narrow. *The most recent alumni data from 2017-2019 shows that of responses collected, 84%-91% were working as a teacher or specialist. On a scale from 1-4, respondents gave 3+ rating for all areas except writing IEPs. The data further shows alumni scored creating and reaching career goals as 3.6+. Alumni are from all programs in the School of Education, not just Upper Level Mathematics.*

2. Program Assessment System:

The School of Education has Quality Filters that they like to adhere to, which are high quality, in-depth, critical issues, and max learning. These ideals shape the programs offered to candidates. To ensure that these ideals are being met, there are strategic planning meetings, data team meetings, lead faculty meetings, content faculty meetings and field placement meetings. Each of these groups meet either monthly, bi-monthly, quarterly or annually. Their goals are to implement the Quality Filters in each of their domains, assess how well they are being implemented and to determine if changes/improvements are needed to be made. Examples of items discussed in these meetings range from sharing a professional development experience with Content Level colleagues, calibrating rubrics and assessment tools with faculty members to looking at enrollment and assessment scores of candidates in specific courses to determine program progression success rates.

There is also an Advisory Board that comprises community members and GSC faculty members to continue their established community partnerships and share common strengths and struggles within the SOE. *It seems at every level, from the micro to the macro, the School of Education is trying to assess how successful and accessible their programs are to candidates now and in the future.*

Despite all of the different levels of evaluation, enrollment numbers are low. Only 1 candidate for the Upper Level Mathematics program completed by 2019. Praxis testing scores are also decreasing from 160 to 135 since 2016. This could mean that fewer people are taking the Praxis, which can be waived or not required with a current licensure. Praxis 2 test scores were higher for students who had completed graduate courses compared to undergraduate candidates. Based on this data, 84%-91% of alumni are getting hired by school districts, but the number of candidates coming into the program is decreasing and needs additional support to complete the program. Of the candidates coming into the program they are mainly white or Hispanic females, almost twice the number of male candidates. Maybe recruitment efforts should be put into effect to increase enrollment since it seems that the program can produce viable candidates for educational positions in the workforce.

3. Clinical Partnerships and Practice:

Clinical practice is an essential part of the GSC School of Education programs. Candidates are required to complete up to 360 hours of clinical participation in a community school setting. Most of these clinical hours are observed by a

Field Placement Facilitator. Anywhere between 5%-20% of each course's grade is made up of clinical hours and observations.

Each course handles the clinical hours differently, from logging hours to multiple observations and feedback cycles. Observations are assessed using a common assessment tool called LOFT that includes feedback from the Danielson model, which is also incorporated into the TCAP final portfolio. Based on average observation score data, "spotlight topics" are offered/required for candidates to review for professional development. The LOFT observation feedback tool assesses differently based on which level in the program the candidate is in. Maintaining minimum LOFT scores are required of the education programs to move forward in the School of Education. *Currently the average of all categories is calculated as the overall score for each observation. As of 2019, all candidates were achieving at least 2.72 in each of their categories of their LOFT assessments. Those category scores averaged to be at least the required 3.0 overall average score. This does fulfill the requirements set out by the SOE, however does the average calculation hide deficiencies in candidates? Should a different central tendency calculation be considered for a more accurate picture? The data also shows that LOFT scores did not necessarily increase as the candidates moved through the program. Some scored lower on their LOFT assessments at the advanced level.*

Not only are the schools where candidates are placed for clinicals partners with GSC, the School of Education also works closely with DCYF, the FACES and COE programs, residential counselor core training programs and the Osher Lifelong Learning Institute (OLLI) for 50+ year olds who volunteer and participate in events at GSC. GSC works closely with other secondary schools, since 80% of their candidates come with transfer credits. It is important that GSC works together with area IHE (institutes of higher education) and their community schools in the Advisory Board so that seamless transitions can be made for candidates and GSC stays current with the needs/demands of other schools of learning.

4. Commendations:

- Embedding comprehensive clinic hours into most courses in the Upper Level Mathematics program that also includes consistent, department wide assessment tools (LOFT, Danielson model, Professional Disposition Assessment) that are regularly calibrated in department meetings.
- Candidate supports and interventions are offered as unique plans created per candidate and data driven at multiple points in the program.
- Upper Level Mathematics program as a whole has complete coverage of the major mathematical content and pedagogical requirements.
- Modeling of planning and preparing lessons, instructional strategies that include differentiation, assessment strategies, and problem solving strategies.
- Faculty members that embody their mission statement of Quality Filters.

5. Recommendations:

This program meets all NH Department of Education Standards and does not require responsive action(s).

The below recommendations do not indicate any unmet administrative standards, however, would only strengthen the current Upper Level Mathematics program (612.18):

- 612.18 (2d) Create and use representations, including but not limited to, the ability to:
Illustrate learning progression from concrete to abstract representations -- *MATH 601 discusses moving from concrete to abstract and MATH 608 History of Mathematics could also discuss this progression. However, incorporating this teaching strategy for more complex, abstract concepts in other courses would improve this rating to effective.*
- 612.18 (2e) Recognize, explore, and develop mathematical connections, including, but not limited to, the ability to:

- Provide examples of how mathematics is practiced in various fields --- *Other than the MATH 608 History of Mathematics course with some applications discussed in scientific notation, there is little evidence that this requirement is discussed enough to warrant an effective rating.*
- 612.18 (2f) Develop additional habits of the mind related to mathematics, including but not limited to, the ability to:

Recognize that learning from mistakes is an essential component when working mathematically -- In EDU 653, testing measurements in this course might be the only place learning from mistakes is mentioned. There should be a consistent effort in observations and teaching strategies modeled to show that not all grades are final and that learning from mistakes is a valuable learning strategy so that this component could be marked effective.

6. Program/Certification Rating: (refer to Appendix)

Effective- 3

The Upper Level Mathematics Grades 7-12 program sufficiently encompasses the NH state education standards and prepares candidates for both content knowledge and pedagogy within the mathematical education discipline.

7. Evidence Supporting this Rating:

- GSC's School of Education (SOE) has created an extensive support system of monitoring and response to data to help struggling candidates succeed in their programs. The plans created for each candidate is unique and influenced by data from the needs of the current candidates.
- The SOE assesses candidates based on consistent tools that are routinely calibrated at faculty and department meetings. These assessment tools include the LOFT rubric, TCAP project review process, web-based tools such as Accuplacer or Praxis, Quality Filters Assessment and the Professional Dispositions Assessment. These tools are used to measure mastery and growth in candidates at each level of the program.
- The SOE has also set up a multi-tiered approach on assessing its own program starting at the Department level all the way up to the Advisory Board which consists of community members and partners that work with the SOE. Regular meetings are held at all levels to keep members informed, but also to discuss improvements that could be made or need to be made.

The Upper Level Mathematics program covers the broad requirements set forth by Ed. 612.18 and 610.02 through the courses that are required to be taken by candidates. The courses' readings, discussions, reflections, lesson plans, observations, mathematical and pedagogy strategies incorporate those NH state standards. These courses utilize those common assessments and assessment tools referenced above. Therefore candidates that show proficiency throughout the program through the use of the common assessment tools, have successfully demonstrated the expectations of Ed 618.12 and 610.02. There are only minor standards, which are listed in the recommendations section above, that are could be improved upon to strengthen the program.
- Based on alumni data from the Alumni Survey, 84% - 91% of graduates from the SOE are currently employed as a teacher or specialist in a school setting.
- The SOE has fully embraced a culture of learning and practicing in this program by incorporating clinical hours at every level. It is evident that the SOE feels strongly about learning and demonstrating inside of a community classroom with the requirement that candidates need a minimum of 360 hours of clinical practice, where they will be reviewed and assessed. The SOE wants candidates and their community schools to benefit from this partnership by offering professional development to their in-district mentor.
- The Upper Level Mathematics program employs a small number of highly qualified educators. These educators come from varying backgrounds and varying levels of education. They bring to the program online teaching skills, special education concentrations, professional development presentations given nationwide, middle and high school teaching experience, STEM knowledge and many highly regarded professional

publications. These are clearly educators who care about providing a quality, rigorous mathematical education to the candidates in this program.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Summary of Findings:

GSC has developed an effective, collaborative, and responsive data based program for the Digital Learning Specialist candidates. There exists a highly effective and comprehensive data cycle, candidate assessment system, program assessment system, and clinical partnerships and practice that are utilized and collaboration happens at all levels. Protocol templates for lesson plans, consulting forms, rubrics, and feedback are fully implemented and carefully scaffolded to aid candidate development and are reviewed at regular intervals for consistency and calibration. Utilizing data gathered from a variety of methods, decisions are made at all levels to aid both candidate and program growth. Many of the competency areas fall in the highly effective or effective category, and therefore it is recommended that this program have a 7-year approval, as the systems in place will support continued program and candidate growth over time.

**Digital Learning Specialist licensure previously known as Education Technology Integrator. These terms are interchangeable for purposes of this review and report.*

1. Candidate Assessment System:

There is a clearly highly effective organized process in place for collecting and assessing candidate outcomes as referenced through interviews of the GSC visiting team presenters and presentation of the SOE Candidate Assessment Graphic Organizer and further supported in the resources listed below. There are many stop gaps, where specific and clear criteria must be met to move on. Further, candidates are supported in areas of weakness and reassessment which appears to be organically intertwined within the curriculum, allowing students opportunities for continual growth. There are a multitude of templates provided to staff, students, and cooperating clinical personal that are calibrated and reviewed starting at the candidate's level and continuing across the curriculum providing consistency, clarity, and adherence to content standards.

The GSC self-reflection report, Interviews & SOE Candidate assessment graphics all corroborate intentional constructive feedback is happening at all levels of instruction & assessment. A clear and present attitude toward candidates' voice and choice is evident in the assessment system was evident through interviews, as candidates are often encouraged to seek out technologies and clinical placements that build one's ability to enhance content objectives and competencies. For example, observational data of candidate outcomes are discussed between the candidate, cooperative teachers, and field specialists and in some cases program coordinators. The candidate then plans the next lesson based on those outcomes to demonstrate his/her ability to adapt and intentionally apply technology to amplify student/colleague learning. These pre and post collaborations of data, objectives, and appropriate technologies leading to implemented lesson plans speaks to a highly effective method of creating learning experiences & assessments on both the part of the candidate and GSC faculty team members.

2. Program Assessment System:

There is a clearly effective organized process in place for collecting and assessing candidate outcomes as referenced through interviews of GSC visiting team presenters and presentations of SOE Program Assessment Cycle. Data is collected (surveys, observations, testing scores, graduation data, etc.), mined, and disseminated at each level of the program, from the candidate to the multitude of teams who depend on the data to make data-based informed decisions, which include program acceptance, continuation, modifications, calibrations and graduation expectations. Further, meetings to discuss this data are scheduled at regular intervals, thus ensuring continued collaboration between all stakeholders. There was comradery amongst the team members participating in the program assessment

cycle, and a deep respect was also evident, leading to a clear vision of what changes may be needed for continued program growth.

One area that needs improvement would be finding ways to expand recruitment and include this in the Program Assessment Cycle for the Digital Learning Specialist given the critical need in the area of technology education both for professionals and students. Further, data trends will be easier to see with more data points as the program expands, creating more opportunities for program growth. It was noted in interviews that adequate data is a concern. However, it should be noted that all levels of education struggle with getting both statistically ample sample sizes and reliable data. A particular strength is having a data team to mine through the data; This is a highly effective strategy employed by GSC and will continue to strengthen the Digital Learning Specialist preparation program both in growth, leadership, and modeling of digital-age work and learning.

3. Clinical Partnerships and Practice:

The Scaffolding of the clinical requirements for the Digital Learning Specialist are highly effective, as they are dispersed throughout a candidate's entire learning experience as one progresses through the program, culminating in the development of their professional portfolios. It ensures a diverse and comprehensive set of opportunities to foster growth in a field where candidates may find themselves in a variety of job expectations and further deepens a candidates' voice and choice in their career path. The transitioning from lesson planning to a consulting form is yet another highly effective strategy that benefits the ever changing landscape of what a Digital Learning Specialist may encounter.

With regards to collaboration with other educators, while effective, GSC should look to create more partnerships with schools and other universities to further opportunities for incorporating contemporary digital tools and resources to further maximize content learning in a variety of contexts due to the many hats a Digital Learning Specialist may wear. For example, incorporating technologies such as 3d printers and robotics or creating digital fieldtrips to classrooms utilizing varied technologies. Online Apps are only one aspect of what a Digital Learning Specialist may need to instruct with, and finding ways to incorporate hands on technology is also important for engagement, accessibility and learning at all levels.

4. Commendations:

In the areas of learning experiences and assessment, facilitation and inspiration of student learning and creativity, and digital citizenship (d2 and d3); GSC is highly effective at managing digital portfolio processes and procedures. The rubrics, course syllabi, and scaffolded assessments outlined therein allow students to develop both voice and choice as they demonstrate their entire experience through their digital portfolio. Ultimately, this will lead these graduates to inspire their potential students and coworkers, allowing GSC to impact far more than just the few students who have currently completed this new and developing discipline.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: (refer to Appendix)

Effective- 3

7. Evidence Supporting the Rating Includes:

- Exhibit Room Review meeting
- SOE Program Assessment Cycle Graphic
- SOE Candidate Assessment Graphic
- Clinical Experiences & Scaffolding
- Interview Session with Field Based Supervisors

- Interview Session with Content Faculty & Program Chairs
 - Scaffolding of LOFT's to Consulting form
 - Reassessment opportunities
 - Self-reflection opportunities
- 6.13.19: Protocol on SOE Quality Filters
- Strategic Planning Meeting agenda's
- SoE Monthly Staff meetings
- LF FPF meeting Agenda's
- GSC Self-Assessment Report
- Clinical logs
- Professional Disposition Form
- DLS Licensure Program Individualized Professional Development Plan
- Course Syllabi
- Lesson Observation Feedback Tool
- Rubrics
- Lesson Plan Template & Rubric
- Supervising practitioner lesson observation feedback tool
- Lesson Observation Feedback Tool – Data Analysis
- Self-Reflection Sheets
- Supervising practitioner assessment survey
- Student Portfolio Rubric & mock portfolio example & suggested artifacts by licensure

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Name of Program: Reading and Writing Specialist
Program Number: 614.02 (507.12)
Recommendation for Program Approval: Full Approval
Reviewer Name(s): Dr. Gail E. Paludi

Summary of Findings:

All areas of the program meet the requirements set out by the New Hampshire Department of Education. Courses are comprehensive with assorted, task specific rubrics used to assess student success.

1. Candidate Assessment System:

The candidate assessment diagram indicates four phases in the process starting with admissions and final review. At each phase candidates are assessed for progress toward completion.

The detailed, specific rubrics that are used throughout this program are utilized to assess candidate knowledge and success throughout the program.

2. Program Assessment System:

The Program Assessment Diagram shows a 5-tier assessment process starting with monthly and moving to a multi-year assessment. This allows the college to assess program success and needed modifications on a regular, systematic schedule.

3. Clinical Partnerships and Practice:

A clinical practice model is in place which allows students the opportunity to work in the field early in the program providing valuable hands-on application of learned practices. Field experiences provide opportunities to practice in the field on a regular basis.

4. Commendations:

The rubrics utilized throughout the program are well designed and provide students with the expectations for the coursework and the ability to self-assess throughout each course.

5. Recommendations that Require Responsive Action:

This program meets all NH Department of Education Standards and does not require responsive action(s).

6. Program/Certification Rating: *(refer to Appendix)*

Effective- 3

Program alignment to state education standards is comprehensive and prepares candidates for both content knowledge and discipline specific pedagogy within the discipline.

7. Evidence Supporting the Rating Includes:

This reviewer reviewed course syllabi, clinical practice expectations, course rubrics, and self-assessments completed by the department. The reviewer also reviewed the Candidate Assessment Diagram and the Program Assessment Diagram. There is evidence throughout the materials provided that the program meets the standards for Ed614.02. There is also evidence throughout that the program addresses Ed 610.02 Professional Education Standards and there is a close relationship to those standards evidenced throughout the program.

❖ **Suggestions:** **Note: Refer to Appendix. These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Recommendation for Program Approval

A. The review team recommends the following programs for full approval through 8/30/2028:

Ed. 500	Ed. 600	PEPP	Level	Expiry	Approval
507.52	612.02	Reading and Writing Teacher	Licensure	8/30/2028	FULL
507.18	612.03	Early Childhood Education Teacher	BS, Licensure	8/30/2028	FULL
507.11	612.04	Elementary Education Teacher (K-8) (K-6)	BA, Licensure	8/30/2028	FULL
507.40	612.07	General Special Education Teacher	BA, Licensure	8/30/2028	FULL
507.41	612.071	Early Childhood Special Education Teacher	BS, Licensure	8/30/2028	FULL
507.41	612.08	Special Education Teacher in Area of Intellectual Developmental Disabilities	Licensure	8/30/2028	FULL
507.44	612.10	Special Education Teacher in Area of Emotional and Behavioral Disabilities	Licensure	8/30/2028	FULL
507.45	612.11	Special Education Teacher in Area of Specific Learning Disabilities	Licensure	8/30/2028	FULL
507.26	612.17	Mathematics Teacher- Middle Level (to Alg. 1/Integ 1)	BA, Licensure	8/30/2028	FULL
507.27	612.18	Mathematics Teacher, Upper Level (Pre-Alg. To AP Math)	BA, Licensure	8/30/2028	FULL
507.23	612.19	Digital Learning Specialist (Education Technology Integrator)	Licensure	8/30/2028	FULL
507.12	614.02	Reading and Writing Specialist	Licensure	8/30/2028	FULL
*Note: Licensure and Post-Baccalaureate (Post-Bac) are considered interchangeable for purposes of this review/report.					

B. **Council for Teacher Education Reactors: (602.10)**

"Reactor" means a member of the NHCTE who reviews the final report for recommendations under options 1-4 and gives their feedback.

- Chris Ward, UVEI
- Ken Darsney, Franklin Middle School

Appendix A: Program Performance Levels

4- Highly Effective: Teacher Preparation programs performing at the *Highly Effective Level* consistently do the following: Consistently advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates and create an environment of mutual respect, inquisitiveness, and caring. Highly effective programs demonstrate extensive knowledge of content, standards, and competencies, and connect them to relevant local and global issues. These programs model and encourage innovation, creativity, critical thinking, and engagement on the part of their candidates, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Highly effective programs facilitate personalized learning through intentional, flexible, and research-based strategies. They are literate in multiple forms of assessment and incorporate and model these multiple assessment strategies to evaluate candidate and program performance and adjust curriculum and programs accordingly. Highly effective programs integrate and model technology into their instructional and assessment approaches in ways that advance candidate learning opportunities. Highly effective programs consistently demonstrate leadership in their contributions to their college/university and K-12 school partners' progress and culture of growth. They engage productively in learning communities and continuously strive to maximize their own self-directed professional growth. These programs consistently uphold high standards of professional practice.

3- Effective: Teacher Preparation programs performing at the *Effective Level* consistently do the following: Programs performing at the effective level generally advance candidate growth and achievement. They set and maintain high expectations for learning and achievement for all candidates, create an environment of mutual respect and caring, and engage candidates in appropriate learning opportunities. Effective programs demonstrate sound knowledge of content, standards, and competencies, and connect them to relevant real world issues. These programs model and encourage innovation, creativity, critical thinking, and candidate engagement, and use their expertise and skills to engage their candidates in authentic, accessible, and meaningful learning opportunities aligned to the content, standards, and competencies. Effective programs facilitate personalized learning through research-based strategies and model these strategies for candidates. They use multiple forms of assessment to evaluate candidate and program performance and adjust curriculum and programs accordingly. Effective programs appropriately integrate and model use of technology into their instructional and assessment approaches. Effective programs contribute collaboratively to their college/university and K-12 partner's progress and culture of growth by engaging in learning communities, fostering their own self-directed professional growth, and frequently providing leadership to support improvements in their colleagues' performance. These programs consistently uphold professional standards of practice.

2- Needs Improvement: Teacher Preparation programs performing at the *Needs Improvement Level* do the following: Programs performing at the needs improvement level inconsistently advance candidate growth and achievement. They establish expectations for learning and achievement for most candidates and engage candidates in appropriate learning opportunities. Programs performing at the needs improvement level demonstrate knowledge of content, standards, and competencies. These programs use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at this level attempt to facilitate personalized learning using a mix of research-based and other strategies. They use multiple forms of assessment to evaluate candidate and program performance but do not consistently use the results to adjust curriculum and programs accordingly. Programs performing at the needs improvement level may use technology in their instruction and assessment approaches. Programs performing at this level participate in learning communities, but do not consistently attend to their own self-directed professional growth. These programs uphold professional standards of practice.

1- Ineffective: Teacher Preparation programs performing at the *Ineffective Level* consistently do the following: Programs performing at the ineffective level may advance some candidate growth and achievement, but frequently fail to improve most candidates' growth. They are unable to establish ambitious and reasonable expectations for candidate learning for most and may be unable to engage candidates in appropriate learning opportunities. Programs performing at the ineffective level may have some knowledge of content, standards, and competencies, but these programs do not use their knowledge and skills to engage their candidates in accessible and meaningful learning opportunities aligned to the content, standards, and perhaps competencies. Programs performing at the ineffective level may attempt to facilitate personalized learning using a mix of research-based and other strategies but cannot prove consistent improvement in candidate learning. Programs performing at the ineffective level participate in learning communities, but do not attend to their own self-directed professional growth and/or support the growth of their colleagues. These programs generally uphold professional standards of practice.

Memorandum of Understanding
*Granite State College, 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 the Granite State College'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 PEPP at an institution that is seeking an additional term of state board approval for existing PEPP(s).

Option 4: The review of institutions that have received national accreditation for individual PEPPs which results in the approval for up to and not to exceed the national accreditation expiration date.

II. Important Dates

- (a) Saturday, March 7, 2020: Availability of electronic materials
- (b) Saturday, March 7, 2020: Reviewer training will occur
 - Trainings will be comprised of:
 - i. Orientation by the NHDOE on the program approval process;
 - ii. Orientation by GSC on the institution's systems for candidate assessment, program assessment, and clinical partnerships and practice;
- (c) Saturday, March 21, 2020: Paper review reports due to Chairs
- (d) Thursday, April 9th: On-Site Program Review Visit at Granite State College in Concord, New Hampshire
- (e) Friday, April 10th: This date will be held as a backup date if necessary for an on-site visit
- (f) Friday, April 24th: On-site review reports due to Chairs (Ed 602.10)

III. The programs to be reviewed

- (a) GSC will utilize the existing content standards for the proposed programs:
GSC will provide a description of the assessment systems used to provide evidence and data to inform continuous improvement for the following content areas via a paper-review only:
 - Ed 612.02 Reading and Writing Program
 - Ed 612.03 Early Childhood Education
 - Ed 612.04 Elementary Education (K-8) (K-6)
 - Ed 612.07 General Special Education
 - Ed 612.071 Early Childhood Special Education
 - Ed 612.08 Intellectual or Developmental Disabilities
 - Ed 612.10 Emotional and Behavioral Disabilities
 - Ed 612.11 Specific Learning Disabilities
 - Ed 612.17 Mathematics for Grades 5-8
 - Ed 612.18 Secondary Mathematics for Grades 7-12
 - Ed 614.02 Reading & Writing Specialist

- (b) The following three programs will be reviewed onsite

Memorandum of Understanding
*Granite State College, the Council for Teacher Education, and The New Hampshire Department
of Education*

- Ed 612.09 Deaf and Hearing Disabilities
- Ed 612.13 Blind and Vision Disabilities
- Ed 612.19 Digital learning specialist

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 GSC's existing full approval by no more than seven years. The team will discuss the changes being made by GSC to move to the new Ed 600 standards, examine progress made, offer technical assistance, and produce a program approval report detailing findings.

- (c) The review and subsequent report will prioritize the programs' and institution's demonstration of:
- a. An analysis of the TEAC Institutional Report requirements
 - b. An alignment of the TEAC Report requirements with the NHDOE Ed 610s, Ed 612s and Ed 614s standards.
 - c. To what degree does the program prepare candidates for state certification in the content and pedagogy standards (Ed 610, 612, and 614)? What evidence exists demonstrating candidate preparation?
 - d. To what degree does the program demonstrate institutional and programmatic alignment to the state's candidate and program assessment standards? What evidence exists demonstrating program and institutional alignment?
 - e. What are the institution's plans for aligning to the state's proposed standards for clinical partnerships and practice standards?

IV. Specifications

- (a) The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewers for each of the proposed programs.

Laura Thomas – Chair
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Ashlee Stetser – Administrator
Department of Education
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Concord, NH 03301
603-271-4196
Ashlee.stetser@doe.nh.gov

- (b) The NH DOE is responsible for identifying appropriate reviewers and providing the

Memorandum of Understanding
*Granite State College, the Council for Teacher Education, and The New Hampshire Department
of Education*

institution and team a resume detailing background and expertise in the area.

(c) The NH DOE will provide to GSC a copy of the Program Approval Report Format and a copy of the NH DOE Reviewer Training Materials.

(d) GSC will provide electronically, in advance of the visit:

- Most recent on-site review report, with description of how the institution addressed recommendations and areas for growth.
- Syllabi for all courses
- Curriculum Vitae of faculty members involved in proposed programs
- Plans of Study
- Link to College 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
- Hard copies will be available upon request.

(e) Additional evidence to be scheduled and collected for day of visit:

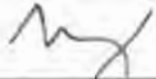
- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
- Candidate interviews are scheduled at random (to the best extent possible)
- Completed Matrices by the institution for programs with curriculum alignment and sources of evidence
 - Sources of evidence are defined as the *institution's* assessment systems related to the standards

(f) Details of the approval visit

- GSC will provide IT support at the beginning of day one to include access to printers, computers, etc.
- The visiting team will arrive between 8:30 and 9:00 for the one-day (two if necessary) visit and have a designated workroom available.
- Representatives of GSC will orient the team to the building and to the overall institution's approach and philosophy
- GSC will provide an agenda for the day to include Review Team meeting time 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
- Review Team will have a working lunch to discuss information gathered, develop questions for GSC for ongoing discussion, etc.

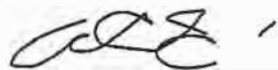
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- The exit meeting will be held before departure. The chairs and DOE will provide a general overview of the visit and highlight any concerns; final recommendations will be in the team report once complete.



Representative of GSC

2019 0903
Date



Representative of NHDOE
Professional Educator
Preparation Program Approval

September 1, 2019
Date

Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
 & the New Hampshire Department of Education*

I. PURPOSE OF MOU- ADDENDUM:

This addendum to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for the Granite State College's professional educator preparation programs. Due to current circumstances around COVID-19 that resulted in distance learning and closed campuses, our reviewers addressed current needs through remote learning environments and an increased responsibility to their schedules. At the April 2020 State Board of Education meeting, the Board approved a one-year extension to accommodate the educator preparation program review for Granite State College. Pursuant to the original signed MOU (9/2019), the parties agree to the modifications of the MOU contained herein.

This review will be conducted under the guidelines of Ed 602.06.

II. IMPORTANT DATES- REVISED:

- (a) Saturday, **January 4th, 2020**: Availability of electronic materials
- (b) Thursday, **February 4th, 2021**: On-Site Program Review Visit at Granite State College in Concord, New Hampshire
- (c) **Thursday, February 11th, 2021**: On-site and Paper review reports due to Chairs (Ed 602.10)
- (d) Friday, **February 5th, 2021**: Date held as a backup if necessary for on-site visit
- (e) **By Thursday, March 5th, 2021: the Co-chairs will forward the draft report to the NHDOE**
- (f) **By Thursday, March 12, 2021: the NHDOE will send the final review to GSC for an assessment on accuracy of content**
- (g) **The Institution will return the team report to the chairs and NHDOE within two-weeks of receipt**
- (h) **The recorded GSC reviewer training from March 7, 2020, will be made available upon request.**

III. PROGRAMS TO BE REVIEWED:

- a. GSC will utilize the existing content standards for the below proposed programs. GSC will provide a description of the assessment systems used to provide evidence and data to inform continuous improvement for the following content areas.

(b) Paper Review:

- Ed 612.02 Reading and Writing Program
- Ed 612.03 Early Childhood Education
- Ed 612.04 Elementary Education (K-8) (K-6)
- Ed 612.07 General Special Education
- Ed 612.071 Early Childhood Special Education
- Ed 612.08 Intellectual or Developmental Disabilities
- Ed 612.10 Emotional and Behavioral Disabilities
- Ed 612.11 Specific Learning Disabilities
- Ed 612.17 Mathematics for Grades 5-8
- Ed 612.18 Secondary Mathematics for Grades 7-12
- Ed 614.02 Reading & Writing Specialist

(c) Full On-Site Review:

- Ed 612.09 Deaf and Hearing Disabilities
- Ed 612.13 Blind and Vision Disabilities

Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
& the New Hampshire Department of Education*

➤ Ed 612.19 Digital learning specialist

IV. SPECIFICATIONS:

(a) The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewer for each of the proposed programs.

(b) The NH DOE is responsible for identifying appropriate reviewers and providing the Institution and team a resume detailing background and expertise in the area. **Note: Unforeseen circumstances may warrant substitutions for a review team member.*

(e) Additional evidence to be scheduled and collected for day of site visit:

- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
- *Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution*
- Completed Matrices by the institution for programs with curriculum alignment and sources of evidence
- Sources of evidence are defined as the institution's assessment systems related to the standards

(f) Details of the review on-site visit

- GSC will provide IT support at the beginning of day one to set up to printers, computers, etc.
- The visiting team will arrive between 8:30 and 9:00 for the one-day (two if necessary) visit and have a designated workroom available.
- Representatives of GSC will orient the team to the building and to the overall institute's approach and philosophy
- GSC will provide an agenda for the day to include 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
- The team will have a working lunch to discuss information gathered, develop questions for GSC for ongoing discussion, etc.
- The exit meeting will be held before departure. The co-chairs and NHDOE will provide a general overview of the visit and highlight any concerns; the final recommendation(s) will be in the team report once completed.
- *Granite State, the Co-Chairs, and the NHDOE representative will be available for in-person assistance on the day of the site visit for those also completing paper reviews.*

Page 2 of 3

Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
& the New Hampshire Department of Education*

IV. POINTS OF CONTACT:

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603.988.9142 (C)
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Nicholas Marks


Representative of GRANITE STATE COLLEGE
Professional Educator Preparation Program

6/8/20

Date

Diane Monico

Representative of Council for Teacher Education
Professional Educator Preparation Program

 Digitally signed by Diane Monico
DN: cn=Diane Monico, o=Rivier University, ou=Division of Education, email=dmonico@rivier.edu, c=US
Date: 2020.06.08 10:59:07 -04'00'

6/8/2020

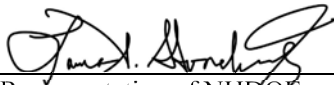
Date

Bryan Belanger, Jr.

Representative of Council for Teacher Education
Professional Educator Preparation Program

6/8/2020

Date



Representative of NHDOE
Administrator, Bureau of Educator Preparation & Higher Education

6/8/2020

Date

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Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
& the New Hampshire Department of Education*

I. PURPOSE OF MOU- SECONDARY ADDENDUM:

This **secondary addendum** to the memorandum of understanding (MOU) specifies expectations for the institutional program review and approval process for the Granite State College's professional educator preparation programs. Due to current circumstances around COVID-19 that resulted in distance learning and closed campuses, our reviewers addressed current needs through remote learning environments and an increased responsibility to their schedules. At the April 2020 State Board of Education meeting, the Board approved a one-year extension to accommodate the educator preparation program review for Granite State College. Pursuant to the original signed MOU (9/2019), **and the MOU Addendum (6/2020)**, the parties agree to the modifications of the MOU contained herein.

This review will be conducted under the guidelines of Ed 602.06.

II. IMPORTANT DATES- REVISED:

- (a) Saturday, **January 4th, 2021**: Availability of electronic materials
- (b) Thursday, **February 4th, 2021**: **Virtual/Remote** Program Review at Granite State College in Concord, New Hampshire
- (c) Thursday, **February 11th, 2021**: **Virtual/Remote** and Paper review reports due to Chairs (Ed 602.10)
- (d) Friday, **February 5th, 2021**: Date held as a backup if necessary for on-site visit
- (e) By Thursday, **March 5th, 2021**: the Co-chairs will forward the draft report to the NHDOE
- (f) By Thursday, **March 12, 2021**: the NHDOE will send the final review to GSC for an assessment on accuracy of content
- (g) The Institution will return the team report to the chairs and NHDOE within two-weeks of receipt
- (h) The recorded GSC reviewer training from **March 7, 2020**, will be made available upon request.

III. PROGRAMS TO BE REVIEWED:

GSC will utilize the existing content standards for the below proposed programs. GSC will provide a description of the assessment systems used to provide evidence and data to inform continuous improvement for the following content areas.

Paper Review:

- Ed 612.02 Reading and Writing Program
- Ed 612.03 Early Childhood Education
- Ed 612.04 Elementary Education (K-8) (K-6)
- Ed 612.07 General Special Education
- Ed 612.071 Early Childhood Special Education
- Ed 612.08 Intellectual or Developmental Disabilities
- Ed 612.10 Emotional and Behavioral Disabilities
- Ed 612.11 Specific Learning Disabilities
- Ed 612.17 Mathematics for Grades 5-8
- Ed 612.18 Secondary Mathematics for Grades 7-12
- Ed 614.02 Reading & Writing Specialist

REMOTE/VIRTUAL 'on-site' Review:

- Ed 612.19 Digital learning specialist

***The following program(s) have been removed from this review process:**

- Ed 612.09 Deaf and Hearing Disabilities
- Ed 612.13 Blind and Vision Disabilities

Granite State College has elected to discontinue offering these programs and will eliminate these two (2) programs. Therefore, a review is not warranted at this time.

Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
& the New Hampshire Department of Education*

IV. SPECIFICATIONS:

(a) The review team will be comprised of two co-chairs from the NH Council for Teacher Education, a NHDOE representative, and reviewer for each of the proposed programs.

(b) The NH DOE is responsible for identifying appropriate reviewers and providing the Institution and team a resume detailing background and expertise in the area. **Note: Unforeseen circumstances may warrant substitutions for a review team member.*

(e) Additional evidence to be scheduled and collected for day of **remote/virtual** visit:

- Interviews with faculty, candidates, cooperating practitioners, clinical supervisors and administrators
- Candidates for interviews are selected at random (to the best extent possible) and will be scheduled by the institution
- Completed Matrices by the institution for programs with curriculum alignment and sources of evidence
- Sources of evidence are defined as the institution's assessment systems related to the standards

(f) Details of the **remote/virtual** review visit

- Representatives of GSC will orient the team to the building and to the overall institute's approach and philosophy
- GSC will provide an agenda for the day to include 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
- The team will have a working lunch to discuss information gathered, develop questions for GSC for ongoing discussion, etc.
- The exit meeting will be held before departure. The co-chairs and NHDOE will provide a general overview of the visit and highlight any concerns; the final recommendation(s) will be in the team report once completed.
- *Granite State, the Co-Chairs, and the NHDOE representative will be available for assistance on the day of the virtual/remote visit for those also completing paper reviews.*

Memorandum of Understanding: Addendum
*Granite State College, the NH Council for Teacher Education,
& the New Hampshire Department of Education*

IV. POINTS OF CONTACT:

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603.573.6078 (C)
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CTE: Diane Monico, Review Co-chair
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Nicholas Marks

Representative of GRANITE STATE COLLEGE
Professional Educator Preparation Program

Date

Diane Monico

Representative of Council for Teacher Education
Professional Educator Preparation Program

Date

Bryan Belanger

Representative of Council for Teacher Education
Professional Educator Preparation Program

Date

Laura A. Stoneking

Representative of NHDOE
Administrator, Bureau of Educator Preparation & Higher Education

Date

Signature: 

Email: nicholas.marks@granite.edu

Signature: *Bryan Belanger*

Email: b.belanger@snhu.edu

Signature: 
Diane Monico (Nov 23, 2020 13:00 EST)

Email: dmonico@rivier.edu

Signature: 

Email: laura.stoneking@doe.nh.gov












2020 GSC MOU addendum 2

Final Audit Report

2020-11-23

Created:	2020-11-23
By:	Laura Stoneking (laura.stoneking@doe.nh.gov)
Status:	Signed
Transaction ID:	CBJCHBCAABAAQAJxtU9eSeDqAgKwkhChpaWCpeKVujVu

"2020 GSC MOU addendum 2" History

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-  Document emailed to Laura Stoneking (laura.stoneking@doe.nh.gov) for signature
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Agreement completed.

2020-11-23 - 6:21:39 PM GMT



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Appendix E: Remote/Virtual Visit Agenda

Granite State College
NH DOE Program Review – Virtual Site Visit
February 4, 2021

9:30am to 10:30am	Visiting Team Meeting with GSC https://granite.zoom.us/j/82648564430 Nick Marks – Dean Carolyn Cormier – Associate Dean Kate Shumway-Pitt – Coordinator of Field Placement
10:30am to 11:00am	Exhibit Room Review https://granite.zoom.us/j/82648564430 Program and Candidate Assessments Systems Clinical Experiences
1:00pm to 2:00pm	Interview Session with Field-Based Supervisors https://granite.zoom.us/j/86974394171 Supervising Practitioners GSC Field Placement Faculty
2:00pm to 3:00pm	Interview Session with Current Students and Alumni https://granite.zoom.us/j/87952057206 Sarah Hart - student
3:00pm to 4:00pm	Interview Session with Content Faculty and Program Chairs https://granite.zoom.us/j/81851549209 Pat Erwin-Ploog – Faculty Amy Kopp – Program Chair (Lead Faculty) Christine Rand - Faculty
5:00pm to 6:00pm	Exit Interview with GSC and Review Team https://granite.zoom.us/j/88251182356 Nick Marks – Dean Carolyn Cormier – Associate Dean Kate Shumway-Pitt – Coordinator of Field Placement

*Zoom sessions will be utilized for all meetings

Appendix F: Suggestions

**Note: These are educational professional courtesies of ideas and/or suggestions that sit outside the governance of the Ed 600's that would contribute to the overall quality and effectiveness of the proposed program. Suggestions do not require a specific responsive action.*

Program: Reading and Writing Teacher

The program should continue to focus on both reading and writing as this is a program that leads to licensure for both areas. Often, in the field, candidates are stronger in their reading knowledge and teaching of reading but lack knowledge in the writing process and the teaching of writing.

Program: Early Childhood Education Teacher

In relationship to the NH DOE 612.03b5d1-3 Standards related to *Health and Physical Activity, including articulating the importance of a high-quality, meaningful health and wellness curriculum...* and the - NH DOE 612.03b6b Standard- *Know and comply with federal and state laws and regulations pertaining to education, health, and safety of young children* – consider including a review of the He-C 4002 Child Care Programming Licensing Rules (2017) as well as the recently available online ProSolutions, NH Health and Safety, Self-Care, Trauma, and Anti-Bias Training Series.

In relationship to the NH DOE 612.03b6a Standard - *Know and use professional standards related to early childhood education...*- consider incorporating the latest publication, NH Early Learning Standards Birth through Five (2016), in place of the document titled NH Early Learning Guidelines (published in 2005) in the following two courses (1) EDU 625S/764S Science, Technology, Engineering and Mathematics in ECE/ECSE and (2) EDU 628/767 IFSPs, IEPs, & Planning Transition.

In relationship to the NH DOE 612.03b6d Standard- *Demonstrate knowledgeable, reflective, and critical perspectives on one's work, and make informed decisions that integrate knowledge from a variety of perspectives* – consider having the students articulate a personal teaching philosophy based on their self-reflection evaluations regarding their teaching practices.

Program: Elementary Education Teacher

Continue to use the reflective practices that are already in place by the college so that changes to programs will help to increase student learning.

Program: General Special Education Teacher

More clarity is needed in regards to understanding the relationship between the school, community and outside agencies to support individuals with disabilities. This was touched upon in some courses, clear evidence was not available beyond exploration of the Department of Education and completion of a family resource file.

Program: Emotional and Behavioral Disorders Teacher

In addition to having students interview and understand the roles of school psychologist and speech language pathologist, GSC should be encouraged to include Board Certified Behavior Analysts, occupational therapists, and physical therapists.

Schools have various resources throughout the state. A candidate in one field placement could have a different access to technology that others' may not. GSC should look into creating an inventory of technology and resources that candidates can bring to their different field placements to implement.

GSC is encouraged to provide students with intervention training that would lead to licensure (i.e. Crisis Intervention Training, Life Space Crisis Intervention) prior to the final clinical. This would provide students with extra tools to apply during their culminating experience. In addition, it would make them more desirable and give them an extra edge when applying to districts.

Program: Specific Learning Disabilities Teacher

It is suggested that for the specific learning disabilities program that Indicator 13 is reviewed and practiced. Students must write and apply a student interview to the transition section of the Individualized Education Program.

This reviewer suggests specific course work around different ways to integrate service providers, including behavioral specialists and Board Certificated Behavioral Analysts (BCBA), Occupational Therapists, and Physical Therapists. It can be different conducting your own behavior plans and working with other behavior specialists.

Train students how to read outside evaluations and research assessments they may not be familiar with. Students should practice reading poor quality reports and identifying conflicting data or recommendations that are not supported by data.

In Course 738, have an ACC person come in to show different devices and give students practice in facilitation communication with these devices. Schools have different resources and GSC may want to look into purchasing some ACC devices, even older models, for students to utilize and bring into their field placement.

Program: Mathematics, Middle Level (to Alg. 1/Integ 1)

Teacher Education Candidates should be encouraged to participate in clinical experiences outside of their community. It might require more assistance from Faculty/Staff to find these other opportunities.

If at all possible, Teacher Education Candidates should obtain clinical experience at different times throughout the school year so that they can best experience education at the different times of the year. This includes how teachers establish classroom routines in the beginning of the year as well as preparing for and administering state required testing.

Program: Mathematics, Upper Level (Pre-Alg to AP Math)

Collaboration is mentioned in some of the courses, but specific types of collaboration are not well defined. Outlining specific expectations for collaboration in a course(s) where collaboration is focused on between candidate teacher/teacher or candidate teacher/special educator.

Including strategies for implementing interventions for non-identified students as part of the curriculum for all candidate teachers (goes beyond motivation and isn't quite yet an IEP situation).

Communication skills for candidates between colleagues, parents and students.

A focus on failure and how to deal with it in a course -- failure of a lesson, failure as a candidate teacher or failure for a student (how do we help students through failure? Could be SEL course).

With the pandemic, technology requirements in most community schools have greatly increased. Schools use Zoom, Google Classroom, Moodle, live streaming, etc. These technologies should be explored throughout the program. Also strategies on how to teach math remotely.

Competency based grading has been a topic of discussion in multiple group agendas.

Taking a closer look at the averaging calculation being done on LOFT rubrics. Consider determining if a different calculation method better represents the candidate's achievements.

Program: Digital Learning Specialist

One area in need of improvement is with regards to digital citizenship (d1). This particular competency is critical in our schools for students, and is now the responsibility of all teachers across all the disciplines. Given the focus on assistive technologies and apps best suited for the meeting of lesson or workshop objectives throughout the program, integrating more time to the safety aspect of digital citizenship; a critical element to bolstering candidate credibility. This would include a broader base of knowledge with regards to cyber security threats and/or pitfalls that candidates and their students or workshop participants may be exposed to when learning to leverage new technologies through clinical experiences and beyond.

Program: Reading and Writing Specialist

A greater emphasis on writing and the writing process would be beneficial. As this is a program for reading and writing specialists, there is a heavy emphasis on reading. When hiring personnel for these positions, it has been my experience that there is often greater knowledge in the reading area and not a strong foundation in the writing area.

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the May 13, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

New England College (NEC) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. The Council for Teacher Education (CTE) is requesting the State Board grant an extension of the current approval dates for five (5) of the seven (7) PEPPs that are in process of being discontinued at the Institution.

Professional Educator Preparation Programs- Content Area(s)			Current Approval		Proposed Recommendation for Approval(s)	
612.01	Visual Arts Teacher	MAT	Full	8/30/2023	2 year extension/ elimination	8/30/2025
612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	Licensure	Conditional	8/30/2022	elimination	8/30/2022
612.25	Life Sciences Teacher for Grades 7-12	BA	Conditional	8/30/2022	1.5 year extension/ elimination	1/30/2024
614.02	Reading and Writing Specialist	M.ED, CAGS	Full	8/30/2022	1 year extension/ elimination	8/30/2023
614.12	Business Administrator	M.ED, CAGS	Full	8/30/2022	elimination	8/30/2022
614.13	Curriculum Administrator	M.ED, CAGS	Full	8/30/2022	1 year extension/ elimination	8/30/2023
614.15	Special Education Administrator	CAGS	Full	8/30/2022	1 year extension/ elimination	8/30/2023

B. RATIONALE FOR ACTION

New England College is eliminating seven (7) low-enrolled PEPPs thus supporting increased investment in high-enrolled PEPPs. As such, this requires an extension from the original approval expiration date for five PEPPs to ensure that currently-enrolled candidates will be afforded the opportunity to meet all standards for educational licensure.

C. EFFECTS OF THIS ACTION

New England College is not seeking re-approval at this time for these seven programs, nor will any additional students be admitted to these PEPPs. The requested expiry date(s) extending their current approval by one-two years (see list directly above for specific timeframe). The requested expiry date (extension) allows for sufficient time for each currently enrolled student to complete coursework.

D. HISTORICAL BACKGROUND

- **July 2011:** CTE rec. w/draw review of R/W Spec PEPP until fully prep; NEC did so; CTE concerned w/ SS content areas not fully addressed- rec. prov appl; CTE rec. Princ and Super for full- concerned supervision in 1 inst is prov solely online; CTE wants to ensure NEC has explicit clear system for clinical superv.; CTE rec 1-year prog report to address SS unmet standards and conc w/ distance based field superv; the Board granted approval to El. Ed., ELA (5-12), SpEd, Life Sci (7-12), P.E., Princ, Super, Math (7-12), Theatre. Super and Princ to sub prog reports to address programmatic and consistency issues. SS was granted cond appl thru **8/31/2013**
- **August 2014:** new Ed 600s apprd March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; NEC extended thru **August 31, 2018**
- **November 2014:** the Board granted full approval for SS (5-12) thru **8/21/2018** and Princ thru **8/31/2016**
- **April 2015:** the Board granted an extension of School Principal to **8/31/2018** to coincide with other programs; Motion to “close out” SS PEPP per CTE minutes.

- **May 2016:** May 3, 2016 letter the Board granted PEPP extensions through **08/31/2018**
- **January 2017:** the Board under Ed 602.02 supports the proposal from the BoEP and NHCTE to extend the approval status of all 14 IHEs offering PEPPs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- **July 2018:** NEC requested a one-year extension (602.12g 1, 4)
- **September 2018:** CTE minutes note: “NEC would like it to be clear, they are not asking for the extension” 9/20/18
- **October 2018:** Director Seidel and Attorney Sala submitted a letter on behalf of CTE requesting a one-year extension thru August 2020; the Board approved this extension of the review through **August 2020**
- **June 2019:** 4 new approvals- Bus. Admin, Curr. Admin, SpEd Admin, R/W Specialist thru **8/2022**
- **July 2019:** New Hampshire Institute of Art (NHIA) officially merged with NEC
- **March 2020:** the Board approved the substantive change request for Visual Art from NHIA to NEC
- **July 2020:** the Board granted NEC 2-year cond approval of the following ten (10) PEPPs thru **August 31, 2022**; EIED K-8, ELA 5-12, Math 7-12 (teach out), PE, Sec. Life Sci, SS 5-12, Theatre, Super, Princ, NEC shall dev a prog report; this rep shall be subm to the dept within 6 months of the Board approval decision.
- **February 2021:** the Board accepted the initial priority progress report and granted cont cond approval thru **8/30/2022**; EIED (k-6, k-8), ELA 5-12, SpEd, PE, Lif Sci, SS 5-12, Theatre - BA, Licensure | Math Upper- Licensure | Super- CAGS, EdD, Princ- M.Ed, CAGS, Licensure

E. POSSIBLE MOTION

The State Board of Education moves to approve the extension/elimination of the following PEPPs. (*Ed 602.01; 602.12; 602.14*)

Professional Educator Preparation Programs- Content Area(s)				Current Approval	
507.09	612.01	Visual Arts Teacher	MAT	extension/ elimination	8/30/2025
507.32	612.25	Life Sciences Teacher for Grades 7-12	BA	extension/ elimination	1/30/2024
507.12	614.02	Reading and Writing Specialist	M.ED, CAGS	extension/ elimination	8/30/2023
506.05	614.13	Curriculum Administrator	M.ED, CAGS	extension/ elimination	8/30/2023
506.07	614.15	Special Education Administrator	CAGS	extension/ elimination	8/30/2023

New England College will address the ‘teach-out’ progress/updates in their annual report submission to the NHDOE through the Council for Teacher Education.

Action by the State Board; Appeal

**Per 602.15(c)(1, 2, or 3)*

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

**Per 602.15(e)(1-3),*

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

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

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- ☐ **Changes in the PEPP's delivery system to primarily on-line delivery;**
 - Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- ☐ **Changes beyond those indicated by the assessment system for continuous improvement;**
 - Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- ☐ **Elimination of a PEPP**
 - Examples including but not limited to teach out, phase out, elimination, on hold, etc.

Substantive change requests are warranted when changes, modifications or an expansion of the IHE's/PEPPs scope has the potential to impact candidates and/or licensure requirements.

CONTACT INFORMATION:

Institution:

Street Address:

Name of Contact:

City/State:

Coordinator/Title:

Zip Code:

Email address:

Telephone:

Is the change at the (check either or both): ___ at the unit level and/or ___ at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

****Approved Levels:** BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

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

3. Explain the rationale for the change.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.

5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program?

___ yes ___ no ___ not sure

additional documentation included to support substantive change(s)

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

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

Date Received by NHDOE:



Teach Out Plan Visual Arts

Overview

Due to low enrollment trends over the past several years, the Visual Arts Program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application. NEC is committed to offering a quality program during the teach out. The decision to teach out at this time will allow for enrollment in the remaining classes to be enough to provide a quality experience instead of having to offer classes with 1-2 students in them.

There are currently 24 students enrolled in the program.
See attached for a detailed list of each student and their course needs.

Course Scheduling and Teach Out Plan

The Visual Arts program is provided through a dual enrollment structure. Students complete their BFA and, while doing so, apply 18 graduate credits to their program. Upon graduation, BFA students enroll in a Master of Arts certification program to attain State certification in Visual Arts. The below course schedule provides students coursework during their BFA and MAT.

Students complete the following courses within their BFA program. No specific sequence is required.

MAE 602 Contemporary Issues in Art Education (4 credits)
MAE 603 Technology, Curriculum, and Assessment (4 credits)
MAE 607 Psych of Educational Development and Learning (4 credits)
MAE 608 Exceptional Learner (4 credits)
MAE 609 Elementary and Secondary Methodologies: Part 1 (2 credits)

Students complete the following classes as MAT students.

MAE 609 Elementary and Secondary Methodologies: Part 2 (2 credits)
MAE 701 Elementary Culminating Fieldwork (8 credits)
MAE 702 Secondary Culminating Fieldwork (8 credits)

The Visual Arts approval expires on August 31, 2023. We are requesting an extension of this approval for an additional 2 years until August 31, 2025 in order for the student to complete the program according to the schedule that allows for a quality educational experience.

Summer 2021

- MAE 602 Contemporary Issues in Art Education
- MAE 608 Exceptional Learner

Fall 2021

- MAE 602 Contemporary Issues in Art Education
- MAE 603 Technology, Curriculum, and Assessment
- MAE 607 Psych of Educational Development and Learning
- MAE 701 Elementary Culminating Fieldwork

Spring 2022

- MAE 603 Technology, Curriculum, and Assessment
- MAE 701 Elementary Culminating Fieldwork
- MAE 702 Secondary Culminating Fieldwork

Summer 2022

- MAE 608 Exceptional Learner
- MAE 609 Elementary and Secondary Methodologies: Part 1
- MAE 609 Elementary and Secondary Methodologies: Part 2

Fall 2022

- MAE 609 Elementary and Secondary Methodologies: Part 1
- MAE 609 Elementary and Secondary Methodologies: Part 2
- MAE 702 Secondary Culminating Fieldwork

Spring 2023

- MAE 607 Psych of Educational Development and Learning
- MAE 608 Exceptional Learner
- MAE 701 Elementary Culminating Fieldwork

Summer 2023

- MAE 609 Elementary and Secondary Methodologies: Part 2

Fall 2023

- MAE 607 Psych of Educational Development and Learning
- MAE 609 Elementary and Secondary Methodologies: Part 2
- MAE 701 Elementary Culminating Fieldwork
- MAE 702 Secondary Culminating Fieldwork

Spring 2024

- MAE 701 Elementary Culminating Fieldwork
- MAE 702 Secondary Culminating Fieldwork

Summer 2024

- MAE 609 Elementary and Secondary Methodologies: Part 2

Fall 2024

- MAE 702 Secondary Culminating Fieldwork

Spring 2025

- MAE 701 Elementary Culminating Fieldwork

Student #	MAE 601 - Creativity and the Brain	MAE 602 - Contemporary Issues in Art Ed	MAE 603 - Technology, Curriculum, and Assessment	MA 604 - Digital Methodologies	MAE 607 - Pscyh of Ed Development and Learning	MAE 608 - The Exceptional Learner	MAE 609 - Elementary and Secondary Methodologies I	MAE 609 - Elementary and Secondary Methodologies II	MAE 610 - Research and Professional Identity	MA 701 - Elementary Culminating Fieldwork I	MA 701 - Elementary Culminating Fieldwork II	MAE 702 - Secondary Culminating Fieldwork I	MAE 702 - Secondary Culminating Fieldwork II
1	X	X	X	X	X	X	X	N/A	Spring II 2021	X	X	X	Spring II 2021
2	X	X	X	X	X	X	X	N/A	Spring II 2021	X	X	X	Spring II 2021
3	X	X	X	X	X	X	X	N/A	Spring II 2021	X	X	X	Spring II 2021
4	X	X	X	ED 5720 (Summer I 2021)	Fall II 2021	X	X	N/A	Spring II 2021	X	X	X	Spring II 2021
5	X	X	X	X	X	X	X	N/A	Spring II 2021	Fall I 2021	Fall II 2021	X	Spring II 2021
6	N/A	X	Fall I 2021	ED 5720 (Summer I 2021)	Fall II 2021	X	X	N/A	N/A	Spring I 2022	Spring II 2022	Fall I 2022	Fall II 2022
7	WAIVE	Fall II 2021	X	ED 5720 (Summer I 2021)	X	X	X	N/A	Sub GR ED course (Fall I 2021)	X	X	X	X
8	N/A	X	ED 5010	N/A	Fall II 2021	Summer I 2021	Fall I 2022	Summer I 2022	N/A	Spring I 2022	Spring II 2022	Fall I 2022	Fall II 2022
9	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
10	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
11	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
12	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
13	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
14	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Summer I 2024	N/A	Spring I 2025	Spring II 2025	Fall I 2024	Fall II 2024
15	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Fall II 2023	N/A	Spring I 2024	Spring II 2024	Fall I 2024	Fall II 2024
16	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Fall II 2023	N/A	Spring I 2024	Spring II 2024	Fall I 2024	Fall II 2024
17	N/A	Fall II 2021	Spring II 2022	N/A	Fall I 2023	Spring II 2023	Fall I 2022	Fall II 2023	N/A	Spring I 2024	Spring II 2024	Fall I 2024	Fall II 2024
18	N/A	Fall II 2021	Spring II 2022	N/A	Spring I 2023	Spring II 2023	Fall I 2022	Summer I 2023	N/A	Fall I 2023	Fall II 2023	Spring I 2024	Spring II 2024
19	N/A	Fall II 2021	Spring II 2022	N/A	Spring I 2023	Spring II 2023	Fall I 2022	Summer I 2023	N/A	Fall I 2023	Fall II 2023	Spring I 2024	Spring II 2024
20	N/A	Fall II 2021	Spring II 2022	N/A	Spring I 2023	Spring II 2023	Fall I 2022	Summer I 2023	N/A	Fall I 2023	Fall II 2023	Spring I 2024	Spring II 2024
21	N/A	Fall II 2021	Spring II 2022	N/A	X	Summer I 2022	Fall I 2022	Fall II 2022	N/A	Spring I 2023	Spring II 2023	Fall I 2023	Fall II 2023
22	X	Summer I 2021	X	X	X	X	X	Sub/Waive	N/A	Fall I 2021	Fall II 2021	Spring I 2022	Spring II 2022
23	X	Sub IND 500	X	X	X	X	X	Sub IND 500	N/A	Fall I 2021	Fall II 2021	Spring I 2022	Spring II 2022



Teach Out Plan Life Sciences Grades 7-12

Overview

Due to low enrollment trends over the past several years, the Life Sciences Grades 7-12 Program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application.

There is currently one student enrolled in the program, a sophomore.

Student 1

Education Courses

- ED 3020 Teaching Science Across the K-12 Curriculum
- ED 4000 Methods of Instruction Across the K-12 Curriculum
- ED 4905 Student Teaching

General Education Courses

- BI 2050 Zoology
- BI 3030 Genetics
- BI 3210 Microbiology
- CH 2110 General Chemistry I
- CH 2120 General Chemistry II
- PH 2210 General Physics I

Course Scheduling and Teach Out Plan

As noted above, Student 1 is in need of 3 Education courses and 6 General Education (Science) courses to complete the program. The Education classes are not specific to the Life Sciences program and will continue to be offered regularly for other students. The General Education classes are also offered regularly for all undergraduate students. Thus, an individualized program of study will not be needed for Student 1.

After the Spring of 2021, Student 1 will attain junior status and be in need of 3 additional semesters to complete the program requirements. The Life Sciences conditional approval expires on August 31, 2022. We are requesting an extension of this approval for an additional 1 year until August 31, 2023 in order for the student to complete the program. One year is requested to ensure program completion instead of .5 years. This will allow an additional semester if needed due to the rigor of the science courses remaining.

Fall 2021

- ED 3020 Teaching Science Across the K-12 Curriculum

- BI 3030 Genetics
- BI 3210 Microbiology
- CH 2110 General Chemistry I

Spring 2022

- CH 2120 General Chemistry II
- PH 2210 General Physics I
- BI 2050 Zoology
- ED 4000 Methods of Instruction Across the K-12 Curriculum

Fall 2022

- ED 4905 Student Teaching



Teach Out Plan Life Sciences Grades 7-12

Overview

Due to low enrollment trends over the past several years, the Life Sciences Grades 7-12 Conversion Program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application.

There are two students enrolled in the program which is offered through the Graduate and Professional Studies Program. Program details and schedules for taking classes are below.

Course Scheduling and Teach Out Plan for Each Student in the Program

Student 1 was accepted just prior to the decision to discontinue the program. Two possible schedules are provided for her. Proposed schedule 1 would have her complete the licensure requirements and Master courses by the end of June 2023. With that schedule we would need until the end of July 2023 to confirm all graduation requirements have been met, confer her degree, and recommend her for licensure to the NH Department of Education. Proposed schedule 2 would have her complete the licensure requirements and Master courses by December 31, 2023. With that schedule we would need until the end of January 2024 to confirm all graduation requirements have been met, confer her degree, and recommend her for licensure to the NH Department of Education.

Secondary Education Life Sciences and Sp Ed Teacher Licensure and MED

(results in MED and leads to certification in secondary education life sciences and sp ed K-12)

Start date July 1, 2021

<i>Student Name</i>	Student 1	<i>Starting Semester</i>	
<i>MED Concentration</i>	Curriculum and Instruction		
Semester Completed	Grade Achieved	<u>Courses required for MED and secondary education life sciences K-12 certification</u>	
		ED 5010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum (3 crs)	
		ED 5030 Meeting the Needs of All Learners (3 crs)	
		ED 5255 Social Emotional Learning Competencies in K-12 Classrooms (3 crs)	
		ED 5625 Embedding Inquiry and STEAM Education Across the Curriculum (3 crs)	
		ED 5131 Integrating Brain Science into Teaching and Learning (4 crs)	
		ED 5170 Special Education: Disabilities, Issues, and Laws (3 crs)	

Secondary Education Life Sciences and Sp Ed Teacher Licensure and MED

(results in MED and leads to certification in secondary education life sciences and sp ed K-12)

Start date July 1, 2021

		ED 5261 Research Practicum I (2 crs)
		ED 5262 Research Practicum II (2 crs)
		ED 6000 Literacy and Language Arts (3 crs)
		ED 6019 Methods Intensive I (2 crs)
		ED 6020 Methods Intensive II (2 crs)
		ED 6026 Student Teaching General Education Intensive I (3 crs if also seeking sp. ed. Certification; 6 crs of not seeking special education certification)
		ED 6027 Student Teaching General Education Intensive II (3 crs if also seeking sp. ed. Certification; 6 crs of not seeking special education certification)
		ED 6028 Student Teaching Special Education Intensive I (3 crs if also seeking sp. ed. Certification; 6 crs of not seeking special education certification) (required only if seeking dual certification)
		ED 6029 Student Teaching Special Education Intensive II (3 crs if also seeking sp. ed. Certification; 6 crs of not seeking special education certification) (required only if seeking dual certification)
		ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs)
		ED 6190 Taming the Data Beast (4 crs)
		ED 6400 School Reform, School Leadership, and Curriculum Change (4 crs)
		ED 6511 Action Research I (2 crs)
		ED 6512 Action Research II (2 crs)
		ED 6951 Portfolio I (1 cr)
		ED 6952 Portfolio II (1 cr)
		ED 6961 Portfolio III (1 cr)
		ED 6962 Portfolio IV (1 cr)

612 Certification Standards

As a result of transcript review, students will complete the Secondary Education Mathematics standards matrix for the 612 standards. The matrix can be provided by the Program Director. Working with the Program Director the student will review the standards and identify the courses that have been taken that meet 612 standards. The matrix of standards and evidence will be shared with the Transfer Coordinator. Those standards that are unmet become elements of an action plan for the student. The action plan becomes a detailed list of additional courses the student will take to meet the unmet content standards. The student will identify courses either at NEC or an accredited institution that can meet the unmet standards. Students who are taking a course elsewhere and transferring it into NEC must complete a Prior Approval Course form. Note, all standards must be met in order to be eligible to be recommended for certification.

