

New Hampshire  
State Board of Education  
Minutes of the May 12, 2023, Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:08 a.m. Drew Cline presided as Chair.

Members present: Phil Nazzaro, Ann Lane, Drew Cline, Jim Fricchione, and Richard Sala. Also in attendance were Commissioner of Education, Frank Edelblut, and Deputy Commissioner Brennan. Kate Cassady and Ryan Terrell were unable to attend due prior commitments.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

FIRST Robotics Team 319 co-captains, Nelson Hikel and Alex Gagne, led the pledge of allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

Dean Cascadden, Superintendent of SAU 67, provided the board with feedback on the public listening session on Ed 306 that was held in Bow last night. He noted the focus of the listening sessions needs to be on the proposed rule changes, otherwise it is frustrating for those attending.

Debra Taylor, Superintendent of SAU 7, came before the board to celebrate the accomplishments of the students of SAU 7. She noted that this year, there were thirty-two high school graduates (100% of graduation rate) and that the thirty-two students collectively earned four hundred college credits to take with them towards his/her future endeavors. There were five new Career and Technical Education programs that were implemented this year. From these programs, two students plan to be educators, three are entering the field of health science, one student hopes to become a neurosurgeon and will be attending Columbia University in the fall, another a pharmacist and the third a nurse. A female student is attending automotive school with the hope of returning to the area to open her own shop. Another is pursuing a career in accounting and another in a high-level technology field in the area of cyber security.

Steve Zadavec, Superintendent of SAU 50, to share highlights to share from the southeast region. SAU 50 has been diving deeply into project-based learning and a really high engagement for students whether that be the Rye Junior High 5<sup>th</sup> grade math and physics extravaganza for the community or the Greenland Central School's successful robotics team, the Maude H. Trefethen School's student let video of the history of New Castle, as well as winning a state-wide contest to partner with UNH and NASA on soil samples/experiments from outer

space. These programs not only deepen student learning they also build partnerships/relationships within our communities.

Winnacunnet High School hosted “Balacava Blues” a Ukrainian musician group that raises awareness around cultural empathy that featured a live performance from the entire student body with follow up discussions.

From Dover our Champion for Children award winner was Suzanne Weete who is the developer of the Dover Mental Health Alliance, which tackles the stigma of mental illness.

Megan Tuttle, President, NEA-NH, In 2022, the Bipartisan Stronger Connections Safer Communities Act was signed into law and Congress authorized \$1 billion to State Education Agencies to provide students with safer and healthier learning environments; NHED was allocated \$4.8 million, which is amazing. She noted that the public comment period had ended and asked that the commissioner the majority of which will be available through a competitive grant process to districts experiencing high needs. She noted that the public comment period seeking comment on the definition of a high need LEA had closed and asked that the commissioner provide an update to the LEA’s as well as a department contact for the program.

Reuben Duncan, Superintendent of SAU 47, represents the southwest region of the state. He discussed innovation processes. There are two main elements: teacher leadership and building community partnerships. They have their third leadership academy for teachers starting. The program was designed in collaboration with Keene State College. They have a strong partnership with Franklin Pierce. A number of individuals throughout the district come to the schools at every level. The partnership allows teachers an opportunity to have more opportunities for growth and leadership. An internship model has been created for the master’s program. Interns who participate get discounted tuition and housing assistance.

#### **AGENDA ITEM IV. COUNCIL FOR TEACHER EDUCATION**

A. Franklin Pierce University – priority progress report (conditional approval) and expiration date change

Laura Stoneking, NHED, Administrator, Bureau of Educator Support and Higher Education introduced Dr. Nick Marks, former Dean of Granite State College Education Department, has now transferred to the Department of Education and is now the pro-ed administrator. Nick Marks agreed to stay on as chair of the Franklin Pierce review. She also introduced Joan Swanson and Dean Jed Donelan.

Laura Stoneking reported in 2013, the Council for Teacher Ed revamped educator preparation rules. Within those rules, they shifted from checking boxes to looking at outputs revolving around candidate assessment, program assessment and clinical partnerships. Franklin Pierce University has a history of several changes in administrative staff. They have had several changes within the structures. Part of that has resulted in Franklin Pierce being unable to meet the standards for clinical partnerships, program assessment, and candidate assessment. They have made gains in the last year by making clinical partnerships. They do not have a system for program and candidate assessment.

