

New Hampshire  
State Board of Education  
Minutes of the June 8, 2023, Meeting

**AGENDA ITEM I. CALL TO ORDER**

The regular meeting of the State Board of Education convened at 10:04 a.m. Drew Cline presided as Chair.

Members present: Phil Nazzaro, Ann Lane, Drew Cline, Jim Fricchione, Kate Cassady, Ryan Terrell, and Richard Sala. Also in attendance was Deputy Commissioner Brennan. Commissioner Edelblut was not in attendance due to a prior commitment.

**AGENDA ITEM II. PLEDGE OF ALLEGIANCE**

Richard Sala led the pledge of allegiance.

**AGENDA ITEM III. PUBLIC COMMENT**

Carisa Corrow – Penacook parent, commented on the civics textbook. She stated the use of textbooks is antiquated when thinking about civics education and civics literacy. Civics literacy is about action. She encouraged the Board to think about how students can practice things like student senates, debate clubs, required and funded trips to the state house, and programs like youth and government. She also commented on student anxiety. Her child has anxiety. She asked the Board to investigate why students are anxious in school. A lot of it goes back to a feeling of belonging. She would also love an update on tutor.com numbers. She wants to know how many students are using it, which districts, and how often they are accessing it.

**AGENDA ITEM IV. HEARINGS**

A. Summary of Withdrawn Cases – Informational Only

The Board had no questions.

B. Student/Winnacunnet School Board – SB-FY23-10-005 – Manifest Hardship (nonpublic session)

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 10:06 AM.

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), Jim Fricchione and Richard Sala.

Motion: Richard Sala made the motion, seconded by Drew Cline (chair), that the State Board of Education table the hearing to the July meeting.

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), Jim Fricchione and Richard Sala.

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education return to public session at 11:32 AM.

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), Jim Fricchione and Richard Sala.

Motion: Ryan Terrell made the motion, seconded by Richard Sala, that the State Board of Education seal the minutes of this nonpublic session indefinitely.

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), Jim Fricchione and Richard Sala.

C. Student/Northeast Woodland Charter School Board of Trustees – SB-FY-22-03-009 – Trustees’ Motion for Rehearing (nonpublic session)

Chair Cline stated there would be no oral presentation. They have the option of denying the motion or reconsidering. It was previously sent back to the hearing officer for fact finding. Richard Sala stated it was sent back to the hearing officer to determine whether or not the intent of the law was met. The rehearing would not produce more evidence.

Motion: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education accepts the report of the hearing officer and adopts the hearing officer’s recommendations.

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

Richard Sala clarified the original motion was based upon the original findings and made in error. The request before the board is for a rehearing.

Motion: Richard Sala made the motion, seconded by Phil Nazzaro, that the State Board of Education rescind the previous motion.

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

Motion: Richard Sala made the motion, seconded by Ryan Terrell, that the State Board of Education deny the Trustees' Motion for Rehearing in the Northeast Woodland Chartered Public school hearing.

Vote: The motion was approved by vote by the State Board of Education with Richard Sala opposed and Jim Fricchione and Chair Cline abstaining.

#### **AGENDA ITEM V. SCHOOL ADMINISTRATIVE UNIT(s) SPOTLIGHT**

Mike Jette, Superintendent of Schools in Litchfield, stated he is also the facilitator for New Hampshire School Administrators Association (NHSAA) in the South-Central Region. Nicole Thomasellie, Director of Curriculum and Instruction in Hampstead school district; Bob Thompson, Superintendent of Schools; and Tom Laliberte, Assistant Superintendent, were all in attendance.

Mike Jette reported on summer planning and summer school in the South-Central schools. The last day for school is Thursday and the following Monday they will kick off their Fourth Annual Live to Learn Academy. This is a professional development opportunity for teachers with roughly 50% of staff attending. In addition, the full administrative team is in a retreat environment reviewing data analysis. Topics being presented at Live to Learn include Google sites, collaborative learning strategies, implementing learning stations, using iReady, competency-based assessments, planning units and lessons using workshop model, team building and classroom belonging, Discovery Education is presenting alternate assessments in the elementary school, project-based learning, and differentiating. They have people working in collaborative teams on curriculum planning. This is a compensated opportunity for teachers.

