

New Hampshire
State Board of Education
Minutes of the August 10, 2023, Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 10:05 a.m. Drew Cline presided as Chair.

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

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

AGENDA ITEM III. PUBLIC COMMENT

Michael Bessette, Assistant Superintendent Kearsarge Region, spoke on behalf of himself, not his district. He expressed concern about the proposition to use Prager University. It would replace high quality educational curriculum that teachers, administrators, parents, local boards, and the State Board have required to have a high standard. The requirements have included rigor, depth, and diverse resources related to competencies. Prager content is not created by educators. There is no hands-on application, no rigor, no analysis, no synthesis, no application processes that give the educational experience given to students in public education by the State Board's decree.

Ann Lane asked that he extend to his colleagues the importance of engaging in the process of reviewing the applications. The Board does not get anyone to step up and engage in the process. Michael Bessette responded that he read in the report that the opportunity was offered for review to the field. The southwest region superintendents were not requested to contact teachers or to reach out to principals to review the application. When it came to the Ed 306 reviews, Kearsarge hosted three regions in June, they had 45-50 educators provide critical feedback. Kearsarge gave teachers an opportunity to have a 2-hour professional development activity in which they broke down the 306 review changes with the curriculum specialist. They created a spreadsheet and provided it to the Board with feedback.

David Trumble, Town of Weare, shared objections to the Prager application. He stated Prager is not an accredited educational institution. The process of going through accreditation is supposed to be reviewed by teachers. He was told they didn't receive the potential to respond until the week of July 4 vacation and were given four days to respond. That's not a reasonable timeframe. He feels the

application should be withdrawn until teachers have a fair chance to respond. PragerU connects its consumers to the dark corners of the extreme right. That's a quote from the Southern Poverty Law Center. Even though the course is about financial literacy, PragerU's world is full of people who are white supremacists and white nationalists. The Southern Poverty Law Center explains how the link is made: through direct links if students want more information, through its list of speakers, and through its use of algorithms. It is not a healthy digital environment children should be sent into through a financial literacy course. It is a dangerous precedent to give this organization a stamp of approval for New Hampshire. They do not teach history accurately. Prager minimizes the impact of slavery and racism in history. Mr. Prager said if there was a hate crime on a college campus, the odds are overwhelmingly that it was done by a black student. It is not accurate. Students deserve accurate history lessons.

Megan Tuttle, NEA New Hampshire President, spoke representing 17,000 educators across the state. They ask the Board to oppose the approval of PragerU as an approved vendor under Learn Everywhere. She is happy to reach out to educators to join application committees. She had not heard anything about the application to be able to offer assistance. In the future, she asks that she be contacted. In 2022, House Bill 1671 was passed, which tried to reduce the required areas. It was ultimately reversed. In a bipartisan manner, a half credit of financial literacy was added. Financial literacy is needed. If the program goes through, the state is saying a student that watches 15 five-minute videos is just as competent as a student who sits in a classroom for a half semester in financial literacy. The competency level is not the same. She watched the videos and could not have gotten the understanding and competency to her own students in 15 five-minute videos. It is a disservice to competency-based education in New Hampshire.

Carissa Corrow, Penacook, NH reminded everyone that the basic premise of Learn Everywhere is not new to New Hampshire. It seems to be a new branding of the existing extended learning opportunity policy adopted over a decade ago with the twist of removing local control. It's important to note ELOs were not as successful statewide because it was unfunded. Some ELO programs have thrived while others struggle. The decision to create Learn Everywhere gives the Department of Education control over local curriculums rather than providing funding and resources to help schools develop local ELO programs. The purpose of ELOs was to provide flexible, meaningful learning opportunities for students to demonstrate skills as New Hampshire shifted to competency-based education. They were intended to be dynamic with students extended learning beyond what is offered in a conventional setting. She expressed disappointment that PragerU is even on the agenda as a Learn Everywhere option. The delivery and assessment do not fit the stated vision of the Learn Everywhere program on the website. Watching videos and answering multiple guess questions is neither hands on or work-based learning. It is disappointing that the Board is entertaining canned curriculums that come from the self-described world's leading conservative

nonprofit that is focused on changing minds through the creative use of digital media. Propaganda is not welcome in schools. Students need to be taught to think critically about issues that impact them, not tell them what to think. Watching videos and answering questions would never qualify for a course in any New Hampshire school.

Deb Howes, President of the American Federation of Teachers New Hampshire, stated PragerU is not a university and does not have any academic faculty or content creators on staff. They are a media company. Their website states all of their content is infused with conservative values. The Board has a serious obligation when they approve Learn Everywhere programs because they are saying that the content meets the state standards. If a student takes the course and passes the competencies, it's as good as having taken a credit at their local school. It is up to the Board to ensure the due diligence was done and the content is equivalent. She disagrees with the comment about teachers being involved in review because being asked to review the content of the videos between July 3 and July 7 when teachers are on vacation is an insulting ask of professionals. Educators go above and beyond during the school year, but during vacation time they spend time with family and do not expect that to be used against them. In the future, she would be happy to reach out to her members to involve them in reviewing these programs. She asked the Board to take time to consider teachers to ensure it meets the quality expected of a financial literacy course. Chair Cline asked if she watched the video and if she saw any political content. Deb Howes responded she did not have a chance to watch all of the videos. She saw content she didn't agree with through the portal. As far as the depth of content, she would defer to a financial literacy teacher.

