



**New Hampshire State Board of Education
Department of Education
25 Hall Street, Concord, NH 03301**

Minutes of the November 9, 2023, Meeting

I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:00 a.m. Ann Lane presided as acting chair.

Members present: Kate Cassady; Phil Nazzaro; Ann Lane, Acting Chair; and Jim Fricchione. Also in attendance were Frank Edelblut, Commissioner of Education.

Members absent: Drew Cline, Richard Sala, and Ryan Terrel were not in attendance due to prior commitments. Deputy Commissioner Christine Brennan was unable to attend due to a prior commitment.

II. PLEDGE OF ALLEGIANCE

Janet Ward led the Pledge of Allegiance.

III. PUBLIC COMMENT

Janet Ward, Vice President of the League of Women Voters of New Hampshire, stated that a member of the State Board of Education provided an energetic response to her public comments about a continuing and intentional lack of transparency with regard to the current revision of the 306 rules. She was reminded by this Board member of the many public listening sessions that had been held throughout the state. She attended two of these sessions where attendees were told that the public comments and recommendations would be shared with the Commissioner of Education, but that the Commissioner had no obligation to include the public's recommendations or respond to the concerns.

She felt the reedition process has taken place largely behind closed doors. The public listening sessions have merely served to give the impression of a

publicly accessible process. It was her understanding that the most recent draft of these rules has not yet been made available, even to the New Hampshire House and Senate Education Committees. Moreover, since the last State Board meeting, she has been told that over 25 media organizations have expressed their concern about the secrecy of this process by filing an official Right-To-Know request.

Many New Hampshire citizens have never heard about the 306 rules, which govern the operation of the public schools. Many citizens do not realize how fundamentally important these rules are, but this Board and this Education Commissioner do realize their importance, and behind closed doors, without real public oversight they are attempting to fundamentally change the nature of the public schools by the subtle but critical manipulation of these rules.

Her request to the State Board was to make the current 306 rule revision draft available immediately to New Hampshire legislatures and citizens.

David Trumble attended the meeting to discuss the 306 regulations in specific, the legislative review that will happen once those regulations are put on the table. At the last meeting, David spoke about what he thought was a three-step process: first, Legislative Oversight Committee does reviews and recommendations and sends those back to you. Then, after you make your final copy, it goes to the General Court. And then third, it has to be adopted by the entire General Court, meaning all 400 legislatures in the House, then 24 Senate have to vote to approve it.

This is important that there be these additional requirements because these regulations go to how NH as a state address a constitutional obligation. How do we guarantee that every child in the state is given an adequate education in the public schools?

When 193-E was written, it was written in response to the third of the Claremont progeny of cases, which was all about, how do we know if we're doing an adequate job. And the legislatures at that time got together, Democrats and Republicans, House, and Senate. They brought in all the stakeholders, the teachers and administrators, and together they wrote 193-E, working from the beginning. And they included in that statute two additional legislative oversight reviews.

First is the review and recommendation from the Oversight Committee, and the second is that it requires the approval of the full House and the full Senate. Since the State Board last met, this has been discussed in public in at least two occasions. First was a day after last month's hearing there was a hearing over at the House. David said he relistened to the recording from this hearing and there was a discussion about the rules. He believes they agreed that it starts going to the Legislative Oversight Committee for review and recommendation. Then it goes

you to make changes. Then you have a final copy. Then the 180-day clock starts. The State Board has a statutory obligation to send all of that to the speaker of the House, the head of the Senate, and the Senate committees, so that when the 424 legislators vote on it, they'll have been prepped for it.

As to the prior adoption of the General Court argument, when the media organization submitted their Right-To-Know request, your attorney, Elizabeth Brown, responded with two issues. She said, first, it's a private concern. It's not a public matter. No Right-To-Know. Her second argument is that we don't need the free press involved in this because the legislature has so many specific steps of review. Here's a snippet of her letter.

"For certain components of the Ed 306 rules, the legislature has added an additional layer of safeguards and requirements that must be complied with for the rules to become effective," and she cites the section where that has a prior adoption of the of the General Court.

Christine Downing said that she included background information about her passion for competency-based education and the 306 rules so that her involvement in this important project is understood. As the next steps in the 306 process, and future decisions regarding these rules is considered, the students should be remembered and should be the driver in the discussions and the decisions. The students deserve and demand to be priority and the center of this important work.

New Hampshire RSA 193-E 2, Educational Content of an Adequate Education states, "The General Court shall ensure the high quality of the minimum standards for public school approval in each area of the education identified in paragraph one is maintained." She emphasized the phrase "high quality of the minimum standards maintained," and said it's our collective duty to make sure any set of 306 rules meets the high-quality expectations of this RSA.

She provided each Board member copy of an executive summary that represents collective voices of public-school educators who participated in educator review sessions. 70% of the responses indicate the rules are insufficient and need significant changes based on the March 9th, 2023, draft. Any decisions to enter into the rulemaking process must allow for a comprehensive review of the feedback and responsible consideration needs to occur in terms of how language in the rules can be corrected to accomplish the expectation of high-quality minimum standards.

To disregard the feedback in this summary or dismiss the collective voices of educators who participated in these review sessions and are directly responsible for the implementation of these 306 rules is not in the best interest of the NH students. The feedback provided in this summary is at a level of detail that you

are not likely to find in other sources. This is because it comes from the practitioners who have a direct understanding of the impact of these rules on the students.