In July, they will begin the following clinicals. At the Griffin Memorial School, they have 3–4-hour programming for about 70 students to provide enrichment and learning opportunities. At the middle school, there are 3-7 hours of summer programming, including community-based experiences. At the high school, there are 3-7 hours of summer programming with community-based experiences.

The district is also doing summer construction, which requires power to be shut off for two weeks. These projects cannot be done during the school year. They are upgrading the HVAC system and kitchen facility.

Richard Sala asked how students sign up for the summer programs. Mike Jetty responded some students are identified by staff and are encouraged to sign up. Others are made available to all parents. They are complimentary to students.

Nicole Thomasellie shared updates on Hampstead Schools. They will be starting their third iteration of their summer learning academy. The program was developed two summers ago when they were looking at reintegrating students post-COVID. The first year, it focused on reading and math skills as well as learning loss and some regressions. It has grown to become a richer series of inclusive learning experiences. They do work with STEM, apply math and science in unique learning environments. They have partnerships with Field Farm in Chester, New Hampshire. This year they are bringing in UNH Browne Center, which specializes in cooperative skill building. They will also be utilizing the Trek program, which is recreational therapists affiliated with UNH. It is made possible with a recent grant from the NHED called the Beyond School Enrichment grant.

They have developed a partnership with St. Anne's Food Pantry in Hampstead. Students will be working at the community garden incorporating social pragmatic skills and other goals in their IEPs in a hands-on way.

All of the programs are offered to at risk students first followed by Title I, ESOL learners, and is then open to the rest of the population. They have five weeks of half day programming. They are merging a service delivery model for the end of school year with the all-inclusive half day model. The idea is to provide special education students with continuity of experience as typical students.

Chair Cline asked if there are opportunities for students outside of the district to participate. Nicole Thomasellie responded anyone who lives within Hampstead's LEA is eligible to participate. Last summer there were students who attended a local charter school attend Hampstead's programming. Chair Cline stated the program is very valuable and other districts could benefit from participating. Nicole Thomasellie responded it is paid for by federal grants and they are an LEA, which could make it possible to open it to other districts.

Bob Thompson stated the partnership with the St. Anne's food pantry works toward their goal of fighting food insecurity. They have approximately 75 families in the Hampstead area that access the food pantry. A lot of food distributed are nonperishable items. In partnership with St. Anne's community garden, they are able to grow fresh vegetables to be distributed to families. The program has grown yearly. The team does a success protocol to discuss what went well, what can be improved, how access can be expanded.

Chair Cline asked if the food pantry partnership requires licenses or regulations that have to be followed. Bob Thompson responded that the director of the food pantry assists with that process.

Nicole Thomasellie stated an opportunity came through an email called Explore Act Tell. The idea is children will explore a topic, act on that learning, and then tell people about it. The need they decided to work through was food insecurity. Students began researching and decided to create a mini pantry. It has a combination lock on it. If someone is in need, the code is shared with families. They can come any time that is convenient. The students designed the box. Explore Act Tell money was used to build the pantry. They have a variety of partnerships for donations. It is a great model of project-based ownership.

Tom Laliberte shared updates from Bedford. They offer teachers a Summer Curriculum and Technology Institute. Teachers work in collaborative teams. They vertically align curriculum. Assessments are reviewed. New technology is infused in the curriculum. They offer professional development. Digital learning specialists are available at each school. They provide sessions throughout the day to learn about new technology. They have approximately 150 teachers who will participate.

They have a committee working on artificial intelligence. They are defining it, creating guidelines for teachers and student use. They received feedback from teachers through a survey. The goal is to have a presentation to the local school board in August to be prepared for the school year.