Mark McClean, Executive Director of the New Hampshire School Administrator's Association, provided a letter about how Prager University content aligns with a competency-based approach. He watched some of the videos and they are well produced. He is a former business computer economics teacher. He stated the content was good. He does not believe it is enough to provide students what they need for any sort of comprehensive financial literacy program. He thinks it's important as the State Board makes decisions that there's a grounding and understanding of what a competency-based approach is. He put some of that in the letter. He is willing to talk more about that approach and help the State Board when they want to make decisions relative to a competency-based education approach.

Ryan Terrell asked what would need to be added to make it parallel to a competency-based education approach. Mark McClain responded competency-based education has many research based and essential characteristics. Assessment is supposed to be meaningful, varied, and authentic. Forty multiple choice questions don't meet those criteria. It's not asking kids to analyze anything, synthesize information, put things together to draw hypothesis. They're just regurgitating information that watched on a video.

Ryan Terrell asked if schools currently take multiple choice tests to assess learning. Mark McClain responded that there are different levels of learning based upon depths of knowledge. It's important to vary the approach. For a quick check of knowledge, it could be a multiple choice. As you are thinking of more depth and rigor and you want to see if learning exists, you're trying to touch different modalities of learning. A video might not work for a kinesthetic learner.

Ryan Terrell asked if there are lesson plans currently in schools that would use multiple choice tests to see if students retain the learning that they have. Mark McClain responded there are probably formative assessments that do rely on that, but not as a standalone. Ryan Terrell asked if the content included in the financial literacy class requires that amount of review that is far and beyond a multiple-choice answer question. Mark McClain responded anytime educators are granting credit and assessing mastery and competency, they want to ensure it's been a competency-based approach with varied assessments, strategic lesson planning, and a way for learners of all styles to be able to respond to what they know and demonstrate what they know.

Ryan Terrell asked what needs to be added to the current PragerU program. Mark McClain responded it would need instructional support to go with it to ensure its reaching learners of different modalities. The information could be good as a resource or accompaniment to a financial literacy program. Students should be able to take that information, verify what they heard, and then become producers of information using that as a piece of information. They should demonstrate through some sort of authentic experience or project that they understand the concepts that were delivered to them.

Dave Luneau, State Representative representing the people of Hopkinton, Bow, and Concord, shared legislators take their jobs seriously. House Bill 1671 did not get positive support and was subject to a complete rewrite. The rewrite restored the curriculum for minimum standards that has been in place and added personal financial literacy to that curriculum. House Bill 1671 was signed into law on June 24, 2022. It came as a surprise to see an agenda more than a year later containing controversial subject matter. He finds it unacceptable that the Board would attempt to take a controversial subject, slip it into an agenda for a meeting held on August 10 hoping no one is watching. He does not feel it was transparent. He is referring to the fact that the Learn Everywhere program, which was subject to a report issued by the administrator of education pathways in September 2022, showed 14 organizations that had been approved. Ten reports had been received. Four of the organizations had withdrawn. It only served eight students. The petition to approve an application to Prager University to have their program to a failed Learn Everywhere program is controversial.

Chair Cline asked if Dave Luno finds anything in the financial literacy course that he finds controversial. Dave Luno responded he is speaking specifically of

Prager University and the producer of the material as having a well-known reputation as being extremist propaganda. He was not commenting on the content, but the fact that people of across the state received four days' notice on the agenda to approve material that has been submitted by an organization that has been considered to be a racist propaganda mill.

Melanie Sherwood, mother of a New Hampshire high school student, shared she believes students should learn about financial literacy. However, she does not accept that just because PragerU's application is only about financial literacy that it can be accepted. By accepting it, it is an approval of the organization and could make future applications about history or science curriculum easier. She appreciates that New Hampshire is highly educated regardless of political affiliation. She does not think PragerU as an organization meets that standard.

Louise Spencer, Concord resident, stated she just received notice that PragerU was being contemplated by the Department of Education and is opposed for many of the reasons of prior speakers. Without more notice, she was only able to view one video on taxes. She found it highly objectionable because the theme running through is that taxes are terrible. It's important for kids to understand taxes. With the assumption being that taxes are inherently bad, that is indoctrination. There are many people that feel that taxes are the price of living in a community and that we need to contribute to our schools and roads and other aspects of what it means to live in a community. It was subtle, but a strong message was conveyed because as a media company, they understand how to portray a message. She believes it is premature to make a decision before people have had the opportunity to view the videos in the context of the platform upon which they are coming from.

Phil Nazzaro asked if the message was that taxes are good, would it still be politicized. Louise Spencer responded she thinks it would because both sides of an issue should be presented. The best education is one that invites discussion and conversation without beginning with a fundamental idea built in. The video did include commentary about what the taxes might be used for, but seeing frame after frame of young people reacting with horror to the fact that taxes are being taken out of their paycheck and not being able to have a discussion is objectionable.

Ryan Terrell asked if it was fair for him to make assumptions about what she may have known as DI in organizations. When he started on the Board, it was a heightened time about race and culture in the country. He was naïve to the process. Overwhelmingly, he was introduced to curriculum that assumed since he was a black American, he was inherently going to be disadvantaged from a white America. He then started to be exposed to content that started to say a white person is inherently racist and owe him something because he is a black American. He was offended by that and finds the assumption in most public education institutions he goes into and is offended every time. It's about breadth of information. The overwhelming knowledge that's presented in public schools

presents the side that taxes are good. It doesn't question if taxes are bad. He questions why the curriculum is being villainized rather than being on the other side of the issue. Louise Spencer responded that her experience of public education, both her own and her children, is that there is an effort to present a full and robust conversation. After the video, there is nobody to lead a discussion. Teachers are guides to learning and open conversation and discussion. Most teachers she knows try to use content to open conversations. One thing concerning her about the program is that the videos are all there is. Chair Cline felt the video did present the pros and cons of taxes.

