

New Hampshire
State Board of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the March 12, 2020 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:25 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chair.

Members present: Drew Cline, Chair, Kate Cassady, Cindy Chagnon, Helen Honorow, Phil Nazzaro and Ann Lane. Sally Griffin was not in attendance due to a prior commitment. Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner, were also in attendance.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Phil Nazzaro led the Pledge of Allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Dean Cascadden, Superintendent, SAU#67, representing the south western superintendents group, brought to the Board's attention concerns involving the transmission of COVID-19 as well as letting the Board know about his district's move to a Multi-Tiered System of Supports for Behavior (MTSSB). This move to a MTSSB is due to concerns staff had about being hurt by children who emotionally and/or physically are not able control their bodies. He noted that there is a bill in the legislature that supports such a move and asked for the Departments support of this bill. He also expressed concern about a bill in the legislature to change the exit criteria for special education students from their 21st birthday to their 22nd birthday. This would be a financial burden to school districts.

Cory LeClair, Superintendent, SAU#32 and SAU#100 shared some positive things happening at the Plainfield School, including their guidance counselor being selected as the School Counselor of the Year. In addition, her communities just passed their school budgets without opposition despite costs going up. She is concerned about the COVID-19 virus because the families of many of her staff and students are employees of or in some way affiliated with Dartmouth-Hitchcock. She is trying to get ahead of things and find a balance between panic and doing what is best to keep children safe. She asked the Board and the Department to be on top of this issue. She is getting a lot of pressure to close schools from parents and staff. She does not want to be the first or the last one to do something

unfavorable for working families. She would like a coordinated response across the state.

Chairman Cline asked whether there have been requests from parents of vulnerable kids to have them individually stay home. Mr. Cascadden responded that he had had four or five requests along these lines. In one long-term case, they suggested home schooling and for the rest, they said they would work with them as best they can. Ms. LeClair reported that they are building their remote instruction options. Many of her parents are MDs and PhDs and she is getting pressure from them that the school system is not doing enough. She is trying not to incite panic in her communities, but she feels like she cannot undo what is already in the media.

Harriet Cady of Deerfield, NH addressed the Board on her concerns about the concentration on more square footage in schools as opposed to more education. Currently, the annual cost to educate an elementary student in Deerfield is more than a high school student who is tuitioned to Concord. It was the opposite in the past, when she was on a school building committee. Second, she is upset about the lack of civics education.

Jim O'Connell of Manchester, NH informed the Board that the Manchester school board, of which he is a member, has established an education legislation committee. Compared to the average funding for public education in New Hampshire, Manchester's budget is \$54 million annually shy of where it needs to be. It has some of the largest class sizes and is one of the least well-funded school systems in the state. It also has 796 homeless students, although the unofficial number is probably higher, and 1,477 English language learners. Both numbers eclipse other cities and towns in the state.

Bonnie Durham, a parent from Merrimack, NH, asked the Board to take into account when considering responses to the coronavirus that blizzard bags do not work for many children with disabilities. For example, preschoolers who get special education cannot do online learning readily. Some preemptive thinking would be helpful. Second, in terms of the bill to change the special education exit age to 22, Ms. Durham pointed out that RSA 171-A has been clarified such that a child with a developmental disability can exit school any time after age 18 and transfer to the adult service system. She believes when you vet those out, school districts will save money.

EMERGENCY RULE AMENDMENT ED 306.18

State rules govern how long schools can close, not have classes, etc. In light of the coronavirus situation, the Board is creating an emergency rule to allow schools some flexibility and eliminate the need to come to the Board for special approval. Chair Cline reviewed some changes that had been made to the written

emergency rule that was distributed at the meeting. Amanda Phelps, NHDOE, Administrative Rule Coordinator, then read the rule to the meeting attendees.

Board member Helen Honorow asked whether the plan would direct the difference between attendance versus student engagement. It was explained that the plan would encompass attendance and participation simultaneously. The evidence of attendance would be participation.

Ms. Honorow asked whether the plan would address procedures for the participation of children with special education and other needs for remote education. It was asserted that it would and noted that blizzard bags were previously changed to accommodate the needs of students with IEPs and disabilities. The plans are trying to adapt to that, although they have not yet solved every problem. There is both remote instruction and remote support. In addition, they are also looking at support for adults in the delivery of that remote education.

Chair Cline emphasized that the goal of the emergency rule was to provide districts with the flexibility to save the lives of children in the schools.

Due to issues about children not having access to computers and connectivity, a speaker noted that there are discussions going on about providing Chromebooks and thumb drives, perhaps by USPS or UPS.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the emergency rule.

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

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. 2020 New Hampshire Teacher of the Year and Finalists

Lori Kincaid, NHDOE, New Hampshire Teacher of the Year Coordinator, first briefed the Board on the status of the Teacher of the Year for 2020-2021. There were 54 nominations, from which they expect 30-35 nominees this year. The nominee ceremony is tentatively scheduled for May 4, at a venue to be named later.

She then introduced the Board to the 2020 Teacher of the Year and the finalists:

1. Jeremy Brown, Littleton High School, Littleton

Mr. Brown informed the Board of Littleton's receipt of a grant supported by the Robotics Education Fund and is a lead mentor of a First Robotics team.

As a social studies teacher, he found the caliber of robotics a bit out of his wheelhouse, but the students make the time and investment worth it. The team is a diverse mix of 9th, 10th and 12th grade students. At their first robotics competition in Salem, NH, they finished 31 out of 46 teams and were recognized with a rookie inspiration award. They plan to use their robot to promote STEM learning, joining with teams from other high schools to lead the local Cub Scout pack in STEM-themed activities. They are also looking to build partnerships with local industries.

2. Sarah Grossi, Conval Regional High School, Peterborough

Ms. Grossi recounted how this past September she suffered a brain bleed. Upon being released from the hospital after a two-week stay, she was told that she could not go back to work for at least two months. She explained that teaching is not just a job to her, but her vocation. Her time away gave her time to reflect on why people were leaving the teaching profession and how to reverse the trend. She believes that money does not need to be currently spent on more professional development, more resources, and more counselors and social workers. Instead, teachers need more time to plan, collaborate, be instructionally coached, observe each other, train families on how to support their children, meet with their administrators, visit other schools, be mentored, and make connections. Spending money on recruiting and training high quality substitutes may be very beneficial so teachers can do these things without feeling guilty they are leaving their classrooms. Finally, Ms. Grossi noted that the most important time [spent] is on developing strong relationships with colleagues, recounting her story of calling a colleague at 6:45 AM to say she had a bad headache and needed help finding a substitute, the colleague knew her well enough to know that her cognition was off and called Ms. Grossi's husband because they knew something was wrong. This prompted a call to med-flight, which saved her life.

