

New Hampshire
State Board of Education
Minutes of the April 14, 2022, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:04 a.m. Drew Cline presided as Chair.

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

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Kate Cassady led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no public comment.

AGENDA ITEM IV. PRESENTATIONS/REPORTS

A. Town of Carroll's Appeal of the White Mountain Regional School District's Vote to Reject the Proposed Withdrawal Plan

Dean Eggert, Attorney for the Town of Carroll, reported the town is appealing the vote. The Board previously granted the opportunity for the minority report to be brought forward for a vote. The Town of Carroll did not prevail in the cooperative vote, but in the Town of Carroll the vote prevailed at a 3-1 ratio. The statute says if the majority of voters present voting reject the plan, the withdrawing district shall have the right to appeal such vote to the State Board of Education. The State Board on receipt of such appeal shall investigate and report back to the district on its findings and recommendations and then may require a special meeting for a vote for reconsideration. The Town is asking the Board to engage in an investigation and report and accept the appeal.

Kate Cassady asked for clarification on where Carroll is located. Dean Eggert responded the White Mountain Regional School District includes several other towns, including Dalton. It is in the north country. There are 820 residents in Carroll.

Richard Sala reviewed the statute's three parts: what to do if you lose, what to do if you win, and the withdrawal plan will be prepared providing for the disposition of property held within the cooperative and a statement of assumption

of liabilities followed by a vote. If the statute is referring to a review after losing the second vote, it would not apply in this situation. Dean Eggert responded that Richard's statement is a possible interpretation but may not line up with the consistence of the intent of the statute.

Richard Sala asked what would be investigated. Dean Eggert responded that on the assumption it remains a viable cooperative relationship as created in the 1960s. The State Board could look at the economic assumptions that existed in the 1960s and the economic assumptions that exist today and find the reason for the cooperative no longer exists or is equitable. Chair Cline responded it may put the Board in the position of telling voters to reconsider their vote based upon the Board's interpretation of the facts. Dean Eggert responded the legislation allows the Board to study and inform the citizens on information they did not have and make a recommendation.

Chair Cline read the second paragraph of the statute stating, if a majority of voters present and voting in the withdrawing preexisting district vote against withdraw, then the withdrawal process is terminated. If the majority of the voters present and voting shall vote in the affirmative, the rest of the paragraph follows that process. Chair Cline's understanding of the statute was there is no appeal of the withdrawal vote itself. There is no other instance in election law in New Hampshire where the losing party has the right to appeal a vote. The right to appeal is in the appeal to dissolve the property if that is inequitable. Dean Eggert responded there is more than one way to interpret the statute and they should consider the intent of the legislature. The Town of Carroll could have voted 100% for the withdrawal and still been outvoted by the other towns due to the size of the cooperative.

Richard Sala noted the historical and statutory notes show the last two sentences of the statute were added in 1974, but it was not until 1996 that they added the words, "for the dissolution of 2 district cooperative if the cooperative was formed..." Prior to that the investigation would be in reference to the withdrawal plan. Dean Eggert added the majority vote would refer to the Town of Carroll and did vote in the affirmative.

Chair Cline stated the language in the statute is confusing and this issue has not come before the Board previously. Chair Cline clarified the Town of Carroll wants the Board to investigate the depth of data available to voters and determine if more information should be shared. Dean Eggert responded the cooperative should be investigated and ask if the mechanism still meets the assumptions of the statute. A report could identify issues and allow the citizens to consider the conclusions of the State Board of Education when they vote again.

Gordon Graham, Attorney for the White Mountain Regional School District, stated the appeal concerns a municipality that has educated students in the White Mountains Region of New Hampshire successfully for almost 60 years. It was

formed by 5 towns joining together to provide what any one of those towns could not provide on its own: a quality education to all the students in the region. Under RSA 195 referred to a cooperative district as one municipality, not several districts. The legislative purpose of the cooperative law is to increase educational opportunities by encouraging the formation of cooperative districts. Many rural districts cannot afford or adequately provide education for all pupils. The appeal seeks a revote on a minority report concerning the Town of Carroll's withdrawal from the White Mountains Regional School District. Granting the appeal would support an attempt to dismantle a perfectly functioning cooperative school district in the State of New Hampshire. The chief reason being given to have a revote after a 3-1 loss in a large voter turnout is the assumption that Carroll's financial commitment to the White Mountain Regional School District can be calculated by dividing the amount they pay by the number of students that attend school in the district. Carroll does not pay tuition to the district. It is a member town in the district. They have representation on the board in the district and a vote in district affairs. The only fairness for financial support of a school district is the educational tax rate that a municipality pays. Dissimilarly situated people in different communities within the district pay different amounts for the support of the school district.

