

New Hampshire
State Board of Education
Minutes of the March 10, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:06 a.m. Drew Cline presided as Chair.

Members present: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, Ann Lane, and Sally Griffin. Richard Sala was not able to attend due to a prior commitment. Also in attendance were Commissioner Frank Edelblut and Deputy Commission, Christine Brennan.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Ann Lane led the pledge of allegiance.

AGENDA ITEM III. HEARINGS

A. Rehearing Request - Teacher/NHDOE - SB-FY-21-06-018 (nonpublic session)

MOTION: Phil Nazzaro made the motion, seconded by Ann Lane that the State Board of Education enter into nonpublic session under RSA 91-A:3, II(c) at 9:10 a.m.

VOTE: The motion was approved by roll call vote by State Board of Education members: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, Ann Lane, and Sally Griffin.

MOTION: Ryan Terrell made the motion, seconded by Phil Nazzaro that the State Board of Education return to public session, which reconvened at 9:22 a.m.

VOTE: The motion was approved by roll call vote by State Board of Education members: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, Ann Lane, and Sally Griffin.

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve the motion made in nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, Ann Lane, and Sally Griffin.

March 10, 2022

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education indefinitely seal the minutes of the nonpublic session.

VOTE: The motion was approved by roll call vote by State Board of Education members: Kate Cassady, Ryan Terrell, Phil Nazzaro, Drew Cline, Chair, Ann Lane, and Sally Griffin.

B. Case Closure - Rochester School District/SAU #54 - SB-FY-21-05-016

Chair Cline asked for any discussion. There was no discussion.

MOTION: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education adopt the hearing officer's report and proposed order of case closure.

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

AGENDA ITEM IV. PRESENTATIONS/REPORTS

A. 2022 New Hampshire Teacher of the Year

Sara Casassa, New Hampshire Teacher of the Year, thanked the Board for supporting the program. She grew up in Rhode Island with a father who was a teacher. She has an older sister with severe intellectual disabilities, a brother with undiagnosed ADHD and hearing issues, a sister with dyslexia, a sister who suffered severe anxiety. She attended Boston College and received a master's and bachelor's degree in English and History. She has taught students from preschool to college age over the past 4 decades. She used New Hampshire's alternate certification pathways starting with an Alt-3 certification for English 5-12.

Sara talked about the teacher of the year process. It required a lot of introspection. She teaches because she loves kids, she cannot imagine a more important job, kids are the future, and she wants to be part of that. She teaches because she loves reading and books. Her sister attended a school for students who were unable to integrate into traditional schools. Ms. Casassa did a one-month field experience at her sister's school. She had the opportunity to work with students aged 10-15 in wheelchairs who were nonverbal. Getting to know these students was a defining moment for her.

Sara shared a question she has been asked repeatedly, "what impact does she want to have on this year?" Educating the whole child is something she finds important, especially following the last 2 years. Programs being supported by the

State Board to promote social emotional learning is very important and she wants to help continue that work. Research shows that increased anxiety in students results in decreased empathy. Social isolation during COVID increased this. Building up empathy in the classroom is important to her.

Sara shared that elevating teachers, education, and public schools is also important to her. She would like to see the teacher of the year program extended to spotlight the teachers and districts bragging about the wonderful things happening in our schools; sharing the positive stories about education. She suggested using past teachers of the year as a resource when making decisions.

Sara shared she has been working at SAU #21 and districts across the state with the New Hampshire Learning Institute and Future Learning Pathways. The initiative focuses on envisioning the future of education weaving more pathways into the public-school experience. It builds in a focus on social emotional learning as well as incorporating real world skills.

Kate Cassady asked what advice Sara would give to new teachers. Sara replied, to take advantage of any tools and workshops available to increase knowledge of social emotional learning. Having an administrator that is creating a culture of building relationships with students is important. Learning to not be reactive is challenging and requires support and time. She believes it is worth investing money in consultants to help schools with these initiatives.

Kate Cassady asked if there is a platform for teachers of the year award recipients to collaborate. Sara shared they are trying to create that forum. At the national level, recipients get to attend conferences to hear what other teachers of the year are doing across the country. She believes it is important to give new teachers an opportunity to hear the positive stories as well as challenges and how they are overcome.