3. Barbara Milliken, Oyster River High School, Durham

Ms. Milliken provided the Board with her reflections on the process for selecting the Teacher of the Year finalists. She noted that she has been in education since 1985 and has seen how it has changed over the years. She appreciates this process's opportunity to affirm teacher talent. As she went through the Teacher of the Year process, she realized that in addition to being a lot of work, it forced her to do a deep reflection in the middle of the school year, when she normally only has time to do that in the summer. She noted that the assessment process was exactly like the Integrated Performance Assessment that foreign language teachers use to assess their students. There are three stages: the interpretive mode (deep reflection), the interpersonal mode (speaking with colleagues, students, and parents), and the performance mode (presentational). After giving her 20-

minute talk about what made her effective, Ms. Milliken found the feedback to be “the gift that keeps on giving.” She believes the process works and has value. It is a wonderful summative assessment to test teacher evaluation and effectiveness.

4. Christine Stilwell, Robert J. Lister Academy, Portsmouth

Ms. Stilwell spoke on the importance of the student-teacher mentoring relationship. Teaching is not just about academics, but also about mentoring and guiding students toward becoming successful and productive members of society. This relationship, or its lack, can often make or break a student. Not all students who are struggling are visibly in distress. Having a relationship with a student can help you recognize underlying problems. Although behaviors are sometimes just behaviors, more often than not, there is a reason behind them. Taking a moment to find that reason can make a world of difference. This does not mean negating behavior expectations, or accountability and learning to deal with consequences in an appropriate manner is important. Also, it is important as a mentor to model disappointment without making it personal or shaming, as well as modeling forgiveness. You also need to allow students to see you as a person with struggles and fears. How do you face and overcome them? Not all students have the support they need at home and school is a safe place for them. You have to mentor the whole child, not just the student. The best way to help students become healthy, productive and kind members of the community is through the student-teacher mentoring relationship.

5. Kim Piper Stoddard, Granite State High School, Concord

Ms. Piper Stoddard is the 2020 New Hampshire Teacher of the Year. She teaches at Granite State High School at the New Hampshire State Prison. A principal once asked Ms. Piper Stoddard during a job interview to rank the “new three R’s” in order of importance and she ranked them relationship, relevance, and rigor. She stressed that rigor is important, but you need the first two factors in place first to get there. In her current job, she teaches literature and writing to incarcerated men and women. On the first day, she tells them the literature class will not get them a job, but they will learn connections between themselves and other people. People write literature about their problems and struggles. Before coming to the Board today, she asked some of her current and former students why they left high school. The reasons were varied, ranging from expulsion for behaviors, some as young as 12 years old sent to the youth detention center, unidentified learning disabilities, family issues, and a desire to work. In prison, people have time for self-reflection. The things that her students have talked about with regard to their educational experiences are the things that Ms. Piper Stoddard hopes schools are focusing on now to help keep students from falling through the cracks. One student told her, “When I felt involved—that

was when I wanted to be at school.” Another student said he used to be separated from the other students in sixth grade, which embarrassed him, so he acted out to get out of there. The same student said he remembered feeling great when he was prepared and he knew he had the right answers. Ms. Piper Stoddard believes that every student cares and is wired for learning; they just need to know that someone else cares and will walk beside them on that journey. People often ask her why New Hampshire has a school in a prison. Her response is “it gives students something to keep them on the right path every day and allows them to escape the realities of their environment for a few minutes”. They are working toward something positive. Each day, she tries to see the faces before her not as criminals, but as the child that they used to be that somewhere along the line fell off their educational path.

AGENDA ITEM V. NONPUBLIC SCHOOL APPROVAL

A. Squall Point Approval for Attendance Purposes Only

Shireen Meskoob, NHDOE, Division of Education Analytics and Resources, provided a few updates to the Board and referred them to their packets and the last page of the executive summary. Ms. Meskoob noted that the outstanding site visit has now been completed by herself and Marge Schoonmaker, NHDOE, School Safety Facility Management Inspector with no safety concerns and asks the Board to extend attendance approval to Squall Point.

The Board then heard from Sarah Greenshields, the founder of Squall Point and the owner and operator of Little Tree Education, a network of schools that includes two Montessori schools in Dover licensed through the Department of Health and Human Services (DHHS). Squall Point will be Little Tree’s first nonpublic approved school.

Squall Point stems from the fact that Ms. Greenshields’ daughter has dyslexia. When her daughter’s case manager suggested sending her daughter out of district for school placement, Ms. Greenshields began to look for a better and closer to home option. Eventually, she decided to start a school herself.

She consulted with Christine Boston, the director of pupil services for the Dover school district, who told her there was a tremendous need for literacy-based programs. Many students need out of district placement but asking them to travel great distances is not ideal.

Squall Point’s initial focus is as an approved nonpublic school for attendance purposes only, but later seek special education accreditation. Their goal next year is to serve between five and six students and then grow from there.

Ms. Greenshields then introduced Victoria Graham, the business manager at Little Tree.

Board member, Ann Lane, asked about the approval of the school for five students in a room. She asked whether the teacher would teach outside the room? Ms. Honorow also asked for clarification on five students to a room, and the inspection saying they can only do four.

In response to Board questions about the number of students in a classroom, Ms. Greenshields noted that the school is located within a mill building in downtown Dover is an open concept space. They have combined two-and-a-half suites together. In general, there are always two adults onsite during school hours. They also spend a lot of time outside the classroom, doing walks to the library, hot lunches, etc. When they are in smaller numbers or traveling as a group, it would just be one instructor.

In terms of being approved for four students, Ms. Greenshields reported that the following day they were due to meet with the building inspector onsite. If it is four, they will make four work and explained that the building inspector had been leaving to go on vacation, so in order to get on the Board's agenda for today, he gave permission for four students sight unseen. Squall Point has the greatest confidence that there is ample space for the students.

Ms. Honorow noted that it does not say that in the written material, but rather indicates that someone visited the site on February 15, 2020 and said a maximum of four and if Squall Point wants more, they will have to complete a different application. For that reason, five or six does not give Ms. Honorow comfort.

Ms. Greenshields replied that if the building inspector still says four at tomorrow's inspection, they would begin looking for their new location.