The chairs, Dr. Corbett, Steve Appleby, Joan Swanson, and Dr. Marks felt the institution has data identified and key assessments in place but are missing sustainable systems. The options were to recommend non-approval or conditional approval. The committee felt if they were given up to three years under conditional approval that Joan Swanson could ensure the cycles of data and be ready to present.

Nick Marks reported the additional time will allow for additional data cycles to ensure systems are functioning adequately as expected and that they are operating at a capacity that the institution can support.

Ann Lane clarified that the systems have been created and they just need to allow them time to run. Joan Swanson confirmed they have systems in place so as students go through, grades and testing are collected. Every student has an interface where all the data comes to one place to show where each student is throughout the program. Staff meets with every student every term to ensure they are on task in terms of the gateway. A gateway report is sent to each student.

Ann Lane asked if data has resulted in changes to the program. Joan Swanson responded they put a system in place to correct any issues a student is having. The gateway system has been fine-tuned each year based upon data.

Ann Lane asked Reuban Duncan to talk about his experience collaborating with Franklin Pierce students working in his district schools. Reuban Duncan responded that the teachers have indicated it has been a phenomenal experience. There have been several individuals who have gone on leave and Franklin Pierce graduates have been able to take on long term positions right after graduating. Since they already know the district, it has been a smooth transition. Joan Swanson reached out asking for individuals who can provide feedback. Reuban Duncan suggested a former principal from his district who is now retired. After collaborating with Franklin Pierce this individual mentioned it has been an uplifting experience. They show motivation to become better and take feedback.

Jim Fricchione asked if the conditional approval timeline is long enough to get the data. He also mentioned the unmet standards that have been present since 2014. Dean Donelan responded that the institution went through

restructuring several years ago. A better structure is now in place and a new director who is bringing insight and increasing morale. The systems are now in place.

Phil Nazzaro states the data driven decision system's purpose is to ensure candidate preparedness and to assess and improve preparation programs. He asked how Franklin Pierce has been achieving that since 2013. Joan Swanson responded she cannot speak to 2013. She has been in her current position for three years. Candidates are currently coming out strong with job offers. They have been looking at data consistently. The struggle CTE found was they did not have student data from the years prior to Joan taking over. It was not computerized. Everything has since been digitized so it is accessible even if there are future leadership changes. Nick Marks added when the cochairs reviewed the progress report, the data that was presented from fall 2022 was very encouraging. One of the points in asking for extension of conditional approval is to continue to see how the data is collected and processed.

Chair Cline asked about other partnerships. Joan Swanson responded with Jaffrey-Rindge they have an MOA with the graduate and undergraduate programs. They are also working with about fifteen different schools. Jaffrey-Rindge is the primary placement. They held two beginning ed courses in the school, so students had the experience of being in the school. Teachers worked with the students.

Phil Nazzaro asked what Franklin Pierce hopes to be able to report when they come before the Board next year. Joan Swanson responded she hopes it will be a continuation of where they are currently. They hope to also have more data to report. CTE is looking for more quantitative data in addition to qualitative data.

Chair Cline asked about the August 2025 date. Laura Stoneking responded that is three years out from the prior approval date, which is what the rules state.

**Motion:** Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education accept the priority progress report and grants conditional approval extending through August 30, 2025, with the Ed 500 and Ed 600 programs as a slate. Additionally, FPU shall fill out a secondary progress report through a focused review of all unmet standards. This report shall address progress towards all remaining unmet standards. The second progress report shall be completed no later than May 30, 2024.

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

Laura Stoneking stated there was a previous substantive change brought by UNH. There were different interpretations by the State Board and Department regarding if it was a substantive change or a new program. The result was a

different understanding of the requirements by UNH, the Department, and CTE. They are requesting the information be reviewed again. She offered to bring the meeting minutes and/or a visual representation of what UNH thinks was approved vs what the Department and CTE thinks was approved.

Chair Cline stated he remembers the meeting. He would want to watch the meeting as a refresher for everyone. Laura Stoneking will email a summary of the meetings.

## **AGENDA ITEM V. PUBLIC HEARINGS**

### **A. School Facility Approvals (Ed 320)**

The public hearing opened at 11:00 and closed at 11:30 with no public comment.

## **AGENDA ITEM VI. BUREAU OF EDUCATIONAL OPPORTUNITIES**

### **A. Charter School Office**

#### 1. Heartwood Chartered Public School – charter amendment request

Tal Bayer introduced Heartwood representatives Alayna Signorello, Bethany Bond, and Stacey Zemla.

