



New Hampshire State Board of Education
Department of Education
21 South Fruit Street | Concord, NH 03301

Walker Building | Room 100

For the general public wishing to listen to the meeting, please register in advance via this link:

[Register here for the NH State Board of Education Meeting](#)

After registering, a confirmation email containing information about joining the webinar.

Please note that only audio will be available due to the location change of the meetings.

Thursday, September 9, 2021

AGENDA

- I. **CALL TO ORDER ~ 9:00 AM**
- II. **PLEDGE OF ALLEGIANCE**
- III. **HEARINGS** ~ *Please note that both hearings will be conducted in nonpublic session per RSA 91-A:3, II(c) matters which, if discussed in public, would likely affect adversely the reputation of any person, other than a member of this board, unless such person requests an open meeting. This exemption shall extend to include any application for assistance or tax abatement or waiver of a fee, fine or other levy, if based on inability to pay or poverty of the applicant.*
 - A. **Students/Prospect Mountain School Board** ~ SB-FY-21-06-019 (*nonpublic session*)
- IV. **PROFESSIONAL STANDARDS BOARD APPLICANTS/RENEWALS** ~ STEPHEN APPLEBY, NHDOE, Director, Division of Educator Support and Higher Education
 - A. **Beth McClure, Principal, Strong Foundations Charter School ~ 2nd Term (2021-2024)** ~ *Higher Education and Education Administration*
 - B. **David Latchaw, Principal, Maude H. Trefethen Elementary School ~ 2nd Term (2021-2024)** ~ *Higher Education and Education Administration*
- V. **BUREAU OF EDUCATIONAL OPPORTUNITIES** ~ NATE GREENE, NHDOE, Bureau Administrator
 - A. **Office of Charter Schools** ~ JANE WATERHOUSE, NHDOE
 1. **Charter Amendments for the following charter schools:**
 - a. **Compass Classical Academy** ~ Expansion
 - b. **Windham Academy** ~ Expansion
 - c. **Robert Frost** ~ Expansion

B. Learn Everywhere ~ NATE GREENE, NHDOE

1. Neil Stone's Karate Academy

VI. LEGISLATIVE UPDATES ~ AMANDA PHELPS, NHDOE, Administrative Rules Coordinator

A. Initial Proposal ~ Education Freedom Accounts (EFA) Program (Ed 324)

B. Initial Proposal ~ Holocaust and Genocide Education (Ed 306)

C. Initial Proposal ~ Distance Education (Ed 306.18 and Ed 306.22)

VII. COMMISSIONER'S UPDATE

VIII. OPEN BOARD DISCUSSIONS

IX. TABLE ITEMS

A. Initial Proposal ~ School Librarian (Ed 508.06)

X. CONSENT AGENDA

A. Meeting Minutes of August 27, 2021 State Board Meeting

XI. NONPUBLIC SESSION

XII. ADJOURNMENT ~ 2:00 PM

The State Board of Education welcomes public commentary. Please submit written commentary to Angela.Adams@doe.nh.gov. All submitted commentary is provided to the board and when possible, included and posted with the monthly meeting materials located on the State Board of Education's meeting and minutes [webpage](#).



715 Riverwood Drive Pembroke NH 03275

Phone: (603) 225-2715 Fax: (603) 225-2738

Mr. Drew Cline, Chairman
New Hampshire State Board of Education
101 Pleasant Street
Concord, NH 03301

Dear Mr. Cline,

I am writing to express my interest in continuing to serve on the Professional Standards Board (PSB) for a second three-year term. Serving on the PSB has provided an opportunity for me to give back to the NH Department of Education. I have been able to volunteer and share my experience while updating the educational rules so they support high professional standards. I chaired and co-chaired two committees during my first three-year term and have shown a commitment to consistently attend the PSB meetings. I prepare thoroughly prior to the meetings, listen carefully to fellow board members, and respectfully offer my opinions.

Thank you for considering appointing me for a second three-year term.

Sincerely,

Beth McClure, M.Ed.
Principal

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME:

WORK ADDRESS:

(please include position/title)

LENGTH OF SERVICE:

WORK TELEPHONE:

WORK EMAIL:

HOME ADDRESS:

HOME TELEPHONE:

PERSONAL EMAIL:

Please attach:

1. A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references
2. A statement describing why you wish to serve on the professional standards board

SIGNATURE: Beth McClure DATE: _____

Please submit the completed application form POSTMARKED by June 30, 202. to:

Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord, NH 03301 or email it to credentialing.docs@doe.nh.gov.

Beth A. McClure

303 Southwest Road
Canterbury, New Hampshire 03224
603•568•5700

Experience

- Principal and Co-Founder: Strong Foundations Charter School, Pembroke, NH Jun. 2007-Present
- Reading and Writing Specialist for the New Hampshire Department of Education per RSA 200: 58-63 Mar. 2017-June 2017
- Orton-Gillingham Trainer Jun. 2008-Present
 - Manchester, Merrimack Valley, Gilford, and Timberlane School Districts
 - Annual OG training to benefit the NH Branch of the International Dyslexia Association
 - Annual staff training for Strong Foundations Charter School
- Special Educator, Reading and Writing Specialist Sep. 1994-Jun. 2007
 - Manchester School District, Gilmanton School District, Barnstead School District, Pembroke School District, New Hampshire Technical Institute
- Educational Consultant and Training: Differentiating Instruction Feb. 2006-Jul. 2006
 - Gilmanton School District, Winnisquam School District
- Teacher: Burnham Brook School, Canterbury, NH Jan. 1988-Jun. 1994
 - Classroom Teacher: Math, Science, Social Studies, Writing
 - Special Educator: Reading, Writing, Assessment, IEP Development

University Experience

- Rivier University, Nashua, NH: Adjunct Faculty Graduate Division Jun. 1993-May 1995
 - Taught courses in Assessment, Reading, and Learning Disabilities

Certifications

State of New Hampshire Experienced Educator Certifications: Learning Disabilities, Reading and Writing Specialist, Elementary Education, General Special Education, Principal, Special Education Administrator

Academy of Orton-Gillingham Practitioners and Educators: Fellow Certification

Education

M.Ed. with Honors	Rivier University, Nashua, NH: Administration.
M.Ed. with Honors	Notre Dame College, Manchester, NH: Learning and Language Disabilities.
B.S. with Honors	Colorado State University, Ft. Collins, CO: Liberal Arts.

Publications/Selected Presentations

- *The Structure of the English Language: Why, When, and How to Teach It.* Mar. 2016
Keynote Presenter for the NH Montessori Association Spring Symposium
- *Brain Plasticity and Reading Achievement in Response to Intervention.* Spring 2014
New Hampshire Branch of the International Dyslexia Association Newsletter
- *Brain Plasticity and Reading.* Professional Development for Strong Feb. 2014
Foundations Charter School
- *Special Education Basics for Teachers.* Professional Development for Jan. 2014
Strong Foundations Charter School
- *Differentiating Instruction.* Professional Development for Gilmanton Feb. 2006-Jul. 2006
Elementary School and Winnisquam Middle School

Appointments and Board Service

- Appointed to the Professional Standards Board, NH Department of Education Sep. 2018-Present

- Appointed to the Commission to Study Issues Relating to Students Receiving Special Education Services While Attending a Chartered Public School (est. by HB 126) Sep. 2015-Oct. 2016
- Board Member, NH Branch of the International Dyslexia Association 2005-2014
 - President: 2007-2008
 - Secretary: 2008-2009
 - Treasurer: 2009-2014
 - Advisory Committee (2014-Present)
- Board Member, Academy of Orton-Gillingham Practitioners and Educators 2015-Present
 - Executive Committee: 2016-Present
 - President: 2018-Present
- Board Member, The Alliance for Accreditation and Certification: An organization concerned with the accreditation of multisensory language education courses and certification of trainees 2016-Present
 - Treasurer: 2017-Present
- Board Member, Strong Foundations Elementary School, Inc. 2006-Present
 - President: 2006-2010
 - Treasurer: 2010-2012
 - Secretary: 2012-Present
- New Hampshire Public Charter School Association 2009-2016
 - Treasurer: 2010-2013; 2015-2016
- Board Member, NH Alliance for Public Charter Schools 2016-Present
 - Treasurer

Affiliations/Memberships

- Association for Supervision and Curriculum Development (ASCD) 2007-Present
- International Dyslexia Association (IDA) 1991-Present
- Academy of Orton-Gillingham Practitioners and Educators (AOGPE) 1993-Present

Professional References:

Sheila Costello, M.S.
Past President of the Academy of Orton-Gillingham Practitioners and Educators
2 Laurens Street, Unit 2B
Charleston, SC 29401
843-693-5686
sheilacostello56@gmail.com

Rebecca Nelson-Avery
Special Education Case Manager, Strong Foundations Charter School
11 Haig Street
Manchester, NH 03012
(603)785-3154
rnelsonavery@sfnh.org

Colleen Sliva, M.S.
Principal, Spaulding Youth Center
72 Spaulding Road
Northfield, NH 03276
(603) 286-8901
csliva@spauldingyouthcenter.org

Matora Fiorey, Ph.D.
Consultant, Surry Village Charter School
449 Route 12A
Surry, NH 03431
603-439-6030
matora@surryvillagecharterschool.org

**NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
DIVISION OF PROGRAM SUPPORT**

PROFESSIONAL STANDARDS BOARD

APPLICATION FOR MEMBERSHIP

(Please type or print)

NAME: David W. Latchaw

WORK ADDRESS: Principal David Latchaw

Maude H. Trefethen Elementary School

142 Cranfield Street, New Castle, NH 03854

LENGTH OF SERVICE: 13 years in NH as a classroom teacher, assistant principal and principal

WORK TELEPHONE: 603-436-5416

WORK EMAIL: dlatchaw@sau50.org

HOME ADDRESS: 39 County Farm Road, Dover, NH 03820

HOME TELEPHONE: 603-988-8855

PERSONAL EMAIL: Latch12345@gmail.com

Please attach:

1. A resume that includes educational preparation, location(s) and date(s); area(s) of certification; professional experiences; honor and awards; and contact information for 3 professional references
2. A statement describing why you wish to serve on the professional standards board



3/15/21

SIGNATURE: _____ **DATE:** _____

Please submit the completed application form POSTMARKED by June 30, 2021 to:

**Drew Cline, Chairman, New Hampshire State Board of Education, 101 Pleasant Street, Concord,
NH 03301 or email it to credentialing.docs@doe.nh.gov.**

March 15, 2021

Drew Cline, Chairman
New Hampshire State Board of Education
NH Department of Education
101 Pleasant St. Concord, NH 03301

Dear Mr. Cline and Members of the Professional Standards Board Selection Committee:

I am excited to extend my candidacy for a *representative of administration and higher education* position in/on the **Professional Standards Board**. I believe my expertise in experiential education, public education (K-12), education administration, supervision and evaluation, along with the professional experience at the elementary, middle and high school levels, make me an ideal candidate. Moreover, whether it's a non-profit, or a public school setting, my entire career has been dedicated to serving the public at-large. In fact, currently I am working towards being a part-time Deputy at/for the Strafford County Sheriff's Office to, among many other things, work to bridge the gap between law enforcement and public educators. Thus, being able to work on/for such a board would be both an honor and a chance to serve the State as a whole while also giving back to the profession I love.