Completed	Sample courses you might find on a transcript include but are not limited to:
Fall 2015 A	BI 1120 General Biology TRANSFER Stonehill College BIO 101 Biological Principles I fall 2015 A (4 crs)

Secondary Education Life Sciences and Sp Ed Teacher Licensure and MED

(results in MED and leads to certification in secondary education life sciences and sp ed K-12)

Start date July 1, 2021

Spring 2016 A-	TRANSFER Stonehill College BIO 102 Biological Principles II spring 2016 A- (4 crs)
Fall 2016 A-	TRANSFER Stonehill College BIO 211 Cell Biology fall 2016 A- (4 crs)
Fall 2017 A-	TRANSFER Stonehill College BIO 323 Evolution fall 2017 A- (4 crs)
	BI 2050 Zoology
Spring 2017 B	BI 3030 Genetics TRANSFER Stonehill College BIO 212 Genetics spring 2017 B (4 crs)
Fall 2016 A-	BI 3210 Microbiology TRANSFER Stonehill College BIO 211 Cell Biology fall 2016 A- (4 crs)
Fall 2015 A-	CH 2110 General Chemistry I TRANSFER Stonehill College CHM 113 General Chem I fall 2015 A- (4 crs)
Spring 2017 B+	CH 2120 General Chemistry II TRANSFER Stonehill College CHM 232 General Chem II spring 2017 B+ (4 crs)
Spring 2016 A-	TRANSFER Stonehill College CHM 221 Organic Chemistry spring 2016 A- (4 crs)
Fall 2016 B+	TRANSFER Stonehill College CHM 222 Organic Chemistry II fall 2016 B+ (4 crs)
Fall 2015 A	MT 1600 Algebra and Trigonometry TRANSFER Stonehill College MTH 126 Cal II which is a higher level course than Algebra and Trig and requires that skill set in order to be successful fall 2015 A (4crs)
Adv Placement	MT 2310 Statistics MTH 145 Statistics Advanced Placement
Fall 2017 B	PH 2210 General Physics TRANSFER Stonehill College PHY 121 Physics I fall 2017 B (4 crs)
Adv Placement	MTH 125 Calculus AB Advanced Placement Ceeb
Fall 2015 A	TRANSFER Stonehill College MTH 126 Calculus II fall 2015 A (4 crs)
Completed	<u>State of NH General Education Requirements:</u>
Adv Placement	College Writing EL 800 Advanced Placement Ceeb
Spring 2016 A-	US History TRANSFER Stonehill College HIS 101 The Great Depression and WW II spring 2016 A- (3 crs)
Biology major	Lab Science Biology major
	World Geography
Fall 2018 B+	US Politics TRANSFER Stonehill College POL 348 Peace and Conflict Studies fall 2018 B+ (3 crs)
	Life Span Development
Completed	<u>Teacher Certification Requirements:</u>
	Complete the NH criminal history record check process
	Submit passing scores for the CORE Academic Skills Tests (for more information please go to http://www.ets.org/praxis/nh/) <ul style="list-style-type: none"> Please NOTE: minimum SAT scores may be evaluated by the New Hampshire Department of Education for the Core Academic Skills test. for the CORE Academic Skills test
	Complete a teaching portfolio
	Have their portfolio reviewed and be interviewed by a panel of NEC graduate faculty

Secondary Education Life Sciences and Sp Ed Teacher Licensure and MED

(results in MED and leads to certification in secondary education life sciences and sp ed K-12)

Start date July 1, 2021

	<p>Meet the minimum grade requirements:</p> <ul style="list-style-type: none"> • a grade of B- or better in ED 6400 School Reform, School Leadership, and Curricular Change • a grade of C or better in: <ul style="list-style-type: none"> ○ College level mathematics course ○ College writing course • have grades of B or better in at least three education courses
	a minimum cumulative grade point average of 3.00 for acceptance into and retention in the MED and Teacher Certification major
<p>Graduate students admitted to NEC may take courses toward licensure (certification). However, they must meet eligibility requirements and be accepted into the Teacher Certification program in order to be eligible to participate in the Methods Intensive courses or Student Teaching. Please speak with the Director of Graduate Programs in Education about the application to teacher certification process.</p>	
Proposed Term	Proposed schedule of courses and activities I
Summer 1 2021	ED 6410 (4 crs) SUBSTITUE for ED 6400 and ED 6951 (1 cr) NOTE: Take Praxis 2 for life science
Summer 2 2021	ED 5170 (3 crs) and ED 6952 (1 cr)
Fall 1 2021	ED 5010 (3 crs) and ED 6190 (4 crs) NOTE: apply to the licensure program
Fall 2 2021	ED 6000 (3 crs) and ED 5255 (3 crs)
Spring 1 2022	ED 5035 (3 crs) and World Geography (4 crs)
Spring 2 2022	ED 5030 (3 crs) and ED 5625 (3 crs)
Summer 1 2022	Zoology – will need to find a course and get it approved to transfer back in
Summer 2 2022	ED 5131 (4 crs) and ED 6116 (4 crs)
Fall 1 2022	ED 6019 (2 crs) Methods Intensive I and ED 5261 (2 crs) Masters research project and ED 6961 (1 cr)
Fall 2 2022	ED 6020 (2 crs) Methods Intensive II* and ED 5262 (2 crs) Masters research project
Spring 1 2023	ED 6026 (6 crs) Student Teaching I and ED 6511 (2 crs) Masters research project
Spring 2 2023	ED 6027 (6 crs) Student Teaching II and ED 6512 (2 crs) Masters research project and ED 6962 (1 cr)
Proposed Term	Alternate Proposed schedule of courses and activities II
	Alternative Schedule
Summer 1 2021	ED 6410 (4 crs) SUBSTITUE for ED 6400 and ED 6951 (1 cr) NOTE: Take Praxis 2 for life science
Summer 2 2021	ED 5170 (3 crs) and ED 6952 (1 cr)

Secondary Education Life Sciences and Sp Ed Teacher Licensure and MED

(results in MED and leads to certification in secondary education life sciences and sp ed K-12)

Start date July 1, 2021

Fall 1 2021	ED 5010 (3 crs) and ED 6190 (4 crs) NOTE: apply to the licensure program
Fall 2 2021	ED 6000 (3 crs) and ED 5255 (3 crs)
Spring 1 2022	ED 5035 (3 crs) and World Geography (4 crs)
Spring 2 2022	ED 5030 (3 crs) and ED 5625 (3 crs)
Summer 1 2022	Zoology – will need to find a course and get it approved to transfer back in
Summer 2 2022	ED 5131 (4 crs) and ED 6116 (4 crs)
Fall 1 2022	ED 6019 (2 crs) Methods Intensive I
Fall 2 2022	ED 6020 (2 crs) Methods Intensive II*
Spring 1 2023	ED 6026 (6 crs) Student Teaching I
Spring 2 2023	ED 6027 (6 crs) Student Teaching II
Summer 1 2023	ED 5261 (2 crs) Masters research project
Summer 2 2023	ED 5262 (2 crs) Masters research project
Fall 1 2023	ED 6511 (2 crs) Masters research project and ED 6961 (1 cr)
Fall 2 2023	ED 6512 (2 crs) Masters research project and ED 6962 (1 cr)

Student 2 has almost finished her Master degree. She needs to transfer in her Statistics course, locate and take a Zoology course, and complete Methods and Student Teaching if she wants to continue with the Life Science licensure program. Ideally, if she decided to continue she would complete the licensure requirements by June 30, 2022. With that schedule we would need until the end of July 2022 to confirm all graduation requirements have been met, confer her degree, and recommend her for licensure to the NH Department of Education.



**Secondary Education: Life Science and General Special Education Certification Program
(Starting Fall 2015)**

Name: Student 2

Email:

ID:

Phone:

Advisor:

CORE Academic Skills Test

Take the Core Academic Skills Test no later than the second semester of your first year and have your scores sent to the NH State Department of Education and New England College. You **MUST** submit passing scores to the New England College Department of Education by the time you have earned 45 credits. Those who have not passed the CORE Academic Skills Test by the time they earn 45 credits will not be able to pursue a major in education that leads to certification. Please go to this website to identify the appropriate test and to register <http://www.ets.org/praxis/nh/>

Tests Required for All Licensure Areas

If you wish to take all three computer-delivered *Praxis*™ Core Academic Skills for Educators (Core) exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying Score
All Areas	Core Academic Skills for Educators: Reading	5712	n/a	156
	and			
	Core Academic Skills for Educators: Writing	5722	n/a	162
	and			
	Core Academic Skills for Educators: Mathematics	5732	n/a	150

CORE Scores	Date	Passing score
READING (5712) – 156,	8.20.18	200
WRITING (5722) – 162,	8.20.18	170
MATHEMATICS (5732) – 150	8.20.18	168

APPLICATION TO THE MAJOR

Once you have

1. Submitted passing scores for CORE Academic Skills;
2. Successfully completed ED 1000 Professional Issues in Education and Practicum I with a grade of B- or better (undergraduate) or ED 6410 School Reform and Systems Change with a grade of B- or better (graduate);
3. Successfully completed WR 1010 College Writing I with a grade of C or better;
4. Successfully completed MT 1015 Number Sense with a grade of C or better (undergraduate) or a grade of C or better in a College Level Mathematics course for those transferring or completing certification through the graduate conversion program;
5. Have a minimum cumulative grade point average of 2.75; and
6. Completed Portfolio II
 - a. For undergraduates complete Portfolio II the spring of the sophomore year. The portfolio must contain work from all the required courses in the Secondary Education Social

Studies and General Special Education course sequence listed below for the first year fall and spring and the second year fall. Students must have grades of B or better in ED 1000 and in at least 3 of the required courses.)

- b. For graduate students complete Portfolio II after completing -ED 6410 Dynamics of Systems Change and Educational Reform with a grade of B- or better.

you are eligible to submit your portfolio for review. Once reviewed and approved, an interview will be scheduled for acceptance into the major. No one can submit their portfolio or be interviewed without meeting the requirements listed above.

Portfolio Application

Submitted on _____

Accepted on _____

Date

Interview

Date

CGPA

Date

CGPA 2.75+ on date of acceptance

Acceptance Date

PRAXIS II

Take Praxis II and have your scores sent to the NH State Department of Education and New England College. You are REQUIRED to take Praxis II at the beginning of your Methods placements and only when you scores have been received at New England College will you be placed and preregistered for student teaching. Placement happens early in the semester prior to when you plan to student teach so please plan accordingly. If you do not passed Praxis II you can continue to retake the test while student teaching but must do so monthly or as often as possible through ETS.

Praxis II Score

Date

Passing score

Required Course

Date

Grade

MED Core and required for Certification

ED 5130 Psychology of Learning Communities (4 crs)

fall 1 2017

A

ED 6110 Curriculum and Instruction (4 crs)

fall 2 2019

A

ED 6180 Methods of Evaluation and Assessment (4 crs)

spring 2 2018

A

**ED 6410 Dynamics of Education Reform and Systems
Change (4 crs) includes 30 hour practicum**

summer 2 2017_A

ED 6951 Portfolio I

fall 1 2017

A

ED 6952 Portfolio II

summer 2 2018 A

MED Concentration Courses and required for Certification

ED 5000 Technology and Information Literacy (3 crs)

summer 1 2019

A

ED 5010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum - Includes a 30 hour practicum	spring 1 2017	A
ED 5030 Meeting the Needs of All Learners (3 crs) Must add a 1 credit 30 hour practicum	spring 2 2019	A
ED 5090 Literature on the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults (4 crs)	summer 2 2019	A
ED 5170 Special Education: Disabilities, Issues, and Laws 3 (crs) Must add a 1 credit 30 hour practicum	spring 1 2019	A-
ED 6000 Literacy and Language Arts 3 crs) must have a 30 hour semester long placement	fall 2018	A

ED 4010 Methods Practicum (3 crs) Requires 15+ hours in a school for the entire semester NOTE: Must be accepted to the major in order to take this course	_____	_____
ED 4915 Student Teaching (12 credits) Note: Must have completed all other requirements and successfully completed ED 4010 before being allowed to enroll in this course	_____	_____

Area of Concentration: Life Science

BI 1111 General Biology Biodiversity, Evolution, and Ecology (2 credits)	transfer NHTI
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BI 1112 General Biology Genetics and Plant Biology (2 credits)	transfer NHTI
---	----------------------

BI 1113 General Biology Animal Systems (2 credits)	Delaware Valley BY 214 Biology II C
---	--

MT 1510 Pre Calculus (4 credits)	Delaware Valley MPI 204 Cal I C
---	--

BI 1114 General Biology Cellular Biology (2 credits)	Delaware Valley BY 214 Biology II C
---	--

CH 2110 General Chemistry (4 credits)	Delaware Valley CHI 103 Gen Chem B
--	---

MT 2310 Statistics (4 credits)	_____	_____
Need official transcript		

CH 2120 General Chemistry II (4 credits) Delaware Valley CHI 203 Chem II C

BI 2050 Zoology (4 credits)

Donna to check to see if available elsewhere and transfer in

BI 3030 Genetics (4 credits) (odd fall) Delaware Valley BY 3001 Genetics A

BI 3210 Microbiology (4 credits) (odd spring) Delaware Valley BY 3002 fall 1988 B+

PH 2210 Physics I (4 credits) NHTI summer 2018 T

General Education Requirements

	Where taken	Date	Grade
College Writing	Freshman English	summer 1988 Delaware Valley	B+
United States History	Modern American History	Delaware Valley summer 1988	B+
Life Span Development	NEC ED 5990	spring 1 2020	A
Creative Arts	Delaware Valley LA 2004 Speech	spring 1987	A
World Geography		winter 2018 BISK	A-
US Politics	Bucks County Comm College	summer 1989 Amer Natl Governmetn	transfer

MED Required Courses

		Date	Grade
ED 5261	Research Practicum I (2 crs)	summer 2 2020	A
ED 5262	Research Practicum II (2 crs)	spring 1 2021	A
ED 6511	Action Research I (2 crs)	spring 2 2021	
ED 6512	Action Research II (2 crs)		
take summer 1 2021			
ED 6961	Portfolio III (1 cr)		
take summer 1 2021			
ED 6962`	Portfolio IV (1 cr)		
take summer 2 2021			

Proposed sequence of courses to complete Masters and certification should you decide to want to continue to do that (created 4.2.21):

Spring 2 2021	Develop application portfolio and interview Send transcript for Statistics class Find Zoology class to be taken over the summer ED 6511 (2 crs)
Summer 1 2021	Take Zoology class Complete application process ED 6512 (2 crs) and ED 6961 (1 cr)
Summer 2 2021	ED 6962 (1 cr) Take Zoology class if not already done
Fall 1 2021	ED 6019 Methods Intensive I (2 crs)
Fall 2 2021	ED 6020 Methods Intensive II (2 crs)
Spring 1 2022	ED 6026 Student Teaching Gen Ed Intensive I (6 crs)
Spring 2 2022	ED 6027 Student Teaching Gen Ed Intensive II (6 crs)



Teach Out Plan Mathematics Grades 5-12

Overview

Due to low enrollment trends over the past several years, the Mathematics Grades 5-12 Conversion Program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application.

There is one student enrolled in the program. Program details and the student's schedule for taking classes are below.

Course Scheduling and Teach Out Plan for Each Student in the Program

Student 1 will complete her Master degree the end of this term, April 27, 2021. She is scheduled to take Linear Algebra over the summer. She will then have Methods and Student Teaching to complete the 2021/2022 academic year. She is already placed for her Methods and Student Teaching experience as she has been hired through the former Alternative IV process and has been teaching mathematics at an area high school for at least two years. She would be eligible to be recommended for licensure late June 2022.



Secondary Education: Mathematics and General Special Education Certification Program (Starting Fall 2015)

Name: student 1

Email:

ID:

Phone:

Advisor:

CORE Academic Skills Test

Take the Core Academic Skills Test no later than the second semester of your first year and have your scores sent to the NH State Department of Education and New England College. You **MUST** submit passing scores to the New England College Department of Education by the time you have earned 45 credits. Those who have not passed the CORE Academic Skills Test by the time they earn 45 credits will not be able to pursue a major in education that leads to certification. Please go to this website to identify the appropriate test and to register <http://www.ets.org/praxis/nh/>

Tests Required for All Licensure Areas

If you wish to take all three computer-delivered *Praxis*™ Core Academic Skills for Educators (Core) exams (5712, 5722, 5732) at the same time, select Core Academic Skills for Educators: Combined Test (5751) when registering. Scores will be reported by individual test (5712, 5722, 5732).

To Be Certified in	You Need to Take	CDT Code	PDT Code	Qualifying Score
All Areas	Core Academic Skills for Educators: Reading	5712	n/a	156
	and			
	Core Academic Skills for Educators: Writing	5722	n/a	162
	and			
	Core Academic Skills for Educators: Mathematics	5732	n/a	150

CORE Scores	Date	Passing score
READING (5712) – 156,	11/14/2009	179
WRITING (5722) – 162,	11/14/2009	176
MATHEMATICS (5732) – 150	11/14/2009	179

APPLICATION TO THE MAJOR

Once you have

1. Submitted passing scores for CORE Academic Skills;
2. Successfully completed ED 1000 Professional Issues in Education and Practicum I with a grade of B or better (undergraduate) or ED 5110 Teachers as Leaders or ED 6410 School Reform and Systems Change with a grade of B or better (graduate);
3. Successfully completed WR 1010 College Writing I with a grade of C or better;
4. Successfully completed MT 1015 Number Sense with a grade of C or better (undergraduate) or a grade of C or better in a College Level Mathematics course for those transferring or completing certification through the graduate conversion program;
5. Have a minimum cumulative grade point average of 2.75; and
6. Completed Portfolio II
 - a. For undergraduates complete Portfolio II the spring of the sophomore year. The portfolio must contain work from all the required courses in the Secondary Education Social Studies and General Special Education course sequence listed below for the first year fall and spring and the second year fall. Students must have grades of B or better in ED 1000 and in at least 3 of the required courses.)
 - b. For graduate students complete Portfolio II after completing ED 5110 Teachers As Leaders or ED 6410 Dynamics of Systems Change and Educational Reform with a grade of B or better and ED 5130 Psychology of Learning Communities and ED 5170 Introduction to Special Education with grades of B or better.

you are eligible to submit your portfolio for review. Once reviewed and approved, an interview will be scheduled for acceptance into the major. No one can submit their portfolio or be interviewed without meeting the requirements listed above.

Portfolio Application	Date	
Submitted on	fall 2019	
Accepted on	fall 2019	
Interview	Date	
	fall 2019	
CGPA 2.75+ on date of acceptance	CGPA	Date
	3.94	fall 2019
Acceptance Date	fall 2019	

PRAXIS II

Take Praxis II and have your scores sent to the NH State Department of Education and New England College. You are REQUIRED to take Praxis II at the beginning of your Methods placements and only when you scores have been received at New England College will you be placed and preregistered for student teaching. Placement happens early in the semester prior to when you plan to student teach so please plan accordingly. If you do not passed Praxis II you can continue to retake the test while student teaching but must do so monthly or as often as possible through ETS.

Praxis II Score	Date	Passing score
Required Course		
	Date	Grade
<u>MED Core and required for Certification</u>		
ED 5130 Psychology of Learning Communities (4 crs)	spring 2018	A
ED 6110 Curriculum and Instruction (4 crs)	spring 1 2019	A
ED 6180 Methods of Evaluation and Assessment (4 crs)	summer 2 2019	A-
ED 6410 Dynamics of Education Reform and Systems Change (4 crs) includes 30 hour practicum	fall 2 2018	A
ED 6951 Portfolio I	spring 1 2019	A
ED 6952 Portfolio II	spring 2 2019	A

MED Concentration Courses and required for Certification

ED 5000 Technology and Information Literacy (3 crs)	Fitchburg State transfer
ED 5010 Curriculum Design, Planning, Instruction, and Assessment Across the Curriculum - Includes a 30 hour practicum	summer 2018 A

ED 5015 Teaching Math 3 crs)
Must add a 1 credit 30 hour practicum
Keene State College Secondary Met Math
EDUC 331 fall 2010 B
Keene State College Issues in Math Educ
MATH 475 fall 2011 C

ED 5030 Meeting the Needs of All Learners (3 crs)
Must add a 1 credit 30 hour practicum
Fitchburg State transfer

ED 5090 Literature on the 21st Century: Exploring
Literature for Youngsters, Adolescents,
and Young Adults (4 crs)
spring 1 2021 A

ED 5170 Special Education: Disabilities, Issues, and Laws
3 (crs) Must add a 1 credit 30 hour practicum
SPED 7024 Fitchburg State Under
Disab and Div grade 3.0

ED 6000 Literacy and Language Arts 3 crs)
Must add a 1 credit 30 hour practicum
Fitchburg State transfer

ED 4010 Methods Practicum (3 crs) Requires 15+
hours in a school for the entire semester
NOTE: Must be accepted to the major in
order to take this course
ideally fall 2021 – new numbers are ED 6019 (fall 1 2021) and ED 6020 (fall 2 2021)

ED 4915 Student Teaching (12 credits) Note: Must have
completed all other requirements and successfully
completed ED 6019 and 6020 before being allowed to
enroll in this course
new number is ED 6026 Student Teaching: General Education Intensive I (spring 1 2022) and ED
6027 Student Teaching: General Education Intensive II (spring 2 2022) and ED 6027 Student
Teaching Sp Ed Intensive I (Spring 2 2022) and ED 6028 Sp Ed Intensive II (Summer 1 2022)

Area of Concentration: Matematics

MT 1510 Precalculus
see Cal I and II below – these require the knowledge of PreCal
Waive the requirement

MT 2510 Calculus I
Keene State College MATH 151 fall 2008 B

MT 2110 Discrete Math
Keene State College MATH 225 Abstract and Discrete Math fall
2009 C

MT 2310 Statistics
Keene State College MATH 141 fall 2008 B

MT 2520 Calculus II
Keene State College MATH 152 fall 2009 BC

MT 3530 Calculus III

University of Phoenix spring 2020 transfer

MT 4110 Linear Algebra

Is scheduled to take this summer 2021

MT 3150 History of Math

Keene State College MATH 310 Evolution of Math fall 2010 BC

MT 2610 Geometry

Keene State College MATH 320 Geometry spring 2011 BC

MT 4210 Abstract Mathematics

**Keene State College MATH 225 Abstract and Discrete Math
fall 2009 C**

General Education Requirements

	Where taken	Date	Grade
College Writing	has BA		
United States History	UB S Perspectives from 1877 Keene State		
Life Span Development	fall 2 2019 Human Development I PS 2140 A-		
Creative Arts	Keene State College IAART 101 Foundations of Design spring 2009 AB		
World Geography	Keene State College Intro Geo fall 2009 A		
US Politics	PO 1110 US Politics fall 2019 A		
Lab Science	Keene State College – New Perspectives in Bio fall 2008 A		

MED Required Courses

		Date	Grade
ED 5261	Research Practicum I (2 crs)	fall 1 2020	B
ED 5262	Research Practicum II (2 crs)	fall 2 2020	A
ED 6511	Action Research I (2 crs)	spring 1 2021_A	
ED 6512	Action Research II (2 crs)	spring 2 2021	
ED 6961	Portfolio III (1 cr)	fall 1 2020	A
ED 6921`	Portfolio IV (1 cr)	spring 2 2021	

Completing the courses above would earn you the Masters for a graduation date in MAY 2021. BUT, you should chat with student financial services as graduating without finishing the certification requirements could impact you financially particularly if you are receiving student financial aid. Please see the other tracking sheet for just the Masters courses. This tracking sheet includes the Masters and the required courses for certification.

Proposed schedule to complete certification and Masters

Spring 2 2021	ED 6512 (2 crs) and ED 6962 (1 cr) Locate MT 4110 Linear Algebra – complete prior approval form OR if you have already taken this have the official transcript sent. This must be taken before December 2021
Summer 1 2021	Take Linear Algebra
Summer 2 2021	Take Linear Algebra if not already taken
Fall 1 2021	ED 6019 Methods Intensive I (2 crs)
Fall 2 2021	ED 6020 Methods Intensive II (2 crs)
Spring 1 2022	ED 6026 Student Teaching Gen Ed Intensive I (3 crs)
Spring 2 2022	ED 6027 Student Teaching Gen Ed Intensive II (3 crs) and ED 6028 Student Teaching Sp Ed Intensive I (3 crs)
Summer 1 2022	ED 6028 Student Teaching Sp Ed Intensive II (3 crs)



Teach Out Plan Business Administrator Licensure Program

Overview

Due to no enrollments over the past several years, the Business Administrator licensure program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application.

There are no students enrolled in the MED, CAGS, or EdD Business Administrator licensure program.

Required coursework and student schedules are not presented as there is no enrollment.

The Business Administrator licensure program is provided through the Graduate program.



Teach Out Plan Reading and Writing Specialist Licensure Program

Overview

Due to low enrollment trends over the past several years, the Reading and Writing Specialist licensure program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application. NEC is committed to offering a quality program during the teach out. The decision to teach out at this time will allow for enrollment in the remaining classes to be enough to provide a quality experience instead of having to offer classes with 1-2 students in them.

There are currently 4 students enrolled in the MED Reading and Writing Specialist licensure program and 6 students enrolled in the CAGS Reading and Writing Specialist licensure program.

See below for a detailed list of each student and their course needs.

Course Scheduling and Teach Out Plan

The Reading and Writing Specialist licensure program is provided through the Graduate program.

MED Reading and Writing Specialist required coursework:

ED 5020 Language and Grammar: Developing Powerful Writers (3 crs)
ED 5030 Meeting the Needs of All Learners (3 crs)
ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults (3 crs)
ED 5131 Integrating Brain Science into Teaching and Learning (4 crs) formerly ED 5130
Psychology of Learning Communities (4 crs)
ED 5170 Special Education: Disabilities, Issues, and Laws (3 crs)
ED 5186 Curriculum and Methods of Teaching Reading in the Content Area (3 crs)
ED 5261 Research Practicum I (2 crs)
ED 5262 Research Practicum II (2 crs)
ED 5720 Technology Integration with the Inclusion of Assistive Technology (3 crs)
ED 6000 Literacy and Language Arts (3 crs)
ED 6035 Reading and Writing Specialist
ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs) formerly ED 6110
Dynamics of Curriculum and Instruction
ED 6150 Diagnostic and Remedial Reading (3 crs)
ED 6190 Taming the Data Beast (4 crs)
ED 6400 School Reform, School Leadership, and Curriculum Change (4 crs) formerly ED 6410
Dynamics of Education Reform and Systems Change (4 crs)

ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I (2 crs)
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar I I(2 crs)
ED 6951 Portfolio I (1 cr)
ED 6952 Portfolio II (1 cr)
ED 6961 Portfolio III (1 cr)
ED 6962 Portfolio IV (1 cr)
ED 7031 Practicum Reading and Writing Specialist Part I (1 cr)
ED 7032 Practicum Reading and Writing Specialist Part II (1 cr)

CAGS Reading and Writing Specialist required coursework:

ED 5020 Language and Grammar: Developing Powerful Writers (3 crs)
ED 5030 Meeting the Needs of All Learners (3 crs)
ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults (3 crs)
ED 5131 Integrating Brain Science into Teaching and Learning (4 crs) formerly ED 5130
Psychology of Learning Communities (4 crs)
ED 5170 Special Education: Disabilities, Issues, and Laws (3 crs)
ED 5186 Curriculum and Methods of Teaching Reading in the Content Area (3 crs)
ED 5720 Technology Integration with the Inclusion of Assistive Technology (3 crs)
ED 6000 Literacy and Language Arts (3 crs)
ED 6035 Reading and Writing Specialist
ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs) formerly ED 6110
Dynamics of Curriculum and Instruction (4 crs)
ED 6150 Diagnostic and Remedial Reading (3 crs)
ED 6190 Taming the Data Beast (4 crs)
ED 6964 Leadership Portfolio I (1 cr)
ED 6965 Leadership Portfolio II (1 cr)
ED 7003 Educational Leadership and Critical Issues (4 crs)
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 crs)
ED 7030 Culminating Leadership Plan (4 crs)
ED 7031 Practicum Reading and Writing Specialist Part I (1 cr)
ED 7032 Practicum Reading and Writing Specialist Part II (1 cr)
ED 7260 Applied Educational Leadership (4 crs)
ED 7510 Data Driven Leadership and Action Capstone (4 crs)

Edd Reading and Writing Specialist Program Note: There are no students enrolled in this program.

Approval Extension Request

The Reading and Writing Specialist licensure program, both MED and CAGS, approval expires on August 30, 2022. We are requesting an extension of this approval for an additional year until August 31, 2023 in order for the students to complete the program, be reviewed for degree confirmation by the Registrar, and be recommended for certification.

Reading and Writing Specialist licensure program schedule of MED and CAGS courses:

Summer I 2021

ED 5186 Curriculum and Methods of Teaching Reading in the Content Area
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6410 Dynamics of Education Reform and Systems Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data-driven Leadership and Action Capstone

Summer II 2021

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5170 Special Education: Disabilities, Issues, and Laws
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6150 Diagnostic and Remedial Reading
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Fall I 2021

ED 5020 Language and Grammar: Developing Powerful Writers
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I

ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7260 Applied Educational Research

Fall II 2021

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5170 Special Education: Disabilities, Issues, and Laws
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6000 Literacy and Language Arts
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2022

ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Spring II 2022

ED 5030 Meeting the Needs of All Learners
ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6035 Reading and Writing Specialist
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7260 Applied Educational Research

Summer 1 2022

ED 5186 Curriculum and Methods of Teaching Reading in the Content Area
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data Driven Leadership and Action Capstone

Summer 2 2022

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5170 Special Education: Disabilities, Issues, and Laws
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6150 Diagnostic and Remedial Reading
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II

ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Fall I 2022

ED 5020 Language and Grammar: Developing Powerful Writers
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7260 Applied Educational Research

Fall II 2022

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5170 Special Education: Disabilities, Laws, and Issues
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6000 Literacy and Language Arts
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2023

ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Spring II 2023

ED 5030 Meeting the Needs of All Learners
ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6035 Reading and Writing Specialist
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7260 Applied Educational Research

Summer I 2023

ED 5186 Curriculum and Methods of Teaching Reading in the Content Area
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II

ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data-Driven Decision Makings and Action Capstone

Summer II 2023

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5170 Special Education: Disabilities, Issues, and Laws
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6150 Diagnostic and Remedial Reading
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Fall I 2023

ED 5020 Language and Grammar: Developing Powerful Writers
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7260 Applied Educational Research

Fall II 2023

ED 5131 Integrating Brain Science into Teaching and Learning

ED 5170 Special Education: Disabilities, Issues, and Laws
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6000 Literacy and Language Arts
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II
ED 7510 Data-Driven Decision Making and Action Capstone

Spring I 2024

ED 5090 Literature in the 21st Century: Exploring Literature for Youngsters, Adolescents, and Young Adults
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7031 Practicum Reading and Writing Specialist Part I
ED 7032 Practicum Reading and Writing Specialist Part II

Spring II 2024

ED 5030 Meeting the Needs of All Learners
ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6035 Reading and Writing Specialist
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II

ED 6962 Portfolio IV
 ED 6965 Leadership Portfolio II
 ED 7003 Educational Leadership and Critical Issues
 ED 7031 Practicum Reading and Writing Specialist Part I
 ED 7032 Practicum Reading and Writing Specialist Part II

Summer I 2024

ED 5186 Curriculum and Methods of Teaching Reading in the Content Area
 ED 5261 Research Practicum I
 ED 5262 Research Practicum II
 ED 6190 Taming the Data Beast
 ED 6400 School Reform, School Leadership, and Curricular Change
 ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
 ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
 ED 6951 Portfolio I
 ED 6961 Portfolio III
 ED 6964 Leadership Portfolio I
 ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
 ED 7031 Practicum Reading and Writing Specialist Part I
 ED 7032 Practicum Reading and Writing Specialist Part II
 ED 7510 Data-Driven Decision Making and Action Capstone

MED Reading and Writing Specialist student specific schedules:

Student 1 (AA)

Term	Course(s)
Summer 2 2020	ED 6150 (3 crs)
Fall 1 2020	ED 6951 (1 cr) and ED 6190 (sub for ED 6180 (4 crs)
Fall 2 2020	ED 6952 (1 cr) and ED 5170 (3 crs)
Spring 1 2021	ED 5090 (3 crs)
Spring 2 2021	ED 6035 (3 crs)
Summer 1 2021	ED 5186 (3 crs)
Summer 2 2021	ED 5000 (3 crs) and ED 6110 (4 crs)
Fall 1 2021	ED 7031 (1 cr)
Fall 2 2021	ED 6000 (3 crs)
Spring 1 2022	ED 7032 (1 cr) ED 5130 (4 crs)
Spring 2 2022	ED 5030 (3 crs)
Summer 1 2022	ED 5720 (3 crs)
Summer 2 2022	ED 5261 (2 crs)

Fall 1 2022	ED 5262 (2 crs)
Fall 2 2022	ED 6511 (2 crs)
Spring 1 2023	ED 6512 (2 crs) and ED 6961 (1 cr)
Spring 2 2023	ED 6962 (1 cr)

Student 2 (JV)

Spring 2 2021	ED 5030 (3 crs)
Summer 1 2021	ED 5186 (3 crs)
Summer 2 2021	ED 6150 (3 crs)
Fall 1 2021	ED 5020 (3 crs) and ED 6190 (4 crs) (replaces ED 6180)
Fall 2 2021	ED 5131 (4 crs) (replaces ED 5130)
Spring 1 2022	ED 5720 (3 crs)
Spring 2 2022	ED 6035 (3 crs) and ED 7031 (1 cr) practicum/internship 1
Summer 1 2022	ED 7032 (1 cr) practicum internship 2
Summer 2 2022	ED 6116 (4 crs) (replaces ED 6110)
Fall 1 2022	ED 5261 (2 crs)
Fall 2 2022	ED 5262 (2 crs)
Spring 1 2023	ED 6511 (2 crs) and ED 6961 (1 cr)
Spring 2 2023	ED 6512 (2 crs) and ED 6962 (1 cr)

Student 3 (KD)

Summer 1 2021	ED 5186 (3 crs)
Summer 2 2021	
Fall 1 2021	ED 7031 (1 cr) Practicum I and ED 6190 Substitutes for ED 6180 (4 crs)
Fall 2 2021	ED 7032 (1 cr) Practicum II
Spring 1 2022	ED 6961 (1 cr)
Spring 2 2022	ED 6962 (1 cr)

Student 4 (KT)

Summer 1 2021	ED 5186 (3 crs)
Summer 2 2021	ED 5131 Substitutes for 5130 (4 crs) and ED 6952 (1 cr)
Fall 1 2021	ED 7031 Practicum I (1 cr)

Fall 2 2021	ED 6116 Substitutes for 6110 (4 crs) and ED 7032 Practicum II (1 cr)
Spring 1 2022	ED 5090 (3 crs)
Spring 2 2022	ED 5030 (3 crs)
Summer 1 2022	ED 5720 (3 crs)
Summer 2 2022	ED 5261 (2 crs)
Fall 1 2022	ED 5262 (2 crs)
Fall 2 2022	ED 6511 (2 crs)
Spring 1 2023	ED 6512 (2 crs) and ED 6961 (1 cr)
Spring 2 2023	ED 6962 (1 cr)

CAGS Reading and Writing student specific schedules:

Student 5 (KM)

Fall 1 2021	ED 5020 (3 crs)
Fall 2 2021	ED 6116 (4 crs)
Spring 1 2022	ED 5090 (3 crs) and ED 6964 (1 cr)
Spring 2 2022	ED 5030 (3 crs) and ED 6035 (3 crs)
Summer 1 2022	ED 5186 (3 crs) and ED 7020 (4 crs)
Summer 2 2022	ED 6150 (3 crs) and ED 7003 (4 crs)
Fall 1 2022	ED 6190 (4 crs) and ED 7031 (1 cr)
Fall 2 2022	ED 7032 (1 cr)
Spring 1 2023	ED 7030 (4 crs) and ED 5720 (3 crs)
Spring 2 2023	ED 7260 (4 crs)
Summer 1 2023	ED 7510 (4 crs) and ED 6965 (1 cr)

Student 6 (GL)

Summer 1 2021	ED 5720 (3 crs) and ED 6964 (1 cr)
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Summer 2 2021	ED 6150 (3 crs) and ED 7003 (4 crs)
Fall 1 2021	ED 7260 (4 crs)
Fall 2 2021	ED 7510 (4 crs) and ED 7031 (1 cr) Practicum I
Spring 1 2022	ED 7032 (1 cr) Practicum II
Spring 2 2022	ED 6035 (3 crs) and ED 6965 (1 cr)

Student 7 (JR)

Spring 1 2021	ED 5090 (3 crs)
Spring 2 2021	ED 5030 (3 crs)
Summer 1 2021	ED 5186 (3 crs) and ED 5720 (3 crs)
Summer 2 2021	ED 6150 (3 crs) and ED 6190 (4 crs)
Fall 1 2021	ED 6964 (1 cr) and ED 5020 (3 crs)
Fall 2 2021	ED 6000 (3 crs)
Spring 1 2022	ED 7020 (4 crs) and ED 7031 Practicum I (1 cr)
Spring 2 2022	ED 6035 (3 crs) and ED 7032 Practicum II (1 cr)
Summer 1 2022	ED 7003 (4 crs)
	NOTE: The schedule after June 30 2021 has not yet been confirmed – the proposed courses are based on what has been offered in the past
Summer 2 2022	ED 7030 (4 crs)
Fall 1 2022	ED 7260 (4 crs)
Fall 2 2022	ED 7510 (4 crs) and ED 6965 (1 cr)

Student 8 (KV)

Summer 1 2021	ED 7031 (1 cr) practicum 1
Summer 2 2021	ED 7030 (4 crs) and ED 7003 (4 crs)
Fall 1 2021	ED 7260 (4 crs) and ED 5020 (3 crs)
Fall 2 2021	ED 7510 (4 crs) and ED 7032 (1 cr) practicum II
Spring 1 2022	ED 5090 (3 crs) and ED 7020 (4 crs)
Spring 2 2022	ED 5030 (3 crs) and ED 6965 (1 cr)

Student 9 (SW)

Summer 1 2021	ED 5720 (3 crs) and ED 6964 (1 cr)
Summer 2 2021	ED 7030 (4 crs) and ED 5170 (3 crs)
Fall 1 2021	ED 7260 (4 crs) and ED 5020 (3 crs) and ED 7031 (1 cr) Practicum I
Fall 2 2021	ED 7510 (4 crs) and ED 6116 (4 crs)
Spring 1 2022	ED 7020 (4 crs) and ED 7032 (1 cr) Practicum 2
Spring 2 2022	ED 5030 (3 crs) and ED 6035 (3 crs) and ED 6965 (1 cr)

Student 10 (VH)

Summer 1 2021	ED 6964 (1 cr) and ED 5720 (3 crs)
Summer 2 2021	ED 7030 (4 crs)
Fall 1 2021	ED 7260 (4 crs)
Fall 2 2021	ED 7510 (4 crs) and ED 7031 (1 cr) Prac I
Spring 1 2022	ED 7032 (1 cr) Practicum 2
Spring 2 2022	ED 6035 (3 crs) and ED 6965 (1 cr)



Teach Out Plan Special Education Administrator Licensure Program

Overview

Due to low enrollment trends over the past several years, the Special Education Administrator licensure program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application. NEC is committed to offering a quality program during the teach out. The decision to teach out at this time will allow for enrollment in the remaining classes to be enough to provide a quality experience instead of having to offer classes with 1-2 students in them.

There are currently 8 students enrolled in the CAGS Special Education Administrator licensure program.

See below for a detailed list of each student and their course needs.

Course Scheduling and Teach Out Plan

The Special Education Administrator licensure program is provided through the Graduate program.

CAGS Special Education Administrator required coursework:

ED 5720 Technology Integration with the Inclusion of Assistive Technology (3 crs)
ED 6964 Leadership Portfolio I (1 cr)
ED 6965 Leadership Portfolio II (1 cr)
ED 7001 School Finance and Policy (3 crs)
ED 7003 Educational Leadership and Critical Issues (4 crs)
ED 7004 School Law (3 crs)
ED 7011 Evaluating Effective Teaching and Instruction (3 crs)
ED 7012 Special Education Law (3 crs)
ED 7015 Supervision of Personnel
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 crs)
ED 7030 Culminating Leadership Plan (4 crs)
ED 7051 Roles and Responsibilities in Special Education Administration (3 crs)
ED 7052 Curriculum and Instruction in Special Education (3 crs)
ED 7053 Evaluation and Assessment in Special Education (3 crs)
ED 7054 Procedures in Special Education (3 crs)
ED 7260 Applied Educational Leadership (4 crs)
ED 7401 Special Education Administrator Internship I (1 cr)
ED 7402 Special Education Administrator Internship II (1 cr)

ED 7403 Special Education Administrator Internship III (1 cr)
ED 7510 Data Driven Leadership and Action Capstone (4 crs)

Edd Reading and Writing Specialist Program Note: There are no students enrolled in this program.

Approval Extension Request

The Special Education Administrator licensure program, CAGS, approval expires on August 30, 2022. We are requesting an extension of this approval for an additional year until August 31, 2023 in order for the students to complete the program, be reviewed for degree confirmation by the Registrar, and be recommended for certification.

Special Education Administrator licensure program's schedule of CAGS courses:

Summer I 2021

ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7052 Curriculum and Instruction in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data-driven Leadership and Action Capstone

Summer II 2021

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7053 Evaluation and Assessment in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall I 2021

ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7012 Special Education Law
ED 7260 Applied Educational Research
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall II 2021

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7015 Supervision of Personnel
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2022

ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7054 Procedures in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Spring II 2022

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7011 Evaluating Effective Teaching and Instruction
ED 7051 Roles and Responsibilities in Special Education Administration
ED 7260 Applied Educational Research
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Summer 1 2022

ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7052 Curriculum and Instruction in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data Driven Leadership and Action Capstone

Summer 2 2022

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues

ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7053 Evaluation and Assessment in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall I 2022

ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7012 Special Education Law
ED 7260 Applied Educational Research
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall II 2022

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7015 Supervision of Personnel
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2023

ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6964 Leadership Portfolio I
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7054 Procedures in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Spring II 2023

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7011 Evaluating Effective Teaching and Instruction
ED 7051 Roles and Responsibilities in Special Education Administration
ED 7260 Applied Educational Research
ED 7401 Special Education Administrator Internship I

ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Summer I 2023

ED 5720 Technology Integration with the Inclusion of Assistive Technology
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7052 Curriculum and Instruction in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data-Driven Decision Makings and Action Capstone

Summer II 2023

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7053 Evaluation and Assessment in Special Education
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall I 2023

ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7012 Special Education Law
ED 7260 Applied Educational Research
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III

Fall II 2023

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7015 Supervision of Personnel
ED 7401 Special Education Administrator Internship I
ED 7402 Special Education Administrator Internship II
ED 7403 Special Education Administrator Internship III
ED 7510 Data-Driven Decision Making and Action Capstone

Spring I 2024

ED 5720 Technology Integration with the Inclusion of Assistive Technology
 ED 6964 Leadership Portfolio I
 ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
 ED 7030 Culminating Leadership Plan
 ED 7054 Procedures in Special Education
 ED 7401 Special Education Administrator Internship I
 ED 7402 Special Education Administrator Internship II
 ED 7403 Special Education Administrator Internship III

Spring II 2024

ED 6965 Leadership Portfolio II
 ED 7003 Educational Leadership and Critical Issues
 ED 7011 Evaluating Effective Teaching and Instruction
 ED 7051 Roles and Responsibilities in Special Education Administration
 ED 7401 Special Education Administrator Internship I
 ED 7402 Special Education Administrator Internship II
 ED 7403 Special Education Administrator Internship III

Summer I 2024

ED 5720 Technology Integration with the Inclusion of Assistive Technology
 ED 6964 Leadership Portfolio I
 ED 7004 School Law
 ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
 ED 7052 Curriculum and Instruction in Special Education
 ED 7401 Special Education Administrator Internship I
 ED 7402 Special Education Administrator Internship II
 ED 7403 Special Education Administrator Internship III
 ED 7510 Data-Driven Decision Making and Action Capstone

CAGS Special Education Administrator student specific schedules:

Student 1 (AP)

Summer 2 2020	ED 7003 (4 credits)
Fall 1 2020	ED 7001 (3 credits) and ED 6964 (1 credit)
Fall 2 2020	ED 7015 (3 credits) and ED 7401 internship 1 (1 credit)
Spring 1 2021	ED 7054 (3 credits) and ED 7402 internship II (1 credit)

Spring 2 2021	ED 7051 (3 credits) and ED 7403 internship III (1 credit)
Summer 1 2021	ED 5720 (3 credits) and ED 7004 (3 crs)
Summer 2 2021	ED 7020 (4 credits) and ED 7030 (4 credits)
Fall 1 2021	ED 7260 (4 credits)
Fall 2 2021	ED 7510 (4 credits) and ED 6965 (1 credit)

Student 2 (DC)

Term	Course(s)
Summer 2 2020	ED 7053 (3 crs)
Fall 1 2020	ED 7012 (3 crs) and ED 6964 (1 cr)
Fall 2 2020	ED 7004 (3 crs)
Spring 1 2021	ED 7054 (3 crs)
Spring 2 2021	ED 7011 (3 crs) and ED 7401 (1 cr)
Summer 1 2021	ED 5720 (3 crs) and ED 7052 (3 crs)
Summer 2 2021	ED 7020 (4 crs) and ED 7402 (1 cr)
Fall 1 2021	ED 7001 (3 crs) and ED 7403 (1 cr)
Fall 2 2021	ED 7003 (4 crs) and ED 7015 (3 crs)
Spring 1 2022	ED 7030 (4 crs)
Spring 2 2022	ED 7260 (4 crs) and ED 7051 (3 crs)
Summer 1 2022	ED 7510 (4 crs)
Summer 2 2022	ED 6965 (1 cr)

Student 3 (KK)

Summer 1 2021	ED 5720 (3 crs) and ED 7052 (3 crs)
Summer 2 2021	ED 7053 (3 crs)
Fall 1 2021	ED 7401 (1 cr)
Fall 2 2021	ED 7402 (1 cr)
Spring 1 2022	ED 7403 (1 cr)
Spring 2 2022	ED 6965 (1 cr)

Student 4 (KB)

Fall 2 2020	ED 7015 (3 crs)
Spring 1 2021	ED 6964 (1 cr) and ED 7054 (3 crs)

Spring 2 2021	ED 7051 (3 crs) and ED 7020 (4 crs)
Summer 1 2021	ED 7052 (3 crs) and ED 5720 (3 crs)
Summer 2 2021	ED 7053 (3 crs)
Fall 1 2021	ED 7012 (3 crs) and ED 7401 (1 cr) internship 1
Fall 2 2021	ED 7402 (1 cr) internship II
Spring 1 2022	ED 7030 (4 crs) and ED 7403 (1 cr) internship III
Spring 2 2022	ED 7260 (4 crs) and ED 6965 (1 cr)
Summer 1 2022	ED 7510 (4 crs)

Student 5 (LN)

Summer 1 2021	ED 5720 (3 crs) and ED 7052 (3 crs)

Student 6 (LB)

Term	Course or activity
Fall 2 2020	ED 7020 (4 crs)
Spring 1 2021	ED 7054 (3 crs) and ED 6964 (1 cr)
Spring 2 2021	ED 7051 (3 crs)
Summer 1 2021	ED 7052 (3 crs) and ED 5720 (3 crs)
Summer 2 2021	ED 7053 (3 crs)
Fall 1 2021	ED 7012 (3 crs) and ED 7401 (1 cr)
Fall 2 2021	ED 7015 (3 crs) and ED 7402 (1 cr)
Spring 1 2022	ED 7030 (4 crs) and ED 7403 (1 cr)
Spring 2 2022	ED 7260 (4 crs)
Summer 1 2022	ED 7510 (4 crs)
Summer 2 2022	ED 6965 (1 cr)

Student 7 (VH)

Summer 1 2021	ED 5720 (3 crs)
Summer 2 2021	ED 7030 (4 crs)
Fall 1 2021	ED 7260 (4crs) and ED 7001 (3 crs)
Fall 2 2021	ED 7510 (4 crs) and ED 7015 (3 crs)
Spring 1 2022	ED 7401 (1 cr)
Spring 2 2022	ED 7402 (1 cr) and ED 7003 (4 crs)
Summer 1 2022	ED 7403 (1 cr)
Summer 2 2022	ED 6965 (1 cr)

Student 8 (BC)

Summer 1 2021	ED 7052 (3 crs) and ED 6964 (1 cr)
Summer 2 2021	ED 7053 (3 crs)
Fall 1 2021	ED 7001 (3 crs)
Fall 2 2021	ED 7015 (3 crs) and ED 7004 (3 crs)
Spring 1 2022	ED 7401 (1 cr) internship 1
Spring 2 2022	ED 7051 (3 crs) and ED 7402 internship II
Summer 1 2022	ED 5720 (3 crs) and ED 7403 internship III
Summer 2 2022	ED 7030 (4 crs) and ED 7003 (4 crs)
Fall 1 2022	ED 7260 (4 crs)
Fall 2 2022	ED 7510 (4 crs)
Spring 1 2023	ED 7020 (4 crs)
Spring 2 2023	ED 7011 (3 crs) and ED 6965 (1 cr)



Teach Out Plan Curriculum Administrator Licensure Program

Overview

Due to low enrollment trends over the past several years, the Curriculum Administrator licensure program will be discontinued. No new students will be enrolled in the program and this option has been removed from our Admissions application. NEC is committed to offering a quality program during the teach out. The decision to teach out at this time will allow for enrollment in the remaining classes to be enough to provide a quality experience instead of having to offer classes with 1-2 students in them.

There are currently 2 students enrolled in the MED Curriculum Administrator licensure program, 3 students enrolled in the CAGS Curriculum Administrator licensure program, and 3 students enrolled in the EdD Curriculum Administrator licensure program.

See below for a detailed list of each student and their course needs.

Course Scheduling and Teach Out Plan

The Curriculum Administrator licensure program is provided through the Graduate program.

MED Curriculum Administrator required coursework:

ED 5131 Integrating Brain Science into Teaching and Learning (4 crs) formerly ED 5130
Psychology of Learning Communities (4 crs)
ED 5261 Research Practicum I (2 crs)
ED 5262 Research Practicum II (2 crs)
ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs) formerly ED 6110
Dynamics of Curriculum and Instruction
ED 6190 Taming the Data Beast (4 crs)
ED 6400 School Reform, School Leadership, and Curriculum Change (4 crs) formerly ED 6410
Dynamics of Education Reform and Systems Change (4 crs)
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I (2 crs)
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar I I(2 crs)
ED 6951 Portfolio I (1 cr)
ED 6952 Portfolio II (1 cr)
ED 6961 Portfolio III (1 cr)
ED 6962 Portfolio IV (1 cr)
ED 7001 School Finance and Policy (3 crs)
ED 7004 School Law (3 crs)
ED 7005 Educational Technology Leadership (3 crs)
ED 7008 Achieving Educational Equity (3 crs)

ED 7011 Evaluating Effective Teaching and Instruction (3 crs)
 ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment (3 crs)
 ED 7301 Curriculum Administrator Internship I (1 cr)
 ED 7302 Curriculum Administrator Internship II (1 cr)
 ED 7303 Curriculum Administrator Internship III (1 cr)

CAGS Curriculum Administrator required coursework:

ED 5131 Integrating Brain Science into Teaching and Learning (4 crs) formerly ED 5130
 Psychology of Learning Communities (4 crs)
 ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs) formerly ED 6110
 Dynamics of Curriculum and Instruction (4 crs)
 ED 6964 Leadership Portfolio I (1 cr)
 ED 6965 Leadership Portfolio II (1 cr)
 ED 7001 School Finance and Policy (3 crs)
 ED 7003 Educational Leadership and Critical Issues (4 crs)
 ED 7004 School Law (3 crs)
 ED 7005 Educational Technology Leadership (3 crs)
 ED 7008 Achieving Educational Equity (3 crs)
 ED 7011 Evaluating Effective Teaching and Instruction (3 crs)
 ED 7020 Exploring Assessment and Accountability: Controversies and Solutions (4 crs)
 ED 7030 Culminating Leadership Plan (4 crs)
 ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment (3 crs)
 ED 7260 Applied Educational Leadership (4 crs)
 ED 7301 Curriculum Administrator Internship I (1 cr)
 ED 7302 Curriculum Administrator Internship II (1 cr)
 ED 7303 Curriculum Administrator Internship III (1 cr)
 ED 7510 Data Driven Leadership and Action Capstone (4 crs)

EdD Curriculum Administrator Program Note: the following EdD specific courses are offered every year during the terms noted below.

First Year	K-12 Leadership	Higher Education Administration
Summer II	Critical Issues in the Future of Education (ED 8020)	Contemporary Issues in Higher Education (HEA 8020)
Fall I	Seminar in Ed Research I (ED/HEA 8010)	Seminar in Ed Research I (ED/HEA 8010)
Fall II	Reforming Educational Practices (ED 8070)	Organizational Leadership and Change (HEA 8030)
Spring I	Seminar in Ed Research II (ED/HEA 8040)	Seminar in Ed Research II (ED/HEA 8040)
Spring II	Creation and Implementation of Educational Best Practices (ED 8050)	Advanced Student Development (HEA 8050)

Summer I	Literature Review Seminar (ED 8065)	Literature Review Seminar (HEA 8065)
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Second Year	K-12 Leadership	Higher Education Administration
Summer II	Dissertation I (ED/HEA 8060)	Dissertation I (ED/HEA 8060)
Fall I	Seminar in Brain Research (ED 8100)	Teaching and Learning in Higher Education – Beliefs That Guide Practice (HEA 8100)
Fall II	Seminar in Visionary Education Leadership (ED 8080)	Strategic Management (HEA 8080)
Spring I	Futuristic Org Theory (ED 8030)	Budgeting and Finance (HEA 8070)
Spring II	Recreating Educational Policy (ED 8090)	Public Policy in Higher Education (HEA 8090)
Summer I	Methods and Analysis (ED 8155)	Methods and Analysis (HEA 8155)

Third Year	K-12 Leadership	Higher Education Administration
Summer II	Comprehensive Project (ED 8150)	Comprehensive Project (HEA 8150)
Fall I	Dissertation Seminar II (ED/HEA 8110)	Dissertation Seminar II (ED/HEA 8110)
Fall II	Curriculum Development for the Information Age (ED 8130)	Preventative Law (HEA 8130)
Spring I	Dissertation Completion and Presentations (ED 8140)	Dissertation Completion and Presentations (HEA 8140)
Spring II	Promoting Access, Retention, and Achievement (ED 8120)	Promoting Access, Retention, and Achievement (HEA 8120)

In addition to the EdD courses, these additional licensure specific courses are required of those students in the EdD program:

ED 5131 Integrating Brain Science into Teaching and Learning (4 crs) formerly ED 5130
Psychology of Learning Communities (4 crs)
ED 6116 Competencies, Curriculum, Instruction, and Assessment (4 crs) formerly ED 6110
Dynamics of Curriculum and Instruction (4 crs)
ED 6964 Leadership Portfolio I (1 cr)
ED 6965 Leadership Portfolio II (1 cr)
ED 7001 School Finance and Policy (3 crs)
ED 7101 Practicum School Finance and Policy (1 cr)
ED 7004 School Law (3 crs)
ED 7104 Practicum School Law (1 cr)
ED 7005 Educational Technology Leadership (3 crs)
ED 7008 Achieving Educational Equity (3 crs)

ED 7011 Evaluating Effective Teaching and Instruction (3 crs)
ED 7111 Practicum Evaluating Effective Teaching and Instruction (1 cr)
ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment (3 crs)
ED 7301 Curriculum Administrator Internship I (1 cr)
ED 7302 Curriculum Administrator Internship II (1 cr)
ED 7303 Curriculum Administrator Internship III (1 cr)

Approval Extension Request

The Curriculum Administration licensure program, MED, CAGS, and EdD, approval expires on August 30, 2022. We are requesting an extension of this approval for an additional year until August 31, 2023 in order for the students to complete the program, be reviewed for degree confirmation by the Registrar, and be recommended for certification.

Curriculum Administrator licensure program schedule of MED and CAGS courses (for schedule of EdD specific courses see chart above):

Summer I 2021

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6410 Dynamics of Education Reform and Systems Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7104 Practicum in School Law
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III
ED 7510 Data-driven Leadership and Action Capstone

Summer II 2021

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II

ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall I 2021

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7005 Educational Technology Leadership
ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment
ED 7101 Practicum in School Finance and Policy (1 cr)
ED 7260 Applied Educational Research
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall II 2021

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7104 Practicum in School Law
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2022

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7008 Achieving Educational Equity
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Spring II 2022

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7011 Evaluating Effective Teaching and Instruction
ED 7111 Practicum in Evaluating Effective Teaching and Instruction
ED 7260 Applied Educational Research
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Summer 1 2022

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I

ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III
ED 7510 Data Driven Leadership and Action Capstone

Summer 2 2022

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall I 2022

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7005 Educational Technology Leadership
ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment
ED 7101 Practicum School Finance and Policy

ED 7260 Applied Educational Research
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall II 2022

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7104 Practicum School Law
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III
ED 7510 Data-Driven Leadership and Action Capstone

Spring I 2023

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7008 Achieving Educational Equity
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Spring II 2023

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I

ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7011 Evaluating Effective Teaching and Instruction
ED 7111 Practicum in Evaluating Effective Teaching and Instruction
ED 7260 Applied Educational Research
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Summer I 2023

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7004 School Law
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7104 Practicum School Law
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III
ED 7510 Data-Driven Decision Makings and Action Capstone

Summer II 2023

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV

ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall I 2023

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7001 School Finance and Policy
ED 7101 Practicum School Finance and Policy
ED 7050 Curriculum Leadership preK-12: Implementation, Instructional Strategies, and Assessment
ED 7260 Applied Educational Research
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Fall II 2023

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7004 School Law
ED 7104 Practicum in School Law
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

ED 7510 Data-Driven Decision Making and Action Capstone

Spring I 2024

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6951 Portfolio I
ED 6961 Portfolio III
ED 6964 Leadership Portfolio I
ED 7008 Achieving Educational Equity
ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
ED 7030 Culminating Leadership Plan
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Spring II 2024

ED 5131 Integrating Brain Science into Teaching and Learning
ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6116 Competencies, Curriculum, Instruction, and Assessment
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II
ED 6952 Portfolio II
ED 6962 Portfolio IV
ED 6965 Leadership Portfolio II
ED 7003 Educational Leadership and Critical Issues
ED 7011 Evaluating Effective Teaching and Instruction
ED 7111 Practicum in Evaluating Effective Teaching and Instruction
ED 7301 Curriculum Administrator Internship I
ED 7302 Curriculum Administrator Internship II
ED 7303 Curriculum Administrator Internship III

Summer I 2024

ED 5261 Research Practicum I
ED 5262 Research Practicum II
ED 6190 Taming the Data Beast
ED 6400 School Reform, School Leadership, and Curricular Change
ED 6511 Fundamentals of Educational Inquiry: Action Research Seminar I
ED 6512 Fundamentals of Educational Inquiry: Action Research Seminar II

ED 6951 Portfolio I
 ED 6961 Portfolio III
 ED 6964 Leadership Portfolio I
 ED 7004 School Law
 ED 7104 Practicum in School Law
 ED 7020 Exploring Assessment and Accountability: Controversies and Solutions
 ED 7301 Curriculum Administrator Internship I
 ED 7302 Curriculum Administrator Internship II
 ED 7303 Curriculum Administrator Internship III
 ED 7510 Data-Driven Decision Making and Action Capstone

MED Curriculum Administrator student specific schedules:

Student 1 (LV)

Summer 1 2021	ED 6410 SUBSTITUTES for ED 6400 (4 crs)
Summer 2 2021	ED 5131 (4 crs) and ED 6952 (1 cr)
Fall 1 2021	ED 7050 (3 crs) and ED 7001 (3 crs)
Fall 2 2021	ED 6116 (4 crs) and ED 7301 Internship I (1 cr)
Spring 1 2022	ED 7008 (3 crs) and ED 5261 (2 crs)
Spring 2 2022	ED 5262 (2 crs) and ED 7302 Internship II (1 cr)
Summer 1 2022	ED 6511 (2 crs) and ED 7303 Internship III (1 cr)
Summer 2 2022	ED 6512 (2 crs)
Fall 1 2022	ED 7005 (3 crs) and ED 6961 (1 cr)
Fall 2 2022	ED 6962 (1 cr)

Student 2 (MJ)

Spring 2 2021	ED 7302 (1 cr)
Summer 1 2021	ED 7004 (3 crs) and ED 7303 (1 cr)
Summer 2 2021	ED 6190 (4 crs)
Fall 1 2021	ED 7050 (3 crs)
Fall 2 2021	
Spring 1 2022	ED 6400 (4 crs) and ED 6961 (1 cr)
Spring 2 2022	ED 7011 (3 crs) and ED 6962 (1 cr)

CAGS Curriculum Administrator student specific schedules:

Student 3 (GK)

Spring 2 2021	ED 5130 (4 crs) and ED 7302 (1 cr)
Summer 1 2021	ED 7303 (1 cr) and ED 7004 (3 crs)
Summer 2 2021	ED 7030 (4 crs)
Fall 1 2021	ED 7260 (4 crs)
Fall 2 2021	ED 7510 (4 crs) and ED 6965 (1 cr)

Student 4 (NC)

Summer 1 2021	ED 7302 (1 cr)
Summer 2 2021	ED 7303 (1 cr)
Fall 1 2021	ED 7050 (3 crs)
Fall 2 2021	
Spring 1 2022	ED 7008 (3 crs)
Spring 2 2022	ED 6965 (1 cr)

Student 5 (SG)

Spring 2 2021	ED 7011 (3 crs)
Summer 1 2021	ED 7004 (3 crs) and ED 6964 (1 cr)
Summer 2 2021	ED 7003 (4 crs)
Fall 1 2021	ED 7005 (3 crs) and ED 7050 (3 crs)
Fall 2 2021	ED 6116 (4 crs) and ED 7301 Internship I (1 cr)
Spring 1 2022	ED 7008 (3 crs) and ED 7302 Internship II (1 cr)
Spring 2 2022	ED 5131 (4 crs) and ED 7303 Internship III (1 cr)
Summer 1 2022	ED 7020 (4 crs)
Summer 2 2022	ED 7030 (4 crs)
Fall 1 2022	ED 7260 (4 crs) and ED 7001 (3 crs)
Fall 2 2022	ED 7510 (4 crs) and ED 6965 (1 cr)

Edd Curriculum Administrator student specific schedules:

Student 6 (BP)

Spring 2 2020	ED 8050 (4)
Summer 1 2020	ED 8065 (2) and ED 6964 (1)
Summer 2 2020	ED 8060 (2)
Fall 1 2020	ED 7001 (3) and ED 7101 (1) and ED 7050 (3)
Fall 2 2020	ED 8080 (4)
Spring 1 2021	ED 8030 (4) and ED 7008 (3)
Spring 2 2021	ED 8090 (4)
Summer 1 2021	ED 8155 (2)
Summer 2 2021	ED 8150 (2) and ED 7005 (3)
Fall 1 2021	ED 8110 (4) and ED 7301 (1) and ED 7050 (3 crs)
Fall 2 2021	ED 7004 (3) and ED 7104 (1) and ED 7302 (1)
Spring 1 2022	ED 8140 (4) and ED 7303 (1) and ED 7008 (3 crs)
Spring 2 2022	ED 8120 (4) and ED 6965 (1)

Student 7 (JM)

Summer 1 2021	ED 8155 (2 crs)
Summer 2 2021	ED 8150 (2 crs) and ED 7005 (3 crs) and ED 6116 (4 crs) replaces ED 6110
Fall 1 2021	ED 8110 (4 crs) and ED 7050 (3 crs)
Fall 2 2021	ED 7004 (3 crs) and ED 7104 (1 cr) and ED 7301 (1 cr)
Spring 1 2022	ED 8140 (4 crs) and ED 7302 (1 cr) and ED 7008 (3 crs)
Spring 2 2022	ED 6965 (1 cr) and ED 8120 (4 crs) and ED 7303 (1 cr) and ED 5131 (4 crs) replaces ED 5130

Student 8 (ML)

Spring 2 2020	ED 7011 (3) and ED 7111 (1)
Summer 1 2020	ED 8065 (2) and ED 6964 (1)
Summer 2 2020	ED 8060 (1)
Fall 1 2020	ED 7001 (3) and ED 7101 (1)
Fall 2 2020	ED 8080 (4)
Spring 1 2021	ED 8030 (4) and ED 7008 (3)

Spring 2 2021	ED 8090 (4) and ED 7303 (1)
Summer 1 2021	ED 8155 (2)
Summer 2 2021	ED 8150 (2) and ED 7005 (3)
Fall 1 2021	ED 8110 (4) and ED 7050 (3)
Fall 2 2021	ED 7004 (3) and ED 7104 (1) and ED 7301 (1)
Spring 1 2022	ED 8140 (4) and ED 7302 (1)
Spring 2 2022	ED 6965 (1) and ED 8120 (4) and ED 7303 (1)

Frank Edelblut
Commissioner



Christine M. Brennan
Deputy Commissioner

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

Submitted to the State Board of Education for the May 13, 2021 meeting.

A. ACTION NEEDED

The State Board of Education (Board) is, by statute, responsible for the licensure of educational personnel. The primary means of gaining educational licensure is through the completion of a professional educator preparation program (PEPP) approved by the Board.

Southern New Hampshire University (SNHU) is one of 12 institutions of higher education with approved educator preparation programs in New Hampshire. SNHU is requesting the following:

Action #1:

SNHU requests to reinstate the undergraduate level which was previously removed (elimination/teach-out plan) when the graduate level was added to these five (5) PEPPs. SNHU would like to maintain the differing level options to meet the needs of students with varying backgrounds.

Professional Educator Preparation Programs- Content Area(s)		Current Approval <i>*BA set to expire/eliminated</i>	Proposed Change	
612.05	English Language Arts Teacher for Grades 5-12	M.ED, Licensure	BA, M.ED, Licensure	8/31/2022
612.17	Mathematics Teacher- Middle Level (to Alg. 1/Integ 1)	M.ED, Licensure	BA, M.ED, Licensure	8/31/2022
612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	M.ED, Licensure	BA, M.ED, Licensure	8/31/2022
612.22	Science Teacher for Grades 5-8	M.ED, Licensure	BS, M.ED, Licensure	8/31/2022
612.28	Social Studies Teacher for Grades 5-12	M.ED, Licensure	BA, M.ED, Licensure	8/31/2022

Action #2:

SNHU is requesting to extend the current expiration from 8/31/2022, through **03/30/2024**. Given the challenges surrounding the pandemic-year, SNHU has requested their Council for the Accreditation of Educator Preparation (CAEP) review return to its original timeframe. This extension will allow SNHU to align their PEPP review through the Option 4 PEPP review process.

Professional Educator Preparation Programs- Content Area(s)			Current Approval			Proposed Change
507.18	612.03	Early Childhood Education Teacher	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.11	612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.24	612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.4	612.07	General Special Education Teacher	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.41	612.071	Early Childhood Special Education Teacher	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.26	612.17	Mathematics Teacher- Middle Level (to Alg. 1/Integ 1)	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.27	612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.29	612.22	Science Teacher for Grades 5-8	BS, M.ED, Licensure	Full	8/31/2022	03/30/2024
507.28	612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	Full	8/31/2022	03/30/2024
506.04	614.04	Principal Instructional Leader	M.ED, CAGS, Licensure	Full	8/31/2022	03/30/2024
506.01	614.05	School Superintendent	CAGS, Licensure	Full	8/31/2022	03/30/2024
506.05	614.13	Curriculum Administrator	M.ED, CAGS, Licensure	Full	8/31/2022	03/30/2024

Action #3:

The Council for Teacher Education (CTE) is informing the Board formally of **SNHU's** recent substantive change in the undergraduate education programs through changing their degree 'names' beginning in 2021. The CTE determined this change does NOT significantly affect the ability of the PEPP to ensure that candidates can successfully meet the licensure standards, therefore, no action is required by the State Board. (602.14)

Current Programs that offer Undergraduate Level PEPP			
612.03	612.07	612.18	Expiry- 08/30/2022
612.04	612.071	612.22	
612.05	612.17	612.28	

B. RATIONALE FOR ACTIONS

Shortly after the pandemic, the SNHU Board of Trustees issued a directive for the institution to ensure that campus-based programs would be accessible and affordable starting in fall 2021. In addition to a lower cost, the title of the education degrees will vary slightly, however all content and licenses will remain the same. The enhanced programs will also be aligned to CAEP standards as well. Furthermore, bringing back the secondary licenses at the undergraduate level will provide additional opportunities for students to fill areas of need without having them incur additional costs and time. As such, this requires an extension from the current approval of Southern New Hampshire University's PEPPs.