In 2021, Carroll's tax rate is the lowest tax rate among the 5 towns in the White Mountains Regional School District by a wide margin. The tax rate in Dalton is almost twice the rate of Carroll's. The majority report filed by the study committee formed because of the request for a withdrawal study, shows that in 2020 someone with a \$250,000 house in Carroll paid a school tax rate of \$2,557.50. Someone with a \$250,000 house in Jefferson paid a school tax rate of \$3,835. The reason for the lower tax rate is the value of property per student in Carroll, which had the 6th highest equalized assessed valuation per pupil on the Department of Education's 2020/2021 calculation. Withdrawing the adequate taxable valuation of Carroll would decimate the school district.

Drew Cline asked if there was any information regarding tax rates that was not available before the election. Gordon Graham responded the majority report was available to citizens. The vote was on the minority report. The majority report was done by the withdrawal study committee after an analysis of all the factors, which were available to all the citizens in the White Mountains Regional School District at the time of the vote. There was a 3-1 vote against.

Drew Cline asked for Attorney Graham's interpretation on the right to appeal based on the wording of the legislature. Attorney Graham agreed the statute is not clear. He stated co-ops should be looked at as a whole and in terms of tax rates. The statute could be interpreted differently, but the idea behind it was to allow a close look by the Board at the fundamental issue of adequate valuation for the co-op to continue and does it support education in those communities. There is information in the majority report supporting the co-op.

Kate Cassady asked if there is anything in the original co-op contract that has a provision for what a town must do to leave other than what is in the law. Drew Cline responded that state law governs how they can and cannot get out of the co-op, which states a vote of the entire district. Gordon Graham shared White Mountain was formed by a submission and a vote at a school district meeting that brought all the communities together. It was a very early school district.

Drew Cline summarized, the Board did not have clarity on the statute, and they did not have clarity on what to investigate if they were to investigate. He recommends not deciding until the Board's attorney aides in finding clarity in the statute.

Motion: Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education table this agenda item until the Board is provided clarity on the statute.

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

AGENDA ITEM V. COUNCIL FOR TEACHER EDUCATION (CTE)

A. Granite State College - Approval of New Educator Preparation Program

Laura Stoneking, NHED, Administrator, Bureau of Educator Preparation and Higher Education, introduced Nick Marks, Dean of the School of Education, and Carolyn Cormier, Associate Dean for the School of Education, and Kate Shumway-Pitt, Coordinator of Field Placement. Granite State submitted a new professional educator preparation program (PEPP) review for Life Science. The proposed program was reviewed by co-chair, Dr. Kelly Dunn, experienced reviewer, Abby Blais, and Laura Stoneking, and was brought to the Council for Teacher Education for full recommendation to begin offering the program at Granite State.

The Board commented on the expedited approach to the program in an area of need. Richard Sala commended the innovative thinking. Phil Nazzaro commented on the statement of teaching the material knowledge as well as how to apply it in the classroom.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education grant Granite State College Education full approval for Life Science Teacher for Grades 7-12 licensure preparation for up to 3 years beginning January 2023 through December 31, 2025.

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

B. University of New Hampshire - Substantive Change Request

Laura Stoneking stated UNH submitted substantive change request for the addition of a bachelor's level dual program at the undergraduate level for elementary education and special education, which covers ages 5-21. She introduced UNH representatives Dr. Kathryn McCurdy and Dr. Vince Connelly, Associate Professor.

Chair Cline stated UNH came before the Board previously to do licensure for elementary education and a bachelor for education studies in equity, diversity, and inclusion (EDI). During that time, the Board made it clear they did not want programs licensed in the EDI major alone. This proposal was a license in the (EDI) major as the only pathway for this proposed program. Vince Connelly responded the current EDI program would have elementary education and an option in either English speakers of other language (ESOL) or special education. Then if the student does not want to be in the EDI, they must dual major in educational studies. The dual major in educational studies has the elementary option and they would like to add the special education option. The proposal is for the EDI, but it does not exclude proposals going forward in special education. They also have early childhood education special needs, which could also fit into a dual major in educational studies.