Alayna Signorello shared Heartwood Chartered Public School is a nature based and place based chartered public school in Jefferson, NH. They prioritize community engagement, experience in nature, and project-based learning. This was the first year in operation. They served forty-five students in grades K-5. They had a successful year with 100% reenrollment of current families for next year.

They are seeking to amend the charter in two ways. Currently, they have a 180-day school year. They would like to change to a school year based on hours to include the required 945 hours of instructional time. Additionally, they would like to change the school calendar from five instructional days for students to four. Charter schools have a unique opportunity to be innovative about how to structure things like the calendar to serve students, families, and teachers. The fifth day of each week will be a teacher workday, which will allow teachers and administrators to collaborate. Much of the work is through interdisciplinary and multigrade level projects. Teachers are supportive of the change. Families were surveyed and 95% of them supported the change. Teachers do not currently have planning time during the day, which is intentional to keep teachers with students all day. They take advantage of unstructured time like lunch time.

Richard Sala stated he supports the shift to hours vs days for the calendar. He asked what percentage of families answered the survey regarding the change

to a 4-day school week. Alayna responded that almost 100% of families responded to the survey.

Ann Lane asked if they anticipate some families having to take students out of the program. Alayna responded that she does not believe it will cause withdrawals due to the positive feedback they have received.

Ann Lane asked what they will do when there are school closures due to snow. Alayna responded that they have extra hours built into the calendar. They also have a remote learning plan for snow days. Ann Lane asked about the impact of missed days on the progress of learning. She asked if they would have Fridays be instructional days if there were multiple snow days earlier in the week. Alayna responded that they had not planned for that, but if needed they would reevaluate.

Chair Cline asked how the four days in school will change the structure. Alayna responded that they added half an hour to the current school day. The school day will be 8:00 to 3:15. They also added additional days to the calendar.

Jim Fricchione asked if there are any other schools, they have seen doing a four-day week and if they have done research on the model. Alayna stated some schools are trying it, but she has not found any that have been doing it for a substantial period of time.

Chair Cline stated there is research showing there have been schools where it has worked well and schools that have shown students fall behind. He asked how they will measure if the change is successful. Alayna responded that as a new school, they only have one year of data. They will continue to track that data. If they find students are not making progress year to year, they will reevaluate.

Phil Nazzaro shared the areas that are not showing success with a four-day week are areas that do not adjust their hours. Heartwood was already doing more hours than required with a five-day week. With the adjustment, they brought the hours up to keep the yearly hours the same.

Ann Lane asked if they considered making Mondays the workday due to the number of holidays that fall on a Monday. Alayna stated it was considered, but they felt the teacher planning day was important. They also reached out to community partners asking for interest in offering students extracurricular programming on Fridays. They had a positive response. An organization is interested in doing outdoor nature programs, a library interested in offering programs for older kids, a local preschool interested in offering younger kids' enrichment.

Richard Sala asked about future enrollment knowing not all parents can stay home on Fridays. Alayna responded that they are hoping the community

partnerships will take some pressure off that. When parents look into Heartwood, they can offer them a list of resources for Fridays.

Richard Sala asked what remote instruction looks like for the younger students. Alayna responded that the curriculum is independent, and project based. For this school, remote learning would include a package of activities and materials that children are used to using the classroom. Some examples are journaling and writing activities that they would have done in class already. The following day would be followed up.

Jim Fricchione asked what inspired them to want to change the calendar after the first year. Alayna responded that as a new school with a fairly new model, they are developing their own curriculum for science, social studies, and place-based learning. They are not using scripted curriculum. They are trying to respond to the needs of students. Teachers need more time to create this curriculum.

Phil Nazzaro stated his experience with multicurricular schools, teachers often struggle to plan effectively due to lack of time and lack of collaborative planning.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the amendment of Heartwood Chartered Public School's charter.

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

## **AGENDA ITEM VII. RULEMAKING/LEGISLATIVE UPDATES**

### **A. Initial Proposal – Nonpublic Schools (Ed 320)**

Julie Shea, Administrative Rules Coordinator, and Tim Carney, Administrator of Educational Pathways, reported on the initial proposal for nonpublic schools. Julie Shea reported that they are going to be expiring in June.

Tim Carney shared one major change was certain components were moved to the Ed 420. They rearranged some items to clean up the rule. Julie Shea added the table of contents outlines how they tried to make sure the attendance section and the program section mirrored each other. This made it easier to follow.