C. EFFECTS OF THIS ACTION

Southern New Hampshire University has put together two dedicated teams:

- 1.) that is solely responsible for leading current students through to graduation, and
- 2.) that is solely responsible for preparing for the CAEP 2023 visit.

All program requirements will remain unchanged for current students and the appropriate courses will continue to be offered with no adverse impacts. Students will be given the same experience and level of support as they've had since the beginning of the program. All new students for fall 2021 and beyond will be enrolled under the new program title, but will still earn the same license.

D. HISTORICAL BACKGROUND

- 2010: the Board granted provisional approval through **8/31/2012** for the Curriculum Administrators Program
- August 2010: The Board granted approval for 5 SNHU PEPPs
- Fall 2010: SNHU proposed two new programs: Music and Middle Level Science 5-9; 12/1/2010 site visit conducted
- February 2011: the Board granted 3-year provisional approval of Middle Level Science 5-9 through 8/31/2014 with 2 progress reports required to CTE; Music program tabled until further notice; The Board granted full 5-year approval of Comprehensive Business Education PEPP from 8/11/2010 through **8/31/2015**; was previously approved during the 8/11/2010 meeting but with the wrong dates
- March 2011: The Board grants 1 year provisional approval of the Music program through **8/31/2012** with one progress report required by 6 months.
- December 2011: the Board extended the Provisional approval of the Music Program through **08/31/2014**; The Board extended full approval for Ed 612.07 Special Education Programs through **8/31/2015**
- April 2012: The Board granted full approval for Ed 614.13 Curriculum Administrators through **8/31/2015**
- August 2014: the new Ed 600s approved March 2013; moratorium on program approval site visits for 2013-2014; ALL IHEs granted extensions; SNHU extended thru **August 31, 2016**
- 2016 PEPP Site Review
- May 2016: letter the Board granted PEPP extensions through **03/31/2017**
- January 2017: The Board under Ed 602.02 supports the proposal from the Bureau of Educator Preparation and NHCTE to extend the approval status of all 14 institutions offering educator preparation programs across the state. The rationale for this extension is consistent with the rule detailed in Ed 602.02(g)(3)
- February 2017: the Board granted full seven (7) year approval for Music thru **03/31/2024**; the Board granted conditional approval for 3 years for Read/Write Spec thru **3/31/2020**; the Board granted full 7 year approval thru **3/31/2024** for the following programs: Gen SpEd, MS Science, Sec. SS, ECE, and Music. SNHU will need to report on these in annual report add. areas requiring action highlighted in the 01/2017 report; the Board granted full 7 year approval thru **3/31/2024** for: Mid Math, Sec ELA, Curr Admin, Princ, and Ed Tech Int Spec
- January 2018: the Board granted initial program approval thru **1/30/2021** for Super with a MOU to be completed by April 30, 2018, and completion of 2 progress reports submitted no later than September 30, 2018 and September 30, 2019; the Board granted initial program approval thru **January 30, 2021** for Early EC SpEd, with satisfactory completion of two progress reports submitted no later than September 30, 2018 and 2019 reporting on candidate performance assessed by multiple measures in the area of reading instruction
- May 2019: the Board granted SNHU a 10-month extension through **January 31, 2021** for their Sec Math prog to align with two other programs that expire on that date
- February 2020: the Board granted substantive change of the approval of five secondary SNHU educator preparation programs from the Bachelor's level to a Clinical Master's level: ELA 5-12; Math 5-8, ME conversion; Sec Math 7-12, ME conversion; Mid Sci 5-8, ME conversion; SS 5-12, ME conversion
- March 2020: the Board granted change in the expir dates- push back 3 PEPP approval dates and push up 9 PEPP approval dates to one aligned expir date of **August 31, 2022** [applies to: 12 programs: Early Childhood Special Education (UG and G), Super (G), Sec Math 7-

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

12 (BA, Conv), ECE (BA, MEd Conver), EEd (K-8) (K-6) (BA, MEd Conv), ELA 5-12 (BA), SpEd (BA, MEd Conv), Math 5-8 (BA, Conversion), Middle Level Science for Grades 5-8 (BS), Social Studies For Grades 5-12 (BA, Conv), Princ (MEd, PostBac, Conv), and Curr Admin (MEd, Post Bac, Conv); the Board granted the elim of Music PEPP at SNHU, effective to the end of the **2023-2024** academic school year to expire on **May 31, 2024**

- May 2020: that the State Board of Education honor SNHU's request to table their amendment to recent substantive change and that they be placed on the June agenda
- June 2020: the Board approved the removal of SNHU's substantive change request from the table and the agenda

E. POSSIBLE MOTION #1

The State Board of Education moves to grant a change in the expiration dates by twelve (12) program approval dates (PEPPs listed directly below) through of August 31, 2022. This applies to the following twelve (12) SNHU programs (*Ed 602.01; 602.12; 602.14*)

Professional Educator Preparation Programs- Content Area(s)			Approval	
612.03	Early Childhood Education Teacher	BA, M.ED, Licensure	extension	03/31/2024
612.04	Elementary Education Teacher (K-6) (K-8)	BA, M.ED, Licensure	extension	03/31/2024
612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	extension	03/31/2024
612.07	General Special Education Teacher	BA, M.ED, Licensure	extension	03/31/2024
612.071	Early Childhood Special Education Teacher	BA, M.ED, Licensure	extension	03/31/2024
612.17	Mathematics Teacher- Middle Level (to Alg. 1/Integ 1)	BA, M.ED, Licensure	extension	03/31/2024
612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA, M.ED, Licensure	extension	03/31/2024
612.22	Science Teacher for Grades 5-8	BS, M.ED, Licensure	extension	03/31/2024
612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	extension	03/31/2024
614.04	Principal Instructional Leader	M.ED, CAGS, Licensure	extension	03/31/2024
614.05	School Superintendent	CAGS, Licensure	extension	03/31/2024
614.13	Curriculum Administrator	M.ED, CAGS, Licensure	extension	03/31/2024

F. POSSIBLE MOTION #2

The State Board of Education moves to grant the reinstatement of the previously removed undergraduate approval for the secondary PEPPs listed below: (*Ed 602.01; 602.12; 602.14*)

Professional Educator Preparation Programs- Content Area(s)		Approval		
612.05	English Language Arts Teacher for Grades 5-12	BA, M.ED, Licensure	extension	03/31/2024
612.17	Mathematics Teacher- Middle Level (to Alg. 1/Integ 1)	BA, M.ED, Licensure	extension	03/31/2024
612.18	Mathematics Teacher- Upper Level (Pre-Alg to AP Math)	BA, M.ED, Licensure	extension	03/31/2024
612.22	Science Teacher for Grades 5-8	BS, M.ED, Licensure	extension	03/31/2024
612.28	Social Studies Teacher for Grades 5-12	BA, M.ED, Licensure	extension	03/31/2024

Action by the State Board: Appeal

*Per 602.15(c)(1, 2, or 3)

- (1) Approval for up to and not to exceed 7 years which means that the PEPP meets and continues to meet all relevant requirements of Ed 600;
- (2) Conditional approval for up to and not to exceed 7 years with the following:
 - a. Submission and approval by NHCTE of a progress report made on program approval standards not previously met; and
 - b. Review by division director or designee focusing on progress made on program approval standards not previously met; or
- (3) Non-approval which means the PEPP does not meet the relevant requirements of Ed 600.

*Per 602.15(e)(1-3),

- (e) For all decisions of the state board, the following procedures shall apply:
 - (1) The state board shall provide the institution with a description of the procedures for a rehearing in accordance with Ed 213.02;
 - (2) All appeals of final action by the state board shall be taken in accordance with RSA 541; and
 - (3) An administrative decision of the board shall be considered final:
 - a. Thirty days after the decision, if there is no request for rehearing in accordance with Ed 213.02; or
 - b. At the conclusion of action required by Ed 213.02.

The State Board of Education reserves the right to modify its approval determination if it receives documentation that program graduates are not achieving the levels of skill and knowledge that would entitle them to educational credentials authorized by the State Board under RSA 186: 11 X. [RSA 21-N:II; Chapter 19; Chapter Ed 600; Chapter Ed 500]

New Hampshire Department of Education
Council for Teacher Education
Substantive Change Report

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

A PEPP shall report to the department and the NHCTE any substantive changes that have the potential to significantly affect the ability of the PEPP to ensure that candidates can successfully meet the certification standards for which the PEPP is designed. (*Ed. 602.14(b)*) The IHE shall inform the department and NHCTE of substantive program changes during the term of approval in writing by submitting a Substantive Change Report to the department using one or more of the following criteria (*Ed. 602.14(c)*):

- ☐ **Changes in the PEPP's delivery system to primarily on-line delivery;**
 - Examples including but not limited to face-to-face delivery changed to hybrid or online delivery, changes in legal status, form of control, or ownership of the IHE, establishing a new location – i.e. branch location, etc.
- ☐ **Changes beyond those indicated by the assessment system for continuous improvement;**
 - Examples including but not limited to change in program of study at degree or licensure level different from current approval, adding a degree level, change of legal status, form of control or merge, ownership or governance changes of the IHE, etc.
- ☐ **Elimination of a PEPP**
 - Examples including but not limited to teach out, phase out, elimination, on hold, etc.

Substantive change requests are warranted when changes, modifications or an expansion of the IHE's/PEPPs scope has the potential to impact candidates and/or licensure requirements.

CONTACT INFORMATION:

Institution:

Street Address:

Name of Contact:

City/State:

Coordinator/Title:

Zip Code:

Email address:

Telephone:

Is the change at the (check either or both): ___ at the unit level and/or ___ at the program level(s)

If at the program level, indicate which program(s):

Ed. Rule(s)	Program(s)	Approved Level(s)**	SBE Approval Date(s)	Current Expiry	Approval Status
Example: Ed 612.03	Early Childhood Education	BA, M.ED,	12/2019	12/30/2026	Full

****Approved Levels:** BA BS BM M.ED. MAT Ed.S. Post Bac CAGS PhD Licensure

Complete the following questions below and/or attach documentation that addresses the below information (1-5).

1. Please describe the substantive change request:

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

3. Explain the rationale for the change.

4. What steps have been taken or are planned to ensure that the change will not adversely affect the capacity to ensure that candidates successfully meet standards for educational licensure?
Attach a transition plan if phasing out/ending a program including anticipated end date of last program completion.

5. In the institution's estimation, is the substantive change that is envisioned sufficiently significant that the changes affect the terms or conditions of the current approval of the program because the current approval would no longer be applicable to the revised program?

___ yes ___ no ___ not sure

additional documentation included to support substantive change(s)

****If the NHDOE and NHCTE determine that the substantive changes affect the terms or conditions of the current approval of the program(s), the NHDOE shall require the submission of a detailed report on how the changes impact candidate preparedness for professional practice which shall result in a recommendation to the NH State Board of Education (Ed. 602.14(d)).****

Return the completed form to Laura.Stoneking@doe.nh.gov or mail to the New Hampshire Department of Education, Bureau of Educator Preparation & Higher Education, 101 Pleasant Street, Concord, NH, 03301. Questions, contact the Bureau of Educator Preparation & Higher Education at 603.271.4196.

Ed 602.14 Substantive Program Changes during the Approval Period.

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

Date Received by NHDOE:

2. All undergraduate education programs have been, and will continue to be, aligned to the New Hampshire State Standards. SNHU will continue to offer the same licenses regardless of program approval dates and/or any enhancements to our undergraduate education programs.

1.) SNHU has confirmed with CAEP and they have approved the request to move our site visit back to Spring of 2023. To note, this date change essentially brings SNHU back to when our original visit was scheduled for.

2.) SNHU has not started to teach-out our current secondary certificates, and as such, upon approval, will continue to internally operate/function as we have been.

3.) The degree title change will not impact any standards for licensure and all academic content will remain. In these instances, the curriculum is being enhanced.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
Division of Education Analytics and Resources
Office of Nonpublic Schools
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-2831

May 2021

State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary 1 of 2
New Grade Levels Offered Approval

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). Two schools seek approval to expand the grade levels offered. Windham Woods School seeks to add grades 11-12. Hawthorne Academy seeks to add grades K-8.

B. Rationale for Action

Pursuant to The Code of Administrative Rules, Ed 403.01 and 403.02, a school may change the programs offered provided they demonstrate compliance to the rules, as outlined below, and receive approval by the State Board of Education.

Ed 403.01 (a), (1) An applicant... [shall] be recommended approved status... if the applicant complies with the following requirements: (2) [Submitting] the letter of intent [to] include [the] Program of studies or other document(s) that explain academic content, assessment processes, and promotion requirements for each grade level and high school diploma requirements if applicable.

Ed 403.02 [An] approved nonpublic school seeking continuation of its approval status... shall submit written documentation of the following information: (1) Any substantive change(s) in the school's educational purposes and objectives that has occurred since the date of initial operation or the submittal of the last report;

C. Effects of this Action

Approval of this Report allows two existing schools to expand grade levels offered.

D. Possible Motion

I move that the State Board accept and approve the following schools to expand grade levels offered for the term of their existing approval.

Windham Woods School, to expand the grade levels offered to include 11-12. Approval good through June 30, 2023.

Hawthorne Academy, to expand the grade levels offered to include K-8. Approval good through June 30, 2024, pending approval of their current renewal application.

Nonpublic School Request: Expansion of Grade Levels Offered

Materials for State Board Meeting, May 2021

Meskoob, Shireen

NONPUBLIC SCHOOL REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Requested Effective Date: [Now, to enroll students/charge tuition; 9.1.2021 to deliver programs](#)

Town	Name of School	Approval Status	Current Grade Levels Offered	New Grade Levels Requested
Concord	Hawthorne Academy	AA	9-12	K-8
Windham	Windham Woods School	AA	1-10	11-12

NONPUBLIC SCHOOLS- REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Reviewed By: Shireen Meskoob

School Name: **Windham Woods School**

Current Approval Type: AA

About the School: Windham Woods School offers a program for students and families looking for a hands-on, dynamic educational setting. The team reviews each child's learning profile to ensure all academic and social needs are addressed. With the cooperation of students, parents, and faculty, an Individualized Learning Plan (ILP) is developed. The ILP provides insight for Windham Woods School's faculty as they prepare to individualize curriculum and enhance lessons to meet the needs of each student. Students who apply to Windham Woods School often experience fatigue and frustration in traditional academic settings. They may fall behind in class, lack confidence, motivation, and have difficulty maintaining meaningful connections with peers. The school provides the "right program and the right people to unlock the true gifts that live within each learner." They encourage students to grow and build confidence while becoming immersed in nature on a 250 acre campus.

Principal Address: 39 Roulston Road Windham, NH 03087

Head of School: Ryan DeJoy, Head of School

Email: rdejoy@windhamwoods.org | Phone Number: 978-273-1815

Authorized to Represent School: Same.

Date Application Received: 3.2.2021

Website: <https://www.windhamwoodsschool.org/>

Requested Effective Dates: now, to enroll students/collect tuition, September 1, 2021 to deliver programs

Current Grade Levels Offered: Gr 1-10

Requested New Grade(s): Gr 11-12

Anticipated Total Enrollment: 110

Anticipated Enrollment in New Grade(s): 10 (combined)

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Academic content	3.2.2021	Core curriculum standards provided in detail for: reading/literature, reading informational text, writing, language, number and quantity, algebra, functions, linear quadratic and exponential models, trigonometric functions, geometry, statistics and probability, physical science, life science, earth and space sciences, engineering technology, applications of science, civics and government, economics, geography, US/NH History, world history.
<input checked="" type="checkbox"/>	Assessment processes and promotion requirements	3.26.2021	Variety of assessments are used for student population, mild to moderate learning challenges. School captures student learning and progress via evaluation process consisting of rubrics specific to each course demonstrating mastery of materials presented in the specific class. Criteria includes: exceeded expectations, met expectations, partially met expectation, and did not meet expectations. Promotion in each high school grade level requires minimum 20 credits across subjects listed above, namely English, math, science, history, economics, IT, art, PE, health, and electives.
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE	3.26.2021	<p>The Office of Nonpublic Schools (ONPS) determines that Windham Woods School complies with the minimum requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 1-10 to 1-12.</p> <p>The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

NONPUBLIC SCHOOLS - REQUEST FOR EXPANSION OF GRADE LEVELS OFFERED

Reviewed By: *Shireen Meskoob*

School Name: **Hawthorne Academy**

Current Approval Type: AA

About the School: Hawthorne Academy is a small, college preparatory, boarding and day school. The school's founding organization, Overseas United Education Foundation Inc. (OUEF), was established in 2013 with the goal of founding a school for students from the USA and China, as well as other countries to study and learn together. The school offers courses in computer science, computer programming, and Mandarin as well as English, Literature, Music, Art, high school level math, science and history courses. They also offer the opportunity for students to participate in an after-school STEM (Science, Technology, Engineering and Math), and Drama club. The school's motto is "Striving in Wisdom, Growing in Knowledge, Preparing to Serve the World for God's Glory." Hawthorne Academy seeks to "provide superior Christian education for high school students with the goal that graduates of Hawthorne Academy are fully prepared academically and spiritually to lead productive, socially responsible, and fulfilling lives pleasing to God." The Academy has an international focus and its goal is to enroll international students.

Principal Address: 100 Old North Branch Road, Antrim, NH 03440

Head of School: Barbara Berwick, Director

bberwick@hawthorneacademy.org | 603-588-6800 or 933-3461

Authorized to Represent School: Same.

Date Application Received: 4.16.2021

Website: <https://hawthorneacademy.org/>

Requested Effective Dates: now, to enroll students/collect tuition, September 1, 2021 to deliver programs

Current Grade Levels Offered: 9-12

Requested New Grade(s): K-8

Anticipated Total Enrollment: 17

Anticipated Enrollment in New Grade(s): 5

Approved	Required Documents	Date Received	Comments
<input checked="" type="checkbox"/>	Academic content	4.16.2021	Submitted course descriptions in a Program of Studies, includes GrK: reading, handwriting, art, music, heritage studies, science, Bible. Gr 1-6: English, Handwriting, Spelling, Reading, Bible, Science, heritage studies, math. Gr7-8: Bible, English, vocab, literature, math, pre-algebra, heritage studies, science, life science, earth science, music.
<input checked="" type="checkbox"/>	Assessment processes and promotion requirements	4.16.2021	Tests, essays, research, other written assignments, experiments, hands-on activities, and yearly standardized tests. Students in GrK-8 are promoted to next grade level pending passing grades in core subject of English, Reading, Math. A passing grade is a grade of 60 or higher.
<input checked="" type="checkbox"/>	Application Complete and Reviewed by DOE	4.16.2021	<p>The Office of Nonpublic Schools (ONPS) determines that Hawthorne Academy complies with the minimum requirements as set forth in Ed 400 relative to obtaining approval to expand grade levels offered from 9-12 to K-12.</p> <p>The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

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May 2021

State Board of Education Meeting
Commissioner's Nonpublic School Approval Designation Report
Executive Summary 2 of 2
Renewals

A. Action Needed

A vote is needed to accept and approve the recommended designations for a NH non-public school(s). **Seventeen schools seek to renew their attendance approval status (AA Status). Eight schools seek to renew their program approval status (AP Status).**

B. Rationale for Action

The Code of Administrative Rules Ed 401.02 provide for the following school approval categories, one of which shall be recommended for each school in the Designation Report to the State Board:

Approved (3 years or 5 years) – a school seeking continued approval meets all of the applicable requirements of Ed 403 or 404.

Preliminary Approved (1 year) – a school does not meet some of the standards of Ed 403 or 404 prior to opening but can adequately meet the needs of its students.

Conditionally Approved (1 year) – a school seeking continued approval does not meet some of the standards of Ed 403 or 404 and has identified deficiencies and a timetable for corrections.

Delay in Full Compliance – a school recommended for denied approval shall have 10 days to make a request for a grievance hearing before the Nonpublic School Advisory Council Committee in accordance with Ed 406.

Denied Approval – a school has failed to meet the requirements of Ed 403 or Ed 404 and has failed to be approved after 3 years of being conditionally approved.

C. Effects of this Action

Approval of this Report allows existing school to operate for a period of 3 years or 5 years, as applicable.

D. Possible Motion

I move that the State Board accept and approve the following schools for continued Attendance Approval Status for the period of July 1, 2021 through June 30, 2024:

Capital Christian School
Christian Bible Church Academy
Claremont Christian Academy
Clearway High School
Crotched Mountain School
Hawthorne Academy
Heritage Christian School
Hillsboro Christian School
Hollis Montessori School
Learning Skills Academy
Meeting House Montessori School
Newport Montessori School
North End Montessori
St. Francis of Assisi School
Tabernacle Christian School
The Beech Hill School
Victory High School

I move that the State Board accept and approve the following schools for continued Attendance and Program Approval Status for the period of July 1, 2021 through June 30, 2026:

Cardigan Mountain School
Holderness School
Kimball Union Academy
Mount Zion Christian Schools
Shortridge Academy
The Community School
The Derryfield School
Trinity High School

Nonpublic School Approvals

Materials for State Board Meeting, May 2021

Meskoob, Shireen

NONPUBLIC SCHOOL APPROVALS REPORT

Approvals expiring on [June 30, 2021](#)

Town	Name of School	Approval Status
Concord	Capital Christian School	AA
Canaan	Cardigan Mountain School	AP
Nashua	Christian Bible Church Academy	AA
Charlestown	Claremont Christian Academy	AA
Nashua	Clearway High School	AA
Greenfield	Crotched Mountain School	AA
Antrim	Hawthorne Academy	AA
Rindge	Heritage Christian School	AA
Hillsboro	Hillsboro Christian School	AA
Holderness	Holderness School	AP
Hollis	Hollis Montessori School	AA
Meriden	Kimball Union Academy	AP
Rye	Learning Skills Academy	AA
Bow	Meeting House Montessori School	AA
Manchester	Mount Zion Christian Schools, Inc.	AP
Newport	Newport Montessori School	AA
Manchester	North End Montessori	AA
Milton	Shortridge Academy	AP
Litchfield	St. Francis of Assisi School	AA
Litchfield	Tabernacle Christian School	AA
Hopkinton	The Beech Hill School	AA
South Tamworth	The Community School	AP
Manchester	The Derryfield School	AP
Manchester	Trinity High School	AP
Jaffrey	Victory High School	AA

New expiration dates pending approval of State Board of Education for schools approved for

- ❖ Attendance purposes only: [June 30, 2024](#).
- ❖ Attendance and Program purposes: [June 30, 2026](#).

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Capital Christian School	Phone Number:	Application Type*: AA
About the School: Capital Christian School was founded in 2007 by the Concord, New Hampshire, Seventh-day Adventist Church. The mission of the Capital Christian School is to “provide a Christ-centered quality education, promote balanced character development, and prepare students for citizenship in today’s world and God’s kingdom.” The school believes that the best education results when the Bible serves as the foundation of education and “students learn through a whole child approach—nurturing their growth spiritually, academically, physically and socially.” Objectives of the school include: to lead students to a personal relationship with God; to assist parents in the formation of Christ-like characters in their children; to stimulate high scholarship; to encourage habits of accuracy and care; and to promote the understanding and practice of healthful living.		
Principal Address: 310 Sheep Davis Road, Concord, NH 03301		
Mailing Address: Same.		
Head of School: William Snow, Principal	Email: bbbbsnow4@hotmail.com 207.890.6094	
Authorized to Represent School: Heath Edwards, Chair	Email: healthedwards12@gmail.com 603.937.0638	
Date Application Received: 4.9.2021	Expiration Date: 6.30.2021	
Grade Levels: K-8	Enrollment Total: 12	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by a recognized program approval agency.	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.9.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	4.13.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	4.9.2021	Submitted and complies with 401.03.
<input checked="" type="checkbox"/>	School hours survey	4.9.2021	Provides 1,095 instructional hours to all grade levels. Complies with 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.9.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.9.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	4.20.2021	Adventist Education curriculum, resources, and standards submitted on Bible, fine arts, language arts, math, PE, science, social studies, and technology. Assessment through projects, quizzes, testing.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	4.9.2021	Includes mission, objectives, admissions, attendance, school hours, behavior, dress code, discipline.
<input checked="" type="checkbox"/>	Grievance policy	4.20.2021	p.16 of student handbook, parent teacher reconciliation.

	<input checked="" type="checkbox"/> Bullying	4.20.2021	p.9 of student handbook, students will not bully intimidate harass or threaten others. Disciplinary action, reporting, investigation, appeals, retaliation.
	<input checked="" type="checkbox"/> Teacher misconduct	4.20.2021	p.17-18 of handbook, parent teacher reconciliation, and in Education Code, p.175, 192 conditions of employment, expectations, responsibilities, nonrenewal.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.20.2021	p.15 of handbook, prorated monthly with school board approval.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.20.2021	p.11 no circumstances r/s would be used.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	11.20.2020	Conducted by Kenneth Kiehl of Concord Fire. School passed inspection.
<input checked="" type="checkbox"/>	Health inspection report	4.16.2021	Conducted by Gwen Williams of the City of Concord. School passed inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.29.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.7.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.7.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	11.9.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.20.2021	<p>The Office of Nonpublic Schools determines that Capital Christian School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Cardigan Mountain School	Phone Number: 603-523-3512	Application Type*: AP
About the School: Founded in 1945, Cardigan Mountain School is an independent boarding and day school for boys in grades 6-9 in Canaan, New Hampshire. Its mission is to offer a “close-knit community that prepares middle school boys for responsible and meaningful lives in a global society.” At a glance, students come from 28 states and 12 countries, there are 64 full time faculty, a 5:1 student-faculty ratio, and 17 athletic offerings. The school also uses a Global Community Initiative (GCI) to enhance awareness of different perspectives from around the world. Students participate in a weekly Global Leadership class where they learn about different social identities and develop inclusive leadership. GCI enhances the incorporation of global issues into the core curriculum too.		
Principal Address: 62 Alumni Drive, Canaan, NH 03741		
Mailing Address: Same.		
Head of School: Christopher D. Day, Head of School	Email: cday@cardigan.org Phone Number: 603-523-3512	
Authorized to Rep Sch: Stephen Solberg, CFO/Assistant Head	Email: ssolberg@cardigan.org Phone Number: 603-523-3518	
Date Application Received: 2.10.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr6-9	Enrollment Total: 203	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (all boys)	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2.10.2021	Program approved by NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.10.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.10.2021	p.62 of student handbook and submitted as independent chart too.
<input checked="" type="checkbox"/>	School calendar	2.10.2021	Submitted SY 20-21 and SY 21-22. Complies with 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.10.2021	1,441 instructional hrs. provided to all grade levels, exceeds minimum of Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.10.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.10.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.10.2021	Includes history, English, math, science, world languages, visual arts, music, woodworking, theater, global community initiative. Course descriptions, primary questions, and materials required listed.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	2.10.2021	Extensive 62-pg. document submitted and includes mission, academics, grading, residential life, school rules, discipline, health center, athletics, and technology.

<input checked="" type="checkbox"/>	Grievance policy	2.10.2021	p.31 includes disciplinary response system, hearing, committee meeting, disclosures.
	<input checked="" type="checkbox"/> Bullying	2.10.2021	p.25 of handbook defined, examples, reporting.
	<input checked="" type="checkbox"/> Teacher misconduct		p.4 of extensive 45-pg. employee handbook, harassment and other inappropriate behavior directed toward colleagues or students.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.10.2021	p.1 of the enrollment contract. No refunds are provided, students may purchase tuition refund insurance.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.10.2021	p. 9 of employee handbook includes policy, no circumstances students may be restrained or secluded.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	11.4.2020	Filed by Town of Canaan Fire Chief William Bellion. All academic buildings inspected. List of best practices and comments provided for school security and emergency planning. School has executed those items. Follow-up was not required, plan of corrective actions was not required.
<input checked="" type="checkbox"/>	Health inspection report	4.9.2021	Conducted by Benjamin Gardner of MCHC. Gardner noted that the school does an exceptional job attending to the health and safety of its school, and the facilities are well maintained. There are no concerns and no recommendations.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.2.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.22.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	9.8.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.9.2021	The Office of Nonpublic Schools determines that Cardigan Mountain School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Christian Bible Church Academy	Phone Number: 603.882.1055	Application Type*: AA
About the School: Christian Bible Church Academy began as a ministry of Christian Bible Church in September of 1983 and has continued through the years to serve Christian families in the greater Nashua area. To date, over 60 graduates are serving God in the ministry, medical field, education, military, hi-tech, and various other trades and professions. The school's purpose is to "assist each student fulfill the maximum spiritual and academic potential which God has invested in their life." The school uses the Accelerated Christian Education (A.C.E.) Curriculum. The A.C.E. is a unique combination of academics and methodology, based on physiological development patterns and Biblical principles. It provides mastery learning, critical analysis, conceptualization, cognitive reasoning, and life from God's perspective.		
Principal Address: 205 Manchester Street, Nashua, NH 03064		
Mailing Address: Same.		
Head of School: Gary Stearn, Pastor/Principal	Email: gstearn@cbcnashua.com Phone Number: 603.882.1055	
Authorized to Represent School: Same.	Expiration Date: 6.30.2021	
Date Application Received: 2.24.2021	Enrollment Total: 24	
Grade Levels: K-12	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.7.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.24.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.24.2021	Submitted, first and last day included, complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.24.2021	Provides 945 instructional hrs. to Gr K, 1008 instructions hrs. to Gr 1-12. Includes 30hrs of required overage and satisfies Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies		p.20-21 of handbook. Accelerated Christian Education is used. Courses include math, English, geography, science, physical education, bible studies, history, foreign language, computer science, health, finance.
<input checked="" type="checkbox"/>	Graduation requirements	2.24.2021	p.3 passing grade of 80%, p.20-21 includes yearly progression of courses and credits required to move on.
<input checked="" type="checkbox"/>	Student handbook	2.24.2021	Includes academic info, attendance, discipline, parent info.

<input checked="" type="checkbox"/>	Grievance policy	2.24.2021	p.45-46 of handbook (under parent information).
	<input checked="" type="checkbox"/> Bullying	2.24.2021	p.45 not tolerated, reference to code of conduct.
	<input checked="" type="checkbox"/> Teacher misconduct	2.24.2021	p.45 teachers are required to conform to same standard of conduct as of students.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.24.2021	p.46 prorated monthly.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.24.2021	p.45, does not utilize either technical.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	3.18.2021	Mark Rapaglia of the Nashua Fire Marshal’s Office conducted the inspection. Follow-up is not required. Four items of action were addressed.
<input checked="" type="checkbox"/>	Health inspection report	3.18.2021	Mike McGuinness of Nashua Environmental Health Dept inspected the facility. Corrective actions were completed.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.9.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.6.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.7.2021	<p>The Office of Nonpublic Schools determines that Christian Bible Church Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Claremont Christian Academy	Phone Numbers: Upper Campus: 603.826.0216 Lower Campus: 603.542.8759	Application Type*: AA
About the School: Claremont Christian Academy is a private learning community serving the children of families in Vermont & New Hampshire, along with international students from around the world. Offering grades kindergarten to grade 12, the school is committed to “the mission of educating the mind, training the heart, and serving the world for the glory of Christ.” Within a biblical framework, students are equipped to “honor God by learning how to communicate effectively, analyze carefully, think critically and collaboratively, and love authentically, which will enable them to achieve their greatest potential spiritually as well as academically.” While academics and faith integration are priorities, the school also offers programs in the arts and athletics.		
Principal Addresses: Upper Campus: 85 Wheeler Rand Road, Charlestown, NH 03603 Lower Campus: 97 Maple Ave, Claremont, NH 03743 Mailing Address: 97 Maple Avenue, Claremont, NH 03743 Head of Schools: Timothy Groos Date Application Received: 1.5.2021-2.19.2021 Grade Levels: Upper Campus-7-12, Lower Campus-K-6 Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		
headofschool@claremontchristianacademy.com 603-542-8759 Expiration Date: 6.30.2021 Enrollment Total: 104 Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	1.12.2021	In good standing.
<input checked="" type="checkbox"/>	Administrative organization	1.26.2021	Included, includes church, school board, head of school senior admin, then splits to upper and lower schools.
<input checked="" type="checkbox"/>	School calendar	2.19.2021	Includes first and last day of school, full and half days off, distinguishes between lower and upper school.
<input checked="" type="checkbox"/>	School hours survey	3.3.2021	1016 instructional hours provided to GrK-6. 1024 instructional hours provided to Gr7-8. Data satisfies Ed 401.03 incl. 30hrs of overage.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.24.2021	Abeka curriculum (based on Biblical values and educational philosophy) used to teach most core classes. Upper levels include history, math, science, English, physical education, foreign language, Christianity. Lower levels include language arts, Bible, motor skills, music, arts, arithmetic, history, social skills, health.

<input checked="" type="checkbox"/>	Graduation requirements	2.16.2021	p.9 of handbook, Gr12 students, minimum 20 credits and must receive 70 or above to receive credits.
<input checked="" type="checkbox"/>	Student handbook	2.16.2021	Includes admission, curriculum, attendance, discipline.
<input checked="" type="checkbox"/>	Grievance policy	2.16.2021	p.14, 21 of handbook
	<input checked="" type="checkbox"/> Bullying	2.16.2021	p.16 of handbook, includes definitions, reporting requirements, consequences, adult involvement.
	<input checked="" type="checkbox"/> Teacher misconduct	3.4.2021	Part of the <i>Child Protection Policy</i> , signed by teachers every year, protections against physical and sexual abuse.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.16.2021	p.5 of handbook, not required to refund any money for any reason.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.16.2021	p.6 of teacher handbook, includes definition, used only in emergency situations to protect student or person.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	12.4.2020	Chief Charles Baraly of the Charlestown Fire Dept. inspected the upper campus (Life Fellowship Campus). A follow-up was not required.
<input checked="" type="checkbox"/>	Health inspection report	11.30.2020	Mandy Wright of the Town of Charlestown inspected the upper campus. Corrections were not required.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.28.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.19.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.31.2021	<p>The Office of Nonpublic Schools determines that Claremont Christian Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire's compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Clearway High School	Phone Number: 603-598-8303	Application Type*: AA
<p>About the School: Clearway High School was established by the Adult Learning Center in 1977 as an alternative high school program for teenagers who need a specialized setting to successfully earn a high school diploma or equivalency diploma (HiSET, formerly GED). The school's mission is to educate teenagers so that they learn to function effectively as adults. The school helps them improve their academic and work skills, their decision-making skills, and daily life skills. Clearway offers an emotionally supportive educational environment that encourages students to discover success through small class size and hands-on activities. Students explore career opportunities, learn employability skills, develop resumes and are directly supported in their efforts to seek and sustain employment or pursue further education. Students, identified as having special education needs, must be referred to Clearway by the Special Education Office in their school district.</p>		
Principal Address: 40 Arlington Street, Nashua NH 03060		
Mailing Address: Same.		
Head of School: Marianne Wiley, Director	Email: mwiley@nashuaalc.org 603-598-8303, x3205	
Authorized to Represent School: Cheryl Lavoie, Secretary	Email: clavoie@nashuaalc.org 603-598-8303, x3201	
Date Application Received: 4.14.2021	Expiration Date: 6.30.2021	
Grade Levels: 9-12	Enrollment Total: 51	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by a recognized program approval agency.	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.14.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	4.14.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	4.14.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	4.14.2021	990.5 instructional hrs., in addition to 6 makeup days, complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.14.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.14.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	4.14.2021	Includes art, English, Health, Physical Education, Technologies, Math, Science, Social Studies, diploma requirements, and extended learning opportunities.
<input checked="" type="checkbox"/>	Graduation requirements	4.14.2021	p.3 of program studies; follows course requirements by the State of NH.
<input checked="" type="checkbox"/>	Student handbook	4.14.2021	Includes behavior standards, additional services, absences and vacation, attendance, dress code and hygiene, transportation, technology, academic policies.

<input checked="" type="checkbox"/>	Grievance policy	4.14.2021	p.19-32, 17; reporting to teacher, executive director, Board of Directors, and lastly, Division of Educator Support and Higher Education.
	<input checked="" type="checkbox"/> Bullying	4.14.2021	p.19-22, 5; definitions, reporting, retaliation, notification, investigation, response, appeal, legal references.
	<input checked="" type="checkbox"/> Teacher misconduct	4.14.2021	p.27-32; reference to Ed 510, ethics, responsibility to students, to school community, relative to technology, reporting, investigations, discipline.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.14.2021	p.3-4; school does not accept private pay students.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.14.2021	p.23-26; used in response to a threat of imminent physical harm, purpose, definitions, risks, staff training, prevention strategies, documentation and reporting.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	9.30.2020	Conducted by Mark Rapaglia of Nashua Fire Marshal's Office, 6 deficiencies noted. Dave Perault, assistant to Rapaglia, conducted a re-inspection on 4.19.2021 and found that deficiencies identified during primary inspection have been corrected and there are no longer outstanding deficiencies.
<input checked="" type="checkbox"/>	Health inspection report	12.14.2020	Conducted by April Torhan of Nashua Environmental Health Department. A follow-up visit on 1.13.2021 indicated completion of corrective action listed in the original reports.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.15.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.30.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	11.6.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4/19/2021	<p>The Office of Nonpublic Schools determines that Clearway High School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire's compulsory</p>

			attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.
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**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Crotched Mountain School	Phone Number: 603-547-3311	Application Type*: AA
<p>About the School: Crotched Mountain School is a private, non-public pre-K-age 21 school which serves children on the Autism Spectrum and related disabilities. Through positive behavioral supports and practical clinical behavioral methodologies, the primary objective is to enable students to be emotionally available to learn. Specialized programs combine academics with an emphasis on social thinking, therapeutic/clinical services and vocational or post-secondary opportunities. The program leads to students receiving a well-rounded education and being prepared for transition to adulthood and independent living. It also prepares students with the functional vocational life skills that helps them to be life-long learners and successful adults. The academic program, although individualized for each student, follows the New Hampshire state standards and competencies so that all students are able to obtain general education curriculum and progress through the standards.</p>		
Principal Address: 1 Verney Drive, Greenfield, NH 03047		
Mailing Address: Same.		
Head of School: Colleen Elliott, Principal	colleen.elliott@crotchedmountain.org 603-547-3311	
Authorized to Represent School: David Blaiklock, VP of Education Networks and Compliance	david.blaiklock@crotchedmountain.org 703-568-2055	
Date Application Received: 3.9.2020	Expiration Date: 6.30.2021	
Grade Levels: K-12	Enrollment Total: 42	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.9.2021	Submitted and in good standing (Crotched Mountain School). By early summer, the name will be Legacy by Gersh at Crotched Mountain and paperwork will be submitted when the name change is complete.
<input checked="" type="checkbox"/>	Administrative organization	3.9.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.9.2021	Submitted and compliant.
<input checked="" type="checkbox"/>	School hours survey	3.9.2021	1406 instructional hours are provided to all grade levels, complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.9.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.9.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies		Courses include art, music, performing arts, farm school, vocational life development, community work exposure, digital literacy, computer programming, English, nutrition, health, math, physical education, science, social studies.
<input checked="" type="checkbox"/>	Graduation requirements	3.9.2021	Each student has an IEP and may earn an IEP diploma for meeting standards determined by the IEP team. This is

			difference than standard high school diplomas issues by traditional high schools.
<input checked="" type="checkbox"/>	Student handbook	3.9.2021	Submitted and includes program, student life, behavior supports, therapeutic recreation, residential life, visitation, code of conduct, communications, technology, media, health, safety, discharge.
<input checked="" type="checkbox"/>	Grievance policy	3.9.2021	Includes reporting, inquiry form, investigation, appeal.
	<input checked="" type="checkbox"/> Bullying	3.9.2021	p.34-35; outlines RSA 193-F, and there is an additional anti-bullying handout.
	<input checked="" type="checkbox"/> Teacher misconduct	3.9.2021	p.37, sexual harassment not tolerated by students and employees; outlines NH Code of Ethics for Educational Professionals and the Code of Conduct for NH Educators.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.9.2021	p.37, calculated per diem for the month, leaves of absence days are billable for duration of enrollment, refund request provided to Finance dept. pro-rated refund unless clinical services one to one.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.9.2021	p.9-10, defined, used only in urgent cases when student needs to be protecting from harming self or others.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	12.15.2020	Conducted by Michael Borden of Greenfield Fire. School passed the inspection.
<input checked="" type="checkbox"/>	Health inspection report	12.15.2020	Also conducted by Michael Borden of Greenfield Fire. School passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.9.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	9.21.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.29.2021	<p>The Office of Nonpublic Schools determines that Crotched Mountain School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory</p>

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2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Hawthorne Academy	Phone Number: 603-588-6800	Application Type*: AA
About the School: Hawthorne Academy is a small, college preparatory, boarding and day school. The school's founding organization, Overseas United Education Foundation Inc. (OUEF), was established in 2013 with the goal of founding a school for students from the USA and China, as well as other countries to study and learn together. The school's motto is "Striving in Wisdom, Growing in Knowledge, Preparing to Serve the World for God's Glory." Hawthorne Academy seeks to "provide superior Christian education for high school students with the goal that graduates of Hawthorne Academy are fully prepared academically and spiritually to lead productive, socially responsible, and fulfilling lives pleasing to God." The Academy has an international focus, and its goal is to enroll international students.		
Principal Address: 100 Old North Branch Road, Antrim, NH 03440		
Mailing Address: Same.		
Head of School: Barbara Berwick, Director	bberwick@hawthorneacademy.org 603-588-6800 or 933-3461	
Authorized to Represent School: Same.		
Date Application Received: 2.24.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr 9-12	Enrollment Total: 8	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.24.2021	Active under Overseas United Education Foundation, Inc. which is in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.24.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.24.2021	First and last days included, holidays, and makeup days as well. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.24.2021	990 instructional hours provided to all grades, 30 hrs. of overage included at the end of the school year. Satisfies Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.22.2021	Certified compliance statements.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.22.2021	Certified compliance statements.
<input checked="" type="checkbox"/>	Program of studies	2.24.2021	p.8 of handbook, includes English, history, geography, economics, math, science, technology, computer programming, world language, arts, health, music.
<input checked="" type="checkbox"/>	Graduation requirements	2.24.2021	p.1-2 of handbook and curriculum, are based on State requirements (20 total credits), in addition to one credit in Bible studies.

<input checked="" type="checkbox"/>	Student handbook	2.24.2021	Submitted and includes academics, attendance, code of conduct, special learning needs, program overview, grievances.
<input checked="" type="checkbox"/>	Grievance policy	3.3.2021	p.19-22 includes procedure.
	<input checked="" type="checkbox"/> Bullying	2.24.2021	p.6-18 including characteristics, reporting, investigation, involvement of police dept.
	<input checked="" type="checkbox"/> Teacher misconduct	2.24.2021	p.19, 20 professional ethics for staff, expectations and protocols, student grievances against staff.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.24.2021	p.22 3 week advanced notice required and payment required per quarter except in cases students expelled/disciplinary.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.3.2021	p.21 includes definition, protocol, involvement of police dept.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	10.8.2021	Marshall Gale of the Antrim Fire Department conducted the inspection. Follow-up/re-inspection is not required.
<input checked="" type="checkbox"/>	Health inspection report	2.22.2021	Marshall Gale of the Antrim Fire Department conducted the inspection. No corrections were required.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.8.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.16.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.15.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	7.6.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.22.2021	<p>The Office of Nonpublic Schools determines that Hawthorne Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire's compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Heritage Christian School	Phone Number: 603.899.6700	Application Type*: AA
About the School: Founded in 1992, Heritage Christian School is a ministry to Christian families that seeks to help parents “fulfill their calling to teach their children to love the Lord as their God with all their being.” Parents of prospective HCS students are expected to profess a personal faith in Jesus Christ and to belong to a local church, and the same requirement is made of HCS teachers. The school seeks to produce graduates who are “academically prepared for higher education and who are spiritually mature with a Christian worldview.” The education is built around core subject matters and life skills, and stresses Biblical as well as academic knowledge as the basis of wisdom and understanding. “This knowledge helps each student to make correct life choices.” The school seeks to “maximize the talents and abilities that we believe God has placed into each student.”		
Principal Address: 13 North Street, Rindge, NH 03461		
Mailing Address: Same.		
Head of School: Anthony Miller, Principal	Email: office@hcsnh.org Phone Number: 603.899.6700	
Authorized to Represent School: Same.	Expiration Date: 6.30.2021	
Date Application Received: 2.23.2021	Enrollment Total: 69	
Grade Levels: K-8	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input type="checkbox"/> Yes <input type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.19.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.19.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.23.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.23.2021	588 instructional hrs. provided to GrK, 1083 instructional hrs. provided to Gr1-8. Meets minimum +30 hrs. overage. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.23.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.23.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.19.2021	ABeka materials (comprehensive, biblically-based curriculum, textbooks, teaching aids). Subjects include Bible, science, social studies, history, language, geography, literature, art, music, gym.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	2.23.2021	Submitted and includes admissions, attendance, bullying, curriculum, discipline, outcomes, report cards, etc.
	Grievance policy	2.23.2021	

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Bullying	2.23.2021	p.16 of handbook, defined, examples, reporting, investigation, also p.55 of staff handbook.
	<input checked="" type="checkbox"/> Teacher misconduct		p.50 of staff handbook, emphasis on Christian conduct and moral behavior, section on sexual harassment. Grievance policy (handbook) is noted as applicable to teachers, staff, students, and parents.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.23.2021	p.7 of handbook, two week notice, prorated monthly.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.21.2021	p. 9 of student handbook, r/s not used under any circumstances.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	11.19.2020	C. Casey Burrage of the Rindge Fire Dept. inspected the school. School passed the inspection.
<input checked="" type="checkbox"/>	Health inspection report	2.23.2021	Karl Pruter of Town of Rindge conducted the inspection. The school passed.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.18.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.18.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.13.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.21.2021	<p>The Office of Nonpublic Schools determines that Heritage Christian School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Hillsboro Christian School	Phone Number: 603-478-2233	Application Type*: AA
About the School: Hillsboro Christian School began with the 2002-2003 academic year as a ministry of Hillsboro Baptist Church. Every year since then HCS has offered a “low-cost, high-value education alternative to parents seeking a Christian-based alternative to public schools in the Hillsborough, NH area.” Features of the school include small classes affording individual attention, extracurricular activities, physical education and athletic skills development, outdoor education experiences, field trips, and woodworking. The school seeks to “challenge students to discover and use their unique God-given gifts to serve our Lord Jesus.” Students are trained to “develop Godly character and embrace a Christian worldview...to exhibit Christian character in and out of school.” Parents also play a key role in preparing their children to “pursue, accept, and follow God’s will for their lives through a Christ-centered academic and Biblical curriculum.”		
Principal Address: 337 2nd NH Turnpike, Hillsboro, New Hampshire 03244		
Mailing Address: Same.		
Head of School: Everett Connor, Administrator	Email: office@hillsborochristianschool.com 603-478-2233	
Authorized to Represent Sch.: Deborah Chamberland, Administrative Assistant	Email: Same.	
Date Application Received: 3.1.2021	Expiration Date: 6.30.2021	
Grade Levels: GrK-12	Enrollment Total: 30	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.15.2021	Submitted and in good standing under Hillsboro Baptist Church.
<input checked="" type="checkbox"/>	Administrative organization	3.1.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.1.2021	First and last day, holidays included. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	3.1.2021	630 instructional hours provided to GrK, 1080 instructional hours provided to Gr1-12. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.12.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.12.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.1.2021	p.8-13, A Beka curriculum, includes core courses Bible, math, history, science, language arts, other- health and wellness, performing art, computers, athletics, music, physical education, promotion standards. Also available online.

<input checked="" type="checkbox"/>	Graduation requirements	3.1.2021	p.13 of handbook, 24 credit minimum, English math, history science, Bible, physical education, foreign language, performing arts, elective credits.
<input checked="" type="checkbox"/>	Student handbook	3.1.2021	Submitted and includes mission, school day schedule, program of studies, grading, dress code, principles and behavior, discipline, regulations, transportation, safety, attendance, financials.
<input checked="" type="checkbox"/>	Grievance policy	4.12.2021	
	<input checked="" type="checkbox"/> Bullying	4.12.2021	p.27 defined and discipline procedure included.
	<input checked="" type="checkbox"/> Teacher misconduct	4.12.2021	Outlined in Ed 510, ethical responsibilities of educators, disclosure for SY2021-2022.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	4.12.2021	Includes a daily prorated tuition refund, disclosure for SY2021-2022.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.12.2021	Does not use restraint/seclusion, disclosure for SY 2021-2022.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	1.13.2021	Conducted by Kenny Stafford of Hillsboro Fire. School passed the inspection.
<input checked="" type="checkbox"/>	Health inspection report	2.5.2021	Conducted by Dana Brien of the Town of Hillsboro. Two uncovered electrical boxes and bare wire were repaired on 2.25.2021. School has addressed items and is in compliance.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.26.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.26.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.6.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.15.2021	<p>The Office of Nonpublic Schools determines that Hillsboro Christian School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Holderness School	Phone Number: (603) 536-1257	Application Type*: AP
About the School: The Holderness School aspires to create a community of service, leadership, and honor from its founding in 1879. Founded in an Episcopal tradition that merges intellect and experience, the school “values equally the development of the mind, the body, and the spirit.” To this end, in addition to an array of academic and athletic offerings, the school offers students many opportunities to “grow their spiritual selves, to develop character, to test and affirm values, to make good and bad decisions, to learn how to live respectfully in community, a community of honor and honesty, integrity and kindness.” It is also committed to “living as a community that celebrates and supports diversity in its many forms because multiple perspectives and experiences are vital to educational excellence and strengthen our community.”		
Principal Address: 33 Chapel Lane, Holderness NH, 03245		
Mailing Address: P.O. Box 1879, Plymouth NH, 03264		
Head of School: Phil Peck, Head of School	Email: ppeck@holderness.org Phone Number: 603-779-5201	
Authorized to Represent: Paulette Ryan, Asst. to Head of Sch.	Email: pryan@holderness.org Phone Number: 603-779-5200	
Date Application Received: 11.18.2020	Expiration Date: 6/30/2021	
Grade Levels: Gr9-12 and PG	Enrollment Total: 287 for SY 2020-2021	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	11.18.2020	Accredited by NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	1.14.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	11.18.2020	p.69 of student handbook and submitted as a chart.
<input checked="" type="checkbox"/>	School calendar	1.13.2021	Published online and in student handbook, complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.24.2021	1024 instructional hours provided to grades 9-12, which includes the 30hrs of overage in event of emergencies. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.24.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	11.18.2020	Core requirements include English, foreign language, history, science, math, fine arts, theology, human development.
<input checked="" type="checkbox"/>	Graduation requirements	11.18.2020	p.8 of handbook, includes minimum credits and grades, exams, community service.
<input checked="" type="checkbox"/>	Student handbook	11.18.2020	72-pg. doc includes academics, grading, records, community rules, discipline, athletics, health and wellness, technology, residential life.

<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	11.18.2020	p.60 of student handbook, and in instructional employee supplement and employee handbook, defined, protocols.
	<input checked="" type="checkbox"/> Teacher misconduct	11.18.2020	p.13 of instructional employee supplement, principles, definitions, examples, reporting, and p.2 of employee handbook.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	11.18.2020	Published online, school cannot refund tuition or cancel obligations, recommends tuition refund plan purchase.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.9.2021	p.19 in student handbook and p.17 in instructional handbook; school does not use techniques.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	8.10.2020	Conducted by Eleanor Mardin of the Holderness Fire Department. Corrections not required.
<input checked="" type="checkbox"/>	Health inspection report	1.21.2021 & 2.11.2021	Conducted by Michael Capone of the Town of Holderness. All buildings met sanitary conditions, and "a greater than required protocol was in place for COVID 19."
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.15.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.25.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.25.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	11.3.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.9.2021	The Office of Nonpublic Schools determines that Holderness School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskooob

School Name: Hollis Montessori School	Phone Number: 603.400.1515	Application Type*: AA
About the School: Hollis Montessori School opened in September 2008 on Proctor Hill Road in Hollis, New Hampshire as an independent, non-profit, nonsectarian Montessori school. Initially offering primary and elementary programs, the Upper School program launched in 2011, completing the vision to offer a Montessori education from age 3 through ninth grade. The school's purpose is to "provide the highest quality Association Montessori International (AMI) learning environment, supporting each student along an individual path of growth and development, and inspiring a lifelong love of learning in a respectful community." The schools seeks to aid the child in "independence and self-formation by creating an environment that can unlock the inherent potentials and intelligences within each child." As embraced by a traditional Montessori education, Hollis utilizes the concept of multi-age (three-year age span) classroom community as optimum for academic, social and emotional learning. "We value cooperation over competition and believe that each child's work and behavior should be evaluated on the child's inherent capacity rather than by comparison."		
Principal Address: 9 South Merrimack Road, Hollis, NH 03049		
Mailing Address: Same.		
Head of School: Kari Headington, Head of School	Email: kheadington@hollismontessori.org 603.400.1515	
Authorized to Represent School: Same.	Expiration Date: 6.30.2021	
Date Application Received: 3.1.2021	Enrollment Total: 84	
Grade Levels: K-9	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.1.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.1.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.1.2021	Submitted and compliant with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	3.1.2021	2021-2022; 1000 instructional hrs. provided for K, 1024 instructional hrs. provided for 1-6; 1108 instructional hrs. provided for 7-8; 1108 instructional hrs. provided for 9-12. Complies with Ed 401.03 including 30hrs of overage.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.1.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.1.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.1.2021	Submitted, upper school course of study includes math, foreign language, history, science, English, economics, physical expression, human development. Lower school includes practical life, sensorial, language, math, culture, science, expression, music and movement, large motor skills.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA

<input checked="" type="checkbox"/>	Student handbook	3.1.2021	Relevant nonpublic school requirements are posted in the staff handbook, as seen below. Includes policies and procedures, harassment, emergency plan, code of conduct for parents and students, use of technology, dress code, student attendance, student progress, conflict resolution.
<input checked="" type="checkbox"/>	Grievance policy	3.1.2021	In staff handbook.
	<input checked="" type="checkbox"/> Bullying	3.1.2021	p.24 of staff handbook, definitions, behaviors, types, reporting.
	<input checked="" type="checkbox"/> Teacher misconduct	3.1.2021	p.108 of staff handbook, code of “ethical conduct regarding employee interactions with students.”
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.18.2021	Published in parent handbook and tuition agreement. Tuition is prorated if student withdraws.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.1.2021	p.46 of staff handbook, used to protect students or staff from imminent harm.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	2.16.2021	Lt. Jennifer Govostes of Hollis Fire inspected the school. Corrective actions were not required.
<input checked="" type="checkbox"/>	Health inspection report	2.16.2021	Richard Towne of the Town of Hollis was the inspector. The school passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.17.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.30.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.6.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.18.2021	<p>The Office of Nonpublic Schools determines that Hollis Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Kimball Union Academy	Phone Number: 603.469.2111	Application Type*: AP
About the School: Kimball Union (KUA) was founded in 1813 as one of the nation's oldest boarding schools with the explicit purpose of preparing its students for life beyond the academic realm. Its 1,200-acre campus is nestled in New Hampshire's Upper Valley. While the historical and cultural contexts have changed dramatically over the past two centuries, the goal remains the same. Kimball Union's academic program is designed to create a learning experience that prepares graduates for college and life. Its mission is to "prepare students for the challenges of tomorrow's world by inspiring academic mastery, creativity, responsibility, and leadership." Every student is exposed to the breadth of the KUA academic, social, residential, athletic, and artistic programs through "traditional coursework, integrated advising, a compass leadership program, and an athletics and arts requirement."		
Principal Address: 7 Campus Center Drive, Meriden, NH 03770		
Mailing Address: PO Box 188, Meriden, NH 03770		
Head of School: Tyler Lewis, Head of School	Email: tlewis@kua.org Phone Number: 603.469.2111	
Authorized to Represent Sch.: Debrah van Dijk, Director of Human Resources	Email: dvandijk@kua.org Phone Number: 603.469.2165	
Date Application Received: 2.26.2021	Expiration Date: 6.30.2021	
Grade Levels: 9-PG	Enrollment Total: 340	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2.26.2021	Verified online.
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.26.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.26.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.26.2021	Submitted to include first and last day, and partial and full days off. Also available in depth for students on the website with student related activities too. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.26.2021	1,022 instructional hours provided to all grade levels, includes 30hrs overage, complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.26.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.26.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.26.2021	p.6-8 of Community Handbook, includes core courses English, science, math, world language, history. Available in depth on website, includes health and wellness, dance, visual arts, music, and theater.
<input checked="" type="checkbox"/>	Graduation requirements	2.26.2021	p.6 of CH 19 credits and passing grade.
<input checked="" type="checkbox"/>	Student handbook	2.26.2021	Called "Community Handbook" (CH) and includes academic support, student life, extracurricular, residential

			life, conduct and behavior, attendance, health, COVID-19 addendum.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	2.26.2021	p.37-45 of CH, includes all types of harassment, reporting, disciplinary actions, investigations, retaliation.
	<input checked="" type="checkbox"/> Teacher misconduct	2.26.2021	Included in employment agreement and p.12 of employee handbook, definitions and examples of harassment, bullying, molestation
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.26.2021	In tuition brochure and student agreement, Tuition Refund Insurance is available.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.26.2021	p.19 of faculty handbook, used if imminent and substantial risk of bodily harm.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	1.13.2020, 1.14.2021 & 1.29.2021	Conducted by Bill Taylor, Plainfield Fire Chief, Larry Dingee, Plainfield Fire Captain, Matt Tucker, Plainfield Deputy Fire Chief, Phil Biron, Fire Protection Specialist/Inspector of the Division of Fire Safety. Action plan to correct list of violation within 90 days of receipt of report (early Feb.) was required. Buildings inspected were Barnes Hall (Admissions), Baxter Hall, Brooks Cottage, Bryant Hall Dorm, Chellis Dorm, Day-Care, Densmore Hall Dorm, Dexter-Richards Dorm, Dining Hall, Field House, Fitch Science Center, Fickling Art Center, Frost Dorm, Hall Farm Dorm, Heating Plant, Kilton Dorm, Kimball Barn, Kurth Dorm, Mikula Dorm, Rowe Hall, Silver Gym, STEM Center, Tracy Health Center, Welch Dorm, Whittemore Athletic Center. The schools expects to take the full 90 days which will fall in early May to submit the action plan to the Fire Department.
<input checked="" type="checkbox"/>	Health inspection report	12.21.2020	Conducted by Stephanie Schell of the Town of Plainfield. Flaking paint to be addressed in an action plan for summer 2021. Chellis Dorm had a large hole next to the entry way door. The school investigated the hole and repaired it immediately.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.6.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.11.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.11.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.31.2020	Submitted on time.

DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.5.2021	The Office of Nonpublic Schools determines that Kimball Union Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Learning Skills Academy	Phone Number: 603-964-4903	Application Type*: AA
About the School: Learning Skills Academy (LSA) is a non-profit day school committed to the education of students with disabilities in grades 3 through 12. The school's mission is to "ignite the educational potential of students with language and learning differences so that they may succeed in school, college, and career." The school is approved by the NH DOE for the provision of special education and related services to students with the primary disabilities of: specific learning disability, speech and language impairment, and/or other health impairment. Students come from many different towns and three states and are grouped in small class sizes of up to 8 students. Many of the students have difficulty with organization and may have lost motivation to learn. They may be distractible, have difficulty maintaining attention, and exhibit problems with study skills. These disabilities and difficulties may have caused students to experience failure and frustration in social situations and with academic tasks. For these reasons, LSA focuses on developing students' self-esteem and self-confidence at the same time as supporting an increase in student educational skills.		
Principal Address: 1247 Washington Road, Rye, NH 03870		
Mailing Address: Same.		
Head of School: Karen Stains, Executive Director	Email: kstaines@learningskillsacademy.org 603-964-4903	
Authorized to Represent School: Same.		
Date Application Received: 3.1.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr3-12	Enrollment Total: 58	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.1.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.1.2021	Submitted. p.2 of student handbook.
<input checked="" type="checkbox"/>	School calendar	3.31.2021	Submitted.
<input checked="" type="checkbox"/>	School hours survey	3.1.2021	School provides 1065 instructional hours for all grade levels, complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.31.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.31.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.1.2021	Submitted for upper and lower school. Offers thematic curriculum such as the art and science of communication, and how do we recognize and honor diversity. Subjects include language arts, research and presentations, math, science, social studies, the arts, physical education.
<input checked="" type="checkbox"/>	Graduation requirements	3.1.2021	p.5 of student handbook, students must earn a total of 20 credits and must follow the NH DOE distribution requirements.

<input checked="" type="checkbox"/>	Student handbook	3.1.2021	Submitted and includes curriculum overview, mission, program, daily life, attendance, electronic devices, medical, parent community, school records, school cancelation, behavioral expectations, discipline.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	3.1.2021	p.27 of student handbook, combined with harassment, hazing, and sexual misconduct. Provides definitions, examples, reporting.
	<input checked="" type="checkbox"/> Teacher misconduct	3.1.2021	p.28 of student handbook indicates that prohibited behaviors apply to students and staff and teachers. Also on p.9 of staff handbook.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.1.2021	In the enrollment agreement. 30 day notice required, obligation to pay for the full school year, no deduction or remission of tuition cost allowed.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.31.2021	Included in the Private Special Education Procedures Manual and p.46 of staff handbook. School does not employ interventions unless a threat of imminent, physical harm.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	10.2.2020	Conducted by Lt. Jeff DiBartolomeo of Rye Fire Rescue. Six corrective actions were identified. Violations were addressed by 12.9.2020 and provided to Rye Fire. No additional follow-up was required, per DiBartolomeo.
<input checked="" type="checkbox"/>	Health inspection report	10.20.2020	Conducted by Gail Snow of the Town of Rye. School passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.29.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.2.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	9.1.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.1.2021	<p>The Office of Nonpublic Schools determines that Learning Skills Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The</p>

			school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.
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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskooob

School Name: Meeting House Montessori School	Phone Number: 603.224.0004	Application Type*: AA
About the School: The Meeting House Montessori School is located in a traditional New England building built in the early 1900's in Bow, NH. The environment offers a "warm and quaint work-space." There is a fenced-in play area with the equipment needed to promote healthy, safe and enriching physical and large motor development. The school's teaching, philosophy, academic structure, and tools for learning are based on the traditional teachings of Dr. Maria Montessori. The school believes in "nurturing the "whole" child and feels that all aspects of his or her development are crucial and of equal importance...the physical, social, emotional, and intellectual." According to the Montessori Method, children learn from doing and they educate themselves by taking in their surroundings. They also look to others to explain the concepts that they do not understand. Once they are given the tools and the knowledge of how to educate themselves, they seek to consume and understand more and more information.		
Principal Address: 28 Logging Hill Road, Bow, NH 03304		
Mailing Address: Same.		
Head of School: Susan Bradley, Owner	Email: mhms28bow@comcast.net Phone Number: 603.303.7046	
Authorized to Represent School: Alissa Smith, Director	Email: mhms28bow@comcast.net Phone Number: 603.224.0004	
Date Application Received: 2.11.2021	Expiration Date: 6.30.2021	
Grade Levels: K-4	Enrollment Total: 44	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.11.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.11.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.11.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.11.2021	All students receive 1080 instructional hrs. which complies with Ed 401.03 and includes the required 30hrs of overage.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.11.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.11.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.22.2021	Covers math, geometry, writing, history, science, biology, music, Spanish, physical education, and art.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	2.11.2021	Student and parent handbook available on website. Includes absences, closures, safety, and all 4 required grievance policies.
<input checked="" type="checkbox"/>	Grievance policy <input checked="" type="checkbox"/> Bullying	2.11.2021	Includes protocol and available on website.

	<input checked="" type="checkbox"/> Teacher misconduct	2.11.2021	Examples provided, employee handbook outlines staff expectation and protocols. Found on website.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.11.2021	30-day notice is required prior to withdrawal. Withdrawal form available on website.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.22.2021	Does not use any child restraint practices.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	11.11.2020	Thomas Ferguson of the Bow Fire Department conducted the inspection. No follow-up/correction plans were required.
<input checked="" type="checkbox"/>	Health inspection report	11.11.20	Thomas Ferguson of the Bow Fire Department conducted the inspection too. Site was clear of any health hazards at time of inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.12.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.26.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.26.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.18.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.22.2021	<p>The Office of Nonpublic Schools determines that Meeting House Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Mount Zion Christian Schools	Phone Number: 603.606.7930	Application Type**: AP
About the School: Mount Zion Christian Schools provide an “academically challenging Christ-centered community that equips students with a Christian world-view grounded in the scriptures to achieve excellence in God’s unique purpose for them.” Mount Zion is an extension of the home and church; the three work together as a team to reach its objectives. In 2019, Mount Zion became a fully-integrated Competency-Based Education Program. Capitalizing on the idea that all students learn at different paces and mastery levels, CBE is tailored to meet different learning abilities and can lead to more efficient student outcomes.		
Principal Address: 132 Titus Ave, Manchester, NH 03103		
Mailing Address: Same		
Head of School: Kristen Stuart, Principal	Email: kristen_stuart@mzcs.org Phone Number: 603.606.7930	
Authorized to Represent School: Same	Expiration Date: 6.30.2021	
Date Application Received: 11.23.2020	Enrollment Total: 149 for SY 2020-2021	
Grade Levels: K-12	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	12.1.2020	Accredited by NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	1.23.2020	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	12.1.2020	Submitted.
<input checked="" type="checkbox"/>	School calendar	11.23.2020	SY 2021-2022, first day 8.30.21, last day 6.14.2022, includes full and partial days, breaks, daily schedule of hours.
<input checked="" type="checkbox"/>	School hours survey	11.23.2020	SY 2021-2022, 1044hrs for Gr K, 1063 for Gr 1-12; complies with Ed 401.03 and 30hrs of overage is built into the school year.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	11.23.2020	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	11.23.2020	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	11.30.2020	p.14 CommUNITY Handbook and includes assessment, competency-based education, alternative indicators, student promotion
<input checked="" type="checkbox"/>	Graduation requirements	11.30.2020	p.8 CommUNITY Handbook, includes completion of 4 years of science, math, humanities, and Bible, 3 years foreign language.
<input checked="" type="checkbox"/>	Student handbook	11.30.2020	p. CommUNITY Handbook and includes mission, academic content and policies, attendance, finances, and discipline.