Chair Cline stated UNH previously presented the idea to maximize its pathways. The presentation was then creating an EDI major and funneling students into that major for certification. Special education certification is a high needs area in New Hampshire. Chair Cline asked why the first proposal for special education is to be funneled through EDI. Kathryn McCurdy responded the original vision was for two pathways. They did not go forward with special education because they were not approved. The substantive change was looked at through that original intent, but the certification could also be offered in the dual major program.

Chair Cline asked about the focus on the EDI program. Vince Connelly responded they were focusing on one step at time, starting with accreditation for special education. A core component of the EDI program was to have the option of ESOL or special education with elementary education. There was a pause as they got accreditation and then came back to the original plan. They have a goal of being able to start the program in the fall.

Drew Cline stated the previous certification was at the graduate level and EDI was in response to concerns from the Board to move the certification to the bachelor level. Content was not changed from the graduate to undergraduate level, but courses were added to create the EDI major. He highlighted a sentence from the program description, "The principals of equity, diversity, inclusion are woven throughout every course and field experience." He stated that was not what

the Board was told when the certification pathway was approved. Vince Connelly responded the goal is to prepare special education teachers at the undergraduate level. The inclusion portion of EDI is related to special education.

Drew Cline stated special education is a critical shortage area and bringing it down to the BA level is important. The purpose is to give students what they need to receive certification to go into the field. He mentioned concern about offering those essentials only in a program that also focuses on examining systemic inequities.

Ryan Terrell agreed that EDI is an ideology being taught. One of the courses focuses on the meaning of race and the power of educational institutions. These types of courses are not essential in preparing educators to do their job. He stated there is a current belief that diverse, equity, and inclusion need to be taught. People who choose to pursue a career in education tend to have these skills naturally. He asked why this is a priority of the university. Vince Connelly responded he has not worked in a course concerning race. He works in special education. He teaches about inequities of identification within certain groups. He does not feel qualified to comment on the development of the course of study beyond the courses for special education licensure.

Ryan Terrell clarified the Board approved the course of study for students who wish to pursue that course. The Board wants to know why UNH has certification pathways that exist only within that course of study. He asked if they think of it as an ideology or each component individually: equity, inclusion, and diversity. Drew Cline noted that Vince Connelly may not be the right person to ask these questions as his specialty is special education, not the EDI program.

Drew Cline asked if EDI major students and dual major students would be in the same educator preparation courses or if there are separate. Vince Connelly responded they are not section specific. Drew Cline responded that is how it was presented to the Board, but that is not the way it is being marketed to students.

Phil Nazzaro stated the Board is uncomfortable with having EDI as the sole pathway and it might be more palatable if it was proposed to be offered through both dual major and EDI.

Ann Lane questioned the authenticity of UNH's reasoning being to address the critical shortage with such a narrow pathway. There are other ways to address the critical shortage that might be more effective.

Motion: Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education deny the request for substantive change.

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

AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Lionheart Chartered Public School - Charter Amendments

Lionheart requested two amendments to its charter. Ann Lane noted the increase in enrollment and growth for some charter schools has previously resulted in challenges. Chair Cline asked how Lionheart is accommodating the growth. A Lionheart representative stated at the initial charter creation, they did not anticipate any grant money. They have subsequently received a grant of \$1.5 million from the state. Financially, they feel confident in their growth. They wanted to ensure they hired teachers to deliver on the education goals. They are gaining confidence in finding those teachers.

Chair Cline stated the rewrite of the mission statement is an improvement.

Kate Cassady asked about the financials. The accounting figures are not in the paperwork. Lionheart will provide the Board with those numbers. Kate Cassady also requested to visit the school.

Motion: Ann Lane made the motion, seconded by Sally Griffin, that the State Board of Education approve the amendments to the Lionheart Classical Academy Chartered Public School charter document and request to see additional budget documents before the next board meeting.

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

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Initial Proposal - Early Childhood Education Teacher (Ed 507.18)

Chair Cline stated there is a recommendation to change from using the word "certification" to instead use "licensure". He asked about the change of the wording from "A candidate shall have..." to "to be eligible for licensure, you shall have..." Amanda Phelps, NHED, Administrative Rules Coordinator, responded since there are many different pathways to obtain a license, they changed the wording to "to be eligible" because in some instances there may be a decision made that you are not eligible. For example, the code of conduct piece.