They offer summer school and extended school year services (ESY) for students. They also have the WIN project, which stands for Whatever I Need, for elementary students. If they do not qualify for ESY but need extra support. It runs through the month of July. It is by invite. They get math, literacy, and STEM. They also have boot camps to help students become comfortable at a new school during transition years to intermediate, middle, and high school.

The buildings are undergoing maintenance. HVAC work is being done, new flooring is being put in, new sprinklers, alarm systems, intruder alerts, extension to the water line of one school. Two of the elementary schools have intercom systems being replaced with more modern systems.

Kate Cassady asked the number of students in the district. Tom Laliberte responded they have about 4,000 students. They have 3 elementary schools, an intermediate school, a middle school, and a high school.

Ann Lane commented on the benefit of having curriculum alignment. She asked about alignment between the three elementary schools. Tom Laliberte responded that when they adopt new programs, curriculum is written together.

Ryan Terrell commented on AI. One blind spot he has seen in training is the opportunity for bullying and harmful activity from some of the image generated AI. It's important for educators to understand. There are tools and systems that could create images of a person doing something they did not do. He expressed appreciation that the district is taking the time to be proactive.

Chair Cline commented that many colleges are bringing back oral exams due to the obstacles of AI produced content. Tom Laliberte responded the committee is looking into ways of reducing opportunities for cheating using AI.

There was additional conversation regarding harnessing the power of AI for tasks that can be done more efficiently. There are productive, appropriate uses of AI for both teachers and students. Nicole Thomasellie commented on the fact that educators and students had to adapt to the use of programs during COVID. There are even programs being purchased that include the use of AI. There's a tool called Writable that schools use to help with writing instruction. There's a feature where you put in a series of text, and it will give you 5-6 differentiated writing prompts to get students' daily writing started. That saves a lot of time for teachers. It is important to model appropriate use.

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

### **A. University of New Hampshire – seeking guidance regarding prior approvals 9/27/2021 (Elementary Education and ESOL Undergraduate PEPP**

Laura Stoneking, Administrator for Bureau of Educator Preparation and Higher Ed introduced Dan Carchidi, Certification Office; Dr. Susan Graham, Chair of the Education Department; and Kathryn McCurdy, faculty member, CTE, UNH representative.

About two years ago, UNH came to the Board with a substantive change requesting changes in programs they currently had approval for. There was a lot of discussion between CTE and the State Board as well as in the Department if it was a substantive change or new programs. After 3 lengthy State Board meetings, there was discussion about the EDI degree. The Board asked for an alternative degree pathway for UNH.

In 2021, everyone thought they had the same understanding. EDI was rolled out. It had already gone through the internal process within the institution for the Equity, Diversity, and Inclusion Bachelor of Arts degree that led to two licensures simultaneously: elementary education and ESOL.

The other pathway led to some confusion. What the Department and CTE understood is different from what UNH understood. When the Department was following up with UNH, they discovered a difference in understanding of what was approved. They are before the Board seeking guidance on how to proceed. One

of the biggest issues is the programs are in essence new and have not had a program review.

Chair Cline commented after reading the packet and watching the August meeting. There was inconsistency between the packet provided in August and what was being said verbally at the meeting. The verbal presentation is what is in the current packet and what UNH thinks was approved, however, that was different from what was approved on paper. In the August meeting, there were technology issues where the current packet was not accessible, and a previous packet was being used. The previous packets laid out a dual major component. The paper trail shows approval of the way Laura Stoneking laid it out on page 6 as the two pathways. It was approved as a substantive change.

Susan Graham stated when going through the paper trail, she believed what was being put forward was Elementary education through the dual major or ESOL through the dual major or both of them through the EDI program. After taking over the chair position the past year, she believes it is impossible for a student to major in two subjects. UNH moved forward in good faith believing they understood what was approved. The program was in the catalog. They also realize there was a problem in the process with all of the back and forth. They want to do what is best to get the program running.

