

New Hampshire
State Board of Education
Minutes of the June 10, 2021 Meeting
Meeting held via Zoom webinar due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:15 a.m. The meeting was held via Zoom Webinar due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, Ryan Terrell and Drew Cline, Chair. Also in attendance were Commissioner of Education, Frank Edelblut and Deputy Commissioner, Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Sally Griffin led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no live public comment and any written commentary submitted will be posted to the public materials on the Board's [website](#).

AGENDA ITEM IV. COUNCIL FOR TEACHER EDUCATION (CTE)

A. St. Anselm College - Full Professional Education Preparation Program Review

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education introduced St. Anselm College representatives. The review could not be completed in person, but she was able to attend and received a tour of the campus. Laura Wasielewski, Associate Professor, Director, Teacher Education Programs, was available for questions regarding the provided report.

Chair Cline asked about programs with few students being continued. Laura Wasielewski shared that their structure allows for low enrollment in critical shortage areas. Students double major in a content area and secondary education. They meet the content standards in the content area and the education standards in the secondary education program. Chair Cline asked how students manage their schedules. Laura Wasielewski shared that it can be done in 4 years. They have 2 advisors. One in the content area and an education advisor.

Ann Lane asked about the request for a 7-year approval and how standard changes will be integrated without a review. Laura Wasielewski shared that she

meets with education liaisons: a professor/faculty member designated in each of the content areas. She looks at the state standards each year and how they are meeting those standards.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board grant St. Anselm College full approval for the following listed PEPPs through 8/30/2028, presented as a slate.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro and Ryan Terrell with Chair Cline abstaining.

B. University of New Hampshire (UNH) - Substantive Change Request

Laura Stoneking introduced UNH. They are requesting an additional level added onto three endorsements and creating dual licensure. Elizabeth Arcieri, Coordinator of Certification & Accreditation, shared that they currently have elementary education and ESOL education fully approved and special education conditionally approved at the master's level. They'd like to make those pathways available at the undergraduate level as well.

Judy Sharkey, Chair, Education Department, explained the programs and existing pathways to certification. The Education Department designed a new undergraduate major that will expand the 4-year pathways for students committed to certification in elementary education and with general special education or ESOL. If approved, they will begin enrolling first year students this fall. These majors address declining enrollment in students pursuing teacher and the barrier a graduate degree creates for many students, affordability issue, and critical shortage area needs of special education and ESOL. It also represents commitment to preparing all teachers for inclusive classrooms. Designing the degree was based upon creating a pathway including the key features of the pathway to graduate program: full year internship and strong partnerships with schools. The fourth year, students are spending 3 days a week in a school in the fall semester and 5 days a week in the spring semester. All of the requirements, competencies and coursework that are part of the currently approved programs exist in the 4-year pathway.

Elizabeth Arcieri shared the ways UNH has been addressing recommendations that the Board made in terms of the general special education program. The special education faculty developed a survey to gather feedback from students. The results will be put into the October report. The faculty formed focus groups of faculty members, school partners, adjuncts and some students to discuss how curriculum could be more inclusive with elementary and special education. Syllabi were looked at in these focus groups.

Drew Cline shared that there were previously staffing issues with the current load and asked if there will be enough staff to teach both graduate and undergraduate courses. Elizabeth Arcieri responded that they hired an elementary special educator to begin in January 2022. The dean's office approved additional advising help and training around advising. Faculty are already teaching the courses. They are just being taken from the graduate level and making them available to undergrads. Drew Cline asked about the students in the report who have expressed interest in the program. Elizabeth Arcieri responded that those numbers are first year students coming in saying they have some interest in education.

Drew Cline asked for clarification on the BA. Judy Sharkey responded that they currently offer an undergrad major in education studies, which offers a broad view of all careers related to education. With the dual major, there are checkpoints along the way. At the end of the first year, hopefully students can express which pathway they're leading towards: elementary and special education or elementary and ESOL. At the end of the second year, students formally apply to the major. At the end of the third year, students apply for their fourth year of teacher and UNH uses their rigorous and extensive placement process to ensure students are ready to be in school for a full year. At the end of the fourth year, students will be eligible for certification in two different areas. Drew Cline stated that the proposal said the certifications will be attached to only one degree: BA Education Studies EDI. He asked if that's the only option for students. Elizabeth Arcieri responded that they would get a BA but wouldn't necessarily be recommended for licensure. They anticipate that some students will not pursue K-12 teaching. Drew Cline asked for clarification on the proposal. He stated it looks like it asks for approval of BA in Education Studies EDI and not just bringing down the certification. Elizabeth Arcieri responded that the degree is approved at the university level, but they're asking for the already approved pathway to certification be expanded.