Ultimately, it will be public school students who will pay the price should you choose to proceed forward without a transparent and comprehensive process and timeline in terms of how this feedback will inform adjustments to the draft.

IV. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT

How the following school districts have leveraged resources offered through the NHED to make progress in the areas of school safety and literacy.

MAURA PALMER, Superintendent, Salem, highlighted the enhancements they've been able to make at Salem's eight schools. They have a preschool, five elementary schools, a middle school, and a high school. Through the Security Action For Education grant, the SAFE grant, and the Stronger Connections grant, they've been able to make some significant changes. After the tragic shooting at Rob Elementary School in Ivaldi, Texas, in May of 2022, Salem's emergency operations team came together and decided it's time that they review their practices and ensure they're doing everything they possibly can for kids' safety. They partnered with the Salem Police Department. They revised their emergency drills to include active threat with strategy of run, hide, fight. They partnered with Homeland Security and conducted audits in all of their schools, walk through. They took those reports and met with the Salem Police Chief and the Salem Fire Chief and made a list of critical needs.

Simultaneously, the grant funding became available that summer of 2022. Because their work had begun, they were able to take advantage of that early decision funding. They received a significant award from the state and were able to make some significant enhancements. They also received funding through the Stronger Connections grant, which came along later this past summer and into this fall.

They are extremely grateful for this money, which has been made available to all K through 12 schools, access control, emergency alerting, and surveillance.

DEBRA PAYNE, Assistant Superintendent for Business and Operations, Salem, said that as a result of funding from the Security Action For Education grant, all of the district's analog radios were replaced with digital radios and the existing police radios, which were 20 years or older, have been replaced with radios that have better technology and allow the police, fire, and SAU office to be part of that radio transmission.

Starting this fall, all visitors to the Salem school buildings are signed in through an electronic visitor management system as a result of those funds. The funding also allowed them to update exterior door access equipment, and staff have recently been issued staff ID's that have building access based on their role. That system is connected to the IT Department's active directory so that they can enable access or disable as needed.

The upgrades to the doors also enabled them to connect their door access system to their district's video camera system, so they can provide additional visibility in the event of an emergency. Based on recommendations from their Police Department, additional parking lot lighting and bollards have been funded through this grant. Exterior doors and windows were numbered so emergency services can identify locations from the exterior of the building. Window security film was installed on exterior glass and doors.

In addition, the SAFE grant funds have allowed them to implement a program called Raptor, which is an electronic drill and emergency management platform. It allows all of their staff to connect through messaging in the event of an emergency. It also allows them to check in students, staff, and visitors to let them know the location and condition in case needed. Over the next few months, they'll be rolling out some professional development for reunification tools as part of that program as well.

The Stronger Connections grant has allowed them to look into purchasing some additional video cameras for each of their schools. In addition, some door and window numbering inside of the buildings to help with identifying locations. The exterior door access points will be increased so that anybody who needs to get in from the outside doesn't have to have a key to get back into the building in the event of an emergency.

JACQUELINE COE, Superintendent, John Stark, Henniker, Weare, Stoddard, said they also have engaged in many of the same projects as Salem. They're appreciative of the responsiveness to the needs of the series of grants, and most of her districts have received substantial money and she has submitted my application for the next round.

She called special attention to the partnership of Homeland Security with the schools. She praised the responsiveness of Scott Lambertson and his colleagues. Their assessments were fabulous. They have helped them partner with the emergency responders in their communities.

NATASHA KOLEHMAINEN, Assistant Superintendent, John Stark, Henniker, Weare, Stoddard, currently oversees K12 Educational Program, Professional Development, and Federal Title grants. She attended the meeting

to speak about the partnership between SU-24 and the New Hampshire Department of Ed in relation to the Lean into Literacy initiative.

Her opinion is that the pandemic amplified the strengths and weaknesses of the educational system. For well over a year, everyone was in survival mode, and the conversation about how to teach reading took a bit of a backseat to COVID mitigation measures. However, the weaknesses of the instructional models for teaching reading used by many school districts in the state, including SAU-24, were laid bare through the pandemic. Remote learning created a way for teachers and parents to partner in a way that energized their desire to find a better way.

Fast forward to the '21-'22 school year, 20 teachers in SAU-24 began the letters for elementary professional development course. They had made a decision to use \$75,000 of their Local Esser funds to offer 50 teachers, staggered over three different cohorts, the opportunity to complete that training, shortly after the New Hampshire Department of Ed announced the Lean into Literacy initiatives with a \$1,000 stipend. And since then, they've had an additional 25 teachers and all of their K8 administrators sign up through the state program, and they have more teachers signing up for the next phases. As teachers complete the course, they are given local credits that can be used for salary track changes.

During the '22-'23 school year, they formed a structured literacy committee tasked with designing professional learning opportunities in the area of science of reading, analyzing their current resources, and making recommendations for changes.

At the end of that year, the team recommended they purchase Wit & Wisdom for their K5 core reading and writing program, with Geodes in K3, continue their use of Foundations, and also purchase the Haggerty Phonemic Awareness Program for K2. Their school boards approved the purchase for these new resources using extra funds, and at the same time the New Hampshire Department of Ed announced the grant opportunity to apply for funds to purchase literacy resources.