Ann Lane asked if there is an opportunity for Sara to share what she has learned when her year as teacher of the year ends. Sara replied that is an area that needs improvement. It is important to have a way to share the experience. She also wants to be able to talk to new teachers and possibly high school students who may be interested in becoming teachers.

AGENDA ITEM IV. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Robert Frost Public Charter School - Charter Amendment

Tal Bayer, Charter School Office, introduced Janine McLauchlan and Tracy Strout representing Robert Frost Public Charter School. Janine McLauchlan, Head

of School, stated it is her 5th year at the school. Tracy Strout has been involved with the school for 8 years and has been on the board of trustees since 2018.

Janine McLauchlan stated they are asking the Board to approve their request to expand their charter to include grades 9-12. Families of currently enrolled students are requesting this expansion. An informal survey with responses from 88% of the school community showed 76% of them responded having an alternative high school option was very important. Forty-eight percent said they were currently looking for an alternative high school for their student. Fifty-two percent were highly likely and 24% were somewhat likely to keep students at Robert Frost if they had a high school.

Ann Lane asked about a letter from Ford Research and Solutions, which commented on strengthening financials and building a balance sheet. Janine McLauchlan responded the option would not have even been explored without family requests. They are currently in a leased space, which limits enrollment to 60-80 students. They want to move to a new space. The letter came from a consulting side and a financial role. Strengthening financials are not the driving force. Support of families and staff is the driving force.

The letter from the school superintendent impressed chair Cline; it demonstrates support from the community. Kate Cassady stated the financials seem to be in a good place.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, pursuant to Ed 318.11 that the State Board of Education authorizes Robert Frost Charter School to amend the charter by adding a grade 9-12 high school program.

VOTE: The motion was passed by unanimous vote by the State Board of Education, with Chair Cline abstaining.

2. River View Public Charter School – Application

Tal Bayer introduced River View Public Charter School representative Kathy Pelling. Kathy Pelling shared the mission and vision of River View Charter School is to provide an individualized alternative education experience to at risk students in the Claremont area. The hope is students will achieve academic and social success while working towards educational goals. Students will be encouraged to take responsibility for their own education with staff there to support and guide them.

Claremont does not currently have an alternative educational experience. Claremont has a high poverty level. Over 50% of students at SAU #6 qualify for free and reduced lunch. The graduation rate in Claremont is only 83%.

Kathy Pelling shared she works at the Claremont Learning Partnership. It started as a group of individuals meeting to try to meet the needs of a disadvantaged youth in Claremont. Many of the youth were not able to get library cards if they did not have a permanent residence. They put in Little Free Libraries to meet that need. They recruited volunteers to form a middle school book club for students who needed individualized attention as identified by guidance counselors. They created a homework space with computers and Wi-Fi access when disadvantaged students expressed frustration because they did not have computers to use or access to Wi-Fi. Libraries had a 15-minute period for using computers. They created a drop-in playgroup space for students at the homeless shelter and opened it up to the City of Claremont.

They decided to become a nonprofit in 2017. In 2018, they created a daycare center as part of their playgroup space aimed to help teen parents feel comfortable going to high school. They are also a remote educational facility so students can stay onsite. In 2018, the first group of students graduated. In 2019, they began construction of the homeless shelter when it became apparent that some of the parenting youth did not have a safe environment to return home to at the end of the day. In 2020, they expanded the childcare center and added a referral-based program for the local family resource center for Department of Children, Youth and Families (DCYF) for families in recovery. In 2021, they purchased the building housing the programs. The shelter became the first licensed, independent living home in the State of New Hampshire. They have recovery supports for youth. In 2022, they began renovations for the charter school.

Chair Cline asked about not having an executive director in the job descriptions. Kathy Pelling responded she is the executive director of the Claremont Learning Partnership (CLP) and Oasis has a director. The director of Oasis handles the Oasis budget and the majority of the grant writing. They meet weekly to discuss the budget. The childcare center is done the same. The charter school will be done the same way with Kathy oversee the majority of the financial pieces while the school director will be responsible for the charter school budget.