Furthermore, as an educational leader, I truly value the opportunity and importance associated with learning, which is a continual process, and that is why I have never stopped taking graduate level courses and, or seeking professional development opportunities. Additionally, I would wholeheartedly relish the opportunity to learn new skill sets, and being a member on the Professional Standards Board would further buttress my ability and desire to engage with and most importantly, *serve* the public at large. As an educational leader and administrator in the public sector already, I understand the importance of maintaining and continually cultivating the positive perception of a public agency, which is why I habitually operate under the guiding principles of: respect, dignity, transparency and fairness in all matters involving work with the public. Additionally, my kind and patient temperament, strong work ethic, ability and willingness to lead by my own positive example, and wholehearted love for serving the public and greater community, means I can get the job done.

In closing, I look forward to the opportunity to talk more about my candidacy. I truly believe serving on the Professional Standards Board would be an ideal opportunity for me to build upon my desire to serve in my chosen profession and state as a whole.

Respectfully,



David W. Latchaw, M.Ed., M.Ed. & Ed.S.

It's not that
I'm so smart,
it's just that I
stay with
problems
longer.
-Einstein

RESUME

Objective: To Serve on the Professional Standards Board for the NH Department of Education.

Education

- University of New Hampshire (2003-2007):
 - *Bachelor of Science- Kinesiology: Outdoor Education; 3.46 GPA*
- University of New Hampshire (2007-2008):
 - *Master of Education- Elementary Education, K-8; 3.93 GPA*
- New England College (2009-2010):
 - *Master of Education- School Principal; 4.0 GPA*
- University of New Hampshire (2015-2017):
 - *Education Specialist- Educational Administration and Supervision; 4.0 GPA*

Professional Experience

YMCA Camp Belknap, Wolfeboro, NH (2000-2016):

- Leader Corps Director; Senior Staff member; Sailing Director.

Dover Middle School, Dover, NH (2008-2014):

- *Sixth Grade Teacher* (all subjects); Part-time/volunteer Dean of Students; Saturday School Director; 5th/6th Intramural Director; Curriculum Planning Council teacher representative; Dover Teacher's Union, lead contract negotiator.

Epping High School, Epping, NH (2014-2016):

- *Assistant Principal*; Local Education Authority (LEA); staff evaluator; in-charge of: school wide student discipline, RTI interventions and academic/behavioral data collection and collation; staff trainer for Google platforms; instituted and oversaw: a student and teacher of the month program and truancy intervention initiative in collaboration with the Epping Police Department.

Maude H. Trefethen Elementary School (K-6), New Castle, NH (2016-Present):

- *Principal*; supervision/evaluation for professional, support and hourly staff; maintenance director; in-charge of the multimillion dollar budget drafting/proposal for each fiscal year's budget; Local Education Authority (LEA) at/for Section 504 meetings; Response to Intervention (RTI) director for all grades/subjects; professional development coordinator and, or trainer for teachers; NH State Assessment, STAR and NAEP testing facilitator and, or data collator; Curriculum Council/cabinet member; Technology Committee

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-Einstein

member; Administrative Council/team member; Building and Grounds Committee member; building technology trainer; coordinator for all student discipline.

- Named by *Niche.com* as NH's best elementary school and best staff for 2018 and 2019.

Other

- ALICE Instructor Certification (2018-present); American Red Cross First Aid/CPR/AED Certification; Emergency Medical Technician (EMT) (2006-2008); Wilderness EMT (2006-2008); American Red Cross Lifeguard (2000-2017); Former and, or current affiliations include: FEMA, AIR, NHASP, CPI, NASSP, ASCD, NELMS; woodworking and waterskiing hobbyist; strength and conditioning enthusiast.
- 2014 New Hampshire Teacher of the Year, *Nominee*.
- 2014 *Beane-Brodhagen Award for Middle Level Curriculum* from the *New England League of Middle Schools (NELMS)*.

References

- Mark Brave: Strafford County Sheriff's Office, NH, *High Sheriff*
 - Cell: 603-534-0605
 - Email: MBrave40@yahoo.com
- Daphne Schwab: New Castle School Board, *Chair*; SAU 50 Joint Board, *Chair*
 - Cell: 917-836-6550
 - Email: DSchwab@SAU50.org
- Marie Soucy: Rye Middle School, *Principal*
 - Cell: 207-229-9621
 - Email: MSoucy@SAU50.org
- Jay Richard, Oyster River Middle School, *Principal*
 - Cell: 603-988-2364
 - Email: jrichard@orcsd.org

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-Einstein

September 9, 2021

EXECUTIVE SUMMARY

Status Change for Compass Classical Academy Public Charter School

A. ACTION NEEDED

A vote is needed from the State Board of Education to change the location of *Compass Classical Academy Public Charter School* from 15 Elkins Street, Franklin, NH, to 5 Elm Street, Northfield, NH.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI

The charter of *Compass Classical Academy Public Charter School* was approved by the State Board of Education on October 9, 2014. The school opened to students on September 8, 2015.

On August 24, 2021, the Department of Education received a request for a change of location from *Compass Classical Academy Public Charter School*. The request is due to the school outgrowing the current facility as well as the physical condition of the current facility and the need for major renovations and repairs, which are necessary to ensure the health and safety of the students and staff.

C. EFFECTS OF THIS ACTION

Compass Classical Academy Public Charter School will continue to meet the needs of the students and families in the communities it serves, by moving their location to a larger, safe and healthy facility.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Compass Classical Academy Public Charter School* to change its location from 15 Elkins St. Franklin, NH, to 5 Elm Street, Northfield, NH

OR:

I move that the State Board of Education _____
(indicate some other action)



Compass Classical Academy

www.CompassClassicalAcademy.com

Frank Edelblut, Commissioner
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

8/24/2021

Dear Commissioner Edelblut,

On behalf of the Board of Trustees for Compass Classical Academy Charter School, I am writing to request an amendment to our charter to allow the following provision: we would like to change our facility location and add to our programming.

We are outgrowing our current facility. Winnisquam Regional School District, (SAU59,) has made the decision to close Union Sanborn school in Northfield. Union Sanborn is large enough to accommodate our K-12 program. In addition it has outdoor educational/play space which our current location is lacking.

We are in the process of doing our due diligence on the Union Sanborn School to potentially purchase the property.

Parents, members of the community, and business owners are willing to be part of an advisory committee to assist us in bringing this to fruition.

Sincerely,

Judy Tilton
Director CCA

15 Elkins St., Franklin, NH 03235
603-729-3370

September 9, 2021

EXECUTIVE SUMMARY*Status Change for Windham Academy Public Charter School***A. ACTION NEEDED**

A vote is needed from the State Board of Education to amend the charter of *Windham Academy Public Charter School*. The amendment request is for an increase in the curriculum accommodation plan (cap), from 390 students to 500 students in kindergarten through eighth grade.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI
- Ed 318.11(e)

The charter of *Windham Academy Public Charter School* was approved by the State Board of Education on December 14, 2017. The school opened to students on September 4, 2018.

On July 18, 2021, the Department of Education received a request for an amendment to increase the State Board approved enrollment cap of 390 students to 500 students due to the number of students on waitlists in each grade level, which currently totals approximately 230 waitlisted students.

The following Table shows the requested projected growth in student enrollment over the next 5 years.

Table 1 *Windham Academy Public Chartered School - Approved and Requested Enrollment, Number of Classrooms*

Grade Level	FY 22		FY 23		FY 24		FY 25		FY 26	
	Approved Enrollment	Classrooms	Approved Enrollment	Classrooms	Requested Increased Enrollment	Classrooms	Requested Increased Enrollment	Classrooms	Requested Increased Enrollment	Classrooms
KG	38	3	45	3	45	3	45	3	45	3
1	66	3	45	2	45	2	45	2	45	2
2	66	3	66	3	45	2	45	2	45	2
3	66	3	66	3	66	3	45	2	45	2
4	22	1	66	3	66	3	66	3	45	2
5	20	1	22	1	66	3	66	3	66	3
6	22	1	20	1	22	1	66	3	66	3
7	0	0	22	1	20	1	22	1	66	3
8	0	0	0	0	22	1	20	1	22	1
Total	307	15	352	17	397	19	420	20	445	21

C. EFFECTS OF THIS ACTION

Windham Academy Public Charter School will be able to meet the needs of the students and families in the communities it serves, by adding 110 students to their State Board approved enrollment cap of 390 students.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Windham Academy Public Charter School* to add 110 students to their State Board approved enrollment cap of 390 students, giving the school an enrollment limit of 500 students.

OR:

I move that the State Board of Education _____
(indicate some other action)

July 8, 2021

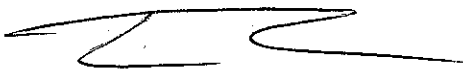
Commissioner Edelblut,

We hope this email finds you healthy and well. These past several years have seen incredible success for educational choice here in Southern NH, and along with it, led by the Windham Academy. Since our school first opened 3 years ago, we have seen tremendous growth and demand for the educational model we are delivering. As you may have observed on your recent visit to the Windham Academy, Melinda Labo, Kim Golden and their team of fantastic educators and staff have truly made a difference. It is in that spirit we are writing to respectfully request an amendment to the Windham Academy Charter.

At present we have exactly 299 learners for this upcoming September across grades K-6. Currently EVERY grade level has a wait list, totaling a possible 230 students. The enrollment cap we outlined in our charter is 390 students. In supporting our mission to provide a K-8 school, and keeping our ratio at or below 1:21, we are formally requesting an amendment to expand our cap.

It is for these reasons that we respectfully ask the NH Board of Education to increase our enrollment cap to 500 students across grades K-8. This amendment and our subsequent grant application are essential for us to fulfill our mission and accommodate our student population through grade 8.

Respectfully,



Walter Cartwright III
Chairman Board of Trustees
The Windham Academy Public Charter School

cc
Mindy Labo, Director
Meg Bedrick, Vice Chair
Chris Baker, Treasurer
Sean Donahue, Secretary
Jim Fricchione, Trustee
Karl Dubay, Trustee
Vin DelSigniore, Trustee
Al Sfier, Trustee

September 9, 2021

EXECUTIVE SUMMARY

Status Change for Robert Frost Public Charter School

A. ACTION NEEDED

A vote is needed from the State Board of Education to amend the charter of *Robert Frost Public Charter School* by adding grades 9 through 12 to their State Board approved kindergarten through 8th grade program.

B. RATIONALE FOR ACTION

The process of the amendment request is required by:

- Chapter 194-B, Chartered Public Schools
 - RSA 194-B:3, XI

The charter of *Robert Frost Public Charter School* was approved by the State Board of Education on October 12, 2011. The school opened to students on September 4, 2012.