Jim Fricchione asked why the programs are being bundled together. Susan Graham responded it has to do with the way majors are done at a university. Another piece is how the certification programs are met through the state. Laura Stoneking added it was prefaced on a substantive change and was presented with ESOL because it was a critical shortage. Elementary Ed with ESOL was a more sellable candidate than just Elementary Ed.

Chair Cline summarized the dispute and what was approved. They voted to approve a substantive change request. The question we have before us is whether the dual major was approved as an either/or choice or was it approved the elementary ed and ESOL were paired as the only option. There is a separate question of is a whole new program review required and treat it as a new program. Chair Cline questioned if there is a dispute and the record is in doubt, what is the appropriate legal response.

Richard Sala asked what program is currently running with students enrolled. Susan Graham responded there is a BA educational studies EDI started in fall of 2021. That is licensure in elementary education with the expectation of dual certification. There are currently 28 enrolled. The dual major in educational studies has been going on for many years. Students in that program don't have an option to get licensure. The students take courses in educational studies and then they apply to the fifth-year master's program. Chair Cline added the dual major program exists, but without Board approval they are not on a pathway to licensure.

Laura Stoneking stated many institutions are detangling their dual licensure programs because each licensure has its own set of requirements. There is no such thing as dual licensure. Each licensure requires an early and culminating field experience. These do not match up for different licensures.

Chair Cline recommends a full program review of both programs of what was approved. He would also like to see a new program proposal that would go through the whole process to provide clarity. Susan Graham asked about the students who are currently enrolled, knowing a new program review can take time. Chair Cline responded they are approved based on the previous approval.

Laura Stoneking requested dates to schedule with other reviews. She stated spring of 2024 would be ideal for the program review. The target date for the reviews was set for May 2024. Laura Stoneking requested the new program application in January to be able to complete the existing and new program reviews simultaneously. Susan Graham was unsure if that deadline could be met while also creating a thorough application. The dates will be confirmed at a later date.

1. Pathway A: BA in an appropriate major and the Dual Major in Education Studies, or
2. Pathway B: BA in Education Studies: Equity, Diversity and Inclusion
3. Revisit given “new” approval, process, and understanding of what was actually approved

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education reconfirm the August 2021 vote for the dual major either/or option Elementary Ed or ESOL motion with a full program review and a new application.

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

Motion: Ryan Terrell made the motion, seconded by Ann Lane, that the State Board of Education review both programs as they currently exist and to receive new applications on both pathways with dates to be determined before the July 2023 meeting with UNH approval.

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

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

### **A. Office of Charter Schools**



1. Gathering Waters Chartered Public School – 1st year program audit  
– Informational Only

Tal Bayer, Charter School Office, gave a report on Gathering Waters Chartered Public School's first year program audit.

Luke Goodwin, founding school principal, shared they just completed their second year. They are a kindergarten through 10th grade charter school. They will keep progressing until they are a K-12 school. He has been in education for 25 years. He joined the Gathering Waters School about a month after the charter was approved. The school began as an idea to begin a Waldorf focused chartered high school. An additional group of parents aided in expanding the school plan to begin in kindergarten.

The stated mission is to offer education that enables students to discover their own interests, abilities, explore the surrounding world, cultivate a lifelong love of learning and community responsibility and environmental sustainability. They have a rich integration of the arts and rigorous academics. They focus on human relationships through perseverance, collaboration, empathy, and imagination.

The work is portfolio-based. There are no K-8 textbooks. They utilize multi-year teacher looping. Students have the same teacher for grades 2-5.

They opened with approximately 230 students: 25 students per grade level. They anticipate 300 students starting in the fall. A third of the students are former independent Waldorf school students. They draw from 30 different towns surrounding the Keene area. About 9% of students qualify for free and reduced lunch. Only 6 students are self-identified as ELL. About 13% of students have IEPs.

Ann Lane asked about the issue of space. Luke Goodwin responded they have an upper school campus and a lower school campus. The lower school campus houses K-5. The upper school rents space from Keene Middle School. They are looking for additional space as the school grows.