The boards of SAU-24 approved approximately \$225,000 to purchase new literacy resources and then they were granted an additional \$110,000 from the New Hampshire Department of Ed. Because their initial request to their boards was to purchase K5, the New Hampshire grant opportunity allowed them to purchase grades 6 through 8 as well. Being able to secure the additional funds from the New Hampshire Department of Ed affirmed the direction they were moving, added credibility to the outcome of their process, and bolstered their efforts.

They're now a few months into the '23-'24 school year and all of their K8 literacy resources are aligned to the Science of Reading. Their teachers continue

to dive into learning about structured literacy and how to use those new resources. There are growing pains, of course, but they are bolstered by the common message being heard by the SAU leadership, the New Hampshire Department of Ed, and the literacy experts.

KIMBERLY SARFDE, Assistant Superintendent, Nashua, introduced herself as holding a bachelor's degree in English, a bachelor's degree in psychology, a Master of Arts in professional writing, and a doctorate in education with a focus on dual immersion, best practices for multilingual learners.

She attended the meeting to provide an important update on the partnership between the National School Districts and the New Hampshire Department of Education. This collaboration has been focused on aligning the practices and resources with scientific evidence to enhance literacy instruction in the NH schools. As educators, we understand that reading is a complex process that involves various components, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. The extent of research has shown that a strong foundation in these areas is essential for students to become proficient readers. It is our duty to ensure that our instructional practices are grounded in evidence-based strategies that support the development of these skills.

Federal law, specifically Every Student Succeeds Act, mandates the use of evidence-based practices in our schools. This means that, as educators, we must ensure our instructional methods are backed by scientific research and have been proven effective in promoting literacy. By aligning practices with scientific evidence, our students can be provided with the best possible education and set them up for success. In pursuit of aligning practices with scientific evidence, the Nashua School District has formed a strong partnership with the New Hampshire Department of Education.

One crucial aspect of this collaboration has been the Nashua School District's engagement with Kathleen McCaffrey, who serves as the State's ELA expert. Her expertise has been invaluable in educating the teachers and administrators about updated dyslexia screening guidelines. Through her guidance, this school district has gained a deeper understanding of effective screening methods for dyslexia and other related disorders. This knowledge has empowered Nashua's educators to identify and support students with specific learning needs, ensuring that they received the necessary interventions and accommodations.

Furthermore, the state has provided Nashua School District with guidance that has allowed team members of the ELA instructional leadership team to become deeply knowledgeable about screening for dyslexia and other related disorders. This expertise has been instrumental in shaping our district's approach

to literacy instruction, ensuring that it aligns with scientific evidence about how the brain learns to read.

To further strengthen their literacy initiatives, the New Hampshire School District applied for and was awarded 12 Lead into Literacy grants totaling \$300,000. These grants have enabled them to pilot, align, and vet knowledge-based ELA curricula benefiting more than 165 teachers and over 4,000 students.

By implementing this curriculum, they have taken significant strides in aligning their practices and resources with the latest research on building foundational literacy skills. It's important to note that their district has been working tirelessly for the past several years to educate teachers about the importance of building foundational literacy skills.

STEVE TUCKER, Superintendent of Schools, Laconia, introduced his colleagues: Michaela Champlin, Principal, Woodland Heights Elementary School; Caitlin Hensche, Student Service Administrator, Elm Street School and Pleasant Street School; Laurie Cody, Second Grade Teacher, Elm Street School; Haley Ryan, Fourth Grade Teacher, Woodland Heights Elementary School; and Pam Swift, Literacy Coach.

They explained that the first handout is an image of Dr. Hollis Scarborough, an American psychologist and literacy expert, has been a leading researcher in the area of reading acquisition since 1981. In the early '90s, Dr. Scarborough created the idea of a reading rope to help explain the complexities of learning to read to parents. Laconia School District has focused on this rope as they look to make sure they have the appropriate curriculum, instruction, and assessment to support all strands of a child's reading development. The second handout is Laconia's version of Scarborough's rope, which will tell you the rope shares, all of the strands that have woven together over the past year, as they have leaned into improving proficiency and literacy.

The first strand of their rope represents low proficiency scores. In the fall of 2020, then principal of Woodland Heights, Eric Johnson, and the School Student Services Administrator, Andrea Fowler, recognized a significant need in the area of word recognition, a piece to Scarborough's rope. They saw a need for explicit instruction and phonological awareness and phonics. They introduced Tegrity and Foundations to target the challenges they were seeing. From there, several staff members participated in one of the first rounds of letters training. They also studied the work of David Kilpatrick and others who were clear on the Science of Reading. The second strand of their rope focuses on a new elementary administrative team. They're passionate and dedicated to the success of students in literacy. In July of 2022, the Laconia School District welcomed three new elementary principals. They were joined by two student service administrators, and experienced

elementary literacy coach. A collaborative work from this team has raised awareness and importance in our three elementary schools about the need for change based on our data.

The following strand on the expiring strategic plan Laconia handout began the process to develop a new strategic plan in the fall of 2022. One of the first steps in the process was to conduct the Community SWAT analysis to identify strengths, weaknesses, opportunities, and threats facing the Laconia District. On November 16th, 2022, 106 members of the community came together to provide information, and from that they received 1,114 data points. They disaggregated that data and presented it to the Laconia School Board Strategic Plan Subcommittee and then to the full Board. The analysis of the data was clear. Academic, specifically literacy, ranked as the number one strength, weakness, and opportunity. This data led to the creation of the District Literacy Task Force, strand four. A copy of the draft goals was included in the handout.