On July 16, 2021, the Department of Education received a request for a charter amendment from *Robert Frost Public Charter School* to expand the K-8 program to include grades 9-12. The request is due to the results of a survey that demonstrated an overwhelming need for an alternative high school option in the Conway region.

C. EFFECTS OF THIS ACTION

Robert Frost Public Charter School will continue to meet the needs of the students and families in the communities it serves by increasing their State Board approved educational program to include grades 9 through 12.

D. POSSIBLE MOTION

Pursuant to RSA 194-B:3, XI, I move that the State Board of Education authorizes *Robert Frost Public Charter School* to add grades 9 through 12 to their approved kindergarten through 8th grade educational program.

OR:

I move that the State Board of Education _____
(indicate some other action)



110 Main Street, PO Box 1038, Conway, NH 03818

July 16, 2021

Frank Edelblut
Commissioner of Education
New Hampshire Department of Education
101 Pleasant Street
Concord, NH 03301

Dear Commissioner Edelblut,

This letter serves as a request to the State Board of Education to increase our currently approved charter to include grades nine through twelve.

On July 14, 2021, the Robert Frost Public Charter School (RFPCS) Board of Trustees voted to seek this addition. This addition will enable us to provide an alternative high school option for our local community.

As part of our research into the feasibility of adding a high school program to our offerings, we conducted a survey of our school community. The survey garnered 88% participation. The survey questions and results are below:

Question 1: How important is it to you to have an alternative high school option in the valley?

Survey Result:

- a. Very Important – 76%
- b. Somewhat Important – 5%
- c. Not Important – 19%

Question 2: Are you currently looking for an alternative to the local district high school program for your student?

- a. Yes – 48%
- b. No – 52%

Question 3: If Robert Frost Public Charter School offered a high school program (grades 9-12), how likely would it be that you would enroll your student in this program?

- a. Highly Likely – 52%
- b. Somewhat Likely – 24%
- c. Not Likely – 14%

The survey results reflect an overwhelming need for an alternative high school option in our area. The Board of Trustees and our school community are committed to providing this much needed educational option.

I look forward to hearing back from you regarding this request. If you have any questions, please contact me at 603-662-5056.

Sincerely,

A handwritten signature in black ink, reading "Tracy R. Strout". The signature is fluid and cursive, with a large, stylized "T" and "S".

Tracy R. Strout
Robert Frost Public Charter School
Board of Trustees - Chair

PO Box 186

Kearsarge, NH 03847

Robert Frost Public Charter School

PO Box 1038

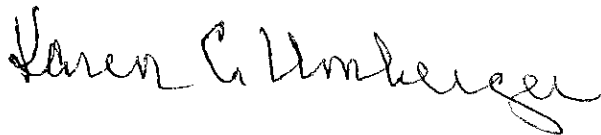
Conway, NH 03818

Dear Board of Trustees,

I fully support Robert Frost Charter School pursuing going from a K-8 school to a K-12 school. Over the last several years the Board of Trustees, the Head of School, the teachers and parents have worked toward improving the stability of the school and have made it a great place to learn for the students. This type of dedication makes for a wonderful learning experience for the children.

I believe we can all agree that not every child learns in the same way and the Montessori experience works well for the children enrolled in Robert Frost Charter School. I do believe you can take the next steps by offering this same type of experience to grades 9-12. This experience allows children to excel at their own pace while teaching them the basics required for a well-rounded education. Project based learning is a proven concept that encourages children to explore all facets of a project including science, math, language, history and government.

It is important that alternatives for children in grades 9-12 exist. Increasing the school's offerings makes this possible for the children in Northern Carroll County. I encourage you to move forward with this exciting opportunity for the children that need alternatives to traditional learning environments.

A handwritten signature in black ink, reading "Karen C. Umberger". The signature is fluid and cursive, with the first name "Karen" being more prominent and the last name "Umberger" written in a continuous script.

Karen Umberger

State Representative Carroll County District 2

09/9/2021

EXECUTIVE SUMMARY

New Learn Everywhere Program

Neil Stone's Karate Academy

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the Learn Everywhere application for Neil Stone's Karate Academy.

B. Neil Stone's Karate Academy

Application submitted by:
Neil Stone's Karate Academy
Neil stone
NSKA@comcast.net

C. RATIONALE FOR ACTION

Ed 1403.03 gives the state board of education authority to approve Learn Everywhere programs.

D. EFFECTS OF THIS ACTION

Approval of this application will allow the applicant to award certificates to students upon completion of the program towards graduation credit.

E. POSSIBLE MOTION

I move that the State Board of Education approve Neil Stone's Karate Academy Learn Everywhere Application.

OR:

I move that the State Board of Education _____
(indicate some other action)



Neil Stone. Ka ate Academ

Learn Everywhere Application

I. Organizational Details

A O O gani aion

Neil Stone's Karate Academy is a private martial arts school for students ages` through adult that focuses on enhancing one's life through the study and practice of the martial arts. NSKA seeks to make our community a better environment, emotionally, physically, and mentally.

B Contac Detail

Neil Stone's Karate Academy
22 Proctor Hill Rd, Hollis, NH 03049
603-672-8933
Neil Stone
NSKA@comcast.net

II. Program Description

Classes are offered to students daily, Monday through Saturday, and students can attend any or all of these classes, though they are encouraged to attend classes at least twice a week. While they are here, they go through a series of physical movements that over time change their demeanor, character, and their lives, building self-confidence, discipline, awareness, motivation, and self-esteem.

We train students in an Okinawan style of karate called Uechi-Ryu, a traditional art with 100 years of study and practice in America, Okinawa, Japan, and China. Students are trained in karate forms or “kata” as well as cooperative, two-person training exercises, developing gross motor skills and fine motor skills. Students are also trained in calisthenics and aerobic development. Our goal is to help students achieve a better lifestyle through physical activity, mental study, and emotional stability.

III. Policies

A Instructor Qualification

All instructors have trained in Uechi-Ryu karate for at least four years. Before they become a full member of the teaching staff, they complete an internship for two more years, after which they are permitted to instruct students independently. We currently have two members of our teaching staff, both of whom amply satisfy these requirements.

B Criminal History Record Check

For all instructors who have direct contact with students, we conduct a criminal history records check with the state of New Hampshire.

Do you affirm that you will not allow instruction or student contact by a person who has been charged pending disposition for, or convicted of any violation or attempted violation of any of the offenses as outlined in RSA . 89:13-a, V pursuant to a criminal history records check conducted by the department of safety as outlined in Saf-C 5703.06 through Saf-C 5703.11?

Yes ☒ No ☐

C Admissions

All students are encouraged, through the website, social media, and personal references, to contact the dojo in order to try out the training. Students sign up for two private lessons with a master instructor / program director for a \$ fee, to assess which student class would best fit that student’s needs. If the student chooses to continue in the regular program and join a class, they then enroll and pay a monthly fee of \$.

Do you affirm that your admissions processes are not designed, intended, or used to discriminate or violate individual civil rights in any manner prohibited by law?

Yes ___X___ No _____

D Liaison with the Local Educational Agency

The Head Instructor of our program, John Smith, is prepared and available to coordinate any accommodations with local schools.

E Indemnification statement

"I (the parent/legal guardian of, or the emancipated student, _____/_____) covenant and agree at all times to indemnify and hold harmless the (school district), their school boards, officers, directors, agents, employees, all funding districts and sources, and their successors and assigns, (the "indemnified parties") from any and all claims, demands, actions and causes of action, whether in law or in equity, and all damages, costs, losses, and expenses, including but not limited to reasonable attorneys' fees and legal costs, for any action or inaction of the state approved Learn Everywhere program, its board, officers, employees, agents, representatives, contractors, guests and invitees, or pupils."

Do you affirm that you will require the parents or legal guardians of all referred students to sign this statement?

Yes ___X___ No _____

IV. Facilities and Insurance

A Educational Facilities

The NSKA dojo located at Proctor Hill Road in Hollis contains three separate instructional spaces which together total about , square feet of open dojo space. In addition, there are several rooms set aside for family waiting and observation rooms, as well as multiple bathrooms and changing rooms for students.

B Affirmation of Compliance

Do you affirm that your facilities shall comply with all applicable federal and state health and safety laws, rules, and regulations? These include but are not limited to fire safety codes and

barrier-free access under Abfd 300, code for barrier-free design, and the Americans with Disabilities Act of 1990(ADA), as amended by the ADA Amendments Act of 2008.

Yes ___X___ No _____

C Proof of Insurance

Proof of our liability insurance with Liberty Mutual Insurance accompanies this application.

V. Educational Program

A Proposed Certificate for Learning Experience

We propose to award two -credit certificates, both of which will be the equivalent of a one-semester Physical Education elective credit. These certificates will be:

Uechi-Ryu I

Uechi-Ryu II

B Competencies and Student Outcomes

Competencies :

- Responsibility: Students will demonstrate an understanding of fitness responsibility by evidencing constructive personal and social behaviors in the context of their martial arts training.
- Movement Skills: Students will demonstrate an understanding of movement skills by connecting movement skills to martial arts movement patterns.
- Movement Concepts: Students will demonstrate an understanding of movement concepts by connecting movement concepts to tactics for improved performance during martial arts activities.
- Fitness Goals: Students will demonstrate an understanding of setting health related fitness goals by assessing fitness results, setting attainable goals and identifying training principles to meet goals.

Student Outcomes :

Uechi-Ryu I Outcomes:

- Responsibility: Students show respect for their fellow students, their teachers, and themselves. They appreciate other people, and they routinely show openness to criticism and to the opinions of others.

- Movement Skills: Students will demonstrate mastery of the basic movement patterns in the first two *kata* (forms) of our martial arts style, as well as four separate *kumite* (two-person training exercises).
- Movement Concepts: Students will show good body awareness, understanding how their body is moving and how they can improve the effectiveness and efficiency of their movements. They will show a good awareness of their surroundings and how their bodies move in space.
- Fitness Goals: Students will show their commitment to long-term fitness goals through the regularity of their practice and training, and they will be able to identify and articulate both their desired goals and the limitations that they are working to overcome in order to attain those goals.

Uechi-Ryu II Outcomes:

- Responsibility: Students show respect for their fellow students, their teachers, and themselves. In addition to their own openness to criticism, they are willing and active in making constructive criticisms of other students' work, showing themselves willing to teach and help others. Students work to draw out the best in each other.
- Movement Skills: Students will demonstrate mastery in the first three *kata* (forms) of our martial arts style, along with all seven basic *kumite* (two-person training exercises).
- Movement Concepts: Students will show an increasing understanding of the connection between mind (understanding the theory of how their bodies are supposed to move in martial arts) and body (executing and improving the quality and effectiveness of their movements).
- Fitness Goals: Students not only can identify their own fitness goals and make a clearly articulate plan for achieving those goals, but they can demonstrate this process for other students and help their peers to establish and work towards their own goals.