Emmet Seldati, Somersworth resident, stated he is proud of the local government tradition in the state. He likes that local school boards make decisions based on State Board recommendations. He shares the feelings of previous speakers regarding PragerU. He is a small business owner and supports financial literacy lessons. The content of any financial literacy course is important for high schoolers. Without the context of Prager University, some people might agree that they like the content of the videos. He agrees that the approval would be an approval of Prager University. They have their logo onto every single video showed. As the Board thinks about the recommendation of meeting financial literacy courses, would they be approaching PragerU to reedit all of their videos to remove their branding and logo from their materials. If it's just the content, why would they want videos branded with the identity and the context of what PragerU stands for, what it's missions and values are, it's behavior and engagement with public policy on a federal level, and the things it says on its website. That logo will be seen by every student who takes the class and will see it as an endorsement for the company.

Ryan Terrell asked if he would ask that of content that was considered for education if it came from an institution, company, or group of individuals that had a broader brand with a political tint. Emmet responded if the Board of Ed found an organization to be problematic or not appropriate, it would be appropriate for them to ask not to endorse that entity's views through all of their videos and content.

Jamie Henn, Concord parent, restated that people are sharing their concern about endorsing PragerU even if the content of the videos is fine. By endorsing the program, it's saying it is an appropriate force to have in the classrooms. It's worth noting that it is a political organization. They state publicly that they are pushing an ideology in the videos. As a parent, he is concerned that the Board is allowing a political organization into the schools. There is other financial literacy that could be used, or it could be created in New Hampshire. The videos could be shown in a classroom without making an institution an accredited educational source.

AGENDA ITEM IV. SCHOOL ADMINISTRATIVE UNIT(S) SPOTLIGHT

There was no presentation this month.

AGENDA ITEM V. PRESENTATIONS/REPORTS/UPDATES

A. New Hampshire Bar Association's Civics Education Program

Jennifer Eber, practicing attorney in New Hampshire, has been involved in civics education since 1993. She is currently the chair of the law related education committee of the New Hampshire Bar Association. The book, Beyond High School: A Guide to Your Rights and Responsibilities, has been handed out to high school seniors in New Hampshire at no charge by the Bar. It goes through rights and responsibilities to get involved in running for an office, renting an apartment, voting, etc.

Ed Philpot, attorney, is former president of the New Hampshire Bar Association. He has been involved in civics education for his entire career and with the We the People program for about 25 years. He has participated as a committee member and judged the capstone event, which is a competition among high school students.

Jennifer Eber introduced staff liaison, Robin Knippers, who helped create the packets provided to the Board.

Jennifer Eber stated that the We the People program gets the kids engaged after the lesson plan to have a real application to how they're going to use the content. It is not political. It is based on factual, constitutional principles. It is easy, quality, and is put out by the Center for Civics Education, which is a nonpartisan group that has been around since the 1960s.

The provided packet contained a curriculum alignment chart. We the People meets everything Senate Bill 216 requires. Senate Bill 216 requires civic instruction at elementary grade level, half a year course in middle school, and a half year course in high school. We the People has programs for the elementary, middle, and high school level. There's a requirement under SB 216 for a one-year course of instruction in history, government, and constitution of the US and New Hampshire levels. We the People does not go into detail on the New Hampshire constitution, but it's easy to think of a way to do an addendum that gets the New Hampshire constitution learning within the framework because it is talking about state constitutions and local governments.

The Center for Civics Education is nonpartisan. They receive the majority of their funding from federal grants, the US Department of Education, and private donations are public record. There is transparency in the organization and not a political agenda. We the People has been in New Hampshire since the 1980s.

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There are schools teaching it and competing in it. A class from Milford High School went to the national competition to compete against teams across the state and DC.

Senate Bill 216 has four subparts on what civics is addressing. They worked with the Center for Civic Education to go through and ensure We the People addresses all the civics requirement. It is an easy way to get curriculum that Senate Bill 216 is going to require into schools with teachers and districts who have used it in the past. The curriculum has been around since 1987. The elementary curriculum came in 1988. It has been tested and proven to increase competency and improve middle school scores in civics related areas by 63% looking at their knowledge before and after their program. There was a 78% improvement in high school scores.

Ed Philpot stated the We the People Project Citizen programs and the curriculum are a deep dive into the constitution, the operation of the federal government, the interaction between the federal government and the state government and talking a lot about the way the government operates.

Project Citizen gets to the local level. Students identify a local problem. One group looked at trash pickup. The students had to determine how to bring forward the concept of an automated trash removal system. It teaches elementary and middle school students the steps to accomplish things within government. It engages on a local level, a regional level, a state level, and a national level. It's about the process. Students come up with their project in the form of a four-fold presentation made to a local organization. It includes the problem, the solution, the cost related to the solution, and the prospective outcome. It teaches civic engagement. The requirements of Senate Bill 216 are contained in the program that already exists and is already successful in New Hampshire.