<input checked="" type="checkbox"/>	Grievance policy	11.30.2020	
	<input checked="" type="checkbox"/> Bullying	11.30.2020	p.34 in CommUNITY Handbook,
	<input checked="" type="checkbox"/> Teacher misconduct	11.30.2020	p.6+ "Faculty and Staff Requirements" and p.13 "Professional Ethics", outlines inappropriate teacher student relations and communication, references Ed 510, NH Code of Ethics and Conduct for Educators.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	11.30.2020	p.31 in CommUNITY Handbook, in event of withdrawal, family responsible to complete tuition payments through the month of withdrawal.
	<input checked="" type="checkbox"/> Restraint and seclusion	11.30.2020	p.35 in CommUNITY, used only when it becomes necessary to prevent imminent harm to the student self or others. Includes reporting requirements.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	9.24.2020	Conducted by John Reese of Manchester Fire Department, school passed the inspection.
<input checked="" type="checkbox"/>	Health inspection report	9.30.2020	Conducted by Michael Carr of the City of Manchester; corrective actions were not indicated, school passed inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.2.2020	On time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.16.2020	On time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.16.2020	On time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.31.2020	On time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	12.1.2020	The Office of Nonpublic Schools determines that Mount Zion Christian School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Newport Montessori School	Phone Number: 603.863.2243	Application Type**: AA
About the School: Newport Montessori School was opened in 2005. Its philosophy is that of a Montessori education, a “child-centered community, designed to facilitate maximum independent learning and exploration. It is an interactive, caring, and safe atmosphere where students learn to take responsibility for themselves and each other, respecting each other’s differences, abilities, work and work space...Learning builds itself as the student develops confidence from successful work with the materials that are both intriguing and challenging.”		
Principal Address: 96 Pine Street, Newport, NH 03773		
Mailing Address: PO Box 634, Newport, NH 03773		
Head of School: Christy Whipple, Head of School	misschristy@newportmontessori.com 603.863.2243 ext. 206	
Authorized to Represent: Todd Bersaglieri, Assistant Director	mrtodd@newportmontessori.org 603.863.2243 ext. 209	
Date Application Received: 10.1.2020	Expiration Date: 6.30.2021	
Grade Levels: Pre-8, Multi-age	Enrollment Total: 287 or SY 2020-2021	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	10.1.2020	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	1.24.2020	Submitted.
<input checked="" type="checkbox"/>	School calendar	10.1.2020	Includes first/last day, full/partial days off.
<input checked="" type="checkbox"/>	School hours survey	10.1.2020	Complies with 401.03, K: 1032hrs, 1-6: 1249hrs, 7-8: 1249hrs; 30hrs overage built into the school year.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	10.1.2020	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	10.1.2020	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	10.1.2020	Provided content of primary, elementary, and middle school education, also available on website. Assessment also provided.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	10.1.2020	Submitted and includes philosophy, school calendar, program of opportunities, policies on tuition, anti-discrimination, academic honesty, discipline. Also submitted a staff Policies and Procedures Manual.
<input checked="" type="checkbox"/>	Grievance policy	10.1.2020	p.36 and 39 of student/parent handbook; p.23 of policies and procedures. Zero tolerance, grievance procedure outlined.
	<input checked="" type="checkbox"/> Bullying	10.1.2020	

	<input checked="" type="checkbox"/> Teacher misconduct	10.1.2020	Code of conduct on p.19 of policies and procedures.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	10.1.2020	p.29 of student/parent handbook, student withdraws after thirty day trial period, family held responsible, unless school choose to forgive obligation...
	<input checked="" type="checkbox"/> Restraint and seclusion	10.1.2020	p.23 of policies and procedure, purpose, use, duration, limitation, used only when there is imminent risk either of harm to stent or others or of property damage.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	9.17.2020	Conducted by Steve Yannuzzi of Newport Fire Department. Passed.
<input checked="" type="checkbox"/>	Health inspection report	9.17.2020	Also conducted by Yannuzzi of Newport Fire. Passed.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.29.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.23.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.23.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	7.28.2020	Submitted on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	11.24.2020	<p>The Office of Nonpublic Schools determines that Newport Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not the school’s educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: North End Montessori School	Phone Number: 603.621.9011	Application Type*: AA
About the School: North End Montessori is located in a 20,000 square foot newly renovated building in the heart of the historic North End of Manchester, across the street from the Currier Museum of Art. The facility offers a large outdoor playground, indoor gymnasium, theater stage, and commercial culinary kitchen. The teaching philosophy, academic structure, and tools for learning at North End Montessori are based on the traditional teachings of Dr. Maria Montessori. Classrooms are organized by mixed age groups and flexible groupings. In each classroom, children work on different challenging concepts. Older children are encouraged to serve as role models, thereby providing opportunities to become future leaders and caring citizens. The basic concept of the Montessori Philosophy of education begins with a child who develops physical, intellectual and spiritual potential through a prepared environment in which children freely choose from a number of developmentally appropriate activities.		
Principal Address: 698 Beech St, Manchester, NH 03101		
Mailing Address: Same.		
Head of School: Susan F Bradley, Owner	northendmontessorischool@gmail.com 603.303.7046	
Authorized to Represent School: Wendy Hayes, Director	northendmontessorischool@gmail.com 603.621.9011	
Date Application Received: 2.10.2021	Expiration Date: 6.30.2021	
Grade Levels: K-4	Enrollment Total: 66	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input checked="" type="checkbox"/> For Profit <input type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.10.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.10.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.10.2021	Includes first and last day, recess.
<input checked="" type="checkbox"/>	School hours survey	2.10.2021	1080 instructional hours for all grade levels, satisfies Ed 401.03 and the additional 30 hrs required.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.10.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.10.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.10.2021	Detailed outline of art, music, movement, science, history, language, math, geography, mapping, environment, history, broken down for all grade levels.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	2.10.2021	Available on website and includes complete grievance policy in addition to sections on inquiries, closures, absences, illnesses, parents conferences, fire drills.
<input checked="" type="checkbox"/>	Grievance policy	2.10.2021	Included in the student handbook.

	<input checked="" type="checkbox"/> Bullying	2.10.2021	Includes reporting procedures to staff, direct, and parents.
	<input checked="" type="checkbox"/> Teacher misconduct	2.10.2021	Includes staff expectations and sequence of consequences.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.10.2021	Outlines use of withdrawal form and a 30-day notice prior to withdrawal.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.10.2021	School does not use any type of child restraints. Parents are involved as last resort.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	1.19.2020	Conducted by Inspector John R Reese on 11.19 2020. No corrections indicated.
<input checked="" type="checkbox"/>	Health inspection report	1.30.2020	Conducted by Connor Lefevra of Manchester Health Department. Ceiling tiles in gymnasium to be replaced in April/May.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.6.2020	On time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.19.2020	On time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.19.2020	On time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.27.2020	On time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	2.16.2021	<p>The Office of Nonpublic Schools determines that North End Montessori School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Shortridge Academy	Phone Number: 877.903.8968	Application Type*: AP
<p>About the School: Shortridge Academy is a boarding school emphasizing college preparatory academics within a therapeutic community; it includes the belief that academic and therapeutic work are closely intertwined, and the school is structured to optimize that connection. The school is located in southeastern New Hampshire with close proximity to both the seacoast and the mountains. The school's setting and location provide a more "normalized" experience for students than other therapeutic programs. The school supports the cognitive, emotional, and social development of "bright yet struggling adolescents by utilizing clearly-defined, goal-directed plans, evidence-based strategies, and a college preparatory curriculum." Many students benefit from the emphasis on the development of executive functioning and self-regulation skills. "Shaped by the defining features of authoritative parenting, the Shortridge community fosters collaboration within boundaries and offers students "a seat at the table" on both individual and community wide topics. This type of student inclusion is in part what makes the Shortridge community unique."</p>		
Principal Address: 619 Governor's Rd. Milton, NH 03851		
Mailing Address: Same.		
Head of School: Miklos Oyler, Head of School and COO	moyler@shortridgeacademy.com Phone Number: 603-755-3096	
Authorized to Represent School: Same.	Expiration Date: 6.30.2021	
Date Application Received: 2.17.2021	Enrollment Total: 39	
Grade Levels: 9-12	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit		

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2.26.2021	Program approved by NEASC, use of online directory.
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.17.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.2.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.2.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.17.2021	1,720 instructional hrs. provided to all students, includes required overage (30hrs.), complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.22.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.22.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.17.2021	p.52 of handbook and includes the integration of academics and therapeutic program, literature, English, math, social studies, government, science, foreign language, health, physical education, electives.
<input checked="" type="checkbox"/>	Graduation requirements	2.17.2021	p.55 of handbook, 24 minimum credits.
<input checked="" type="checkbox"/>	Student handbook	2.17.2021	Extensive 92-pg. Family/Student handbook includes school structure, departments, residential life, rules, counseling, daily life, academics, policies, health, safety.

<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	2.17.2021	p.15, 33 of handbook, includes examples and procedures; also on p.25 of employee handbook.
	<input checked="" type="checkbox"/> Teacher misconduct	2.17.2021	p.24 of employee handbook, responsibilities to students and employee conduct, as well as separate addendum, Employee Code of Ethical and Professional Conduct, requires signature of all employees.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.17.2021	p.89 of handbook, outlines withdrawal policy, prorated tuition requirement.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.17.2021	p.27 of employee handbook, school does not employ these practices.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	12.15.2020	Devon Pageau of the Milton Fire and Rescue Department inspected all buildings of the school. Corrective plan/follow-up not required.
<input checked="" type="checkbox"/>	Health inspection report	4.20.2020	Conducted by Ernest Creveling of the Town of Milton. School passed inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.2.2020	Submitted and on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.26.2020	Submitted and on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.25.2020	Submitted and on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	8.17.2020	Submitted and on time.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.20.2021	The Office of Nonpublic Schools determines that Shortridge Academy complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: St. Francis of Assisi School	Phone Number: (603) 424-3312	Application Type*: AA
About the School: The school is located on a 14-acre campus along the Merrimack River in the farming community of Litchfield. The school states that "St. Francis of Assisi School is a joyfully Catholic school where students Seek the Truth, Do the Good, and Love the Beautiful," and that "students in preschool through sixth grade become life-long learners, committed to pursuing virtue and excellence as they grow in Christ's grace."		
Principal Address: 9 St Francis Way, Litchfield, NH 03052		
Mailing Address: Same.		
Head of School: Mark Schwerdt, Principal	Email: schwerdtm@stfrancisschoolnh.org (603) 424-3312	
Authorized to Rep. Sch.: Christina Garand, Business Manager	Email: garandc@stfrancisschoolnh.org (603) 424-3312	
Date Application Received: 3.18.2021	Expiration Date: 6.30.2021	
Grade Levels: GrK-6	Enrollment Total: 176	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	3.18.2021	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.13.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.18.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.18.2021	Submitted and compliant with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	3.18.2021	Provides 1033 instructional hours to all grade levels. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.18.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.18.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	Program of studies	4.13.2021	Includes religion, reading, math, social studies, science, language arts, history, geography.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
	Student handbook	3.25.2021	Submitted and includes parent obligations, attendance, absence, admission, academics, promotion and retention, conduct and discipline, financial.
<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	3.25.2021	Includes Diocese of Manchester Bullying Policy, definitions, statement of prohibitions, reporting, investigations, notification, disciplinary action.
	<input checked="" type="checkbox"/> Teacher misconduct	3.25.2021	In Family Handbook. Also outlined in Contract for a Faculty Member – Diocesan School, under Duties and Termination/Suspension, includes sexual assault, violation of Policy to Protect Children.

	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.25.2021	Outlined in the Enrollment Contract, withdrawal dates and percent of obligated tuition listed.
	<input checked="" type="checkbox"/> Restraint and seclusion	4.13.2021	Included as addendum to Parent/Student handbook, used if student or others at imminent risk of physical injury. (Multi-Tiered System of Support and Positive Behavioral Interventions and Supports are used, objective is to use least-restrictive intervention).
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	9.6.2020	Conducted by Steve Dube of Litchfield Fire. A follow-up was not required.
<input checked="" type="checkbox"/>	Health inspection report	4.5.2021	Also conducted by Steve Dube. School passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.29.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.9.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.9.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.5.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.13.2021	<p>The Office of Nonpublic Schools determines that St. Francis of Assisi School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire's compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Tabernacle Christian School	Phone Number: 603-883-6310	Application Type*: AA
About the School: Tabernacle Christian School (TCS) was established in 1976 as a ministry of Tabernacle Baptist Church and strives to provide a Christ-centered education for students in Southern New Hampshire and surrounding areas. Family commitment plays a large role in the education. TCS notes, "Since the home is God's primary institution, Tabernacle Christian School functions as an extension of the parents' responsibility to train up a child in the way he should go. It is imperative for there to be a good relationship between TCS and the families of each of our students." Church attendance is also emphasized as it is "essential for one's spiritual growth." They argue that the school's commitment to Christian education is evidenced by the family's commitment to the local church. The Christian school, they note, is not a substitute for regular family worship.		
Principal Address: 242 Derry Rd. Litchfield, NH 03052		
Mailing Address: Same.		
Head of School: Michael Small, Pastor/School Superintendent	Email: tcscoach@comcast.net	Phone Number: 603-883-6310
Authorized to Represent School: Andrea Small, Principal	Email: tabernaclecs@comcast.net	Phone Number: 603-883-6310
Date Application Received: 2.24.2021	Expiration Date: 6.30.2021	
Grade Levels: K-12	Enrollment Total: 51	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.31.2021	Submitted and good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.24.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.24.2021	Submitted and compliant with Ed 401.03. First and last day, partial and full days off are included.
<input checked="" type="checkbox"/>	School hours survey	2.24.2021	614 instructional hrs. provided to GrK, 988 instructional hrs. provided to Gr1-6, 1017 instructional hrs. provided to Gr7-12. 30 hrs. of overage included, satisfies Ed 401.03. Sample schedule also provided.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.4.221	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.4.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.24.2021	p.20 of handbook, A Beka curriculum (combines traditional curriculum with Christian studies). Includes Bible studies, English, math, social studies, science, health PE, technology, electives.
<input checked="" type="checkbox"/>	Graduation requirements	2.24.2021	p.24 of handbook, 20 credits.
<input checked="" type="checkbox"/>	Student handbook	2.24.2021	Submitted and includes admissions, financials, parental relationship, attendance, safety, health, code of conduct, discipline.

<input checked="" type="checkbox"/>	Grievance policy		
	<input checked="" type="checkbox"/> Bullying	2.24.2021	p.14-15 of handbook, defined, reporting, investigations.
	<input checked="" type="checkbox"/> Teacher misconduct	2.24.2021	Submitted faculty and staff code of conduct and includes anti-harassment policies, prohibited relationships, general expectations.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.24.2021	p.3 of handbook, prorated monthly.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.24.2021	p.19 of handbook, under no circumstances are these techniques used; last resort police becomes involved.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	9.6.2020	Steve Dube of the Litchfield Fire and Rescue inspected the school. Follow-up/correction actions are not required.
<input checked="" type="checkbox"/>	Health inspection report	2.10.2021	Steve Dube of Litchfield Fire also conducted the health inspection for the school. The school passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.17.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.17.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.5.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.31.2021	<p>The Office of Nonpublic Schools determines that Tabernacle Christian School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: The Beech Hill School	Phone Number: 603.715.5129	Application Type*: AA
About the School: The Beech Hill School's mission is "To develop intellectually curious and capable young adults who will become contributing citizens and informed decision-makers." The school developed a framework called <i>The Foundations of Community</i> built upon four elements: respect (protecting and promoting physical and emotional health of self and others), engagement (learning as a vigorous and active pursuit), aspiration (goals to improve communities), and perseverance (work through real and perceived barriers).		
Principal Address: 20 Beech Hill Road, Hopkinton, NH 03229		
Mailing Address: Same.		
Head of School: Rick Johnson, Head of School	Email: rjohnson@thebeechhillschool.org 603.715.5129	
Authorized to Represent School: Same.		
Date Application Received: 2.26.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr5-8	Enrollment Total: 49	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.26.2020	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.26.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.26.2021	Submitted, includes first and last day, days off, complies with Ed 401.03, p.3 of student handbook.
<input checked="" type="checkbox"/>	School hours survey	2.26.2021	1071 instructional hrs. provided to grade 5, 1029 instructional hours provided to grades 6-8; includes 30hrs overage, complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.26.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.26.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.26.2021	Submitted and includes assessments, grading, probation, grievance, core classes (English, math, science, social studies, Spanish), and electives. Curriculum description for subjects for each grade level included.
<input checked="" type="checkbox"/>	Graduation requirements	NA	NA
<input checked="" type="checkbox"/>	Student handbook	2.26.2021	Submitted and includes mission, attendance, dress code, technology use, course of studies, rules and policies, discipline, health, tuition.
<input checked="" type="checkbox"/>	Grievance policy	2.26.2021	p.32 of student handbook; procedure outlined.

	<input checked="" type="checkbox"/> Bullying	2.26.2021	p.25-29 of student handbook, p.26 of faculty handbook; includes examples, reporting, investigation.
	<input checked="" type="checkbox"/> Teacher misconduct	2.26.2021	p.29 of student handbook, p.6, 10, 24-29, 46-47 of faculty handbook, both reference code of ethics for NH educators and principles.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.26.2021	p.36 of student handbook, signed enrollment agreement indicates no refunds in tuition fees.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.26.2021	p.24 of student handbook, restraint and seclusion not permitted unless immediate physical safety concerns.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	1.16.2020	Donald Delude of the Hopkinton Fire Dept inspected the school. Correction/follow-up not required. School passed inspection.
<input checked="" type="checkbox"/>	Health inspection report	12.9.2020	Neal Cass, Health Officer of the Town of Hopkinton conducted the inspection. The school passed inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.1.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.1.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	9.3.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	2.26.2021	<p>The Office of Nonpublic Schools determines that The Beech Hill School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire’s compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: The Community School	Phone Number: (603) 323-7000	Application Type*: AP
About the School: Founded in 1989, The Community School served for 30 years as a day school. Students come from sending schools for an intensive 15-week program focused on climate resilience and social justice. In 2021, the school will transition fully to a semester boarding program for students in grades 11 and 12, or for those exploring a gap year. Students will immerse themselves in “solving community-based problems impacting climate change and the social justice elements which impede the cultural shift toward boldly addressing these issues, all while maintaining academic progress which allows for a seamless integration back to their sending school.” The curriculum is hands on, integrated, and critical skills based. It requires that students collaborate with peers and members of regional towns to develop models which are replicable in their native setting. The school believes that “In preparation for college and meaningful work, students learn by doing, connect with nature, develop an ethic of stewardship, solve real problems, and provide service to others.”		
Principal Address: 1164 Bunker Hill Road, South Tamworth, NH 03883		
Mailing Address: Same.		
Head of School: Lianne Prentice, Director	lianne.prentice@gmail.com Phone Number: (603) 323-7000	
Authorized to Represent School: Same.		
Date Application Received: 3.8.2021	Expiration Date: 6.30.2021	
Grade Levels: 11-12	Enrollment Total: 0 (In transition to a residential facility)	
Boarding School: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No (Anticipated 2022)	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	3.8.2021	Accredited by NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	4.8.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	4.7.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.31.2021	Submitted and compliant with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	4.7.2021	1260 instructional hours to be provided, complies with Ed 401.03 when school reopens in 2022.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	4.7.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	4.7.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.8.2021	Included, described as problem-based integrated curriculum. Courses include core plus: water and soil sciences, engineering, botany, aquaponics, horticulture, introductory construction technologies.
<input checked="" type="checkbox"/>	Graduation requirements	3.8.2021	p. 2 issues credits only to meet the academic requirements of students' sending schools. Outlined on p.3 of program of studies. (Does not award diplomas).

<input checked="" type="checkbox"/>	Student handbook	3.8.2021	Submitted and includes mission, schedule, attendance, tuition, academics, assessments, expectations, grievance, harassment, technology, medical records.
<input checked="" type="checkbox"/>	Grievance policy		Procedure, persons/Board involved, investigation.
	<input checked="" type="checkbox"/> Bullying	3.8.2021	p.6 examples, police involvement, consequences.
	<input checked="" type="checkbox"/> Teacher misconduct	4.6.2021	p.4 of student handbook and p.5, 8 of faculty handbook on threatening behavior and sexual harassment. Reference to Code of Ethics for NH educators.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	3.8.2021	p.2 tuition and fees owed as contracted, regardless of withdrawal. Rare cases of emergency, partial refunds dealt with on case by case basis.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.8.2021	p.6 no time when techniques would be used.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	2.8.2021	Richard Concord of Tamworth Fire conducted the inspection. School passed.
<input checked="" type="checkbox"/>	Health inspection report	2.17.2021	Rebecca Mason of the Town of Tamworth conducted the inspection. School passed.
<input checked="" type="checkbox"/>	New facility report	TBD	Will submit when construction is complete in 2022, and prior to student occupancy, one academic building and two dorms.
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	7.3.2020	Submitted late.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	7.3.2020	Submitted late.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	NA	No students listed for this year. No EOP needed, per Bureau of School Safety and Facility Management. Will coordinate with HSEM upon completion of new facility in 2022.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	4.8.2021	<p>The Office of Nonpublic Schools determines that The Community School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026.</p> <p>The letter will also indicate that prior to implementing the anticipated, substantial changes to the school’s filing as required in Ed 404, the school will submit an initial application to the Office for a new approval.</p>

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: The Derryfield School	Phone Number: 603-669-4524	Application Type*: AP
About the School: The Derryfield School is a nonsectarian, coeducational, college-preparatory day school serving students in grades 6-12. Growth in southern New Hampshire has created a regional school in which students come from over 51 communities within a 45-mile radius; a small group of international students attend as well and live with host families. The school's mission is to "inspire bright, motivated young people to be their best and provide them with the skills and experiences needed to be valued, dynamic, confident, and purposeful members of any community." Its purpose is to "guide a student's academic growth through the acquisition of sound study habits and the development of analytical, independent thinking skills; and to foster each child's social, emotional, and ethical growth." The school notes "We value our distinctive role as a day school, providing a robust, challenging program in academics, athletics, and the arts to children whose families want them to live at home during their middle and high school years. Dedicated to providing individual attention to every student, we strive to create an informal, yet structured environment offering challenge and support where students can develop their unique qualities of mind, body, and spirit."		
Principal Address: 2108 River Road, Manchester, NH 03104		
Mailing Address: Same.		
Head of School: Mary Halpin Carter, Head of School	Email: mcarter@derryfield.org Phone Number: 603-669-4524	
Authorized to Represent Sch.: Dana Laviano, Assistant Head	Email: dlaviano@derryfield.org Phone Number: Same.	
Date Application Received: 3.15.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr6-12	Enrollment Total: 399	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	3.24.2021	Accredited by the NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.15.2021	Submitted and in good standing.
<input checked="" type="checkbox"/>	Administrative organization	3.15.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.15.2021	Submitted. Complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	3.15.2021	1047 instructional hours are provide to all grade levels, meeting the requirements of Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.15.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.15.2021	Certified a compliance statement.
<input checked="" type="checkbox"/>	Program of studies	3.15.2021	Middle and upper school curriculum and courses provided. Both includes math, English, science, history, world language, PE, drama, music, wellness, physical education, Stem X, computer science, art.
<input checked="" type="checkbox"/>	Graduation requirements	3.15.2021	p.2 of curriculum guide, 18 credits over distribution of core classes and creative arts computer since, leadership development, athletics. p.41 of student handbook.

☒	Student handbook	3.15.2021	Submitted and includes mission, standards, academics, student life, physical activities, parents, health and safety.
☒	Grievance policy	3.15.2021	p.33 provides overview of the process including reporting, investigation, consequences.
	☒ Bullying	3.15.2021	p.14 of student handbook, hazing, bullying, harassment, sexual misconduct, defined and examples provided.
	☒ Teacher misconduct	3.15.2021	Student handbook indicates that prohibited behaviors by any member of the community is included, including employees.
	☒ Tuition repayment (refund)	3.24.2021	Tuition insurance may be purchased, information on last page of “Enrollment Steps for New Families.”
	☒ Restraint and seclusion	4.16.2021	Does not use techniques, to be included in student handbook SY 2021-2022.
PHYSICAL SAFETY			
☒	Fire and life safety report	3.9.2021	Conducted by John Reese of Manchester Fire. Passed.
☒	Health inspection report	4.2.2021	Conducted by Michael Carr of Manchester Health Dept. All buildings used by students inspected: Upper School, Lower School, Gymnasium, Auditorium, Gateway Building, Athletic and Wellness Center. School passed.
☒	New facility report	NA	NA
	☒ Zoning verification		
	☒ Certificate of occupancy		
	☒ Fire and life safety report		
	☒ Health Inspection		
	☒ DOE visit		
REPORTING REQUIREMENTS			
☒	A12C General fall report – due Oct 15 each year	10.21.2020	Submitted late.
☒	A3N General statistics report– due June 29 each year	7.2.2020	Submitted late.
☒	Restraint/Seclusion report – due June 30 each year	7.1.2020	Submitted late.
☒	Emergency operations plans – due Sept 1 each year	11.4.2020	Submitted late.
DETERMINATION			
☒	Application complete and reviewed by DOE	4.16.2021	The Office of Nonpublic Schools determines that The Derryfield School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

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NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Trinity High School	Phone Number: 603.668.2910	Application Type*: AP
About the School: Trinity High School is a Catholic, college-preparatory school that provides an environment in which “students can seek and achieve personal and academic excellence and grow in faith.” Students combine learning with leadership through “service to their faith, school, and community.” The core curriculum requires students to take Theology, English, and Mathematics each year. The school operates under the auspices of the Diocese of Manchester and is inspired by the tradition of the Christian Brothers De La Salle. Its theology program is designed in conjunction with the Diocese of Manchester and the United States Conference of Catholic Bishops Doctrinal Elements of a Curriculum Framework for Young People of High School Age.		
Principal Address: 581 Bridge Street Manchester, NH 03104		
Mailing Address: Same.		
Head of School: Steven Gadecki, Principal	Email: sgadecki@trinity-hs.org (603) 668-2910 x212	
Authorized to Represent Sch.: Lisa Twitchell, Exec Assistant	Email: ltwitchell@trinity-hs.org (603) 668-2910 x211	
Date Application Received: 2.23.2021	Expiration Date: 6.30.2021	
Grade Levels: Gr 9-12	Enrollment Total: 333	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	2.23.2021	Program approved by NEASC.
<input checked="" type="checkbox"/>	Good standing with secretary of state	2.23.2021	Tradename of Roman Catholic Bishop of Manchester, which is in good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.23.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	3.2.2021	Submitted and complies with Ed 401.03.
<input checked="" type="checkbox"/>	School hours survey	2.23.2021	1022 instructional hours provided to all grade levels, includes 30hrs of overage, satisfies Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	3.2.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	3.2.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.23.2021	p.12 of handbook, core courses include English, math, religion, science, social studies, language, detailed course sequence, description provided.
<input checked="" type="checkbox"/>	Graduation requirements	2.23.2021	p.12 of handbook, 24.5 credits of theology, English, math, lab science, social studies, world language, physical education, fine arts, and electives.
<input checked="" type="checkbox"/>	Student handbook	2.23.2021	51-pg. parent/student handbook submitted and includes mission, honor code, conflict resolution, attendance, financial, academics, responsibilities, discipline, forms.
	Grievance policy		

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Bullying	2.23.2021	p.25 of handbook includes definitions, prohibitions, reporting, investigation, response reports.
	<input checked="" type="checkbox"/> Teacher misconduct	2.23.2021	p.27 of handbook, sexual harassment by student/employee by any student/employee prohibited.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.23.2021	p.11 of handbook, no refunds available.
	<input checked="" type="checkbox"/> Restraint and seclusion	3.2.2021	p.22 of faculty handbook, used in likelihood of physical harm to student or others.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	3.1.2021	Mitchell Cady of Manchester Fire Department inspected the school. He noted that the school has passed the annual inspection.
<input checked="" type="checkbox"/>	Health inspection report	2.22.21	Conducted by Michael Carr of Manchester Health Department. School passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.13.2020	Submitted on time.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.19.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.18.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	10.5.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.2.2021	The Office of Nonpublic Schools determines that Trinity High School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance and program purposes . With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2026 .

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are:

1. The approval by the ONPS to operate a nonpublic school for attendance purposes;
2. The approval by the ONPS to operate a nonpublic school for program purposes; and
3. The approval by the BSS to become an approved private provider of special education programs.

NONPUBLIC SCHOOLS CHECKLIST FOR RENEWALS

Reviewed By: Shireen Meskoob

School Name: Victory High School	Phone Number: 603.532.6119	Application Type*: AA
About the School: Located in Jaffrey, NH and founded in 1990, Victory High School provides an alternative school for students who find it difficult to function effectively in a public school setting. They “provide the learning environment for developing accountability, reliability and respect for authority both at home and in the community, by providing an academic education in conjunction with employment experience.” Exposure to Christianity and the basic teachings of the Holy Bible to help students develop “good character and timeless morals” is also a key part to the school’s mission.		
Principal Address: 7 Knight Street, Jaffrey, NH 03452		
Mailing Address: Same.		
Head of School: Heather Furlong, Principal	Email: victoryhs1@myfairpoint.net Phone Number: (603) 532-6119	
Authorized to Represent School: Merrill Matthews, Instructor	Email: victoryhs1@myfairpoint.net Phone Number: (603) 532-6119	
Date Application Received: 2.15.2021	Expiration Date: 6.30.2021	
Grade Levels: 9-12	Enrollment Total: 32	
Boarding School: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Co-Educational: <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
<input type="checkbox"/> For Profit <input checked="" type="checkbox"/> Nonprofit	DOE Approved Provider of SPED Program**: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Approved	Required Documents	Date Received	Comments
ADMINISTRATION, PROGRAM & POLICIES			
<input checked="" type="checkbox"/>	Approval by accrediting agency	NA	NA
<input checked="" type="checkbox"/>	Good standing with secretary of state	3.1.2021	In good standing.
<input checked="" type="checkbox"/>	Administrative organization	2.15.2021	Submitted.
<input checked="" type="checkbox"/>	School calendar	2.15.2021	Submitted and satisfied Ed 401.03. Also available on website.
<input checked="" type="checkbox"/>	School hours survey	2.15.2021	School provides 1035 instructional hours to students, includes 30 hrs. of required overage and complies with Ed 401.03.
<input checked="" type="checkbox"/>	US-NH history included, RSA 189:11	2.15.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	US-NH flag displayed, RSA 189:17	2.15.2021	Certified compliance statement.
<input checked="" type="checkbox"/>	Program of studies	2.15.2021	Includes language arts, geography, science, health, math, bible, world history, biology, foreign language, government, physics, computers, chemistry.
<input checked="" type="checkbox"/>	Graduation requirements	2.15.2021	Includes required subjects and credits for HS graduation, aligns with State requirements.
<input checked="" type="checkbox"/>	Student handbook	2.15.2021	Student/parent handbook includes academic standards, grievance procedure, withdrawal, tuition agreement, attendance, attire, closures, conduct.
	Grievance policy	2.15.2021	

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> Bullying	2.15.2021	p.2 and 5 of handbook, procedure. Reporting requirements, to principal.
	<input checked="" type="checkbox"/> Teacher misconduct	2.15.2021	p.2 of handbook, procedure, discusses professionalism, duty, kindness, role models, adherents to expectation set forth in student handbook of students.
	<input checked="" type="checkbox"/> Tuition repayment (refund)	2.15.2021	p.2 of handbook, refunds prorated to the week, with written notice submitted 2-weeks in advance.
	<input checked="" type="checkbox"/> Restraint and seclusion	2.15.2021	p.5 of handbook, no circumstances under which techniques are used.
PHYSICAL SAFETY			
<input checked="" type="checkbox"/>	Fire and life safety report	1.29.2021	Conducted by David Chamberlain. No follow-ups were required.
<input checked="" type="checkbox"/>	Health inspection report	2.5.2021	Conducted by Rob Deschenes of the Town of Jaffrey. School passed the inspection.
<input checked="" type="checkbox"/>	New facility report	NA	NA
	<input checked="" type="checkbox"/> Zoning verification		
	<input checked="" type="checkbox"/> Certificate of occupancy		
	<input checked="" type="checkbox"/> Fire and life safety report		
	<input checked="" type="checkbox"/> Health Inspection		
	<input checked="" type="checkbox"/> DOE visit		
REPORTING REQUIREMENTS			
<input checked="" type="checkbox"/>	A12C General fall report – due Oct 15 each year	10.20.2020	Submitted late.
<input checked="" type="checkbox"/>	A3N General statistics report– due June 29 each year	6.25.2020	Submitted on time.
<input checked="" type="checkbox"/>	Restraint/Seclusion report – due June 30 each year	6.25.2020	Submitted on time.
<input checked="" type="checkbox"/>	Emergency operations plans – due Sept 1 each year	9.16.2020	Submitted late.
DETERMINATION			
<input checked="" type="checkbox"/>	Application complete and reviewed by DOE	3.1.2021	<p>The Office of Nonpublic Schools determines that Victory High School complies with the minimum requirements set forth in Ed 400 relative to the continuance of its renewed status for attendance purposes only. With the approval of the State Board of Education, our office will provide a letter to the school indicating approval good through June 30, 2024.</p> <p>The school understands that it will receive approval for the purpose of satisfying New Hampshire's compulsory attendance law only and not its educational program. The school understands that it may neither claim nor imply that their educational program has received the approval of the State Board of Education.</p>

*The Office of Nonpublic Schools (ONPS) provides each school with an explicit description of the type of approval granted upon the successful completion of the application. The ONPS website also publishes a list of each school with their approval type.

**There are two types of approvals that the ONPS may grant to nonpublic schools. Additionally, the Bureau of Student Support (BSS) may grant a separate, unrelated approval. Collaboration between the two offices on overlapping matters supports the collection of this information on this application. Specifically these approvals are: 1. the approval by the ONPS to operate a nonpublic school for attendance purposes; 2. the approval by the ONPS to operate a nonpublic school for program purposes; and 3. the approval by the BSS to become an approved private provider of special education programs.

May 3, 2021

EXECUTIVE SUMMARY

Charter Renewal for *North Country Charter Academy Chartered Public School*

A. ACTION NEEDED

A vote is needed from the State Board of Education to renew the charter of *North Country Charter Academy*. The renewal term is for five (5) years.

B. RATIONALE FOR ACTION

The renewal review and request are required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, X
 - RSA 194-B:16, VI
- Administrative Rules for Education, Part Ed 318 Chartered Public Schools
 - Ed 318.12 – Charter Renewal
 - Ed 318.13 – Review of Renewal Application

North Country Charter Academy was authorized by the State Board of Education on January 21, 2004. The school opened on September 7, 2004. Its five (5)-year renewal was due to expire on September 9, 2020; however, the State Board of Education approved a one (1) year extension due to the COVID-19 State of Emergency on April 9, 2020. A second three (3) month extension was approved by the State Board of Education on April 8, 2021.

C. EFFECTS OF THIS ACTION

North Country Charter Academy will be renewed for a five (5) year term.

D. POSSIBLE MOTION

Pursuant to Ed 318.12 and Ed 318.13, I move that the State Board of Education authorizes the charter renewal for *North Country Charter Academy*,

OR:

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

**NEW HAMPSHIRE DEPARTMENT OF EDUCATION
CHARTER SCHOOL ACCOUNTABILITY PROCESS**

**North Country Charter Academy
RENEWAL and VISITATION REPORT**



**260 Cottage Street
Suite A
Littleton NH 03561**

Date of Site Visitation: February 11, 2021

CHARTER SCHOOL RENEWAL REPORT

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I. OVERVIEW OF THE CHARTER SCHOOL RENEWAL PROCESS

The renewal of a public charter school is an established process that takes place every five (5) years.

RSA 194-B:3 (X) defines the charter school renewal term:

X. A school's charter may be renewed in the same manner that a new chartered public school is formed, except that a school's renewal term shall be for a period of 5 years.

RSA 194-B: 16 (VI) defines the conditions for renewal of a New Hampshire Public Charter School:

VI. By the end of its final contract year, the charter school shall meet or exceed the objective academic test results or standards and goals as set forth in its application. If the school does not meet these results or standards and goals, it shall not be eligible for renewal of its charter. Assessment of the charter school's attainment of performance targets sufficient to merit renewal of its charter will include the school's cumulative performance across the five years of its initial term.

Four key questions serves as a framework for assessing progress in New Hampshire public charter schools and serves as the major areas of inquiry for collecting and examining evidence. The four key questions are outlined below:

1. Is the charter school making progress toward achieving its mission?
2. Is the charter school responsibly using public funds?
3. Is the charter school promoting student attainment of expected knowledge and skills?
4. Is the charter school sustainable?

II. SCHOOL PROFILE

The North Country Charter Academy is an open enrollment public charter school, serving students in grades 7 through 12, with an average annual enrollment of approximately 92 students each school year.

On January 21, 2004, North Country Charter Academy was chartered by the New Hampshire State Board of Education. The school opened to students on September 7, 2004. It operates with oversight by a Board of Trustees and the New Hampshire Department of Education. As a public chartered school, North Country Charter Academy is open to student applicants from any New Hampshire community.

School Mission Statement

North Country Charter Academy provides a rigorous, relevant and engaging education with high standards and expectations which prepares students for life through a personalized, competency-based program that creates confident career-ready individuals

III. CHARTER SCHOOL RENEWAL ON-SITE VISITATION

On February 11, 2021, the renewal on-site visitation for North Country Charter Academy (NCCA) was conducted to assess the progress made towards academic, programmatic and organizational goals, use of public funds, defined measures of student proficiency and the sustainability of the school. The peer review team reviewed the school's application prior to the visit.

The On-site Visiting Team: Tracy Strout, Joe Crawford, Jane Waterhouse

The visiting team conducted interviews, both on site and virtual, reviewed documents and focused on the following:

- Implementation of the charter school's mission
- Effectiveness of the charter school in terms of cost accounting and financial reporting
- Implementation and effectiveness of the curriculum and defined measures of competencies
- Indicators that the charter school and the board of trustees function effectively, and that there are systems in place for school sustainability

The following school documents were reviewed:

- Application for Renewal of Charter
- Board Meeting Minutes
- School Organizational Chart
- Yearly Calendar
- School Curriculum and Programs of Study
- Academic Achievement Data
- Report Cards and Student Work Samples
- Student and Employee Handbooks
- Faculty List with Qualifications
- Examples of Communications sent to students and families from school administration

- Financial Reports and Annual Financial Audit
- School Policies
- Evidence of Insurance Coverage (i.e. liability, property, workers' compensation)
- Certificate of Occupancy, Health, Fire and Safety inspection reports

IV. SUMMARY OF RENEWAL APPLICATION REVIEW AND ONSITE VISIT

Student Achievement

The North Country Charter Academy accepts students with diverse educational circumstances and needs. Of the students who are enrolled each year, all are either at a high risk of dropping out or are recovered high school drop outs. Seventy-five percent of newly enrolled students each year are one or more years behind grade level and twenty-six percent are failing academically. However, students thrive in this very successful alternative environment.

To establish a benchmark for each student, the school tests all incoming students upon admission in mathematics, reading and language. This allows the school to have a baseline to analyze when reviewing students' academic progress. The school uses research-based assessments developed by the Northwest Evaluation Association.

Due to the nature of the NCCA program, each of the student's tenure at the school is varied. Some students only require a course credit in one discipline while others have need for more extended learning for their required credits. Subsequent to benchmark assessments, ongoing testing shows that students who stay for an extended period progressed one to five grade levels while in the program, and that more than half of the school's students achieved college level scores in one or more areas. This illustrates that these students were able to make substantial academic progress within the NCCA's unique educational program. When the students are returned to their sending districts, they are significantly better placed to continue their education at the next level.

NCCA employs several methods to meet student academic needs and interests and to nurture motivation and relevancy. Personalized learning plans, independent studies and group projects ensure that all students are achieving the credits they need to graduate in a learning modality that will meet their needs. Teacher 1:1 and small group sessions, Universal Design for Learning (UDL), Title I and special education services help to provide the academic support required to meet the course competencies. Additionally NCCA offers students opportunities to participate in many other non-academic activities: community service events, Girls who Code, robotics, college level courses, and creating portfolios of work to demonstrate competency attainment. The focus is graduation and preparation for life after graduation.

SCHOOL YEAR 2018-2019

NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS FOR EACH SUBJECT

Number of Grade Levels Increased	Math	Reading	Language
1 Grade Level	8	5	5
2 Grade Levels	3	3	6
3 Grade Levels	2		2
4 Grade Levels	1	2	1
5 Grade Levels	1		
6 Grade Levels		1	
Grade Levels	1	1	
 # of students who performed at College Level	 13	 15	 9

SCHOOL YEAR 2019 - 2020

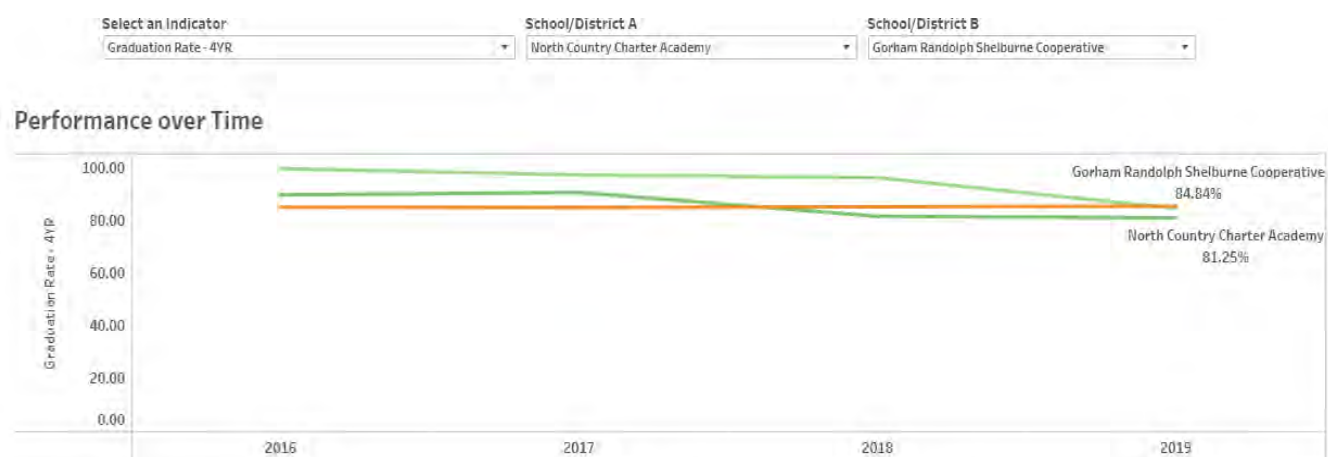
NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS

FOR EACH SUBJECT

Number of Grade Levels increased	MATH	READING	LANGUAGE
1 Grade Level	9	3	3
2 Grade Levels	1	5	7
3 Grade Levels	1	3	2
4 Grade Levels	1	2	2
5 Grade Levels	1	2	0
# of students who performed at college level	19	21	14

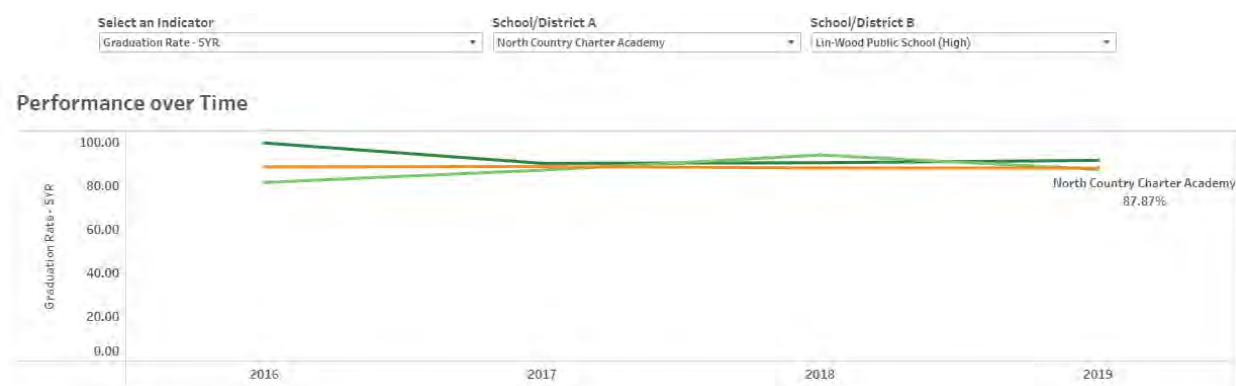
The graduation rate for the 4-year cohort shows NCCA just a few percentage points behind the Gorham Randolph Shelburne Cooperative High School and the NH State average. This is a remarkable feat, considering this is school enrolls a high at risk population, 71% economically disadvantaged, with many of the students juggling part or full-time jobs, pregnancy or child care, abusive situations and homelessness.

Graduation Rate: 4-Year Cohort Comparisons



The graduation rate for the 5-year cohort shows NCCA just a few percentage points behind Gorham Randolph Shelburne Cooperative High School and ahead of the NH State graduation rate.

Graduation Rate: 5-Year Cohort Comparisons



Student Admissions

Student recruitment in New Hampshire and Vermont is an ongoing process at North Country Charter Academy. The school frequently posts news releases with student success stories and graduation ceremonies, press releases, and school YouTube videos. They also give community and business presentations, arrange informational meetings, provide school details and events to media outlets, host community social events, and distribute brochures and PR packets. The school's principal is very active in community organizations and events.

North Country Charter Academy is committed to building a strong and successful community of learners. Admission to North Country Charter Academy is open to any student who resides in the State of New Hampshire. Vermont students are also able to enroll if there are any slots available once all NH applicants are accepted and admitted.

NCCA's admissions process includes a review of each student's submitted application materials and a student/parent interview. This process determines the student's potential for success at NCCA and whether the school's programs, requirements and expectations, and the student's individual academic needs and interests are aligned.

North Country Charter Academy follows its admissions policy and implements the lottery process when required. Should the number of applicants exceed capacity; students will be chosen by a lottery system, with a wait list developed from the lottery overflow.

Despite the changing demographics in the northeast and a decline in enrollment reported in the supporting districts, NCCA's enrollment remains steady with an average of 88 students per year over the 5 year period from 2015-2020.

Enrollment 2015-2020

2015-2016	2016-2017	2017-2018	2019-2019	2019-2020
99	100	91	88	81

Contracted Students

Districts	2015-2016	2016-2017	2017-2018	2019-2019	2019-2020
3-Berlin	6	6	6	7	6
7-Colebrook	6	6	6	7	7
20-Gorham Coop	1	0	1	1	3
23-Haverhill Coop	3	2	2	3	3

35-Lisbon, Profile	4	5	4	5	4
84-Littleton	6	7	6	5	5
36-White Mountain Regional	7	7	6	7	7
58-Northumberland Stratford	8	8	6	5	5
68-Lin-Wood Coop	9	9	9	8	8
77-Monroe Consolidated	This is a school of choice and when students decide to attend NCCA, the district will pay their fees.				

Projected 3-Year Enrollment Contracts

2020-2021	2021-2022	2022-2023
50	53	56

***NCCA Also Enrolls NH Students From Outside the Contracted Districts**

Governance/Leadership

North Country Charter Academy is governed by a board of trustees. At present, the board is made up of eight members who meet seven times a year. The board nominates the following officers.

- Chair
- Vice Chair
- Secretary
- Treasurer

The board is responsible for the governance of the school. In practice, this means that they are responsible for oversight of the operations of the school in accordance with the charter, the mission, and the goals of the school. The budget is established annually by the board in collaboration with the school administration, and the board ensures that the school complies with all the appropriate financial reporting requirements.

The NCCA board develops and periodically reviews policies after careful deliberations and the school administration implements them through regulations and procedures. There is a manual issued to all Trustees which contains details of the school's official policies.

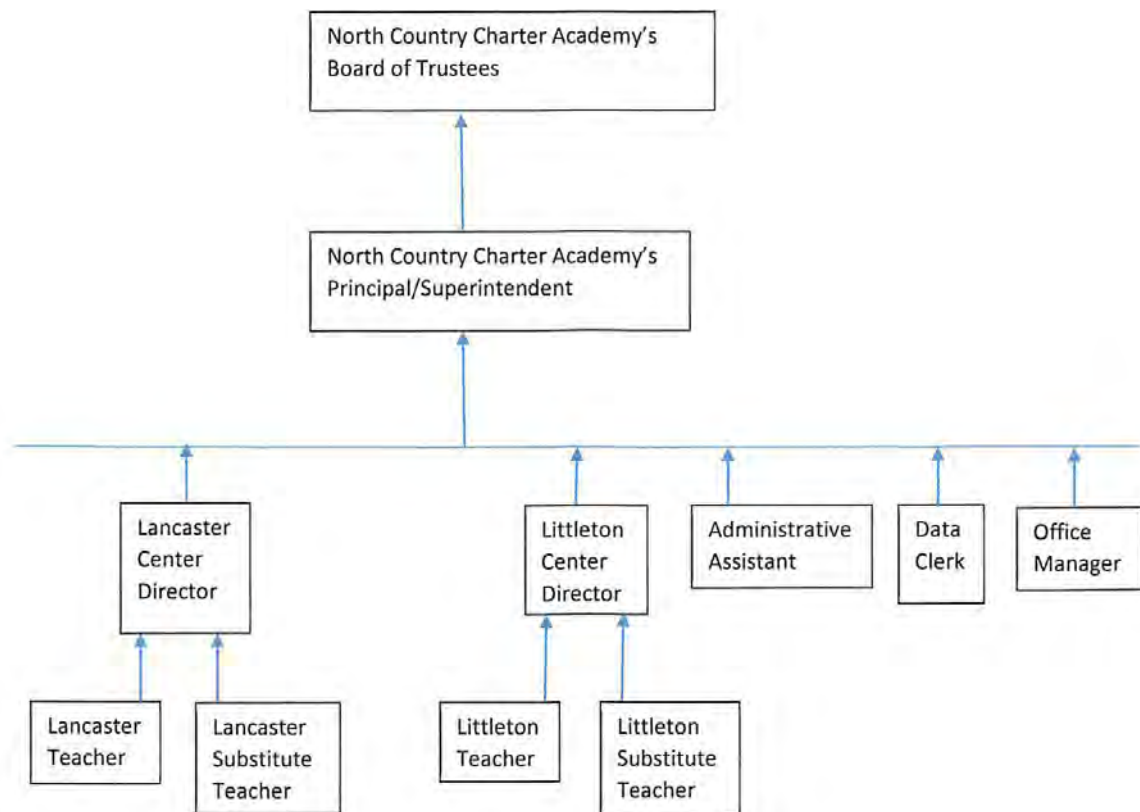
The school principal provides updates and reports to the Board of Trustees in the following areas: budget, student enrollment, community outreach, program and student progress, staffing, fundraising and all school initiatives.

NORTH COUNTRY CHARTER ACADEMY	
BOARD OF TRUSTEES	
2019 - 2020	
Dr. Marion Anastasia	Catalina Celentano
Superintendent, SAU #36	Community Relations Specialist - Eversource
14 Kings Square	425 Main St.
Whitefield, NH 03598-3346	Lancaster, NH 03584-3004
603-837-9363	(603) 788-2560 Ext 5555554 Cell (603) 770-6765
manastasia@sau36.org	catalina.celentano@eversource.com
Term ends: 2021	Term ends: 2022
Melanie Robbins	Georgia Caron
WMCC - Director of Academic Centers	Direct Educator
646 Union St. #330	83 Cloutier Dr.
Littleton, NH 03561-5354	Stark, NH 03582-6101
(603) 444-1326	(603) 636-2020 Cell: (603) 631-5273
mrobbins@ccsnh.edu	georgiacaron52@gmail.com
Term ends: 2022	Term ends: 2021
Troy Merner	Michelle Grabowski
Community Member	Parent Member
PO Box 421	5 Gibson Place
Lancaster, NH 03584-0421	Woodsville, NH 03785-1104
(603) 788-3048 Cell: (603) 303-6980	(603) 747-3342 Cell: (603) 238-7708
merner08@aol.com	mqinnh@yahoo.com
Term ends: 2020	Term ends: 2020
Judith McGann	Evelyn Hopkins
Superintendent, SAU #68	Parent Member
PO Box 846	7 Marietta Lane
Lincoln, NH 03251-0846	Groveton, NH 03582
(603) 745-2051	Cell: (603) 631-4684
jmcgann@lin-wood.org	msevelynh@yahoo.com
Term ends: 2020	Term ends: 2021

Staffing

It is a requirement by North Country Charter Academy that any academic staff hired must be certified teachers as the school considers this an essential element in the delivery of its academic program. North Country Charter Academy has demonstrated its ability to retain its staff as can be illustrated by the fact one teacher recently retired after 14 years of service and another will be doing the same shortly after 13 years at the school. The school principal has been with North Country Charter Academy from its inception in 2004.

North Country Charter Academy Organizational Structure



Revised 01/06/2021

List NCCA Faculty

SCHOOL ADMINISTRATORS	2020-2021
Lisa Lavoie	Superintendent\Principal
Kim Spaulding	Administrative Assistant\Registrar
Janet Steinert	Data Management
Center Directors Teachers	2020-2021
Elizabeth Brado	Special Education Certified
Rich Larcom	Science Certified & Title I Science Instructor
Tim Carignan	Elementary Education Certified
Gary Melanson	English Certified & Title I Language Art Instructor
Scott Kleinschrodt	Special Education, Principal and Physical Education Certified, Employed 2008-2020, 12 years
Jim Hicks	English Certified, Employed 2004 to 2019 15 years

Stakeholder Involvement

North Country Charter Academy has developed a long and valuable relationship with its stakeholders over the years since its Charter was granted, and the school continues to engage with them. The administration plans to carry on forging collaborative relationships and to be involved in community affairs as a way to meet the needs of all their stakeholders. The following are just a few examples of the many partnerships the school maintains:

- Parents and families are valuable assets to the school and are welcome to volunteer and participate in school events
- Member of both the Littleton and Great North Woods Chambers of Commerce and Rotary Club
- Principal is a member of the New Hampshire School Administrators Association and the North Country Superintendents and Principals Associations

- A strong association with all its sending districts superintendents and the special education directors
- North Country Health Consortium to plan youth and health events
- Coordinators of drug, alcohol and mental health
- Communities to organize social events that promote school awareness and student achievement
- New Hampshire Fish and Game
- Vermont Health and Human Services Foster Care association
- Habitat for Humanity

Funding

North Country Charter Academy is primarily funded by State adequacy payments. Other sources of income come from contracts with 10 sending districts for seats (slots) in the school, and Vermont students.

High School Charges 2019-2020

Committed Slot	\$5,995.00
Additional Slot	\$7,200.00
Vermont Slot	\$14,500.00

High School Charges 2020-2021

Committed Slot	\$6,159.00
Additional Slot	\$7,209.60
Vermont Slot	\$14,500.00

NCCA reported that the school does not need to rely on fundraising, as they engage in prudent financial planning and the efficient use of funds. However, to help ensure sustainability, the administration applies for grants and has had several grant awards over the past five years, which have helped to fund the purchase of computers and materials for curriculum and project work. The school also engages in fundraising activities to support their high school graduation ceremonies. NCCA developed an investment plan and invests with New England Wealth Advisors.

V. FOCUS GROUP INTERVIEWS

North Country Charter Academy made arrangements for parents, members of the Board of Trustees, students, administrators, staff members and community partners to participate in focus group interviews on the day of the visit.

The purpose of the interviews was to gain insight into the program structure, its effectiveness and the investment of faculty and staff in the non-traditional approach to charter school programming.

School Leadership

The peer review team met with three members of the administrative team. The school's mission to support students who need a non-traditional learning environment guides the work of the administrative team and the decisions that are made. There is a strong focus on enrolling students into the program as soon as they are identified as needing an alternative program. The strategic/accountability plan lays out the academic, programmatic and organizational goals for each five-year period and the team meets regularly to assess the progress towards meeting the goals in order to ensure they are met in the established timeframe.

The administration believes that part of their student success rate is attributable to the strict attendance policies, personalized learning plans, continuous tracking of student progress and the guidance and support of the teachers and the administration. The rest of the students' success is attributable to student buy-in to the program, hard work, and the desire and motivation to overcome the environmental or self-inflicted barriers that have contributed to their inability to be successful in the district schools. This team also has a mission to ensure that no student falls through the cracks. The entire faculty is there to support the educational, social, emotional, physical and environmental needs of the student body, and to prepare them for a future after graduation.

The administrative team is composed of a very committed principal/superintendent, an administrative assistant/registrar and a data manager. The principal works tirelessly on behalf of each student and celebrates their achievements and success stories each school quarter. As in most charter schools, this administrator wears many hats, such as the daily oversight of the NCCA program and faculty at both campuses, applying for and managing federal, national and local grants, organizing community outreach programs for student recruitment, engaging in community affairs and events, maintaining the schools many partnerships, researching, developing and implementing school improvement plants – these are just a few of the responsibilities of this role. The administrative assistant/registrar runs a very efficient office to support the principal, and is highly knowledgeable of each facet of the organization. The data manager develops and inputs all student data, prepares reports for the school and the Department of Education, and troubleshoots errors and operational problems. Together this team works collaboratively to ensure the smooth operation of the school.

In conversation, the administrative team shared additional information on the following topics:

- A description of the personalized learning plans for students and how they are developed and tracked;
- Methods of communication with students and families;
- Student enrollment and funding for contacted slots;
- Plans for the continuity of the program;
- Succession planning of the administration team;
- How the administration supports the staff and students;
- Plans for the expansion of the school.
- An update on the new school website which is currently under construction. The website will go live in June, 2021.

Parent Interviews

Five parents were present for the interview. Overall, parents are very satisfied with the educational program at North Country Charter Academy. They state that the mission of the school is a primary focus of the administration and the teachers in preparing students for life after high school. They mentioned that the school was not an “easy way out” for students, but that it offers students the stability they need. Students need to achieve 80% on competencies in order to receive the credits. The school is very successful in meeting their children’s needs in ways that the traditional system was unable to, by providing course options and project work based on interest, and timely support and motivation. For example, one parent spoke about her son receiving credit for a race car and course he was designing, and another mentioned that her son was building a tiny house for credit. One other parent mentioned that his son had achieved enough credits to graduate in his sophomore year, far exceeding his work level at his district school. Parents made it clear that they are satisfied with the knowledge and skills acquisition and overall academic performance of their children, as there are few distractions and no suspensions – teachers make sure students stay on track and make progress according to the personal learning plans. The school and teachers go to great lengths to ensure the student’s needs are met.

There is not often a need for parents to volunteer at NCCA, but parents would be happy to help out whenever asked. They do speak to other interested parents about the school because they have experienced how much this school can help students be successful.

Student Interviews

Five students were interviewed. From the student’s perspective, North Country Charter Academy has been a vital factor in turning their lives around.

“The support I received has helped me to graduate in my sophomore year.”

“I didn’t think I would be able to graduate with my class because I was expelled from the school I was going to. Because of NCCA I’ll be able to graduate with all my friends.”

“I was home schooled for years. I had no motivation and was easily distracted. Now I’m enjoying my work and earning the credits I need to graduate.”

“NCCA is not a toxic environment. It has a community feeling where we can interact with other students and have closer and more personal relationships with teachers. Teachers give good feedback and add humor to our days.”

“I thought I would need to quit school because I have to work, but I can work full time and take classes at my own pace.”

Students expressed satisfaction with the engaging learning experiences, project work, course options, 1:1 and small group support, and flexible scheduling, all of which helps them learn real-work skills that will be very useful in the future. They reported that expectations were high and the workload was challenging. Students acknowledge that without NCCA, they would not graduate from high school, and their futures would look very different.

It is clear to the review team that the students interviewed have been very successful with the NCCA program as it meets their academic needs by providing caring, compassionate and motivational support, and it help them to be accountable for their lives.

Staff Interviews

The visiting team met with six educators and support staff who provide academic support, small group and 1:1 instruction, and guidance. Teachers discussed the strengths and challenges the school faces.

The strengths articulated by the teachers included a high quality, research-based curriculum with many courses offered, giving students the credit courses they need to graduate, as well as opportunities to explore interests. College level courses, internship projects and both in school and out-of-school electives can be approved for credit. Experiences not often available to high school students, such as thematic units, science outreach programs, and hands-on robotics are offered at the school. Benchmark assessments determine the level a student needs to start, and well developed personalized learning plans are created for each student with self and time management training. When needed, curriculum is modified and differentiated to ensure students are able to make progress according to their plans. Two daily sessions ensure that students who need to work have the flexibility to attend classes and meet their work schedules.

The challenges articulated by the teachers are keeping students in school and motivated. The school staff is very skilled in supporting both the academic, social and emotional needs of the students who struggled in their resident district schools, often due to adverse personal and family experiences. Wrap around support is provided by the administration and staff to meet the individual needs of each student.

Board of Trustees

The visiting team met with eight members of the board of trustees. The board is made up of a diverse and highly experienced group of individuals from both inside and outside the education sector, and who understand the daily and long-term challenges of running a school or business. The board meets seven times each year, and more often when needed to review the school's financials, to vote on budgets, to write and review policies, and to support the school administration in meeting the school's mission and goals, specifically in ensuring all students have the opportunity and support they need to graduate. When required the board develops committees for specific projects, and the committees report to the board on their progress. The board acknowledges the great need for North Country Charter Academy in the area, and because of the partnerships with districts, sustainability is considered an area of strength. The challenges board members identified were transportation logistics, managing the two school sites in Lancaster and Littleton, and the complexities involved in student scheduling. However, they have full confidence in the school administration's ability to manage these challenging operations.

VI. SUMMARY OF PROGRESS

A. Progress toward Meeting School's Mission

North Country Charter Academy has demonstrated outstanding progress towards meeting its mission in the following areas:

Organizational:

As an organization, North Country Charter Academy has strong ties to the North Country communities which are very supportive of the educational programming and student support the school provides. Both the board of trustees and the school have well-defined organizational structures with clear roles and responsibilities. All elements of the school's management and administration seem to work well together. The school engages in reasonable and prudent financial planning and is financially stable. A recently developed financial investment plan helps to ensure the sustainability of the organization. The school district partnerships are mutually beneficial, and a committed teaching staff and group of volunteers, who have the full support of the school administration and board of trustees, are instrumental in providing the academic and social emotional support, and enrichment activities needed to provide a well-rounded education. To further support student graduates, the North Country Charter Academy Scholarship and Advancement Fund program has been initiated.

North Country Charter Academy is planning to purchase a new facility and are in the process of searching for a piece of real-estate that will meet their school's current needs and future growth plans.

Programmatic:

Over the past five years, North Country Charter Academy has undergone several programmatic improvements. To support student learning, the school implemented the innovative Edmentum Online platform, which provides rigor to personalized learning experiences. To implement this program, a full set of new computers was purchased three years ago, the school was awarded a \$30,000 grant to purchase 30 chrome books and upgrade the network system. The school was awarded another grant to support the following types of project work: student collaboration on group projects, community based projects and student led projects. Project work has been expanded to include the Holocaust Project, Care to Inspire, and NH Fish and Game Community Service. Additionally, two sets of Robotic learning labs have been purchased by the school, and the Universal Design for Learning (UDL) program has been implemented.

By making all these programmatic improvements, NCCA has effectively provided a relevant and engaging education for students to achieve a high school diploma. The success that the school has had in working with students, in motivating and inspiring its students to progress through each academic level, certainly has provided a promising stepping stone to college and career readiness.

Academic:

NCCA provides a well-rounded education where all individual student needs are met. The program is focused on a blended model of facilitated on-line academic learning and classroom instruction for competency skills acquisition. Real-life learning experiences, college level courses, internships and independent or group projects are options offered to students as well as electives based upon interests and exploration. Students thrive in this program and the attendance rate is high. Some very challenged students come through this program, students who experience drug and alcohol abuse, homelessness, mental health struggles, poverty, domestic abuse, and dating violence, and it changes their lives due to the caring, nurturing and supportive environment that does not accept failure. Others work part or full time jobs to support themselves and often family members as well. The school's objective is to move students from their current levels of underperformance and instill a desire to learn and achieve.

Students complete courses to bring them up to a level where they can return to their district schools on track to graduate with their classes and friends. Students on this track move in and out of the school depending on their needs and their progress. Others stay for the duration of the program and are able to graduate early, graduate with their classmates at

NCCA, or graduate through a longer cohort. It is rare for students to not complete their coursework and earn the credits necessary to graduate.

The administration tracks students post-graduation, and keeps a comprehensive list of those who have gone on to 2 or 4 year colleges, joined a branch of the military, or are employed.

B. Responsible Use of Public Funds

North Country Charter Academy has demonstrated responsible use of public funds. The fiscal management of the school is sound, allowing it to demonstrate that it manages its use of public funds as agreed with the NHDOE. There are clearly defined internal processes and procedures for segregation of duties, and highly qualified board members for oversight. Independent auditors review the school accounts annually as well as required quarterly reporting. A review of board meeting minutes indicates that financial discussions are held regularly in public session with ongoing updates provided to the board of trustees by the administration.