Chair Cline asked about the change in wording from, "To be certified as" to "To be considered for licensure", in section Ed 507.18 (a). Amanda Phelps responded it should not say licensure, it is consideration for an early childhood education SOE, which is a credential, not a license. Previously the SOE requirements were not in rule. Now it is in Ed 505.05.

Phil Nazzaro noted the change of wording from "design, adapt, and improve instructional programs based on formal and informal setting" to "adapt and improve" in several places. Amanda Phelps noted that she only received summaries of meeting minutes from the Professional Standards Board (PSB). She is happy to go back to the PSB and ask for a more specific summary of the reasons for the changes.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 507.18 Early Childhood Education Teacher and hold a public hearing on this rule on June 9, 2022, with the amendment of removing the word licensure from paragraph A.

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

B. Initial Proposal - Theatre Teacher (Ed 507.35)

Amanda Phelps stated Theater Teacher is being proposed for amendment. The language is consistent between endorsements with paragraph A pointing to SOE requirements and paragraph B pointing to what is required for full licensure. Any substantive changes in the rule text were done by the PSB committee. There was a summary of changes.

Chair Cline noted language that was deleted and asked if it was for efficiency. Amanda Phelps did not have additional knowledge on the deletion and will get a clarification.

Ann Lane asked if Amanda Phelps had any knowledge on how theater instruction is handled differently than a certified teacher across the country. Amanda Phelps did not have any information and will ask the PSB committee to research and report back.

Richard Sala expressed the idea of having the state give the minimum requirement and allowing schools latitude to fill the roles. He noted a theater teacher may be qualified without a bachelor's degree based on other experience. There are a lot of critical shortage areas that could be reviewed to find what is really needed for the positions and allow more discretion to the districts.

Chair Cline noted there is necessary knowledge needed to effectively teach theater including literature, plays, technical aspects of theater, how to teach acting, etc. These qualifications may not require a degree. Amanda Phelps added to get an SOE for any teacher endorsement that is not on the critical shortage list, requires 10 college courses in the endorsement area sought.

Ann Lane asked how a change in requirements would fit in alternative pathways. Amanda Phelps responded that to get an SOE, candidates are required to have a bachelor's and 10 college credits in the content area. They are then on an interim authorization for three years. The rest of the knowledge and skills are earned on a plan during those three years. Chair Cline stated having relevant content area knowledge without a bachelor's degree would preclude a candidate from the alternative pathway.

Chair Cline suggested a possible subcommittee to investigate the requirements. Richard Sala suggested board members consider ideas and possible stakeholders prior to starting the subcommittee.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the initial proposal for Ed 507.35 Theater Teacher and hold a public hearing on this rule on June 9, 2022.

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

C. Initial Proposal - Classical Languages Teacher (Ed 507.37)

Amanda Phelps reported language is consistent with paragraphs A and B. A summary was included from the chairperson of that committee, Tom Laliberte.

Chair Cline asked about changing the language from "the candidate shall have the following abilities" to the words "have the ability" before each of the sentences. Amanda Phelps responded it was for consistency but could be changed back. Chair Cline noted European traditions replaced Western traditions and asked for the reasoning. Amanda Phelps stated she did not see an explanation for that.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 507.37 Classical Languages Teacher Latin and Greek and hold a public hearing on this rule on June 9, 2022.

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

D. Initial Proposal - Music Teacher (Ed 507.39)

Chair Cline noted a language change from western art to the arts. Without that language, western music would not be a requirement and there is other language to include more diverse cultural music.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approves the initial proposal for Ed 507.39 Music Teacher and hold a public hearing on this rule on June 9, 2022, striking the omission of western.

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

E. Final Proposal - Holocaust and Genocide Education (Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49)

Amanda Phelps stated there are some recommended substantive changes. There were a couple of proposed amendments after the public hearing. One was from Ann Lane about using the language developmentally appropriate, which was added. Chair Cline added developmentally appropriate means it would not be taught before kids are ready emotionally or intellectually.

Amanda Phelps stated the other amendments were to the Holocaust and genocide program rule adding Armenia based upon testimony at the public hearing.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 regarding Holocaust and genocide education.