Chair Cline asks what students currently use the program. Jennifer Eber responded Milford High School, Ware High School, and John Stark High School participate in the capstone competition. They have been doing professional development in New Hampshire. The books are in schools. They are looking to get an idea of how many of the schools are using it.

Chair Cline asked if the material is available for teachers to do the training and use in the classroom as the civics curriculum. Jennifer Eber and Ed Philpot, both stated it is. They offer teacher training. They also offer resources. A lawyer or judge could come to the school. They can also participate in the competitions.

The Bar Association supports the curriculum and civics education in any form. A lot of lawyers go into local schools regularly for mock trial competitions and to speak to students.

Ann Lane asked about the schedule or frequency of reviewing curriculum. Jennifer Eber clarified it is not the Bar's curriculum. It comes from the Center for Civics Education, which is a separate entity. The Bar has a partnership with them. For that reason, she is unable to give information on the review schedule.

Phil Nazzaro asked the Department as SB 216 gets signed, are they helping districts access information on how to get the curriculum. Commissioner Edelblut responded SB 216 was signed. In addition, another bill created a civic commission that is formed. They are looking for ways to put the information out to districts.

Robin Knippers stated 11 teachers from different schools are going to be trained next week in the We the People program. The Center for Civic Education lets her know anytime a school orders the books. Anyone can go on the website to order the books. She reaches out to them to let them know about the training to allow teachers to go through a rigorous training process and feel confident in what they are teaching.

Jennifer Eber stated Senate Bill 216 has a July 2024 date for implementation. The fact that the program is ready to go and has been tested is a benefit for New Hampshire.

AGENDA ITEM VI. PUBLIC HEARINGS

The public hearing opened at 11:03 am and closed at 11:33 am with no public comment.

A. Regional Career and Technical Education Agreements (Ed 1301.03 & Ed 1304.02)

AGENDA ITEM VII. HEARINGS

A. Student/Souhegan Cooperative School Board – SB-FY-23-01-009 – Manifest Educational Hardship (nonpublic session)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education enter nonpublic session under RSA 91-A:3, II(c) at 11:41 AM.

Vote: The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Phil Nazzaro, Drew Cline (chair), and Jim Fricchione.

Motion: Ryan Terrell made the motion, seconded by Phil Nazzaro for the State Board of Education to accept the Hearing Officer's Report and deny the Hearing Officer's Recommendations, thereby overturning the Souhegan Cooperative School

Board's decision on re-assignment due to Manifest Educational Hardship.

Vote: The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Phil Nazzaro, and Drew Cline (chair), with Jim Fricchione having stepped out of the nonpublic session at 12:30 PM.

Motion: Phil Nazzaro made the motion, seconded by Ann Lane, that the State Board of Education return to public session at 1:14 PM.

Vote: The motion was approved by roll call vote by State Board of Education members Ryan Terrell, Ann Lane, Phil Nazzaro, and Drew Cline (chair).

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, 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 Ryan Terrell, Ann Lane, Phil Nazzaro, and Drew Cline (chair).

AGENDA ITEM VIII. PROFESSIONAL STANDARDS BOARD (PSB)

A. Christina White, Project Director, Young Inventors' Program of Northern New England, Academy of Applied Science – renewal application (2023-2026)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education accept the application to reappoint Christina White to the Professional Standards Board.

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

AGENDA ITEM IX. COUNCIL FOR TEACHER EDUCATION (CTE)

A. University of New Hampshire (UNH) – updated review timeline – *informational only*

Chair Cline asked if there is any objection to the timeline. Laura Stoneking responded the only hesitation is that there is a program out there that's approved without any information or knowledge. UNH will submit the application in

December. An earlier submission would be preferred by the Department and the Board.

AGENDA ITEM X. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Kreiva Academy Public Charter School - renewal

Tal Bayer, NH Department of Education Charter School Office, introduced Dr. Jen Siegfried, Director for Kreiva Academy.

Dr. Jen Siegfried introduced her team; Renee Williams, Director of Student Success; Cara Hewitt, former board member; Duncan Rae, Board Treasurer; Jessica Baker, Head of Board; Lisa Cohen, Director of Operations and Development; Jada Tressier, Vice Chair of Board; and Christian, senior student.

Christian shared he has been attending Kreiva Academy for 6 years. He thanks Kreiva for helping him develop new solutions to problems he never thought about and shift his perspective to think outside the box. He is given creative freedom with how he wants to tackle problems. He feels like the school is a family. He once felt like a child who couldn't control himself or his emotions, but Kreiva showed him there are people who can help him. He had a final project where students had to come up with an idea and make a project that reconnected with the student. He decided to come up with a Kreiva Academy video game club. One year later, the club is still going strong. Kreiva made him realize his ideas matter. He feels like when he leaves high school, he will be ready for the future.

Jessica Baker shared in addition to being the chair of the Board of Trustees, she is also the mom of a Kreiva graduate. Her son started with Kreiva in 8th grade and graduated in June. They have been with Kreiva since it opened. She struggled to find the right place for her son as the local school system would not be a good fit. During his five years at Kreiva, he took advantage of online courses, ELOs, and independent study. He was given the support he needed to be successful. As a kinetic learner, Kreiva's project based, multidiscipline approach made sense to him. He connected with many teachers and staff.

Jessica Baker shared that on the Board of Trustees, she sees the commitment and dedication the teachers and staff have for the students and the Kreiva community. She has seen the growth from opening, through COVID, and now. The Board drives for academic growth, community, governance, and financial stability so that every student who needs Kreiva can have it today and in the future.