The District Literacy Task Force ran from the end of November to the beginning of April, and included an elementary teacher from every grade level, as well as a few middle and high school representatives. This task force was charged with examining the existing literacy curriculum and making a recommendation to the Superintendent for action. The first phase, building background knowledge, focused on the history of reading and literacy in Laconia, their view of past and current data, as well as reviewing the current research on reading. This included exploring information on the science of reading, listening to podcasts, and participating in a reflective dialogue on the application of that knowledge in relation to their system. A copy of some of their research reflections were provided in the handouts.

During their second phase integration, they looked at the areas that need their attention in their system. All elementary schools participated in a school wide book study on *The Knowledge Gap; The Hidden Cause of America's Broken Education System and How To Fix It*, by Natalie Webster. From there, the District Literacy Task Force moved to recommendations and planning. They connected with several school districts, including Plymouth County, who welcomed them along in their process, sharing materials and professional learning. At the end of March, a form was sent out to all teachers requesting their feedback and input on professional development opportunities as they move to implementation.

In the spring of 2023, the District Literacy Task Force was ready to make their recommendations on all components of a new literacy curriculum. This recommendation included Haggerty as their curricula to address phonological awareness, Foundations as their curriculum for explicit instruction and decoding, both which target the word recognition side of the rope. The task force also recommended moving forward with a knowledge-based curriculum. For a number of factors, including the alignment to Foundations, the knowledge-based

curriculum recommended was Wit & Wisdom. This curriculum would address all components of language comprehension side of the rope. On the bottom of the handout on Scarborough's rope, these materials would address the simple view of reading. Language comprehension multiplied by decoding equals reading comprehension. Although some teachers in their district had experience piloting Hegarty and Foundations, this would still be new to many, and Wit & Wisdom would be new for all.

Also, in the spring of 2023, the goal areas of their strategic plan were determined. After reviewing the data, it was evident that academics was a goal area with literacy as a sub goal. With these goals as their focus and with this fiscal support from the extraordinary needs grant, they were able to purchase and support all curriculum recommendations from the District Literacy Task Force. The changes in their literacy curriculum are complex. This year, with the restructuring in positions, Laconia School District supported the hiring of an elementary literacy coach to work alongside their teachers outside of their evaluation process. They had the opportunity to attend the professional development, empowering literacy through evidence-based practices and data informed decision offered from the Department of Ed, which looked at systems change and provided resources and learning to get started. This included looking at scheduling, data analysis, and professional development opportunities. Each elementary school's leadership team spent time this summer considering the ways that they would evolve over time in consideration of these important system changes.

Based on the feedback from their educators in the spring, it was evident that they needed to offer a variety of professional development opportunities to support their learning. Through Great Minds, they offered a Wit & Wisdom launch in June for their early adopters, and again in September on one of their district opening days. They also offered staff to complete online training through Wilson to support the implementation of Foundations. They've had additional staff members begin the next phase of letters training through the States partnership with Lexia. Finally, using their feedback, they designed a three-day Summer Literacy Institute to extend learning and provide time to prepare for implementation.

At the end of August, families from all three elementary schools were invited to a parent literacy night to provide an overview of the exciting changes in their literacy program. Families gathered together to learn more about Scarborough's rope and get a sense of the vertical alignment of a knowledge-based curriculum. Families then traveled to classrooms where they perused all the books that were used in module studies of Wit & Wisdom. This was designed as a book tasting to replicate what many of the students would experience throughout the year.

At the beginning of October, the elementary principals and literacy coach presented a similar overview to the Laconia School Board of the new Literacy curriculum. In addition to what was shared with families, they were able to give a

first glance at some of the impressive learning happening in classrooms across the district.

Alongside of all of our changes in literacy, they've also made a change to their assessment platform. They recognized the need for another systems change in the way that they collect and use data to make instructional decisions. Following the summer learning, they reflected on the importance of leveraging data meetings, and they are currently in the process of developing and utilizing a literacy data wall to help make this shift. They are working toward a system where they can use data decision trees and multiple points of data to intervene at a student's most urgent need. These systems help set them up to be able to quickly respond to updates to House Bill 377, expanding the screening and intervening process for dyslexia. The Laconia administrative team have moved forward with their strategic plan goal and literacy as one of their own professional learning goals. Many of their educators at the elementary level have done the same. For them this shows how focused they are on their implementation and need for improvement in literacy.

Aided by the support of their strategic plan action steps, they have just reconvened the District Literacy Task Force with a middle focus. This task force now includes middle school teachers from every level as well as a few elementary and high school reps. Their goal is to make a middle school literacy recommendation for the 2024/2025 school year, as well as consider the ways they can support this change. Following the completion of this version of the task force, their action steps outlined a future gathering of a third District Literacy Task Force with a high school focus.

And so in closing, in Laconia, they recognize and accept that changing prior practices in the area of literacy is complex in this process and it takes time. The work in building and strengthening their rope will continue to be a priority as Laconia leans into literacy.