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

A potential statement was presented to be released in April for Holocaust and genocide awareness month by the State Board.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approved to release the presented statement.

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

F. Final Proposal - Learn Everywhere Program (Ed 1400)

Amanda Phelps stated substantive comments were received and provided to State Board members. Changes are annotated in the rule. Commissioner Frank Edelblut shared most comments from the Office of Legislative Services (OLS) were editorial. There were two areas they made changes that had not previously been flagged. A background check cannot be required under the law, only the disclosure. OLS raised an objection relative to statutory authority for the rules. Responses were provided.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the final proposal for Ed 1400 Learn Everywhere Program.

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

G. Adopt Interim Rule - Criminal History Records Check for New Applicants and PEPP Candidates (Ed 504.12, Ed 505.07, Ed 505.08, Ed 512.01, and Ed 604.09)

Amanda Phelps reported the rules were approved by the Joint Legislative Committee on Administrative Rules (JLCAR) on March 18, 2022.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the interim rules for Ed 504.12, Ed 505.07, Ed 505.08, Ed 512.01, and Ed 604.09 regarding criminal history record checks for first time New Hampshire applicants and professional educatory preparation program candidates.

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

AGENDA ITEM VIII. COMMISSIONER'S UPDATE

Frank Edelblut, Commissioner of Education, stated using NHDOE to abbreviate New Hampshire Department of Education will now be NHED to avoid confusion as there is now a New Hampshire Department of Energy.

Teacher of the Year candidate applications are coming in with 49 received so far. The next step is for the committee to narrow down the selection. This year's Teacher of the Year will be touring.

Over 19,000 people have completed the 603 Bright Futures Survey. The survey gathers input from families, educators, and community members about how everything is going in the education system. There is no other New Hampshire survey that receives this much of a response. Results will be released on June 3rd.

The Yes, Every Student Program was launched on April 13. Funding was available to expand opportunities. It is a universal program. Any student in New Hampshire is eligible to receive up to \$1,000 to be used towards tutoring by a New Hampshire certified educator.

Another NHED contract is with the Waterford Upstart Program. This is a preschool, family-based program. Over the summer, it is running for students who will be entering kindergarten in the fall. There is a letter for schools to share with families as students enroll in kindergarten. For students entering kindergarten 2023, there will be a program running all through next year.

Substantive work is being done in reading instruction. One aspect of the initiative is providing professional development for any adult who teaches children how to read. Educators are now required to pass the Foundations of Reading Assessment as part of their certifications. There are a lot of educators that did not go through the process of passing that assessment. The training will help educators, and a stipend will be paid for educators who take and pass the test.

The Rekindling Curiosity camp program has had good response. It is available for all school age children. A partnership with the Behavioral Health Association is providing training for counselors and specific supports for students who are struggling.

A packet of information was provided to share curricular events taking place in schools that reveal a disconnect with standards alignment. Families share curricular information they find in schools they believe is problematic. One example was a 6-grade debate on a sexual relationship between two men. A parent reached out believing that may not be developmentally appropriate. A particular classroom had posters promoting socialism. An elective high school class explores whiteness and becoming an antiracist activist. These were shared in context of things parents find troubling in the classroom. No action is required from the Board.

Ann Lane asked what happens with these reports. Frank Edelblut responded when parents reach out, they work with the school to resolve the conflict. If there is material that is developmentally inappropriate, the NHED works with the schools. They also make sure parents are aware of their availability to opt out of certain contact. Some issues have already been addressed and some are in the process of being addressed.

AGENDA ITEM IX. OPEN BOARD DISCUSSION**A. Discuss consolidating Library Media Coordinator (Ed 508.06) and Library Media Specialist (Ed 508.07) into one set of standards renamed School Librarian before they expire in June 2022**

Amanda Phelps shared in October of 2021, there was a proposal for a repeal of Library Media Coordinator because Library Media Specialist had undergone some revision in a PSB subcommittee where they took a lot of the Library Media Coordinator requirements and absorbed them into Library Media Specialist. They are now proposing to merge both into School Librarian for one endorsement. They were renumbered with the overhaul of how rules are credentialed in October of 2020. They are not due to expire until 2030 so there is time to work on the proposal.