Ann Lane asked if dual certification is offered at the undergraduate level with any other program. Laura Stoneking responded it is not available with that degree. The DOE and credentialing do not offer a dual licensure. Each license has its own set of requirements. Ann Lane asked if the program would meet the needs of a special education license. Laura Stoneking responded she couldn't answer this question without a program review. Special education spans ages 5-21 and curriculum must reflect that. ESOL is also a K-12 license. Elizabeth Arcieri added that this pathway includes all of the required special education certification courses from their already approved programs at the master's level.

MOTION: Richard Sala made the motion, seconded by Ann Lane that the State Board table the discussion.

VOTE: The motion was approved 5-1 by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady,

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Richard Sala, Phil Nazzaro and Ryan Terrell with Chair Cline abstaining.

AGENDA ITEM V. PUBLIC CHARTER SCHOOL REPORTS/UPDATES

A. PACE Career Academy - School Closing Report

Nate Greene shared that he and Jane Waterhouse have developed a process that will allow them to go through what's required when a charter school decides to let their charter lapse or close a school. A closing and transition team has been created.

The executive committee members and director present were Clinton Hanson, Gene Calvano, Kris Raymond, and Jennifer Cipolla. Kris Raymond requested going into nonpublic session under RSA 91A:3-2c. Drew Cline asked that items that do not fall under that statute be discussed in public session.

Kris Raymond shared that all three teaching staff are no longer employed with PACE. There are currently only three people that can work on site and two are not certified teachers. The current students are able to work on posted assignments through Google classroom. The proposed budget for 21/22 showed a drop in student population down to 50 students. Approximately 60% of students would be on an IEP needing services. The original draft budget proposed that PACE hire para support, case management staff and that result showed that the budget would be \$500,000 in the negative. PACE also does not have an executive director position.

Drew Cline asked who made the decision to close PACE. Kris Raymond shared the decision was made by the executive committee. Drew Cline asked about current board membership. Clinton Hanson responded that there are 9 board members. The executive committee meets every month, and the full board meets on a quarterly basis. The closing will not be official until the full board takes the ratification vote. The announcement was made based on the request of staff to get the information out as quickly as possible.

Drew Cline stated that PACE's charter mission is to serve kids who struggle in other schools. This would suggest a high percentage of students with IEPs. Clinton Hanson replied that the population was not targeted at IEP students. It was targeted at those students who were unsuccessful at other high schools and was intended to give an opportunity for students to do career exploration at the same time as they completed academics. The evolution has become districts seeking student attendance at PACE for IEP students they could not service appropriately in their district. The money provided by districts for IEP services does not fully cover the needs of the students. Drew Cline responded that the charter should not incur any extra cost for IEP services. Drew Cline asked about fundraising. Gene Calvano shared that fundraising has averaged less than

\$10,000 a year. They have two lines of credit. There has been a cash flow problem over the last 18 months.

Drew Cline asked about the enrollment projection. Kris Raymond shared the current enrollment was 66 students. There was a question about who was coming back and who was participating. Jennifer Cipolla shared that 14 students were graduating and 2 students were transferring to other programs. That left 50 students as best-case scenario. Drew Cline asked about recruitment of new students. Clinton Hanson replied that the school was designed to be predominantly from SAU 53. Other districts send students based upon word of mouth between superintendents.

Sally Griffin asked if the school is fulfilling the educational needs of the students for the 2020 school year. Kris Raymond responded they are planning to close after the current school year. Sally Griffin asked where they feel things went wrong. Clinton Hanson responded that the issues are that PACE's mission changed by virtue of the change in the student body. It was originally designed to be a split day model that would use minimal staff to meet the needs of students. When the career focused staff left, they were never replaced. This took away the career aspect. This changed the demand of resources. Drew Cline asked for clarification that when students were in internships, that was financially manageable because the school didn't need the teachers on staff. A staffing change resulted in a need for more teachers and that is the cause of the increased costs. Clinton Hanson responded that was correct. There was also a failure to recognize that PACE was a district supported public charter school. They never received the full funds from the districts.