C A sessmen Plan

Our instructors carefully observe student work and development in our small, in-person classes, noting student progress towards mastery of our competencies. In addition, students are given opportunities to test for belt promotion at regular intervals, which provides our instructors several key points at which to assess the progress towards mastery more formally, with written feedback to the student.

D Comm nicaion of Sde n P ogre s

The regular belt-testing cycle provides regular opportunities for written feedback on student progress and in-depth meetings with families to discuss the steps students are making towards

mastery of the competencies. In addition, informal discussions with parents and students about their progress happen before or after class at least once a month, and our staff are available for additional discussions of student progress at any time, at the request of the family.



Kate Cassady
Littleton

Ann Lane
Dover

Phil Nazzaro
Newmarket

Drew Cline, Chairman
Bedford

Ryan Terrell
Nashua

Richard Sala
Dorchester

Celina Griffin
Gilford

STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3144
FAX (603) 271-1953

EXECUTIVE SUMMARY

Initial Proposal: Ed 800 – Education Freedom Accounts Program

Submitted to the State Board of Education, September 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal for Ed 800 regarding the Education Freedom Accounts Program.

B. RATIONALE FOR ACTION

On August 13, 2021 the proposed interim rule for Ed 800 (formerly Ed 324) received substantive comments from the Joint Legislative Committee on Administrative Rules (JLCAR) staff at the Office of Legislative Services (OLS). Department staff responded to the comments by filing a conditional approval request on August 16, 2021, which was subsequently approved, and further adopted by the Board on August 27, 2021.

The Board's adopted rule did not remove all substantive comments from the final rule text, however the JLCAR approved the rule with further conditions as follows:

1. The Department work with the Legislature to correct ambiguities in the language of RSA 194-F, as outlined in Committee staff's comments to the conditional approval request;
2. The Board commence regular rulemaking for Ed 800 (formerly Ed 324) as soon as possible; and
3. The Department review and approve the notice given to parents by the scholarship organization specifying the rights that will be retained and lost by students participating in the EFA program.

This initial proposal addresses #2 and #3 in the Committee's conditional approval recommendations.

C. EFFECTS OF THIS ACTION

An approval of this initial proposal begins the regular rulemaking process for Ed 800. The Department will request a fiscal impact statement from the Legislative Budget Assistant and further submit the rule for publishing in the rulemaking register. A public hearing could be held at the November 10, 2021 Board meeting.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 800 regarding the Education Freedom Accounts Program.

CHAPTER Ed 800 EDUCATION FREEDOM ACCOUNTS PROGRAM

PART Ed 801 PURPOSE AND SCOPE

Ed 801.01 Purpose. The purpose of these rules is to ensure uniform application of RSA 194-F in the establishment and administration of the education freedom accounts (EFA) program.

Ed 801.02 Scope. Ed 800 shall apply to the scholarship organization, education service providers, and eligible participating students and parents to allow the scholarship organization to provide the option for a parent or guardian to better meet the individual educational needs of his or her eligible student by establishing an education freedom account, for the funding of qualifying education expenses provided by education service providers.

PART Ed 802 DEFINITIONS

Ed 802.01 Definitions.

- (a) “Board” means the New Hampshire state board of education;
- (b) “Commissioner” means the commissioner of the department of education;
- (c) “Curriculum” means “curriculum” as defined in RSA 194-F:1, II;
- (d) “Days” means calendar days;
- (e) “Department” means “department” as defined in RSA 194-F:1, III;
- (f) “Differentiated aid” means the differentiated aid categories enumerated in RSA 198:40-a, II. (b) - (e);
- (g) “Education freedom account (EFA)” means “education freedom account (EFA) as defined in RSA 194-F:1, IV;
- (h) “Education service provider” means “education service provider” as defined in RSA 194-F:1, V;
- (i) “EFA program” means “program” as defined in RSA 194-F:1, XI;
- (j) “Eligible student” means “eligible student” as defined in RSA 194-F:1, VI;
- (k) “EFA student” means “EFA student” as defined in RSA 194-F:1, VII;
- (l) “Full time” means “full time” as defined in RSA 194-F:1, VIII;
- (m) “Intentional and substantial” means knowingly and willfully for any amount of funds;
- (n) “Parent” means “parent” as defined in RSA 194-F:1, X;
- (o) “Remote or hybrid” means “remote or hybrid” as defined in RSA 194-F:1, IX;

(p) “Scholarship organization” means “scholarship organization” as defined in RSA 194-F:1, XII;
and

(q) “State fiscal year” shall mean the period from July 1 to June 30 of every calendar year.

PART Ed 803 PROGRAM ADMINISTRATION

Ed 803.01 Scholarship Organizations. In addition to the requirements under RSA 194-F:4, the following shall apply to the authority and responsibilities of the scholarship organization:

(a) The scholarship organization shall have been approved pursuant to RSA 77-G:5, II(a) by the department of revenue administration as a scholarship organization;

(b) The scholarship organization shall provide access to all types of qualifying educational expenses enumerated in RSA 194-F:2, II(a-o);

(c) Failure by a scholarship organization to provide access to every qualifying expense described in RSA 194-F:2, II(a-o) shall disqualify a scholarship organization from participation in the program;

(c) The scholarship organizations shall electronically file with the department completed student data at least 30 days prior to the funding date, as described in Table 804-1. Failure to meet the application deadline shall result in delayed or unavailable funding if such failure prevents the department from processing the payment;

(d) The scholarship organization shall verify, at a minimum, that completed applications meet the following:

(1) The eligible student meets all eligibility criteria as described in RSA 194-F:1, IV;

(2) The EFA application was verified complete only after signature by the parent or guardian, and the student, if the student is in a secondary education program; and

(3) The student, parent, guardian, or both have not been disqualified from participation in the program due to funds misuse or are otherwise not eligible pursuant to RSA 194-F:1, VI;

(e) The scholarship organizations shall submit to the department a roster of approved EFA students which shall include the student's:

(1) Information on the student's school of attendance, if applicable;

(2) Eligibility information;

(3) Qualifying differentiated aid eligibility;

(4) Whether the student is a current or new participant in program;

(5) The amount of EFA funds received for each student and the amount of EFA funds remaining in each student's account; and

(6) Total EFA funds requested;

(f) Scholarship organizations shall have access to confidential student information including the state assigned student identification (SASID) under the following conditions:

- (1) Scholarship organizations shall implement all customary commercial data security procedures and protocols to protect such information; and
- (2) The scholarship organizations shall verify a student SASID number for any student applying for an EFA prior to requesting a new SASID.

(g) The scholarship organizations shall make EFA student account balances readily accessible, through a technology interface with real-time or near real time balance information, transaction history, including transaction date, amount deposited or withdrawn, and the name of the education service provider;

(h) The scholarship organization's director shall appoint members to the parent and education service provider advisory commission pursuant to RSA 194-F:5 and which shall be responsible for appeals of education service provider denials and other educational expenses approved by the scholarship organizations pursuant to 194-F:2 (II)(o);

(i) The scholarship organizations shall contract with an unaffiliated auditor to conduct a risk-based audit of EFA accounts on, at a minimum, an annual basis. The scholarship organization shall submit a copy of such plan and all associated audit reports to the department;

(j) The department shall receive copies of all subcontracts and assignment agreements and the department shall not be bound by any provisions contained in a subcontract or an assignment agreement to which the department is not a party;

(k) The scholarship organizations shall withhold from deposits or deduct throughout the year from EFAs an amount to cover the cost of administering the EFA program, up to a maximum total of 10% annually. All remaining funds shall be available to eligible students for allowable uses; and

(k) The scholarship organization shall develop a records retention policy.

Ed 803.02 Education Service Providers. In addition to the requirements under RSA 194-F:4 and RSA 194-F:6-7, the following shall apply to education service providers:

(a) The scholarship organizations shall publish on its website a standard application form, and procedures for review and approval of education service providers including, but not limited to procedures, ~~if any~~, used by education service providers to ensure background check of employees who have direct contact with students;

(b) Online and paper applications for education service providers shall be accepted by the scholarship organization for review on a rolling basis throughout the year;

(c) The EFA program shall utilize a wide variety of curricular materials to meet the educational needs of the students. Parents and guardians shall choose textbook, curriculum, and instructional material for their EFA students;

(d) The scholarship organization shall determine only whether curricular materials selected by parents and guardians are qualifying materials pursuant to RSA 194-F:2, II(e) and whether the materials fall within the core knowledge domains described in RSA 194-F:3, III(d)(1);

(e) Education service providers shall not refund, rebate, or share EFA funds directly with parents or guardians. EFA funds shall only be returned to an eligible student's EFA account. Nothing in these rules shall prohibit education service providers from refunding, rebating, or sharing parent, guardian, and eligible student personal funds used as described in RSA 194-F:2,V;

(f) A list of all approved education service providers shall be posted on the scholarship organization's websites, reported to the department, and made easily accessible to the public to include education service provider name, eligible services, fee amounts received for services, and number of EFA students served;

(g) A directory of all education service providers approved by the scholarship organization shall be available on the department's website; and

(h) Approval by the scholarship organization of an education service provider shall serve as statewide approval of such provider for purposes of the program.

Ed 803.03 Responsibilities of Public Schools and School Districts.

(a) The public school or public school district in which an eligible student was most recently enrolled shall provide to the parent ~~their~~ child's state assigned student identification (SASID) as required under RSA 193-E:5.

(b) Local education agencies (LEAs), where private elementary schools and secondary schools are located, must ensure that children with disabilities, placed by their parents in private, non-profit schools participating in State-funded EFA programs, are included in the group of parentally-placed private school children with disabilities who are eligible for equitable services, including special education and related services from the LEA where private schools are located.

PART Ed 804 EFA FUNDS AND DISBURSEMENT

Ed 804.01 Funds; Generally. In addition to the requirements under RSA 194-F:2, I and RSA 194-F:4, VIII the following shall apply to EFA funds:

(a) Pursuant to RSA 194-F:2, EFAs shall be equivalent to the per pupil adequate education grant amount under RSA 198:40-a, plus any differentiated aid that would have been provided to a public school for that eligible student;

(b) Fund transfers shall be made to the scholarship organization in accordance with the distribution of adequate education grants under RSA 198:42 and Ed 803.03; and

(c) A pupil with a disabling condition, as listed in 34 CFR 300.8, shall be considered a pupil with a qualifying disability for the purposes of eligibility for differentiated aid for EFAs under RSA 194-F.

(d) Evidence of a disabling condition, for the purposes of differentiated aid in (c) above, shall be provided by:

(1) A determination of eligibility for special education, by an IEP team, in accordance with 34 CFR 300.300-300.311; or

(2) A determination by a medical professional licensed to practice in any state in the United States.

(b) A pupil with a disabling condition, as determined by a medical professional licensed in any state in the United States in accordance with Ed 805.01 (b)(5)(2), is not considered a child with a disability, through an appropriate evaluation, in accordance with 34 CFR 300.304-300.311 and as such, does not qualify for the equitable services funds pursuant to 34 CFR 300.138.