C. Indicators of School Sustainability

Through this review process, it is clear to all reviewers that North Country Charter Academy has a sustainable model for the following reason:

- A committed, highly experience and engaged board provides continuous guidance and support;
- A viable financial plan and budget prepared, reviewed and voted on each year;
- A well-managed and fiscally prudent Board of Trustees and skilled administration work together to maintain the schools financial good standing
- Effective fund raising program, outreach for available grants and partnerships;
- Fills an educational void within in the community it serves;
- Actively engages families towards achieving its mission. Parents strongly support the school's mission and acknowledge the often new-found successes that students experience as a result of their attendance at this school;
- Staff retention is excellent as illustrated by the length of service by both teachers and administrative staff;
- A secure student enrollment due to contracts with districts.

D. Promoting Student Attainment of Expected Knowledge and Skills

The school uses a number of research based curriculum programs, strategies and flexibilities in order to differentiate their educational process and meet the individual needs of students. Curriculum is aligned to the New Hampshire State Standards. The average student tenure at North Country Charter Academy is six months. During this time the school will task a student to move from their current level to obtaining the high school credits needed to catch up and

return to their resident districts, or to remain at NCCA until they have earned the credits required for graduation. The school stays in close contact with resident districts to determine the progress students have made thus far, and the credits students need for graduation. When a student is admitted to the school, the school conducts benchmark assessments to provide a baseline for their coursework, and the students start their academic work from that level on the required credits, as well as exploring their interests in elective courses. The school is clearly focused on supporting the academic and social emotional growth of each student by personalizing an education that is meaningful for each student. Instruction is provided by a highly qualified staff of educators, student progress is tracked, and support is provided on an as needed basis.

VII. COMMENDATIONS AND RECOMMENDATIONS

Commendations:

- North Country Charter Academy fulfills a critical need within the region to allow high school students who struggle in a larger district school to earn credits, catch up to their peers, and graduate.
- The Academy's focus is to provide a student centered system of support as each student who attends the Academy has a diverse set of needs, challenges and aspirations. Administration and staff work collaboratively to build a personalized and flexible system of support.
- Partnerships alongside trusting relationships with 10 school districts form unique and mutually beneficial relationships. These districts both support and rely on North Country Charter Academy.
- A sound financial position is indicative of the school's longer term financial viability and demonstrates the administration's prudent budget planning, grant writing and enrollment plans.
- Parents and students enthusiastically support the school and its mission.
- The school administration and board of trustees are constantly exploring ways in which the school can improve the quality of learning for its students and its relationships with its existing and future stakeholders.
- The school did a phenomenal job in creating and implementing a strategic, accountability plan, and in tracking progress on the plan to ensure that all action items were completed. As a result, the school was able to make significant progress.

Recommendations:

- Continue to cross train and job shadow for continued success even after the school's principal retires or leaves the role.

- Continue to document procedures and tasks for future role transitions.
- Due to the transitory nature of the student relationships and the need to provide personalized instructional plans for students, it can be difficult to ensure that curriculum, instruction and assessment is of a high quality and appropriate for all learners. This challenge is being met with great effort by a small group of skilled educators. It appears that these individuals are required to do a lot of things well and rely partially on software-based instructional solutions. This instructional model can be taxing on the individual teachers, many of whom are retired educators. Finding individuals to replace these teachers and replicate their skill sets and experience will likely prove to be a difficult task, something the administration is likely already considering.
- For the next 5-year accountability plan, which is currently under development, it is recommended to include information from student, parent and teacher surveys, and have representation from each of these groups on the planning committee. How can the school leverage the results from the surveys to inform future decision-making?

VIII. OVERALL FINDINGS

The North Country Charter Academy, has met the requirements for:

- 1) Progress toward Meeting their Mission;
- 2) Responsible Use of Public Funds;
- 3) Indicators of School Sustainability;
- 4) Promoting Student Attainment of Expected Knowledge and Skills.

North Country Charter Academy is recommended to the Commissioner of Education and the New Hampshire State Board of Education for Charter School Renewal.

Renewal Evaluation Team:

Lead Evaluator:

Jane Waterhouse, Charter School Administrator, New Hampshire Department of Education

Evaluation Team Members:

Joe Crawford, Director, Next Charter School

Tracy Strout, Board Chair, Robert Frost Charter School

Respectfully submitted,

Jane Waterhouse

VII. CHARTER RENEWAL APPLICATION

Part 1: SCHOOL INFORMATION <i>To be included with Application Package</i>	
SCHOOL NAME	NORTH COUNTRY CHARTER ACADEMY <small>1.12.21</small>
SCHOOL ID#	SAU 401 DISTRICT 703 - (H) 28395 (M) 28505
DATE	APRIL 30, 2020
GRADE LEVELS SERVED	7-12
TOTAL NUMBER OF TEACHING STAFF	3.725 FTE
NUMBER TEACHING STAFF CERTIFIED	3.725 FTE
NUMBER TEACHING STAFF NON-CERTIFIED	0
NUMBER TEACHING STAFF WITH 3 OR MORE YEARS OF TEACHING EXPERIENCE	3.725 FTE
NUMBER PARAPROFESSIONALS	0
SENDING DISTRICTS (LIST ALL)	SAU 3, SAU 7, SAU 20, SAU 23, SAU 35, SAU 36, SAU 58, SAU 68, SAU 77 & SAU 84
HEAD OF SCHOOL	LISA LAVOIE
BOARD CHAIR	GEORGIA CARON

FTE: Full Time equivalents

Part 2: Cover Letter and School Features ED 318.12

A. Cover Letter (Attach to submission as the first page)

- 1) **Mission Statement:** NCCA provides a rigorous, relevant and engaging education with high standards and expectations which prepares students for life through a personalized, competency-based program that creates confident, career-ready individuals.

- 2) **Goals:**

5 YEARS STRATEGIC GOALS 2015-2020

1. Improve Rigor, Relevance & Engagement in Curriculum
 2. Strengthen and utilize Business/Community relationships
 3. Improve communication and collaboration with the communities, school districts and local organizations
 4. Establish a long-term sustainability plan for the school
- 3) Progress the school has made towards its academic, programmatic and organizational goals.

The North Country Charter Academy (NCCA) has made significant progress in meeting its academic, programmatic and organizational goals since our last renewal in June of 2015. During the past five years, the NCCA leadership team, its governing board and its supporting districts have worked collaboratively on an in-depth analysis of NCCA's goals, strengths and areas in need of improvement. In our 16th year as a unique charter school, we are proud of the support and high-functioning relationship that we have built over time with our stakeholders. Together, we established the 2015-2020 NCCA Strategic Plan which provided us with a coherent focus on our goals, clarity in the fulfillment of renewal requirements, a template for making improvements to meet the needs of our ever-changing population, and a tool to build upon the many strengths of the current educational programs. As you review Part 3: Affirmative Evidence, I believe there will be no doubt that NCCA not only met its academic, programmatic and organizational goals, but exceeded them, due to the dedication of our highly qualified educators and supporting team members.. NCCA's 2015-2020 Strategic Plan has truly been a living map that was accessible to all and helped to chart our journey. (Please see Appendix 1 Section A. Cover Letter and School Features, Question #3)

- NCCA Needs Assessment Report
- NCCA Accountability Plan & 5 Year Strategic Plan 2015-2020
- We Surveys: Students/Parents/Staff/Community
- Annual Progress Report

B. Executive Summary (If Applicable, Attach to submission as the second page)

Summary of charter amendments over the past 5 years

On November 12, 2019, Superintendent Lavoie sent a letter to Commissioner Edelblut seeking approval from the State Board of Education to increase NCCA's currently approved charter enrollments of 60 to 100 students. A 40 student increase.

On Thursday, December 12, 2019, North Country Charter Academy was placed on the State Board Agenda to request a status change of increasing enrollment by 40 students. The State Board of Education supported the request and voted unanimously to approve. The reason for this request was to accommodate North Country Charter Academy's new pilot program: New Hampshire Career Academy. (Please see Appendix 2 Section B: Executive Summary-Charter Amendments)

- Letter to Commissioner Requesting Enrollment Number Modification
- State Board Agenda: NCCA listed
- State Board Approval-Minutes

C. Reports: School Features Please respond to each of the following:

1) Enrollment and projected growth of student body for the next 3 years:

North Country Charter Academy is an open enrollment public school as defined in RSA 194-B:1. NCCA serves students in grades 7-12 in over 45 communities in northern New Hampshire covering 4,000 geographic square miles. It also serves students in nearby bordering Vermont districts. NCCA is licensed to serve 60 students at one time in its onsite school program. On average over the past 5 years, NCCA has served a total of 88 students a year. The average number of students served from 2004-2015 was 110. This decrease is a result of NCCA enrolling more students in the 9th and 10th grade as compared to enrolling 11th and 12th grade students in years past. This is also not surprising due to the change of demographics with one criteria increasing among students and that is the social-emotional challenges of students. As a result of this, NCCA has received more referrals in lower grades, thus, needing more time at school.

Since NCCA's establishment in 2004, it has been contracting with its founding 10 districts. This was the initial sustainability plan and one that continues today, 16 years later. These districts contract for a certain number of slots and districts volunteer to contribute funds for each slot. Although many students flow through each slot, NCCA is guaranteed the funds from the contracts and therefore helps in preparing for budgets. As demonstrated below, the 5 year district enrollment contracts have remained steady as it has in the past 16 years. As a result, the data is used to predict the next three years of enrollments.

SCHOOL DISTRICT CONTRACTS

	15-16	16-17	17-18	18-19	19-20
SAU #3 Berlin	6	6	6	7	6
SAU #7 Colebrook	6	6	6	7	7
SAU #20 Gorham Cooperative	1	0	1	1	3
SAU #23 Haverhill Cooperative	3	2	2	3	3
SAU #35 Lisbon, Profile	4	5	4	5	4
SAU #84 Littleton	6	7	6	5	5

SAU #36 White Mountains Regional	7	7	6	7	7
SAU #58 Northumberland, Stratford	8	8	6	5	5
SAU #68 Lin-Wood Cooperative	9	9	9	8	8
TOTAL	50	50	46	48	48

PROJECTED ENROLLMENT IN THE NEXT 3 YEARS:

20-21: 50 Enrollment Contracts
 21-22: 53 Enrollment Contracts
 22-23: 56 Enrollment Contracts

In addition to the contracts, NCCA enrolls students from outside the 4,000 geographical square mile area, homeschooled students and students who dropped out of school.

2) Curriculum and Instruction: *Any changes or growth as a result of enrollment.*

EDMENTUM CURRICULUM

1. It has expanded its offerings and greatly improved in its rigor and relevance. The Edmentum platform recently expanded its depth of curriculum by merging with other curriculum platforms such as Study Island, Archipelago Learning and Khan Academy.
2. Edmentum consistently offers new versions and updates to courseware that reflect our goals to promote and teach deeper learning through STEM-related academics, course offerings and personalized learning practices.

North Country Charter Academy's Middle School and High School Model utilizes an online educational web-based curriculum platform called Edmentum. This is the same curriculum platform that was approved for our charter. However, over the past 16 years, there have been changes and growth. This has been a very progressive curriculum company offering the best in online learning and offline activities/projects. Furthermore, this is not a stagnant curriculum program, it is always changing and improving and this is so important to NCCA because we believe staying stagnant is not an option for us. This curriculum also allows us to use a blended approach to student's individualized learning plans for each student

NEW ACADEMIC INITIATIVES:

1. Implementation of Video Conferencing at each site: Direct communication with students and teachers, sharing of lessons and projects.
2. Implementation of Virtual Learning Labs: robotic virtual learning labs focused on STEM-related fields. These Labs are facilitated by the Teacher through using a teacher director board and headset and with each student having their own virtual headset. The robotic virtual labs also allows our at-risk students to engage in experiential learning in the fields of science, math, and technology. (STEM related fields)

North Country Charter Academy received a \$70,500.00 dollar grant through the NH Charitable Foundation and the USDA Rural Community Development for the above

improvements.

(Please see Appendix 3 Section C. Cover Letter and School Features, Question #3 Curriculum and Instruction)

- North Country Charter Academy Master Course List
- Edmentum Catalog/Courseware
- Edmentum Career Exploration
- Edmentum College & Career Readiness

3) Technology Programs:

Edmentum is an online technology-based curriculum platform which will provide our students with rigorous and relevant coursework that includes a Secondary Academic Library, Career and Technical Education-Career Clusters which encompasses credit-granting digital courses for students in grades six through 12. Edmentum uses powerful learning solutions that blend technology with our individualized teaching approach. Through this technology, our charter school teachers will produce actionable data in order to maintain our high standards and to provide quality instructional content. This evidence-based approach is innovative, and studies have proven it to be very successful. The curriculum platform merges several instructional approaches and content through integrating the following leading educational entities: Kahn Academy, Study Island and Archipelago Learning. This creates a very progressive curriculum platform that keeps up to date with New Hampshire current standards, assessments and testing requirements. This is the ultimate in competency-based learning that will allow us to use a blended learning approach. Students will be engaged in the web-based, online curriculum program which allows students to test out of competencies with an 80% mastery. This is not a seat-time program. Students will spend 75% of their classroom time on the computer while the other time will be spent on offline and project-based learning activities. These project-based activities will be extended beyond the charter's classroom and will take place within the communities we serve. Staff will develop individualized learning plans to meet the needs of each student as guided through this curriculum.

Each student enrolled at NCCA is assigned a computer to access the online curriculum portion of the schools program. NCCA purchased new computers for all students and staff three years ago and NCCA received a 70,000 dollar grant last June 2019 to upgrade its computer networking system, video conferencing, 30 chromebooks and two sets of Virtual Learning Rotic Labs for each school.

for students to use on project-based learning. This equipment enhances our technology program as students from each NCCA site is able to collaborate on projects and teachers can engage students in exciting community-based projects and student-led projects.

4) Academic Attainment:

NCCA uses the following tools and assessments to monitor academic progress in meeting the goals of our school.

- NWEA Assessments

- Math Analytical Surveys
- Writing Samples
- Attendance
- NCCA Progress Reports
- Success Stories
- Project Based Learning
- Graduation rate
- Dropout rate
- Post-Graduation Goals
- State Assessments
- Edmentum Pre & Post Assessments
- Supplemental Title I Science and Language Arts Program

These above items also provide NCCA with qualitative and quantitative data for academic assessment.

NWEA ASSESSMENTS

Over half of those tested achieved college level scores in one or more areas!

In order to fully understand where our students are when they enter NCCA, we test them in Math, Reading and Language at the start of their time with us. When they complete their credit requirements in Math, Reading and/or Language, we test them again and record their progress. The testing results provide the students with valuable information about their learning, and the results provide teachers with information about the success they have had with their students. We use research-based assessments developed by the NorthWest Evaluation Association (NWEA).

The North Country Charter Academy is an open enrollment program which means that we accept students with a variety of needs. Some may only need a few credits toward graduation in just one or two areas while others may need a whole range of credits. For example, we may accept a student who needs credits in Math, Language and Reading; so we would test that student in all three areas. On the other hand, a student may come to us needing just a few credits in one subject; so we would only test that student in the one area of that student's study. The testing at a student's entrance gives us a baseline so that we know where to begin with instruction as well as where the student needs to grow. The post test will then provide information about that student's growth in learning while informing teachers of the effectiveness of their instruction.

We are very proud of the growth shown by our students! These results reflect the hard work of our students as well as the explicit and effective instruction given by our teachers. In all three areas-- Math, Reading and Language--students advanced from one to five grade levels. **Over half of those tested achieved college level scores in one or more areas!** That means that they were working at a college level in Math, Reading and/or Language by the time they left North Country Charter Academy! For students with so many challenges, that is an amazing accomplishment!

The data below provides specific results for the 27 students who received both pre- and post-testing.

NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS
FOR EACH SUBJECT

Number of Grade Levels increased	MATH	READING	LANGUAGE
1 Grade Level	9	3	3
2 Grade Levels	1	5	7
3 Grade Levels	1	3	2
4 Grade Levels	1	2	2
5 Grade Levels	1	2	0
# of students who performed at college level	19	21	14

ATTENDANCE

One of the reasons why students attend NCCA is a need for an alternative environment. Prior to enrolling in NCCA, 100% of the students have very poor attendance rates from their sending district. Every student who attends NCCA has a 90% or better attendance rate. NCCA overall has a 91% attendance rate. Empirical data clearly demonstrates that attendance is an important variable in academic success.

EDMENTUM

Edmentum is an online technology-based curriculum platform which will provide our students with rigorous and relevant coursework that includes a Secondary Academic Library, Career and Technical Education-Career Clusters which encompasses credit-granting digital courses for students in grades six through 12. Edmentum uses powerful learning solutions that blend technology with our individualized teaching approach. Through this technology, our charter school teachers will produce actionable data in order to maintain our high standards and to provide quality instructional content. This evidence-based approach is innovative, and studies have proven it to be very successful. The curriculum platform merges several instructional approaches and content through integrating the following leading educational entities: Kahn Academy, Study Island and Archipelago Learning. This creates a very progressive curriculum platform that keeps up to date with New Hampshire current

standards, assessments and testing requirements. This is the ultimate in competency-based learning that will allow us to use a blended learning approach. Students will be engaged in the web-based, online curriculum program which allows students to test out of competencies with an 80% mastery. This is not a seat-time program. Students will spend 65% of their classroom time on the computer while the other time will be spent on offline and project-based learning activities. These project-based activities will be extended beyond the charter's classroom and will take place within the communities we serve. Staff will develop individualized learning plans to meet the needs of each student as guided through this curriculum. All students enrolled at the charter school must demonstrate an 80% mastery of academic competencies using the curriculum as described above.

Project-Based Learning

North Country Charter Academy strives to meet individual academic needs and interests to foster motivation and academic relevancy. This is accomplished through the development of Project Based Learning activities. Through the projects listed below, NCCA integrates core academic competencies into each student's learning plan. These learning plans also reflect upon student interests and future goals, thus promoting academic relevancy promoting an excitement for learning.

- Literature Group Teachings\Projects\Community Events: The Holocaust, To Kill a Mockingbird
- Girls Who Code Course
- Game Strategy Club: Critical Thinking, Addresses: Social Emotional Learning
- STEM Project affiliated with Community Colleges
- Strong Women Organization Integration
- Portfolio's- Demonstration of competency attainment
- Health and Human Service: Foster Placement Project

NEW ACADEMIC INITIATIVES:

1. Implementation of Video Conferencing at each site: Direct communication with students and teachers, sharing of lessons and projects.
2. Implementation of Virtual Learning Labs: robotic virtual learning labs focused on STEM-related fields. These Labs are facilitated by the Teacher through using a teacher director board and headset and with each student having their own virtual headset.

These new initiatives are supporting NCCA in reaching its academic goals.

(Please see Appendix 4 Section C Cover Letter and School Features, Question 4 Academic Attainment)

- Academic Individual Course of Study (ICS)
 - Academic Tracking Sheets
 - Academic Progress Reports
 - Academic Transcripts
 - Academic Time on Task Reports
 -
- AND

(Please see Affirmative Evidence, Appendix 1, Question 1.A)

- Accountability through Assessment/NWEA
- Enrollment Reports: Projects/CTE Enrollment/ELO
- Success Stories
- Detailed Grade Report Sample
- Student Work Samples

5) Stakeholders: *Family/parent/stakeholder involvement and future needs, plans for increased involvement.*

NCCA has strong partnerships with many stakeholders throughout the northern Grafton and Coos Country. Over the past 16 years, NCCA has worked with over 30 superintendents from the founding 10 school districts along with numerous professionals serving on their administrative team; Principals, Assistants Principals, Guidance, Special Education, Teachers and Career and Technical Education Directors. NCCA is a member of the Rotarian Club, Littleton Chamber of Commerce and the Great North Woods Chamber of Commerce. NCCA partners with North Country Health Consortium in planning youth and health events. NCCA collaborates with all Coordinators in the north country serving as Counselors for drug, alcohol and mental health. NCCA Superintendent/Principal is also a member in the New Hampshire School Administrators Association, North Country Superintendents and Principals Association and actively participates in meetings and events. Parents are the biggest supporter of NCCA as can be seen through the numerous support letters we received. NCCA hosts several social events for the community to promote school awareness and pride in student achievement. The plan as we move into the future is to continue with outreach and involvement in as many things as we can. NCCA strives hard to NOT be “Out of sight-Out of mind”. As a school we must thrive in customer service to meet the needs of all of our constituents.

6) Fundraising: *Fundraising efforts, results, future fundraising goals and plans to address sustainability.*

NCCA does not rely on fundraising to sustain itself. Although NCCA is awarded several grants and fundraises for graduation ceremonies, NCCA sustains itself through the support of its founding districts, being extremely efficient in budgets and managing its finances. During the past 5 years NCCA developed an investment plan and sought after investment proposals. Upon review of the proposal, investors were invited to present at board meetings. NCCA chose to invest with New England Wealth Advisors. NCCA receives monthly statements of its portfolio. In addition, the several grants received are from the USDA, NH Charitable Foundation and AT & T Foundation with amounts ranging from 8,000 to 80,000 dollars. These funds have been used to purchase new computers, networking systems, curriculum and student academic project material. Furthermore, NCCA will continue seeking grants for such purposes as it does contribute to our sustainability.

7) School Accountability Plan Analysis Summary:

(Please see Appendix 1 Section A. Cover Letter and School Features, Question #3)

- NCCA Needs Assessment Report
- NCCA Accountability Plan & 5 Year Strategic Plan 2015-2020

- We Surveys: Students/Parents/Staff/Community
- Annual Progress Report

8) Budget: *Attach proposed budget for the next 5 years. Include the following:*

a) Budget Narrative: *How the school will use public funds:*

NCCA uses its public funds to support and sustain the charter school so it can provide an alternative pathway to obtaining a high school diploma for students identified as highly at risk. The attached budgets are projections using the template established by the 10 founding school districts in 2004 when the school was approved. NCCA has remained consistent, stable and has operated with a simple budget keeping expenses and revenues fairly streamlined.

The Projected Revenue corresponding to the budgets are as follows:

	FY 21	FY 22	FY23	FY24	FY25
School Districts:	238,481.10	249,488.00	260,839.95	266,057.20	277,998.00
Differentiated Aid:	51,580.17	52,611.78	53,664.02	54,737.32	55,832.07
State Aid:	281,588.08	293,449.20	305,678.40	311,787.84	324,646.56
Title I	40,000.00	45,000.00	46,163.00	47,087.07	48,028.81
Title II	5,000.00	7,000.00	7,000.00	7,000.00	7,000.00
Title IV	10,000.00	10,000.00	10,000.00	10,000.00	10,000.00
Vermont:	44,371.20	45,258.62	46,163.80	47,087.07	48,028.81
Lease Aid:	2,700.00	1,350.00	1,350.00	1,350.00	1,350.00

Written Grants Not Included

(Please see Appendix 5 Section C . Cover Letter and School Features, Question #8-Budgets for next 5 years)

- 20-21 Budget FY 21
- 21-22 Budget FY 22
- 22-23 Budget FY 23
- 23-24 Budget FY 24
- 24-25 Budget FY25

b) A detailed description of the specific school board's reasoning for allocating funds:

The Principal is responsible for preparing, and presenting to the Board for adoption, the annual school budget. The Principal assesses the needs of the school through conferring with staff, members of the board, founding school district superintendents and their administrators, reviewing and comparing past budgets, revenues and trends (long term and short term) with a goal of final approval in February.

- Board of Trustees are given financial reports each meeting on all the applicable finances and budgets; Fiscal Year Closeout, Annual Audits, Current Budget and Subsequent Budget.
- Reports: Budget vs. Actual, Balance Sheets, Income statements, Account Reconciliations, Revenue/Expense Reports
- NCCA Board Treasurer meets monthly with NCCA Office Manager to review and sign off reports; Payroll Journals, Purchase Journals, Account Reconciliations
- Signatory Authority for signing checks and authorizing transactions are given to the

Office Manager, NCCA Board Treasurer, NCCA Data Manager. Principal has no authority.

- Clear policy and procedures are in place for accounting practices.

9) Sustainability Measures (finances, enrollment, Board members and staff retention:

The business plan put into place by its founding ten school district leaders will continue to serve as the foundation for NCCA's sustainability. This plan and program has proven successful. Some of the components of these measures includes the following:

- Maintain collaboration and partnerships with school districts which includes annual enrollment commitments\contracts
- Focus on strong leadership and varied constituents serving on the governance board with representatives to include but not limited to; two founding superintendent representing the north country, three community leaders, two members who are parents of enrolled students, two members who are professional direct educators or direct student service providers
- Policies: Continuous updates with Bylaws and Policy & Procedures: School Board Policies, Personnel Policies, Student-Parent Handbooks, Classroom Policies, Emergency Operations Manual & Guides and all other operational manuals and policies.
- Maintain Professional Development & School Technology Plan
- Support teachers and students with tools necessary to perform jobs and attain academic requirements
- Maintain strong Financial Management with annual audits, investments, oversight practices, grant management-local, state, national, public and private
- Applications for grants: local, state, national, public & private
- Marketing campaign to Vermont districts with school choice
- Partnerships with organizations, Vermont districts, and continue with marketing efforts locally, state and nationally.

10) Best Practices *Efforts to disseminate best practices, and coordination with local or other school districts:*

- NH Charter School Conferences-Presenter
- Annual Focus Group Meetings-Presentations for local school districts-guidance counselors, special education directors/teachers, principals & assistant principals, school board members
- Annual NCCA Report disseminate over 150 reports
- Monthly presentation/sharing at North Country Superintendent meetings
- Monthly presentations/sharing at North Country Principals meetings
- Legislative testimonies
- Several local presentations; Littleton & Lancaster Rotary Clubs, Economic Develop Annual Meeting

- Monthly presentations to ATOD Committee-Alcohol, Tobacco and Other Drugs

11) Successes (*What has worked*):

- Having our own school facility separate from traditional schools
- Providing Transportation for an area covering 4,000 geographical square miles-4 bus routes
- Classroom-Academic-Behavioral Policy & Procedures Per Student & Parent Handbook
- Making students accountable for attendance and academic progress; Strict and consistent policies
- Creative & Blended Learning Approach: Using NCCA's created coursework and Edmentum
- Creative Student Schedules: EXAMPLE: Students attends Career and Technical Education Center in morning, then attends NCCA for three hours then returns to sending district to take a class and afterschool plays a sport
- Students at NCCA are welcomed back to their sending district to participate in activities, field trips, assemblies and seasonal carnivals
- Student Projects: Classroom and Community Based
- Collaboration with other districts-CTE Programs, core academic classes, busing, communication, invitations to be part of North Country educational team
- Founding school district and community support
- Partnership with many districts and knowing the stakeholders

12) Challenges/Areas for Improvement (*What has not worked*):

- Public Relations: It is an ongoing effort educating the public and new school administrator and staff who North Country Charter Academy is. Since 2004 we have partnered with over 35 new superintendents alone. Supporting district administrative turnover, in past 17 years, NCCA has gone through over 30 Superintendents not including Principals, Guidance Counselors and Special Education staff
- Traditional schools' understanding of charter schools and how it works with the i4See system and open enrollment. We deal with 10 school districts both high school and middle school and students are in and out depending on need for high school credits. Making sure districts withdraw or re-enroll students in a timely manner.

Part 3: AFFIRMATIVE EVIDENCE

Please respond by providing evidence to each of the following questions, 1 - 6. Please insert narratives, data, charts, diagrams or any other evidence directly to the specific section. If you need to add appendices, please label the appendices with the question number and letter, for example:

Appendix 1

Affirmative Evidence

Question 1a

1. Is the school making progress toward achieving its mission?

a. What progress has the school made toward its academic goals?

Response:

- Progress Reports
- NWEA Assessments
- Math Analytical Surveys
- Writing Samples
- Attendance
- Graduation rate
- Dropout rate
- Post Graduation Goals
- Success Stories
- Edmentum

EDMENTUM

Edmentum is an online technology-based curriculum platform which will provide our students with rigorous and relevant coursework that includes a Secondary Academic Library, Career and Technical Education-Career Clusters which encompasses credit-granting digital courses for students in grades six through 12. Edmentum uses powerful learning solutions that blend technology with our individualized teaching approach. Through this technology, our charter school teachers will produce actionable data in order to maintain our high standards and to provide quality instructional content. This evidence-based approach is innovative, and studies have proven it to be very successful. The curriculum platform merges several instructional approaches and content through integrating the following leading educational entities: Kahn Academy, Study Island and Archipelago Learning. This creates a very progressive curriculum platform that keeps up to date with New Hampshire current standards, assessments and testing requirements. This is the ultimate in competency-based learning that will allow us to use a blended learning approach. Students will be engaged in the web-based, online curriculum program which allows students to test out of competencies with an 80% mastery. This is not a seat-time program. Students will spend 75% of their classroom time on the computer while the other time will be spent on offline and project-based learning activities. These project-based activities will be extended beyond the charter's classroom and will take place within the communities we serve. Staff will develop individualized learning plans to meet the needs of each student as guided through this curriculum.

All students enrolled at the charter school must demonstrate an 80% mastery of academic competencies using the curriculum as describe above. All students are considered at-risk of dropping out of high school or are recovered high school dropouts. In the past two years 20 home schooled students were accepted into the school and 18 of the 20 students enrolled with no documentation of credit or having been in a homeschooled program or virtual educational program. NCCA serves on average 88 students annually and of those students 75% of them are considered one or more years behind grade level and the other 25% are failing academically. NCCA requires 20 credits to obtain a high school diploma. All of our students are attaining their academics

(Please see Part 2, Appendix 4 Cover Letter and School Features AND Affirmative Evidence, Appendix 1, Question 1. a)

1.

PART 2: COVER LETTER AND SCHOOL FEATURES ED 318.12

Appendix 4

Section C. Academic Attainment, Question #4

- Academic (ICS) Individual Course of Study
- Academic Tracking Sheets
- Academic Progress Report
- Academic Transcripts
- Academic Time on Task Reports

2. Affirmative Evident, Appendix 1, Question 1. A

- Accountability through Assessment/NWEA
- Enrollment reports: Shows outside participation in CTE/ELO
- Success Stories
- Detailed Grade Report Sample
- Student Work Samples

b. What progress has the school made toward its programmatic goals?

North Country Charter Academy strives to meet the individual needs of all of its students academically and non-academically. Through the programs listed below, NCCA identifies each student's nonacademic interest and ties it into academics to reflect upon individual goals. Such as student whose personal goal and career goal is to be a computer programmer-We have tied this into "Girls who code". This course was added this year to help with a student's non-academic goal. Furthermore, we have programs and partners who help us with other student non-academic goals such as becoming sober, need for rehabilitation, and employment goals.

- Implementation of Universal Design for Learning: Lancaster 2018 and added the Littleton site in 2019
- Project-based expansion
 - Literature Group Teachings\Projects\Community Events: The Holocaust, To Kill a Mockingbird
 - Girls Who Code Course
 - Game Strategy Club: Critical Thinking, Addresses: Social Emotional Learning
 - STEM Project affiliated with Community Colleges
 - Strong Women Organization Integration
 - Portfolio's- Demonstration of competency attainment
 - Health and Human Service: Foster Placement Project
- Implementation of Video Conferencing at each site: Direct communication with students and teachers, sharing of lessons and projects
- Implementation of Virtual Learning Labs: robotic virtual learning labs focused on STEM-related fields

(Please see Part 3. AFFIRMATIVE EVIDENCE Appendix 2

Question 1a. Is school making progress toward achieving its mission: Progress towards PROGRAMMATIC GOALS

- UDL Universal Design program added
- NCCA Quarterly Newsletters

- Project-based Expansion
 - Holocaust Project
 - Care To Inspire
 - Fish & Game Community Service
 - Trout Unlimited featured article of NCCA's involvement
 - National Strong Woman

c. What progress has the school made toward its organizational goals?

Response:

- New Hampshire Career Academy: 2 year planning process and full implementation January 2020
- New Grant Program four years ago: Student Assistance Program Coordinator: Implementation of Project Success Program
- Partnership with International Center for Leadership in Education (ICLE)- Contracted with them in 2018-2019 to assess and evaluate NCCA's 5 Year Strategic Plan, and prepared and developed the next 5 year strategic plan. ICLE conducted student, parent, community, and staff surveys.
- Middle School Project: The essential question: Is NCCA meeting the needs of its supporting districts and those students enrolled in middle school and is there a need to add a new program to meet the changing demographics; especially those increased needs in social emotional learning
- For the past two years, NCCA has been researching facility options for the Lancaster site. It is NCCA's goal to move the school closer to town to increase community participation which will allow for easier accessibility. The goal is also to expand space to accommodate growth in student projects and addition of video conferencing among both sites.
- For the past two years, NCCA has been planning for a conference room expansion in its Littleton site to accommodate growth in student-led projects and video conferencing with the Lancaster site. Conference room expansion was completed in February 2020 and passed Fire & Safety Inspection in March 2020.

(Please see Part 3. AFFIRMATIVE EVIDENCE Appendix 3

Question 1. Is school making progress toward achieving its mission

a. Progress towards ORGANIZATIONAL GOALS

- New Hampshire Career Academy new school program
- Student Assistant Program added, grant through NC Health Consortium
- International Center For Leadership in Education Contract
- NCCA Scholarship & Advancement Fund program initiated
- Whalley Computer Associates: New Virtual Learning Curriculum
- New Facility Search: Bank Financing committed, P&S Agreement, Dept. of Environment Services
- Board Minutes: Middle School Project, Investment Strategies, Scholarship & Advancement Fund

2. Is the charter school responsibly using public funds?

a. Has the school provided timely quarterly financial reports that comply with accepted standards of public school accounting?

Response: Please see - Part 3. AFFIRMATIVE EVIDENCE

Appendix 4

Question 2. Is school responsibly using public funds

a. Quarterly Reports

- Quarter 1 Ending September 30, 2019
- Quarter 2 Ending December 31, 2019
- Quarter 3 Ending March 31, 2020

F. Provide a Balance Sheet

- Balance Sheet as of April 20, 2020

- b. Do the school's purchasing and billing practices meet acceptable standards for public school accounting?

Response: Yes - all of the purchases and billings are initiated by the Business Manager and must be approved by the Superintendent before being completed.

- c. Has the school provided an annual external audit for the past 4 years with no material defects?

Response: Yes - Copies of last 4 audits on thumb drive provided

- d. Do the school's quarterly financial reports demonstrate reasonable and prudent planning?

Response: Yes, items are always under the budget numbers

- e. Do the school's Board minutes indicate clear communication of accurate information about the school's financial condition?

Response: Yes - Copies of 19-20 Minutes on thumb drive provided

- f. Please provide a balance sheet setting forth the school's assets, liabilities, and fund balances or equities.

Please see - Part 3. AFFIRMATIVE EVIDENCE

Appendix 4

Question 2. Is school responsibly using public funds

a. Quarterly Reports

- Quarter 1 Ending September 30, 2019
- Quarter 2 Ending December 31, 2019
- Quarter 3 Ending March 31, 2020

F. Provide a Balance Sheet

- Balance Sheet as of April 20, 2020

- g. Does the charter school have a representative attend and be prepared to report at and answer questions during relevant portions of the annual school district budget process? (For

School District authorized schools only)

Response: N/A

h. Please describe the transportation services currently available.

Response: Currently NCCA provides and pays for 2 bus routes. The first covers the areas of Lisbon and Woodsville and those students are dropped off and picked up at the Littleton location. The second is a bus route that first goes to Colebrook and makes several pickups on the way back to the Lancaster site for the first session of the day, 8:30 - 11:30. That bus and driver then goes to Berlin and picks up students in those towns and drops them off for the second session, 11:30 - 2:30. He then reverses the process to return the students home. There is a 3rd bus route that services the Littleton site, but Lin-Wood arranges and pays for that process.

3. Is the charter school promoting student attainment of expected knowledge and skills?

a. Are students meeting proficiency (achievement) standards as measured by state assessments?

Response: Although students enrolled at NCCA engage themselves with state measured assessments, the majority do not meet the state level tests. One reason we see this is because students are not here with NCCA for a long period of time. We do our best to get students as high academically as possible while they are enrolled but on average students are here 3-6 months, a few are 12 months. Teachers immediate goal is to assess the academic level of students upon acceptance and work with them 1:1 to provide grade level improvements and through the Title I programs we can provide supplemental instruction.

b. Are students making academic growth toward meeting state proficiency standards?

Response: Yes, NCCA uses the state proficiency standards in aligning course content to students' individual education plans. Through our competency based curriculum program NCCA is easily able to identify state standards and students reach these at an 80% competency attainment level

c. How is the school meeting the needs of students identified for additional support services?

Response to all that are applicable:

For the past 16 years, NCCA has documented the demographics of students enrolled at the charter school so that individual education plans can be developed focused on the needs of the students and planning for additional supportive services if necessary. NCCA's blended learning approach using an on-line curriculum, student-led projects, collaboration with supporting district and community resources provides staff and teachers with tools to address additional support that may be needed. School Districts: Special Education, Homeless Liaisons, Free & Reduced Lunch Program Coordinators

Community: North Country Health Consortium, Coos/Grafton Community Health Services, Center for New Beginnings, ALATEEN, Job Corps, National Alliance Mental Illness, North Country Substance Misuse Prevention Coalitions, Littleton Alcohol, Tobacco and other Drugs (ATOD), Educationally disadvantaged/at risk:

1. Students with Special Education needs: On average 30% of students enrolled at the charter

school have Individual Education Plans (IEP). IEP meetings are held at the charter and sometimes the sending school district, the environment at NCCA and its individualized teaching approach naturally fares well with students. NCCA works collaboratively with all area Special Education Directors.

2. Federal Title Programs: NCCA has had a Title I Math & English Program and recently started a Title I Science Program
3. Homeless: NCCA staff along with its Liaison, works with sending school district, attends local and state meetings for updates and resources
4. Neglected/Delinquent: NCCA works with the local human service agencies should there be a students in this classification
5. ELL: Never applied
6. Migrant/Refugee: Never applied

- d. Are students making progress toward any personally established goals set by students or non-academic goals established in its Charter?

Response:

- Quarterly Success Stories Demonstrate this
- Several college and military acceptances
- Overcoming personal obstacles; drug, alcohol, homelessness, mental health challenges, poverty, domestic abuse, teen dating violence

- e. Describe the community services opportunities available to the students.

Response: NCCA serves students in over 45 communities and reaches out to many organizations that have supported our effort to help students wanting to engage in community service activities. Some examples of students working in community service project include the following:

New Hampshire Fish & Game: For several years we have been fortunate to have been approached by Fish & Game to have student work in river streams electrocuting fish for biology and natural wildlife purposes, working at summer/winter fishing events helping to teach youth to fish and working on wild game projects.

Vermont Health & Human Service Foster Care Association: A NCCA student spent two years volunteering for this association at the local, state and national level. This student attended a national conference and presented the work she had done through her community service. Foster Care Awareness: What you need to know! This was the students' passion.

Habitat for Humanity-This NCCA student worked closely with this organization which was also an extension of participating through his local church

Bread of Life: This student is actively engaged in youth group activities within her church

Weathervane Theater: This student shines when it comes to theatre, acting and being involved in local productions. Giving back to the community is also one of her passions and this is reflected as she uses her talents on stage in volunteering to help North Country Charter Academy with its Care to Inspire Project and its capstone project that took place in evening at a local movie theater.

A sample of additional youth orientated community service partners/events:

Berlin, Gorham- National Forest, Androscoggin Valley Hospital

<p>Colebrook - Pioneer Farm Ed Center - Moose Festival Groveton - Fish and Game - Drug take back days Lancaster - Annual Old Time Christmas / Green Up Day Whitefield - Weathervane Theater Littleton - Lisbon - Profile: Littleton Regional Hospital, Rocks Estates, Community Park and Rec Dept. AMC trails Lin-Wood: Chamber Events, something held most weekends Woodsville - St. Luke's Church Dinner Bell, Cottage Hospital events</p>
<p>f. Describe the Data Management System currently used to track and report on student data. Response: NCCA uses Web2School and has been for the past 12 years. Prior Rediker was used.</p>
<p>4. Is the school sustainable?</p> <p>a. Does the school's governing board function effectively and in accordance with public meeting laws and regulations? Response: Yes. The board meets seven times a year and adheres to all of the bylaws that were originally established in 2004. Meeting times/dates/location are posted at both sites at least 48 hours before the meeting date. Notes are taken during the meeting, formal minutes are then completed and are submitted to the board at the next meeting for approval.</p> <p>When non-public sessions are necessary, RSA 91-A:311 is prominently displayed on the agenda and is followed to the letter of the law. Please see Part 3. AFFIRMATIVE EVIDENCE</p> <p>Appendix 5 Question 4. Is school sustainable</p> <ul style="list-style-type: none"> • A. Board Members • B. Systems & Policies-Policy of the Board of Trustees Book • G. Emotional Safe/Bullying-Student Parent Handbook Cover/Table Contents • F. NE Wealth Investment
<p>b. Has the school established systems to manage operations efficiently? Response: Yes. NCCA only has 3 full time office staff and a part time data clerk. Each employee has a well defined job description and procedures they must follow. Meetings are held every Monday morning to go over the calendar and what needs to get accomplished that week.</p>
<p>c. Are there systems in place to assure instructional quality? Response:</p> <ul style="list-style-type: none"> • Superintendent/Principal conducts weekly classroom observation visits • Superintendent/Principal meets 1:1 with teachers weekly to review academic goals, instructional plans and actively discusses

- All staff meet twice a month to share and discuss instruction
- Teachers are scheduled to work on academics/instructions twice a month
- Annual surveys are administered to the students

d. Has the school established an appropriate relationship with the local school district(s) to facilitate high quality services to students with special educational needs?

Response:

Yes, North Country Charter Academy has a strong partnership with all Special Education Directors and teachers throughout the North Country. Educational meetings occur at the district school and at NCCA. NCCA prepares a written report which is shared for the meetings.

e. Have Criminal records Checks been completed for all school staff and volunteers?

Response: Every new employee and volunteer is hired on the condition of passing a state and federal criminal background check. The superintendent receives the reports and is the only person who can open and read them. Once the superintendent has determined (per the report) that the person has passed the check, their employment becomes official. After reading the report the superintendent promptly destroys the records using the school's shredder.

f. Are physical facilities safe, clean and suitable for the purposes of the school?

Response: The office manager is the chairperson for the joint loss committee that meets once a quarter during one of the regular staff meetings. Each center director reports out if there are any safety issues that need to be addressed. If there is an immediate situation any employee can contact the chairperson about the issue and it will be promptly addressed and corrected.

The center directors and teachers of each site are responsible for cleaning and disinfecting their classrooms. On a daily basis they wipe down the keyboards and tables with disinfecting wipes, remove any trash and take it out to the dumpster, clean the bathrooms and vacuum. Each site is also professionally cleaned twice a year by a professional cleaning company. This takes place during the summer and the second professional cleaning takes place in February.

g. Is the school emotionally safe for children and adults, free from bullying?

Response: NCCA has a very strict policy against bullying of any kind for both students and adults. Any bullying situations amongst the students is addressed immediately and a police report is completed and submitted.

If any of the employees feel that they have bullied or harassed in any way they are required to speak with the superintendent immediately. If the superintendent is the accused party, the employee has the right to go to the board of trustees.

h. Does the school have a viable financial plan to support its program?

Response: NCCA has annual contracts with the 10 original districts that created this charter school back in 2004. Those contracts outline how many slots that they purchase from NCCA each year to serve their districts. Historically, on average, 45 of the current 60 available slots

<p>have been pre-purchased by the districts each year.</p>
<p>i. (For CSP Grant recipients only) If the school is receiving a CSP grant, please describe the continued operation of the school once the grant has expired.</p> <p>Response: N/A</p>
<p>j. Are there sufficient indications of continuing enrollment to sustain the school's program and meet its plans for growth?</p> <p>Response: NCCA has been steady with enrollments over the past 17 years as indicated in the i4See data reports. 2019-2020: 81 students 2018-2019 88 students 2017-2018 91 students 2016-2017 100 students 2015-2016 99 students</p> <p>This is not a surprise as all other supporting districts have experienced decrease in enrollments. These are solid numbers.</p>
<p>k. Does the school employ teachers who meet state requirements for experience and/or certification?</p> <p>Response: Yes. The state requires that 50% of the teachers of charter schools be certified, however NCCA requires that 100% of their teacher staff be certified.</p>
<p>l. Does the school demonstrate an ability to retain skilled and qualified staff?</p> <p>Response: Yes. Last year one of NCCA's teachers retired after 14 years of service and another is retiring at the end of this year after 13 years of service. The superintendent/principal has been with the school since its creation in 2004. The current office staff (office manager, registrar and data clerk) have been employed since 2016.</p>
<p>m. Do parents report satisfaction with the school in the areas of academic programming, school-family interactions, and accurate and timely communication?</p> <p>Response: Absolutely. Several parents write letters of support, speak at public relations engagements and at graduation.</p>
<p>n. Describe what the school intends to do to ensure it remains active in dissemination of successful and best practices?</p> <p>Response: Continue to be a strong advocate for at-risk youth and share what NCCA's mission and vision is all about. NCCA's success relies on the dissemination of this information and support of all our communities in which we serve. Community outreach plan is developed each summer.</p>
<p>o. Describe the School's communication processes.</p> <p>Response:</p> <ul style="list-style-type: none"> ● One Call system ● Daily phone calls to supporting districts ● Daily phone call to parents over concerns and kudos

- Weekly or daily Enrollment Reports to each district(Includes: Superintendents, Principals, Guidance, Special Education, I4See Coordinators and anyone else designed by sending school)
- Quarterly student success stories
- Daily log sheet
- Annual End of Year Reports-over 150 handed out
- Monthly meetings: Superintendents/Principal/State NHSAA Membership,

5. Current Status of the Board of Trustees Ed 318.16(a)

a. Have there been any changes in the membership of the Board of Trustees?

Response: Yes. Over the 16 year history of the school there have been some changes in the board membership due to several factors:

- Member's term ends (parents 1 year, others staggered terms 3)
- Retirement of primary job
- Death of Chairman during his term
- Member going to the NH School Board of Directors
- Members moving to different state

b. Have there been any changes in the Board of Trustees' methods of operation or amendments to the by-laws?

Response: Yes there have been minor changes and amendments to the original by-laws over the past 16 years.

Please see:

Part 3. AFFIRMATIVE EVIDENCE: Appendix 5, Question 5. Current Status of Board of trustees-By Laws:

The dates of changes to NCCA's Bylaws are as follows.

Adopted: October 21, 2004

Revised: January 25, 2007

Revised: June 19, 2008

Adopted: August 21, 2008

Revised: January 21, 2010

Revised: May 12, 2011

Revised June 11, 2015

Revised December 1, 2015

AND Please see: Part 3. AFFIRMATIVE EVIDENCE

Appendix 5

Question 4. Is school sustainable

- A. Board Members
- B. Systems & Policies-Policy of the Board of Trustees Book
- G. Emotional Safe/Bullying-Student Parent Handbook Cover/Table Contents
- NE Wealth Investment

c. Have there been any recusals made by Board of Trustees' members?

Response: There have not been any recusals that resulted in a board member leaving, just in certain votes when the member had some personal stake in the outcome of the vote.

- Example: Member's brother was up for a job at NCCA, so the member recused himself from that vote.

d. Describe the skills and responsibilities of the members of the Board of Trustees. Include the committees they serve on and the expectations for their participation in fundraising and community and school events.

Response: NCCA's Board of Trustees consists of 5 to 12 members. Membership:

- 2 Superintendents from sending districts
- 2 Community members
- 2 Direct Educators
- 2 Parents of current students

The responsibilities of the board are spelled out the by-laws and code of conduct attached earlier.

6. Student Data

a. What is the percentage of students who were either promoted to the next grade level or graduated from high school?

Response: 100%

b. What is the attendance rate of pupils enrolled at the school as reflected in the school's average daily membership?

Response: 91%

d. What is the number of incidents that occurred on the school grounds and that required the intervention of local, state or federal law enforcement?

Response: None

e. What is the number of incident reports prepared under RSA 126 U:7. Child restraints notice and record keeping requirements (see attached excerpt from NH Education Laws)

Response: None

f. What is the number of substantiated incidents of bullying or cyberbullying as identified in RSA 193-F:6?

Response: None

Part 4: Policy Development and Forms

Policy Development (*Check ☐ the policies that have been developed*):

Attached EHB	Records Retention pursuant to RSA 189:29-a
Attached JLF	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.
Attached JBAA	Sexual Harassment, as detailed in ED 303.02 (j) and (k).
Attached JICK	Pupil Safety and Violence Protection, pursuant to RSA 193-F
Attached JKAA	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U
Attached IMAH	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.
Attached JIA	Due Process, pursuant to RSA 194–B:8

Required Updated Forms (Please provide dates the following forms were last updated)

Dates	Forms ED 318.13(b)(6)
Attached	Certificate for Occupancy
10-30-19 Littleton 12-18-2019 Lancaster	Fire Inspection Certificate
10-30-2019 Littleton 12-18- 2019Lancaster	Building Safety Inspection
4/20/16 Littleton 10/31/17Lancaster	Health Inspection
Attached	Insurance Certificate
Attached	Financial Audit

Part 5 : SIGNATURES	
Please complete the following section:	
Name of Head of School	Lisa Lavoie, Superintendent
Signature of Head of School	
Date	
Name of Board Chair	Georgia Caron
Signature of Chairman of the Board	
Date	

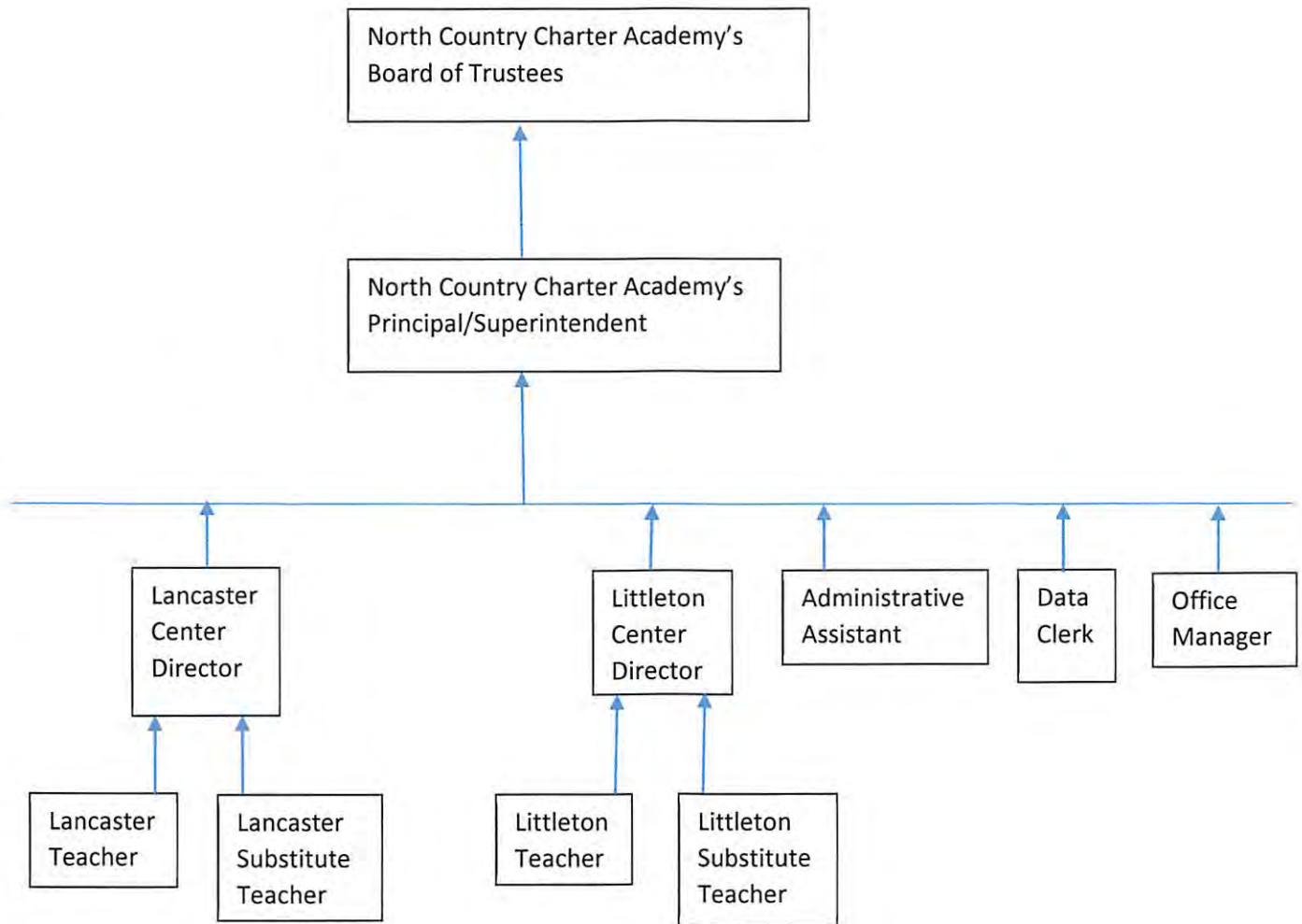
Submit to:

**New Hampshire Department of Education
 Attention: Commissioner Frank Edelblut
 101 Pleasant Street
 Concord, NH 03301-3494**

Frank.Edelblut@doe.nh.gov; and Jane.Waterhouse@doe.nh.gov

North Country Charter Academy

Organizational Structure



Revised 01/06/2021

NCCA and the NWEA

18-19

Accountability through Student Assessment

In order to fully understand students' academic needs when they enter NCCA, we test them in Math, Reading and Language as soon as they walk in the door. When they complete their credit requirements in Math and/or Reading and/or Language, we test them again and record their progress. The testing results provide our students with valuable information about their learning. The results also provide our teachers with information about the effectiveness of their instruction. We use research-based assessments developed by the NorthWest Evaluation Association (NWEA).

The North Country Charter Academy is an open-enrollment program which means that we accept students with a variety of needs who have not found success in the traditional classroom. Some may only need a few credits toward graduation in just one or two areas while others may require a whole range of credits. For example, we may accept a student who needs credits in Math, Language and Reading; so we would test that student in all three areas. On the other hand, a student may come to us needing just a few credits in one subject; so we would only test that student in that one subject. The testing at a student's entrance gives us a baseline so that we know where to begin with instruction as well as where the student needs to grow. The post-test then provides information about that student's growth.

We are very proud of our students' successes! These results reflect the hard work of our students as well as the explicit and effective instruction given by our teachers. In all three areas. Our students advanced from one to seven grade levels! We are very proud of the fact that in the post-test, many of our students performed at or ABOVE first year college level! For students with so many challenges, that is an amazing accomplishment!

NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS FOR EACH SUBJECT

Number of Grade Levels Increased	Math	Reading	Language
1 Grade Level	8	5	5
2 Grade Levels	3	3	6
3 Grade Levels	2		2
4 Grade Levels	1	2	1
5 Grade Levels	1		
6 Grade Levels		1	
7 Grade Levels	1	1	

of students who performed at College Level

13

15

9

Accountability through Student Assessment

19-20

In order to fully understand where our students are when they enter NCCA, we test them in Math, Reading and Language at the start of their time with us. When they complete their credit requirements in Math, Reading and/or Language, we test them again and record their progress. The testing results provide the students with valuable information about their learning, and the results provide teachers with information about the success they have had with their students. We use research-based assessments developed by the North West Evaluation Association (NWEA).

The North Country Charter Academy is an open enrollment program which means that we accept students with a variety of needs. Some may only need a few credits toward graduation in just one or two areas while others may need a whole range of credits. For example, we may accept a student who needs credits in Math, Language and Reading; so we would test that student in all three areas. On the other hand, a student may come to us needing just a few credits in one subject; so we would only test that student in the one area of that student's study.. The testing at a student's entrance gives us a baseline so that we know where to begin with instruction as well as where the student needs to grow. The post test will then provide information about that student's growth in learning while informing teachers of the effectiveness of their instruction.

We are very proud of the growth shown by our students! These results reflect the hard work of our students as well as the explicit and effective instruction given by our teachers. In all three areas--Math, Reading and Language--students advanced from one to five grade levels. **Over half of those tested achieved college level scores in one or more areas!** That means that they were working at a college level in Math, Reading and/or Language by the time they left North Country Charter Academy! For students with so many challenges, that is an amazing accomplishment!

The data below provides specific results for the 27 students who received both pre- and post-testing.

NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS
FOR EACH SUBJECT

Number of Grade Levels increased	MATH	READING	LANGUAGE
1 Grade Level	9	3	3
2 Grade Levels	1	5	7
3 Grade Levels	1	3	2
4 Grade Levels	1	2	2
5 Grade Levels	1	2	0
# of students who performed at college level	19	21	14

Snapshot of Individual Student Progress

We examined several pieces of evidence to illustrate student progress of three students who have attended North Country Charter Academy for two to three years. Key indicators of student success are their attendance rates and accumulation of credits. When a student is present and participating, the likelihood of success is higher. Secondly, students at NCCA are required to pass their mastery test for each competency of a course at 85% or higher in order to receive credit for that course. We also used student ASVAB scores as this is one indicator of College and Career Readiness (CCR) as determined by the State of NH DOE.

Student #1

Attendance: Student #1 entered NCCA in the second semester of his ninth grade year. After missing 28 days of school in the first semester at his district school for an attendance rate of 69.5% in his district school, he entered North Country Charter Academy. While attending NCCA for the second semester of his ninth grade year, his attendance rate increased to 96% for the following semester. Two years later, Student #1 has maintained a high rate of attendance and so far has managed to attend classes for 98% of the days in session.

Course Credit: Student #1 entered NCCA after only earning half of a credit at his district school for the first semester of his ninth grade year. However, in the following semester of the same year, he earned three credits while attending NCCA. He is on target for graduation this year.

ASVAB (CCR): When Student #1 originally took the ASVAB, he scored way below the required number for this assessment to count toward earning a CCR. However, by his junior year at NCCA, he scored way above the required score, earning the ASVAB as a CCR.

Student #2

Attendance: While Student #2 had satisfactory attendance at his district school, he arrived tardy for 10% of semester one at his district school. He entered NCCA in the second semester and attained 100% attendance with no tardies.

Course Credit: For semester one at his district school, Student #2 earned no credits at all. However, by the end of the year at NCCA, he had accumulated 5.25 credits.

ASVAB (CCR): Student #2 entered NCCA in the second semester of his sophomore year and had not previously taken the ASVAB. When this assessment was administered to him at NCCA, he scored very high, earning his CCR for the ASVAB.

Student #3

Attendance: Student #3 entered NCCA in December of his eighth grade year. After missing 35 days of school in the first semester at his district school for an attendance rate of 53% in his district school, he entered North Country Charter Academy. His attendance rate shot up to 91% for his second semester of the same year while attending NCCA.

Course Credit: When Student #3 entered NCCA, he was still working on passing his eighth grade year. He had received no credit for that year's classes. Within a very short time at NCCA, he was able to pass his competencies and to be promoted to ninth grade by March of his first year at NCCA.

ASVAB (CCR): Student #3 easily passed the ASVAB, earning his CCR on his first attempt..