Dr. Jen Siegfried shared Kreiva Academy was conceived by community members who wanted to offer an educational experience unable to found

elsewhere in the Manchester area. As a school community, they have learned valuable lessons about and through the work of creating an innovative school.

Many students come to Kreiva with test scores well below proficiency. Over 70% of families experience economic hardship. Kreiva, on average, has almost double the percentage of students receiving special education services as compared to Manchester. They have prioritized programming that equitably focuses on both the academic and social emotional growth of students to best serve the needs of community. They understand and use standardized assessment data to guide instruction. However, the data does not represent all the students need, know, or have the capacity to learn. The Kreiva program values and provides structures and tools for staff to deeply know and understand how to be responsive to student needs beyond test scores.

In 2023, in conjunction with West Ed, they developed a CSI school improvement plan focused on teacher development and family engagement. They implemented Title I intervention for math and reading. With the support of grant funding, all Kreiva teachers by the fall of 2023 will be trained in at least level 1 of gold standard project-based learning. It's a rigorous training offered by PBL Works. They continue to engage in training opportunities through the relationship with the BAR foundation. Small teams of staff regularly have the opportunity to visit model schools across New England. They are seeing assessment scores slowly start to rise and discipline incidents slowly decreasing. Suspensions have decreased 37% in the 22-23 school year.

Kreiva families come looking for a community. They have designed systems to allow students a voice that has impact and matters. The goal is to equip young people to be compassionate, confident, and creative thinkers. Every trimester they see the different interests and passions of students and how they bring projects to life. They are showcased at exhibition nights. She invited board members to attend an exhibition night. They had over 200 people in the building at each of the exhibition nights last year. They've had Kreiva students design courses on topics they think are important in their senior capstone projects such as how to create aquatic ecosystems to support mental health.

Kreiva students have been trained as NAOMH (National Association Of Mental Health) connect facilitators. They have leadership roles in delivering suicide prevention programming for staff and students. The Leader in Me program has students in action teams as advocates and advisors on school environment design, student life, and academics. Students on the justice panel meet monthly and continually train on restorative practices to support the climate of Kreiva and to learn critical life skills.

One senior had come to Kreiva barely able to stay in classes due to debilitating anxiety. By senior year, they regularly attended classes, produced quality work, and were talkative, calm, and happy. When presenting their capstone

project, they told the story of what they learned, how it evolved, and how it impacted their life. The student came alive, and the conversation was engaging. After the presentation was over, pride beamed across their face. Before they left, they shared how grateful they were for the Kreiva experience and that without Kreiva they would likely not be on this earth today.

At a time when many schools are facing teacher shortages, out of all the staff at Kreiva who were offered a contract for the 23-24 school year, only one person is not returning. Kreiva has engaged professional development partners that provide staff with ongoing sustenance. They are passionate about the work and believe in the capacity of every student to do their personal best academically and be the best person of their whole self. They are grateful for the opportunity to continue their work.

Ryan Terrell asked about the pathway to proficiency and the creative approach to helping students to bridge the barriers they may have at home. Dr. Jen Siegfried responded they focus on family engagement. They have conversations with families, try to get them into the building or via Zoom to talk about the work. The home school bridge is one of the ways they are trying to focus on educating families on how the school is supporting students as well as how families can support students at home. They do goal setting conferences in the fall where students lead a conversation with their families. Staff are facilitators and guides to allow students to bring their families into the conversation. They have student-led conferences in the spring. They try to engage families in events. They run a food pantry out of the school. They feed 30 families every weekend.

Ryan Terrell stated in the home school bridge, there is no lack of information on what to do to. He suggested adding how to achieve a successful at home environment.

Ryan Terrell asked student Christian about the game of choice in the video game club. Christian responded they normally play Nintendo Land for the WiiU. They also play games like Plants vs Zombies and Minecraft on the Xbox 360.

Ann Lane stated the progress of the school is impressive. Her concern is the size of the board. Most charter school boards have seven people, this one only has five. She asked about efforts to increase the board, possibly adding a community member who is not tied to a student. Jessica Baker responded that recruiting board members is a standing item for the governance committee. This year in goal setting, everybody has signed up to recruit at least one board member. They recently recruited an additional board member who just started. She is a parent of an incoming eighth grader.

Ann Lane stated the budget surplus is impressive. There was a large donation from BAR. She asked if it is a yearly expectation or a one-time donation. Jessica Baker responded it has been averaging every two years. The school

words with BAR regularly. Ann Lane stressed that they do not rely on that money and plan for what to do if they do not receive it.

Lisa Cohen stated the board approved funding, and they were able to hire a part time grant writer. She has been working on initiatives deemed most important including STEM programming, college and career readiness, performing arts. They also have fundraising and other grant initiatives they do in house. Chair Cline asked for information on fundraising efforts. Lisa Cohen responded that every year they have been participating in Giving Tuesday. They are unable to rely on parent donations due to the economic population they serve. For classroom fundraising, they have used Go Fund Me, Donors Choose, and Scholastic Book Club. For family and community fundraising, they use Race Write, where people buy a gift card, and the school gets a percentage. They received a \$10,000 music grant to assist with purchasing a piano lab. For food programming, they have an in-house pantry thanks to a grant from Feed NH. For security, they have a safe grant. They are looking to get a stronger connections grant. They do money saving by using Cooperative Purchasing through NHEC. Due to the income level of families, they have an 80% discount for internet services.