Richard Sala asked if the full board has the appropriate number of parents and the requisite student on the board. Clinton Hanson responded that the student position has not been filled because the executive director is supposed to appoint that person. There is a parent on the board. Richard Sala asked how long families have known that the financial outlook was bleak and to anticipate the possibility of closure. Kris Raymond replied that the communication of possible closure started in May. The full financial statement was always discussed in full board meetings.

Ryan Terrell asked if the current representation of SAU 53 the majority. Clinton Hanson replied there is one member of the SAU board and one SAU administrator. There is also one Pembroke board member and one Pembroke academy staff. Ryan Terrell asked about the communication with families during the closing process. Clinton Hanson shared that it happened quickly after the spring review of finances. Communication began prior to the May board meeting. Kris Raymond shared that the teacher resignations happened in one week.

Drew Cline stated that the law requires 2 parent representatives on the board. Clinton Hanson responded that they have never had 2 parent

representatives. Drew Cline suggested finding a second parent for the next board meeting.

Ryan Terrell asked about a transition plan for current students. Jennifer Cipolla shared she's been working with Jane Waterhouse on going through her checklists. They were able to coordinate efforts with local charter schools that have provided informational open houses specific to PACE families. Ryan Terrell asked if there was an overlap in accepting new students when the board new the financial picture looked bleak. Jennifer Cipolla responded that the last new student accepted was in March.

Phil Nazzaro shared that lessons can be learned around the deviation from the original mission in order to maintain student population, which created additional burdens of cost. Clinton Hanson shared that there should be clarification in what funding districts are required to provide to charter schools. Kris Raymond shared the need for business office support.

Ryan Terrell asked how they will recruit a new parent board member. Clinton Hanson shared that Jennifer Cipolla will notify all parents of the position and allow parents to nominate themselves. The nominated parents will be contacted and then one will be chosen from that group. Jennifer Cipolla is also in the position to nominate a student member of the board. Ryan Terrell asked if nominating a student in the timeline is reasonable. Jennifer Cipolla replied that she's happy to assess interest and provide a recommendation.

Kate Cassady asked who created PACE. Clinton Hanson shared it was created by Pembroke School District by accepting a federal grant on the condition that it would be creating a district supported charter school. Kate Cassady asked how many schools send students to PACE. Clinton Hanson responded that it was designed for SAU students, but other districts could nominate students to come. Kate Cassady asked if there was a written agreement with schools. Clinton Hanson shared students were sent to be full time students at PACE, and they had a written agreement with Pembroke and SAU. Kate Cassady asked if the increase in IEP students was creating a problem during the 5-year renewal. Clinton Hanson responded that during the 5-year renewal, the school was still operating as a split day program. 2018 was when there was an overreliance on estimates of fundraising that proved to be unrealistic. Kate Cassady asked about the date of closing. Clinton Hanson responded that they need to close before the end of the current fiscal year.

Ann Lane asked if current student body is all from Pembroke. Kris Raymond responded they are not. There is representation from Pembroke, Allentown, Chichester, Epsom, Concord, Bow and Pittsfield. Ann Lane asked about percentage of students with IEPs. Jennifer Cipolla shared the current graduating class is around 36%, Juniors 38% and Sophomores over 50%.

Drew Cline reviewed the revenues and expenses from past reports. It looked like revenues went up in 2020 and expenses went down. Gene Calvano responded that the budgeting tool changed so total dollars for staff and personnel is on multiple lines. Drew Cline asked when internships ended. Kris Raymond shared that when the director over internships left in 2020. Drew Cline asked if the internship program was in place if the school would financially be viable. Clinton Hanson shared that it would be if they did not have such a high percentage of students with IEPs. Jennifer Cipolla added that the school has been working with students who are employed and internship like assignments. COVID impacted the number of available internships.