Jim Fricchione asked about the class numbers. Luke Goodwin responded they have 2 classes per grade level. All of the lower school classes have an assistant teacher in the classroom.

Jim Fricchione asked about the board membership. Luke Goodwin responded board members include small business owners, parents, educators. Jim Fricchione asked about conflict of interest with faculty members and board votes. Luke Goodwin responded they are asked to step out of certain votes.

Ryan Terrell asked how much of the diversity, equity, inclusion and justice (DEIJ) curriculum mapping informs the Waldorf curriculum. Luke Goodwin

responded within the history or humanities curriculum they are integrating biographies to introduce to students. They have a committee of DEIJ committee that also utilizes the ideas of student policies in place. It helps acknowledge underrepresented pieces of history that a traditional education may not have acknowledged.

Ryan Terrell did research on Alma partners. The definitions they use in their glossary are concerning. They define racism as an ideology of racial hierarchy erected to institute power and resources to a select group of people classified as white people. Interpersonally racism can be active or passive. It has been defined as prejudice plus power. Racism is a part of how society structures and upholds tools such as capitalism or globalism. He asked the school to consider the impact of working with an organization that specifically classifies racism as classified to only white people and also classifies capitalism and globalism as forms of structural racism. He asked them to consider the ways it will impact the education of the students.

Kate Cassady recognized the fundraising of \$212,000 during the first fiscal year. That is a high amount and she asked what went into that number. Luke Goodwin responded it came from some anonymous donors as well as campaigns. Kate Cassady noted their craft fair that raised \$12,000. She praised the makeup of the board.

#### B. Office of Non-Public Schools

##### 1. Commissioner's Nonpublic School Approval Designation: renewal report

Chair Cline shared that the report was previously reviewed. There were no questions.

**Motion:** Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept and approve the following schools for approval status for the period of July 1, 2023 through June 30, 2026: Bethlehem Christian School through Woodland Community School as a slate; and the following schools for continued attendance and program approval status for the period of July 1, 2023 through June 30, 2028: Bishop Guertin High School, Dublin Christian Academy, Laconia Christian Academy, and St. Paul's School.

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

Phil Nazzaro noted the rule requirements for nonpublic school reporting are much higher than the statutory requirements. He suggested having it edited when the rule is reviewed.

C. Office of Learn Everywhere Programs

1. Boys and Girls Club of Souhegan Valley – renewal
2. Russian School of Mathematics – renewal
3. Friends Forever International – renewal

Chair Cline stated the reviews of the three Learn Everywhere renewal programs were very positive.

Phil Nazzaro asked Friends Forever International for their enrollment numbers. Alex DesRuisseaux, Program and Community Basic Coordinator responded two programs have run. They are residential, 8-days long, and scholarship covered regardless of financial need. They had one group in February and one group in April. Those served 15 students from 8 different school districts representing 11 towns across 7 counties. Each student earned 2 credits. The enrollment forms for August are being submitted.

Jim Fricchione asked for an overview of the program. Alex DesRuisseaux shared Friends Forever International was founded in 1986 in Northern Ireland. They did a lot of conflict-related work in different parts of the world. They grew to look at empathetic leadership. During the pandemic, they shifted focus to looking at students from the United States. They used Instagram ads to reach students across the country. They also changed the model so all students were accepted on 100% scholarship. They have programs on a statewide, national, and global level. They lead empathetic leadership development programs. Their mission is to help youths become the best version of themselves, help their community become the best version of itself.

Chair Cline added when the application came originally, the focus was on resiliency. Steve Martineau, Executive Director, stated they are helping students identify their own resilience. The concept is they don't like young people to see themselves as victims. They help youths reframe negative things that may have happened as ways for youths to become stronger. Alex DesRuisseaux added they create individualized leadership plans for every youth. They ask families and references what they want to see the person gain from the program.

Tim Carney shared that 60% of students participating in Learn Everywhere Programs were referred by their schools. This shows an increase in support from local schools.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the Learn Everywhere renewals as a slate.