Ms. Honorow said she does not want to second guess anyone, but in the materials provided to the Board clearly state four people, which seems to mean three students and a teacher. She noted that during her tenure on the Board, they had an instance where they had to close a school for a health and safety concern. She noted that the written material says you cannot have more than four

Ms. Greenshields replied that the Board's meeting materials refers to a student population of four. If the number does turn out to be four, including the teacher, they would apply for a variance and whatever other steps are needed to allow for four students and a teacher. The goal is to grow to be a school community of 24 or 36 and they will need to find a forever home.

Ms. Lane stated that the Board's goal is to help Squall Point be successful, so she asked that Ms. Greenshields not take [their comments] as criticism. The goal is to serve kids safely.

Chair Cline noted that two different things are being spoken about. The Board approves the school for instructing kids. The space is a consideration on the application, but if the Board approves for five, that is legally fine. Whether the building inspector says the school can have five in the space is up to the building inspector. If the Board approves the school for four and the building inspector subsequently says the space can be reconfigured for five, Squall Point would have to come back, which seems like an extra process.

Board member Phil Nazzaro, asked that for a nonpublic school, does the Board approve the number or the attendance? Chair Cline explained that they are approving them for attendance up to that many kids and the application says five. Nate Greene, NHDOE, Administrator, Bureau of Educational Opportunities explained that the Board is approving up to a cap of how many students may attend the school, but there may be other laws and/or statutes that may constrain the school, such as zoning regulations.

Board member, Cindy Chagnon, asked about the three suites that had been combined for the school's space. Ms. Greenshields explained that the interior walls of the mills are not load-bearing and they keep leasing suites next to each other. Although they are called "suites," they were previously offices. In addition, the contiguous suites to the school are available so the opportunity for more growth exists. The current tenant of the next-door suite is leaving and Squall Point would like to take it over. Alternatively, there is another mill in town with some suite options where the school could relocate.

In response to a question on student transportation from Ms. Lane, Ms. Greenshields said that the children arrive and depart with parent transportation. If the school district were to be involved, they would be responsible for transporting the child to and from. Squall Point does have a vehicle for field trips. Ms. Graham elaborated that the director of the school is coded as a school bus driver in their workers' comp policy. Currently, the school vehicle is an SUV, but if they had more students, the goal would be to upgrade to a larger vehicle.

Ms. Chagnon asked about the education team mentioned in the application and asked whether the school had all those people on contract. Ms. Greenshields replied that they do. Currently, there are two students and one full time teacher. They then have a part-time math teacher, part-time Orton-Gillingham instructor, and occupational and speech therapies come in based on a student's IEP. For physical exercise (PE), the school has partnered with a local gym and the school also has a technology consultant.

Ms. Honorow asked whether the school was able to accept special education funding. Ms. Greenshields replied that that was the next step. Ms. Honorow then asked what funds the school was currently receiving from local districts. Ms. Greenshields replied that the parents with their case managers are

responsible for deciding if Squall Point was a placement for their student. Otherwise it is private pay. The school's goal is to get special education accreditation, which many schools require to pay the tuition dollars. Currently, it is all private pay. Ms. Honorow asked what it means in the application to say that Squall Point receives funds from districts. Ms. Greenshields answered that families may have a confidential agreement with a district if their student were to be placed out of district and then Squall Point would be the recipient of those funds. If a parent were to receive those funds for outside placement, it would be taxable income for the parent and they would have to pay for the tuition. She could not recall the exact language of the agreement.

Board member Kate Cassidy clarified that if the district referred the child to Squall Point, Squall Point bills them and they reimburse Squall Point for the services. She then asked when a parent is responsible. Ms. Greenshields replied that the parents are responsible if they opt to place their child at Squall Point, for example transitioning from another private school.

Mr. Greene clarified that districts have some latitude in numbers below five students where they can make contractual agreements with an organization like Squall Point that does not yet have special education approval.

In response to Ms. Cassidy's question on how many communities Squall Point covers, Ms. Greenshields stated that there is interest from Concord, NH to Portland, ME. The school would have discussions with parents on the practicality of the amount of time per day that a child should be on a bus. The school is looking at Portsmouth, Somersworth, Rochester, Durham, New Market, and Exeter—so a range of 25-35 miles. Squall Point has met with those schools to let them know they are a resource for them and there has been a lot of interest.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board accept and approve a new school, Squall Point, for attendance status for the period of July 1, 2020 through June 30, 2023.

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

AGENDA ITEM VI. COUNCIL FOR TEACHER EDUCATION (CTE)

For these CTE agenda items, Steve Appleby, NHDOE, Director, Division of Educator Support and Higher Education, filled in for Laura Stoneking, who was scheduled to appear.

A. New England College (NEC)/New Hampshire Institute for Art (NHIA) Substantive Change

Stephen Appleby, NHDOE, Director, Division of Educator Support and Higher Education, introduced two representatives of New England College (NEC), Wayne Lesperance, Vice President for Academic Affairs and Professor of Political Science, and Suzanne Canali, Acting Associate Dean of the Education Division. NEC was filing a substantive change due to the New Hampshire Institute for Art merging with NEC. The CTE has recommended approving the motion. Ms. Canali explained that NEC is submitting it now [as opposed to at the time of the merger last year] because it came to light when she recommended a student and it was realized that NEC is not listed as an approved program for visual art. There will be more substantive changes now that the merger is a year in and the current motion is to take care of this year's students. She explained that the Board will be seeing NEC again in the future.

Ms. Chagnon asked whether NHIA previously had certifiable teachers. Ms. Canali responded that they had their own dual degree program that is still running, with undergrad Bachelor of Fine Arts (BFA) students who need to be accepted by the end of sophomore year and take master's level classes in lieu of liberal arts courses. When they graduate, they move into the Master of Arts in Teaching (MAT) program and get certified.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassidy, that the State Board of Education move to grant approval of the substantive change for the one (1) Board approved educator preparation program from approval at New Hampshire Institute of Art to approval at New England College. Ed 612.01 Visual Art MAT (New Program)

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

B. Southern New Hampshire University (SNHU) Extension/Expiry Date Request

Mr. Appleby explained that this expiry change will allow for SNHU to pursue national accreditation through the Council for the Accreditation of Educator Preparation (CAEP) for all programs that lead to initial and advanced licensure. This will require pushing back three programs and pushing up the remaining ten programs to a single aligned expiration date.

Ms. Lane asked why this issue was not presented when SNHU appeared before the Board the last time. It was explained that it was a timing issue and the request had to go before the CTE first, which was last month before it could come before this Board.