2020-21 High School Budget North Country Charter Academy

Program Name: North Country Charter Academy

APPROVED March 19, 2020

3% Salary Increase Estimated NTE #s Part-Time Teacher		TOTAL EXPENSES	Year 17	Year 16	Differences
		TOTAL REVENUES (See Att'd)	\$688,281.59	\$689,227.79	-\$946.20
		Districts Cost/Revenue	\$673,720.55	\$702,680.72	-\$28,960.17
			-14,561.04	\$13,452.93	-\$28,013.97
			Per student cost		
Dist. Tuition per pupil (39 Students)			\$17,648.25	\$15,943.81	
Category	Line Item	EXPENSES	Year 17	Year 16	
1100	Instructional Services				
1100	110	Teaching Salaries	\$138,878.85	\$140,013.65	-\$1,134.80
1100	211	Health Insurance	\$68,656.93	\$77,340.24	-\$8,683.31
1100	212	Dental Insurance	\$1,800.00	\$1,800.00	\$0.00
1100	220	FICA	\$24,391.48	\$24,077.31	\$314.17
1100	260	Worker's Comp.	\$1,406.75	\$739.89	\$666.86
1100	230	NH Unemployment	\$637.69	\$2,203.15	-\$1,565.46
1100	250	NH Retirement	\$35,920.40	\$37,062.03	-\$1,141.63
1100	321	Tech support	\$8,800.00	\$8,800.00	\$0.00
1100	323	Nurse	\$150.00	\$150.00	\$0.00
1100	600	Supplies	\$7,000.00	\$7,000.00	\$0.00
		Subtotal	\$287,642.10	\$299,186.27	-\$11,544.17
2300	General Administrative Support Services				
2300	110	Administrative Salaries	\$179,964.05	\$174,722.38	\$5,241.67
2300	583	Legal Fees	\$1,000.00	\$1,000.00	\$0.00
2300	522	Board/School Liability Insurance	\$5,574.00	\$5,281.00	\$293.00
2300	531	Telephone	\$4,349.69	\$4,223.00	\$126.69
2300	534	Postage	\$1,500.00	\$1,500.00	\$0.00
2300	290	Professional Development	\$7,000.00	\$7,000.00	\$0.00
2300	540	Website (Notchnet)	\$1,500.00	\$1,500.00	\$0.00
2300	540	Advertising	\$1,200.00	\$1,200.00	\$0.00
2300	390	Audit 501c3	\$6,800.00	\$6,800.00	\$0.00
2300	550	Printing	\$2,000.00	\$2,000.00	\$0.00
2300	580	Travel	\$8,000.00	\$8,000.00	\$0.00
2300	741	Equipment	\$2,000.00	\$2,000.00	\$0.00
2300	320	Connectivity	\$2,227.89	\$2,163.00	\$64.89
2300	741	Curriculum	\$1,000.00	\$1,000.00	\$0.00
2300	810	Dues and Fees	\$3,500.00	\$3,500.00	\$0.00
2300	114	Data Management Info System	\$2,500.00	\$2,500.00	\$0.00
		Subtotal	\$230,115.63	\$224,389.38	\$5,726.25
2600	441	Facility Lease Agreement	\$51,954.83	\$50,907.91	\$1,046.92
2600	430	Repairs, Maintenance & Security	\$2,250.00	\$2,250.00	\$0.00
2700	510	Student Transportation	\$116,319.04	\$112,494.24	\$3,824.80
		Subtotal	\$170,523.87	\$165,652.15	\$4,871.72
		TOTAL ANTICIPATED EXPENDITURE	\$688,281.59	\$689,227.79	-\$946.20

2021-22 High School Budget North Country Charter Academy

Program Name: North Country Charter Academy

DRAFT March 31, 2020

3% Salary Increase Estimated NTE #s Part-Time Teacher		TOTAL EXPENSES	Year 18	Year 17	Differences
		TOTAL REVENUES (See Att'd)	\$703,826.37	\$688,281.59	\$15,544.77
		Districts Cost/Revenue	\$704,157.60	\$673,720.55	\$30,437.05
			\$331.23	-\$14,561.04	\$14,892.28
		Per student cost			
		Dist. Tuition per pupil (40 Students)	\$17,595.66	\$17,648.25	
Category	Line Item	EXPENSES	Year 18	Year 17	
1100	Instructional Services				
1100	110	Teaching Salaries	\$145,092.42	\$138,878.85	\$6,213.57
1100	211	Health Insurance	\$70,030.00	\$68,656.93	\$1,373.07
1100	212	Dental Insurance	\$1,800.00	\$1,800.00	\$0.00
1100	220	FICA	\$25,279.84	\$24,391.48	\$888.36
1100	260	Worker's Comp.	\$1,434.89	\$1,406.75	\$28.13
1100	230	NH Unemployment	\$660.91	\$637.69	\$23.22
1100	250	NH Retirement	\$37,372.03	\$35,920.40	\$1,451.63
1100	321	Tech support	\$8,800.00	\$8,800.00	\$0.00
1100	323	Nurse	\$150.00	\$150.00	\$0.00
1100	600	Supplies	\$7,000.00	\$7,000.00	\$0.00
		Subtotal	\$297,620.08	\$287,642.10	\$9,977.98
2300	General Administrative Support Services				
2300	110	Administrative Salaries	\$185,362.97	\$179,964.05	\$5,398.92
2300	583	Legal Fees	\$1,000.00	\$1,000.00	\$0.00
2300	522	Board/School Liability Insurance	\$5,685.48	\$5,574.00	\$111.48
2300	531	Telephone	\$4,436.68	\$4,349.69	\$86.99
2300	534	Postage	\$1,500.00	\$1,500.00	\$0.00
2300	290	Professional Development	\$7,000.00	\$7,000.00	\$0.00
2300	540	Website (Notchnet)	\$1,500.00	\$1,500.00	\$0.00
2300	540	Advertising	\$1,200.00	\$1,200.00	\$0.00
2300	390	Audit 501c3	\$6,800.00	\$6,800.00	\$0.00
2300	550	Printing	\$2,000.00	\$2,000.00	\$0.00
2300	580	Travel	\$8,000.00	\$8,000.00	\$0.00
2300	741	Equipment	\$2,000.00	\$2,000.00	\$0.00
2300	320	Connectivity	\$2,272.45	\$2,227.89	\$44.56
2300	741	Curriculum	\$1,000.00	\$1,000.00	\$0.00
2300	810	Dues and Fees	\$3,500.00	\$3,500.00	\$0.00
2300	114	Data Management Info System	\$2,500.00	\$2,500.00	\$0.00
		Subtotal	\$235,757.58	\$230,115.63	\$5,641.95
2600	441	Facility Lease Agreement	\$47,924.82	\$51,954.83	-\$4,030.01
2600	430	Repairs, Maintenance & Security	\$2,250.00	\$2,250.00	\$0.00
2700	510	Student Transportation	\$120,273.89	\$116,319.04	\$3,954.85
		Subtotal	\$170,448.71	\$170,523.87	-\$75.16
		TOTAL ANTICIPATED EXPENDITURE	\$703,826.37	\$688,281.59	\$15,544.77

2022-23 High School Budget North Country Charter Academy

Program Name: North Country Charter Academy

3% Salary Increase Estimated NTE #s Part-Time Teacher		TOTAL EXPENSES	Year 19	Year 18	Differences
		TOTAL REVENUES (See Att'd)	\$722,041.97	\$703,826.37	\$18,215.60
		Districts Cost/Revenue	\$729,696.17	\$704,157.60	\$25,538.57
			\$7,654.20	\$331.23	\$7,322.97
			Per student cost		
Dist. Tuition per pupil (41 Students)			\$17,610.78	\$17,595.66	
Category	Line Item	EXPENSES	Year 19	Year 18	
1100	Instructional Services				
1100	110	Teaching Salaries	\$149,391.19	\$145,092.42	\$4,298.77
1100	211	Health Insurance	\$71,430.40	\$70,030.00	\$1,400.40
1100	212	Dental Insurance	\$1,800.00	\$1,800.00	\$0.00
1100	220	FICA	\$26,034.10	\$25,279.84	\$754.26
1100	260	Worker's Comp.	\$1,463.58	\$1,434.89	\$28.70
1100	230	NH Unemployment	\$680.63	\$660.91	\$19.72
1100	250	NH Retirement	\$38,493.19	\$37,372.03	\$1,121.16
1100	321	Tech support	\$8,800.00	\$8,800.00	\$0.00
1100	323	Nurse	\$150.00	\$150.00	\$0.00
1100	600	Supplies	\$7,000.00	\$7,000.00	\$0.00
		Subtotal	\$305,243.09	\$297,620.08	\$7,623.01
2300	General Administrative Support Services				
2300	110	Administrative Salaries	\$190,923.86	\$185,362.97	\$5,560.89
2300	583	Legal Fees	\$1,000.00	\$1,000.00	\$0.00
2300	522	Board/School Liability Insurance	\$5,799.19	\$5,685.48	\$113.71
2300	531	Telephone	\$4,525.42	\$4,436.68	\$88.73
2300	534	Postage	\$1,500.00	\$1,500.00	\$0.00
2300	290	Professional Development	\$7,000.00	\$7,000.00	\$0.00
2300	540	Website (Notchnet)	\$1,500.00	\$1,500.00	\$0.00
2300	540	Advertising	\$1,200.00	\$1,200.00	\$0.00
2300	390	Audit 501c3	\$6,800.00	\$6,800.00	\$0.00
2300	550	Printing	\$2,000.00	\$2,000.00	\$0.00
2300	580	Travel	\$8,000.00	\$8,000.00	\$0.00
2300	741	Equipment	\$2,000.00	\$2,000.00	\$0.00
2300	320	Connectivity	\$2,317.90	\$2,272.45	\$45.45
2300	741	Curriculum	\$1,000.00	\$1,000.00	\$0.00
2300	810	Dues and Fees	\$3,500.00	\$3,500.00	\$0.00
2300	114	Data Management Info System	\$2,500.00	\$2,500.00	\$0.00
		Subtotal	\$241,566.36	\$235,757.58	\$5,808.78
2600	441	Facility Lease Agreement	\$48,619.32	\$47,924.82	\$694.50
2600	430	Repairs, Maintenance & Security	\$2,250.00	\$2,250.00	\$0.00
2700	510	Student Transportation	\$124,363.20	\$120,273.89	\$4,089.31
		Subtotal	\$175,232.52	\$170,448.71	\$4,783.81
		TOTAL ANTICIPATED EXPENDITURE	\$722,041.97	\$703,826.37	\$18,215.60

2023-24 High School Budget North Country Charter Academy

Program Name: North Country Charter Academy

3% Salary Increase Estimated NTE #s Part-Time Teacher		TOTAL EXPENSES	Year 20	Year 19	Differences
		TOTAL REVENUES (See Att'd)	\$740,797.02	\$722,041.97	\$18,755.05
		Districts Cost/Revenue	\$743,019.43	\$729,696.17	\$13,323.26
			\$2,222.41	\$7,654.20	-\$5,431.79
			Per student cost		
Dist. Tuition per pupil (41 Students)			\$18,068.22	\$17,610.78	
Category	Line Item	EXPENSES	Year 20	Year 19	
1100	Instructional Services				
1100	110	Teaching Salaries	\$153,818.92	\$149,391.19	\$4,427.73
1100	211	Health Insurance	\$72,859.14	\$71,430.40	\$1,428.74
1100	212	Dental Insurance	\$1,800.00	\$1,800.00	\$0.00
1100	220	FICA	\$26,810.99	\$26,034.10	\$776.89
1100	260	Worker's Comp.	\$1,492.85	\$1,463.58	\$29.27
1100	230	NH Unemployment	\$700.94	\$680.63	\$20.31
1100	250	NH Retirement	\$39,647.98	\$38,493.19	\$1,154.79
1100	321	Tech support	\$8,800.00	\$8,800.00	\$0.00
1100	323	Nurse	\$150.00	\$150.00	\$0.00
1100	600	Supplies	\$7,000.00	\$7,000.00	\$0.00
		Subtotal	\$313,080.83	\$305,243.09	\$7,837.74
2300	General Administrative Support Services				
2300	110	Administrative Salaries	\$196,651.59	\$190,923.86	\$5,727.73
2300	583	Legal Fees	\$1,000.00	\$1,000.00	\$0.00
2300	522	Board/School Liability Insurance	\$5,915.17	\$5,799.19	\$115.98
2300	531	Telephone	\$4,615.93	\$4,525.42	\$90.51
2300	534	Postage	\$1,500.00	\$1,500.00	\$0.00
2300	290	Professional Development	\$7,000.00	\$7,000.00	\$0.00
2300	540	Website (Notchnet)	\$1,500.00	\$1,500.00	\$0.00
2300	540	Advertising	\$1,200.00	\$1,200.00	\$0.00
2300	390	Audit 501c3	\$6,800.00	\$6,800.00	\$0.00
2300	550	Printing	\$2,000.00	\$2,000.00	\$0.00
2300	580	Travel	\$8,000.00	\$8,000.00	\$0.00
2300	741	Equipment	\$2,000.00	\$2,000.00	\$0.00
2300	320	Connectivity	\$2,364.26	\$2,317.90	\$46.36
2300	741	Curriculum	\$1,000.00	\$1,000.00	\$0.00
2300	810	Dues and Fees	\$3,500.00	\$3,500.00	\$0.00
2300	114	Data Management Info System	\$2,500.00	\$2,500.00	\$0.00
		Subtotal	\$247,546.95	\$241,566.37	\$5,980.58
2600	441	Facility Lease Agreement	\$49,327.69	\$48,619.32	\$708.37
2600	430	Repairs, Maintenance & Security	\$2,250.00	\$2,250.00	\$0.00
2700	510	Student Transportation	\$128,591.55	\$124,363.20	\$4,228.35
		Subtotal	\$180,169.24	\$175,232.52	\$4,936.72
TOTAL ANTICIPATED EXPENDIT			\$740,797.02	\$722,041.98	\$18,755.04

2024-25 High School Budget North Country Charter Academy

Program Name: North Country Charter Academy

3% Salary Increase Estimated NTE #s Part-Time Teacher		TOTAL EXPENSES	Year 21 \$760,107.00	Year 20 \$740,797.02	Differences \$19,309.99
		TOTAL REVENUES (See Att'd)	\$769,855.44	\$743,019.43	\$26,836.01
		Districts Cost/Revenue	\$9,748.44	\$2,222.41	\$7,526.02
		Dist. Tuition per pupil (42 Students)	Per student cost \$18,097.79	\$18,068.22	
Category	Line Item	EXPENSES	Year 21	Year 20	
1100	Instructional Services				
1100	110	Teaching Salaries	\$158,379.49	\$153,818.92	\$4,560.57
1100	211	Health Insurance	\$74,315.98	\$72,859.14	\$1,456.84
1100	212	Dental Insurance	\$1,800.00	\$1,800.00	\$0.00
1100	220	FICA	\$27,611.19	\$26,810.99	\$800.20
1100	260	Worker's Comp.	\$1,522.71	\$1,492.85	\$29.86
1100	230	NH Unemployment	\$721.86	\$700.94	\$20.92
1100	250	NH Retirement	\$40,837.42	\$39,647.98	\$1,189.44
1100	321	Tech support	\$8,800.00	\$8,800.00	\$0.00
1100	323	Nurse	\$150.00	\$150.00	\$0.00
1100	600	Supplies	\$7,000.00	\$7,000.00	\$0.00
		Subtotal	\$321,138.66	\$313,080.83	\$8,057.83
2300	General Administrative Support Services				
2300	110	Administrative Salaries	\$202,551.12	\$196,651.59	\$5,899.53
2300	583	Legal Fees	\$1,000.00	\$1,000.00	\$0.00
2300	522	Board/School Liability Insurance	\$6,033.47	\$5,915.17	\$118.30
2300	531	Telephone	\$4,708.25	\$4,615.93	\$92.32
2300	534	Postage	\$1,500.00	\$1,500.00	\$0.00
2300	290	Professional Development	\$7,000.00	\$7,000.00	\$0.00
2300	540	Website (Notch.net)	\$1,500.00	\$1,500.00	\$0.00
2300	540	Advertising	\$1,200.00	\$1,200.00	\$0.00
2300	390	Audit 501c3	\$6,800.00	\$6,800.00	\$0.00
2300	550	Printing	\$2,000.00	\$2,000.00	\$0.00
2300	580	Travel	\$8,000.00	\$8,000.00	\$0.00
2300	741	Equipment	\$2,000.00	\$2,000.00	\$0.00
2300	320	Connectivity	\$2,411.54	\$2,364.26	\$47.29
2300	741	Curriculum	\$1,000.00	\$1,000.00	\$0.00
2300	810	Dues and Fees	\$3,500.00	\$3,500.00	\$0.00
2300	114	Data Management Info System	\$2,500.00	\$2,500.00	\$0.00
		Subtotal	\$253,704.38	\$247,546.95	\$6,157.43
2600	441	Facility Lease Agreement	\$50,050.29	\$49,327.69	\$722.61
2600	430	Repairs, Maintenance & Security	\$2,250.00	\$2,250.00	\$0.00
2700	510	Student Transportation	\$132,963.67	\$128,591.55	\$4,372.12
		Subtotal	\$185,263.96	\$180,169.24	\$5,094.73
		TOTAL ANTICIPATED EXPENDITURE	\$760,107.00	\$740,797.02	\$19,309.99

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending March 31, 2020

Balance Sheet

<u>Current Assets</u>	Cash	681,985
	Investments	46,317
	Receivables	29,817
	Prepaid Expenses	
	Other Current Assets	26,680
	Total Current Assets	784,798
<u>Current Liabilities</u>	Payables	84
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	10,859
	Total Current Liabilities	10,943
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	685,859
	Total Fund Equity	773,856
	Total Liabilities & Fund Equity	784,798

Statement of Equity

Beginning of Quarter Balance	771,860
Plus Revenues Received	144,657
Less Expenditures	219,205
End of Quarter Balance	697,312

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084	105,644	101,332	291,060
LEA Tuition	245,795		260,195	21,600		281,795
Other	165,983		11,944	56,892	43,325	112,160
Total Revenues	702,681	0	356,223	184,136	144,657	685,015

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399	100,361	103,888	260,648
Health Insurance	77,340		20,141	22,403	16,267	58,811
Other Benefits	39,602		1,707	11,033	10,278	23,018
Tax Liabilities	26,280		4,700	8,248	7,799	20,747
Utilities	6,386		895	1,330	1,704	3,928
Rent	53,158		12,395	13,039	12,039	37,472
Supplies	7,000		1,193	554	3,594	5,341
Other	164,725		17,307	42,444	63,636	123,386
Total Expenditures	689,228	0	114,736	199,410	219,205	533,350

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Date

Signature

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending December 31, 2019

Balance Sheet

<u>Current Assets</u>	Cash	749,566
	Investments	54,600
	Receivables	42,132
	Prepaid Expenses	
	Other Current Assets	26,680
	Total Current Assets	872,978
<u>Current Liabilities</u>	Payables	5,990
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	5,822
	Total Current Liabilities	11,811
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	773,171
	Total Fund Equity	861,167
	Total Liabilities & Fund Equity	872,978

Statement of Equity

Beginning of Quarter Balance	787,135
Plus Revenues Received	184,136
Less Expenditures	199,410
End of Quarter Balance	771,860

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084	105,644		189,728
LEA Tuition	245,795		260,195	21,600		281,795
Other	165,983		11,944	56,892		68,835
Total Revenues	702,681	0	356,223	184,136	0	540,358

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399	100,361		156,760
Health Insurance	77,340		20,141	22,403		42,543
Other Benefits	39,602		1,707	11,033		12,740
Tax Liabilities	26,280		4,700	8,248		12,948
Utilities	6,386		895	1,330		2,224
Rent	53,158		12,395	13,039		25,433
Supplies	7,000		1,193	554		1,747
Other	164,725		17,307	42,444		59,750
Total Expenditures	689,228	0	114,736	199,410	0	314,146

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Date

Signature

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending, September 30, 2019

Balance Sheet

<u>Current Assets</u>	Cash	544,430
	Investments	52,191
	Receivables	266,327
	Prepaid Expenses	26,680
	Other Current Assets	
	<u>Total Current Assets</u>	<u>889,629</u>
<u>Current Liabilities</u>	Payables	6,506
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	7,992
	<u>Total Current Liabilities</u>	<u>14,498</u>
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	787,135
	<u>Total Fund Equity</u>	<u>875,131</u>
	<u>Total Liabilities & Fund Equity</u>	<u>889,629</u>

Statement of Equity

Beginning of Quarter Balance	545,648
Plus Revenues Received	356,223
Less Expenditures	114,736
End of Quarter Balance	<u>787,135</u>

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084			84,084
LEA Tuition	245,795		260,195			260,195
Other	165,983		11,944			11,944
Total Revenues	<u>702,681</u>	<u>0</u>	<u>356,223</u>	<u>0</u>	<u>0</u>	<u>356,223</u>

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399			56,399
Health Insurance	77,340		20,141			20,141
Other Benefits	39,602		1,707			1,707
Tax Liabilities	26,280		4,700			4,700
Utilities	6,386		895			895
Rent	53,158		12,395			12,395
Supplies	7,000		1,193			1,193
Other	164,725		17,307			17,307
Total Expenditures	<u>689,228</u>	<u>0</u>	<u>114,736</u>	<u>0</u>	<u>0</u>	<u>114,736</u>

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent

Lisa Lavoie

Name

Date

Signature

8:09 AM

04/20/20

Accrual Basis

North Country Charter Academy

Balance Sheet

As of April 20, 2020

	Apr 20, 20
ASSETS	
Current Assets	
Checking/Savings	
105 PSB Checking Account	20,981.25
106 Insured Cash Sweep General	501,358.43
107 Insured Cash Sweep Cap. Res	89,074.35
108 Money Market Account	34,046.28
109 Scholarship/student asst	7,862.56
110 Investment	46,316.57
Total Checking/Savings	699,639.44
Accounts Receivable	
153 Accounts Receivable	29,817.04
Total Accounts Receivable	29,817.04
Other Current Assets	
140 Intergovernmental Rec	32,176.23
180 Prepaid Expenses	11,800.00
155 - Grants receivable	(17,296.11)
Total Other Current Assets	26,680.12
Total Current Assets	756,136.60
Fixed Assets	
240 Equipment and Furnishings	89,733.00
299 Accumulated Depreciation	(65,999.00)
710 Net Invest. in cap. assets	(23,734.00)
Total Fixed Assets	0.00
TOTAL ASSETS	756,136.60
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
421 Accounts Payable	(132.82)
Total Accounts Payable	(132.82)
Other Current Liabilities	
483 Deferred Rev. NH Tuition	5,252.62
485 Deferred Rev-Unspent Grants	4,574.10
496 Summit Future Liabilities	1,032.00
24000 - Payroll Liabilities	4,334.12
Total Other Current Liabilities	15,192.84
Total Current Liabilities	15,060.02
Total Liabilities	15,060.02
Equity	
760 Assigned to Capital Reserve	79,634.20
32000 - Unrestricted Net Assets	545,647.67
750 - FB Restricted for Scholarship	8,362.06
Net Income	107,432.65
Total Equity	741,076.58
TOTAL LIABILITIES & EQUITY	756,136.60



Renewal – Additional Questions

Quarterly Fiscal Reports:

2019-2020

2018-2019

2017-2018

2016-2017

2019-2020

North Country Charter Academy
Combined Statement of All Funds
 Report for the Quarter Ending, September 30, 2019

Balance Sheet

<u>Current Assets</u>	Cash	544,430
	Investments	52,191
	Receivables	266,327
	Prepaid Expenses	26,680
	Other Current Assets	
	Total Current Assets	889,629
<u>Current Liabilities</u>	Payables	6,506
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	7,992
	Total Current Liabilities	14,498
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	787,135
	Total Fund Equity	875,131
	Total Liabilities & Fund Equity	889,629

Statement of Equity

Beginning of Quarter Balance	545,648
Plus Revenues Received	356,223
Less Expenditures	114,736
End of Quarter Balance	787,135

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084			84,084
LEA Tuition	245,795		260,195			260,195
Other	165,983		11,944			11,944
Total Revenues	702,681	0	356,223	0	0	356,223

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399			56,399
Health Insurance	77,340		20,141			20,141
Other Benefits	39,602		1,707			1,707
Tax Liabilities	26,280		4,700			4,700
Utilities	6,386		895			895
Rent	53,158		12,395			12,395
Supplies	7,000		1,193			1,193
Other	164,725		17,307			17,307
Total Expenditures	689,228	0	114,736	0	0	114,736

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent

Lisa Lavoie

Name

Date

Signature

2019-2020

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending December 31, 2019

Balance Sheet

<u>Current Assets</u>	Cash	749,566
	Investments	54,600
	Receivables	42,132
	Prepaid Expenses	
	Other Current Assets	26,680
	<u>Total Current Assets</u>	<u>872,978</u>
<u>Current Liabilities</u>	Payables	5,990
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	5,822
	<u>Total Current Liabilities</u>	<u>11,811</u>
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	773,171
	<u>Total Fund Equity</u>	<u>861,167</u>
	<u>Total Liabilities & Fund Equity</u>	<u>872,978</u>

Statement of Equity

Beginning of Quarter Balance	787,135
Plus Revenues Received	184,136
Less Expenditures	199,410
End of Quarter Balance	<u>771,860</u>

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084	105,644		189,728
LEA Tuition	245,795		260,195	21,600		281,795
Other	165,983		11,944	56,892		68,835
Total Revenues	<u>702,681</u>	<u>0</u>	<u>356,223</u>	<u>184,136</u>	<u>0</u>	<u>540,358</u>

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399	100,361		156,760
Health Insurance	77,340		20,141	22,403		42,543
Other Benefits	39,602		1,707	11,033		12,740
Tax Liabilities	26,280		4,700	8,248		12,948
Utilities	6,386		895	1,330		2,224
Rent	53,158		12,395	13,039		25,433
Supplies	7,000		1,193	554		1,747
Other	164,725		17,307	42,444		59,750
Total Expenditures	<u>689,228</u>	<u>0</u>	<u>114,736</u>	<u>199,410</u>	<u>0</u>	<u>314,146</u>

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Date

Signature

2019-2020

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending March 31, 2020

Balance Sheet

<u>Current Assets</u>	Cash	681,985
	Investments	46,317
	Receivables	29,817
	Prepaid Expenses	
	Other Current Assets	26,680
	Total Current Assets	784,798
<u>Current Liabilities</u>	Payables	84
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	10,859
	Total Current Liabilities	10,943
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	87,996
	Unreserved Fund Balance	685,859
	Total Fund Equity	773,856
	Total Liabilities & Fund Equity	784,798

Statement of Equity

Beginning of Quarter Balance	771,860
Plus Revenues Received	144,657
Less Expenditures	219,205
End of Quarter Balance	697,312

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	290,903		84,084	105,644	101,332	291,060
LEA Tuition	245,795		260,195	21,600		281,795
Other	165,983		11,944	56,892	43,325	112,160
Total Revenues	702,681	0	356,223	184,136	144,657	685,015

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	314,736		56,399	100,361	103,888	260,648
Health Insurance	77,340		20,141	22,403	16,267	58,811
Other Benefits	39,602		1,707	11,033	10,278	23,018
Tax Liabilities	26,280		4,700	8,248	7,799	20,747
Utilities	6,386		895	1,330	1,704	3,928
Rent	53,158		12,395	13,039	12,039	37,472
Supplies	7,000		1,193	554	3,594	5,341
Other	164,725		17,307	42,444	63,636	123,386
Total Expenditures	689,228	0	114,736	199,410	219,205	533,350

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Date

Signature

2018-2019

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending March 31, 2019

Balance Sheet

<u>Current Assets</u>	Cash	751,832
	Investments	49,669
	Receivables	13,521
	Prepaid Expenses	
	Other Current Assets	
	Total Current Assets	815,022
<u>Current Liabilities</u>	Payables	2,195
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	4,314
	Total Current Liabilities	6,509
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	77,000
	Unreserved Fund Balance	731,513
	Total Fund Equity	808,513
	Total Liabilities & Fund Equity	815,022

Statement of Equity

Beginning of Quarter Balance	768,873
Plus Revenues Received	123,810
Less Expenditures	163,690
End of Quarter Balance	728,993

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	284,842		76,104	82,446	84,560	243,110
LEA Tuition	258,678		280,307	8,144	10,299	298,750
Other	136,505		31,485	84,270	28,951	144,706
Total Revenues	680,025	0	387,896	174,860	123,810	686,566

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	303,532		56,322	103,634	76,615	236,571
Health Insurance	85,602		20,677	21,356	15,808	57,840
Other Benefits	43,492		7,612	15,290	10,516	33,418
Tax Liabilities	25,345		4,379	8,453	6,129	18,962
Utilities	6,200		1,129	1,315	1,453	3,898
Rent	50,872		15,937	12,516	11,953	40,406
Supplies	7,000		2,729	2,223	1,640	6,592
Other	147,598		22,833	41,276	39,576	103,684
Total Expenditures	669,640	0	131,618	206,063	163,690	501,370

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2018-2019

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending December 31, 2018

Balance Sheet

<u>Current Assets</u>	Cash	799,323
	Investments	46,452
	Receivables	16,486
	Prepaid Expenses	
	Other Current Assets	
	Total Current Assets	862,261
<u>Current Liabilities</u>	Payables	5,813
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	8,055
	Total Current Liabilities	13,868
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	77,000
	Unreserved Fund Balance	771,393
	Total Fund Equity	848,393
	Total Liabilities & Fund Equity	862,261

Statement of Equity

Beginning of Quarter Balance	800,075
Plus Revenues Received	174,860
Less Expenditures	206,063
End of Quarter Balance	768,873

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	284,842		76,104	82,446		158,550
LEA Tuition	258,678		280,307	8,144		288,450
Other	136,505		31,485	84,270		115,755
Total Revenues	680,025	0	387,896	174,860	0	562,756

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	303,532		56,322	103,634		159,956
Health Insurance	85,602		20,677	21,356		42,033
Other Benefits	43,492		7,612	15,290		22,902
Tax Liabilities	25,345		4,379	8,453		12,832
Utilities	6,200		1,129	1,315		2,444
Rent	50,872		15,937	12,516		28,453
Supplies	7,000		2,729	2,223		4,952
Other	147,598		22,833	41,276		64,108
Total Expenditures	669,640	0	131,618	206,063	0	337,680

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2018-2019

North Country Charter Academy
Combined Statement of All Funds
 Report for the Quarter Ending, September 30, 2018

Balance Sheet

<u>Current Assets</u>	Cash	699,941
	Investments	50,032
	Receivables	110,931
	Prepaid Expenses	(8,186)
	Other Current Assets	34,066
	Total Current Assets	886,784
<u>Current Liabilities</u>	Payables	1,881
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	7,827
	Total Current Liabilities	9,709
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	77,000
	Unreserved Fund Balance	800,075
	Total Fund Equity	877,075
	Total Liabilities & Fund Equity	886,784

Statement of Equity

Beginning of Quarter Balance	543,797
Plus Revenues Received	387,896
Less Expenditures	131,618
End of Quarter Balance	800,075

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	284,842		76,104			76,104
LEA Tuition	258,678		280,307			280,307
Other	136,505		31,485			31,485
Total Revenues	680,025	0	387,896	0	0	387,896

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	303,532		56,322			56,322
Health Insurance	85,602		20,677			20,677
Other Benefits	43,492		7,612			7,612
Tax Liabilities	25,345		4,379			4,379
Utilities	6,200		1,129			1,129
Rent	50,872		15,937			15,937
Supplies	7,000		2,729			2,729
Other	147,598		22,833			22,833
Total Expenditures	669,640	0	131,618	0	0	131,618

Prepared by: Kathy Meddings

Name _____ Date _____ Signature _____

Phone: 444-1535

Superintendent: Lisa Lavioe

Name _____ Date _____ Signature 

2017-2018

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending March 31, 2018

Balance Sheet

<u>Current Assets</u>	Cash	760,304
	Investments	
	Receivables	2,853
	Prepaid Expenses	
	Other Current Assets	
	Total Current Assets	763,156
<u>Current Liabilities</u>	Payables	1,045
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	759
	Total Current Liabilities	1,803
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	65,792
	Unreserved Fund Balance	695,561
	Total Fund Equity	761,353
	Total Liabilities & Fund Equity	763,156

Statement of Equity

Beginning of Quarter Balance	734,530
Plus Revenues Received	128,962
Less Expenditures	120,704
End of Quarter Balance	742,789

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	243,439		78,926	89,311	85,157	253,394
LEA Tuition	268,155		268,155	0		268,155
Other	122,134		65,015	60,096	43,805	168,915
Total Revenues	633,728	0	412,096	149,407	128,962	690,464

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	295,291		59,480	85,201	73,161	217,842
Health Insurance	85,578		24,352	24,525	18,264	67,141
Other Benefits	38,981		13,173	21,304	17,131	51,608
Tax Liabilities	24,657		5,043	542	0	5,585
Utilities	5,600		1,240	1,201		2,441
Rent	53,800		16,278	11,719	12,148	40,145
Supplies	7,000		2,609	1,834		4,444
Other	141,613		19,314	48,799		68,113
Total Expenditures	652,521	0	141,489	195,126	120,704	457,318

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2017-2018

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending December 31, 2017

Balance Sheet

<u>Current Assets</u>	Cash	803,866
	Investments	
	Receivables	13,794
	Prepaid Expenses	(8,186)
	Other Current Assets	
	Total Current Assets	809,474
<u>Current Liabilities</u>	Payables	8,172
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	980
	Total Current Liabilities	9,152
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	65,792
	Unreserved Fund Balance	734,530
	Total Fund Equity	800,322
	Total Liabilities & Fund Equity	809,474

Statement of Equity

Beginning of Quarter Balance	780,250
Plus Revenues Received	149,407
Less Expenditures	195,126
End of Quarter Balance	734,530

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	243,439		78,926	89,311		168,237
LEA Tuition	268,155		268,155	0		268,155
Other	122,134		65,015	60,096		125,110
Total Revenues	633,728	0	412,096	149,407	0	561,502

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	295,291		59,480	85,201		144,681
Health Insurance	85,578		24,352	24,525		48,877
Other Benefits	38,981		13,173	21,304		34,477
Tax Liabilities	24,657		5,043	542		5,585
Utilities	5,600		1,240	1,201		2,441
Rent	53,800		16,278	11,719		27,997
Supplies	7,000		2,609	1,834		4,444
Other	141,613		19,314	48,799		68,113
Total Expenditures	652,521	0	141,489	195,126	0	336,615

Prepared by: Kathy Meddings

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2017-2018

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending, September 30, 2017

Balance Sheet

<u>Current Assets</u>	Cash	801,582
	Investments	
	Receivables	76,392
	Prepaid Expenses	(8,186)
	Other Current Assets	
	Total Current Assets	869,788
<u>Current Liabilities</u>	Payables	3,206
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	20,540
	Total Current Liabilities	23,746
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	65,792
	Unreserved Fund Balance	780,250
	Total Fund Equity	846,042
	Total Liabilities & Fund Equity	869,788

Statement of Equity

Beginning of Quarter Balance	509,643
Plus Revenues Received	412,096
Less Expenditures	141,489
End of Quarter Balance	780,250

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	243,439		78,926			78,926
LEA Tuition	268,155		268,155			268,155
Other	122,134		65,015			65,015
Total Revenues	633,728	0	412,096	0	0	412,096

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	295,291		59,480			59,480
Health Insurance	85,578		24,352			24,352
Other Benefits	38,981		13,173			13,173
Tax Liabilities	24,657		5,043			5,043
Utilities	5,600		1,240			1,240
Rent	53,800		16,278			16,278
Supplies	7,000		2,609			2,609
Other	141,613		19,314			19,314
Total Expenditures	652,521	0	141,489	0	0	141,489

Prepared by: Kathy Meddings

Name Date Signature

Phone: 444-1535

Superintendent: Ted Comstock, Esq.

Name Date Signature

Luis Lora

2016-2017

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending March 31, 2017

Balance Sheet

<u>Current Assets</u>	Cash	726,400
	Investments	
	Receivables	
	Prepaid Expenses	(4,150)
	Other Current Assets	
	Total Current Assets	722,250
<u>Current Liabilities</u>	Payables	292
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	
	Total Current Liabilities	292
<u>Fund Equity</u>	Reserved for Encumbrance	
	Reserved for Special Purpose	
	Unreserved Fund Balance	721,958
	Total Fund Equity	721,958
	Total Liabilities & Fund Equity	722,250

Statement of Equity

Beginning of Quarter Balance	743,946
Plus Revenues Received	104,608
Less Expenditures	177,887
End of Quarter Balance	670,668

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	254,259		75,202	89,055	81,139	245,396
LEA Tuition	280,073		287,083	0	0	287,083
Other	130,000		18,265	102,381	23,469	144,116
Total Revenues	664,332	0	380,550	191,436	104,608	676,595

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	288,741		49,515	100,702	76,821	227,038
Health Insurance	83,528		21,641	19,410	21,611	62,661
Other Benefits	32,759		10,676	7,845	8,622	27,142
Tax Liabilities	23,901		3,775	8,710	6,102	18,588
Utilities	5,000		1,107	1,460	1,632	4,199
Rent	52,800		20,750	12,450	12,450	45,650
Supplies	7,000		3,385	1,506	1,620	6,511
Other	141,284		22,688	47,696	49,029	119,412
Total Expenditures	635,013	0	133,538	199,778	177,887	511,203

Prepared by: Kathy Meddings

5/3/2017

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2016-2017

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending December 31, 2016

Balance Sheet

Current Assets	Cash	807,079
	Investments	
	Receivables	
	Prepaid Expenses	(4,150)
	Other Current Assets	
	Total Current Assets	802,928
Current Liabilities	Payables	7,693
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	
	Total Current Liabilities	7,693
Fund Equity	Reserved for Encumbrance	
	Reserved for Special Purpose	
	Unreserved Fund Balance	795,236
	Total Fund Equity	795,236
	Total Liabilities & Fund Equity	802,929

Statement of Equity

Beginning of Quarter Balance	752,287
Plus Revenues Received	191,436
Less Expenditures	199,777
End of Quarter Balance	743,946

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	254,259		75,202	89,055		164,257
LEA Tuition	280,073		287,083	0		287,083
Other	130,000		18,265	102,381		120,646
Total Revenues	664,332	0	380,550	191,436	0	571,986

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	288,741		49,515	100,702		150,218
Health Insurance	83,528		21,641	19,410		41,050
Other Benefits	32,759		10,676	7,845		18,521
Tax Liabilities	23,901		3,775	8,710		12,485
Utilities	5,000		1,107	1,460		2,567
Rent	52,800		20,750	12,450		33,200
Supplies	7,000		3,385	2,715		6,100
Other	141,284		22,372	46,486		68,857
Total Expenditures	635,013	0	133,221	199,777	0	332,998

Prepared by: Kathy Meddings

1/25/2017

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

2016-2017

North Country Charter Academy
Combined Statement of All Funds
Report for the Quarter Ending, September 30, 2016

Balance Sheet

Current Assets	Cash	43,059
	Investments	649,301
	Receivables	115,367
	Prepaid Expenses	(4,150)
	Other Current Assets	
	Total Current Assets	803,577

Current Liabilities	Payables	
	Loans & Interest Payable	
	Accrued Expenses	
	Payroll Deductions	
	Deferred Revenue	
	Other Current Liabilities	
	Total Current Liabilities	0

Fund Equity	Reserved for Encumbrance	
	Reserved for Special Purpose	
	Unreserved Fund Balance	803,577
	Total Fund Equity	803,577
	Total Liabilities & Fund Equity	803,577

Statement of Equity

Beginning of Quarter Balance	504,959
Plus Revenues Received	380,550
Less Expenditures	133,221
End of Quarter Balance	752,287

Statement of Revenues

	Original Budget	Revised Budget	Received 1st Quarter	Received 2nd Quarter	Received 3rd Quarter	Received Year to Date
RSA 198-B:11	254,259		75,202			75,202
LEA Tuition	280,073		287,083			287,083
Other	130,000		18,265			18,265
Total Revenues	664,332	0	380,550	0	0	380,550

Statement of Expenditures

	Original Budget	Revised Budget	1st Quarter	2nd Quarter	3rd Quarter	Year to Date
Salaries	288,741		49,515			49,515
Health Insurance	83,528		21,641			21,641
Other Benefits	32,759		10,676			10,676
Tax Liabilities	23,901		3,775			3,775
Utilities	5,000		1,107			1,107
Rent	52,800		20,750			20,750
Supplies	7,000		3,385			3,385
Other	141,284		22,372			22,372
Total Expenditures	635,013	0	133,221	0	0	133,221

Prepared by: Kathy Meddings

11/9/2016

Name

Date

Signature

Phone: 444-1535

Superintendent: Lisa Lavoie

Name

Signature

NORTH COUNTRY CHARTER ACADEMY

FINANCIAL STATEMENTS AND
SUPPLEMENTAL SCHEDULE
With Independent Auditor's Report Thereon

JUNE 30, 2020

NORTH COUNTRY CHARTER ACADEMY

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The Mercier Group

a professional corporation

INDEPENDENT AUDITOR'S REPORT ON FINANCIAL STATEMENTS

To the Members of the Board of Trustees
North Country Charter Academy
Littleton, New Hampshire

Report on the Financial Statements. We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of the North Country Charter Academy as of and for the year ended June 30, 2020, and the related notes to the financial statements, which collectively comprise the Academy's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements. Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from materials misstatement, whether due to fraud or error.

Auditor's Responsibility. Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of risks of material misstatement of the financial statement, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion.

An audit also includes evaluation the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluation the overall presentation of the financial statements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions. In our opinion, the basic financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of the North Country Charter Academy, as of June 30, 2020, and the respective changes in financial position thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters.

Required Supplementary Information. Management has not presented a *Management's Discussion and Analysis* of the financial statements. Accounting principles generally accepted in the United States of America require that the *Management Discussion and Analysis* along with the budgetary and pension information presented in the section marked *Required Supplementary Information* be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and therefore express no opinion on it.

Supplementary Information. Our audit was performed for the purpose of forming opinions on the financial statements that collectively comprise the Academy's basic financial statements. The accompanying schedules listed in the table of contents such as the combining and individual nonmajor fund financial statements are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the accompanying supplementary information is fairly stated in all material respects in relation to the basic financial statements as a whole.

Paul J. Mercier, Jr. cpa for

The Mercier Group, a professional corporation

Grantham, New Hampshire

September 30, 2020

Basic Financial Statements

Exhibit A1
NORTH COUNTRY CHARTER ACADEMY
Statement of Net Position
June 30, 2020

All numbers are expressed in USA Dollars

	Governmental Activities
ASSETS	
Cash	517,825
Investments	52,228
Intergovernmental receivable	113,995
Accounts receivable	8,443
Prepays	9,440
Capital assets:	
Equipment & furnishings	125,224
Accumulated depreciation	(85,284)
	<u>741,871</u>
DEFERRED OUTFLOWS OF RESOURCES	
Pension related (NHRS)	48,526
OPEB related (NHRS)	219
	<u>48,745</u>
LIABILITIES	
Accounts payable and other current liabilities	1,115
Long-term obligations:	
Due Beyond one year:	
District share of NHRS net pension liability	390,289
District share of NHRS OPEB liability	35,852
	<u>427,256</u>
DEFERRED INFLOWS OF RESOURCES	
Pension related (NHRS)	35,113
OPEB related (NHRS)	102
Grant advances	9,827
	<u>45,042</u>
NET POSITION	
Net investment in capital assets	39,940
Restricted for:	
Scholarships	7,635
Unrestricted (deficit)	270,743
	<u><u>318,318</u></u>

The notes to the financial statements are an integral part of these statements.

Exhibit A2
NORTH COUNTRY CHARTER ACADEMY

Statement of Activities
For the Fiscal Year Ended June 30, 2020

All numbers are expressed in USA Dollars.

Functions/Programs	Expenses	Program Revenues		Net (Expense) Revenue and
		Charges for	Operating	Changes in Net Position
		Services	Grants and	Primary Government
			Contributions	Governmental
				Activities
Primary government:				
<i>Governmental activities:</i>				
Instruction	225,132	312,569	414,012	501,449
Support services:				
Student	20,377		14,055	(6,322)
General administration	277,497		15,393	(262,104)
School administration	10,496			(10,496)
Business	75,571		13,883	(61,688)
Operation & maintenance of plant	52,240		9,698	(42,542)
Student transportation	74,485			(74,485)
Depreciation-unallocated	19,285		32,393	13,108
	<u>755,083</u>	<u>312,569</u>	<u>499,434</u>	<u>56,920</u>
General revenues and transfers:				
Other local revenues				19,638
				<u>19,638</u>
Change in net position				76,558
Net position - beginning				241,760
Net position - ending				<u>318,318</u>

The notes to the financial statements are an integral part of these statements.

Exhibit B1
NORTH COUNTRY CHARTER ACADEMY
Balance Sheet
Governmental Funds
June 30, 2020

All numbers are expressed in USA Dollars

	General	Grant Programs	Total Governmental Funds
ASSETS			
Cash	517,825		517,825
Investments	52,228		52,228
Intergovernmental receivable	45,410	68,585	113,995
Accounts receivable	8,443		8,443
Interfund receivable	58,758		58,758
Prepaid items	9,440		9,440
	<u>692,104</u>	<u>68,585</u>	<u>760,689</u>
LIABILITIES			
Accounts payable	1,115		1,115
Interfund payable		58,758	58,758
	<u>1,115</u>	<u>58,758</u>	<u>59,873</u>
DEFERRED INFLOWS OF RESOURCES			
Grant advances		9,827	9,827
	<u>-</u>	<u>9,827</u>	<u>9,827</u>
FUND BALANCES			
<i>Nonspendable</i>			
Prepaid items	9,440	-	9,440
<i>Restricted for</i>			
Scholarships	7,635		7,635
<i>Assigned to</i>			
Capital acquisitions & maintenance	89,109		89,109
Unassigned	584,805		584,805
	<u>690,989</u>	<u>-</u>	<u>690,989</u>
	<u>692,104</u>	<u>68,585</u>	<u>760,689</u>

The notes to the financial statements are an integral part of these statements.

Exhibit B2
NORTH COUNTRY CHARTER ACADEMY
Reconciliation of Governmental Funds
Balance Sheet to the Statement of Net Position
June 30, 2020

All numbers are expressed in USA Dollars

Total Fund Balance - Governmental Funds (Exhibit B1) 690,989

**Amounts reported for governmental activities in the
Statement of Net Position are different because:**

*Capital assets used in governmental activities are
not financial resources and therefore are not reported
in the funds. These assets consist of:*

Office Equipment	10,952	
School Equipment	114,272	
Accumulated depreciation	(85,284)	
	<hr/>	39,940

*Some liabilities are not due and payable in the current
period and therefore are not reported in the funds.*

Those liabilities consist of:

District's share of New Hampshire Retirement System:		
Net pension liability	(390,289)	
Deferred outflows of resources - Pension	48,526	
Deferred inflows of resources - Pension	(35,113)	
OPEB liability	(35,852)	
Deferred outflows of resources - OPEB	219	
Deferred inflows of resources - OPEB	(102)	
	<hr/>	(412,611)

Net Position of Governmental Activities (Exhibit A1)	<hr/> 318,318 <hr/>
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The notes to the financial statements are an integral part of these statements.

Exhibit B3
NORTH COUNTRY CHARTER ACADEMY
Statement of Revenues, Expenditures, and Changes in Fund Balances
 Governmental Funds
 For the Fiscal Year Ended June 30, 2020

All numbers are expressed in USA Dollars

	General	Grant Programs	Total Governmental Funds
REVENUES			
State support	385,286		385,286
Federal support	-	114,148	114,148
Charges for services	312,569		312,569
Other local sources	6,766	12,872	19,638
	<u>704,621</u>	<u>127,020</u>	<u>831,641</u>
EXPENDITURES			
Current:			
Instruction	214,084	14,055	228,139
Support services:			
Student	4,984	15,393	20,377
General administration	235,899	41,598	277,497
School administration	10,496		10,496
Business	61,688	13,883	75,571
Operation & maintenance of plant	42,542	9,698	52,240
Student transportation	74,485		74,485
Capital outlay	3,098	32,393	35,491
	<u>647,276</u>	<u>127,020</u>	<u>774,296</u>
Net change in fund balances	57,345	-	57,345
Fund balances(deficit) - beginning	<u>633,644</u>	-	<u>633,644</u>
Fund balances - ending	<u>690,989</u>	-	<u>690,989</u>

The notes to the financial statements are an integral part of these statements.

Exhibit B4
NORTH COUNTRY CHARTER ACADEMY
*Reconciliation of the Statement of Revenues,
Expenditures, and Changes in Fund Balances of Governmental Funds
to the Statement of Activities
For the Fiscal Year Ended June 30, 2020*

All numbers are expressed in USA Dollars

Net change in fund balances - total governmental funds (Exhibit B3)	57,345
--	---------------

**Amounts reported for governmental activities in the
statement of activities (Exhibit A2) are different because:**

*Governmental funds report capital outlays as expenditures. However, in the
statement of activities the cost of those assets is allocated over their estimated
useful lives and reported as depreciation expense.*

Reduce expenditures for capital outlays increasing capital assets	35,491
Increase expenditures for depreciation charges	(19,285)

*Some expenses reported in the statement of activities do not require the use of
current financial resources and, therefore, are not reported as expenditures in
governmental funds.*

District's share of New Hampshire Retirement System:

(increase)decrease in net pension liability	(21,895)
Increase(decrease) in deferred outflows of resources - Pension	(4,461)
(Increase)decrease in deferred inflows of resources - Pension	27,491
(increase)decrease in net OPEB liability	(473)
Increase(decrease) in deferred outflows of resources - OPEB	11
(Increase)decrease in deferred inflows of resources - OPEB	2,334
	3,007

Change in Net Position of Governmental Activities (Exhibit A2)	76,558
---	---------------

The notes to the financial statements are an integral part of these statements.

NATURE OF OPERATIONS

The North Country Charter Academy, is a voluntary, not-for-profit corporation, incorporated under the laws of the State of New Hampshire (RSA 292) and organized exclusively for tax-exempt charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1954, as amended. The organization is not a private foundation within the meaning of Section 509(a). Rather, it derives its legal status from the charter awarded by the State of New Hampshire under RSA 194-B and in addition to its by-laws operates according to procedures and guidelines established by the State Board of Education. The charter, which was first granted on January 21, 2004, may be revoked or suspended at any time for failure to comply with any of the terms and conditions of the charter, or renewed for such term as the Board of Education may determine. The purpose of the organization is to act as a nonprofit public educational organization, more specifically, to provide alternative school services for students who have dropped out or are at risk of dropping out of high school.

SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

FINANCIAL REPORTING ENTITY

The accompanying financial statements present the primary government and any component units. A component unit is defined by GASB as a legally separate organization for which the elected officials of the primary government are financially accountable. In addition, component units can be other organizations for which the nature and significance of their relationship with a primary government is such that the exclusion would cause the reporting entity's financial statements to be misleading or incomplete. Blended component units, although legally separate entities, are, in substance, part of the Academy's operations. Based on the foregoing criteria, no other organizations are included in the Academy's financial reporting entity and the Academy is not a component unit of any other primary government.

GOVERNMENT-WIDE AND FUND FINANCIAL STATEMENTS

The government-wide financial statements (i.e., the Statement of Net Position and the Statement of Activities) report information on all of the non-fiduciary activities of the Academy. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities*, which normally are supported by taxes and intergovernmental revenues, constitute all of the Academy's activities. Likewise, the Academy has only one major fund; the general fund.

The Statement of Activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function. *Program revenue* include 1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function. Other items not properly included among program revenues are reported instead as *general revenues*.

NORTH COUNTRY CHARTER ACADEMY

Notes to the Financial Statements

June 30, 2020

MEASUREMENT FOCUS, BASIS OF ACCOUNTING, AND FINANCIAL STATEMENT PRESENTATION

The **government-wide financial statements** are reported using the *economic resources measurement focus* and the *accrual basis of accounting*. Revenues are recorded when they occur and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting*. Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the Academy considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Grants, charges for services, and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. If any, only the portion of special assessments receivable due within the current fiscal period is considered to be susceptible to accrual as revenue of the current period. All other revenue items are considered to be measurable and available only when cash is received by the Academy.

The Academy reports the following major governmental funds:

- The *General Fund* is the Academy's main operating and only fund. It accounts for all financial resources of the general government.
- The *Grant Programs Fund* is a special revenue fund which accounts for the many grants and restricted resources received annually by the Academy.

Private-sector standards of accounting and financial reporting issued on or before November 30, 1989, generally are followed in the government-wide financial statements to the extent that those standards do not conflict with or contradict guidance of the Governmental Accounting Standards Board.

As a general rule the effect of interfund activity has been eliminated from the government-wide financial statements. Amounts reported as *program revenues* include 1) charges to customers or applicants for goods, services, or privileges provided, 2) operating grants and contributions, and 3) capital grants and contributions, including special assessments. Internally dedicated resources are reported as *general revenues* rather than as program revenues.

When both restricted and unrestricted resources are available for use, it is the Academy's policy to use restricted resources first, then unrestricted resources as they are needed.

General Budget Policies – General governmental revenues and expenditures accounted for in budgetary funds are controlled by a formal integrated budgetary accounting system in accordance

NORTH COUNTRY CHARTER ACADEMY

Notes to the Financial Statements

June 30, 2020

with various legal requirements that govern the Academy's operations. At its annual meeting, the Board of Trustees adopts a budget for the next fiscal year for the General and all significant Special Revenue Funds. Except as reconciled below, budgets are adopted on a basis generally consistent with the modified accrual basis of accounting. With board approval, management may transfer appropriations between operating categories as they deem necessary. All annual appropriations lapse at year-end unless encumbered. In the case of emergency expenditures, over-expenditures are allowed under the provisions of the Municipal Budget Law (RSA Chapter 32) if prior approval is secured from the State Department of Education. State statutes require balanced budgets, but provide for the use of beginning unassigned fund balance to achieve that end. In the 2019/2020 fiscal year, none of the beginning General Fund balance was applied for this purpose.

Encumbrance accounting, under which purchase orders, contracts, and continuing appropriations (certain projects and specific items not fully expended at year-end) are recognized, is employed in the governmental funds. Encumbrances are not the equivalent of expenditures and are therefore reported as part of the fund balance at June 30 and are carried forward to supplement appropriations of the subsequent year. Amounts recorded as budgetary expenditures in the *Budgetary Comparison Schedule (Exhibit C1)* are presented on the basis budgeted by the Academy. Since there were no encumbrances at the beginning or end of the fiscal year, the amounts are the same as those reported in conformity with generally accepted accounting principles in the *Statement of Revenues, Expenditures and Changes in Fund Balances (Exhibit B3)*.

ASSETS, LIABILITIES AND FUND EQUITY

Deposits and Investments. For financial reporting purposes, cash and equivalents include amounts in demand deposits and money market funds, as well as certificates of deposit and short-term investments with original maturities of 90 days or less.

Generally, the Academy follows the same statutory requirements as do local school districts. As such, State statutes require the Treasurer, to deposit Academy monies in participation units in the public deposit investment pool established pursuant to RSA 383:22, or in solvent banks in the state, except that monies may be deposited in banks outside the state if such banks pledge and deliver to a third party custodial bank or the regional federal reserve bank collateral security for such deposits United States government obligations, United States government agency obligations, or obligations of the state of New Hampshire in value at least equal to the amount of the deposit in each case. The amount of collected monies on deposit in any one bank shall not at any time exceed the sum of its paid-up capital and surplus.

At least yearly, the Board of Trustees is required by law to review and adopt an investment policy for the investment of public funds in conformance with the provisions of applicable statutes. Whenever the treasurer has in custody an excess of monies which are not immediately needed for the purpose of expenditure, the treasurer shall, with the approval of the Board of Trustees, invest the same in obligations of the United States government, in participation units in the public deposit investment pool established pursuant to RSA 383:22, in savings bank deposits of banks incorporated under the laws of the state of New Hampshire or in certificates of deposits and repurchase agreements of banks incorporated under the laws of the state of New Hampshire or in banks recognized by the state treasurer. Any person who directly or indirectly receives any such monies for deposit or for investment in securities of any kind shall, prior to acceptance of

NORTH COUNTRY CHARTER ACADEMY

Notes to the Financial Statements

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such monies, make available at the time of such deposit or investment an option to have such monies secured by collateral having a value at least equal to the amount of such monies. Such collateral shall be segregated for the exclusive benefit of the Academy. Only securities defined by the bank commissioner as provided by rules adopted pursuant to RSA 386:57 shall be eligible to be pledged as collateral.

Receivables and Revenues. Revenues are recorded when received, except for the following items for which receivables have been recorded: *Interest on investments* is recorded as revenue in the year earned; *Grants* received from other governments require that eligible expenditures be made in order to recognize the revenue. Revenue for these grants is recorded for the period in which eligible expenditures are made; and *Tuition charges* are recorded as revenue for the period when service was provided. All receivables are considered to be collectible. Therefore, no provision for bad debts has been included in these financial statements.

Interfund Receivables and Payables. During the course of normal operations, the Academy has transactions between funds, including expenditures and transfers of resources to provide services and fund capital outlay. All outstanding balances between funds are reported as “due to/from other funds.”

Inventories and Prepaid Items. Inventory in the governmental fund consists of expendable supplies held for consumption. The cost thereof has been recorded as an expenditure at the time individual inventory items were purchased. Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

Capital Assets. Capital assets, which include property, plant, equipment, and infrastructure assets (e.g., roads, bridges, sidewalks, and similar items), are reported in the applicable governmental or business-type activities column in the government-wide financial statements. Capital assets are defined by the Academy as assets with an individual cost of more than \$1,000 and an initial estimated useful life of more than one accounting period. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed. Donated capital assets are recorded at estimated fair market value at the date of donation. The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized.

Property, plant, and equipment of the primary government are depreciated using the straight line method over the following estimated useful lives:

<u>Assets</u>	<u>Years</u>
Office equipment	5
Computer equipment/technology	5
Classroom/school equipment & furnishings	10

Compensated Absences. It is the Academy’s policy to permit employees to accumulate earned but unused vacation and sick pay benefits. All vacation pay is accrued when incurred in the government-wide financial statements. A liability for these amounts is reported in governmental funds only if they have matured, for example, as a result of employee resignations and retirements.

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Deferred Inflows and Outflows of Resources. *Deferred inflows of resources* arise when potential non-exchange revenue does not meet both the "measurable" and "available" criteria for recognition in the current period. Deferred inflows also arise when the government receives resources before it has a legal claim to them, as when grant monies are received prior to the incurrence of qualifying expenditures. In subsequent periods, when both revenue recognition criteria are met, or when the government has a legal claim to the resources, the deferred inflow is removed from the combined balance sheet and revenue is recognized. Conversely, *deferred outflows of resources* relates to the consumption of resources before the accounting period to which the expenses are applicable. For example, these non-exchange items may include the payment of investment premiums that are being amortized by the New Hampshire Retirement System, which are included in the Academy's cost-sharing calculations below.

Fund Equity. In the governmental fund Balance Sheet, fund balances are reported using a hierarchy based primarily on the extent to which the Academy is bound to honor constraints on the specific purposes for which amounts in those funds can be spent. Governmental fund balance is classified as nonspendable, restricted, committed, assigned or unassigned depending on the level of constraints. *Nonspendable fund balance* includes amounts that cannot be spent because they are not in spendable form or legally or contractually required to be maintained intact. *Restricted fund balance* is the amount that is restricted to specific purposes by external requirements such as those of creditors, grantors, contributors, laws and regulations or imposed by law through constitutional provisions as legally enforceable enabling legislation. *Committed fund balance* is the amount that can only be used for specific purposes pursuant to constraints imposed by formal action of the Academy's highest level of decision-making authority (the Board of Trustees). *Assigned fund balance* is the amount that is constrained by the Academy's intent to be used for specific purposes, but is not restricted or committed. *Unassigned fund balance* is the residual classification for the general fund. When multiple classifications of resources are available for use, it is the Academy's policy to use spendable, restricted, committed and assigned resources in that order first, then unassigned resources as they are needed.

Income Taxes. The Organization is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. Also, there was no unrelated business income for which the Academy was taxed.

Accounting Estimates. Accounting estimates are an integral part of the financial statements. They are based on our knowledge and experience about past and current events and assumptions about future events. Actual results may differ from our estimates.

ASSETS

CASH AND INVESTMENTS

Deposits. Throughout the fiscal year, all bank deposits were insured by Federal Depository Insurance (FDIC) or collateralized with securities held by the Academy or its agent in the Academy's name.

Concentrations of credit and market risk. Financial instruments that potentially expose the Academy to credit risk consist primarily of bank deposits. It is the Academy's policy to deposit monies in high quality financial institutions according to State Statutes and to limit risk by

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maintaining deposits within the Federal Depository Insurance Limits (FDIC) whenever possible. The Academy has not experienced any losses on its cash deposits and management believes the organization is not exposed to significant credit risk on those amounts. *Market risk* is limited to fluctuations in the prices of mutual funds. Management monitors investments in high quality mutual funds and believes it is not exposed to significant market risk on those amounts.

INTERGOVERNMENTAL RECEIVABLES

Intergovernmental receivables as of year-end for the Academy's individual major fund are as follows:

	General Fund	Grants Programs	Total
State of New Hampshire:			
State Aid to Education	\$ 45,410	\$ -	\$ 45,410
Pass-through Federal Grants	-	68,585	68,585
	<u>\$ 45,410</u>	<u>\$ 68,585</u>	<u>\$ 113,995</u>

INTERFUND RECEIVABLES/PAYABLES

Individual fund interfund receivable and payable balances at June 30, 2020 are as follows:

	Interfund Receivable	Interfund Payable
<i>Governmental Activities:</i>		
General Fund	\$ 58,758	\$ -
Special Revenues Fund:		
Grant Programs	-	58,758
	<u>\$ 58,758</u>	<u>\$ 58,758</u>

CAPITAL ASSETS

Property and Equipment. A summary of changes in property and equipment for the fiscal year ended June 30, 2020 is as follows:

	Balance June 30, 2019	Additions	Deductions	Balance June 30, 2020
Equipment & Furnishings	\$ 89,733	\$ 35,491	\$ -	\$ 125,224
Less: Accumulated Depreciation	(65,999)	(19,285)	-	(85,284)
	<u>\$ 23,734</u>	<u>\$ 16,206</u>	<u>\$ -</u>	<u>\$ 39,940</u>

RISK MANAGEMENT

The Academy is exposed to various risks of loss related to torts; theft of, damage to, or destruction of assets, errors or omissions, injuries to employees, and natural disasters. During the fiscal year, the Academy was a member of the following public-entity risk pools, currently operating as a common risk management and insurance programs for member Districts and school administrative units.

The New Hampshire Public Risk Management Exchange (Primex³) Workers' Compensation

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and Property/Liability are pooled risk management programs under RSA 5-B and RSA 281-A. The coverage period runs from 07/01/19-06/30/20. The Board has determined to self-insure the aggregate exposure and has allocated funds based on actuarial analysis for that purpose. A summary of coverages provided during the fiscal year by *Primex*³, deductibles, contributions, claims paid, and credits or balances due is on file at the Academy office and available upon request.

The Academy's insurance contributions for the fiscal year ended June 30, 2020 were:

Property/Liability	\$ 5,071
Workers' Compensation	\$ 643

The Workers' Compensation Section of the Self-Insurance Membership Agreement permits *Primex*³ to make additional assessments to members should there be a deficiency in contributions for any member year, not to exceed the members annual contribution. At this time management asserts that *Primex*³ foresees no likelihood of an additional assessment for this or any prior year. Claims have not exceeded insurance coverage in any of the past three years.

LIABILITIES

NEW HAMPSHIRE RETIREMENT SYSTEM ~ COST-SHARING DEFINED BENEFIT PENSION AND POSTEMPLOYMENT MEDICAL SUBSIDY HEALTHCARE PLANS

Full-time employees participate in the State of New Hampshire Retirement System (NHRS), a public employee retirement system that administers one cost-sharing multiple-employer defined benefit pension plan (Pension Plan) and four separate cost-sharing multiple-employer postemployment medical subsidy healthcare plans. NHRS was established in 1967 by RSA 100-A:2 and is qualified as a tax-exempt organization under Sections 401(a) and 501(a) of the Internal Revenue Code.

The **cost-sharing defined benefit pension plan (pension plan)** is a contributory, defined benefit plan providing service, disability, death and vested retirement benefits to members and their beneficiaries. Substantially all full-time state employees, public school teachers and administrators, permanent firefighters and permanent police officers within the State are eligible and required to participate in the Pension Plan. Full-time employees of political subdivisions, including counties, municipalities and school districts, are also eligible to participate as a group if the governing body of the political subdivision has elected participation.

The pension plan is divided into two membership groups. By statute, Group I (employee and teacher) members contribute 7% of their salary to NHRS. Group II (police & fire) members contribute 11.5% and 11.8% respectively. While member rates are set by statute, employer rates are set by the NHRS Board of Trustees every two years after a biennial actuarial valuation is conducted using the *Entry Age Normal* actuarial method. Employer contributions are assessed at five different rates, one each for state employees, political subdivisions employees, teachers, police and fire. NHRS employers are required by the New Hampshire Constitution to pay 100% of the actuarial sound employer contribution rate as certified by the NHRS Board of Trustees to fully fund the pension plan and to pay down the retirement system's unfunded actuarial accrued liability over a closed amortization period. Currently, employer contribution rates for the period July 1, 2019 through June 30, 2021 are as follows:

NORTH COUNTRY CHARTER ACADEMY

Notes to the Financial Statements

June 30, 2020

		Medical	
	Pension	Subsidy	Total
Group I:			
Employees	10.88%	0.29%	11.17%
Teachers	15.99%	1.81%	17.80%

According to the requirements of GASB Statement No. 68, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, the District recognizes their proportionate share of collective net pension liability, deferred outflows of resources, deferred inflows of resources and pension expense. As provided in the reports above, collective amounts have been allocated based on employer contributions during the respective fiscal years. Contributions to the plan are recognized when legally due, based on statutory requirements. This information along with significant assumptions and inputs for total pension liabilities, the NHRS's fiduciary net position and current year sources of changes to net pension liabilities are available for the plan as a whole as well as audited cost-sharing schedules by individual members in the System's Comprehensive Annual Financial Report and other annual reports are available from the NHRS located at Regional Drive ~ Concord, NH 03301-8509 or on its web site at: <https://www.nhrs.org> and <https://www.nhrs.org/employers/employer-resources/gasb/gasb-reports>

Benefit amounts and eligibility requirements for the **cost-sharing multiple-employer postemployment medical subsidy plan (OPEB Plan)** are set by state law (RSA 100-A:52, RSA 100-A:52-a and RSA 100-A:52-b), and members are designated in statute by type. The four membership types re Group II, Police Officers and Firefighters; Group I, Teachers; Group I, Political Subdivision Employees; and group I, State Employees. The OPEB Plan provides a medical insurance subsidy to qualified retired members. The medical insurance subsidy is a payment made by NHRS to the former employer or its insurance administrator toward the cost of health insurance for a qualified retiree, his/her qualified spouse, and his/her certified dependent children with a disability who are living in the household and being cared for by the retiree. If the health insurance premium amount is less than the medical subsidy amount, then only the health insurance premium amount will be paid. If the health insurance premium amount exceeds the medical subsidy amount, then the retiree or other qualified person is responsible for paying any portion that the employer does not pay.

Group I benefits are based on creditable service, age and retirement date. Group II benefits are based on hire date, age and creditable service. The OPEB plan is closed to new entrants. Maximum medical subsidy rates paid during fiscal years 2020 were as follows:

- For qualified retirees not eligible for Medicare, the amounts were \$375.56 for a single-person plan and \$751.12 for a two-person plan.
- For those qualified retirees eligible for Medicare, the amounts were \$236.84 for a single-person plan and \$473.68 for a two-person plan.

According to the requirements of GASB Statement No. 75, *Accounting and Financial Reporting for Pensions – an amendment of GASB Statement No. 27*, the District recognizes their proportionate share of collective OPEB liability, deferred outflows of resources, deferred inflows of resources and OPEB expense. As provided in the reports above, collective amounts have been allocated based on employer contributions during the respective fiscal years. Contributions to the plan are recognized

NORTH COUNTRY CHARTER ACADEMY

Notes to the Financial Statements

June 30, 2020

when legally due, based on statutory requirements. This information along with significant assumptions and inputs for total OPEB liabilities, the NHRS's fiduciary net position and current year sources of changes to net pension liabilities are available for the plan as a whole as well as audited cost-sharing schedules by individual members in the System's Comprehensive Annual Financial Report and other annual reports are available from the NHRS located at Regional Drive ~ Concord, NH 03301-8509 or on its web site at: <https://www.nhrs.org> and <https://www.nhrs.org/employers/employer-resources/gasb/gasb-reports>

Operating Leases. The North Country Charter Academy operates from leased facilities at 260 Cottage Street in Littleton, New Hampshire and at 4 Mayberry Lane in Lancaster, New Hampshire. The Academy accounts for these leases as operating leases. Operating leases do not give rise to property rights and therefore the results of the lease agreements are not reflected in the Academy's financial statements as a liability. Both leases are for renewable terms commencing on July 1, 2016. Also, both leases contain "Loss of Funding" clauses whereby the Academy may terminate the agreements if substantial funding is lost, discontinued or otherwise becomes unavailable for any reason.

Accumulated Unpaid Vacation and Sick Pay. Vacation time is granted to full-time, twelve-month employees in varying amounts depending on positions held and length of service. Sick leave is accumulated at the rate of 1 work day earned for every 20 days worked; total accumulation of sick leave may not exceed 70 days. Accumulated unpaid vacation and sick pay is not recorded by the Academy. However, estimated accumulation does not exceed a normal year's allowance.

FUND BALANCE

Elements of fund equity as of June 30, 2020 were as follows:

	General Fund
Nonspendable:	
Prepaid items	\$ 9,440
Restricted for:	
Scholarship	7,635
Assigned to:	
Capital acquisitions & maintenance	89,109
Unassigned	584,805
	<u>\$ 690,989</u>

SUMMARY DISCLOSURE OF SIGNIFICANT CONTINGENCIES

Grants. Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the Federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount of expenditures which may be disallowed by the grantor cannot be determined at this time although the Academy expects such amounts, if any, to be immaterial.

Required Supplementary Information

Exhibit C1
NORTH COUNTRY CHARTER ACADEMY
Budgetary Comparison Schedule
Budget to Actual (Non-GAAP Budgetary Basis) - General Fund
For the Fiscal Year Ended June 30, 2020

All amounts are expressed in USA Dollars

	Original & Final Budget	Actual	Variance With Final Budget
REVENUES			
State support	356,639	385,286	28,647
Other local sources	-	6,766	6,766
	<u>689,228</u>	<u>704,621</u>	<u>15,393</u>
EXPENDITURES			
Current:			
Instruction	299,186	214,084	85,102
Support services:			
Student	-	4,984	(4,984)
General administration	224,389	235,899	(11,510)
School administration	-	10,496	(10,496)
Operation & maintenance of plant	53,159	42,542	10,617
Student transportation	112,494	74,485	38,009
Capital outlay	-	3,098	(3,098)
	<u>689,228</u>	<u>647,276</u>	<u>41,952</u>
Net change in fund balances	-	57,345	57,345
Fund balances - beginning	633,644	633,644	-
Fund balances - ending	<u>633,644</u>	<u>690,989</u>	<u>57,345</u>

Exhibit C2
NORTH COUNTRY CHARTER ACADEMY
Budgetary Comparison Schedule
Budget to Actual (GAAP and Budgetary Basis)
Special Revenue Fund - Grant Programs
For the Fiscal Year Ended June 30, 2020

All amounts are expressed in USA Dollars

	Original & Final Budget	Actual	Variance With Final Budget
REVENUES			
<u>Federal Support</u>			
<i>Federal/Direct:</i>			
USDA Rural Development	29,993	29,993	-
<i>Federal/restricted through State:</i>			
Chapter I ESEA, Title I	30,957	30,957	-
CARES Act	19,961	19,961	-
SAP Coordinator	18,687	18,687	-
Title IV-A	10,241	10,241	-
Title II-A	3,398	3,398	-
Rural and Low Income	911	911	-
	114,148	114,148	-
<u>Local Programs</u>			
AT&T Grant	7,500	7,500	-
Lease Aid	5,372	5,372	-
	12,872	12,872	-
	127,020	127,020	-
EXPENDITURES			
Current			
Instruction	14,055	14,055	-
Supporting services:			
Student	15,393	15,393	-
General administration	73,991	41,598	32,393
Business	13,883	13,883	-
Operation/Maintenance of Plant	9,698	9,698	-
Facilities acquisition and construction		32,393	(32,393)
	127,020	127,020	-
Net change in fund balance	-	-	-
Fund balance - beginning	-	-	-
Fund Balance - ending	-	-	-

NORTH COUNTRY CHARTER ACADEMY

Note to Required Supplementary Information – Budgetary Reporting June 30, 2020

The budgetary comparison schedule – Budget to Actual (Non-GAAP Budgetary Basis) presents comparisons of the original and final legally adopted budget with actual data on a budgetary basis.