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

#### 4. WinnAero ACE Academies – new application

Tim Carney stated the request for the Board to consider 1-year approval of the WinnAero ACE Academy Learn Everywhere Program. Participants at the meeting were not the applicant. Tricia Lambert, NH DOT Bureau of Aeronautics, gave background. The DOT always had an educational component for aviation. There used to be a position dedicated to the aviation program. It is currently run by Danielle Hutchinson who also manages all of the finances for the bureau. The bureau discussed the benefits of being able to receive credits for aviation school. They found WinnAero as a candidate. They are run by teachers in the summer. It provides a plethora of different aviation backgrounds. They asked Dan Karen to work with Tim Carney to complete and submit the application.

WinnAero is based at Laconia Airport. It is not the only ACE camp in NH. There's another at Harland Field in Newport, NH and the Aviation Museum. Danielle Hutchinson shared that she loves being involved in education. She hopes to get youth interested in aviation. They go to ACE camp every year in Newport and Laconia. They go for career days to speak to students. WinnAero has 100 students signed up for the summer program.

Motion: Richard Sala made the motion, seconded by Ann Lane, that the State Board of Education approve WinnAero ACE Academy for the Learn Everywhere program.

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

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

#### **A. Initial Proposal – Regional Career and Technical Education Center Agreements (Ed 1304.02)**

Julie Shea, Administrative Rules Coordinator, presented the initial proposal for Ed 1304.02. There were changes made to the interim rules based upon OLS requests. This proposal will start the rulemaking process.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 1304.02.

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

B. Final Proposal – Charter School Lease Aid (Ed 323)

Julie Shea presented the final proposal for Ed 323. There were a few items addressed based on Board comments and OLS. One item addressed was water testing. It was consolidated into one item. Legislation citations were fixed. Applicants were changed to the charter school to be clearer.

Jim Fricchione asked if the changes were mostly clean up rather than substantive changes. Julie Shea responded they weren't previously user friendly or clear. There were no major changes.

Motion: Ann Lane made the motion, seconded by Kate Cassady, that the State Board of Education approve the final proposal for Ed 323.

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

C. Adopt – Administrator Endorsements (Ed 505 & Ed 506 various)

Chair Cline shared the final proposal was changed and cleaned up. Steve Appleby stated when rules are adopted, they go into effect the next day. He requested an effective date of July 1.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 501.02, Ed 505.03, Ed 505.05, Ed 508.05, and Ed 506.01 through 506.08 Administrator Endorsements.

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

D. Adopt – Educational Interpreter and Transliterater (Ed 504.11)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 504.11 Educational Interpreter and Transliterater for children 3-21 inclusive.

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

E. Adopt – Developmentally Appropriate Daily Physical Activity (Ed 310)

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 310.

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

F. Discuss prior to drafting of Final Proposal – ESOL Teacher (Ed 507.17)

Chair Cline requested a distinction in subsection B to include candidates who were heritage or native speakers of other languages. Some changes were made. International transcripts are reviewed for consideration. A length for residential abroad was added based on speaking with credentialing and a recommendation from Bill Ross of no less than six months.

Chair Cline commented on the requirement of using culturally responsive curriculum and materials to promote an inclusive environment. He suggested that was enough without the additional bullet points.

G. Discuss prior to public hearing of Initial Proposal – Suspension and Expulsion of Pupils (Ed 317)

The public hearing is scheduled for July. The initial proposal was previously accepted.

Richard Sala referred to legislation stating NH would not enforce federal gun laws. The survey is related to funds and should be looked into prior to approval of legislation.

Phil Nazzaro asked about the repeated notation of public and nonpublic schools. Chair Cline assumed the intent was to make sure all schools had these processes. They will seek clarity.

H. Discuss Tabled Final Proposal – Manifest Educational Hardship (Ed 307) before it expires in August 2023

Julie Shea clarified the 180-day process expires in August 2023. However, the rules are not in danger of expiring because they were updated a couple years ago.