Ms. Honorow noted that higher education institutions make a decision to pursue a national accreditation and then they decide not to for whatever reasons.

What would then be the plan? The SNHU representative explained that at this point they have moved so far along that they have buy-in at the leadership level that has been well communicated. The representative did not see any reason why they would not continue to move forward. A second representative noted that they are developing an extension of the School of Education in their School of Business that is looking to offer things nationally around master's degrees for teachers. To work in all those different states, national accreditation is a must. Ms. Honorow recalled a program in the past that began their CAEP accreditation but there were concerns about CAEP wanting to see educators being exposed to different populations. Ms. Lane noted that the proximity to Massachusetts puts one in a different potential population than they have experienced before. Ms. Cassidy noted that the program would see a lot of diversity in Manchester/Nashua areas. A SNHU representative noted that their students are in the Manchester schools on a regular basis.

Ms. Chagnon asked whether any education students take their courses online. A SNHU representative responded that the initial licensure is not offered online. Master's degrees for practitioners are offered online.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education move to grant a change in the expiration dates by pushing back three program approval dates and also by pushing up nine program approval dates to one aligned expiration date of August 31, 2022. This applies to the following 12 SNHU programs: Ed 612.071 Early Childhood Special Education (Undergrad and Graduate), Ed 614.05 School Superintendent (Graduate), Ed 612.18 Secondary Mathematics for Grades 7-12 (BA Conversion), Ed 612.03 Early Childhood Education (BA, MEd Conversion), Ed 612.04 Elementary Education (K-8) (K-6) (BA, MEd Conversion), Ed 612.05 English Language Arts for Grades 5-12 (BA), Ed 612.07 General Special Education (BA, MEd Conversion), Ed 612.17 Mathematics for Grades 5-8 (BA, Conversion), Ed 612.22 Middle Level Science for Grades 5-8 (BS), Ed 612.28 Social Studies For Grades 5-12 (BA, Conversion), Ed 614.04 School Principal (MEd, PostBac, Conversion), and Ed 614.13 Curriculum Administrator (MEd, Post Bac, Conversion).

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

C. Southern New Hampshire University (SNHU) Substantive Change

Mr. Appleby explained that this second SNHU item pertains to the school's closing out of its Bachelor of Arts (BA) in Music Education. Based on its enrollment

and issues with facilities and infrastructure, it was decided to teach out the program. The plan is to not accept any new students in the new semester.

Mr. Appleby noted that the program expires several months before the final cohort to complete the program, so the motion contains a request to push the expiration out two months so that it expires at the same time as the program.

MOTION: Cindy Chagnon made the following motion, seconded by Kate Cassidy, that the State Board of Education moves to grant the elimination of Ed 612.20 Music Education professional educator preparation program at Southern New Hampshire University, effective to the end of the 2023-024 academic school year to expire on May 31, 2024.

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

D. Hellenic American University (HAU) Expiration Date Lapse

Hellenic American University has one state approved educator preparation program. Mr. Appleby was not sure, in hindsight, how it was approved as the school is in Greece. After some deliberations with the institution, the Department offered them another option for their graduates to gain New Hampshire licensure and they chose to do that rather than renew their current program. They have had no students in the program since approval and no students today.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education moves to grant the elimination of the 612.06 English for Speakers of Other Languages (ESOL) Certificate professional educator preparation program at Hellenic American University effective at the expiration of the current approval on December 30, 2020.

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

E. CTE Annual Report Summary

Mr. Appleby asked for a one-month extension to present that report as Ms. Stoneking was not available to attend this portion of today's meeting. Chair Cline said they would make sure it was on next month's agenda.

AGENDA ITEM VII. PROFESSIONAL STANDARDS BOARD (PSB) UPDATE

A. New Application—Timothy Broadrick, Superintendent, Alton—fill vacant Teachers and Education Specialists Member Seat

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education accept the application of Timothy Broadrick as a new member of the Professional Standards Board.

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

AGENDA ITEM VIII. CHARTER SCHOOL REPORTS/UPDATES

A. Annual Public Charter School Progress Report Summary

Jane Waterhouse, NHDOE, Charter School Administrator, provided an overview of the annual public charter school progress report summary. This year, every school submitted a report, whereas last year only half submitted reports. Three new schools did a first-year program audit, so they were not required to do the progress report summary.

Ms. Waterhouse explained that schools were not required to use the template this year, so many used templates from the previous years. They will be required to use the template next year to report on the current school year, however. In addition, some of the requested information in the rubrics is not complete because some of the information duplicated what the schools had already submitted to the Department, for example, school calendars and school budgets. If it is incomplete on the rubric, the school has most likely already submitted the item in another area.

For the most part, Ms. Waterhouse felt the schools did really well in completing all the requirements for the progress report. She put the most important progress in the rubrics, although that may not capture everything that the schools included in their reports.

Ms. Lane requested that the rubrics be updated to indicate what missing items have been submitted already and where. Mr. Greene said that the data team is starting to work on pulling a lot of school approval processes together into a single database to capture all the data pulled together from different areas. Chair Cline agreed that duplicate forms and filings have definitely been a big problem for charter schools.

Ms. Honorow said she was confused on how to tell whether missing items have been submitted elsewhere. In addition, some of the reports were done as early as August and it is hard to tell whether things have been followed up on. Ms. Waterhouse noted that the deadline to submit the information was August 31, but

she did not receive many until the fall or even early December in some cases. That is why this presentation to the Board was delayed until March. Ms. Honorow expressed a particular interest in financials and Ms. Waterhouse promised to provide an update as she receives their quarterly financials. Also, the audits for last school year are due March 31. Ms. Honorow noted that they have been awaiting audits for one school for three years. Ms. Waterhouse reported that the school is in the process of getting those audits completed, but she has not received them yet.

Chair Cline indicated that he shares the concerns about incomplete financials, test scores, academic accountability, etc. He noted that there was not a rubric before and Ms. Waterhouse has created a vastly improved system. What they are getting now is so much better but there is still room for improvement. He encouraged everyone to communicate with Ms. Waterhouse on what would make the reports more robust. There is a balance between receiving enough information and being overwhelmed by a big stack of data. He would like to see some top line budget numbers from the schools.

Mr. Nazzaro said he would like to see more dynamic information so that the information the Board gets is more current. He asked whether Ms. Waterhouse felt there was cause for concern with any charter school based on her knowledge of what is happening today? She responded that there were a few. Chair Cline noted that he and Ms. Honorow have identified several schools that give cause for concern with missing data. The Board needs to keep a closer eye on that.