Ed 804.02 Qualifying EFA Expenses. The following shall apply to qualifying EFA expenses enumerated in RSA 194-F:2, II:

(a) Internet connectivity shall not include any additional cost for media streaming or cable media options that are not part of an online learning program or online instructional materials;

(b) Internet and technology purchased with EFA funds shall be primarily used, meaning 51% of the time or more, to help meet the EFA student's education needs;

(c) Computer hardware shall be limited to a single computer device per student every 3 years, unless otherwise approved by the scholarship organization, in accordance with the scholarship organization's approval process, as a necessary educational resource including assistive devices and accessible educational hardware and materials; and

(d) The scholarship organization shall publish on its website a policy for pre-approval of qualifying educational expenses consistent with RSA 194-F:2, II(o) and this section.

Ed 804.03 EFA Disbursement. In addition to the requirements under RSA 194-F:4, VIII, the following shall apply to EFA disbursement:

(a) Beginning in state fiscal year 2023 and every year after, funding shall be disbursed 4-times per state fiscal year, in accordance with RSA 198:40-a in accordance with the EFA disbursement schedule in Table 804-2 below:

Table 804-2 EFA Disbursement Schedule

EFA Funds Available	Allocated funds to be disbursed per state fiscal year	Student Application Verified and Reported to the Department by:
September 1	20%	August 2
November 1	20%	October 2
January 1	30%	December 2
April 1	30%	March 2

(b) Applications in Ed 804 may be submitted to the scholarship organization throughout the year on a rolling basis, but shall be confirmed complete by the scholarship organization before a parent, guardian, or EFA student shall have access to EFA account funds.

PART Ed 805 APPLICATION AND ENROLLMENT

Ed 805.01 Application Development, Agreement, and Notification Requirements.

(a) The scholarship organization shall develop an application for potential participants in the program, which, at a minimum, satisfies the requirements enumerated in RSA 194-F:3.

(b) Scholarship organizations shall develop an application which it shall provide for signature to the parent or guardian, and the student, if the student is in a secondary education program. The application shall contain the following:

(1) An explanation of allowable uses of EFA funds, the responsibilities of parents or guardians, the duties of scholarship organizations, and the role of any financial management firms that scholarship organizations may contract with to administer any aspect of the EFA program;

(2) Notice as follows:

“Participation in the EFA program is a parental placement under 20 USC section 1412, Individuals with Disabilities Education Act (IDEA). Parentally-placed private school children with disabilities are not entitled to a FAPE in connection with their enrollment by their parents in a private school, in accordance with C.F.R. §§ 300.148(a) and pursuant 300.137(a), while participating in the State-Funded EFA program.

(c) A signed application as described in (b) above, shall constitute an agreement by the signatory as described in RSA 194-F:3, III.(d), RSA 194-F:3, IV, and RSA 194-F:4, II and III.

Ed 805.02 Enrollment.

(a) The scholarship organization shall approve applications, as described in Ed 805.01, in accordance with RSA 194-F:3, III.

(b) The scholarship organization shall accept rolling admissions into the program.

(c) Within 30 days of receipt of a completed student application, the scholarship organization shall confirm with the parent or guardian in writing that the application is complete in accordance with the approval criteria set forth in RSA 194-F:3.

(d) If the scholarship organization receives an incomplete application, the applicant shall be notified in writing by the scholarship organization within 15 days of receipt which shall include instructions for completing the application.

PART Ed 806 TERMINATION OF EDUCATION FREEDOM ACCOUNTS

Ed 806.01 Termination of EFAs. In addition to the requirements under RSA 194-F:3, VI and RSA 194-F:4, IX through XIII, the following shall apply to the termination of EFAs:

(a) An EFA shall only be dissolved with written consent of the parent or guardian, unless an EFA student graduates high school or there is a determination by the scholarship organization that there is an intentional and substantial misuse of funds;

(b) Unless otherwise noticed in writing by the parent that roll-over EFA account funds are forfeited, written consent of dissolution shall document the parent’s understanding that the rolled-over EFA account funds may continue to be utilized pursuant to RSA 194-F:3, VI.(a), even if the student is attending a public school and no longer participating in the program, or until the former EFA student graduates high school;

(c) The scholarship organization shall develop and make publicly available on its website, the process for the determination of a parent, guardian, or EFA student's intentional and substantial misuse of EFA funds;

(d) The department shall be notified within 5 days any time an EFA account is suspended, or if a student is otherwise deemed ineligible;

(e) Within 5 days, suspected cases of intentional and substantial misuse of EFA funds shall be reported by the scholarship organization to the department, the board, the attorney general, and, for cases exceeding the amount of a class B felony, the local or state law enforcement agency;

(f) A parent, guardian, or EFA student may appeal decisions by the scholarship organization pursuant to Ed 200 relative to application completeness and termination of participation;

(g) The scholarship organization shall notify the department by August 1 of each calendar year of any existing EFA student that has not provided an annual record of educational attainment, pursuant to RSA 194-F:3, III.(d)(3);

(h) The scholarship organization shall develop a process for the determination of disqualification of an education service provider. The process shall include, at a minimum, how the following shall be determined when deciding disqualification:

(1) Intentional and substantial misrepresentation of information;

(2) Failure to refund any overpayments within 30 days or the failure to process a request for a refund; and

(3) Routine failure, meaning 3 or more times, to provide students with promised educational goods or services;

(i) A list of all disqualified education service providers shall be available on the scholarship organization's websites or in paper format upon request;

(j) Within 5 days of disqualification, the scholarship organizations shall notify parents, guardians, EFA students, and the department in writing or electronically of an education service provider disqualification;

(k) Education service providers disqualified by the scholarship organization shall be disqualified from participation in the EFA program and a list of disqualified providers shall be posted on the Department's website;

(l) An education service provider may appeal the scholarship organization's decision to the department pursuant to Ed 200;

(m) When the scholarship organization does not meet the duties, obligations, and authorities in RSA 194-F:4, it is no longer eligible to participate in the EFA program. The commissioner shall:

(1) Issue a written notice of ineligibility for participation in the EFA program that shall provide the scholarship organization with an opportunity to meet the requirements for eligibility as described in RSA 194-F:4; and

(2) If the scholarship organization fails to meet the requirements specified in a notice of ineligibility pursuant to (1) above, remove the scholarship organization from eligibility;

(n) When the scholarship organization is no longer approved under RSA 77:G the commissioner shall notify the scholarship organization as described in (m)(1) and (2) above;

(o) The commissioner shall immediately suspend the scholarship organization's eligibility where the health, safety, or welfare of students is at risk;

(p) The scholarship organization suspended or removed from the EFA program pursuant to (m)(2) above shall have 15 days from receipt of the notice of proposed action to file with the department's governance unit a request for a proceeding pursuant to Ed 200. All resulting proceedings shall be conducted in accordance with Ed 200; and

(q) Within 10 days of suspension or removal of a scholarship organization pursuant to (n) above, the department shall commence an adjudicative proceeding in accordance with Ed 200.

PART Ed 807 LEGISLATIVE OVERSIGHT COMMITTEE

Ed 807. 01 Legislative Oversight Committee Established. In addition to the requirements under RSA 194-F:12, the following shall apply to the establishment, administration, and responsibilities of the education freedom savings account oversight committee:

(a) The commissioner and the director of the scholarship organization or designee shall attend committee meetings and provide requested information.

(b) Pursuant to RSA 194-F:12, the first-named senate member may convene the committee.

Appendix

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 801	RSA 194-F:2, I
Ed 802	RSA 194-F:1
Ed 803	RSA 194-F:2, IV & V; RSA 194-F:4, V, VI, VII, XVI-XVII; RSA 194-F:5
Ed 804	RSA 194-F:4, IV & VIII
Ed 805	RSA 194-F:4, III
Ed 806	RSA 194-F:4, IX-XIV
Ed 807	RSA 194-F:5



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STATE OF NEW HAMPSHIRE
STATE BOARD OF EDUCATION
101 Pleasant Street
Concord, NH 03301
TEL. (603) 271-3144
FAX (603) 271-1953

EXECUTIVE SUMMARY
Initial Proposal: Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 Holocaust and Genocide Education
Expires: N/A, New Rule

Previously submitted to the State Board of Education, April 8, 2021 and June 10, 2021, and resubmitted September 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board of Education to approve the initial proposal for Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 regarding Holocaust and Genocide Education.

B. RATIONALE FOR ACTION

Ed 306.26 on kindergarten through grade 8 school curriculum is being proposed for readoption with amendment to explain that Holocaust and genocide education shall be implemented no later than 8th grade as a component of social studies or.

Ed 306.27 on high school curriculum, credits, graduation requirements, and cocurricular program is being proposed for readoption with amendment to add (aj) explaining that it shall be implemented no later than 8th grade as a component of social studies, world history, global studies, or US history and continue through 12th grade.

Ed 306.46 on social studies program is being proposed for readoption with amendment to add references to "Holocaust and genocide education" in (a)(1), (b)(1), and (c)(1).

Ed 306.49 on Holocaust and genocide education is being proposed for adoption to include the recommended minimum standards for a Holocaust and genocide education program.

C. EFFECTS OF THIS ACTION

If the board votes to approve this initial proposal it will be submitted the Office of Legislative Services (OLS) to begin the regular rulemaking process and a public hearing will be held on November 10, 2021.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed Ed 306.26, Ed 306.27, Ed 306.46, and Ed 306.49 regarding Holocaust and Genocide Education.

Readopt with amendment Ed 306.26, effective 8-9-19 (Document #12845), to read as follows:

Ed 306.26 ~~Kindergarten–~~ *Through* Grade 8 School Curriculum.

(a) The local school board shall require that in each school there is:

- (1) A broad and well-balanced elementary school curriculum that outlines district competencies for the grade 1-8 program in compliance with RSA 193-C:3, III; and
- (2) An instructional program that includes:
 - a. Procedures for diagnosing learner needs, learning styles, and interests;
 - b. Methods and strategies for teaching students;
 - c. Research-based learning opportunities;
 - d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
 - e. Provision of differentiated instruction for students based on learning styles, needs, and interests.

(b) The local school board shall adopt, for each school, a broad and well-balanced kindergarten school curriculum that outlines a play-based kindergarten program in compliance with RSA 193-E:2-a, II-a, implemented on or before July 1, 2020 that supports:

- (1) Unstructured time built into the school day for the discovery of, and methods and strategies for the fostering of, each child's individual talents, abilities, and needs;
- (2) Child development and learning in all domains, including, but not limited to:
 - a. Physical;
 - b. Social;
 - c. Cognitive; and
 - d. Language;
- (3) Child-directed experiences based upon the district's identified early childhood best teaching practices and play-based learning that comprise:
 - a. Movement;
 - b. Creative expression;
 - c. Exploration;
 - d. Socialization; and
 - e. Music; and
- (4) A guided-reading literacy program.