Chair Cline asked if they have spoken to any other charter schools or resource centers about doing a major donor program, so they are not reliant on grants. Lisa Cohen responded that the grant writer is working on larger grants. They have not met with other charters enough yet. The focus has been on getting their own grant writer and educating themselves on how to use Title funding. Chair Cline suggested reaching out to other charter schools to get into a major donor program to connect with people who believe in the school's mission. Grants can be competitive and unreliable.

Chair Cline asked about assessments. Dr. Jen Siegfried responded they use the NH SAS assessments. They also use the NWEA growth system because SAS doesn't give a picture of all students over time. It is administered 2-3 times a year. They've worked with teachers on using rubrics for competency-based assessment. They've aligned competency work with the NH standards. Students are assessed each trimester in a summative fashion. Parents receive reporting in a competency-based report card at the end of each trimester. Those scores aggregate over the course of the year. At the end of the year, students receive a course competency score. They use the Alma system to allow them to fully show an accurate picture of competency-based progress.

Chair Cline asked about students who do not take the assessments based on the report. Dr. Jen Siegfried responded that the data in the report was from 21-22. The recent school year saw a jump in student participation. There were a couple of years where students were not in the building full-time and families that wanted to be remote. Renee's job is to follow-up with students to administer make up assessments. Families are not opting out.

Chair Cline asked how families find the school. The representative responded that it is a combination of word of mouth, certain schools that recommend Kreiva as a better fit, and they do community events. Dr. Jen Siegfried added talking to other charter schools more is making a difference.

Chair Cline stated the assessment scores are lower due to the demographic but are close to the district scores on average. He asked how they plan to address scores. Dr. Jen Siegfried responded that they have intervention in place for students that are struggling the most in both math and reading. Teacher development is important to help teachers differentiate for students. They invest heavily in professional development. BAR provides Kreiva access to the professional development they are providing throughout the year.

Chair Cline asked about the relationship with Manchester school district in terms of id and coordination. Dr. Jen Siegfried responded they talk regularly. They work with Manchester, Merrimack Valley, Raymond, among other districts.

Ann Lane asked what has caused the suspension rate to decline. Dr. Jen Siegfried responded she believes a lot of it has been the investment and restorative practice training for staff. They focused on ways to be proactive to prevent issues. She also attributes it to students getting settled after the pandemic.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the renewal of Kreiva Academy Public Charter School's charter.

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

B. Office of Learn Everywhere Programs

1. PragerU Kids – new application

Tim Carney, NHED Educational Pathways, introduced Brandon Ewing, Head of Education and Curriculum for PragerU Kids. They have a proposed application for the Learn Everywhere program.

Brandon Ewing shared PragerU Kids is a nonprofit organization creating free educational programs for K-12 students. The focus is on wholesome, age-appropriate educational content. The application is for financial literacy. They've been producing a content line called Cash Course. It has high quality educational videos aligned to financial literacy standards for high school.

Chair Cline asked if students have to subscribe to anything to access the courses. Brandon Ewing responded they are working through the details on the

technical side. The prototype is a stand-alone website that's branded after the NH Learn Everywhere program. A student in NH who wants to use the program would use the link. They would not have a login or any way of capturing data. The website would step the student through the learning modules, all associated material, and application questions on the website. There would be a final assessment which would have a parent access station for proctoring. Successful completion of the assessment would give access to the certificate they need for credit.

Chair Cline asked the timeline for having a separate website. Brandon Ewing responded September 1 is the current deadline, but they are open to feedback from the Board. Chair Cline shared people have concern that if a student is doing the course, they will have access to the rest of the PragerU website that wouldn't be school course appropriate. He clarified that right now the content is on the PragerU website, but for Learn Everywhere it would be a completely separate site. Brandon Ewing responded they are a media company first and foremost. They love the concept of bringing school choice to teachers, students, parents. The cash course is designed to hit the right standards. It's currently in a package for media through the app. They would package it for a school course in a way for student to go through and demonstrate mastery of the course in a way that was satisfactory for the State of NH. It is not currently laid out in a course sequence.

Chair Cline stated there was a commentator who made the point that the videos contain branding from PragerU. Would there be possible of removing the logo from the videos on the stand-alone site. Brandon Ewing responded he doesn't think other Learn Everywhere programs have been asked to rebrand. He doesn't think it would be appropriate and couldn't give a commitment at this time. However, if that's something NH is asking them to do, he'd be willing to discuss it with the leadership team.

Jim Fricchione mentioned there were comments regarding the extensiveness of the course. He asked if there is any flexibility to address the concern. Brandon Ewing responded that in listening to the public comment, he found it interesting that people speaking against the program still stated it was high quality content. He believes the content is appropriate. He responded to the question of the assessment portion saying the assessment piece can be made more rigorous and could be tailored to the standards once they are finalized.

Chair Cline asked if the assessment is score by an individual or if it is automated multiple choice and the options going forward. Brandon Ewing responded they are not structured as a school. They have subject matter experts on their team. Assessment methods have been primarily digital and automated. They will not be able to do individualized projects statewide in New Hampshire.