Mr. Greene noted that there is a lot of flexibility on what these reports can look like, so it would be great to get an idea of the Board's priorities on what they would like to see.

Ms. Honorow agreed that this is vast improvement and acknowledged that it was a lot of work and noted there are some continuing categories that are a concern. She does not want to have to wait to say to a school that the Board is concerned, for example, that they are waiting for three years of audits. There are other areas of concern, for example around whether students are at state proficiency levels, etc. She asked if a trigger point could be established so that timely communication of concerns is sent to schools.

Mr. Greene said that there are a lot of steps to follow in terms of the schools' use of federal funds. More than one charter school is behind in audits and there are questions about how money is being used. A strict timeline is being used for audits, etc. of the federal funds. But in terms of state accountability, what is the state's timeline and process? What does the Board want to see done if schools are not submitting quarterly financial reports or annual audits?

Mr. Greene continued that in terms of academics, they have seen with a number of charter schools a higher number of students who did not take state

tests. Over a certain percentage, those students who did not test, count as a zero and drag down the overall percentage of the school. They are trying to figure out a better way to present that data to give a clearer picture to the Board.

Ms. Honorow noted that the report the Board received said that they cannot figure out why they are having these discrepancies. She would like to figure that out because that is one of the requirements.

Chair Cline said that this is a long multi-step process. The biggest hurdle was getting the rubric in place and annual reports all filed in the same format with a checkbox for all the requirements. The second step will be to get more data and prioritize what to focus on. Then you can build accountability measures.

Chair Cline noted that some charter schools had some incompletes, so he thought it would be appropriate for the Board to ask Mr. Greene and Ms. Waterhouse to come back next month to report on what happened with the incompletes. Mr. Greene said he can make getting that data a priority of his and Ms. Waterhouse's weekly meetings.

Mr. Nazzaro noted that the information was presented alphabetically. He suggested maybe separating the schools into green, yellow, and red in terms of status making it more actionable.

Ms. Cassady asked whether Ms. Waterhouse emails the schools to let them know what is missing and provide them with a deadline to submit. Ms. Waterhouse responded that she does. Ms. Honorow suggested Ms. Waterhouse should copy Ms. Cassady on those emails.

Ms. Chagnon asked if there is any differentiation in the expectations for the state scores of those schools that are set up for at-risk children who are not on grade level? Ms. Waterhouse replied that she tries to put that in the report. Chair Cline said he has talked to Ms. Waterhouse about being able to track each child's individual academic growth in a school, although there are some issues in the very small schools about making sure that the children are not individually identifiable. This will give the Board a much better picture of how well the schools are doing.

Ms. Honorow does not want to make charter schools do something twice. She is less concerned with getting a report that says "complete, complete, complete" than she is in identifying areas of concern. She liked how Ms. Waterhouse put a suggestion next to some items and asked what the follow-up on that is. Ms. Waterhouse said that this was the first time they have done this and she hopes they will make changes accordingly. They are also working on charter school accountability plans, which are different from the yearly progress reports.

Ms. Honorow asked if someone got a one, why does it say, "No data was presented"? Ms. Waterhouse replied that it was a mistake if the data was not

included. She said in one case, the school did not have enough data because there were not enough students taking the test, so they had to rely on the school's data.

Chair Cline said he would like to have Ms. Waterhouse back to next month's meeting to give an update on missing information that had come in. In addition, there may be things that they want to have schools come talk about. In LEAF, the financial and academic reporting is a concern. Coheco has missing information across the board. In addition, MCC has missing info. It is within the Board's authority to have these schools come in and explain themselves so the Board can work and partner with them.

Ms. Chagnon said financial accountability is a big deal, whether it is state or federal money. Mr. Greene noted that LEAF Charter School is working with an outside CPA firm and they have been required to undergo an audit because of the financial gaps in the information they have provided. More of that kind of information that the Department has undertaken can also be provided to the Board in future. Chair Cline said he would like a more robust report on LEAF, whether they come to a meeting or an update is provided on them. Step one in accountability is getting the report in. Step two is identifying possible problems and getting them to explain them.

Chair Cline believes that as this report process gets more finalized, the Board will regularly be doing follow-ups with charter schools as part of the oversight process.

Ms. Honorow noted that the schools have not yet seen Ms. Waterhouse's recommendations, so calling them to appear before the Board as soon as next month might not be fair. Ms. Honorow stated a desire, however, to look at the CSI Charter School due to their 25% drop in enrollment and a lack of traditional reporting on attendance. In addition, she would like to know that the recommendations made by Ms. Waterhouse are getting to the schools and the Board should hear from them on that.

Mr. Greene said that before the April meeting, he and Ms. Waterhouse could clean up the information a bit. Then they could re-present in April with their concerns for each school at the top. They could also list any progress made.

B. Capital City Public Charter School First Year Program Audit Update

Mr. Greene began with a reminder that RSA 194.B.10 requires charter schools to undergo a first-year program audit after their first year of operation. For Capital City, that was conducted May 31, 2019. Deficiencies were identified in that audit. Capital City has appeared before the Board several times in the past few months addressing their progress. The NHDOE received materials for this meeting at the deadline, so he and Ms. Waterhouse have not had a chance to review the materials. Capital City is present to address questions from the Board.

John Scannell, Chair of the Board, introduced himself as well as Barbara Higgins, Managing Director, Stephanie Alicea, Head of School, Amy Zumiez, Student Science Coordinator and Special Needs Director, and Dennis Ducharme of Ducharme Resolutions LLC.

Mr. Scannell began by stating that he would table any questions about financial issues because he understood that a meeting was due to be held on the following Tuesday between the “appropriate players.” Chair Cline asked who those players were and Mr. Ducharme replied that he had been in frequent contact for the past week with Attorney Chris Bond. The plan they put together (*which Mr. Ducharme believes Attorney Bond shared with the Commissioner*) was that on the following Tuesday morning, there would be a meeting with Attorney Bond, Mr. Carney and Ms. Caitlin Davis, along with Scott Eagan from Plodzik & Sanderson, to put a true tight timeline on getting the Department the required financial information from the school. Mr. Eagan has told Mr. Ducharme that he is close and the goal of the meeting is to leave with a clear understanding of what they need and a tight commitment to get it to them when they need it. The auditor has told Mr. Ducharme he has 90-95% of the information that he needs. He is working with Ms. Alicea on some follow up information. The timeline he is talking about is weeks, not months. Mr. Ducharme hopes that a true timeline can be put in place Tuesday morning that is satisfactory to the Department.