Richard Sala presented a concern. The statute states manifest educational hardship means a student has a documented hardship in his/her current educational placement; that such hardship has a detrimental or negative impact on the student's academic achievement or growth, physical safety, or social and emotional well-being; such hardship must be so severe, pervasive, or persistent that it interferes with or limits the ability to the student to receive an education. One element in each category must be met.

The rule allows the superintendent to decide on the best interest of the child. If parents do not agree with the decision of the superintendent, it then goes to the Board. The standard in the rule says for the local school board to decide if there is a manifest educational hardship, the local school board shall issue a finding of manifest educational hardship if it determines there is clear and convincing evidence that a compelling amount of a child's academic, physical person, or social needs cannot be met by the assigned school or are not found within the student body of the assigned school; the attendance at the assigned school will impair the educational progress of the child; another public school or public academy either within the district or another district can reasonably meet the child's educational needs. This requires the parent to prove that another school would be able to meet the needs of their child rather than just prove the current school is not working.

Richard Sala suggested an initial proposal be brought to the Board with those changes and allow for public comment. Chair Cline clarified the current proposal will be completed and then a new process will begin with the drafting of a new initial proposal. Richard Sala will submit the initial proposal by June 30.

Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education approve the final proposal for Ed 307.01 change of school assignment.

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

### **AGENDA ITEM IX. COMMISSIONER'S UPDATE**

Deputy Commissioner Brennan provided the commissioner's update. The DOE gave out \$800,000 for this year's summer rekindling camp. Those funds will be up to August 31. It's a great opportunity for kids to go to camp.

The Bright Future survey was out. They saw growth in innovation and enhanced school safety and school climate. They saw some discrepancies around student anxiety and student behavior. There's a need for additional support for educators. 74% of public-school parents surveyed said the relationship between staff and students at their schools was either quite respectful or extremely respectful. The teachers said 61% of the relationships were either quite respectful or extremely respectful. This shows a discrepancy between how parents and staff view relationships. 51% of public-school teachers and staff surveyed said administrators at their schools do extremely well or quite well at creating an environment that helps kids learn. Chair Cline commented that if half of teachers think administrators are not doing all they can to create a positive learning environment, it stands out as an area to be addressed.

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

Chair Cline suggested moving the July meeting to Thursday, July 20. Angela, Ann Lane, and Richard Sala will be unable to attend on July 13. Ryan Terrell will be unable to attend on July 20. The meeting will be moved to July 20.

Chair Cline shared Stamford University has a center for research in education outcomes. They published a study on charter school students. They studied 1.8 million charter school students in the US. The research showed that charter school pupils outperform their peers at traditional public schools. A link will be shared with members.

Ryan Terrell commented on his questions involving DEI and DEIJ. Some people might see his views as preventing curriculum to move forward to serve students when it is the opposite. It is impossible for him to see those terms and not question them. The reality is the teaching methodologies and divisive ideologies are counter towards student productivity and success. It detracts from high performance education in several ways. He worries that it's degrading western society. Ann Lane agrees with Richard Sala.

## **AGENDA ITEM XI. CONSENT AGENDA**

- A. Meeting Minutes of May 11, 2023
- B. Tuition Agreements – (1) Cornish and Claremont School Districts, (2) Cornish and Hartford School Districts; and (3) Cornish and Windsor School Districts
- C. Student/Monroe School Board – SB-FY-23-12-008 – Recommendation on Monroe School Board Motion to Dismiss

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, 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 with Ryan Terrell and Kate Cassady abstaining from the vote on the meeting minutes of May 11, 2023.

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

- A. Initial Proposal – Minimum Standards (Ed 306)
- B. Final Proposal – Manifest Educational Hardship (Ed 307)



Motion: Ann Lane made the motion, seconded by Richard Sala, that the State Board of Education remove this item from the table.

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

**AGENDA ITEM XIII. ADJOURNMENT**

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education adjourn at 3:28 p.m.

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



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Secretary