Chair Cline asked for clarification on the division of responsibilities. Kathy Pelling responded the charter school would pay rent for the space to the Claremont Learning Partnership, inclusive of all utilities. The school director will be in charge of the staff with the support of Kathy as needed. The charter school has a separate bank account for all invoicing.

Chair Cline asked about the Board of Trustees for the school of five members: two teachers, two parents, and one CLP board member. He stated that a consistent issue they have seen with charter schools is not having enough board experience with business administration and fundraising and noted these are not currently represented in the proposed board. Kathy Pelling responded the CLP board has an accountant, an IT specialist, a professional from the college, creating

a well-rounded board. The plan is to mimic the board makeup for the charter school. Chair Cline stated those criteria should be in writing in the charter.

Ann Lane asked noted there was no line item in the budget for rent and asked who owned the building; to whom is the rent paid? Kathy Pelling responded the CLP bought the building. Rent is a line-item shift in the programs. Rent is in the budget under operating expenses.

Ann Lane asked about the head count and details about the building. Kathy Pelling replied there would be 20 student and there is a cafeteria/kitchen area, four classrooms, library, two administrative spaces, a pullout space, and a common space.

Ann Lane asked for detail on assessments. Kathy Pelling responded the curriculum specialist is unavailable. The pre-assessment will identify individual starting points, how many credits they already have, and their end goal. This will allow for individualized plans for each student. The end assessment will occur when they have enough credits to graduate and how many credits they have obtained. Ann Lane asked if students would be offered post high school counseling. Kathy Pelling responded their individual learning path is based upon their end goal, whether it is college, trade school, etc.

Chair Cline asked about the budget for rent. After the first year, it shows \$1300 a month not \$1500 a month. Kathy Pelling stated the budget is correct, \$1300 a month.

Phil Nazzaro asked about the per pupil budgeting with such small enrollment. Kathy Pelling responded she is confident they will be able to meet the minimum enrollment of 20 students.

Sally Griffin asked what they would do with the building if their application were denied. Kathy Pelling stated it houses many of their other programs already.

Sally Griffin asked about the attorney letter, which stated there were areas that were not satisfied. Chair Cline clarified the attorney the Department hires to review the application identified there was no statement that out of district students have to pay for their own transportation, they do not have an accountability plan, and the lottery. Kathy Pelling responded they reviewed the recommendations and made modifications, which they then reviewed with Jane Waterhouse. Jane Waterhouse told them they had met all of the concerns raised by the lawyers. Kathy Pelling stated the goal of the school is to meet the needs of pregnant and parenting youth, homeless youth, and most disadvantaged youth. The lottery will be open to all students that wish to apply.

Ryan Terrell asked the chairperson about the charter public school application evaluation rubric included from 12/7/21 and if that is the most updated.

Chair Cline responded nothing they have worked on since then has been added officially. Kathy Pelling added they provided a revised copy to Jane Waterhouse who felt the changes improved on the questionable areas prior to this meeting.

Chair Cline asked about the organizational structure. There is a charter school director, administrative assistant, 2 teachers, and 1 para. He asked how the certifications would allow all core subjects to be taught. Kathy Pelling responded the director would be teaching director responsible for two classes. They will be looking for dual certified staff. Chair Cline expressed concern about sustaining the model with only two teachers. Kathy Pelling stated the backup plan is to use computerized VLACS versions of the class and the administrative assistant will be in charge of that group. It will be a supported virtual model.

Ryan Terrell asked how the gaps in the educational plan are being filled in response to the evaluation rubric. Kathy Pelling responded they were unclear what was needed in the original application. They had the knowledge but did not write it in the correct context to satisfy the charter school application process. Jane Waterhouse helped them strengthen their application.

Chair Cline asked about the budget. The fundraising expenses are very low with the earned number being very high. Kathy Pelling responded they have done similar fundraising events before and they have been able to get donations for all supplies. They have a large network of community support. Chair Cline stated the fundraising budget should be more specific about partners and what is expected as a financial contribution. Fundraising might need to be excluded from the budget because it is outside of the control of the school. Kathy Pelling responded they are sustainable without fundraising. However, as a nonprofit, fundraising is a huge part of what they do.