Chair Cline noted that the Board had previously been told that the audit would be done by February 12 and presented to them. He asked whether that meant that the information for the federally required reporting that was now over a year overdue was going to the auditor? Mr. Ducharme replied that 90-95% of the information is with the auditor. Chair Cline emphasized that he does not have all the information for the reports that were required over a year ago and Mr. Ducharme affirmed that was “5-10%” correct.

Mr. Scannell said that he is in frequent contact with Mr. Eagan and although he has made progress, every time Mr. Eagan turns a page, he has another question. Ms. Alicea is new to bookkeeping so some of the entries are there but they are offset incorrectly, so Mr. Eagan is asking additional questions.

Mr. Ducharme explained that he was retained by CCCS in the last couple weeks and he wrote a letter to Mr. Cline, the Commissioner, and the Attorney General raising some questions as he was learning the history of what has gone on. Attorney Bond called him in response to that letter on Monday [March 9] and they have had a series of calls and emails since. The day prior to the meeting, Attorney Bond and Caitlin Davis told Mr. Ducharme that Scott Eagan did not need to attend today’s meeting and they would meet the following week.

Moving on from the financial issue, Mr. Scannell asked what topic the Board would like to hear first. Chair Cline asked to be walked through the materials in the package delivered to the Board today.

Barbara Higgins responded that they had updated their student recruitment plan and their overall strategic plan. They also have updated information on special education concerns. Ms. Higgins referred the Board to Appendix Z, but the Board members responded that they did not have Appendix Z in their packets. Ms. Higgins stated it was on page 108 and Chair Cline responded that they had a very short packet of seven or eight pages. He surmised that things might have been gotten to the Department past the deadline.

Mr. Scannell acknowledged that apparently the Board did not have a full packet. His understanding was that the deadline was for the Friday (he could not remember the date off the top of his head) and it was submitted on Friday. He then received a “one liner” from Ms. Davis saying they had missed the deadline. He was disappointed in her response given the effort the school had put in to meet the deadline. Chair Cline said it was his understanding that the deadline was the Wednesday. Mr. Greene said the deadline for providing materials to the Board is two weeks prior to the meeting, so that would have been the Thursday. The speaker said he passed along the materials that were received on Friday.

Mr. Scannell said that he had a document that said the deadline was Friday. He said he was confused that a 110-page document showed up a day late and they said “hands off.” Mr. Greene said he consulted with Caitlin Davis and they do not have a document that says Friday. Mr. Scannell reiterated that he did.

Chair Cline also noted that there was an issue with the readability of electronic documents that came in that Friday evening. It took several days to get access to them.

Ms. Higgins then referenced a message from Jane [presumably Waterhouse] to her and Ms. Alicea that referred to submitting documentation to Ms. Waterhouse on Friday, February 21, a week early so she could look it over. They did not have it done at that point, so they submitted it a week later on Friday, February 28. Mr. Greene responded that the Friday deadline was for Ms. Waterhouse’s office to receive the documentation to review it before providing it to the State Board. Ms. Waterhouse asked to receive it Friday the week prior to the Board deadline, which was Thursday.

Ms. Alicea said once she was made aware that the electronic documents were not readable, she hand-delivered a hard copy and another electronic copy on a USB flash drive. Mr. Scannell said that was delivered Monday, March 2.

Cindy Chagnon asked about the list of remediation concerns and also about the appendices and attachments that they seem not to have received. Mr. Scannell

said he believed that the Board had not received the full manual because it is still sitting somewhere. Chair Cline clarified that the appendices are the issue. Ms. Higgins said that Ms. Waterhouse told them to update what the Board already had and resubmit it, so the Board already has [the appendices].

Mr. Scannell thanked Ms. Waterhouse for being the only one to have responded to his updates, to which Chair Cline responded that Ms. Waterhouse typically deals with charter schools.

Chair Cline suggested they start going through the document they do have in their packets, minus the appendices. Ms. Higgins began with a website update, saying 95% of the requested fixes have been done. In response to Ms. Cassady's question about the February CCCS board meeting minutes, Ms. Alicea stated that they were waiting for the February minutes to be posted to their website.

Ms. Higgins then introduced Ms. Zumiez to review the specifics for special education. Currently, Capital City has seven students identified with an IEP, four of whom are current with their IEP/504 status. Ms. Zumiez is meeting shortly with a) a student who recently transferred districts who needs her IEP updated; and b) a family to update their 504 that has not been updated since 2016. In addition, Ms. Zumiez is talking with the mother of the last student that needs updating who is deliberating whether she wants her student to be identified.

Ms. Honorow stated she does not know where the "incorrect notion that [Capital City] does not care about its special education students" comes from. She noted that the Board has been told a number of times that services are not being provided in accordance with units of service that were supposed to be provided in the IEPs, due to an inability to get the sending district to respond. She has not heard that addressed yet. Ms. Zumiez responded that for one student that is now current, it took Ms. Zumiez several emails to get the IEP into place and it was haphazardly done by the district. That student goes to the district for their services.

All the 504 students are serviced within Capital City. For the student that recently transferred, there is a meeting scheduled to update the IEP and start a new one going forward.

In response to a question from Ms. Honorow, Ms. Zumiez confirmed that there are no longer issues of special education students not being provided with the services that their IEP calls for. They are either being serviced at their sending district's facility or the service providers are coming to Capital City.

Next, Ms. Higgins continued with the topic of health and life skills. Their plan had not started yet as of the January meeting. Ms. Higgins is certified in health and PE, as well as special education. It is a school wide, integrated class combining science, social studies, math, health, PE, and life skills. It involves walking and charting their mileage, as though they were walking to Montpelier, VT and

subsequently other state capitals. After the walk, the students are split by grade for the post-walk discussion and activities.

Ms. Higgins then reviewed the clarification of specific roles for Ms. Higgins, Ms. Alicea, and Ms. Zumiez. In synopsis, Ms. Alicea as head of school is responsible for enrollment, daily processes, and safety issues, and in concert with Ms. Zumiez, for student organization and teacher reports. Ms. Higgins as managing director is responsible for fixing flaws in curriculum and special education (in concert with Ms. Alicea). Ms. Higgins stated that she is not Ms. Alicea's boss and Ms. Alicea is not Ms. Higgins's boss and the three of them talk about everything. Ms. Zumiez reports to Ms. Higgins (for IEPs and 504s) and Ms. Alicea (for enrollment, transcripts, attendance, etc.).