B. Cocheco Academy of the Arts - Change of Address

Jane Waterhouse introduced Cocheco Academy of the Arts Charter School. They are requesting a change of location from Dover, NH to Gonic, NH. The current facility is shared with the community center. The school desires to have its own space. Brenda McCartney, administrative team member and business manager, stated that the school has been leasing the space from Dover Housing Authority for 7 years. The school uses the building during the day and the community center uses it for after school programs. The program has outgrown the space. The new location is a reasonable distance for current students. A lease was signed in May. They are seeking board approval to move to the new location. Dave Akrin, board treasurer, added that the demographic of where students live are closer to the new location. The new environment will be conducive with the arts mission.

Richard Sala asked if safety protocols have been completed in anticipation of the address change. Jane Waterhouse responded that the safety protocols are in process. Brenda McCartney added that the fire inspection took place, and the landlord has to add an extra emergency exit.

Ann Lane asked about current enrollment. Brenda McCartney responded that current enrollment is 33 students. The projection for next year is 42. Ann Lane asked about efforts to market the new location. Brenda McCartney replied that they are looking to advertise in the Rochester community. Ann Lane suggested reaching out to the SAUs in that area. Brenda McCartney shared ways the school will be present in the community to advertise the new location.

MOTION: Ann Lane made the motion, seconded by Sally Griffin that the State Board pursuant to RSA 194-b:3,11, authorize Cocheco Academy of the Arts Charter School to change its current location to 73 Pickering Street, Suite 202, Gonic, NH subject to satisfying all building requirements.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady,

Richard Sala, Phil Nazzaro and Ryan Terrell with Chair Cline abstaining.

C. Making Community Connections, Manchester Campus - School Closing Report

Jane Waterhouse shared that the board of trustees decided to consolidate the two campuses into one. They are closing the Manchester Campus at the end of the school year. The board of trustees determined that the current level of enrollment was not sufficient to support the operations of the Manchester Campus. In anticipation of the board's vote to close the campus, the first transition team meeting was scheduled for April 22 to create a closing plan. The team meets weekly attended by Jane. Jodi Adams, CEO, school leader, stated that the biggest challenge was enrollment during COVID. Many students have needs beyond academic and a social worker would be beneficial. The school needs more funding for operations.

Phil Nazzaro asked what the Board could do by determining challenges unique to Manchester. Jodi Adams agreed to work with Jane Waterhouse to determine the challenges.

AGENDA ITEM VI. NONPUBLIC SCHOOL APPROVAL

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

Shireen Meskoob, NHDOE, Bureau of Educational Opportunities, stated that Trinity School of Bedford currently offers K-3 and they would like to add 4-6. They have supplied the office with materials required.

Ann Lane stated that ensuring added grade families are informed that the Board's oversight only extends to attendance purposes. Shireen Meskoob stated that families receive an approval letter from the office that indicates they are not allowed to advertise it as an approved program. It was agreed that families should be specifically notified of the oversight in the approval letter.

MOTION: Ann Lane made the motion, seconded by Richard Sala that the State Board of Education accepts and approves the following school to expand grade level offered for the term of their existing approval: the Trinity School of Bedford to expand the grade levels offered to include 4-6. Approval good through June 30, 2022, which is the remainder of its current term of approval.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane,

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Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

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

Shireen Meskoob stated that St. Christopher Academy is seeking to renew their continued status. Their approval expires June 2021. She recommended them for a conditional approval good for one year because they have a timetable for corrective actions with their town health inspector to address issues. Drew Cline stated that as soon as the corrections are made, they can come back to ask for the full approval.

MOTION: Ann Lane made the motion, seconded by Sally Griffin that the State Board of Education accept and approve the following school for conditional attendance approval status for the period of July 1, 2021, through June 30, 2022: St. Christopher Academy with the stipulation that they return to the Board with an update of their improvements after they occur this summer.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Adopt - Chartered Public Schools (Ed 318)

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education adopt Ed 318 Chartered Public Schools.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

B. Initial Proposal - Genocide and Holocaust Studies (Ed 306)

Drew Cline shared the initial proposal. The Board looked at all other 18 states that have these rules in place. The data was broken down into subject area and age appropriateness. The US Holocaust Memorial Museum recommends that studies begin in grade 6 and above. The rationale is that students in those grades demonstrate the ability to empathize with individual

eyewitness accounts and attempt to understand the complexities of the Holocaust. 5 states do not set grade level requirements. 3 states start in elementary school. 6 states require middle and high school. 2 states require only in high school. For subject area, states were evenly split on social studies/history requirements or not specifying any particular subject.