Ryan Terrell asked how watching the content videos under self-learning different from learning that could be engaged with on YouTube. Brandon Ewing responded it's not just the videos. They are packaged around widely acknowledged competencies or standards in the financial literacy subject. There are associated worksheets students would do as self-assessment. It hits different modalities of learning. He stated the package is superior to classroom instruction in many ways and can be done in the format. Each video and worksheet should take 20-30 minutes. The worksheet has an application section. It should take 8-10 hours to complete the videos, worksheet, and final assessment.

Phil Nazzaro asked if the worksheets are acting as formative assessments, what is the check on the learner that they are actually applying the information correctly. Brandon Ewing replied in the ideal scenario it would be in a learning management system and it would be graded automatically before they could step onto the next level. The way it is designed right now is to be a self-assessment and parents would be involved in the process. The final assessment is 40 questions, needing 36 correct to pass. He does not believe you can achieve that without doing the worksheets in route.

Phil Nazzaro asked how the summative assessment helps a learner demonstrate the ability to apply the knowledge rather than just recall. Brandon Ewing responded that the summative does not currently require application of knowledge. They do not have the technology to do that.

Ann Lane stated she understands that for the Board to accomplish the thing needed, they would have to move forward with something with no guarantees. She asked the commissioner when the financial literacy rubric will be available. Commissioner Edelblut responded that they are currently applying national standards. The framework PragerU has at this point in time is consistent and meets the same specifications they have for the other financial literacy program adopted.

Ann Lane stated the piece of public comment that resonated with her was the part about engagement and application of knowledge. She is not comfortable awarding half a credit that hasn't visited that part of learning. Commissioner Edelblut responded the program is more robust content than the program that was awarded a quarter of a credit, which is why it's being proposed as half a credit. The Board may decide the program is worth a quarter credit. He also pointed out it appears there is more concern about the political philosophy of the company rather than the program. That was not heard in other programs.

Jim Fricchione asked about the setting. The Learn Everywhere program is bringing learning to the state's children in a more creative style. He asked if this program is held to the Learn Everywhere standard, which is more creative, flexible, something new as opposed to a credentialed, state regulated educational course. Chair Cline responded the idea of Learn Everywhere is acknowledging that

learning happens everywhere. If you demonstrate mastery of competencies outside the school district, you should be able to get credit for that. Jim Fricchione stated it does show competency of the skills.

Chair Cline stated he watched all the videos and then went back to look at the Fit Money videos. They are very similar. The PragerU ones have a little more to them. The other program awarded a quarter credit. He would feel comfortable awarding a quarter credit for the PragerU videos. He does not feel they are double the amount of content to justify awarding half credit.

Phil Nazzaro stated he doesn't agree with the concept of number of hours equates to mastery. It takes different times for different individuals. His concern is being able to show mastery of a skill via a multiple-choice test. Ryan Terrell asked what application of knowledge would look like in this subject outside of recall.

Chair Cline suggested he would like to see what the stand-alone website would look like. Brandon Ewing responded if that was a contingency of approval, he would support that. He asked if there were other partners throughout the educational system that provide similar information that the same argument could be made to.

Ryan Terrell asked the commissioner what the equivalency or gap between the questions and concerns from the community are of this platform for financial education vs ones that have already been approved. Commissioner Edelblut responded this one is equally or more robust as the other program. There was discussion of the amount of credit being issued. He thinks this program got caught up because of the content carrier. It is important to separate an individual's political philosophy from partisanship. This has been labeled as partisanship.

Phil Nazzaro agreed that the company is causing the number of people to come to public comment as compared to other Learn Everywhere programs. He admitted that there are some things about PragerU he agrees with and takes issue with. He is trying to just distill on the cash course and ensure the assessment of it is one to achieve demonstration of mastery of competency.

Ann Lane stated she watched all of the videos and found them engaging and not offensive. However, the platform is a concern for her.

Chair Cline stated the Board seems to agree that there is value to the content, but there are concerns about where they're located. He asked if they could table the discussion and get all of the worksheets and a look at what the stand-alone website would look like. Commissioner Edelblut stated there are other platforms that have received complaints that allow students to link out to other places. He thinks it's important the Board has a consistency in terms of approach

to these items. If that is the standard set, there may be parents asking other programs to be shut down or isolated.

Ann Lane asked about the other states using their programs. Brandon Ewing responded they are working with Florida, Texas, Montana, and a number of other states. Each state is different, and each application is different. Florida has a list of vendors and the PragerU content is listed as a vendor for school districts to choose to use supplementary in a classroom setting. New Hampshire's program is different in that they have an opportunity to create a package that would work for Learn Everywhere. They are committed to packaging the material in a way that works for NH and has good outcomes for the students.

Ryan Terrell stated it says parents must agree to monitor student progress and sign off on the program. Along with the multiple-choice assessment, a parent has to say they are monitoring the self-directed learning through the portal. He asked the Board's thoughts on that extra level of monitoring. Ann Lane stated she likes that requirement.

Chair Cline requested to see the worksheets and all of the assessment questions. He would like to know the vision of the website, what content will be on it, and a possible template. If the intention is to build it out anyway, he would feel more comfortable knowing what that looks like. Phil Nazzaro asked if they could also request the full assessment from Fit Money to be able to compare.

Commissioner Edelblut clarified the next package should include the worksheets, all the assessment questions, and a decision or information on the stand-alone website. Chair Cline responded he would like to know what content they intend to include. Is it just the cash course? Is it all of PragerU Kids content? He'd like to understand how kids access the information to understand the student experience. Phil Nazzaro added when he watched the videos, there were pop-ups asking for donations. Obviously, they do not want that for the students.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education table to discussion.