(c) The local school board shall adopt, for each school, a local time schedule which specifies the distribution of instructional time among the following learning areas to be taught in grades 1-8 at all learning levels in the school:

(1) For the elementary grades 1-8, where no middle school has been established by vote of the local school board:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.42, relative to digital literacy program;
- f. Ed 306.43, relative to a mathematics program;
- g. Ed 306.45, relative to a science education; and
- h. Ed 306.46, relative to a social studies program;

(2) For middle school:

- a. Ed 306.31, relative to an arts education;
- b. Ed 306.37, relative to an English/language arts and reading program;
- c. Ed 306.40, relative to a health education program;
- d. Ed 306.41, relative to a physical education program;
- e. Ed 306.38, relative to a family and consumer science education;
- f. Ed 306.42, relative to digital literacy program;
- g. Ed 306.43, relative to a mathematics program;
- h. Ed 306.45, relative to a science education;
- i. Ed 306.46, relative to a social studies program; and
- j. Ed 306.47, relative to a technology and engineering education.

(d) If the local school board determines that one or more world languages might be offered at a middle school in the district, the local school board shall develop a policy for each middle school relative to providing supplemental instruction in one or more world languages, including the extent of this instruction and the students to whom it is offered.

(e) If a co-curricular program is offered, it shall consist of those activities that are designed to supplement and enrich regular academic instruction, provide opportunities for social development, and encourage participation in clubs, athletics, performing groups, and service to school and community.

(f) The local school board shall develop a policy that grants acknowledgement of achievement to students taking coursework in the seventh or eighth grade toward high school graduation, if the course

demonstrates district or graduation competencies consistent with related high school course(s) and the student achieves satisfactory standards of performance.

(g) If a district chooses to offer extended learning opportunities in a middle school, the extended learning opportunities shall:

- (1) Consist of activities designed to:
 - a. Provide credit or supplement regular academic courses; and
 - b. Promote the schools and individual students' educational goals and objectives;
- (2) Be governed by a policy adopted by the local school board that:
 - a. Provides for the administration and supervision of the program;
 - b. Outlines how certified school personnel oversee an individual student's program;
 - c. Requires that each extended learning proposal meet rigorous measurable standards and be approved by the school prior to its beginning;
 - d. Specifies whether or not credit can be granted for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and
 - e. Requires that acknowledgement of achievement for an extended learning activity be approved by a certified educator;
- (3) Incorporate student participation in selecting, organizing, and carrying out extended learning activities;
- (4) Provide opportunities for students to acquire knowledge and skill development comparable to knowledge and skill development in courses offered at the high school; and
- (5) Be available to all students.

(h) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented no later than 8th grade as a component of a course in social studies. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.27, effective 3-27-14 (Document #10556), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.27 High School Curriculum, Credits, Graduation Requirements, and Cocurricular Program.

(a) The local school board shall require ~~that no later than July 1, 2016,~~ the curriculum content developed for each high school outlines district and graduation competencies and is consistent with RSA 193-C:3, III.

(b) The required curriculum content shall comply with the following:

(1) The program of studies shall include those courses in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306;

(2) Courses shall be planned for the attainment of specific educational district and graduation competencies leading to the high school diploma;

(3) The instructional program shall include:

- a. Procedures for diagnosing learner needs;
- b. Methods and strategies for teaching that incorporate learner needs;
- c. Resource-based learning opportunities;
- d. Techniques for the evaluation of student outcomes, including performance assessment of district competencies; and
- e. The provision of remedial instruction as needed.

(4) Districts shall develop local policies that identify how the district shall engage students in creating and supporting extended learning opportunities that occur outside of the physical school building and outside of the usual school day in which students demonstrate achievement as well as other educational experiences and instructional activities required by Ed 306.

(5) The extended learning opportunities in (4) above shall:

- a. Consist of activities designed to:
 1. Provide acknowledgement of achievement or supplement regular academic courses; and
 2. Promote the schools and individual students' educational goals and objectives;
- b. Be governed by a policy adopted by the local school board that:
 1. Provides for the administration and supervision of the program;
 2. Outlines how certified school personnel will oversee, although not necessarily lead, facilitate, or coordinate, an individual student's program;
 3. Requires that each extended learning proposal be aligned with district and graduation competencies consistent with RSA 193-C:3 that students are expected to demonstrate for graduation, and be approved by the school prior to its beginning;
 4. Specifies that students will be able to attain acknowledgement of achievement through mastery of district or graduation competencies for extended learning activities, including, but not limited to, independent study, private instruction, team sports, performing groups, internships, community service, and work study; and

5. Requires that acknowledgement of achievement shall be based on a student's demonstration of district or graduation competencies, as approved by a certified educator;

c. Incorporate student participation in selecting, organizing, and carrying out extended learning activities; and

d. Be available to all students; and

(6) A co-curricular program shall be offered that provides opportunities for all students to participate in activities designed to meet their needs and interests, including, but not limited to:

a. Intramural and interscholastic athletics;

b. Performing groups;

c. Academic clubs and societies;

d. Student government;

e. Activities and services that afford students with disabilities an equal opportunity to participate; and

f. Any other activities that:

1. Supplement and enrich regular academic courses;

2. Provide opportunities for social development;

3. Encourage participation in the arts, athletics, and other cooperative groups; and

4. Encourage service to school and community.

(c) The local school board shall require that a program of studies shall be offered for each high school that enables each student to engage in and demonstrate achievement outlined for graduation as well as other educational experiences and instructional activities as follows:

(1) Ed 306.31, relative to an arts education;

(2) Ed 306.33, relative to a business education;

(3) Ed 306.34, relative to a career and technical education;

(4) Ed 306.35, relative to a career education;

(5) Ed 306.37, relative to an English/language arts and reading program;

(6) Ed 306.38, relative to a family and consumer science education;

- (7) Ed 306.39, relative to a school counseling program;
- (8) Ed 306.40, relative to a health education program;
- (9) Ed 306.41, relative to a physical education program;
- (10) Ed 306.42, relative to digital literacy program;
- (11) Ed 306.43, relative to a mathematics program;
- (12) Ed 306.44, relative to a computer science education;
- (13) Ed 306.45, relative to a science education;
- (14) Ed 306.46, relative to a social studies program;
- (15) Ed 306.47, relative to a technology and engineering education;
- (16) Ed 306.48, relative to a world languages program; and
- (17) Ed 306.27(b)(4), relative to extended learning opportunities.

(d) Each high school shall offer maximum student opportunities, in and out of the classroom, while at the same time specifying a basic number of courses that each high school shall offer.

(e) A student shall receive acknowledgement of achievement of the competencies contained within the course, shall be awarded course credit, and shall be eligible to take another course when the following is met:

- (1) The student demonstrates knowledge and skills on an assessment approved by the local school district for a particular course; or
- (2) The student demonstrates knowledge and skills on an assessment approved by the department if the local school district has not developed an assessment.

(f) Department approved assessments shall include assessments that measure achievement of the competencies contained within the course.

(g) The local school board shall require that graduation be based on mastery of required graduation competencies as demonstrated through the accumulation of credits as outlined in Table 306-3 and by a certified educator. Each high school shall determine how completion of a classroom course, career and technical education courses, independent study, distance learning course, or extended learning opportunity can support student achievement and demonstration of district or graduation competencies.

(h) Credits shall be based on the demonstration of district and or graduation competencies not on time spent achieving these competencies. The credit shall equate to the level of rigor and achievement necessary to master competencies that have been designed to demonstrate the knowledge and skills necessary to progress toward college level and career work.

(i) Students may receive acknowledgement of achievement for graduation competencies through student demonstration of a collection of work or other assessment evidence gained through prior learning activities.

(j) The items in (c) above shall not limit opportunities to develop programs that meet the needs of each student.

(k) The programs of studies in (c) above may be offered and coordinated individually or through interdisciplinary studies.

(l) Students shall engage with and apply English and mathematics graduation competencies during every year they are enrolled in high school even if graduation competencies for English and mathematics have been demonstrated. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(m) There shall be a minimum of 20 credits for a regular high school diploma, unless the local school board has a requirement of more than 20 credits for a regular high school diploma, in which case the local credit requirement shall apply. The local school board shall require that each high school offers courses or learning opportunities as specified in (c) above.

(n) The following shall apply relative to the required program of studies:

(1) Consistent with Ed 306, the local school board shall verify in writing to the commissioner that each high school shall offer a total of at least 43 courses distributed as shown in Table 306-1 when the school seeks approval or renewal of approval under Ed 306.28;

(2) Each high school may use any relevant title to identify a particular course;

(3) Local school boards may propose innovative ways to meet or exceed the requirements in Table 306-1, pursuant to Ed 306.29;

(4) Local school boards shall ensure that courses necessary to meet the requirements for attaining graduation competencies as defined on Table 306-3 are offered to district students enrolled in high school at no additional cost to the student;

(5) The required courses in program areas offered by each high school shall be distributed as specified in Table 306-1 below:

Table 306-1 Required Program Areas and Courses

Required Program Areas	Courses
Arts education	3 courses
Business education	3 courses
Family and consumer science	3 courses
Digital literacy	½ course or demonstrated proficiency
World languages	5 courses
Health education	½ course
Physical education	2 courses
Technology education	4 courses
English	6 courses
Mathematics	6 courses
Science	5 courses
Social studies	5 courses
Computer science	2 courses

(6) Course requirements under Ed 306.27(1)(5) may be met through school identified and sanctioned distance education programs under Ed 306.22 subject to the following:

- a. Students shall be provided courses in a classroom setting that will enable them to demonstrate achievement of graduation competencies. Students shall not be required to take these courses in order to demonstrate achievement of graduation competencies but may engage in distance education programs to demonstrate achievement. Duplicate, equivalent, or additional courses in those program areas may be offered through distance education, extended learning opportunities, or other alternative methods;
- b. Distance education courses or other alternative courses or programs to be counted toward the 43 courses required by Ed 306.27(1)(5) shall meet the district or graduation competencies and shall be identified in the school's program of studies;
- c. The school shall provide all equipment, software, and internet connectivity necessary to participate in distance education programs that are to be counted toward the 43 courses required by Ed 306.27(1)(5);
- d. In the cases where the school has determined that there is no other way to provide a required course, the costs of registration shall be borne by the school district for courses or alternative programs to be counted toward the 43 courses required by Ed 306.27(1)(5); and
- e. At least one staff member shall be identified and available to assist students having difficulty with distance education courses and other alternative programs;

(7) Introductory level courses offered at regional career and technical centers and available to all high school students may be counted toward the 43 courses required by Ed 306.27(1)(5) to be offered at each host or sending high school in the region. Such courses shall be identified in the school's program of studies. Career program level courses, not available to all students, shall not be counted toward the high school requirement, including career level courses offered at a regional career and technical center that is co-located with the high

school. Graduation competencies acquired and demonstrated through career courses may be counted toward a student's requirements for a high school diploma under Ed 306.27(t);

(8) Nothing in this section shall prevent a high school from offering classroom courses, distance education courses, independent study programs, career and technical center courses, or extended learning opportunities in addition to the courses required by Ed 306.27(l)(5). Schools shall not be required to pay for student registration or similar fees for these additional courses or programs; and

(9) Nothing in this section shall prevent a student from achieving and demonstrating any number of graduation competencies through classroom courses, career and technical center courses, distance education, independent study, or extended learning opportunities to meet the graduation requirements of Ed 306.27(t) consistent with local district policies.