General Budget Policies – General governmental revenues and expenditures accounted for in budgetary funds are controlled by a formal integrated budgetary accounting system in accordance with various legal requirements that govern the Academy's operations. At its annual meeting, the Board of Trustees adopts a budget for the next fiscal year for the General and all significant Special Revenue Funds. Except as reconciled below, budgets are adopted on a basis generally consistent with the modified accrual basis of accounting. With board approval, management may transfer appropriations between operating categories as they deem necessary. All annual appropriations lapse at year-end unless encumbered. In the case of emergency expenditures, over-expenditures are allowed under the provisions of the Municipal Budget Law (RSA Chapter 32) if prior approval is secured from the State Department of Education. State statutes require balanced budgets, but provide for the use of beginning unreserved fund balance to achieve that end. In the 2019/2020 fiscal year, none of the beginning General Fund balance was applied for this purpose.

Encumbrance accounting, under which purchase orders, contracts, and continuing appropriations (certain projects and specific items not fully expended at year-end) are recognized, is employed in the governmental funds. Encumbrances are not the equivalent of expenditures and are therefore reported as part of the fund balance at June 30 and are carried forward to supplement appropriations of the subsequent year. Amounts recorded as budgetary expenditures in the *Budgetary Comparison Schedule (Exhibit C1)* are presented on the basis budgeted by the Academy. Since there were not encumbrances at the beginning or end of the fiscal year, the amounts are the same as those reported in conformity with generally accepted accounting principles in the *Statement of Revenues, Expenditures and Changes in Fund Balances (Exhibit B3)*.

Exhibit C3
NORTH COUNTRY CHARTER ACADEMY
Comparative Schedule of Pension Obligations
For the Fiscal Year Ended June 30, 2020

All amounts are expressed in USA Dollars

Estimated future pension obligations - New Hampshire Retirement System (NHRS). Selected comparative information from NHRS's audited financial statements and cost-sharing schedules that is specific to the Academy is as follows:

	Actuarial valuation as of June 30,						
	2013	2014	2015	2016	2017	2018	2019
Proportionate share	0.00975919%	0.01046771%	0.00875082%	0.00744193%	0.00705813%	0.00765064%	0.00811133%
Employer contribution	\$ 24,267	\$ 33,960	\$ 29,358	\$ 26,648	\$ 25,857	\$ 32,336	\$ 35,299
Net Pension Liability	\$ 420,015	\$ 392,914	\$ 346,666	\$ 395,732	\$ 347,118	\$ 368,394	\$ 390,289
Deferred outflows of resources:							
Differences between expected and actual experience	base year	-	-	1,100	787	2,940	2,158
Net difference between projected and actual investment earnings on pension plan investments	base year	-	-	24,759			
Changes of assumptions	base year	-	-	48,703	34,855	25,495	14,003
Changes in proportion and differences between employer contributions and share of contributions	base year	25,055	19,617	14,179	8,741	24,552	32,365
Total deferred outflows of resources	\$ -	\$ 25,055	\$ 19,617	\$ 88,741	\$ 44,383	\$ 52,987	\$ 48,526
Deferred inflows of resources:							
Differences between expected and actual experience	base year	-	7,607	4,997	4,418	2,983	8,392
Net difference between projected and actual investment earnings on pension plan investments	base year	50,274	9,265	-	4,421	8,525	3,188
Changes in proportion and differences between employer contributions and share of contributions	base year	-	59,215	89,401	78,659	51,096	23,533
Total deferred inflows of resources	\$ -	\$ 50,274	\$ 76,087	\$ 94,398	\$ 87,498	\$ 62,604	\$ 35,113
Pension expense:							
Proportionate share of plan pension expense	base year	26,640	22,399	43,653	36,825	36,599	48,377
Net amortization of deferred amounts from changes in proportion and differences between employer contributions and proportionate share of contributions	base year	5,438	(8,038)	(18,752)	(22,124)	(16,485)	(14,213)
Total employer pension expense	\$ -	\$ 32,078	\$ 14,361	\$ 24,901	\$ 14,701	\$ 20,114	\$ 34,164

This information should be read in conjunction with the audited actuarial reports presented by the NHRS. This information along with significant assumptions and inputs for total pension liabilities, the NHRS's fiduciary net position and current year sources of changes to net pension liabilities are available for the plan as a whole as well as audited cost-sharing schedules by individual members in the System's Comprehensive Annual Financial Report and other annual reports are available from the NHRS located at Regional Drive ~ Concord, NH 03301-8509 or on its web site at <https://www.nhrs.org/funding-and-investments/reports-valuations/annual-report-archive> and <https://www.nhrs.org/employers/gasb/gasb-67-68-reports> . As noted there in, the preparation of those reports requires management to make a number of estimates and assumptions relating to the reported amounts. Due to the inherent nature and uncertainty of those estimates, actual results could differ, and the differences could be material. As of June 30, 2020, the Academy has recognized all statutorily required contributions to the plan. Unless additional assessments are imposed by the NHRS Board due to insolvency or some other circumstances, all future obligations to the plan will become due as a percentage of qualifying wages as they are paid by the Academy. At this time, management understands that that the NHRS foresees no likelihood of additional assessment beyond normal contribution rates, which are established every two years by a statutorily-governed rate-setting process. All future obligations of the Academy to the NHRS will be paid by current appropriations as they become due.

Exhibit C4
NORTH COUNTRY CHARTER ACADEMY
Comparative Schedule of Other Post-Employment Benefit (OPEB) Obligations
For the Fiscal Year Ended June 30, 2020

All amounts are expressed in USA Dollars

Estimated future OPEB obligations - New Hampshire Retirement System (NHRS). Selected comparative information from NHRS's audited financial statements and cost-sharing schedules that is specific to the Academy is as follows:

	Actuarial valuation as of June 30,			
	2016	2017	2018	2019
Proportionate share	0.01063227%	0.01011472%	0.00772727%	0.00817776%
Employer contribution	\$ 6,178	\$ 5,995	\$ 3,418	\$ 3,732
Net OPEB Liability	\$ 51,471	\$ 46,248	\$ 35,379	\$ 35,852
Deferred outflows of resources:				
Differences between expected and actual experience	<i>base year</i>	-	208	
Changes in proportion	<i>base year</i>	-	-	219
<i>Total deferred outflows of resources</i>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 208</u>	<u>\$ 219</u>
Deferred inflows of resources:				
Differences between expected and actual experience	<i>base year</i>			62
Net difference between projected and actual investment earnings on OPEB plan investments	<i>base year</i>		112	40
Changes in proportion	<i>base year</i>	752	2,324	-
<i>Total deferred inflows of resources</i>	<u>\$ -</u>	<u>\$ 752</u>	<u>\$ 2,436</u>	<u>\$ 102</u>
OPEB expense:				
Proportionate share of plan OPEB expense	<i>base year</i>	3,423	3,259	2,346
Net amortization of deferred amounts from changes in proportion	<i>base year</i>	(1,753)	(9,380)	(486)
<i>Total employer OPEB expense</i>	<u>\$ -</u>	<u>\$ 1,670</u>	<u>\$ (6,121)</u>	<u>\$ 1,860</u>

This information should be read in conjunction with the audited actuarial reports presented by the NHRS. This information along with significant assumptions and inputs for total OPEB liabilities, the NHRS's fiduciary net position and current year sources of changes to net OPEB liabilities are available for the plan as a whole as well as audited cost-sharing schedules by individual members in the System's Comprehensive Annual Financial Report and other annual reports are available from the NHRS located at Regional Drive ~ Concord, NH 03301-8509 or on its web site at:

<https://www.nhrs.org/employers/employer-resources/gasb/gasb-reports>

As noted there in, the preparation of those reports requires management to make a number of estimates and assumptions relating to the reported amounts. Due to the inherent nature and uncertainty of those estimates, actual results could differ, and the differences could be material. As of June 30, 2020, the Academy has recognized all statutorily required contributions to the plan. Unless additional assessments are imposed by the NHRS Board due to insolvency or some other circumstances, all future obligations to the plan will become due as a percentage of qualifying wages as they are paid by the Academy. At this time, management understands that that the NHRS foresees no likelihood of additional assessment beyond normal contribution rates, which are established every two years by a statutorily-governed rate-setting process. All future obligations of the Academy to the NHRS will be paid by current appropriations as they become due.

Supplementary Information

Schedule D1a
NORTH COUNTRY CHARTER ACADEMY
General Fund

Detailed Schedule of Estimated and Actual Revenues

For the Fiscal Year Ended June 30, 2020

All amounts are expressed in USA Dollars

	Original Budget	Actual (GAAP Basis)	Over(Under) Budget
REVENUES			
State Support			
Equitable education aid	280,027	336,470	56,443
Differentiated school aid - RSA 198-B	76,612	48,816	(27,796)
	<u>356,639</u>	<u>385,286</u>	<u>28,647</u>
Charges for Services			
Tuition			
Regular day school - LEAs in NH	288,218	281,795	(6,423)
Regular day school - VT	44,371	30,774	(13,597)
	<u>332,589</u>	<u>312,569</u>	<u>(20,020)</u>
Other local sources			
Interest on deposits		1,718	1,718
Fundraising income		3,002	3,002
Graduation contributions		1,000	1,000
Scholarship contributions		1,010	1,010
Other		36	36
	<u>-</u>	<u>6,766</u>	<u>6,766</u>
Total revenues and other financing sources	<u><u>689,228</u></u>	<u><u>704,621</u></u>	<u><u>15,393</u></u>

Schedule D1b
NORTH COUNTRY CHARTER ACADEMY
General Fund

Detailed Statement of Appropriations, Expenditures and Encumbrances
For the Fiscal Year Ended June 30, 2020

all numbers are expressed in USA Dollars

	Voted	Expenditures	(Over)
	Appropriations	Net of	Under
		Refunds	Budget
EXPENDITURES			
Current			
Instruction			
Regular programs	299,186	214,084	85,102
	<u>299,186</u>	<u>214,084</u>	<u>85,102</u>
Support services			
Student	-	4,984	(4,984)
General administration	224,389	235,899	(11,510)
School administration	-	10,496	(10,496)
Business	-	61,688	(61,688)
Operation & Maintenance of Plant	53,159	42,542	10,617
Student Transportation	112,494	74,485	38,009
<i>Total supporting services</i>	<u>390,042</u>	<u>430,094</u>	<u>(40,052)</u>
Facilities acquisition and construction			
Equipment - AED	-	3,098	(3,098)
	<u>-</u>	<u>3,098</u>	<u>(3,098)</u>
	<u>689,228</u>	<u>647,276</u>	<u>41,952</u>

**NORTH COUNTRY CHARTER ACADEMY
5 YEAR STRATEGIC PLAN
2015-2020**

Adopted by Board of Trustee: October 15, 2015

Reports Outs: Year 1: (2015-2016) October 2016
 Year 2 (2016-2017) September 2017
 Year 3 (2017-2018) August 2018
 Year 4 (2018-2019) June 2019
 Year 5 (2019-2020) June 2020

**GOAL #1 Improve Rigor, Relevance & Engagement in Curriculum
(ACADEMIC/PROGRAMATIC GOALS)**

Action Plan	Responsibility	Evidence	Timeline
Incorporate College & Career Ready Standards into Curriculum	Teachers Administration (T/A)	<p>-Staff Prof. Dev. Day-March 20, 2015 *Standards were printed off from NHDOE website-Core Curriculum & College & Career Standards. Staff worked on course offlines, while cross-references standards and identifying CCRS.</p> <p>-Staff Prof. Dev. Day-June 15th, 2015, August 27th, 2015, Staff Meetings throughout 2015-2016: Course offline revisions included: Economics, Geometry, Consumer Math, English, Architecture August 28, 2016: Quarant D Theory presented again. Courses worked on: English, History, Physical Education Updated off lines: Civics, Health, Updated English versions: I, II, III, IV, V, History Version 3, Computing for College & Career-Updates, Reviewing new Edmentum Versions. Quadrant D Framework Training Attended National Conference: International Center for Leadership in Education (Overlaps with integration of classroom technology)</p> <p>-Revising coursework to increase relevance, and rigor (Geometry) -Move away from rote memory & move towards application problems -Encourage workstudy and ind. Project -Counseling students to why we are</p>	<p>-Each year staff will be given time to work together to address changes in curriculum that need to be modified. -2016-2017 A new staff meeting schedule was developed-Teacher Professional Development time has been scheduled. Every other week is staff meeting or teacher professional development time.</p> <p>Continuous, bi-monthly professional development meetings continue</p> <p>August 2016 June 2017</p> <p>June 2018</p>

		asking them to do the work that is being asked of them -Working on persistence, grit, and giving their best effort -Resume, Career and Occupation project -Senior project criteria -Student guest speaker invites -Praise & appreciation -College essays & common application FASA	2018-2019
Modified & combined academics with hand-on activities		Utilizing Quizlet with the electronics lab	2017-2018
Presentations		-Student-Strongman woman competitions -Student-foster care presentation & conference -Help students with relevancy	2018-2019
Improve personal finance & economics, combine for relevancy		To make more user friendly for students	
Incorporate Soft Skills into Curriculum	T/A	-Formal plan identifying soft skills need to be developed. Soft skills were identified in our formal needs assessment and discussed in January 2015 and March 2015-Staff Professional Dev. Days. Legislative Pages-Student training -Encourage students to put forth their best effort -Stress attendance and why it is important to be a dependable employee -Encourage students to be proud of their accomplishments	Formal Plan: June 2017 January 2017
Establish a Student Portfolio	T/A	*Formally completed on December 2015.	*2014-2015-Discussed with Dr. Paul Ezen and at staff meetings. *June 2015 EOY Meeting: Passed out outline, staff provided feedback *August 2015 Implemented, revised and finalized December 2015

Establish a Curriculum Component addressing completing FAFSA Online	T/A	<p>-2015-2016-1:1 meetings occurred directly with students/parents -Notices posted in classroom and verbal announcement of sending district presentations</p> <p>Transition Night, NHEF presented FAFSA, numerous colleges, job corp, career opportunities</p>	<p>Need to address and have formal discussion as an actual curriculum component. 2017</p> <p>December 2016 November 2017 November 2018 February 2020</p>
Investigate ways to improve the transition from school to college and career plans-supporting that bridge	T/A	<p>We need to develop a formal plan. Ideas: build stronger partners with sending school districts with school to work coordinators, host transition nights-educate. Who can we partner with to assist us in strengthening this area -Establishment of Student Scholarship and Advancement Fund-Bob Marley Fund Raiser, \$5,000.00</p> <p>Transition Night, NHEF presented FAFSA, numerous colleges, job corp, career opportunities</p> <p>Assisted in organizing Job Corp field trip-tour</p> <p>Numerous guest speakers in classroom representing colleges</p>	<p>2017: Address and draft plan 2018: Initiate plan 2019: Assess Plan and Modify as necessary</p> <p>Spring 2017</p> <p>December 2017</p> <p>Spring 2017</p> <p>2016-2017</p>
Integrate Technology into the academics-ADEED	T/A	<p>-Poverty Project-Continuation of 2014 -Social Just Project-15-16 -Student Independent Projects-15-16 & 16-17 -Opiate Project-Care 2 Inspire -Attend Model School Conference 15 & 16 Attend Model School Conference 2017</p> <p>Continuation of Care 2 Inspire</p> <ul style="list-style-type: none"> • The mural • Drug Summit • Telegamie • PSA • Social Media sites with QR Codes • Special student presentations: 	<p>2015-2016-Prepared for Google Transition-Several Trainings. 2016-Total Google Application-Made change in Summer</p> <p>2016-2017 Brand new computers for every student and staff-Grant funded</p> <p>2016-2017 1st year of Google Applications</p>

		Congress woman Kuster	
Promote student career planning		-Established Student Advancement & Scholarship Fund -Comedian Night	2016-2018
UDL	Teachers	3 Professional Development Days 3 Instructional Rounds Monthly Moodle Strands Constant Application to courses	2018 - 2019
Holocaust Speaker	Teachers	Had author and daughter of Holocaust survivor speak to students Holocaust and human behavior project – 22 lessons and community event	2018 - 2019
Offlines	Teachers	Adapting offline assignments using UDL model	2018 - 2019
Integrate Technology	Teachers	Move offline assignments into Google Classroom	2018 - 2019
High School – College Transition	Teachers	Attended White Mountain Community College open house with 4 students	2018 - 2019
New Courses	Teachers	The development of a new course – Personal Finance	2018 - 2019
Student work studies	Teachers	Tracking students earning credit through student work study	2018 - 2019
Independent Study	Teachers	Designing personalized courses for student's individual interests	2018 - 2019
Meetings & Committees	Administration	UDL Meeting ATOD Meetings CTE Advisory Meetings ASVAB Title I Conference – Kansas City Vaping Presentation Homeless Liaison – McKinney Vento Representative SATs Meeting NHASBO NH Career Academy Charter School Association NHSAA Conferences Joined Rotary	2018 - 2019
Curriculum Updates/Student Work Assignments	Teachers	Continuing development on a separate 8th grade curriculum Revised Economics class to be more relevant Added an additional English class - English 6 - to add a higher level English Continuing development of student requested elective classes (Currently World History)	2019 - 2020

		<p>Teaching new classes (which improve rigor, relevance AND engagement) in Piano (Art credit option now)</p> <p>Strategic Board Games (To address the needs of younger students)</p> <p>Girls who Code</p> <p>Continued work with UDL</p> <p>Got a set of student chromebooks for each site to be able to work with students in class group settings while being connected online</p> <p>Student attending Girls State in the summer of 2019 (rigor and relevance to the curriculum)</p>	
Student Projects Activities	Teachers	Over the past four years, the Lancaster site has picked "themes" every year to help guide us in our efforts to improve rigor, relevance and relationships. By using this thematic approach we have also improved engagement across the board. Themes chosen: poverty, opiate misuse, social justice, holocaust and To Kill a Mockingbird.	2019 - 2020
Student Supplemental Academics	Teachers	Added some science equipment and textbook resource materials to support the on line learning	2019 - 2020
Student Supplemental Activities	Administration	<p>Title I Science</p> <p>College 101</p> <p>Job Training Workshop</p> <p>Job Corps Presentation</p> <p>Job Shadows</p> <p>Teen Dating Violence Night</p> <p>Attended PSU tour for guidance counselors</p> <p>Attended Title I National Conference</p> <p>McKinney Vento Rep Meetings</p> <p>Attended WMCC open house - Berlin</p>	2019 - 2020

**GOAL #2 Strengthen and utilize Business/Community relationships
(PROGRAMMATIC/ORGANIZATIONAL GOALS)**

Action Plan	Responsibility	Evidence	Timeline
Replicate NCCA and Littleton Rotary Scholarship Program in other Rotary Clubs in Rich Country	Administration	-Completed June 2016. Lancaster Rotary awarded scholarship to student at graduation	June 2015-2016 Completed

Partner with a Business from each sending district to conduct mock interviews, provide feedback with resumes/job application	T/A		June 2017 -Identify interested partners, meeting with business, develop a plan/schedule with hope to formally implement school year 2017-2018
Invite representatives into classroom as guest speakers	A/T	-SEVERAL.. throughout year Several throughout year	Ongoing 2015-2016 Ongoing 2016-2017
Organize tours of businesses, get students physically in businesses to see opportunities	A/T		
General building of community relationships-ADD	Admin & Teachers	Hosted Business Afterhours with Littleton Chamber of Commerce Fall 2016 Presented NCCA at the Annual Littleton Economic Development Meeting Hosted Business Breakfast with Lancaster Chamber of Commerce	Fall 2016 November 2016 January 2017
Develop Positive relationships with community cohorts		-Bring community members into the classroom -Continue positive relationships with North Country school officials -Continue positive relationships with Concord officials	2017-2018
Presentations		-Student and staff lead	2017-2018
Educational Movie	Teachers	Prepare for Schindler's List movie showing – Relationships with the Noyes fund, Lancaster Rotary, Rialto Theatre, The Democrat, Local Churches	2018 - 2019
Refer students for employment	Teachers	Throughout the school year teachers are asked for referrals for employment	2018 - 2019
Community Functions	Administration	Lancaster Chamber of Commerce Dinner Newly Elected Legislator's Breakfast Business after hours – Littleton Set up NCCA meeting for all school districts for Fall 2019 Met with all new staff and districts about NCCA, delivered new paperwork Set up WMCC/NCCA photo op Set up NECAPS	2018 - 2019

		Superintendent Meetings	
Student Activities	Teachers	Had speakers from WMCC and University of Maine: Farmington CPR training through the local community Had a local business call us looking for employee recommendations from our students – we referred 2	2019 - 2020
Student Activities	Teachers	Through these projects we have increased our visibility in the local community. The billboard was well received, the events held at the Rialto have been well attended, and we have created a positive relationships with community leaders.	2019 - 2020
Student Activities	Teachers	Reached out to Lahoots to help with a student in need.	2019 - 2020
Administrative Activities	Administration	ATOD Meetings Boys & Girls State Dartmouth Medical Summer Program Ethics Presentation Met with all new admission clerks about NCCA over summer Littleton Chamber Dinner	2019 - 2020

GOAL #3 Improve communication and collaboration with the communities, school districts and local organizations

(PROGRAMMATIC/ORGANIZATIONAL GOALS)

Action Plan	Responsibility	Evidence	Timeline
Establish a relationship with Juvenile Court. Build a strong connection	Lisa	-Began relationship October 2015-Tri-County Drug Summit -December 2015, invited Juvenile Court Rep into school, met & exchanged information	2015-2016..ongoing
Host Informational meetings for various focus groups	Lisa	-2015-2016 Two meeting happened	Ongoing
Outreach activities/projects	Lisa	-Rotary Presentation -Coos County Economic Development Council Presentation See goal #2	2015-2016
		Hosted New Legislative Breakfast-Student presented project as well	February 2017

		Guidance Counselor Breakfast	Fall 2016
		Attend several area and state meetings; Title I, Special Education, NC Superintendents-Principals,	206-2017 Ongoing
Parent presentations		-Guide students, bring relevancy, community relationships	2017-2018
Student projects		-Care2Inspire-Substance Misue (SM) -Spring Regional Event (SM) -Fall Kick Off(SM) -Mid Year Regional Planning (SM) -Spring Regional Event	2016-2018
District Meetings	Teacher	Attended district IEP determination meetings at Berlin District behest	2018-2019
Keep Local school districts up to date	Teachers	Monthly phone calls to local principals	2018 - 2019
Summer school Berlin	Teacher	For past 5 years NCCA has run a summer school program in the Berlin, NH middle school	2018 - 2019
Community Events and Partnerships hosted by NCCA	Adminstration & Teachers	CTE Advisory Board Meetings Eversource Partnerships Lauren Rainbow show Beautiful Boy Movie Quarterly Newsletter	2018 - 2019
Community Outreach	Lisa	Posters & Radio interviews Empower Coos Youth Grants	2018 - 2019
Student Activities	Teachers	Worked with WYLD to send students to Goose Island last summer	2019 - 2020
Student Activities	Teachers	Our theme last year revolved around the study of the Holocaust. We partnered with the Jewish Synogue in Bethlehem to have some guest speakers. We were able to show the movie Schindler's List with the help of the Noyes fund, Lancaster Rotary and the Rialto Theater.	2019 - 2020
Student Activities	Teachers	Al Smith came and visited with the students about the CTC and possible careers. Kelly Noland came and go to see first hand what our program looks like. Successfully had a field trip to WMCC	2019 - 2020
Admin activities	Administration	Sending out school district reports Student success stories Highlighting students with	2019 - 2020

		organizations: American Legion and Boys & Girls State NHCF – Student Ambassador program	
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GOAL #4 Establish a long-term sustainability plan for the school
(PROGRAMMATIC/ORGANIZATIONAL GOALS)

Action Plan	Responsibility	Evidence	Timeline
Explore new initiatives with supporting school districts in which we might be able to offer new services -Adult Education -Experiential Learning Program		Explore new initiatives: Met with NH DOE(Ashley Frame & Caitlyn Davis) exploring funding-grants, possible 2 nd submission of free and reduced lunch. Board support in exploring "Investings"	January 2017 April 2017
Review Reserved Account Policy, update if necessary. Maintain Reserve	Lisa	-June 2015 Updated, at request of NHCTF-Grant Review and updated	2015 June 2017
Develop policies addressing absorbing variations in enrollment contracts from year to year.	Lisa	-June 2015 New Enrollment Policy	June 2015
Develop and enrolment policy to address enrollment gaps	Lisa	-June 2015 New Enrollment Policy Continuing to implement new policy and keeping track	June 2016 & 2017
Grants: AT & T	Lisa	2013-2015: Received \$8500.00 2016: Received \$5000.00 2017: Received \$5,000.00	Ongoing
Grants United Way NH Charitable Foundation USDA	Lisa	-June 2015, NH Charitable Trust Foundation-\$10,125.00 awarded as matching grant -April 2016, NH Charitable Trust Foundation-\$22,000.00 awarded as matching grant -April 2016, USDA awarded \$28,700.00 matching grant 2016-2017 \$86,000.00 Grants -New SAP-NCHC -Title I, II -RLIS -AT&T	2014-2016 2016-2017
Tuition Rate Contingent on Current Enrollment Policy			
Explore Vermont District with School Choice		Attended Open House-Presentation, Concord School Met personally with Calendoinia Superintendent	2015-2016

		Attended Open House, Concord School Met with Guidance-St. Johnsbury Academy	2016-2017
Transportation Research-cost ings		2015-2016: Board reviewed comparisons: Approved	
Integration of Technology in daily operating procedures		2016-Google Application, saved NCCA \$10,000	2017
Increase seats		-Advertise for VT students	2018
Allow for dropouts to refer self		-We have been doing this for 2 years, good results	2018
Allow for homeschoolers to refer themselves		-We have been doing this for 2 years, good results	2018
Develop Investment Account		-Sent out RFP, contracted with NE Wealth Investment Advisors	2017-2018
Vermont Students	Teacher	Enrolling the first student from the Canaan Vermont District	2018 - 2019
Long Term Plans	Administration	Going out more into the community Working with more Lancaster and Littleton students More road trips to schools Public Relations Home school presentation	2018 - 2019
Middle School Project	Lisa	Contacted all schools about interests in program Administered Surveys Cost Analysis	2018 - 2019
Facilities	Lisa	Inspected numerous possible new sites for Lancaster School	2018 - 2019
Personnel Study & Training Plan	Lisa	Updated all Job Descriptions	2018 - 2019
Media Campaign	Lisa & Kim	Sent out numerous press releases	2018 - 2019
New Grants	Lisa	NH Charitable Trust Foundation USDA AT&T Eversource NCHC SAP Grant	2018 - 2019
Contract Negotiation	Lisa	WW Berry Edmentum Rental Leases Profile Technology	2018 - 2019
Investment/Portfolio	Lisa	Determining amount and investment company	2018 - 2019
Student Activities	Teachers	Our student referrals have grown substantially this year.	2019 - 2020
Student Activities	Teachers	On going staff/team meetings Planning meeting at Mountain View 3/13/20	2019 - 2020

Admin Activities	Admin	New site below the notch Collaborting w/PSU on doing this research	2019 - 2020
Admin Activites	Admin	Sign P&S Agreement for new facilitiy Pre-work-State Fire Marshal Inspections,sectionsre & Safety Inspections, NH DES Environmental Reports, Consultations Enrviromental Stifehours, HVAC & Electric Inspections, NHDOE Facility Inspections	2019-2020

North Country Charter Academy
Course List

Number	Name	Department	HR	GPA/QPA	Transcript
1	Portfolio	SPECIAL/OTHER			X
100	Elements of English	ENGLISH			X
101	Elements of English	ENGLISH			X
102	Elements of English	ENGLISH			X
103	Elements of English	ENGLISH			X
105	Principles of English	ENGLISH			X
106	Principles of English	ENGLISH			X
107	Principles of English	ENGLISH			X
108	Principles of English	ENGLISH			X
110	Structural English	ENGLISH			X
111	Structural English	ENGLISH			X
112	Structural English	ENGLISH			X
113	Structural English	ENGLISH			X
115	English Intermediate I	ENGLISH			X
116	English Intermediate I	ENGLISH			X
117	English Intermediate I	ENGLISH			X
118	English Intermediate I	ENGLISH			X
120	English Intermediate II	ENGLISH			X
121	English Intermediate II	ENGLISH			X
122	English Intermediate II	ENGLISH			X
123	English Intermediate II	ENGLISH			X
125	English Advanced I	ENGLISH			X
126	English Advanced I	ENGLISH			X
127	English Advanced I	ENGLISH			X
128	English Advanced I	ENGLISH			X
130	English Advanced II	ENGLISH			X
131	English Advanced II	ENGLISH			X
132	English Advanced II	ENGLISH			X
133	English Advanced II	ENGLISH			X
135	Advanced Literature and Composition	ENGLISH			X
137	Advanced Literature and Composition	ENGLISH			X
138	Adv Literature and Composition	ENGLISH			X
140	English 20	ENGLISH		X	X
142	English Essentials	ENGLISH			X
145	English 21	ENGLISH		X	X
147	English Fundamentals	ENGLISH			X
150	English Intermediate	ENGLISH			X
152	English Intermediate	ENGLISH			X
155	English Advanced	ENGLISH			X
157	English Advanced	ENGLISH			X
160	Creative Writing	ENGLISH			X
161	Creative Writing	ENGLISH			X
162	Creative Writing	ENGLISH			X
165	Structures of Writing	ENGLISH		X	X
166	Structures of Writing	ENGLISH			X
167	Structures of Writing	ENGLISH			X
168	Structure of Writing	ENGLISH			X
170	English 8A	ENGLISH			X
171	English I	ENGLISH			X
172	English I	ENGLISH			X
173	English I	ENGLISH			X
174	English I	ENGLISH			X

North Country Charter Academy
Course List

Number	Name	Department	HR	GPA/QPA	Transcript
175	English II	ENGLISH			X
176	English II	ENGLISH			X
177	English II	ENGLISH			X
178	English II	ENGLISH			X
179	English III	ENGLISH			X
180	English III	ENGLISH			X
181	English III	ENGLISH			X
182	English III	ENGLISH			X
183	English IV	ENGLISH			X
184	English IV	ENGLISH			X
185	English IV	ENGLISH			X
186	English IV	ENGLISH			X
190	English 5	ENGLISH			X
200	NCCA Instructional Math	MATHEMATICS			X
201	NCCA Instructional Math	MATHEMATICS			X
202	NCCA Instructional Math	MATHEMATICS			X
203	NCCA Instructional Math	MATHEMATICS			X
205	Pre-Algebra	MATHEMATICS			X
206	Pre-Algebra	MATHEMATICS			X
207	Pre-Algebra	MATHEMATICS			X
208	Pre-Algebra	MATHEMATICS			X
210	Algebra I Part A	MATHEMATICS			X
212	Algebra I Part A	MATHEMATICS			X
215	Algebra I Part B	MATHEMATICS			X
217	Algebra I Part B	MATHEMATICS			X
218	Algebra I Part B	MATHEMATICS			X
220	Algebra 2 Part A	MATHEMATICS			X
221	Algebra II Part A	MATHEMATICS			X
222	Algebra II Part A	MATHEMATICS			X
223	Algebra II Part A	MATHEMATICS			X
225	Algebra 2 Part B	MATHEMATICS			X
226	Algebra II Part B	MATHEMATICS			X
227	Algebra II Part B	MATHEMATICS			X
228	Algebra II Part B	MATHEMATICS			X
230	Geometry	MATHEMATICS			X
231	Geometry	MATHEMATICS			X
232	Geometry	MATHEMATICS			X
233	Geometry	MATHEMATICS			X
235	Pre-Calculus	MATHEMATICS			X
236	Pre-Calculus	MATHEMATICS			X
237	Pre-Calculus	MATHEMATICS			X
238	Pre-Calculus	MATHEMATICS			X
240	Advanced Calculus	MATHEMATICS			X
241	Advanced Calculus	MATHEMATICS			X
242	Advanced Calculus	MATHEMATICS			X
243	Advanced Calculus	MATHEMATICS			X
245	Trigonometry	MATHEMATICS			X
246	Trigonometry	MATHEMATICS			X
247	Trigonometry	MATHEMATICS			X
248	Trigonometry	MATHEMATICS			X
250	Consumer Math	MATHEMATICS			X
251	Consumer Math	MATHEMATICS			X
252	Consumer Math	MATHEMATICS			X
253	Consumer Math	MATHEMATICS		X	X
260	General Math NCCA	MATHEMATICS		X	X

92 English 5 .50 credit

194 English 6 -1

195 English 6 - .75

196 English 6 .50

197 English 6 .25

**North Country Charter Academy
Course List**

Number	Name	Department	HR	GPA/QPA	Transcript
261	General Math NCCA	MATHEMATICS			X
262	General Math NCCA	MATHEMATICS			X
263	General Math NCCA	MATHEMATICS			X
265	Pre Algebra NCCA	MATHEMATICS			X
266	Pre Algebra NCCA	MATHEMATICS			X
267	Pre Algebra NCCA	MATHEMATICS			X
268	Pre Algebra NCCA	MATHEMATICS			X
270	Algebra I NCCA	MATHEMATICS			X
271	Algebra I NCCA	MATHEMATICS			X
272	Algebra I NCCA	MATHEMATICS			X
273	Algebra I NCCA	MATHEMATICS			X
275	Probability & Statistics	MATHEMATICS			X
276	Probability & Statistics	MATHEMATICS			X
277	Probability & Statistics	MATHEMATICS			X
278	Probability & Statistics	MATHEMATICS			X
280	Accounting A	BUSINESS			X
281	Accounting B	BUSINESS			X
300	Life Science	SCIENCE		X	X
301	Life Science	SCIENCE			X
302	Life Science	SCIENCE			X
303	Life Science	SCIENCE			X
305	Physical Science	SCIENCE			X
306	Physical Science	SCIENCE			X
307	Physical Science	SCIENCE			X
308	Physical Science	SCIENCE			X
310	Earth and Space	SCIENCE			X
311	Earth and Space	SCIENCE			X
312	Earth and Space	SCIENCE			X
315	Biology	SCIENCE			X
316	Biology	SCIENCE			X
317	Biology	SCIENCE			X
318	Biology	SCIENCE			X
320	Advanced Biology	SCIENCE			X
325	Integrated Physics and Chemistry	SCIENCE			X
327	Integrated Chemistry & Physics	SCIENCE			X
329	Physics A & B	SCIENCE			X
330	Physics A & B	SCIENCE			X
331	Physics A & B	SCIENCE			X
332	Physics A & B	SCIENCE			X
340	Robotics 1A	SCIENCE			X
341	Robotics 1B	SCIENCE			X
400	American History 1	HISTORY			X
401	American History 1	HISTORY			X
402	American History 1	HISTORY			X
403	American History 1	HISTORY			X
405	American History 2	HISTORY			X
406	American History 2	HISTORY			X
407	American History 2	HISTORY			X
408	American History 2	HISTORY			X
112	US Government	HISTORY			X
117	Civics	HISTORY		X	X
421	Civics	HISTORY	X	X	X
422	World Geography	HISTORY			X

North Country Charter Academy
Course List

Number	Name	Department	HR	GPA/QPA	Transcript
424	World Geography A	HISTORY			X
425	World Geography	HISTORY			X
426	Economics	HISTORY			X
427	Economics	HISTORY			X
429	World Geography B	HISTORY			X
431	World History	HISTORY			X
432	World History	HISTORY			X
435	European History I	HISTORY			X
440	European History II	HISTORY			X
445	World Studies	HISTORY			X
446	World Studies	HISTORY			X
447	World Studies	HISTORY			X
450	US History	HISTORY		X	X
451	US History	HISTORY			X
452	US History	HISTORY			X
453	US History	HISTORY			X
454	US History	HISTORY			X
461	World History A	HISTORY			X
462	World History B	HISTORY			X
500	Physical Education	PHYSICAL EDUCATION			X
501	Physical Education	PHYSICAL EDUCATION			X
502	Physical Education	PHYSICAL EDUCATION			X
503	Physical Education	PHYSICAL EDUCATION			X
504	Physical Education	PHYSICAL EDUCATION			X
505	Health	HEALTH			X
506	Health	HEALTH		X	X
507	Health	HEALTH			X
509	Principals of Health Science A	HEALTH			X
510	Principals of Health Science B	HEALTH			X
600	Art History and Appreciation	ART			X
601	Art History and Appreciation	ART			X
602	Art History and Appreciation	ART			X
605	Music Appreciation	MUSIC			X
606	Music Appreciation	MUSIC			X
700	Computing for College and Careers	TECHNOLOGY			X
701	Computer Applications and Technology	TECHNOLOGY			X
702	Computer Applications and Technology	TECHNOLOGY			X
703	Computing for College and Careers	TECHNOLOGY			X
704	Web Design	TECHNOLOGY			X
705	Digital Art	TECHNOLOGY			X
706	Computing for College & Career	TECHNOLOGY			X
707	Computing for College & Career	TECHNOLOGY			X
800	Elective	SPECIAL/OTHER			X
801	Elective	SPECIAL/OTHER			X
802	Elective	SPECIAL/OTHER			X
803	Elective	SPECIAL/OTHER			X
804	Elective	SPECIAL/OTHER			X

470 French 1A .50
 471 French 1B .50
 472 French 2A .50
 473 French 2B .50

708- Art/Audio Visual .25
 709- Girls WhoCode .50

North Country Charter Academy
Course List

Number	Name	Department	HR	GPA/QPA	Transcript
805	Elective	SPECIAL/OTHER			X
806	Elective	SPECIAL/OTHER			X
807	Elective	SPECIAL/OTHER			X
808	Elective	SPECIAL/OTHER			X
810	Film Studies	SPECIAL/OTHER			X
811	Film Studies	SPECIAL/OTHER			X
812	Film Studies	SPECIAL/OTHER			X
813	Film Studies	SPECIAL/OTHER			X
815	Human Development	SOCIAL SCIENCES			X
816	Human Development	SOCIAL SCIENCES			X
817	Human Development	SOCIAL SCIENCES			X
818	Human Development	SOCIAL SCIENCES			X
819	Human Development	SOCIAL SCIENCES			X
820	Psychology	SOCIAL SCIENCES			X
821	Psychology	SOCIAL SCIENCES			X
822	Psychology	SOCIAL SCIENCES			X
824	Psychology	SOCIAL SCIENCES			X
825	Current Events	SPECIAL/OTHER			X
826	Current Events	STUDY HALL			X
827	Current Events	SPECIAL/OTHER			X
830	Investing	SPECIAL/OTHER			X
832	Investing	SPECIAL/OTHER			X
835	Drivers Education	SPECIAL/OTHER			X
840	Work Study	SPECIAL/OTHER			X
841	Work Study	SPECIAL/OTHER			X
842	Work Study	SPECIAL/OTHER			X
843	Work Study	SPECIAL/OTHER			X
844	Work Study II	SPECIAL/OTHER		X	X
845	Work Study II	SPECIAL/OTHER			X
847	College Research	SPECIAL/OTHER			X
850	Career Exploration	SPECIAL/OTHER			X
855	Military Research	SPECIAL/OTHER			X
857	Military Research	SPECIAL/OTHER			X
858	Military Research	SPECIAL/OTHER			X
860	Independent Study / Project	SPECIAL/OTHER			X
861	Independent Study	SPECIAL/OTHER			
862	Independent Project	SPECIAL/OTHER		X	X
863	Independent Study	SPECIAL/OTHER			
864	Independent Study	SPECIAL/OTHER 2 credits			
865	Online Course	SPECIAL/OTHER			X
866	Independent Study	SPECIAL/OTHER			X
870	Community Service	SPECIAL/OTHER			X
871	Community Service	SPECIAL/OTHER			X
872	Community Service	SPECIAL/OTHER			X
873	Community Service	SPECIAL/OTHER			X
875	Volunteer Project	SPECIAL/OTHER			X
880	Electricity I / Electronics I	SPECIAL/OTHER			X
881	Electricity I / Electronics I	SPECIAL/OTHER			X
882	Electricity I / Electronics I	INDUSTRIAL ARTS			X
883	Electricity I	SCIENCE			X
885	Electricity II / Electronics II	SPECIAL/OTHER			X

North Country Charter Academy
Course List

Number	Name	Department	HR	GPA/QPA	Transcript
895	Personal Finance	MATHEMATICS			X
896	Personal Finance	MATHEMATICS			X
897	Personal Finance	BUSINESS		X	X
899	Architecture	SPECIAL/OTHER			X
900	Princ of Architecture and Construction	INDUSTRIAL ARTS			X
901	Principles of Art & AV	ART		X	X
902	Health Careers	HEALTH			X
903	Principles of Law & Safety A	SPECIAL/OTHER			X
904	Game Development	SPECIAL/OTHER			X
905	Intro to Fashion	SPECIAL/OTHER			X
906	Spanish I A	LANGUAGE			X
907	Introduction To Social Media	SPECIAL/OTHER			X
908	Information Technology Part A	TECHNOLOGY			X
909	Information Technology Part B	TECHNOLOGY			X
910	Chemistry	SCIENCE			X
911	Spanish 2 A	LANGUAGE			X
913	Spanish 2 B	LANGUAGE			X
923	Spanish I A	LANGUAGE			X
924	Spanish I B	LANGUAGE			X
1100	Culinary Arts Year 1 (WMRHS)	CTE			X
1101	Culinary Arts Year 2 (WMRHS)	CTE			X
1102	ROTC Year 1 (WMRHS)	CTE			X
1103	ROTC Year 2 (WMRHS)	CTE			X
1104	Mechanical Tech Year 1 (WMRHS)	CTE			X
1105	Mechanical Tech Year 2 (WMRHS)	CTE			X
1106	Culinary Arts Year 1 (WMRHS)	CTE			X
1107	Culinary Arts Year 2 (WMRHS)	CTE			X
1108	Mountain View Academy Year 1 (WMRHS)	CTE			X
1109	Mountain View Academy Year 2 (WMRHS)	CTE			X
1115	Welding (WMRHS)	CTE			X
1150	Automotive Year 1 - Sem 1 (LHS)	CTE			X
1151	Automotive Year 2 (LHS)	CTE			X
1152	Building Trades Year 1 (LHS)	CTE			X
1153	Building Trades Year 2 (LHS)	CTE			X
1154	Automotive Year 1 - Sem 2 (LHS)	CTE			X
1155	Allied Health (LHS)	CTE			X
1156	Computer Sys Tech (LHS)	CTE			X
1160	ROTC	CTE			X
1164	Marketing (VLACS)	BUSINESS			X
1165	Economics (VLACS)	HISTORY			X
1166	US History Seg I (VLACS)	HISTORY			X
1167	US History Seg II (VLACS)	HISTORY			X
1168	Spanish Segment II (VLACS)	LANGUAGE			X
1169	Spanish I Segment I (VLACS)	LANGUAGE			X
1170	Physical Education (VLACS)	PHYSICAL EDUCATION			X
1171	Health (VLACS)	HEALTH			X

925 Principles of Law & Safety IB .50

930 Computer Programming IA .50

931 Computer Programming IB .50

935- Chemistry .75

936- " .50

937- " .25

938- checking Account A .50

939- " B .50

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**North Country Charter Academy
Course List**

Number	Name	Department	HR	GPA/QPA	Transcript
1172	Geometry Segment 1 (VLACS)	MATHEMATICS			X
1173	Geometry Segment 2 (VLACS)	MATHEMATICS			X
1174	Algebra I Segment I (VLACS)	MATHEMATICS			X
1175	Algebra I Segment II (VLACS)	STUDY HALL			X
1177	Algebra II Segment II (VLACS)	MATHEMATICS			X
1184	VLASC English	ENGLISH		X	X
1185	VLASC English	ENGLISH		X	X
1187	Fitness Lifestyle Design Segment 1 (VLACS)	PHYSICAL EDUCATION			X
1189	Psychology (VLACS)	SOCIAL SCIENCES			X
1190	Forensic Science Segment 1 (VLACS)	SCIENCE			X
1191	Law and Order (VLACS)	SPECIAL/OTHER			X
1200	English 9 (Berlin)	ENGLISH			X
1201	English 10 (Berlin)	ENGLISH			X
1211	Pre-Algebra (Berlin)	MATHEMATICS			X
1221	Civics / Government (Berlin)	HISTORY			X
1222	Global Studies (Berlin)	HISTORY			X
1230	Advisory (Berlin)	SPECIAL/OTHER			X
1231	Career Choices (Berlin)	CTE			X
1232	Chorus (Berlin)	MUSIC			X
1233	Art I (Berlin)	ART			X
1234	Tutorial (Berlin)	SPECIAL/OTHER			X
1235	Welding Tech (Berlin)	CTE			X
1236	Trans Tech (Berlin)	SPECIAL/OTHER			X
1237	Physical Education (Berlin)	PHYSICAL EDUCATION			X
1238	World History (Berlin)	HISTORY			X
1239	Introduction to Biology (Berlin)	SCIENCE			X
1240	Accounting Principles I (Berlin)	BUSINESS			X
1241	Algebra Support (Berlin)	MATHEMATICS			X
1242	Health (Berlin)	HEALTH			X
1243	Marketing (Berlin)	BUSINESS			X
1244	Integrated Math (Berlin)	MATHEMATICS			X
1245	Elements of English	ENGLISH			X
1246	Physical Science (Berlin)	SCIENCE			X
1247	World Studies (Berlin)	STUDY HALL			X
1248	Biology (Berlin)	SCIENCE			X
1249	Medical Terminology (Berlin)	HEALTH			X
1250	Elements of English 9/10 (Berlin)	STUDY HALL			X
1253	Tech & Robotics	SPECIAL/OTHER			X
1254	Intro to Engineering	MATHEMATICS			X
1255	Exploring Spanish	LANGUAGE			X
1300	English 9 (Colebrook)	ENGLISH			X
1301	Algebra I (Colebrook)	MATHEMATICS			X
1302	World History (Colebrook)	HISTORY			X
1303	Earth Science (Colebrook)	SCIENCE			X
1304	Spanish I (Colebrook)	LANGUAGE			X
1305	Introduction to Technology (Colebrook)	TECHNOLOGY			X
1306	Computer Applications (Colebrook)	TECHNOLOGY			X

**North Country Charter Academy
Course List**

Number	Name	Department	HR	GPA/QPA	Transcript
1307	Art (Colebrook)	ART			X
1309	NH Govt / Civics (Colebrook)	HISTORY			X
1310	General Math (Colebrook)	MATHEMATICS			X
1311	Introduction to Business (Colebrook)	BUSINESS			X
1312	Information/Communication Tech (Colebrook)	TECHNOLOGY			X
1400	A+ Geometry (GHS)	MATHEMATICS			X
1401	A+ Lifetime Fitness (GHS)	PHYSICAL EDUCATION			X
1402	A+ World History (GHS)	HISTORY			X
1403	Physical Education (Groveton)	PHYSICAL EDUCATION			X
1404	Art I (GHS)	ART			X
1405	Physical Science (GHS)	SCIENCE			X
1406	Metal Tech (GHS)	CTE			X
1407	World History I (GHS)	HISTORY			X
1408	English 10 (GHS)	ENGLISH			X
1409	Health (GHS)	HEALTH			X
1410	Introduction to Auto (Groveton)	CTE			X
1411	United States and NH History I (GHS)	HISTORY			X
1412	United States History II (GHS)	HISTORY			X
1413	A+ English 9 (GHS)	ENGLISH			X
1414	Civics / Government (GHS)	HISTORY			X
1415	Economics (GHS)	HISTORY			X
1416	English 11 (GHS)	ENGLISH			X
1417	Engineering Design (GHS)	SPECIAL/OTHER			X
1418	Physical Education (GHS)	PHYSICAL EDUCATION			X
1419	English 9 (GHS)	ENGLISH			X
1420	Computer Applications (GHS)	TECHNOLOGY			X
1421	Computer Aided Drafting (GHS)	CTE			X
1422	General Algebra (GHS)	MATHEMATICS			X
1423	World History II (GHS)	HISTORY			X
1424	General Geometry (GHS)	MATHEMATICS			X
1425	Traditional Craft (GHS)	SPECIAL/OTHER			X
1426	United States History II (GHS)	HISTORY			X
1427	Biology (GHS)	SCIENCE			X
1431	Chorus (GHS)	MUSIC			X
1459	Geography (GHS)	SOCIAL SCIENCES			X
1466	Business Math (GHS)	MATHEMATICS			X
1471	Band (GHS)	MUSIC			X
1476	Chorus (Groveton)	MUSIC			X
1478	Drama (Groveton)	SPECIAL/OTHER			X
1479	Child Development (GHS)	SOCIAL SCIENCES			X
1500	Guided Study (Lin-Wood)	SPECIAL/OTHER			X
1590	English (LHS Odysseyware)	ENGLISH			X
1591	Economics (LHS Odysseyware)	HISTORY			X
1599	Theatre (LHS)	SPECIAL/OTHER			X
1602	English 10B (LW)	ENGLISH			X
1603	English 11 (LW)	ENGLISH			X
1610	Integrated Math (LW)	MATHEMATICS			X

**North Country Charter Academy
Course List**

Number	Name	Department	HR	GPA/QPA	Transcript
1611	Consumer Math (LW)	MATHEMATICS			X
1616	Physics (LW)	SCIENCE			X
1617	Biology (LW)	SCIENCE			X
1621	Government (LW)	HISTORY			X
1623	Economics (LW)	HISTORY			X
1625	Physical Education (LW)	PHYSICAL EDUCATION			X
1626	Project Venture (LW)	PHYSICAL EDUCATION			X
1627	Health (LW)	PHYSICAL EDUCATION			X
1631	Study Skills (LW)	SPECIAL/OTHER			X
1636	HS Chorus (LW)	MUSIC			X
1639	Digital Photography (LW)	TECHNOLOGY			X
1649	Study Skills (LW)	SPECIAL/OTHER			X
1650	Digital Publishing (LW)	TECHNOLOGY			X
1652	Project Venture II (LW)	STUDY HALL			X
1653	Study Skills (LW)	SPECIAL/OTHER			X
1655	Theory of Knowledge (LW)	SPECIAL/OTHER			X
1660	Teacher Aide (LW)	SPECIAL/OTHER			X
1672	Prog & Port (LW)	TECHNOLOGY			X
1673	Independent Study (LW)	SPECIAL/OTHER			X
1674	Spanish III (LW)	LANGUAGE			X
1700	SAT Prep	SPECIAL/OTHER			X
1742	Chorus (Profile)	MUSIC			X
1750	HiSET Math Prep	SPECIAL/OTHER			X
1751	HiSET Science Prep	SPECIAL/OTHER			X
1760	ASVAB Prep Math	SPECIAL/OTHER			X
1761	ASVAB Prep Eng 1	SPECIAL/OTHER			X
1762	ASVAB Prep Sci 1	SPECIAL/OTHER			X
1763	ASVAB Prep Sci 2	SPECIAL/OTHER			X
1764	ASVAB ENGLISH	ENGLISH			X
1767	Culinary Arts (Profile)	HOME ECONOMICS			X
1772	Ceramics (Profile)	ART			X
1822	Odysseyware US History	HISTORY			
1859	Graphic Design (WMRHS)	SPECIAL/OTHER			X
1935	Heavy Equipment (Riverbend)	CTE			X
2602	English I level 2	ENGLISH			X
2603	English II College/Career	ENGLISH			X
2604	Fundamental English II	ENGLISH			X
2612	Algebra I	MATHEMATICS			X
2613	Consumer Math	MATHEMATICS			X
2620	Social Studies	HISTORY			X
2621	Social Studies II	HISTORY			X
2622	American Government	HISTORY			X
2632	Food Chemistry	SCIENCE			X
2633	Medical Human Services	SCIENCE			X
2640	Computer Graphic Design	TECHNOLOGY			X
2641	Keyboarding	TECHNOLOGY			X
2650	Diversity	SPECIAL/OTHER			X
2651	Health Education	PHYSICAL EDUCATION			X
2652	Health Education II	PHYSICAL EDUCATION			X
2653	Independent PE	PHYSICAL EDUCATION			X
2670	Foundations in Art	ART			X
680	Senior Life: Career Education	SPECIAL/OTHER			X

Total Records :450



flexible and engaging online COURSEWARE to support student success



Edmentum Courseware offers educator's best-in-class online curriculum for kindergarten through adult learners with over 400 engaging courses. Our Courseware enhances the way educators utilize data, tracking progress to course completion and content mastery and saving valuable time to ensure that program goals are met. Edmentum's curriculum is customizable to meet the needs and pace of individual learners.

Our engaging learning approach provides

- Unparalleled course flexibility for educators to customize curriculum, instruction and assessment
- Robust courses built to state or national standards
- Award-winning courseware proven by third-party efficacy
- Broad range of core subjects, Career and Technical Education, World Languages, and advanced courses
- Data-rich analytics to measure growth and identify learning patterns
- Easy-to-use learner dashboard empowers students to monitor tasks and progress



Courseware's ability to differentiate instruction for every student has made a real and measurable difference for us.



— Scott Douglas, Principal
Lakeville South High School, MN



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Core Courses

- Over 100 semesters of courses aligned to state and national standards in core subject areas - *English Language Arts, Math, Science, and Social Studies*
- Give your students a strong foundation with our comprehensive offering of core curricula



World Languages

- 14 semesters of World Language courses - *Spanish I, II, and III, French I and II, German I and II*



Electives

- Over 100 semesters of elective courses
- Engage your students through a robust offering of courses, including Music Appreciation, Forensic Science, and Health & Personal Wellness



Advanced

- 10 semesters of rigorous, high-quality courses for use with Advanced Placement® exams
- Ensure that your students are prepared on test day with courses that address the standards defined by the College Board



Career and Technical Education (CTE)

- Industry-leading CTE course collection, offering over 100 semesters of CTE courses in all 16 nationally recognized Career Clusters®
- Empower career exploration with highly interactive, video-rich CTE courses designed to engage learners and provide learning experiences relevant to the real world



College and Career Readiness

- Courses to prepare your students for their next step, such as - *ACT®, SAT®, ACCUPLACER®, WorkKeys®, ACT National Career Readiness Certificate®, ASVAB, GED®, HiSET®, TASC™*

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English Language Arts

Business English A/B

English 06 A/B

English 07 A/B

English 08 A/B

English 09 A/B

English 10 A/B

English 11 A/B

English 12 A/B

English 9 with Augmented Reality

Social Studies

Civics A/B

Contemporary World A/B

Economics

Middle School U.S. History A/B

Middle School World History A/B

U.S. Government

U.S. History A/B

World Geography A/B

World History A/B

Science

Biology A/B

Biology with Virtual Labs A/B

Chemistry A/B

High School Earth and Space Science A/B

Integrated Physics & Chemistry A/B

Life Science A/B

Physical Science A/B

Physics A/B

Science 6 A/B

Science 7 A/B

Science 8 A/B

Career & Technical Education

Accounting A/B

Applied Medical Terminology A/B

Audio Video Production 1 A/B

Audio Video Production 2 A/B

Audio Video Production 3 A/B

Business Information Management A/B

Career Explorations

Certified Nurse Aide A/B

Child Development & Parenting A/B

CompTIA A+ 220-1001

CompTIA A+ 220-1002

CompTIA Network+ Certification (N10-007)

Computer Programming 1 A/B

Computing for College & Careers A/B

Culinary Arts A/B

Digital & Interactive Media A/B

Drafting & Design A/B

Electronic Communication Skills

Entrepreneurship A/B

Essential Career Skills

Food Handler and Food Manager Certifications

Foundations of Green Energy

Game Development

Graphic Design & Illustration A/B

Health Science 1 A/B

Health Science 2 A/B

International Business

Introduction to Android Mobile App Development

Introduction to Criminology

Introduction to Cybersecurity

Introduction to Finance

Introduction to iOS Mobile App Development

Marketing, Advertising, & Sales

Principles of Agriculture, Food, & Natural Resources A/B

Principles of Arts, Audio/Video Technology, & Communications A/B

Principles of Business, Marketing, & Finance A/B

Principles of Education & Training A/B

Principles of Engineering & Technology A/B

Principles of Government & Public Administration A/B

Principles of Health Science A/B

Principles of Hospitality & Tourism A/B

Principles of Human Services A/B

Principles of Information Technology A/B

Principles of Law, Public Safety, Corrections, & Security A/B

Principles of Manufacturing A/B

Principles of Transportation, Distribution, & Logistics A/B

Professional Communications

Professional Photography A/B

Robotics I A/B

Sports & Entertainment Marketing

Web Technologies A/B

Electives

Academic Success

African American Studies

Art History & Appreciation

Artificial Intelligence

Creative Writing

Environmental Science A/B

Gothic Literature

Introduction to Anthropology

Introduction to Archaeology

Introduction to Astronomy

Introduction to Fashion Design

Introduction to Forensic Science

Introduction to Marine Biology

Introduction to Philosophy

Introduction to Social Media

Introduction to Veterinary Science

Introduction to Visual Arts

Introduction to World Religions

Music Appreciation

Mythology & Folklore

Native American Studies: Contemporary Perspectives

Native American Studies: Historical Perspectives

Nutrition & Wellness

Personal Finance

Psychology A/B

Revolutionary Ideas in Science

Social Issues

Sociology

Structure of Writing

Theater, Cinema & Film Production

Women's Studies

World Languages

Advanced French A/B (EdOptions Academy Only)

Advanced Spanish A/B (EdOptions Academy Only)

American Sign Language (ASL) 1 A/B (EdOptions Academy Only)

American Sign Language (ASL) 2 A/B (EdOptions Academy Only)

Chinese 1 A/B (EdOptions Academy Only)

Chinese 2 A/B (EdOptions Academy Only)

French 1 A/B

French 2 A/B

French 3 A/B (EdOptions Academy Only)

German 1 A/B

German 2 A/B

Latin 1 A/B (EdOptions Academy Only)

Latin 2 A/B (EdOptions Academy Only)

Spanish 1 A/B

Spanish 2 A/B

Spanish 3 A/B

Health & Fitness

Adaptive Physical Education

Advanced Physical Education 1

Advanced Physical Education 2

Anatomy

Comprehensive Physical Education

Credit Recovery Health

Credit Recovery Physical Education 1

Credit Recovery Physical Education 2

Drugs & Alcohol

Elementary Health 1 A/B

Elementary Health 2 A/B

Elementary Health 3 A/B

Elementary Health 4 A/B

Elementary Health 5 A/B

Elementary Health Kindergarten A/B

Elementary Physical Education 1 A/B

Elementary Physical Education 2 A/B

Elementary Physical Education 3 A/B

Elementary Physical Education 4 A/B

Elementary Physical Education 5 A/B

Elementary Physical Education Kindergarten A/B

Exercise Science

Family & Consumer Science

Family Living & Healthy Relationships

First Aid & Safety

Fitness Basics 1

Fitness Basics 2

Fitness Fundamentals 1

Fitness Fundamentals 2

Flexibility Training

Group Sports

Health & Personal Wellness

Health Careers

HOPE 1

HOPE 2

Individual Sports

Intro to Coaching

Intro to Group Sports 1

Intro to Group Sports 2

Intro to Individual Sports 1

Intro to Individual Sports 2

Intro to Nursing 1

Intro to Nursing 2

Life Skills

Lifetime & Leisure Sports

Medical Terminology

Middle School Health

Nutrition

Outdoor Sports

Personal Health & Fitness

Personal Training Career Prep

Personal Training Concepts

Physiology

Running

Sports Officiating

Strength Training

Walking Fitness

Health & PE

Health

Physical Education

College & Career Readiness

Accuplacer® Math

Accuplacer® Reading

Accuplacer® Sentence Skills

ACT® English

ACT® Math

ACI® Mathematics

ACT® Reading

ACT® Science Reasoning

ACT® WORKKEYS

Advanced Biology A/B

Advanced Calculus A/B

Advanced Chemistry A/B

Advanced Computer Science A

Advanced English Lit & Comp A/B

Advanced U.S. History A/B

ASVAB Mathematics

ASVAB Technology & General Science, Part 1

ASVAB Technology & General Science, Part 2

ASVAB Word Knowledge & Paragraph Comprehension

HiSET® Preparation - Language Arts - Reading Part 1

HiSET® Preparation - Language Arts - Writing Part 1

HiSET® Preparation - Language Arts - Writing Part 2

HiSET® Preparation - Mathematics Part 1

HiSET® Preparation - Mathematics Part 2

HiSET® Preparation - Science Part 1

HiSET® Preparation - Science Part 2

HiSET® Preparation - Science Part 2

HiSET® Preparation - Social Studies Part 1

HiSET® Preparation - Social Studies Part 2

HiSET® Preparation - Language Arts - Reading Part 2

National Career Readiness Certificate - Bronze Level

National Career Readiness Certificate - Gold Level

National Career Readiness Certificate - Silver Level

Preparation for the GED® Reading Language Arts (2014)

Preparation for the GED® Mathematics (2014)

Preparation for the GED® Science (2014)

Preparation for the GED® Social Studies (2014)

SAT Reading

SAT® I Language Arts

SAT® I Mathematics

TASC Preparation - Language-Arts Reading Part 1

TASC Preparation - Language-Arts Reading Part 2

TASC Preparation - Language-Arts Writing Part 1

TASC Preparation - Language-Arts Writing Part 2

TASC Preparation - Mathematics Part 1

TASC Preparation - Mathematics Part 2

TASC Preparation - Mathematics Part 3

IASC Preparation - Science Part 1

TASC Preparation - Science Part 2

TASC Preparation - Social Studies Part 1

TASC Preparation - Social Studies Part 2

Secondary Electives

Anthropology 1: Uncovering Human Mysteries

Anthropology 2: More Human Mysteries Uncovered

Archaeology: Detectives of the Past

Art in World Cultures

Astronomy: Exploring the Universe

Biotechnology: Unlocking Nature's Secrets

Careers in Criminal Justice

Cosmetology: Cutting Edge Styles

Criminology: Inside the Criminal Mind

Digital Photography 1: Creating Images with Impact

Digital Photography 2: Discovering Your Creative Potential

Early Childhood Education

Fashion & Interior Design

Forensic Science 1: Secrets of the Dead

Forensic Science 2: More Secrets of the Dead

Gothic Literature: Monster Stories

Gothic Literature: Monster Stories

Great Minds in Science: Ideas for a New Generation

History of the Holocaust

Hospitality & Tourism: Traveling the Globe

Human Geography: Our Global Identity

International Business: Global Commerce in the 21st Century

Introduction to Agriscience

Introduction to Culinary Arts

Introduction to Entrepreneurship

Introduction to Manufacturing: Product Design & Innovation

Introduction to Social Media: Our Connected World

Law & Order: Introduction to Legal Studies

Middle School Career Explorations

Middle School Journalism

Middle School Photography: Drawing with Light

Music Appreciation: The Enjoyment of Listening

Peer Counseling

Personal & Family Finance

Personal Psychology 1: The Road to Self-Discovery

Personal Psychology 2: Living in a Complex World

Philosophy: The Big Picture

Philosophy: The Big Picture

Principles of Public Service: To Serve & Protect

Public Speaking

Real World Parenting

Social Problems 1: A World in Crisis

Social Problems 2: Crisis, Conflicts & Challenges

Sociology 1: The Study of Human Relationships

Sociology 2: Your Social Life

Veterinary Science: The Care of Animals

World Religions: Exploring Diversity

Higher Ed & Career Readiness

CASAS Competencies 0-4

CASAS Competencies 5

CASAS Competencies 6

CASAS Competencies Adult Secondary Reading Skills

CASAS Competencies Adult Secondary Writing Skills

CASAS Competencies Basic Reading Skills

CASAS Competencies Basic Writing Skills

Developmental Math 1 - Pre-Algebra

Developmental Math 2 - Beginning Algebra

Developmental Math 4 - Advanced Algebra

HESI A2

NRS Language L3

NRS Language L4

NRS Language L5

NRS Language L6

NRS Mathematics L1

NRS Mathematics L2

NRS Mathematics L3

NRS Mathematics L5

NRS Mathematics L6

NRS Reading L2

NRS Reading L3

NRS Reading L4

NRS Reading L5

NRS Reading L6

Praxis Core Academic Skills for Educators: Mathematics Part 1

Praxis Core Academic Skills for Educators: Mathematics Part 2

Praxis Core Academic Skills for Educators: Reading Part 1

Praxis Core Academic Skills for Educators: Reading Part 2

Praxis Core Academic Skills for Educators: Writing Part 1

Praxis Core Academic Skills for Educators: Writing Part 2

Praxis II: Biology: Content Knowledge

Praxis II: Chemistry: Content Knowledge

Praxis II: Citizenship & Social Science, Part 1

Praxis II: Citizenship & Social Science, Part 2

Praxis II: Elementary Education - Mathematics

Praxis II: Elementary Education - Reading

Praxis II: Elementary Education - Science

Praxis II: Elementary Education - U.S. History

Praxis II: Elementary Education - World History

Praxis II: English Language Arts

Praxis II: English Language, Literature & Composition

Praxis II: General Science, Part 2

Praxis II: Mathematics

Praxis II: Mathematics Content Knowledge

Praxis II: Science, Part 1

Praxis II: Science, Part 2

Praxis II: Social Studies Content Knowledge, Part 1

Praxis II: Social Studies Content Knowledge, Part 2

Praxis II: Social Studies Content Knowledge, Part 3

Praxis II: World & U.S. History

TABE® Language Level A

TABE® Language Level D

TABE® Language Level E

TABE® Language Level L

TABE® Language Level M

TABE® Mathematics Level A, Part 1

TABE® Mathematics Level A, Part 2

TABE® Mathematics Level D

TABE® Mathematics Level E

TABE® Mathematics Level M

TABE® Reading Level A

TABE® Reading Level D

TABE® Reading Level E

TABE® Reading Level L

TABE® Reading Level M

TEAS English

TEAS Math

TEAS Reading

TEAS Science

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66%

By 2020, over half of all jobs will require some postsecondary education or training beyond high school (Carnevale, Smith, & Strohl, 2013)

93%

93% of students concentrating in CTE graduated high school—13% higher than the overall U.S. graduation rate (ACTE, 2016)

80%

80% of high school students taking both college prep and rigorous CTE courses meet college & career readiness goals—compared to 63% of high school students taking only college prep (ACTE, 2016)

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References: Carnevale, A. P., Smith, N., & Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. Washington, DC: Georgetown University Center on Education and the Workforce.