Ann Lane stated Ed 401.01 definitions has a definition for chartered public school. There is no RSA to refer to for a definition of a nonpublic school. Julie Shea stated that is how OLS asks it to be done so they are not redefining anything already in statute. Chair Cline added if a statute is quoted in the rules and the legislation changes, the rule has to be rewritten. Julie Shea will look into the definitions.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 320 approval of nonpublic schools.

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

B. Initial Proposal – Suspension and Expulsion of Pupils (Ed 317)

Liz stated Ed 317 expires June 15, 2023. Ed 317 sets forth due process for students for suspension and expulsion. It also sets forth the appeal to the State Board. It also has a reporting requirement required by the Gun Free School Act of 1994 as well as 193D2 and D4. One thing to consider is whether the reporting should be kept with the suspension/expulsion due process or whether they want to pull reporting out to something different.

There were two different sets of amendments from the legislature, which changed the State Board's ruling authority. The legislature gave two extra provisions dealing with reported acts of violence against school employees, volunteers, and visitors, and a complaint procedure for those asserting there has been a violation. There were also changes in 21-193.13 by adding chartered public schools to the statute.

Richard Sala suggested comparing the requirements of Ed 317 with House Bill 178 to ensure they align.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 317.

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

C. Final Proposal – Reading and Writing Teacher (Ed 507.52)

Julie Shea stated the proposal was brought forward because Section B had expired due to an oversight. It is currently with the PSB, who are looking to make changes. The version being brought forward is to ensure there are rules in place. It will come back in the fall with updated language from the PSB.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the final proposal for Ed 507.52.

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



D. Adopt – Professional Education Requirements for PEPPs (Ed 607.04)

Julie Shea stated it was renumbered. It is now pointing back to Ed 500s.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 607.04.

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

E. Adopt – Comprehensive Agricultural Educator (repeal) (Ed 507.04)

Julie Shea reported the rule went to JLCAR in April.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the repeal of Ed 507.04.

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

F. Adopt – Comprehensive Business Educator (repeal) (Ed 507.49)

Julie Shea reported it the rule was on the consent agenda with JLCAR. The marketing portion is being repealed because it is being condensed into the comprehensive business educator.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 507.49 and repeal Ed 507.48.

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

**AGENDA ITEM VIII. COMMISSIONER’S UPDATE**

Commissioner Edelblut reported teacher appreciation week was being celebrated. He had the opportunity to attend an assembly at the Simon School.

The contract with Discovery Education served the purpose of providing high quality instruction to all students. COVID funds were used to purchase the program. Every school in New Hampshire is on the Discovery program, except for one. The platform is being utilized by teachers. The Letters Program had another cohort begin. They have received positive feedback. There is a grant to help schools ensure they have a reading curriculum. There has been an overwhelming response to the grants.

Over a thousand educators across the state are using the Canvas platform. Content is being continually added and shared. The College Guidance Network is a program that provides broad resources to everyone to help navigate the college admissions process.

The teacher of the year event will be on May 16. Over three hundred teachers were nominated. There were ninety-two candidates who completed the application.

The governor signed off on the cursive and math tables bill. There has been a positive response. Cursive writing has shown benefits for students with dyslexia. Math facts is a foundational skill that helps when students get to more advanced math.

Tutor.com continues to support and serve students across the state. There is an ice cream social competition. The school with the highest number of engagements will get an ice cream social at their school.

### **AGENDA ITEM IX. OPEN BOARD DISCUSSIONS**

There was no open board discussion

### **AGENDA ITEM X. CONSENT AGENDA**

#### **A. Meeting Minutes of April 13, 2023**

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education remove the meeting minutes from the consent agenda.

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

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the meeting minutes.

Vote: The motion was approved by unanimous vote by the State Board of Education with Phil Nazzaro abstaining.

#### **B. Tuition Agreement – Conway and Hart’s Location School Districts**

#### **C. Gilmanton School 1-Day School Waiver for 2022-2023**

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the consent agenda items.

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

## **AGENDA ITEM XI. REGIONAL SCHOOL ADMINISTRATIVE UNIT SPOTLIGHT**

### **A. Prospect Mountain High School's FIRST Robotics Team Demonstration**

Tim Broadrick introduced Brian Hikel and the Big Bad BoB Team 319 who just returned from the world championships in Houston.

Brian Hikel, lead mentor, stated the team has been in existence for about 26 years. He introduced Michelle Kelly and Alexandra Berry who are employees at Prospect who work in the program. They planned to do a demonstration, but the robot was still in transit from competition. They came back from the culminating event in Houston, Texas competing against six hundred of the top robots in the world. A previous robot was presented as an example.