(o) The local school board of each high school shall award a regular high school diploma to those students who achieve and demonstrate all graduation competencies as encompassed in at least 20 credits.

(p) The local school board shall require that a high school have in place competency assessments for all courses offered through the high school.

(q) The local school board of each high school shall award a regular high school diploma to all students, with and without disabilities, who have achieved and demonstrated their local high school's required graduation competencies.

(r) The school board of a district which does not operate a high school may award a high school diploma if the following are met:

(1) The district has contracted with a public academy, as defined in RSA 193:23, II, to be the high school for the district, as authorized by RSA 194:2; and

(2) Students have attended a school other than the public academy;

(s) The awarding of different types of diplomas shall be governed by the following:

(1) A school shall award a regular diploma for achievement and demonstration of the graduation competencies;

(2) A school may award a special diploma that recognizes academic achievement;

(3) Graduation competencies achieved and demonstrated in adult education, including but not limited to night school, may be used to earn a regular diploma; and

(4) Students may earn certificates of completion or equivalency diplomas, but these shall not be equal to a regular high school diploma.

(t) The district shall provide learning opportunities that enable students to achieve the district's graduation competencies. Graduation competencies shall align with the skills, knowledge, and work-study practices required for success in college and careers.

(u) Students shall demonstrate competencies contained in at least the equivalent of 20 credits. Students shall engage in learning concerning competencies in the areas of English/language arts and

mathematics for every year they are in high school until graduation, regardless if English/language arts or mathematics graduation competencies have been achieved. Such engagement may occur through integration of these graduation competencies in courses focused on content areas other than English or mathematics as long as English or mathematics competencies are clear expectations of the course. Such engagement shall support students to be college and career ready in mathematics and English/language arts. Nothing contained in this section shall preclude a school or district from offering courses and other learning opportunities in addition to the minimum outlined in Ed 306.

(v) The 20 credits required for graduation shall be distributed as specified in Table 306-2:

Table 306-2 Required Subjects and Credits for High School Graduation

Required Subjects	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics	3 credits, including algebra credit that can be earned through a sequential, integrated, or applied program
Physical sciences	1 credit
Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(w) Graduation competencies shall include competencies from the content areas as distributed in Table 306-3 in which students demonstrate proficiency as determined by the local school district no later than July 1, 2015:

Table 306-3 Required Credits for Graduation and Graduation Competencies

Required Graduation Competencies by Content Areas	Credit(s)
Arts education	½ credit
Digital literacy	½ credit
English	4 credits
Mathematics that encompasses algebra, mathematical modeling, statistics and probability, complex applications of measurement, applied geometry, graphical presentation and interpretation, statistics and data analysis	3 credits,
Physical sciences	1 credit

Biological sciences	1 credit
US and NH history	1 credit
US and NH government/civics	½ credit
Economics, including personal finance	½ credit
World history, global studies, or geography	½ credit
Health education	½ credit
Physical education	1 credit
Open electives	6 credits
Totals	20 credits

(x) The rigor and number of graduation competencies shall align with the equivalent of the credits as outlined in Table 306-3.

(y) In addition to the graduation competencies aligned with credits as outlined in Table 306-3, students shall also demonstrate achievement of additional competencies through the equivalent of 6 elective courses, career and technical education courses, or extended learning opportunities of their choosing. These additional competencies required for graduation should align with student interests and should prepare the student for successful transitions into careers and college.

(z) College readiness in specific areas of learning, for example, science, technology, engineering and mathematics (STEM) which requires higher levels of mathematical functions and reasoning, may require achievement of competencies that are above and beyond the core graduation competencies outlined above.

(aa) The graduation competencies in digital literacy education shall be met by either:

- (1) The equivalent of a ½ credit course comprised of the creation by a student of an individual student digital portfolio to demonstrate proficient, ethical, and responsible use of digital tools, including, but not limited to, technology and communication tools, in the context of core subjects; or
- (2) A course in digital literacy education at the high school level through which a student can achieve and demonstrate

(ab) The local school board shall adopt a policy relative to counting achievement and demonstration of graduation competencies from course work earned in one content area toward meeting any graduation competencies in another content area.

(ac) Any graduation competency in a subject area may be earned through interdisciplinary learning, subject to the following conditions:

- (1) Graduation requirements met by interdisciplinary learning opportunities shall be clearly designated on student transcripts; and
- (2) The high school principal may approve a particular interdisciplinary course if he/she determines that:

- a. The course has been adopted by a faculty team; and

b. The course addresses equivalent district or graduation competencies for the subject areas which are covered by the course.

(ad) Local school board policies relative to the awarding of achievement and demonstration of district or graduation competencies for distance education as described in Ed 306.22, shall require that:

(1) Students may earn achievement and demonstration of the graduation competencies through the successful completion of such courses; and

(2) Achievement and demonstration of district or graduation competencies shall be granted only if the high school principal determines that the distance learning course meets the academic standards required by the high school for students to demonstrate achievement of district or graduation competencies.

(ae) In each high school, the minimum yearly course load for a student shall be the equivalent of 4 credits, except that this requirement may be modified for:

(1) Students with an individualized education program (IEP) that has been developed in accordance with Ed 1109;

(2) Students for whom early graduation has been approved as provided in (ad) below; or

(3) Those individuals in special or unusual circumstances as provided by local school board policy.

(af) A local school board shall adopt policies pertaining to early graduation for individual students. Such policies shall require parental involvement for students under the age of 18. Consistent with local policy, the high school principal shall approve such requests if he/she determines that all state and local graduation requirements will be met and that early graduation is related to the career or educational plans of the student making the request. Upon demonstration of all graduation competencies, awarding of appropriate credits, and approval by the high school principal, the student shall be awarded a high school diploma.

(ag) The principal shall evaluate the transcripts of students who transfer into a secondary school from another educational program, or state, to determine previous educational experiences toward meeting graduation competencies.

(ah) Upon receipt of a written request from the local school board, the commissioner of education shall waive a particular graduation requirement and shall permit the local board to award a high school diploma to a student if the commissioner determines that:

(1) Such action is in the best interests of the student; and

(2) At least one of the following circumstances exists:

a. The student has a debilitating illness which limits school attendance;

b. The student has a physical disability which precludes participation in physical education;

- c. The student moved into a New Hampshire school district from out of state during grade 12 and was not able to schedule a particular graduation requirement; or
- d. Another condition exists beyond the control of the student similar to the conditions described in a., b., or c. above.

(ai) Each local high school shall provide reasonable accommodations for cocurricular activities as appropriate in order to allow for full access and participation by students with disabilities.

(aj) The local school board shall require, and each district shall establish, and provide instruction in, Holocaust and genocide education as described in Ed 306.49, implemented not earlier than in 8th grade and continuing through grade 12 as a component of a course in social studies, world history, global studies, or US history. Nothing in this subsection shall be construed to prevent instruction in Holocaust and genocide studies prior to 8th grade or as a component of other learning areas.

Readopt with amendment Ed 306.46, effective 1-6-16 (Document #11020), as amended effective 8-9-19 (Document #12845), to read as follows:

Ed 306.46 Social Studies Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each elementary school grade, excluding kindergarten, ***and excepting Holocaust and genocide education, as applicable pursuant to Ed 306.26(h) which is to be implemented no later than 8th grade,*** provides:

(1) Opportunities for students to:

- a. Acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with ***the requirements under*** RSA 193-C:3, III; and
- b. Become familiar with the skills of decision making, data gathering, and critical thinking;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world.

(b) Pursuant to Ed 306.26, the local school board shall require that a social studies program in each middle school provides:

- (1) Opportunities for students to acquire knowledge and understanding of civics, economics, geography, ~~and~~ history, ***and Holocaust and genocide education, as applicable pursuant to Ed 306.26(h),*** in a program consistent with RSA 193-C:3, III;

(2) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(3) Pursuant to RSA 189:11, instruction in history and government and the constitutions of the United States and New Hampshire; and

(4) Systematic instruction and activities designed to enable students to:

- a. Acquire and use information to clarify issues and seek solutions to societal problems;
- b. Value and apply critical thinking, interpersonal relations, and decision-making skills in both individual and group problem-solving situations;
- c. Participate in and contribute to the well-being of the home and school as well as the larger communities of the state, nation, and world; and
- d. Become familiar with careers in history, the humanities, and the social sciences.

(c) Pursuant to Ed 306.27, the local school board shall require that a social studies program in each high school provides:

(1) Opportunities for students to acquire knowledge and modes of inquiry in the areas of civics, economics, geography, world history, ~~and~~ United States and New Hampshire history, ***and Holocaust and genocide education pursuant to Ed 306.27(aj)***, in a program consistent with RSA 193-C:3, III, including the related areas of sociology, anthropology, and psychology;

(2) Opportunities for students to acquire the knowledge, skills, and attitudes necessary for effective participation in the life of the community, the state, the nation, and the world;

(3) Pursuant to RSA 186:13, opportunities to practice citizenship in the school and community;

(4) Courses totaling at least 5 credits in social studies comprised of offerings in each of the following areas:

- a. At least one credit in national and state history pursuant to RSA 189:11;
- b. At least one credit in world history or global studies;
- c. At least one credit in geography;
- d. At least ½ credit in United States and New Hampshire government/civics;
- e. At least ½ credit in economics; and
- f. At least one credit, which may be interdisciplinary or integrated, to be chosen from the areas of geography, economics, world history, civics/government, state or national history or both, or behavioral studies; and

- (5) Systematic instruction and activities designed to enable students to acquire the skills of critical thinking, effective decision making, and human relations.

Adopt Ed 306.49 as follows:

Ed 306.49 Holocaust and Genocide Education Program.