Chair Cline said he could not see this item in his packet. Ms. Higgins promised to forward it to them again.

In response to Ms. Chagnon's question, Ms. Higgins said that Ms. Alicea was very involved in the financial audits with Plodzik & Sanderson. Mr. Scannell clarified that he and Mr. Eagan are discussing how to handle the weekly and monthly financial metrics to avoid the current situation. There is a consensus, but not formal agreement yet.

Chair Cline expressed a desire to see as part of the charter what the job descriptions are so the state and everyone can know who is accountable for finances, academics, etc. Mr. Scannell said a portion was being pulled away from Ms. Alicea and given to a new person.

Mr. Scannell promised to get to the Board by the end of the business day the three job descriptions with their responsibilities. The finance responsibilities will be resolved in the following 14 days.

Chair Cline also asked for some clarification on the chain of command. Mr. Scannell replied that both Ms. Alicea and Ms. Higgins report to the school's board. Chair Cline wanted to make sure it was clear who had responsibilities for various areas.

Ms. Higgins then provided some academic progress updates. Since the last meeting, Capital City did some school wide testing and rearranged their groups academically into three groups: a 6-7 grade group, a 7-8 grade group, and a 9th grade group. The curriculum is more structured with less down time. CCCS has enlisted the Virtual Learning Academy Charter School (VLACS) for math.

Ms. Honorow asked about English Language Arts (ELA). Ms. Higgins responded that they used their test scores to make some changes. The grade 6-7 students are on a different, more basic skill-based curriculum, aligned with state

requirements, with Ms. Higgins and the grade 8-9 students are with the certified ELA teacher. The work output has improved.

Ms. Honorow thought that the Board had directed the school not to do high school, except for the students that were already there. Ms. Higgins said she does not have 10th and 11th grade anymore and they have just the 9th graders who were already there.

Chair Cline asked, based on the student assessments that Capital City has done, whether there is a sense of whether there is a big gap to fill and what needs to be worked on. Ms. Higgins responded that because 26 students are new this year compared with only four students that were with the school last year, they mostly rely on whatever testing the students came with. Some students are struggling, but she does not feel like there are students who have stopped making progress. Having the services solidified has made a big difference.

Chair Cline asked about the students' academic performance this year. Ms. Higgins arrived in December so she cannot address anything before that, but it was clear that the school needed information about the students. They have used some standardized tests available online to assess the students' progress.

Mr. Ducharme said that his takeaway after having watched the video of the January meeting in his effort to "get up to speed" was that it seemed the school could service the current ninth graders next year as 10th graders, but they should not recruit 10th graders.

Ms. Cassady said there were two students that the school needed to find places for, for which they did.

Ms. Lane asked who filled Ms. Higgins and Ms. Zumiez's instructor roles when they were not in the building. Ms. Higgins responded that today the 9th graders were on a field trip and the 8th graders are with their eighth-grade teacher. For the 6th and 7th graders, Ms. Higgins did blizzard bags and they are home today. If Ms. Higgins is absent or sick, either Ms. Zumiez or Ms. Alicea steps in. Capital City will be providing the Board with a chart of who does what when and it is clear on that who fills in for each individual.

Ms. Chagnon noted that the State Assessment System (SAS) score is one thing, but if Capital City can provide something to show the growth that happens with each student every year, they love to see that. She asked whether Capital City got some data from the students' previous schools and Ms. Higgins reported they got some, but it is inconsistent and tricky.

Ms. Zumiez stated that most of their students are lower scoring students, more often than not at level one or level two at most.

Ms. Higgins continued with the student recruitment plan (appendix I). The school would like to increase to 50 students at the start of the school year. They have an open house scheduled and the 9th graders are working with Ms. Zumiez on a marketing brochure. They are trying to increase their presence in local media and social media. They have partnered with a few local businesses and will present at the charter school conference.

Ms. Chagnon asked about a reference to hiring a bilingual teacher for English language learners. Her understanding was that under English for Speakers of other Languages (ESOL), you do English immersion and never speak the other language. Ms. Higgins noted that it was a terminology mistake. She also explained that they are located on the heights in Concord, where there is a refugee community. The multilingual piece came from CCCS projecting what could become a need if they wind up with a diverse population. The Board member recommended that Ms. Higgins look into whether Concord has a language line similar to that of the Manchester school district.

Chair Cline noted some of the things that Capital City mentions in the “Student Improvement Community Outreach” section are more aspirational and similar to what was provided at the December meeting, whereas the Board would like more of a strategic plan, outlining the exact groups they are going to contact on specific dates, who is going to do it, etc. It is currently “what” without the “why”, “when”, and “how”. Mr. Scannell noted that that was a good observation. He said Capital City had to do a better job documenting some of the things they do so they can do a better job taking credit for them. Chair Cline noted that there is a gap between Capital City’s aspirations, which are wonderful, and the ability to execute. The Board wants a higher comfort level with the latter. This is an issue that the Board has had with the school since the beginning and it would be helpful going forward to get the strategic plan to be more detailed.

In response to Ms. Cassady’s question, Mr. Scannell stated that he has had roles primarily in sales, marketing, and operations. He has also bought and sold a couple companies and been President and CEO of a defense company in Nashua. He then retired about five years ago, but he prefers to remain busy. He decided to give back and took a personal interest in the school. He also works a full-time job in the automotive industry and owns a campground. In response to a question, he stated that he has been on several boards.

Ms. Cassady asked if the school was working on their financials for September 2019-June 2020. Mr. Scannell reported that they are about 90% done and the quarterly will be done by the end of March. Ms. Waterhouse noted that the Department had not received any quarterlies for 2019. Mr. Scannell acknowledged they are behind, but they have engaged the CPA and an accountant.

Ms. Cassady asked who is doing all the administrative work. Ms. Zumiez said administrative assistant work is one of the many different hats she wears at

the school. The Board member said she felt that the school needs an administrative assistant whose sole focus is that task. Mr. Scannell said the school has been paying an accounting person (separate from the accounting firm) on an hourly basis. The school is currently wrestling with how to deal with the administrative questions and issues while taking into account revenue and the budget. The Board member referred Mr. Scannell to a website that shows what is due to the state each month, quarter, and year. She said she has lost trust that the school will catch up. She reminded Capital City that they represent all charter schools. Mr. Scannell said he understood her message and where the school stands.