Chair Cline commented on teacher salaries being significantly lower than average salaries in Claremont. It creates a concern about finding teachers with multiple certifications. Kathy Pelling responded they looked at the salaries from three charter schools in the area, averaged them, and that is how they decided on salary. Chair Cline asked if a significant increase in salary is required to fill the positions, is it workable in the budget? Kathy Pelling responded there is room in some of the line items to make room for slightly higher salaries.

Kate Cassady asked why the presentation is being done via Zoom. Kathy Pelling responded Jane Waterhouse set up for them to meet via Zoom. Kate Cassady commented the mission statement focuses on females and asked what they are doing for males. Kathy Pelling responded the majority of the young moms also have young dads involved and the organization has had success working with them as well.

Kate Cassady commented that Claremont is considered a devastated area. She stated fundraising should not be included in that type of area. Kate Cassady

asked if they have been to a charter school to see how they are structured. Kathy Pelling responded she had. Kate Cassady asked what organizations have directors who report to Kathy. Kathy Pelling responded they have Oasis Teen Youth Center and A One for All Child Care Center directly under the Claremont Learning Partnership. They also lease space to Cheshire County, Baby Steps, Robots, Dartmouth and Waypoint's recovery center.

Kate Cassady expressed concern over the area, the budget, the presentation, the salary, and the accounting. Kathy Pelling shared there is an accountant on the board. Kate Cassady stated the board structure should be at least 8-10 with at least one parent of a child attending the school. Kate Cassady noted many red flags on the evaluation rubric. Kathy Pelling shared the nonprofit has had huge success at fundraising in the past. The board structure can be expanded as needed. Kathy worked with John Higgins from the Ledyard Charter School to put the structure into place. They work with a financial consultant and a grant consultant. Sustainability will not be a problem because they can always go bigger. Kathy Pelling feels they have a solid business plan and solid structure in place with goals moving forward.

Phil Nazzaro stated the Board's concerns are based on history of where charter schools have done well and where they have struggled. The business end of charter schools tends to be where they struggle. Phil Nazzaro stated he looks at their history of success as an indicator of potential future success. The fact they have a relationship with districts and superintendent is a positive. He asked if there is any concern that the focus as an overall director being diluted by adding another business. Kathy Pelling responded she does not feel it will as the other businesses have strong directors and CLP has a strong board.

Ann Lane stated that the application is missing important details. She would love to see Kathy's resume and the current list of the board of directors and what their experiences are. Chair Cline agreed there is a level of detail lacking throughout the application.

Chair Cline stated the Department would send a letter with the details they would like to see added to the application.

Sally Griffin asked about checks and balances between the organizations under the same umbrella in the same building. Chair Cline added needing more information around security to ensure people are not walking in or out when they should not.

Kate Cassady asked if the Claremont school system have come up with any other ideas for helping the at-risk students. Kathy Pelling responded CLP has spoken with the Claremont superintendent, principal, and vice principal and there is currently no alternative. Chair Cline added the budget shows an existing public-school agreement for the district to pay tuition for students.

Kate Cassady suggested taking another year to solidify the plans for the school. Chair Cline stated he is open to the idea of opening in the fall, but it would need to be approved by May. Kathy Pelling responded if she is given a list of things the Board wants to see, she would like to come back.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education table the River View Charter Public School application until further notice.

VOTE: The motion was approved with a 4-1 vote by the State Board of Education with Chair Cline abstaining.

B. Learn Everywhere Program

1. Portsmouth Aikido

Chair Cline stated this is a martial arts application. The Board previously reviewed the application. Aaron Cass, Chief Instructor, is a certified English teacher.

Ann Lane asked about the assessment process for acknowledging mastery of competencies to earn credit. Aaron Cass responded there would be two levels. The structure of marital arts has testing built in standards. Testing allows students to demonstrate different skills and be given feedback.

Ann Lane asked about scholarship opportunities. Aaron Cass responded they offer reduced fees and full scholarships as needed. They received a grant to cover scholarships from VELA, a company that supports nontraditional learning opportunities.

Chair Cline asked Mr. Cass to explain Aikido. Aaron Cass responded Aikido is unique in that the outcome is that a person stays safe if attacked, but also take care of the other person. Embedded in the physical practice is nonviolent conflict resolution and opportunities to respond to conflict.