V. PRESENTATIONS/UPDATES

A. Fall 2023 Every Student Succeeds Act (ESSA) Designations – NATE GREEN, NHED, Administrator, Bureau of Assessment and Accountability, and KYA-RYUNG HWANG, NHED, Administrator, State & Federal Accountability

Kya-Ryung Hwang provided some overview of the accountability requirements under ESSA, and then provided some updates for fall 2023 and then moved onto the identification results.

ESSA requires that NHED develop a statewide accountability system that carries out various requirements, that includes things like developing long term goals, measuring certain indicators, including proficiency on annual assessments,

growth, graduation rate, progress towards English language proficiency, and school quality and student success. And also, identifying schools needing the most support, which is why they're attending the meeting, and publicly reporting the data through the state report card, which for New Hampshire is iReport.

As a state, the goal is that about 70% of students will be proficient in reading, 54% proficient in math, and 65% of English learners progressing towards language proficiency by 2027. The graduation goal is that about 94% of students will be graduating within four years, by 2025.

The three types of schools identified under ESSA are: Comprehensive Support and Improvement, Targeted Support and Improvement, Additional Targeted Support and Improvement.

Comprehensive Support and Improvement schools, CSI, are at the school wide level. So it's any school that is in the lowest performing 5% of all Title I schools, or any high school, regardless of the Title 1 status, that is falling below the four-year graduation rate of 67%. And any ATSI Title I schools that do not exit their status within six years. CSIs are identified every three years.

TSI's and ATSI's are at the subgroup level. TSI, which is identified annually, is a school with a subgroup and the lowest performing 5% of all schools for that particular subgroup for two consecutive years.

Whereas ATSI is a school where a subgroup that performed below the CSI cut scores for all available indicators. Cut scores are statewide scores that are set to serve as benchmarks for exit criteria and ATSI identification.

Nate Greene said there appears to be a larger number of ATSI schools compared to TSI or CSI, and that's because many of the ATSI schools, when you look at them from a school perspective, they're doing well at that school level, but they may have one or two subgroups of students that are performing poorly. So that's why it's a larger number of schools within that category.

They gave an overview of the indicators on which they base their identification. For elementary and middle school, they have academic achievement which is the standardized assessment results. So it's the student performance on ELA and math. They also take into consideration growth, which is a measure of how students are improving annually in comparison to other students with similar achievement histories.

English language proficiency is looking at the growth that English learners are making on the assessment. Equity is similar to growth in the sense that they're looking at the amount of growth that students are making, but equity focuses on the lowest quartile of students in terms of academic achievement.

High school indicators, academic achievement and English language proficiency are still there. For academic achievement the student's SAT assessment results are used, and English language proficiency is the same as elementary and middle schools. They do take into consideration their graduation rate. When it comes to indicator performance, they look at both their four- and five-year adjusted cohort graduate rate. They also look at their college and career readiness and that is looking at the percentage of 12th graders that are meeting two or more CCR markers. That includes things like AP courses, certain scores on ACT's, completion of CTE programs and etcetera.

Updates for fall 2023, the New Hampshire Department of Education submitted amendments to the state plan, and they were approved by US Ed. The first major change being implemented, starting this year, is that they are using available data in the last three years to identify CSI and ATSI schools as opposed to one year's worth of data. They decided to do so because they wanted to increase the overall validity and reliability of data used in school identification. With unexpected disruptions, it was seen that the data was being skewed and they wanted to minimize that to the best of their abilities, so they are using three years' worth of data starting this cycle.

The other two changes are effective in the fall of 2024. Nate also mentioned that they are adding the skill of biliteracy certification to the list of approved CCR markers to celebrate our bilingual and multilingual learners. Another change that they're implement next year is expanding exit options for CSI and ATSI schools in alignment with the first change which is to use three years' worth of data. So they're going to adjust the exit criteria so that they exit if they demonstrate improvement from the last indicator scores for any two years after identification, or if they exceed statewide cut scores for all indicators for one year after identification. So schools have more options in terms of being able to demonstrate improvement in their performance.

The result of the fall 2023 identification cycle was shared, and broken down as follows: Overall, about 11 CSI schools have exited as of this year. So 11 of the CSI schools that were identified either in 2018 or 2022 have exited. The list is available on page 3 of the handout provided.

29 ATSI schools have exited. What is notable for CSI exits is that it's mostly due to high school exiting. So there were a few high schools that were originally identified due to their graduation rate falling below 67%. They were able to boost graduation rates, so much of the difference in the number of CSI schools that are exiting seems to be due to the CSI schools exiting.

They discussed the list of the 2023 identified schools for CSI, ATSI, and TSI. They have a total of 19 schools for CSI, 75 for ATSI, and 9 for TSI. The

number of CSI schools has decreased compared to last year, whereas ATSI schools have increased. And TSI schools have remained constant compared to last year.

They highlighted some resources that are available for schools and districts that have been launched. To help navigate federal accountability, a course on Canvas on federal accountability has been launched, where districts and schools can access guidance, documents, training videos, etc. A public-facing one-minute accountability series has been launched. This is a compilation of videos that feature key accountability concepts including indicators, 95% rule etc. This is available to the public. They're continuing with Accountability 101 trainings as well as office hours for identified schools in the next few weeks.

Over the last couple of weeks, they've worked to try to reach out in person to CSI schools who are being identified for this fall. Because of the large number of ATSI and TSI schools, emails have been sent out to those schools. Up to this point, the data has been embargoed. With this presentation to the Board, they'll be publishing the actual list of schools to our website. All the data is being updated in iReport for last school year. The new iReport data should be published early next week, so all public-facing, and performance across all schools and districts in the state for last school year can be viewed on iReport.