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

C. Office of Nonpublic Schools

1. Commissioner's Nonpublic School Approval Designation – new grade level offered approval

Tim Carney shared Second Start in Concord is adding grades 6-8 to its current 9-12 offerings. Bill Mealey, Executive Director for Second Start, was in attendance.

Chair Cline stated the application was very thorough.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education accept and approve Second Start's request to add grades 6-8 to the remaining term of their existing approval.

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

AGENDA ITEM XI. RULEMAKING/LEGISLATIVE UPDATES

A. Adopt Interim Rules – Regional Career and Technical Education Center Agreements (Ed 1301.01 & Ed 1304.02)

Julie Shea, Administrative Rules Coordinator, stated the conditional approval was approved last month. The paperwork did not come back in time before the meeting adjourned to adopt them.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt the interim rules for Ed 1301.01 & Ed 1304.02 regarding regional CTE agreements.

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

B. Adopt – ESOL Teacher – Ed 507.17

Julie Shea stated Ed 507.17 went to JLCAR in August and is ready to be adopted.

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adopt Ed 507.17.

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

C. Adopt – Manifest Educational Hardship (Ed 307)

Julie Shea stated Ed 307 was on consent with no edits.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education adopt Ed 307 Manifest Educational Hardship.

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

D. Adopt – Charter School Lease Aid (Ed 323)

Julie Shea stated it was on consent and there were no questions.

Motion: Ann Lane made the motion, seconded by Jim Fricchione, that the State Board of Education adopt Ed 323 Charter School Lease Aid.

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

E. Proposed Interim Rule – Emergency Authorization (Ed 504.04)

Julie Shea stated the proposed interim rule is because of new legislation that just passed. They are extending the emergency authorizations for one more year. The rule was updated to reflect that. The interim is to allow it to go through. The regular rule is being put forward at the same time so there is no danger of expiration. There were a few amendments from the original packet. The changes were highlighted. A may was changed to a shall. A sentence was added because it wasn't clear they were charging an additional fee for an additional year.

Motion: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education approve the proposed interim rule readopting Ed 504.04 relative to emergency authorization with amendments.

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

F. Initial Proposal – Emergency Authorization (Ed 504.04) (starting the regular rulemaking process in tandem with the proposed interim rule above)

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education approve the initial proposal for Ed 504.04 relative to emergency authorization.

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

G. Final Proposal – School Facilities Approval (Ed 320)

Julie Shea stated a number of changes were made to Ed 320. There is one more month before the JLCAR deadline so if there are any concerns, it could be brought back next month.

Motion: Ann Lane made the motion, seconded by Ryan Terrell, that the State Board of Education approve the final proposal for Ed 320.

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

AGENDA ITEM XII. COMMISSIONER'S UPDATE

Commissioner Edelblut shared his disappointment that the Board created a shifting sand for applicants. The expectation is moving and is unfair to participants. Chair Cline responded they were responding to feedback received. Ann Lane added asking for supplemental information pertinent to the program is not shifting. It is a more comprehensive application

The civics commission that was legislatively set up is moving forward as well as some robotics work that came through legislation. They received funding to assist teacher students for internships to be able to create stipend programs. Students are paying college tuition and working full-time in the school without getting paid. They are working on a computer science credential. They received a new program through legislature to extend computer science credentials.

They had a public-school infrastructure fund meeting and will be opening additional awards for schools to be applying for safety grants. It's part of an effort to make safety an ongoing conversation in schools. There was a bill that came out relative to dyslexia assessments and reading difficulties for students. Schools are going to have to do assessments, reassessments, and interventions for students. It would apply to all schools.

Commissioner Edelblut commented on conflating taking place. When the civics group was talking, they discussed the debates between the federalists and anti-federalists. It's not a partisan issue. It's a political issue in terms of political philosophy. Individuals are allowed to have a difference of opinion without being evil. He wants to ensure political dialogue can take place without having to become monolithic.

Chair Cline responded some of it came from irresponsible reporting that was done on the proposal that conflated the political content. The proposal was misrepresented.

Commissioner Edelblut stated that every day in schools, YouTube videos are being shown with unregulated content on the banner. If the Board decides that the content has to be locked down, what does that mean for all of the other platforms.

Chair Cline stated he was responding to the concerns presented. Brandon said it is challenging to separate the material on the site. He made it clear they intend to do a stand-alone website. As part of the application, if that is the intention, he would like to understand what that looks like.

Ryan Terrell agreed the tone of conversation based on the difference of political and life philosophies is frustrating. The tone of the news coverage suggests there is a moral superiority to one view of the other.

AGENDA ITEM XIII. OPEN BOARD DISCUSSIONS

Ann Lane stated the importance of encouraging teachers to be involved in reviews. Chair Cline stated the union leaders volunteered to aide in that recruitment.

AGENDA ITEM XIV. CONSENT AGENDA

A. Meeting Minutes of July 20, 2023

Motion: Phil Nazzaro made the motion, seconded by Ryan Terrell, that the State Board of Education table the meeting minutes.

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

AGENDA ITEM XIV. TABLED ITEMS

A. Initial Proposal – Minimum Standards (Ed 306)

AGENDA ITEM XIII. ADJOURNMENT

Motion: Ann Lane made the motion, seconded by Phil Nazzaro, that the State Board of Education adjourn at 3:33 p.m.

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



Secretary