Phil Nazzaro suggested editing language to be at 6th grade or no earlier than 6th grade. Ann Lane asked about the lack of inclusion of sexual orientation or if it would be included in discrimination. Ann Lane also identified a grammatical error. Marna stated that the word bigotry includes sexual orientation. Phil Nazzaro suggested a language change for grade level rules. Marna shared that the language of middle school at the local level, wouldn't cover differing grades in middle schools.

Ryan Terrell shared that he did not learn about the Holocaust until 9th grade. He believes that earlier than high school may be too early for students to fully understand. Evan shared that The Diary of Anne Frank and Night are taught in many schools in middle school. Teaching the Holocaust in middle school can be scaffolded to be age appropriate. Richard Sala stated that the rule is not telling schools when they can and can't teach about these topics. The rule states when the government is mandating it be taught. If the rule states high school, it does not stop schools from teaching it earlier.

Ann Lane asked if Marna has confidence that districts will handle the topics appropriately at the middle school level. Marna responded that libraries should be putting age-appropriate books on shelves. Part of the work for the commission is to educate teachers on how to teach these topics at different grade levels. A database will be provided including lessons and best practices.

Drew Cline clarified that the law requires the team to write rules to require Holocaust and genocide education in the knowledge of civics, government, etc. The draft rule states including comprehensive instruction in Holocaust and genocide education implemented no later than 6th grade. The rule does not allow an introduction because it requires comprehensive instruction. Ryan Terrell stated that many schools are already introducing the topics in earlier grades, and he would feel uncomfortable mandating it until high school. Drew Cline asked why the draft used the term "comprehensive instruction." Marna replied that the intent was to ensure people were purposeful in their instruction and that the humanity is addressed.

Kate Cassady asked what grades are considered middle school. Marna shared her school is 6th-8th. The Holocaust is taught in her school in 7th grade through the scope of comparative government, comparative economics, and social structure. Kate Cassady asked about the feedback from 9th grade teachers regarding the introduction of these topics. Marna responded that they have received positive feedback from humanity teachers at the high school level.

that the students are well prepared. Ann Lane shared that the language could be changed to “developmentally appropriate” rather than “comprehensive.”

Drew Cline suggested some board members work with Amanda on changes to the draft language. Richard Sala and Phil Nazzaro volunteered to work with Amanda on changes discussed.

MOTION: Kate Cassady made the motion, seconded by Richard Sala that the State Board of Education table the discussion.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro, and Ryan Terrell with Chair Cline abstaining.

C. Response: Petition for Adoption of Rules - RSA 541-A:2

Amanda Phelps stated that a petition for adoption of rules was received on April 20. The statute requires a board respond to either grant or deny the petition. Granting the petition requires rulemaking within 120 days of the request. The petitioner is asking that all of the Ed 1100 rules, which are special education rules, be amended to include language from ESSA that talks about an alternate diploma.

Rebecca shared that Liz spoke with the petitioner about the request. There is no definition of an alternate diploma because there are no alternate standards for an alternate diploma. There is the equivalency diploma within the rules. The concern with changing the language is there is no state defined alternative diploma. The memo put out states that districts would define what their alternate diploma looked like. Without alternate standards, the rule would be confusing for an alternate diploma.

Drew Cline asked if an equivalency diploma is the same as an alternate diploma. Rebecca responded that it is. Drew Cline asked if the petition was regarding the terminology. Rebecca responded that equivalency diploma is a different term for the alternate diploma. Drew Cline clarified that the changes would be implemented in August and asked what the petitioner’s child would have available this year. Rebecca responded that her district still has the option of saying the child earned an alternate diploma.