Nate mentioned that they'll be releasing the accountability data on iReport, but in addition to that, identification cycle is not yet over, so they are required to conduct a small school review for any schools that don't have enough in sizes for certain indicators, so they need to go through a more qualitative review. These schools will be contacted in the next month or two and the review will be conducted. If any CSI schools are identified, they'll be informed as well. At this point for all the schools that are on the handout, they'll be contacted by the Title I office regarding next steps in the process.

B. School Bullying Report for School Year 2022-2023 per RSA 193-F:6,11 – RICH FARRELL, NHED, Governance Unit

Rich Farrell said his role with bullying is very limited, as is, generally, the Department of Education role is limited. First thing they do is collect the data and work with the Office of Social and Emotional Wellness. They work collaboratively with local school districts to provide them with updated training, show them trends that are occurring, providing technical assistance. They send out technical advice when the law changes when there are changes in the rules.

The second thing they do, Stephen Berwick and Rich Farrell, take complaints from constituents and those complaints generally focus around hearings, hearing processes, and what constituents can do with bullying

investigations that have occurred at the local level. They also take a look at bullying investigations for educated misconduct.

They take a look at a constituent complaint. Most of these cases involve school principals, they determine whether the statute was followed. Did the principal follow their own rule? Did they provide an investigation with the consequences with the repeal rights. If this has been done properly, Rich Farrell's team doesn't come in and second guess the determination of bullying, they make sure that what's been done is taken care of.

Taking a look at bullying overall, this year there was a bounce back in bullying generally since the pandemic. Before the pandemic, bullying was much higher than it is now. The anomaly occurred when the pandemic came in, and when schools reopened after the pandemic and most schools were fully enrolled, there was a spike of bullying in all three levels.

In general, bullying trended higher, but it's still below pre pandemic levels, which is a positive sign. The cyber bullying also had the same type of a spike, and the biggest area of concern for bullying, middle school is overwhelmingly the number one area with this problem. Elementary school is next, and high school, very minor in comparison to the other two.

Stephen Berwick gets the bulk of the bullying complaints. There were 820, 643, and 449 total reported bullying incidents last year. Of that number, 109 cases came to Stephen Berwick. His primary mission is to determine does it go to a hearing, mediation, constituent service, trying to work with the parents, the constituent, the school districts to come up with a mediated settlement, and that happens more often than not. If that group of people can't mediate, it will potentially go to a hearings officer and then ultimately the State Board.

Out of approximately 2,000 cases across the board, 109 came to Stephen Berwick. Last year there was 99, and to jump back to pre-pandemic, the highest number was 26. This indicates that the number of complaints to the constituent services has increased in the last year. Of the 109 cases involving bullying that came in, a total of 9 of them came to Rich Farrell as possible educate misconduct, and of those 9, there was 0 educate misconduct found in terms of those complaints.

VI. REPORTS/ACTION ITEMS

A. School Restraint and Seclusion Reports for School Year 2022-2023 per RSA 126U – RICH FARRELL, NHED, Governance Unit

Rich Farrell emphasized the same spike as the bullying issue. It went down during the pandemic, then it spiked up for a period of time, and it has now leveled

off. The important thing is to note that it's well below pre-pandemic and it's significantly below what was looked at prior to 2020.

As per the graph in the handout, restraint involving students, overwhelmingly, it's the elementary school, then middle school, and the high school is virtually nonexistent. In terms of seclusion, on the chart we saw the same thing, i.e., being elementary school with the highest numbers, and then it's flat-lined in the other two grade levels.

Motion: Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education approve the School Restraint and Seclusion Reports for School Year 2022-2023 per RSA 126U.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. New Castle Elementary School, SAU 50 – FY24 waiver request per RSA 189:11.a

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education table the New Castle Elementary School FY24 waiver request.

Vote: The motion was approved by unanimous vote by the State Board of Education.

VII. PUBLIC HEARINGS

The hearings opened at 12:01 PM and closed at 12:34 pm.

A. Investigations and Disciplinary Proceedings Regarding Educator Code of Conduct – Ed 501, Ed 501.05, Ed 511

Megan Tuttle, President of India New Hampshire, attended the meeting to comment on the proposed changes to Ed 501, Ed 510.05, and Ed 511. They supplied their comments and suggestions to Attorney Fenton, and they look forward to hopefully having some productive follow up discussions on producing what they hope will be a final product they can collectively support.

Standards for certification are critical to ensure that students have professional educators with the highest possible integrity. Having a well thought out investigation disciplinary process that's timely, thorough, and fair is also an

important component of those standards. As part of her testimony, she submitted any New Hampshire line by line suggestions, which were attached to her handouts. They do agree with the department that the rule should be easy to understand, easy to follow, whether a credential holder is working with a lawyer or they're not. They believe the proposals they've made here are in furtherance of those goals and that they seek to improve upon the suggestions made by the department, which they can largely accept. Specifically, they liked that the department proposed timelines for portions of the process which ensured cases did not languish in the early phases. They have suggested a few more changes for more such timelines, so they also don't languish in later stages, either.

They like the fact that the DOE has added specifics regarding when certain notices will be given, in what form, and to whom. In their attached submission, they provided suggestions of where additional notices would be helpful to further the goal of an assessable and fair process.