The intent of the program is to provide an opportunity for high school students to collaborate with professional mentors and create a solution to a problem. The robot was designed, built, and programmed by Prospect students.

Michelle Kelly showed a video introducing the team.

Owen J, first-year student, read the mission statement. He shared he learned a lot from the experience on the FIRST team. He has changed his future plans based on the program.

Matthew B, student, described the program as a second family. During the build season, they spend 18-20 hours together in the shop. That is equivalent to a part time job and is on top of school and other extra curriculars.

Logan, senior student, will be attending UNH for mechanical engineering. He attributes this to his time on the team. Lyn, sophomore student, stated the FIRST experience taught her to be more confident in software engineering. Matthew, senior student, plans to attend Keene State to become a high school teacher. The program inspired him to want to provide this program for future students. Wes, senior student, will be attending Wentworth Institute of Technology. He is pursuing a degree in mechanical engineering. Matt, first-year student, shared before he joined FIRST, he did not have plans for after high school. He now knows he wants to do something with engineering because of his experience with FIRST. Paul, first-year student, shared he has only been on the team a few months. Prior to joining, he wanted to be an astronomer. He is now considering being an engineer and pursuing STEM. Ayden, first-year student, shared prior to FIRST, he had several future plans. He now learned he likes robotics and engineering. Avery shared she joined due to her brother's experience on the team. She hopes to spend the remainder of her time in high school as part

of the robotics team. Angel, first-year student, shared FIRST has allowed him to explore engineering. Tess, sophomore, shared her experience has switched her career path to wanting to be a chemist, a software engineer, and programmer. Alex, senior student, will be attending Keene State for robotics engineering.

Owen M, student, shared the team's philosophy. 319 Strongly believes that in order to make a better experience forever, we should work to bring the bottom up. They help teams with less resources, less knowledge, or less people be able to compete at a level where everyone can have a good experience. During the build season, they spend every Sunday at Spalding High School in Rochester to help their team reach their maximum potential. They build personal connections throughout the program.

Lyn shared the work they do outside of the classroom. The difference between robotics and a classroom setting is you use what you use what you learn in robotics outside of the classroom. You learn to be a better person. They are learning to problem solve. Ayden added everyone learned their roles and how things work together. Lyn added they qualified to compete in the New Hampshire championship. There were ninety teams. They worked toward the same goal in different ways. They had the opportunity to collaborate with teams throughout New Hampshire. Kas shared there were about 50,000 people present at the championship watching students solve a problem given to them by professional engineers. They saw people from other countries solving these problems.

Angel stated they strategize how to solve the problem while also anticipating how other teams may solve it. They use software to design the machine. Nelson added once they have an idea for the robot, they go through the manufacturing process. Lyn added the robot code is an important part of the competition.

A video was shown of a competition.

Richard Sala asked how students get started in the program and how new first-year student are recruited. A student responded that they do recruitment at the beginning of the school year. Members will speak during assemblies and present to STEM classes. One student stated he heard about the program before he was in high school. There is an eighth grade step up night where the team brings a robot to let the eighth graders play with it.

Ann Lane asked the philosophy when members do not agree. A student responded they lost a lot of knowledge during COVID because there were two years where they only competed in one event. A lot of the process is focused on pairing an experienced member with a new member. The knowledge is passed down through a process of show, help, and watch. Those members will then pass down the knowledge the following year.

Chair Cline asked how many of the students changed their career plans as a result of the program. Many students raised their hands. Chair Cline asked how many students have had their social lives change. All of the students raised their hands. Chair Cline asked what percentage of the students have changed their career trajectory. Brian Hikel responded they had 95% of graduates pursuing science or technology prior to COVID. Brian Hikel has been working with robotics teams for 26 years. He shared several student success stories.

## **AGENDA ITEM XII. TABLED ITEMS**

### A. Initial Proposal – Minimum Standards (Ed 306)

Commissioner Edelblut stated a notification was sent to all school leaders to share with communities. There was an article that was published stating the Department failed to publish the standards and publicize public listening sessions. This was inaccurate. The editor's footnote stated they were posted on the website with the [link](#).

### B. Final Proposal – Manifest Educational Hardship (Ed 307)

## **AGENDA ITEM XIII. ADJOURNMENT**

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adjourn at 1:28 p.m.

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




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Secretary