Richard Sala asked the petitioner if there is anything missing from the discussion prior to making a motion. Ryan Terrell asked if the issue is with a system limitation rather than a rule. Rebecca responded that the use of equivalency diploma based upon the state rules. They have put in a request to alter the system. The petitioner stated that her understanding was that the rule would need to be amended before the system change would be made. Every

document leading up to this point has been incorrect. Prior to this the only option was a certificate of attendance and not an equivalency diploma. Some districts do recognize equivalency/alternative, but the rules don't require that language. Richard Sala clarified that opening rulemaking doesn't mean a change has to happen, but it gives an opportunity for it to be looked over. Drew Cline stated that even if the petition is denied, the rule can still be reviewed.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board deny the petition for adoption of rules submitted on April 20, 2021.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala, Phil Nazzaro and Ryan Terrell with Chair Cline abstaining.

D. Informational Only - Rules in Process Update

Drew Cline shared that the rules in process update was held over from last time so Amanda could be available for questions. The Board had no questions.

AGENDA ITEM VIII. COMMISSIONER'S UPDATE

Commissioner Edelblut shared that they released the 603 Bright Futures Survey on June 3rd. They contracted a survey company to prepare for the high volume of responses from last year's survey.

A plan was filed with the US Department of Education for the ARP ESSER funds. The plan details how funds will be deployed. The total funds are \$350 million. \$233 million has already been received. In order to release the remaining funds, the plan needed to be submitted. The plan is available on the website. The plan now needs to be accepted.

There has been increasing levels of concern about masking policies in the hotter weather. New Hampshire never had a requirement for masks in school systems. This allowed local flexibility. The commissioner put out a statement relative to the masks to help school leaders recognize that the strategies being used must be applied in context.

A technical advisory has been put out around treatment of students relative to vaccinations. Disclosing a student's medical status would be a violation of FERPA. A prom took place over the weekend and students were asked their vaccination status upon arrival. Students were numbered if they weren't vaccinated. Parents are indicating that teachers are asking students who has or hasn't been vaccinated.

There was an incident at a school where students were allowed to wear capes representing things they are proud of as part of pride month. Students wore rainbow capes in support of pride month, and some wore Black Lives Matter capes. A student wore a blue line cape in support of law enforcement and that student was removed from the school because of an objection over their cape.

Drew Cline asked what training principals and superintendents get on the first amendment to help them understand that they have to have content neutral policies for self-expression. Christine Brennan responded that she had one course on school law at the university level. It could be enhanced in lieu of issues that have arisen. Drew Cline stated there's an opportunity for professional development in this area. The commissioner stated that training materials could be provided. Ann Lane asked if there is a provision in the code of conduct. The commissioner shared there is a statement in the code of ethics around advocating for all students. Violating the code of conduct could result in revocation of license, suspension of license, or put a reprimand in the educator's file.

AGENDA ITEM IX. OPEN BOARD DISCUSSIONS

Kate Cassady reflected on the PACE discussion. They received government money and then they don't know how to use it. Donations and fundraising are included on the financial statements of several charter schools and that is not money that can be relied on. Billing for IEP students was done incorrectly. She suggested training for charter schools prior to granting money. The commissioner shared that there is a training through Edunomics. It is a two- or three-day training which is being offered for free to all school administrators, public and private.

AGENDA ITEM X. TABLE ITEMS

- A. Initial Proposal - School Librarian (Ed 508.06)

No update was provided.

AGENDA ITEM XI. CONSENT AGENDA

- A. Meeting Minutes of May 4, 2021, Charter School Retreat - Part 2

Drew Cline stated that the word redundancy should be redundant. Caitlyn's name is misspelled. Phil Nazzaro stated that he was not in the members present.

- B. Meeting Minutes of May 13, 2021, State Board Meeting

Drew Cline shared that the meeting minutes did not contain page numbers. Page 6 used the term “psych” based instead of site based. Holocaust should be capitalized in all uses.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro to accept the consent agenda, meeting minutes May 4, 2021, and May 13, 2021 with noted changes.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Richard Sala Phil Nazzaro, Ryan Terrell, and Chair Cline.

AGENDA ITEM XIV. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XV. ADJOURNMENT

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro to adjourn the meeting at 2:42 p.m.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Ann Lane, Kate Cassady, Phil Nazzaro, Richard Sala, Ryan Terrell and Chair Cline.



Secretary