India New Hampshire is also recommending the attached suggestions in an attempt to further define the personally identifiable information in furtherance of the department's goal of protecting the privacy of the credential holder. The only major source of disagreement appears to be the department's proposal to remove the requirement that they produce a report with their findings from misconduct investigations to share with the subjects of the investigation.

Within the rules as currently written, this is the only substantive due process notice that the credential holder is guaranteed. The report is the only opportunity for the credential holder to understand fully the allegations, evidence, and reasoning behind the department's decision on a sanction. This is basic due process which is required by the Constitution and the New Hampshire Administrative Procedure Act. Without this information, the credential holder would not have substantive notice as to why their license is being sanctioned. However, they recognize the department wants to see changes to this section and are seeking to compromise.

Their attached proposal incorporated the constitutional and statutory due process requirements through a notification called notice of determination. Once the department has made their official determination as to what sanction it is recommending, it would provide this information and a summary of the evidence supporting this determination and how the evidence supports a particular violation of the code of conduct in this notice.

We can agree that findings from school reports may be incorporated into the due process notice as the DOE has proposed, provided the department applies those findings to the specific violation of the code of conduct with particularity. She emphasized to the Board that the removal of the due process notice the

department has proposed without some replacement, which meets legal requirements, is in their view, fatal to the department's proposal.

Although there are other positive pieces of the proposal, if the removable of the due process reports is supported by the Board, India New Hampshire cannot support these rule changes. They look forward to having follow-up conversations with the State Board and the department staff to discuss their suggested changes and concerns as the State Board makes further revisions to the initial proposal.

B. Criminal History Record Check Clearance – Ed 504.12

There was no public comment.

VIII. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools – TAL BAYER, NHED, Administrator, Office of Public Charter Schools

1. Mountain Village Charter School – renewal

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the renewal of the Mountain Village Charter Schools charter.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Office of Learn Everywhere Programs – TIM CARNEY, NHED, Administrator, Educational Pathways

1. FitMoney – renewal application

JESSICA PELLITIER, Executive Director of FitMoney, said that the application that they submitted for their renewal included nine students and that is because it went through June and the mandate for financial literacy was not current until this academic year. Currently, they have over 100 students in the program registered to get their certificate, 32 that are already certified. What that means with their last year's application is that they are now entitled to get that quarter credit towards their financial literacy requirement.

They have made a few adjustments and a few addition. They added a new video module on Buy Now Pay Later. They've included Taxes, which is a requirement in the certificate this year. So filing taxes, when to do it, how to do it, why, etc. They've added about 40 minutes or so to the program, but still think the quarter credit is worthwhile and fair.

Motion: Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education approve the FitMoney Learn Everywhere renewal.

Vote: The motion was approved by unanimous vote by the State Board of Education.

2. EnCube – renewal application

RAJESH NAIR, refreshed the Board about his program. Across the world, he uses middle school and high school. You can view videos and his TEDx Talks on his website.

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve EnCube's renewal Learn Everywhere renewal.

Vote: The motion was approved by unanimous vote by the State Board of Education.

3. Strive2Write – initial application

KAREN MALO, founder of *Strive2Write*, explained that this is an integrated literacy program and there's a grammar component in there as well. Overall, the vision of *Strive2Write* came to her when she was in the classroom after the pandemic and was feeling overwhelmed with the differentiation that she had students who she was trying to teach to read in 4th grade, where she was also trying to teach them comprehension strategies. She got into video creation, which led her to get a certification in instructional design and *Strive2Write* evolved from there. Further information is available at <https://strive2write.com/>.

Motion: Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education approve *Strive2Write* Learn Everywhere initial application.

Vote: The motion was approved by unanimous vote by the State Board of Education.

IX. RULEMAKING/LEGISLATIVE UPDATES – JULIE SHEA, NHED, Administrative Rules Coordinator

A. Initial Proposal - Bureau of Credentialing Fees (Ed 505.09)

STEVE APPLEBY, Department of Education, explained the proposal to rebalance some of the fees. About 18 months ago, some of the fees were rebalanced, and this exercise has been done again.

Motion: Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education move the initial proposal for Ed 505.09 regarding fees charged by the Bureau of Credentialing.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Final Proposal - Nonpublic School Approvals (Ed 400)

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education approve the final proposal for the Ed 400 approval in nonpublic schools.

Vote: The motion was approved by unanimous vote by the State Board of Education.

C. Final Proposal - Suspension and Expulsion Procedures (Ed 317)

Motion: Kate Cassady made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 317 as amended.

Vote: The motion was approved by unanimous vote by the State Board of Education.

D. Adopt - Regional Career and Technical Education Center Agreements (Ed 1304.02)

Motion: Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education adopt Ed 1304.01 and Ed 1304.02 regarding regional CTE agreements.

Vote: The motion was approved by unanimous vote by the State Board of Education.

X. COMMISSIONER'S UPDATE

A. Social Media Curriculum Framework and Guidelines per Governor's Executive Order 2023-04

On Friday, November 3, the Secretary of Education, Secretary Cardona, was in state. Over at River Valley Community College, a forum discussing career pathways for students was held and ways that students could make progress and move forward. His interest on that visit was about rural education and how we can make sure that students in our rural communities get access to opportunities. The Commissioner had a follow-up call with his office on November 8, talking about some of the things that we're doing, both for educators as well as for students in our rural communities and how we can support them better and we will continue to work with them along those ways.