Ms. Higgins noted that the school had a letter that stated that the Department was supposed to help them, but she does not know what that means. Chair Cline said the Board wants every charter school to succeed, including CCCS, but CCCS is contractually obligated by law to meet the terms of its charter, including financial reporting, and the Board is obligated by law to make sure that Capital City meets the terms of its charter. The school had an audit last May that found multiple deficiencies and the Department staff have been trying since then to correct those deficiencies. Despite multiple efforts and missed deadlines, the Board continues to hear that things will be taken care of in the future. The Board wants to know who is responsible for the budget and the finances.

Mr. Scannell said he understands that they are at the point where the Board could close the school. He noted that the school is in an undesirable position for staffing, etc. to get everything done.

Chair Cline reiterated that the charter contains a list of items that need to be done and the Board is just trying to make sure they are done, just as they would with any other charter school. The Board's frustration does not diminish the hard work the school is doing.

Ms. Higgins then provided an update on Service Learning Wednesdays, for which the school has partnered with several local charities and foundations. They have also taken children to the State House for the charter school hearing and also around Rachel's Law.

Ms. Higgins remarked that there was a complaint about the student information site with respect to not all of the teachers putting comments on report cards. She was not sure who could have seen that as it is all private. She is on the school board in Concord and it has never been her job to tell teachers how to do report cards. They have to follow the protocol of the school. She does not see a problem with how the CCCS teachers gather information and comment on students and communicate with parents. They do weekly emails home.

Ms. Higgins said that they were asked about blizzard bag days. CCCS's blizzard bag participation is excellent because so much of their learning is online. The completion rate on those days is 85-90%. In addition, the school's calendar

has 1,342 hours over the course of the year, well above the 996 required by the state.

Ms. Higgins commented on an email to 11th and 12th grade families, for which she received criticism for blaming the state. That was her misunderstanding at the time. She did let the parents know if they wanted their child to stay at Capital City, they would educate them as best they could.

Ms. Chagnon asked Capital City to respond to the discrepancy between the number of students enrolled and the actual number who attend on a daily basis. Ms. Zumiez stated that the school has one truant student currently and everyone else has either left the school or is attending every day.

Chair Cline asked how many board of trustee meetings CCCS has and how often. Mr. Scannell replied that it was usually quarterly. Chair Cline noted that the transcribed minutes section of the website is not very complete. Ms. Cassady suggested in a situation like this, the school have monthly board meetings and two Capital City attendees said they do have monthly board meetings. The next CCCS board meeting is scheduled for the third Wednesday in March.

Mr. Scannell said they would look into the missing CCCS board of trustee minutes on the website and get back to the Board.

In reference to the page "Meeting with Jane Waterhouse," Ms. Honorow asked Ms. Waterhouse whether everything from the list on that page has been satisfactorily provided with no outstanding items other than the budget issues. Ms. Waterhouse said the items came from the corrective action plan and they have all been completed. Mr. Greene stated that because the documentation was given to them right at the deadline, neither Ms. Waterhouse's office had a chance to go through it. They submitted what they received directly to the Board, so it is possible things are still missing.

Ms. Honorow then asked Ms. Waterhouse whether she has had a chance to look at whether the remediation issues have been taken care of. Ms. Waterhouse said there are some items from that list that have not been submitted yet. Mr. Greene said they could pull something together for the next Board meeting, as he and Ms. Waterhouse would need two to three weeks to go through the documentation, look at the website changes, and make sure everything within the charter is being done.

Mr. Nazzaro stated that some of the frustration may be coming from the ping-ponging of questions back and forth and therefore having one document that listed the deficiencies, needed data, etc. would help avoid the feeling of an adversarial relationship. Mr. Scannell agreed that would be easier for all involved in terms of accountability. He offered to come in to Ms. Waterhouse's office if they could be of assistance.

Chair Cline reiterated that the Board is not trying to lay blame. Rather, they are trying to solve the problem and get CCCS to the point that its structures are in place.

Mr. Scannell stated that he realizes that Capital City and the Board's relationship has been tenuous and strained. He sat with Frank [presumably Commissioner Edelblut] and his team six weeks ago and was assured that the Department was right there with the school, but Mr. Scannell has not seen that happen. The teams have not stayed complementary with each other. Something is missing. He hopes they can work through that moving forward.

AGENDA ITEM IX. LEGISLATIVE UPDATES

Amanda Phelps, NHDOE, Administrative Rules Coordinator, updated the Board on the rules.

A. CONDITIONAL APPROVAL RESPONSE: Confidentiality and Record Retention (Ed 1102.04 h & Ed 1119.01)

Ms. Phelps read the definition requiring approval: "Students' rather than parents' permission or consent for the purposes of this section whenever a student has attained 18 years of age or is attending an institution of post-secondary education, the permission or consent required of, and the rights accorded to the parents of the student, shall thereafter only be required of and accorded to the student."

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the conditional approval response for Ed 1102.04 h and Ed 1109.01, relative to special education confidentiality and record retention.

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

AGENDA ITEM X. COMMISSIONER'S UPDATE

The Commissioner needed to leave the meeting for another commitment, so there was no update.

AGENDA ITEM XI. OPEN BOARD DISCUSSIONS

Chair Cline noted that the US Assistant Secretary of Education, Frank Brogan, was in New Hampshire the previous few days and he toured some schools

with him, including Franklin Middle School. Chair Cline said it was impressive what Franklin Middle School is doing. They have divided the school into academies that are more focused on competencies than grade cohorts. The students were very focused and engaged on their work.

Ms. Chagnon noted that she just noticed that upcoming New Hampshire Superior Court jury trials are cancelled due to concerns over Covid-19. She noted there will be more pressure put on schools.

Ms. Honorow publicly thanked Ms. Stoneking for inviting her to attend a review training. She also thanked and acknowledged the great work and dedication of time made by all the post-secondary reviewers.

AGENDA ITEM XII. CONSENT AGENDA

A. Meeting Minutes of February 13, 2020

MOTION: Cindy Chagnon made the following motion, seconded by Phil Nazzaro, that the State Board of Education approve the minutes of February 13, 2020 as amended.

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

B. Updated/Final Charter Application for Northeast Woodlands Public Charter School

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the final charter application for Northeast Woodlands Public Charter School.

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

A representative of Northeast Woodlands Public Charter School who was present was happy to announce to the Board that the school now had a home at Granite State College.

AGENDA ITEM XIII. NONPUBLIC SESSION

There was a nonpublic session.

AGENDA ITEM XIV. ADJOURNMENT

MOTION: Phil Nazzaro made the motion, seconded by Cindy Chagnon, to adjourn the meeting at 2:57 PM.

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



Secretary