Chair Cline clarified the Library Media Coordinator was a step up from Library Media Specialist and there are not many people with that credential. The librarian license requirement has been changing substantially every decade. There was a big tech emphasis, which changed the requirements to library media specialist. Now, they are moving away from that as librarians. Chair Cline raised a question about the way the process works and how valuable the updates are if they are based upon the fad of the moment. He wondered if the requirements could be focused more on the core librarian role and incorporate life experience more.

Ann Lane stated she likes the idea of leaving it more open for schools and districts to decide what their needs are when finding candidates. The need may be filled without someone having a bachelor's based on the tasks they will be performing. Many librarians are a resource for a certified teacher that come with skills they may not get from a bachelor's degree. Richard Sala asked whether the rules are a barrier to entry or ensuring minimum qualifications for someone to do the work.

Chair Cline noted a change in the proposal from, "communicate and collaborate with students, staff, administrators, and community members to design and develop a library program that aligns resources and services with the school's mission..." with "manage, organize, and evaluate school library resources to enhance the use of information, resources, and services, and to ensure equitable access to all resources for all users including, but limited to, physical resources such as facilities, digital spaces, fiscal resources such as budget..." Chair Cline questioned the improvement over what was already in place.

Richard Sala stated many of the qualifications read as a job description rather than qualifications that can be found in a certification application. Chair Cline stated the listed qualifications are the minimum requirements for obtaining the credential and certain aspects are difficult to be demonstrated through

curricula. An overarching question where it is challenging to find employees, someone with library experience would not be eligible because they do not have a bachelor's degree.

Chair Cline asked if having wording allowing for a bachelor's degree or a certain amount of experience would create problems in the credentialing system. There is also a Praxis option that is not currently used in New Hampshire but is available. Richard Sala questioned if there are roles that do not need to be credentialed. He asked if they could potentially move to more competency-based credentialing. He also suggested minimizing and cleaning up language for clarity. Chair Cline agreed that there may be areas where competency-based would be appropriate.

Richard Sala offered to meet with Amanda Phelps and get an idea of what the committee would look at before deciding who should be on the committee. He added it does not take away from candidates who get the degrees as they will be more marketable. There are problems that could be improved with these changes. For example, occupational licensing and student debt have a direct correlation. He added there is research showing barriers to socio-economic groups getting into certain jobs. Occupational licensing is one of these barriers. There are areas where this is more obvious when trying to fill positions.

Chair Cline agreed that someone who has worked in a library and is passionate about it should be able to be a librarian if they were not able to get a degree if they can demonstrate the competencies. Richard Sala added that at the school level, they can still require a degree for positions being posted. It would just give schools flexibility.

Chair Cline stated a subcommittee will be formed to look at licensure. Richard Sala volunteered to chair the subcommittee. Ann Lane and Ryan Terrell also volunteered to be part of the committee. Amanda Phelps agreed to help. Steve Appleby will also be consulted. People in the field will also be asked to be part of the committee.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane to create a subcommittee for licensure with Richard Sala as chair and Ryan Terrell and Ann Lane as members.

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

AGENDA ITEM X. TABLE ITEMS

A. Initial Proposal - Administrator Endorsements (Ed 506)

There were no updates.

B. River View Public Charter School - Application

There were no updates.

AGENDA ITEM XI. CONSENT AGENDA

- A. Meeting Minutes of February 18, 2022, Special Meeting
- B. Meeting Minutes of February 21, 2022, Special Meeting
- C. Meeting Minutes of March 10, 2022, State Board Meeting

Board members noted suggested changes.

Motion: Ann Lane made the motion, seconded by Ryan Terrell to accept the consent agenda as presented with noted changes.

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

AGENDA ITEM XII. NONPUBLIC SESSION

Motion: Phil Nazzaro made the motion, seconded by Ann Lane to enter nonpublic session at 1:19 p.m. per RSA 91-A:3, II(c).

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

Motion: Ann Lane made the motion, seconded by Phil Nazzaro to leave non-public session at 1:27 p.m.

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

It was noted that no motions were made in non-public session.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro to 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, Ann Lane, Phil Nazzaro, Drew Cline, Chair, Sally Griffin (remote) and Richard Sala.

AGENDA ITEM XIII. ADJOURNMENT

Motion: Phil Nazzaro made the motion, seconded by Ann Lane to adjourn the meeting at 1:29 p.m.

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



Secretary