This week, Kate and I got to share dinner together in Shelburne and for the North Country Charter Academy, the first public charter school in the state of New Hampshire, and they were celebrating their 20th anniversary preparing students for academic success in life after school. Since opening in 2004, North County Charter Academy has graduated 735 students, including students who were at risk of dropping out of traditional high school. A story shared with the Commissioner, who graduated from the school there, came from another district and they were having trouble passing Algebra 1.

The first year they took Algebra 1, they failed because they had missed too many classes, they had an attendance problem. The second year the student failed because they didn't hand in enough homework assignments. The third year the student failed Algebra 1 because the student got themselves into an altercation with the educator. The student then transferred over to North County Charter Academy. The North County Charter Academy very much is a competency-based system, gave the student an Algebra 1 assessment, and the student passed it. So in spite of all of the difficulties during those three-year periods, apparently they were paying attention to something because they got there, and they actually had learned Algebra 1 and were able to get the credit and allow the student to move on.

You heard some of the people today talk about the Safety grants, we call it SAFE, Security Action For Education, as well as the Stanford Communities Act Stronger Connections Grant. Over the summer, we released \$4.8 million. This was a federal grant program for stronger connections that we make grants available to our schools. We awarded in that \$4.6 million to 21 different school districts, a whole bunch of different schools within those districts. And again, working with Homeland Security, we are centering most of our investments in physical security around the areas of access control, emergency

alerting, and surveillance. Those are the three pillars to a strong physical security. So, we invested that \$4.6 million.

Then in this last legislative session, I was able to get an appropriation for \$10 million for again continuing to invest in our SAFE program and so that grant window is open today. A lot of money was awarded last year under this program. Over the period of years, we've awarded over \$50 million.

The philosophy that I have with respect to the security is something that it's not reactionary. It's not like something happens and you do something. We have to continually vigilant, continually investing in the safety and security in our schools and these two grant opportunities reflect that. We released our information on education freedom accounts just recently, so we have an education freedom account dashboard. Somebody will come in and do a thorough explanation on it.

This year, we've enrolled 4,211 students have begun the '23/'24 academic year and we're just excited to see students who are participating, finding educational pathways that work for them and where they can be successful.

Two other things I wanted to touch on, one is we heard a lot about the reading stuff today. I don't know if I've mentioned this to the Board before, there is a podcast called Sold a Story. It is about literacy and the importance of reading. It's a podcast that I heard a couple years back now, which kind of set my hair on fire in terms of the importance of making sure that we're doing something here. I think that you'll appreciate, and it will give you a broad perspective about a lot of the reading movement that's taking place and it's worth taking a listen to. It's actually a series of six podcasts.

The next thing that I wanted to just flag a little bit and I know that we have individuals coming in on a regular basis wanting to refer to the 306 process, so I just thought I would touch base on that. So again, we've got our contact, Fred Vermote, who put together a team of individuals including superintendents, superintendent associations, principals, principal associations. They worked on a draft. Nate worked with 45 educators at one point in time, getting all that weigh in. This woman who came today, Christine Downing, kind of did her own process. She did her own listening to her and that we're appreciative of that. And Fred has met her once. Maybe he's going to be meeting with her again. And we're trying to take as much input as we can, but I just think it's important for you all to keep in mind there is no rule.

The draft has to be good enough to get to you and then it enters rulemaking and once it enters the rulemaking process, that's when it's your process up. Until that point in time, you guys haven't done anything. It's just me over here trying to see, can we come up with a suitable draft? Once it enters rulemaking, it still goes

through a public hearing and modification and at the end of the day you are the ones who are going to decide what content is in there.

XI. OPEN BOARD DISCUSSIONS

There was no open board discussion.

XII. CONSENT AGENDA

A. Meeting Minutes of October 11, 2023

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education table the October 11, 2023, meeting minutes.

Vote: The motion was approved by unanimous vote by the State Board of Education.

B. Student/Winnisquam Regional School District – SB-FY-23-06-019

Motion: Phil Nazzaro made the motion, seconded by Kate Cassady, that the State Board of Education table the October 11, 2023, meeting minutes.

Vote: The motion was approved by unanimous vote by the State Board of Education.

XIII. TABLE ITEMS

A. Initial Proposal – Minimum Standards (Ed 306)

B. Initial Proposal ~ Visual Arts Teacher (Ed 507.09)

XIV. NONPUBLIC SESSION

Motion: Phil Nazzaro made the motion, seconded Kate Cassady, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 1:57 PM.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

Motion: Phil Nazzaro made the motion, seconded Kate Cassady, that the State Board of Education return to public session at 3:55 PM.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

Motion: Phil Nazzaro made the motion, seconded Jim Fricchione, that the State Board of Education seal the minutes of the nonpublic session indefinitely.

Vote: The motion was approved by roll call vote by State Board of Education members Kate Cassady, Phil Nazzaro, Ann Lane (acting chair) and Jim Fricchione.

XV. ADJOURNMENT

Motion: Phil Nazzaro made the motion, seconded by Jim Fricchione, that the State Board of Education adjourn the meeting at 3:56 p.m.

Vote: The motion was approved by unanimous vote by the State Board of Education.



Secretary