Kate Cassady asked about the age range of 8-12. Aaron Cass responded credits would be awarded to high school age, but classes are offered to five and up. A teen's program is being developed.

MOTION: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the Portsmouth Aikido Learn Everywhere application.

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

B. Learn Everywhere Program

2. Uptime Esports

Chair Cline stated the Board had reviewed the application. Tim Schneider opened the discussion to the Board for questions.

Chair Cline asked for further explanation on the Manchester School District relationship with the program. Tim Schneider responded that currently Manchester is busing its 64 students in the program to the facility in Bedford, NH, Monday-Thursday. Middle and high school students compete in Esports. Students play a game called Rocket League where they placed on a team of four and compete. Esports is the fastest growing sport in the world and the most popular sport for kids in middle and high school.

Sally Griffin asked about the curriculum with crypto currency. Tim Schneider responded they combine a student's passion for gaming and teach them a holistic approach to learning things about pcs they are working with, general computer literacy, and how to build a pc. They get into crypto currencies because those are popular. The machines used at the centers are mining for crypto currency, so they teach students how to use the computers to turn them into mining operations. They also teach video game design, basics of coding. Students who come into the program are engineering, STEM focused kids.

Nate Greene shared Manchester offers a computer programming class in the district, and it is the most failed class due to lack of engagement. The district is hoping this program is a tool to help students succeed in their programming.

Ryan Terrell asked what crypto currencies are being mined at the location. Tim Schneider responded they mine almost exclusively for Ethereum. Ryan Terrell commented he likes the competencies. He asked why the body of the lessons do not include what a block is or the difference between proof of work and proof of stake. Tim Schneider responded the ideas are covered when talking about different currencies.

Ryan Terrell asked about the missing financial component of the topic, which could add a math component, or if they are starting at a basic level. Tim Schneider responded it is an introductory level at this point. Defi has become a new avenue of exploration in how it will be used in the future. The program covers generalized coins and how the ecosystem of digital currency. Ryan Terrell suggested providing parents with information on the investment of crypto currency to help them understand the things their children are learning.

Sally Griffin asked about Tim Schneider's background. He responded his background is in software development, entrepreneurship. His son led him into Esports.

Ryan Terrell asked who holds the Ethereum being mined and if students are earning coins, do they hold them in their own wallets. Tim Schneider responded that every day they convert from Ethereum to US dollars. They do not have students mining and getting coins through the program. Students are taught how to do it on their own and how it works.

Chair Cline asked what teaching things like game design looks like. Tim Schneider responded it is a class held twice a week. One class is focused on the topic of the week. For game design, kids learn about unreal engine, which is a free piece of software you can use to make video games. They will be able to create a new project and are taken through a basic lesson where they learn how to animate their name. By completing the project, they have proven they understand how it works. Each student gets asynchronous learning as well. Each week, the instructor will provide materials via the app. They can login to that and see the instruction they have on the topic for the week. When they are done with projects, they upload it via the app.

Chair Cline asked about teaching about social media accounts and safeguards in that area. Tim Schneider stated that in gaming, they do not use their name they use their gamer tag. They are taught the technical skills required to do things like streaming. They are also taught about building an identity on social media platforms and the algorithms to become popular. They are also taught how to communicate with other people in an online environment.

Chair Cline asked about the computer literacy piece. Tim Schneider responded they use real hardware and software. They physically put together and building a pc, understanding all of the major components. There are also virtual programs that allow students to explore machines.

Chair Cline asked about the gaming portion. Tim Schneider responded they play within the program's format. They do not play against players outside of the league. They are evaluated for their skill in gaming and put them on a team with similar skill levels. They do not play violent games. They play team games.

Kate Cassady asked how students are monitored. Tim Schneider responded much of what they do is conducted through discord. It is only accessible by people in the group. Everything is tracked within that discord. Kate Cassady asked if the program tries to instill social responsibility in students even after they leave the building. Tim Schneider responded that is a big part of what they do. They focus on what they want as parents for their own children.