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Study Island

+



Courseware

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The bridge from the K–12 environment to higher education or the professional world often includes multiple important decisions, many of which have lifelong impacts. Edmentum's practice and preparation solution Study Island, paired with the rigorous curriculum available in Edmentum Courseware, provides flexible options to not only ensure that students are ready for test day, but also that they're set on a path for success throughout their college and careers.

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- Proven curriculum and practice aligned to the leading college entrance and placement tests, career certification assessments, and work skills exams
- Flexible customization to deliver content and monitor progress
- Complementary programs that work together to fully prepare your students



1

PREPARE

Prepare students for online testing environments

2

INDIVIDUALIZE

Individualize preparation with flexible tools

3

MONITOR

Formatively monitor learning and maximize student data

Powerful pairings that yield positive outcomes

We know test preparation is a big undertaking for educators and students alike. However, if you're proactive in your preparation efforts with students, you can all go into test day feeling calm and confident. And, with the right tools, designing a rigorous and effective test preparation program for your learners doesn't have to be a Herculean effort.



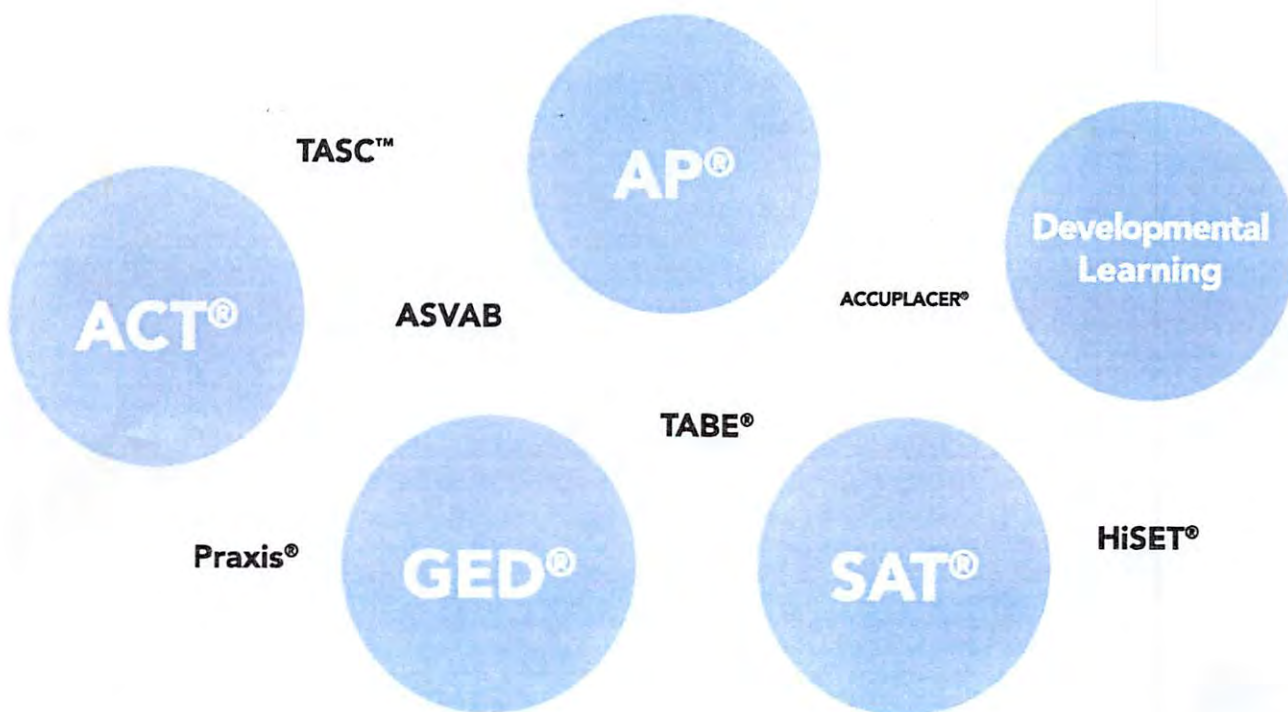
Study Island

Edmentum's customizable practice and preparation solution provides the depth and flexibility you need to support student learning and continuously engage, monitor, and assess student progress as your learners explore high-quality practice that mimics what they will experience on high-stakes assessments.



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Algebra 1 A/B
Algebra 2 A/B
Consumer Mathematics
Geometry A/B
Integrated Math 1 A/B
Integrated Math 2 A/B
Integrated Math 3 A/B
Math 6 A/B
Math 7 A/B
Math 8 A/B
Precalculus A/B
Probability & Statistics

English Language Arts Courses

AP[®] English Literature & Composition A/B
English 6 A/B
English 7 A/B
English 8 A/B
English 9 A/B
English 10 A/B
English 11 A/B
English 12 A/B

Science Courses

AP[®] Biology A/B
AP[®] Chemistry A/B
Biology A/B
Chemistry A/B
Earth & Space Science A/B
Integrated Physics & Chemistry A/B

Life Science A/B
Physical Science A/B
Physics A/B
Science 6 A/B
Science 7 A/B
Science 8 A/B

Social Studies Courses

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African American Studies
Civics A/B
Economics
Middle School U.S. History A/B
Middle School World History A/B
Native American Studies: Contemporary Perspectives
Native American Studies: Historical Perspectives
U.S. Government
U.S. History A/B
World Geography A/B
World History A/B

World Language Courses

Spanish 1 A/B
Spanish 2 A/B

CTE & Elective Courses

Academic Success
Career Explorations
Art History & Appreciation
Structure of Writing
Personal Finance
Health
Physical Education

Computing for College and Careers A/B 
Social Issues 

Additional Curriculum

Algebra 1, Part 1
Algebra 1, Part 2
Algebra 2, Part 1
Algebra 2, Part 2
Consumer Mathematics
Foundational Math
Geometry 1
Geometry 2
Math Expeditions E-I
Math Problem Solving
Miscellaneous Math Resource
Straight Curve Mathematics
Trigonometry Skills
Advanced Reading Strategies
Advanced Writing Process & Practice
Communication Skills
Essential Reading Skills
Essential Writing Process & Practice
Fundamental Reading Strategies
Fundamental Writing Process & Practice
Informational Reading
Intermediate Reading Strategies
Intermediate Writing Process & Practice
Miscellaneous Language Arts Resource
Reading Explorations F-G
Vocabulary & Reading Comprehension
Workplace Writing
Writing Series
Earth & Space Science
Life Science
Physical Science
Technology Fundamentals
African Global Studies
American History 1
American History 2
Basic American History 1
Basic American History 2
Civics
East Asia Global Studies
Economics
European History 1
European History 2

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Middle East Global Studies
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World Geography
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World History 2
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New Hampshire Department of Education
Bureau of Educational Opportunities
Office of Chartered Public Schools
101 Pleasant Street
Concord, NH 03301
Phone (603) 271-6813

CHARTERED PUBLIC SCHOOL ANNUAL PROGRESS REPORT

INTRODUCTION

The Chartered Public School Annual Report is hereby presented in conformance with RSA 194-B:10 and New Hampshire Department of Education (NHDOE) Administrative Rules Ed 318.16. The filing of this report is an annual requirement of each chartered public school. For more information, visit the website for the NHDOE [Office of Chartered Public Schools](#) or contact the office at (603) 271-6813.

Each chartered public school is required to submit the report by **August 31** for the preceding school year, completed with all signatures, to the NHDOE. The report must be submitted as an electronic copy and sent to Jane Waterhouse at Jane.Waterhouse@doe.nh.gov.

SCHOOL INFORMATION

Name of school as registered with the NH Secretary of State: **North Country Charter Academy**
Primary street address of school: **260 Cottage Street, Suite A**
Mailing address of school: **Same**
Telephone number: **(603) 444-1535**
Grade levels taught: **7-12**
Total enrollment for last school year: **82**

HEAD OF SCHOOL

Name: Lisa Lavoie
Title: Principal/Superintendent
Email: llavoie@nccharteracademy.org
Telephone number: (603) 444-1535

PRIMARY CONTACT AUTHORIZED TO REPRESENT THE SCHOOL

Name: Lisa Lavoie
Title: Principal/Superintendent
Email: llavoie@nccharteracademy.org
Telephone number: (603) 444-1535

SCHOOL MISSION

Provide a statement explaining how the school is meeting the goals of its mission statement:

North Country Charter Academy provides a rigorous, relevant and engaging education with high standards and expectations which prepares students for life through a personalized, competency-based program that creates confident, career-ready individuals.

REQUIRED ATTACHMENTS

In the following section, please check off all of the following required items, which must be attached to this report.

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
School calendar, including hours of operation	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	School Calendar Attached Hours of Operations Classroom: 7:00am to 2:30pm Office: 7:30am to 4:00pm
A financial statement setting forth the revenue and expenditures for the year just ended	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attached: 1.MSDOE 2019-2020 Financial Institution Report(ending June 30, 2020 2. Balance Sheet/Statement of Equity/Statement of Revenues/Expenditures-Quarterly-March 31, 2020. December 31, 2019, September 30, 2019
A balance sheet setting forth the charter school's assets, liabilities and fund balances or equities	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Attached Balance Sheet and 2019-2020 Independent Financial Audit
A projection of income and expenses for the upcoming school year	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Projected Revenue and Expenses(budget)_

BOARD OF TRUSTEES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Attached?</i>	<i>Comments</i>
---------------	------------------	-----------------

Have there been any changes in the membership of the Board of Trustees since the last annual report? If so, explain.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	The only change since the last annual report will be the assignment of two new parent members who children are currently enrolled.
Have there been any changes to the Trustee's methods of operations since the last annual report? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.
Have there been any changes to the Trustee's by-laws since the last annual report? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.
Have there been any recusals made by a member of the Board of Trustees under RSA 194-B:5, VII? If so, explain.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.

STUDENT ENROLLMENT AND RELATED SERVICES

Please answer the following questions with as much detail as necessary to fully satisfy each question:

<i>Items:</i>	<i>Response</i>
What is the current attendance rate of pupils enrolled at the school, as reflected in the school's average daily membership?	Average attendance for year: 91.01 and ADM: .5798 (.58)
What was the total number of pupils enrolled at the school during the previous school year?	82
Provide the total percentage of pupils who were promoted to the next grade level or graduated from high school.	100%
What was the total participation rate of students at the chartered public school in the statewide assessment system for the previous school year?	State testing of Juniors in March was canceled due to pandemic
Does the chartered public school provide services to all resident pupils in grades where the chartered public school is the only available public school?	N/A

<p>Describe the processes and procedures the chartered public school has taken to ensure that it complies with non-discrimination laws as outlined in RSA 194-B:8 (1)</p>	<p>NCCA has strong partnerships with many stakeholders throughout the northern Grafton and Coos Country. Over the past 16 years, NCCA has worked with over 30 superintendents from the founding 10 school districts along with numerous professionals serving on their administrative team; Principals, Assistants Principals, Guidance, Special Education, Teachers and Career and Technical Education Directors. NCCA is a member of the Rotarian Club, Littleton Chamber of Commerce and the Great North Woods Chamber of Commerce. NCCA partners with North Country Health Consortium in planning youth and health events. NCCA collaborates with all Coordinators in the north country serving as Counselors for drug, alcohol and mental health. NCCA Superintendent/Principal is also a member in the New Hampshire School Administrators Association, North Country Superintendents and Principals Association and actively participates in meetings and events.</p> <p>*****Through these partnerships along with several presentations about the program, distribution of school brochures and posters, NCCA is very conscientious about this compliancy.</p> <p>PLEASE SEE GREEN SECTION IN NCCA'S 5 YEAR STRATECIC PLAN</p>
<p>Describe the transportation services available to students, if any.</p>	<p>Currently NCCA provides and pays for 2 bus routes. The first covers the areas of Lisbon and Woodsville and those students are dropped off and picked up at the Littleton location. The second is a bus route that first goes to Colebrook and makes several pickups on the way back to the Lancaster site for the first session of the day, 8:30 - 11:30. That bus and driver then goes to Berlin and picks up students in those towns and drops them off for the second session, 11:30 - 2:30. He then reverses the process to return the students home. There is a 3rd bus route that services the Littleton site, but Lin-Wood arranges and pays for that process.</p>
<p>Provide a description of the community services available at the chartered public school site.</p>	<p>NCCA serves students in over 45 communities and reaches out to many organizations that have supported our effort to help students wanting to engage in community service activities. Some examples of students working in community service project include the following: <u>New Hampshire Fish & Game:</u> For several years we have been fortunate to have been approached by Fish & Game to have student work in river streams electrocuting fish for biology and natural</p>

	<p>wildlife purposes, working at summer/winter fishing events helping to teach youth to fish and working on wild game projects.</p> <p><u>Vermont Health & Human Service Foster Care Association:</u> A NCCA student spent two years volunteering for this association at the local, state and national level. This student attended a national conference and presented the work she had done through her community service. Foster Care Awareness: What you need to know! This was the students' passion.</p> <p><u>Habitat for Humanity-</u>This NCCA student worked closely with this organization which was also an extension of participating through his local church</p> <p><u>Bread of Life:</u> This student is actively engaged in youth group activities within her church</p> <p><u>Weathervane Theater:</u> This student shines when it comes to theatre, acting and being involved in local productions. Giving back to the community is also one of her passions and this is reflected as she uses her talents on stage in volunteering to help North Country Charter Academy with its Care to Inspire Project and its capstone project that took place in evening at a local movie theater.</p> <p><u>A sample of additional youth orientated community service partners/events:</u> Berlin,Gorham- National Forest, Androscoggin Valley Hospital Colebrook - Pioneer Farm Ed Center - Moose Festival Groveton - Fish and Game - Drug take back days Lancaster - Annual Old Time Christmas / Green Up Day Whitefield - Weathervane Theater Littleton - Lisbon - Profile: Littleton Regional Hospital, Rocks Estates, Community Park and Rec Dept. AMC trails Lin-Wood: Chamber Events, something held most weekends Woodsville - St. Luke's Church Dinner Bell, Cottage Hospital events</p> <p>PLEASE SEE GREEN SECTION IN NCCA'S 5 YEAR STRATEGIC PLAN</p>
--	---

SAFETY AND FACILITIES REPORTING

<i>Items:</i>	<i>Completed?</i>	<i>Comments</i>
Does the chartered public school have a current, approved Certificate of Occupancy?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.

What is the date of the most recent Fire Inspection Certificate?	Lancaster: 12/18/19 Littleton: 10/30/19	Attached
What is the date of the most recent Health Inspection?	Lancaster: 8/9/19 Littleton: 4/20/16	Attached
What is the date of the most recent Insurance Certificate?	July 1, 2020 to July 1, 2021	Attached
What is the date of the most recent lead test, if applicable?	7/9/2018	Click or tap here to enter text.
What is the date of the most recent Asbestos Inspection Report, if applicable?	2/17/2017	Click or tap here to enter text.
Has the chartered public school completed the Restraint and Seclusion reporting required under RSA 126-U:7?	<input checked="" type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Click or tap here to enter text.
Has the chartered public school completed the required reporting of substantiated incidents of bullying or cyberbullying as required under RSA 193-F:6?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Click or tap here to enter text.

ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public school's progress toward meeting the academic goals of the school. Any references to data, charts, etc. should be attached as addendums to this report:

Click or tap here to enter text:

Response:

- Progress Reports
- NWEA Assessments
- Math Analytical Surveys
- Writing Samples
- Attendance
- Graduation rate
- Dropout rate
- Post-Graduation Goals
- Success Stories
- Edmentum

NWEA Assessments

In order to fully understand where our students are when they enter NCCA, we test them in Math, Reading and Language at the start of their time with us. When they complete their credit requirements in Math, Reading and/or Language, we test them again and record their progress. The testing results provide the students with valuable information about their learning, and the results provide teachers with information about the success they have had with their students. We use research-based assessments developed by the North West Evaluation Association (NWEA).

The North Country Charter Academy is an open enrollment program which means that we accept students with a variety of needs. Some may only need a few credits toward graduation in just one or two areas while others may need a whole range of credits. For example, we may accept a student who needs credits in Math, Language and Reading; so we would test that student in all three areas. On the other hand, a student may come to us needing just a few credits in one subject; so we would only test that student in the one area of that student's study.. The testing at a student's entrance gives us a baseline so that we know where to begin with instruction as well as where the student needs to grow. The post test will then provide information about that student's growth in learning while informing teachers of the effectiveness of their instruction.

We are very proud of the growth shown by our students! These results reflect the hard work of our students as well as the explicit and effective instruction given by our teachers. In all three areas--Math, Reading and Language--students advanced from one to five grade levels. **Over half of those tested achieved college level scores in one or more areas!** That means that they were working at a college level in Math, Reading and/or Language by the time they left North Country Charter Academy! For students with so many challenges, that is an amazing accomplishment!

The data below provides specific results for the 27 students who received both pre- and post-testing.

NUMBER OF STUDENTS WHO INCREASED IN GRADE LEVELS FOR EACH SUBJECT

Number of Grade Levels increased	MATH	READING	LANGUAGE
----------------------------------	------	---------	----------

1 Grade Level	9	3	3
2 Grade Levels	1	5	7
3 Grade Levels	1	3	2
4 Grade Levels	1	2	2
5 Grade Levels	1	2	0
# of students who performed at college level	19	21	14

EDMENTUM

Edmentum is an online technology-based curriculum platform which will provide our students with rigorous and relevant coursework that includes a Secondary Academic Library, Career and Technical Education-Career Clusters which encompasses credit-granting digital courses for students in grades six through 12. Edmentum uses powerful learning solutions that blend technology with our individualized teaching approach. Through this technology, our charter school teachers will produce actionable data in order to maintain our high standards and to provide quality instructional content. This evidence-based approach is innovative, and studies have proven it to be very successful. The curriculum platform merges several instructional approaches and content through integrating the following leading educational entities: Kahn Academy, Study Island and Archipelago Learning. This creates a very progressive curriculum platform that keeps up to date with New Hampshire current standards, assessments and testing requirements. This is the ultimate in competency-based learning that will allow us to use a blended learning approach. Students will be engaged in the web-based, online curriculum program which allows students to test out of competencies with an 80% mastery. This is not a seat-time program. Students will spend 75% of their classroom time on the computer while the other time will be spent on offline and project-based learning activities. These project-based activities will be extended beyond the charter's classroom and will take place within the communities we serve. Staff will develop individualized learning plans to meet the needs of each student as guided through this curriculum.

All students enrolled at the charter school must demonstrate an 80% mastery of academic competencies using the curriculum as describe above. All students are considered at-risk of dropping out of high school or are recovered high school dropouts. In the past two years 20 home schooled students were accepted into the school and 18 of the 20 students enrolled with no documentation of credit or having been in a homeschooled program or virtual educational program. NCCA serves on average 88 students annually and of those students 75% of them are considered one or more years behind grade level and the other 25% are failing academically. NCCA requires 20 credits to obtain a high school diploma. All of our students are attaining their academics

PLEASE SEE **GREEN SECTION** IN NCCA'S 5 YEAR STRATEGIC PLAN

NON-ACADEMIC GOALS

In the following section, provide a thorough discussion of the chartered public schools progress toward meeting any and all non-academic goals as enumerated by the authorized charter. Any references to data, charts, etc. should be attached as addendums to this report:

North Country Charter Academy strives to meet the individual needs of all of its students academically and non-academically. Through the programs listed below, NCCA identifies each student's nonacademic interest and ties it into academics to reflect upon individual goals. Such as student whose personal goal and career goal is to be a computer programmer-We have tied this into "Girls who code". This course was added this year to help with a student's non-academic goal. Furthermore, we have programs and partners who help us with other student non-academic goals such as becoming sober, need for rehabilitation, and employment goals.

- Implementation of Universal Design for Learning: Lancaster 2018 and added the Littleton site in 2019
- Project-based expansion
 - Literature Group Teachings\Projects\Community Events: The Holocaust, To Kill a Mockingbird
 - Girls Who Code Course
 - Game Strategy Club: Critical Thinking, Addresses: Social Emotional Learning
 - STEM Project affiliated with Community Colleges
 - Strong Women Organization Integration
 - Portfolio's- Demonstration of competency attainment
 - Health and Human Service: Foster Placement Project
- Implementation of Video Conferencing at each site: Direct communication with students and teachers, sharing of lessons and projects
- Implementation of Virtual Learning Labs: robotic virtual learning labs focused on STEM-related fields.

PLEASE SEE **GREEN SECTION** IN NCCA 5 YEAR STRATEGIC PLAN

SIGNATURES

North Country Charter Academy strives to meet the individual needs of all of its students academically and non-academically. Through the programs listed below, NCCA identifies each student's nonacademic interest and ties it into academics to reflect upon individual goals. Such as student whose personal goal and career goal is to be a computer programmer-We have tied this into "Girls who code". This course was added this year to help with a student's non-academic goal. Furthermore, we have programs and partners who help us with other student non-academic goals such as becoming sober, need for rehabilitation, and employment goals.

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- Implementation of Video Conferencing at each site: Direct communication with students and teachers, sharing of lessons and projects
- Implementation of Virtual Learning Labs: robotic virtual learning labs focused on STEM-related fields.

SIGNATURES

We, the undersigned, do hereby certify that the information presented in this Chartered Public School Annual Report is true and accurate to the best of our knowledge.

Lisa Lavoie

Printed Name of Authorized Representative

Principal/ Superintendent

Title

Lisa Lavoie

Signature of Authorized Representative

August 31, 2020

Date



Signature of Authorized Representative

Date

Georgia A. Caron

Printed Name of Chairman of Board of Trustees

Georgia A. Caron

Signature of Chairman of Board of Trustees

8/31/2020

Date



**Jacob Arsenault
North Country Charter Academy
2nd Quarter Student Success Story
Lancaster Site**

Jacob came to us in the fall of 2018 with the hope of graduating with a state standard, high school diploma. He was a bit behind on his credits and when he first started he thought that coming to the Academy would be an easy way out. He soon discovered that to be successful at NCCA, you must put your blinders on and give your best effort. It took Jake a few months to figure this out, but by May of 2019, he was well on his way to accomplishing his goal of graduating by June of 2020. Jake also chose to be part of the To Kill a Mockingbird project this year which has allowed him to broaden his horizons and outlooks on life. We at the Academy are extremely proud of Jake and wish him the best in his future endeavors.



**Dylan Hersey
North Country Charter Academy
2nd Quarter Student Success Story
Littleton Site**

Dylan Hersey, grade 10, has been chosen as Littleton's Student of 2nd Quarter. Dylan began his high school career at Lisbon High School as a freshman and joined North Country Charter Academy midway through that same year. Dylan came to us needing a total of 17 credits in order to earn his high school diploma. Dylan's transition from summer break to first quarter this school year was somewhat shaky, however, he came into second quarter with the most steadfast determination and a gritty work ethic.

Taking advantage of our blended learning program, where students are able to work at their own learning level and pace, Dylan was given the opportunity to be both challenged while learning and to reach his individual goals. It is clear that Dylan thrived using this type of learning model as he was able and eager to learn at an accelerated rate.

North Country Charter Academy's alternative day schedule provides students the opportunity to be employed in the morning and/or afternoon. Since attending NCCA, Dylan has landed job positions at both Shaw's in Littleton and at Lisbon Village pizza. He logged more than 280 hours, earning 2 elective credits. Having a job during high school was certainly a confidence booster for Dylan! He enhanced his self-image and developed assurance of his capabilities.

North Country Charter Academy is proud to honor Dylan Hersey as being our Student of the 2nd Quarter. Congratulations on your well-deserved success and best wishes for your next adventure!



**Angel Greene
North Country Charter Academy
2nd Quarter Student Success Stories
Littleton Site**

Angel Green, grade 11, has been chosen as Littleton's Student of 2nd Quarter. Angel began her high school career at Woodsville High School as a freshman and joined North Country Charter Academy at the start of her junior year. "I was definitely nervous, but really excited to have a new opportunity to be successful my junior and senior year," Angel said of her segue from a traditional school system to our alternative program. "I love that my classes are flexible, my voice is heard and I feel comfortable asking for help when I need it. It's obvious my teachers care about me as a person and help me to believe that I can reach my future goals," Angel shared after attending NCCA for her first semester. Angel arrived needing a total of 7.75 credits in order to earn her high school diploma. Her primary goal is to graduate by the end of this school year. Angel has a well-earned reputation for taking on her academic workload seriously. She has successfully completed four of the eight classes assigned to her, with a grade point average of 95%!

North Country Charter Academy's alternative day schedule provides students the opportunity to be employed in the morning and/or afternoon. Angel is a cashier at Du-EZ In & Out convenience store/gas station and works between 20 to 30 hours per week. She will earn one elective credit towards her graduation requirements by independently logging her hours, work activities and weekly earnings. Angel is a good worker who continues to develop important character traits, such as: maturity, responsibility, independence and initiative. This Extended Learning Opportunity (ELO) Angel has selected also reinforces relevant, key concepts she is learning about in her Economics course.

Angel is well on her way to meeting NCCA's requirements to earn her high school diploma as a junior! Her transition to NCCA has been a much needed, positive school experience. North Country Charter Academy is proud to honor Angel Green as being our Student of the 2nd Quarter.



Tamera Leach

North Country Charter Academy

2nd Quarter Student Success Story

Lancaster Site

Tamara came to us in the fall of 2018 and worked extremely hard to fulfill her goal of becoming a high school graduate. Given some independence, she thrived in the classroom. At one point this fall, we wanted to test out a new course offering which we knew would be a challenge. We asked Tamara if she would be interested and she took it on with the best of her ability. She plans on entering the healthcare industry in the future and we at the Academy wish her well in her upcoming endeavors.



1st Quarter Student of the Month

MADISON DREW

Madison Drew, grade 11, has been chosen as Littleton's Student of the Quarter. Madison began her high school career at Woodsville High School as a freshman. After some difficulties, Madison accessed her education at home, through an online program called VLACS. Finally, that educational path lead her to NCCA at the start of this school year. She arrived needing a total of 16.75 credits. On her first day here, Madison was off and running! Madison is a young lady who is determined to graduate early. This quarter, she has successfully knocked out 5.5 credits!

Madison has thrived in our alternative educational setting by taking advantage of our two credit, Extended Learning Opportunity option. On top of attending school, she works 25 to 30 hours per week at Fogg's Hardware in Woodsville, NH. She is able to juggle the many responsibilities of school coupled with being in charge of the tool department, taking inventory and working as a cashier. Madison has logged over 280 hours of work, kept precise and accurate logs, created real-life monthly budgets and processed her career readiness through self-reflection, which is the necessary bridge in this experiential learning process.

Madison is well on her way to meeting NCCA's requirements to earn her high school diploma early! She has proven to be a positive role model for our new and existing students. NCCA is proud to honor Madison as being our Student of the 1st Quarter.



1st Quarter Student Success Story

NOAH GRABOWSKI

Noah Grabowski, grade 12, has been chosen as Littleton's Student of the Quarter. He came to NCCA in February of 2019 after being homeschooled for the previous two years. Noah started the school year needing eleven credits to meet the twenty credit graduation requirement. By diving into NCCA's blended curriculum and taking advantage of Extended Learning Opportunities, Noah has already earned 3.5 credits and is well on his way to graduating!

Noah eagerly applied to Boys State, which is a program sponsored by the American Legion that allows for learning-by-doing experiences for the young men of New Hampshire. The program provides practical instruction in civics and the unique challenges of the American system of democratic self-governance. Noah was able to earn both his Civics and US History credit by engaging in this rigorous and relevant learning experience that NCCA brought to his attention, based on our knowledge of this unique young man.

During last year's spring break, Noah and his local youth group traveled to North Carolina to provide natural disaster hurricane relief. He logged more than 140 hours of community service hours and earned one full elective credit.

Noah also completed an independent study, worth one credit, focusing on educating high school students about the dangers of substance misuse. He teamed with another NCCA student to write and produce a rap song outlining the dangers of drugs and alcohol. Noah has goals of becoming a music producer and is in the process of researching and visiting colleges that suit his interests and needs.

Congratulations, Noah, for being Littleton's honorable Student of the 1st Quarter!

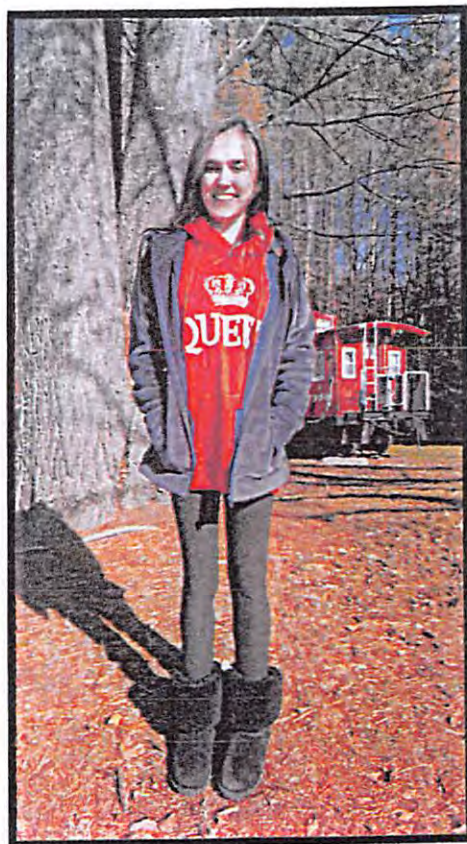


Superintendent Lisa Lavoie congratulating Paul Kleinschrodt on being the first graduate of the 19/20 school year.

1st Quarter Student Success Story

Paul Kleinschrodt

Paul came to North Country Charter Academy (NCCA) in Lancaster in the fall of 2019, and he quickly became our first graduate of the school year! Paul needed only a few credits to graduate, and he flew through the work quickly. Paul was engaged with his studies, worked hard every day, and he even stayed past the end of his class on many occasions to graduate sooner. We could not be more proud of Paul and his accomplishment, and we're excited for his future. He currently has a full-time job in town, and he is expecting to start college in the spring semester. Congratulations Paul!



1st Quarter Student Success Story

Kayla Cotty

Kayla came to North Country Charter Academy (NCCA) in Lancaster at the beginning of the 2019/2020 school year. From the beginning, she has been a dedicated, hard worker who is focused on being College and Career ready by the time she graduates. Kayla is moving quickly through her academic work, and she is looking forward to being a graduate soon! She has a bright future ahead of her, and we wish her all the best in her future endeavors.



I am A Survivor

I was fourteen years old, with a seventeen year old boy screaming in my face until I was shaking, backed onto the ground, with tears pouring out of my eyes as if they were faucets. I could see every detail of his face, from the scar he got fighting with his brother when he was 6, to the misplaced hair that didn't quite fit into the peach fuzz that he insisted was a mustache. Everytime he opened his mouth, I felt the warm air meet my skin because of the little room he left between us: it was so, so loud. I know his friends and family in the other room could hear every word of the grotesque things he was saying to and about me, but it wasn't the first time this had happened; they were used to it by now. I was too, or I thought I was, but this time was different. He was angrier, he was throwing things, backing me into walls. He threatened me, my family, even himself. I was forced to apologize for things I didn't even do, and honestly I didn't even know what he was yelling about at this point. But this was the moment I knew something was wrong. I knew this wasn't how love was supposed to be. In that moment I wanted him to say he wanted me gone, and actually mean it this time. Then he said it. He said that he was done with me and to leave, I got up, and began walking towards the door, until I felt a large hand encircle itself around my arm. I was pulled back into the room and onto the bed. I looked up the see a 5'11" man crying, begging me to stay but angry and still yelling because I walked away from him. That's when I realized something else: I wanted to leave, but I couldn't leave alone.

I had turned fourteen three months before I began to like this boy, we will call him K. His name still haunts me to this day. Everything was bliss when it first began, facetime calls until we saw the sun in the morning to him picking me up from school. It was about one month of me trusting him-that was, until the whole relationship began to go down hill.

It started with him going through my phone. One day he told me he wanted to, and I saw no reason why I shouldn't let him, I mean, I thought I had nothing to hide. That's when I learned the first rule: I was not allowed to talk to any person who was male. K screamed and cried until he knew he scared me enough to get what he wanted. This became a weekly occurrence, until he found out I liked girls too.

Rules number two and three: I was not allowed to talk to anyone who wasn't family, and he had to have all of my passwords. Everyday, every two hours, he would check all of my social media. Go through all of my messages, my conversations. Everything I had done, he knew about. I personally thought I could at least talk to people in person. That is when I learned he had people watching me at all times. They would send him pictures of me, the people I was talking to, everything. I was never really alone.

Rule number four: I had to be on the phone with him, twenty-four hours a day. He wanted to hear who was talking to me constantly, and if I did end up talking to someone, he'd want me to leave school at that moment. That is when he began the threats and blackmailing. K'd tell me that he would spread stuff about my family, saying that my parents are addicts and things like that: things that aren't true. So I would go home, until the day came where they told me that if I missed any more school I would have to automatically stay back.

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own life at that point. That was the first time he threatened to end his life to get me to do what he wanted. He told me to be sick. He told me, and I quote. "You used to make yourself throw up to look skinny but you can't throw up for me. I get it, you're selfish. You can only do things to make yourself happy. You never cared about me". K used my old mental disorder to make me feel bad. So I did it. He called the school, pretending to be my father, and sent me home.

In my ninth grade year of highschool, I missed fifty-six days in one semester. I was staying back. I knew I was smart and I understood all the material, and I couldn't let him ruin my life. I had been with him for four months and he had taken everything from me. My friends, my education, even my family would barely talk to me anymore. I ended up going to the worst place I have ever been in my life. I attempted suicide twice in one week.

About a week later I broke. I freaked out. I screamed and lost my mind. I sat outside in 10 degree weather with shorts and a t-shirt on for three hours. When I came back in, I had no service, no internet. I couldn't talk to K. I was so scared that he would come to my house. Later I found out he actually called the police, which showed up at my house that night to see if I was okay. The next day my mom and dad brought me to my sister's home, where I stayed with her and her husband for a week. I still wasn't allowed service or wifi.

One day we went to the store and there was wifi. I got eighty-seven texts from him in total. I called him immediately. In that moment a wave up freedom and happiness came over me; he broke up with me. I was so happy. I instantly started messaging and calling my old friend again, hoping I could salvage the friendships I had lost while I was losing my mind. Until I realized he still had all of

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He stalked me for a while after that, I'd see him and he would yell awful things at me. I was scared constantly. A while after we ended, I was diagnosed with PTSD from the situation. I would have flashbacks, nightmares, and panic attacks constantly. But, after about a year, that all began to slow down.

Being in that relationship was the worst part of my life, but I have grown so much from there. I have grown in my recovery, and I am working on how to help people in similar situations. In that relationship, I learned that it is true, abuse is not just physical. Verbal and mental abuse can hurt and affect you just as bad as physical. But, you grow and you realize that you made it. You are a victim, but you are also a survivor.

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I am a survivor.



Chartered Public School Renewal Rubric

Name of Charter School: North Country Charter School

Date: 2.11.2021

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
Exceeding (E)	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
Meeting (M)	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
Partially Meets (P)	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
Not Meeting (N)	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information		
Evaluation (E, M, P, N)	Criteria	Comments
E	Intent to Renew Form	
E	School Information Form	
E	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
E	Executive Summary: Charter Amendments	
Part 2: School Features		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Enrollment and projected growth of student body for the next 5 years	
E	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	
E	3. Technology Programs	
E	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	
E	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	
E	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	
E	7. New Hampshire Charter School Accountability Plan	
E	8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i>	

	b. A detailed description of the specific school board's reasoning for allocating funds	
E	9. Sustainability Measures	
E	10. Efforts to disseminate successful/best practices	
E	11. Successes	
E	12. Challenges	
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
M	a. Academic Goals	
E	b. Programmatic Goals	
E	c. Organizational Goals	
E	2. Is the charter school responsibly using public funds?	
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	
E	5. Current Status of the Board of Trustees	
M	6. Student Data and Analysis	
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	

✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
	Suicide Prevention	
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate of Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	
Part 5: Signatures		
✓	Check box to the left if Signature Page is complete.	

II. Charter School Onsite Visit		
Part 1. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Charter Amendments , (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	

✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	Current calendars are on the website. Calendars are submitted to DOE annually.
✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	
<i>Part 2. Focus Group Interviews</i>		
a) Families, Parents, Guardians Number present: 5		
Evaluation (E, M, P, N)	Criteria	Comments

E	1. Is the school making progress toward achieving its mission?	It is clear that the mission of the school is a primary focus of the administration. Parents were very open about how NCCA was meeting their children's needs in ways that they felt the traditional system was unable to.
E	2. Is the charter school responsibly using public funds?	All evidence points to the fact that NCCA uses funds sparingly and in support of their mission.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Several parents discussed the work that NCCA is doing to ensure that instructional activities are authentic and engaging. Learning appears to be very personalized.
E	4. Is the school sustainable?	Based on the descriptions of parents about the stability of the organization and the partnerships with surrounding communities, the school appears to be sustainable. In addition, it is clear that NCCA provides a meaningful benefit to its partner districts.
M	5. Parent/Family/Community Involvement	There does not seem to be a great deal of parent/family involvement, however, some of this is due to the difficulties of engaging with families of high school students. There was mention of the work that is being done in partnership with the state of NH.

b) School Leadership: Directors, Principals

Number Present: 3

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The mission of the school is to support students who need a non-traditional learning environment. It is clear that this mission is a primary focus of the administration.
E	2. Is the charter school responsibly using public funds?	Yes. Financial planning appears to be thoughtful and judicious.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	The school is focused on preparing students for life beyond high school.
E	4. Is the school sustainable?	The partnership with local traditional school districts is an important piece of the sustainability model.

E	5. Does the Board of Trustees adequately support the school and the administration?	It is clear that there is great support from board members.
c) Board of Trustees Number Present: 8		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The board is made of up individuals who have a keen understanding of the challenges and goals of the organization. They demonstrated a focus on ensuring that all students have the opportunity to earn a diploma.
E	2. Is the charter school responsibly using public funds?	The school board and administration work closely with partner districts to ensure that funds are appropriately and efficiently used.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Not discussed
E	4. Is the school sustainable?	Due to the relationship with partner school districts, sustainability seems to be an area of strength.
E	5. Current Status of the Board of Trustees, roles and responsibilities.	The board contains a mix of representatives from inside and outside the education sector. I think it is very wise for the board to include both current and retired school administrators from the region.
E	6. Does the Board of Trustees adequately support the school and the administration?	
d) Students Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The students spoke in great detail about the opportunities that have been provided to them by attending NCCA. It is clear that, without this school, many of these students would not graduate from high school.

E	2. Is the charter school promoting student attainment of expected knowledge and skills?	Students spoke about specific projects and learning experiences that are engaging and helping them to build real-world skills.
E	3. Is the school sustainable?	
e) Instructional Staff Number Present: 6		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	There is a clear consensus regarding the responsibilities of staff members to meet the individualized needs of students at NCCA. The staff is creative and personalized in their approach.
E	2. Is the charter school responsibly using public funds?	
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	The charter staff is clearly focused on supporting the academic and social growth of students by personalizing education in a manner that is meaningful for each student. This focus on flexibility and individualization makes NCCA a great alternative for these students.
E	4. Is the school sustainable?	Not discussed.
E	5. Is the school meeting the professional needs of the instructional and support staff?	The staff appear to work well together and are invested in the educational outcomes of the students.
III. Final Components		
Written Comments from Invitation		Did not receive any
Commendations		North Country Charter School serves as an essential piece of a complicated educational ecosystem in the north country. It is clear that the founding team, as well as the current administration, staff and board are focused on being a complimentary part of the larger public school system. In many ways, this is what charter schools should aim to do – improve educational outcomes for students while working WITH traditional schools. I am so impressed with the partnerships and trusting relationships that have been developed among the many districts that have come together to support and rely on NCCA.

	<p>The approach to supporting students at NCCA is very clearly a student-centered approach. Because each student who comes to NCCA brings their own goals, aspirations, and challenges, it is essential that the staff and the administration work collaboratively to build a personalized and flexible system of supports. This is clearly a focus of NCCA.</p> <p>The students and families who choose to attend NCCA appear to include many individuals who have had very poor educational experiences. With these students and families, and perhaps with all students and families, building a trusting relationship with school staff is essential. It appears that NCCA has worked hard to ensure that students and parents feel supported and welcomed by the school. This investment into trust-building seems to be an essential component of success for the students that choose to attend NCCA.</p> <p>As discussed above, the district partnership model had many benefits, not the least of which is economic. It appears that NCCA has developed an enrollment plan that supports fiscal stability, which, in turn, supports the academic achievement of many students each year. This shows real creativity and thoughtfulness of design and should be commended.</p>
Concerns/Recommendations	<p>Due to the transitory nature of the student relationships and the need to provide personalized instructional plans for students, it can be difficult to ensure that curriculum, instruction and assessment is of high quality and appropriate for all learners. This challenge is being met with great effort by a small group of skilled educators. It appears that these individuals are required to do a lot of things well and rely partially on software-based instructional solutions. This instructional model can be taxing on the individual teachers, many of whom are retired educators. Finding individuals to replace these teachers and replicate their skill sets and experience will likely prove to be a difficult task, something the administration is likely already considering.</p>
Name of Reviewer	Joe Crawford
Contact Details	jcrawford@nextcharterschool.org

Chartered Public School Renewal Rubric

Name of Charter School: North Country Charter Academy Public Chartered School

Date: 3.12.2021

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete
Standards for Evaluation			
Level of Achievement	Description		
Exceeding (E)	All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.		
Meeting (M)	All sections are included and complete; meeting all performance targets; meeting all expectations.		
Partially Meets (P)	Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.		
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Evaluation (E, M, P, N)	Criteria	Comments
M	Intent to Renew Form	
M	School Information Form	
E	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	
NA	Executive Summary: Charter Amendments	

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Enrollment and projected growth of student body for the next 5 years	
E	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	<ul style="list-style-type: none"> • Utilizes online platform. • Has allowed for change & growth.
E	3. Technology Programs	<ul style="list-style-type: none"> • Video Conferencing • Virtual Learning Labs (Stem & Robotics)
M	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	<ul style="list-style-type: none"> • Students have specific needs and targets while attending NCCA. • Many attend for a semester to a year. • Difficult to show multi-year performance. • Comparison from district school to NCCA shows improvement in performance.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	<ul style="list-style-type: none"> • Parents/Stakeholders seem grateful for the opportunities NCCA offers.

		<ul style="list-style-type: none"> Temporary nature of school enrollment creates multi-year challenge for parent involvement.
M	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	<ul style="list-style-type: none"> Does not rely on Fundraising for sustainability.
M	7. New Hampshire Charter School Accountability Plan	
E	8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> b. A detailed description of the specific school board's reasoning for allocating funds	<ul style="list-style-type: none"> Unique partnership and contract with sending districts.
	9. Sustainability Measures	
E	10. Efforts to disseminate successful/best practices	<ul style="list-style-type: none"> NCCA goes above & beyond to disseminate best practices and coordinate with other districts.
E	11. Successes	<ul style="list-style-type: none"> Facility Transportation Student Accountability & Flexibility. Collaboration & Partnership with sending districts.
M	12. Challenges	<ul style="list-style-type: none"> Public Relations Communications with multiple districts. Large Geographical Area Served.
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	
E	a. Academic Goals	<ul style="list-style-type: none"> Students are able to complete and earn credits through NCCA that they struggled to earn in the traditional public school setting.
E	b. Programmatic Goals	<ul style="list-style-type: none"> Increased relevancy of course work.

		<ul style="list-style-type: none"> • Project based learning. • Credit attainment.
E	c. Organizational Goals	<ul style="list-style-type: none"> • Increasing collaboration. • Maintaining connections with sending districts. • Added enrichment programs. • Working on new facility.
E	2. Is the charter school responsibly using public funds?	Yes
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Yes
E	4. Is the school sustainable?	Yes
M	5. Current Status of the Board of Trustees	Good
E	6. Student Data and Analysis	<ul style="list-style-type: none"> • Attendance • Academic Attainment • NWEA Assessments • Progress Reports • Graduation • Dropout rate • Etc.
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	
✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
	Suicide Prevention	

Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	
Part 5: Signatures		
✓	Check box to the left if Signature Page is complete.	

II. Charter School Onsite Visit		
Part 1. Documentation, Materials Review ✓ Upon Review		
✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	

✓	Sample Report Card	
✓	List of Staff Members and Qualifications	
✓	Criminal Records Check for all Staff Members	
✓	Annual Charter Accountability Documents, (4 - 5 years)	
✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present: 5

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Serving students who succeed in an alternative school environment. • Providing education in a way that allows those students to engage in their learning. • Allows students to accelerate their learning to graduate early and pursue life goals.

	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Didn't discuss
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • NCCA provides targeted courses toward goal of graduation. • Integrates student interests and project based learning to support student goals.
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • Families & Students recommend to others. • Say their children now love going to school.
M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> • Involve parents, family, community as needed. • Due to targeted, short-term enrollment, family involvement is not often sustained over multiple years.
b) School Leadership: Directors, Principals		
Number Present: 3		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Focus on getting the students into the program as soon as they are in need of it.
E	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Contracted spots for 10 districts allow for additional budget coverage.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • Well Funded. • Well Managed. • Long term leadership consistency. • Great need for program.
E	5. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> • Board includes Superintendents of other districts. • Parents. • Community/Business Partners. • Very supportive.
c) Board of Trustees		

Number Present: 8		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> Proud of what the school offers.
E	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> Consider NCCA to be a great deal for the services they provide to local districts.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> No hesitation in recommending use of NCCA for credit attainment & graduation.
E	4. Is the school sustainable?	<ul style="list-style-type: none"> Great need for NCCA in the region.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	<ul style="list-style-type: none"> Stable Good Mix of representatives.
M	6. Does the Board of Trustees adequately support the school and the administration?	<ul style="list-style-type: none"> Board & Administration Collaboration seems consistent and adequate.
d) Students		
Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> Students receive a good learning environment. They receive support and motivation They benefit from flexible scheduling.
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> Helps them take responsibility for their education. Reduces distraction & drama.
E	3. Is the school sustainable?	<ul style="list-style-type: none"> Recommends to friends.
e) Instructional Staff		
Number Present: 6		
Evaluation	Criteria	Comments

(E, M, P, N)		
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Team Oriented • Wraps Services Around Student • Personal Learning Plans – Student Led. • Great success and graduation rate.
	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Didn't discuss with teachers.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Teachers support student's needs. • Try to match course work with interests. • Thematic Units
M	4. Is the school sustainable?	<ul style="list-style-type: none"> • Plenty of students who need NCCA.
M	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> • Director supports staff needs.
III. Final Components		
Written Comments from Invitation		<ul style="list-style-type: none"> • Didn't submit any.
Commendations		<ul style="list-style-type: none"> • NCCA fills a need in the region to allow high school students who struggle in a larger district school to catch up, earn credits and graduate. • They do a great job managing resources and involving the community. • The partnership with sending districts is unique and adds to their success.
Concerns/Recommendations		<ul style="list-style-type: none"> • Continue to cross train and job shadow for continued success even after Lisa retires or leaves the role of director. • Continue to document procedures and tasks for future role transitions.
Name of Reviewer		Tracy R. Strout
Contact Details		<u>tracy@robertfrostcharterschool.org</u>



Chartered Public School Renewal Rubric

Name of Charter School: North Country Charter Academy Chartered Public School

Date: 2.29.2021

Evaluation Results Recommendations	Approved	Approved with Conditions	Revoked
School Details	Complete	Mostly Complete	Not complete

Standards for Evaluation

Level of Achievement	Description
<i>Exceeding (E)</i>	<i>All sections included and complete; evidence of growth in surpassing performance targets; exceeding all expectations.</i>
<i>Meeting (M)</i>	<i>All sections are included and complete; meeting all performance targets; meeting all expectations.</i>
<i>Partially Meets (P)</i>	<i>Some evidence or information is missing or incomplete; most performance targets are met; meeting most/some expectations. Additional Documentation or Corrective Action Plan is needed.</i>
<i>Not Meeting (N)</i>	<i>Evidence and information is not included or not enough to determine if school has met performance targets, not meeting expectations. Additional Documentation or Corrective Action Plan is needed.</i>

I. Charter Renewal Application

Part 1: School Information

Evaluation (E, M, P, N)	Criteria	Comments
✓	Intent to Renew Form	Completed
✓	School Information Form	Completed
M	Cover Letter with: <ul style="list-style-type: none"> • Mission Statement (changes highlighted) • Goals, • Progress made towards Academic, Programmatic and Organizational Goals 	<ul style="list-style-type: none"> • All required information submitted
M	Executive Summary: Charter Amendments	Enrollment increase, 12/2019

Part 2: School Features

Evaluation (E, M, P, N)	Criteria	Comments
M	1. Enrollment and projected growth of student body for the next 5 years	<p>Current student enrollment 48 (2019/20)</p> <p>Projected:</p> <ul style="list-style-type: none"> • 20-21 50 • 21-22 53 • 22-23 56 <p>10 districts contact for NCCA seats. Students from these districts must go through the district schools to gain entry into the NCCA program.</p> <p>Seats are also available for non-contracted students, but the school has had no applicants in the past few years.</p>
E	2. Curriculum and Instruction: Any changes or growth as a result of changes in enrollment.	<ul style="list-style-type: none"> • Edmentum platform expanded • Merged with other STEM related curriculums ,Study Island, Archipelago and Khan Academy
E	3. Technology Programs	<ul style="list-style-type: none"> • Implementation of Virtual Learning Labs

		<ul style="list-style-type: none"> • Robotic Learning Labs to allow at risk students access to STEM related topics • \$70,000 grant obtained and used to upgrade computer networking system through the school • Video Conferencing now in use
E	4. Academic Attainment: Assessment of the charter school's attainment of performance targets, cumulative across 4 – 5 years, including analysis of assessment results and explanation of increases and decreases in proficiency levels.	<ul style="list-style-type: none"> • NEWA assessments - over 50% of students tested achieved a college level score in one or more areas. • Students are very successful in this program and advance anywhere between 1 and 5 years. • There are no direct comparisons to State level performance due to the student numbers in each grade being below the required numbers for assessment, and the transient nature of the program. • To illustrate student progress over time, school tracked 3 students to provide a snapshot.
M	5. Current parent/stakeholder involvement and future plans for increasing stakeholder Involvement	<ul style="list-style-type: none"> • The school has been established for 16 years and has, during this time, created long term and successful relationships with its stakeholders. • Parents are very supportive and NCCA is committed to maintaining a close and informed relationship with them. • Littleton Chamber of Commerce, Rotarian Club, and North Country Health Consortium are just a few of the organizations to which the school partners with. • NCCA promotes a number of events to educate the local communities about how NCCA benefits its students and parents.
E	6. Past fundraising efforts, results, future fundraising goals and plans to address sustainability	<ul style="list-style-type: none"> • Not reliant on fundraising to be economically self-sufficient. • Has an active approach to grant applications which benefit the school and its student. • \$70,000 grant awarded in 2019 for computer system upgrades within the school • Financial support from 10 sending school districts • Developed an investment plan.
E	7. New Hampshire Charter School Accountability Plan	<ul style="list-style-type: none"> • Needs assessment completed in 2015

		<ul style="list-style-type: none"> Fully detailed and comprehensive Strategic/Accountability Plan with Organizational, Programmatic and Academic Goals completed. Plan for the next 5 years in progress
M	8. Budget: <i>Attach Proposed budget for the following year</i> a. Budget Narrative <i>How the school will use public funds</i> A detailed description of the specific school board's reasoning for allocating funds	<ul style="list-style-type: none"> A fully detailed, comprehensive school budget for the next 5 years Internal control of expenditures consist of authorization by the Principal, a trustee or an officer of the school is required, as well as authorized also by the NCCA business manager and the Board of Trustees treasurer
E	9. Sustainability Measures	<ul style="list-style-type: none"> Follows a comprehensive business plan Collaborative partnerships with school boards and community stakeholders Diverse, skilled and committed governance board Visionary, resourceful and very adept leadership Marketing Campaigns Strong financial position
E	10. Efforts to disseminate successful/best practices	<ul style="list-style-type: none"> Active member and presenter at legislative meetings and several organizations and events Member of both New Hampshire School Administrators Association and the North Country Superintendents and Principals Association This allows NCCA to both receive and disseminate best practices throughout the State of New Hampshire Participates in sharing best practices at conferences and charter school meetings
E	11. Successes	<ul style="list-style-type: none"> Collaboration with other districts and CTE Programs Became member of the North Country Education team Continued to develop relationships with school districts Strengthening relationships with all school Stakeholders Creative and blended learning Flexible class scheduling NH Career Academy Provides 4 bus routes to cover 400 geographical miles

M	12. Challenges	<ul style="list-style-type: none"> • Due to the constant changes in Superintendents within our sending districts, continually having to reestablish relationships is an ongoing challenge. • Developing the public schools' and communities' understanding of exactly how NCCA complements their students who require assistance in specific areas
Part 3: Affirmative Evidence		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • In the renewal application and resources, NCCA has demonstrated its commitment to its mission statement of providing a relevant and engaging educational environment that prepares its students for their futures.
E	a. Academic Goals	<ul style="list-style-type: none"> • NCCA has a unique student base, as a predominant number of the students are only transient. They attend NCCA for the specific purpose of achieving the required High School credits that are needed for their educational progression. • Students coming into the school have either dropped out or are at risk of dropping out with 75% one or more years behind grade level and 25% failing academically. They must demonstrate 80% mastery of competencies. All students who attend are attaining personal and schoolwide academic goals.
E	b. Programmatic Goals	<ul style="list-style-type: none"> • Recent addition of Universal Design for Learning • Project based expansion • Implementation of Video conferencing at each site • STEM project affiliated with Community Colleges • Further extensive information can be found in Affirmative Evidence Appendix 2
E	c. Organizational Goals	<ul style="list-style-type: none"> • Implemented New Hampshire Career Academy program after 2 years of planning. • New conference room expansion completed in February 2020 passed fire and safety inspection in March 2020

		<ul style="list-style-type: none"> • Formed a partnership with International Center for Educational Leadership to assess and evaluate NCCA's 5 year strategic plan • Searching for a facility to accommodate the school's expansion plans.
M	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • Quarterly reports balance sheets and budgets confirm that the schools is responsibly using public funds.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Within the schools Mission Statement is the commitment to improve the academic attainment levels of their students • It is noted that a student's tenure at NCCA is on average 6 months • The school's objective is to move students from their current levels of underperformance and instill a sense of desire to learn and achieve. • The majority of students qualify for Title I support, which is provided by NCCA
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • The submitted financial statement provided demonstrates that the school is in a sound financial position • Other indicators of sustainability include a very experienced and committed board, collaborative partnerships, steady enrollment, low staff turnover, parent and teacher satisfaction,
M	5. Current Status of the Board of Trustees	<ul style="list-style-type: none"> • There are currently eight board members with diverse experiences and knowledge and expertise in school and business management. • There is no intention to increase this number at present
E	6. Student Data and Analysis	NCCA provided not only student achievement data, but student tracking sheets, time on task reports, student survey data, progress reports, graduation and drop out data, post-graduation student tracking...
Part 4: Policy Development and Forms ✓ Upon Review		
✓	Policies	Comments
✓	Records Retention pursuant to RSA 189:29-a	

✓	Reporting of Suspected Abuse or Neglect, pursuant to RSA 169-C:29.	
✓	Sexual Harassment, as detailed in ED 303.02 (j) and (k).	
✓	Pupil Safety and Violence Protection, pursuant to RSA 193-F	
✓	Limited Uses of Child Restraint Practices, pursuant to RSA 126-U	
✓	Developmentally Appropriate Daily Physical Activity, pursuant to ED 310 and RSA 189:11a, V-VI.	
✓	Due Process, pursuant to RSA 194-B:8	
	Suicide Prevention	This is in progress. Policy being developed.
Required Updated Forms ✓ Upon Review		
✓	Forms	Comments
✓	Certificate for Occupancy	
✓	Fire Inspection Certificate	
✓	Building Safety Inspection	
✓	Health Inspection	
✓	Insurance Certificate	
✓	Financial Audit	

Part 5: Signatures	
✓	Check box to the right if Signature Page is complete.

II. Charter School Onsite Visit

Part 1. Documentation, Materials Review

✓ Upon Review

✓	Criteria	Comments
✓	Revised Charter Application (approved by the SBE)	
✓	Renewal Application	
✓	Master Class Schedule	
✓	List of Board of Trustees	
✓	School Organizational Chart	
✓	Academic Year Calendars (4 - 5)	
✓	Sample Report Card	
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✓	Criminal Records Check for all Staff Members	
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✓	Inventory or equipment, furnishings and materials purchased with Federal fund (\$2500.00 and over) Must have DOE inventory stickers attached	
✓	Yearly Independent Financial Audits	
✓	Board of Trustees Meeting Minutes	
✓	Quarterly Financial reports (4 – 5 years)	
✓	Charter School By-laws	
✓	School Policies	
✓	List of Curriculum, Assessments Tools and current Instructional Practices	
✓	Parent/Student Handbook	
✓	Staff Handbook	
✓	Outstanding Charter Accountability documents	
✓	Student portfolios and/or student work samples	

Part 2. Focus Group Interviews

a) Families, Parents, Guardians

Number present: 5

Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Work is challenging but school has an experienced and supportive group of teachers. • No distractions; no suspensions anymore • Children are successful and thriving in this program • Students can hold down part time jobs as students have the option to take either am or pm classes. • Option to graduate early • Regular communication, not only with issues but also when students have been successful at something – to celebrate their achievement.
E	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • School provides whatever students need to participate in the program.
E	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Students proceed through mastery of competencies and standards - at their own pace and not at the pace of a specific curriculum or of other students. • Massive number of course options to choose from ensures students will find something they're interested in. • Exploration in courses and project work ensures students will narrow down where their interests and skills lie. • Students can choose projects: building a tiny house, design a race car and course, participate in a river ecology project
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • Stability in Lisa's and her team's longevity and commitment • All students are successful

		<ul style="list-style-type: none"> • School goes way beyond the academics, and provides many other support services. • Parents speak to other prospective parents about the school and how the school has helped their child get back on track academically and thrive in an educational setting that is able to figure out what each student needs to be successful. Many students become interested in the school based on word of mouth conversations.
M	5. Parent/Family/Community Involvement	<ul style="list-style-type: none"> • School has asked parents to serve, to volunteer at functions. • Social and emotional support for students
b) School Leadership: Directors, Principals Number Present: 3		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Benchmark assessments inform personalized learning plans for all students. • Close tracking and progress monitoring of students ensure consistent progress and motivates students to stay the course. • 91% attendance rate • The school delivers on its mission to provide rigorous, relevant and engaging coursework through Edmentum, project-based learning, personalized learning and many other education initiatives.
E	2. Is the charter school responsibly using public funds?	<ul style="list-style-type: none"> • The school makes sure that students have everything they need to fully participate in their education: clothing, shoes, food, educational materials and transportation (covers 45 communities within an area of 4000 square miles) • The administration and business staff engaged in prudent financial planning.

	3. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Very high graduation rate • 80% mastery needed to attain mastery in competencies. • A focus is to graduate students and to prepare them for the next stage of their lives.
E	4. Is the school sustainable?	<ul style="list-style-type: none"> • Financial Stability • All DOE submissions completed on time • Solid 15-years of annual contracts with 10 districts that pay for 45 seats in the school ~\$245,000 from districts, reduces the need for fundraising • Succession plans for future continuity of school written into a school manual • Consistent enrollment • Expansion plans • Regular communication between school director and the 10 partner schools • Many community collaborative partnerships, support the school financially, and by participating in committees
M	5. Does the Board of Trustees adequately support the school and the administration?	The administrative team feels well-supported by the boards of trustees.
c) Board of Trustees Number Present: 8		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	The board is made up of highly experienced trustees
E	2. Is the charter school responsibly using public funds?	This highly qualified experienced board has oversight of all the school's financial dealings. They are fully involved in all financial decision making and support the manner in which the school prioritizes funding to ensure students' needs are met and that they successfully complete the program to graduate.

E	3. Is the charter school promoting student attainment of expected knowledge and skills?	Meets the individual educational and social emotional needs of all students in a non-competitive atmosphere where students progress at their own pace
E	4. Is the school sustainable?	The school is sustainable without significant fundraising efforts due to the contracted payments made by the 10 school districts and the state per pupil funding.
M	5. Current Status of the Board of Trustees, roles and responsibilities.	8 member board, clear bylaws and training for new members. Very transparent. Several committees. Support school administration, and liaise between districts and school.
M	6. Does the Board of Trustees adequately support the school and the administration?	The board of trustees made it clear that they have a great deal of respect and admiration for the work that NCCA is doing for the students, parents, communities, and the district schools. They fully support the school administration and staff and are very involved in the program.
d) Students		
Number Present: 4		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Many course options to choose from – students are able to choose courses in areas of interest • Flexible scheduling means students can work part or full time, which provide valuable experience • Team building activities – a community • Social/emotional support • Academic and personal help with whatever students need
E	2. Is the charter school promoting student attainment of expected knowledge and skills?	<ul style="list-style-type: none"> • Ability to focus on course work as there are minimal distractions • Not a toxic environment • Support always available as needed • Ability to graduate early

		<ul style="list-style-type: none"> • Able to graduate with my class after the district school expelled me – not only improved academically and caught up but was also able to change my behavior and became more responsible and focused on the future • Strong motivation to become responsible and succeed due to teacher's personal comments, humor and feedback both in coursework and in reports • Can choose courses meeting both academic needs and interest and to explore new areas • Independent studies and project work
E	3. Is the school sustainable?	<ul style="list-style-type: none"> • Students have a voice and are able to contribute in useful and meaningful ways • Students share successes with friends and family • Graduation ceremonies are well attended and information is shared in media outlets • Success stories are published in local newspapers
e) Instructional Staff Number Present: 6		
Evaluation (E, M, P, N)	Criteria	Comments
E	1. Is the school making progress toward achieving its mission?	<ul style="list-style-type: none"> • Benchmark assessments • Individual student academic plans • Attendance rate is high: 91% • Almost all students earn enough credits to graduate graduation • See a tremendous turn around in student motivation and confidence
E	2. Is the charter school responsibly using public funds?	School provides everything students need to complete classes and graduate.
M	3. Is the charter school promoting student attainment of expected knowledge and skills?	100% of staff hold teacher certifications Personalized education plans'

M	4. Is the school sustainable?	<p>Contracts with district schools ensure that school receives funding. Administration ensures that the region and the state hears about the success of the students and the school.</p> <ul style="list-style-type: none"> • Consistent enrollment numbers • Plans for expansion
E	5. Is the school meeting the professional needs of the instructional and support staff?	<ul style="list-style-type: none"> • PD is provided to staff. • Many opportunities for collaboration with admin and other members of the faculty. • Administration and board are very supportive of staff.

III. Final Components	
Written Comments from Invitation	
Commendations	<ul style="list-style-type: none"> • Well done with the fulfillment of the 2015-2020 strategic plan, the progress monitoring and tracking. It's clear that the school accomplished everything it set out to accomplish. • Administration and teachers act as advocates for at-risk students: Building a network of support to promote stability for students who face adverse experiences • Creating and monitoring educational plans and activities that will result in college and career readiness • Empowering students to become independent, knowledgeable, skilled, and socially-minded adults, who will contribute to their communities in positive ways. • Strong partnerships with school districts and the communities that the school serves • Administration's commitment to continuous improvement
Concerns	There are no concerns at this time,
Recommendations	<p>For the next 5-year accountability plan, which is currently under development, it is recommended to include information from student, parent and teacher surveys, and have representation from each of these groups on the planning committee. How can the school leverage the results from the surveys to inform future decision-making?</p> <p>Prioritize completion of website so that public information is accessible. June 2021 is the launch date.</p>

Name of Reviewer	Jane Waterhouse
Contact Details	Jane.A.Waterhouse@doe.nh.gov (603)271-6813