Sally Griffin asked if there is a code of conduct in the contract. Tim Schneider responded there is. Sally Griffin asked if FCC regulates the content. Tim Schneider responded there is no governing body that regulates esports. There are scholarships for college students for esports. There are also degrees in esports management.

MOTION: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education approve Uptime Esports's Learn Everywhere application.

VOTE: The motion was passed by unanimous vote by the State Board of Education, with Chair Cline abstaining.

AGENDA ITEM VI. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Keene State College - 6-Month Extension Request

Steve Appleby shared Keene State College is asking for an extension to better align review dates. Tanya Sturtz, Associate Dean, stated they are asking for a 6-month extension because they have a Council for the Accreditation of Educator Preparation (CAEP) accreditation visit in April, but the official decision will not come until October. The extension will give time for the decision to come in and go to CTE before coming to the State Board.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education grant Keene State College a 6-month extension of the 16 listed PEPPs through February 28, 2023.

VOTE: The motion was passed by unanimous vote by the State Board of Education, with Chair Cline abstaining.

AGENDA ITEM VII. COMMISSIONER'S UPDATE

Frank Edelblut, Commissioner of Education, stated there has been updated COVID-19 guidance from Public Health in New Hampshire. They moved from recommending face coverings in indoor environments to lifting that recommendation. A technical advisory was sent out to schools. Many of the schools have gone through the process, have adopted, and lifted face-covering requirements for the learning environments. Some districts have not done it yet.

In conjunction with that change, the CDC updated its guidance. They have required face coverings on public transportation including public school buses used to transport kids to schools. That was also updated and that information was provided in a technical advisory and to schools.

A press release went out; Discovery Education met a milestone with 215,000 resources accessed by teachers. The reason for the contract with Discovery Education is to ensure every kid in the state has access to high quality instructional materials. An extension was approved with the PDG grant, which is a pre-K type of program for families. It allows parents and caregivers to be able to engage littles. Research shows the program helps build numeracy and literacy before entering schools. It is being rolled out more broadly as a combination of a summer program for students entering kindergarten and a program throughout 2023 for students entering kindergarten in 2024.

The Regulated Classroom Program was in response to school systems experiencing a higher degree of dysregulation this year than in previous years. Students are not accustomed to the environment. The contract with The Regulated Classroom provides professional development and tools to educators. It is designed to help educators and children. Educators have showed overwhelming interest in the program.

In 2020, surveys conducted across the state collecting information on how things are going. Last year's survey had over 20,000 responses. That survey has been provided to schools and will be released Monday.

Ann Lane asked about the asbestos work on the other building. Commissioner Edelblut responded the work is progressing, with the hope that by May the asbestos in the ceiling will be mitigated. Then they can begin putting things back together. Simultaneously, a capital improvement program was already in place for doing repairs to the bathrooms in that building. That will also be ongoing.

AGENDA ITEM VIII. OPEN BOARD DISCUSSION

Chair Cline stated in light of the guidance about masking, the Board was asked to weigh in with their appreciation. A draft of the response was sent to board members to review.

Sally Griffin suggested ensuring it is clear that masks are optional for families who still choose to send their children in masks. Phil Nazzaro stated he interprets the wording to mean the Board hopes districts will not continue policies that contradict the guidance put out by health officials. Chair Cline stated putting out the statement is optional but could be helpful as schools and parents are making these decisions.

The Board discussed the wording of the statement and made some revisions.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro to release the mask covering statement.

March 10, 2022

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

Angela Adams stated the meeting space is being used in May for an academic event and suggested moving the May meeting to a school.

AGENDA ITEM IX. TABLE ITEMS

A. Initial Proposal - Administrator Endorsements (Ed 506)

There were no updates.

AGENDA ITEM X. CONSENT AGENDA

A. Meeting Minutes of February 10, 2022, State Board Meeting

Ann Lane asked about the proposed discussion on statute list vs licensure. Chair Cline responded that discussion would be held at the next meeting when staff can provide the list.

MOTION: Ann Lane made the motion, seconded by Phil Nazzaro to accept the consent agenda.

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

AGENDA ITEM XI. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XII. ADJOURNMENT

MOTION: Ann Lane made the motion, seconded by Ryan Terrell to adjourn the meeting at 1:31 am.

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



Secretary