(a) Pursuant to Ed 306.26, the local school board shall require that a Holocaust and genocide education program in each school grade, to begin no later than 8th grade provides:

(1) Integrated, developmentally appropriate instruction in Holocaust and genocide education as defined by RSA 193-E:3-a, II-a. through II-c. including:

- a. An understanding of the terms genocide and Holocaust, as defined by RSA 193-E:3-a, II-a. and II-b.;
- b. An understanding of:
 1. The difference between events that constitute genocide and other types of mass atrocities including, but not limited to, crimes against humanity, war crimes, and ethnic cleansing;
 2. Genocides recognized by the determinations of lawfully constituted courts including, but not limited to, the International Criminal Tribunal for Rwanda (ICTR), the International Criminal Tribunal for the former Yugoslavia (ICTY), and the International Court of Justice (ICJ);
 3. Instances of mass atrocities where application of the term genocide is contested including, but not limited to, Dekulakization, the Ukrainian terror-famine, the Great Terror, Khmer Rouge atrocities other than those directed at Cham Muslims and the ethnic Vietnamese minority, and the Native American experience during colonization;
 4. Ongoing events that may constitute crimes against humanity, war crimes, ethnic cleansing, or genocide; and
 5. Instances where the US government has made public statements that genocide has occurred, including, but not limited to, Bosnia, Rwanda, Iraq, Darfur, ISIS-controlled areas, and Uighurs.
- c. Historical facts about the causes and events of the Holocaust and other genocides; and
- d. How and why political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination have, in the past, evolved into genocide and mass violence;

(2) Opportunities for students to develop a knowledge and understanding of the impact of political repression, intolerance and bigotry through developmentally appropriate activities that include concrete experiences and interactions with, but not limited to, primary documents, witness testimony, historical documents, and mixed media; and

- (3) Instruction and activities designed to enable students to:
- a. Analyze and understand that democratic institutions and values are not automatically sustained, but need active civic responsibility and engagement;
 - b. Identify and evaluate how political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred and discrimination can evolve into genocide and mass violence, such as the Holocaust, and how to prevent the evolution of such practices; and
 - c. Identify and evaluate the power of individual choices in preventing political repression, intolerance, bigotry, antisemitism, and national, ethnic, racial, or religious hatred.
- (b) Each district shall incorporate instruction in Holocaust and genocide education into at least one existing social studies, world history, global studies, or US history course required as a condition of high school graduation for all students.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301
TEL. (603) 271-3495
FAX (603) 271-1953

EXECUTIVE SUMMARY

Initial Proposal: Ed 306.18(a)(7) and Ed 306.22, Distance Education

Submitted to the State Board of Education, September 9, 2021:

A. ACTION NEEDED

A vote is needed by the State Board to approve the initial proposal for Ed 306.18(a)(7) and Ed 306.22, School Year and Distance Education.

B. RATIONALE FOR ACTION

The rules are being amended to clarify the requirements of distance education.

C. EFFECTS OF THIS ACTION

If the board votes to approve this initial proposal it will be submitted to the Office of Legislative Services to begin the regular rulemaking process.

D. POSSIBLE MOTION

I move that the State Board of Education approve the initial proposal for Ed 306.18(a)(7) and Ed 306.22, School Year and Distance Education.

Ed 306.18 School Year.

(a) Pursuant to RSA 189:1 and RSA 189:24, each school district shall maintain a school year as provided below:

(1) The school district shall maintain in each elementary school, a school year of at least 945 hours of instructional time and in each kindergarten at least 450 hours of instructional time;

(2) The school district shall maintain in each middle and high school, a school year of at least 990 hours of instructional time. Districts shall provide at least 990 hours of instructional time for grades 7 and 8 in elementary schools that include grades 7, or 8, or both;

(3) The instructional school day of an individual student shall not exceed 5.75 hours of instructional time in elementary schools and 6 hours of instructional time in middle and high schools;

(4) The school shall have in its school year an additional 60 hours in duration to provide for instructional time lost due to inclement weather or unexpected circumstances, staff development, and parent-teacher conferences. At least 30 of the 60 additional hours shall be available for rescheduling hours lost due to inclement weather or other emergencies. Schools shall use these additional hours to reschedule lost instructional time before requesting a waiver of the amount of instructional time under RSA 189:2, unless extraordinary circumstances exist that would place an unreasonable burden on the school or students such as, but not limited to, substantial building damage;

(5) A school may have a shortened day when an emergency condition exists which might adversely affect the health and safety of students, provided that the number of hours of instructional time originally planned for the day shall be credited to the number of hours of instructional time in the school year, if:

a. On that day, the school would normally have had at least 5.25 hours of instructional time; and

b. The school remained open for at least 3.5 hours of instructional time;

(6) There shall be no requirement to reschedule instructional time for kindergarten if morning or afternoon kindergarten sessions are cancelled due to delayed opening or early release for students in grade 1 or higher; and

(7) ~~A school district may conduct “distance education” as defined in Ed 306.22. The district shall create a plan that shall include procedures for participation by all students.~~ ***Distance education conducted in accordance with Ed 306.22 shall count toward the required amount of instructional time.***

(b) Lunch time, home room periods, passing time, and breaks shall not be counted toward the required amount of instructional time. Elementary schools may count up to 30 minutes of recess per day as instructional time for pupils in kindergarten through grade 6. Advisory periods in middle and high schools shall be counted as instructional time.

(c) The high school graduation date shall be set no more than 5 school days or 30 instructional hours before the end of the scheduled school year without consideration of making up lost time pursuant to Ed 306.18 (a)(4).

Readopt with amendment, Ed 306.22, effective 3-27-14 (Document #10556), as modified by Exhibit P of Emergency Order #29, effective 8-13-20, to read as follows:

Ed 306.22 Distance Education.

(a) All students shall have access to full-year, full-day, in-person instruction as required in RSA 189:1 and RSA 189:24. Distance education, as defined in RSA 306.22(b), shall not satisfy the requirement for in-person instruction.

(ab) In this section, "distance education" means any instructional mode that is not in-person instruction including, but not limited to, correspondence, video-based, internet-based, online courses, remote instruction, or any combination thereof. The term distance education also includes hybrid instructional models that utilize elements of distance education and traditional instruction in any combination.

(c) Distance education may be offered only:

(1) When inclement weather makes it unsafe to safely transport students to or from in-person instruction; or

(2) As an option for a parent making a request for distance education.

(d) When the district offers distance education, the school board shall be responsible for the development of a policy for the governance and administration of distance education.

(e) If a student participating in distance education is not making educational progress, as determined by the district's educational assessments, the option to participate in distance education may be rescinded by the district.

(f) A parent or guardian may appeal a district determination that a student is not making educational progress to the State Board of Education under Ed 200.

(g) A student shall remain in distance education until the conclusion of the appeal in (f) above.

(h) School districts may cooperate to share delivery of distance education.

~~***(b) School districts may offer students the multiple instructional options, including traditional classroom, distance education, or hybrid instruction models. For distance education and hybrid instruction models, the provisions of (c) – (e) below shall apply.***~~

~~***(c) The local school board shall be responsible for the approval, coordination, and supervision of distance education courses offered by the school district.***~~

~~***(d) School districts may cooperate to share delivery of distance education.***~~

~~(e) The local school board shall adopt policies relative to all distance education offered by the school district.~~

Appendix I

Rule	State or Federal Statute or Federal Regulation Implemented
Ed 306.22	RSA 21-N:9, I; RSA 186:8, I and II
Ed 306.18	RSA 189:1; RSA 189:24

New Hampshire
State Board of Education
Minutes of the August 27, 2021 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:03 a.m. Drew Cline presided as Chair.

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

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PRESENTATIONS/REPORTS

A. Annual Home Education Advisory Council (HEAC) Report

August 27, 2021

Kathryn Michelotti, former HEAC Chair, shared that there are 6,110 new homeschoolers that started last year. Chair Cline asked about the total number of homeschoolers going into the fall. Kathryn Michelotti shared that homeschoolers report as of September 1st. School districts report to the Department of Education and then the Department reports the number by October. The only required report is how many new homeschoolers each year.

Ryan Terrell asked if there was a reason for the increase in homeschool education other than the pandemic. Kathryn Michelotti responded that reported reasons have included safety concerns, parents wanting to have more input in what kids are learning, and once parents had students at home they decided to continue. There are also ongoing mask debates.

AGENDA ITEM IV. COUNCIL FOR TEACHER EDUCATION (CTE)

A. University of New Hampshire (UNH) - Substantive Change Request

Chair Cline shared that not everyone was able to read the packet due to a technical issue. The converted packet was shared with all members.

Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education, shared that UNH's request from June was to add additional approved ed prep programs at the bachelor's level. It was discussed at the June

meeting and tabled. Judy Sharkey, Elizabeth Arcieri, and Kathryn McCurdy were in attendance to represent the UNH Education Department.

Ann Lane stated there are 2 courses currently offered and UNH is looking for approval to use these courses for certification. Elizabeth Arcieri clarified that it is 2 additional certification pathways for approval. Ann Lane noted the 2 course approval forms: Advocating for Diverse and Inclusive Family School Community Partnerships and Inclusive Elementary Education. Chair Cline stated that the Board had previously requested supplemental information to show how course titles change. Ann Lane asked why UNH is asking for Equity, Diversity and Inclusion (EDI) rather than Elementary Education certification. Elizabeth Arcieri stated that when developing the new pathways, they wanted to make elementary education certification available at the undergraduate level. The committee decided that since elementary education pathways are widely available, UNH would offer something different by combining it with a critical shortage area. Since the prior meeting, UNH updated their proposal to allow students with any appropriate major to pursue elementary education. Chair Cline summarized that the initial pathways were tied to education studies EDI major. The new proposal is separated into two pathways: EDI or education studies double major.

Elizabeth Arcieri shared that within the pathway students would do elementary ed and choose either special education or English speakers of other languages (ESOL). The general special education program is currently under

conditional approval and as a result, special education was removed from the current proposal.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board of Education remove the UNH substantive change request from the table.

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

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education approve UNH's substantive change request.

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

AGENDA ITEM V. BUREAU OF EDUCATIONAL OPPORTUNITIES

A. Office of Charter Schools

1. Seacoast Charter School – Renewal

August 27, 2021

Jess Pine, Head of School, shared that they are a K-8 charter school with a focus on art integration. They are on track with their mission and use of public funds and school sustainability. The committee recommended term limits for Board of Trustees. They are starting strategic planning in September. The budget narrative was completed based upon committee recommendation. The committee suggested defining future fundraising monetary goals. They are going to work on putting those projections in writing as part of the strategic plan. They are working to improve posting project reports and financials on the school website.

Ann Lane asked about the committee's budget concerns. Jess Pine responded the concern was to have a more thorough budget plan. Ryan Terrell asked about the goal of 100% parental involvement. Jess Pine responded that students come from 30 different towns. They do a lot of events to create a community within their school. The involvement has waned since the school moved to Dover. Ryan Terrell asked if the goal will be adjusted based upon constraints and the pandemic. Jess Pine responded that the school would continue to strive toward that goal. Ryan Terrell asked what the school plans to do to increase parent involvement. Jess Pine responded that the school did virtual conversations with families during the pandemic. The school does family events throughout the year. They do neighborhood gatherings in different areas to meet more families.

Ann Lane asked about challenges with sending districts regarding special education. Jess Pine responded that there are 30 different districts. Special education numbers are increasing. Some districts are more challenging when trying to fight for services that students need. Finding special education teachers is harder at the charter school level due to funding. Ann Lane asked about changing buildings to allow for expansion. Jess Pine shared that there are over 200 students on the school's wait list.

Chair Cline asked how the school has maintained high grades in an art focused school when historically other art schools have struggled. Jess Pine responded that families are motivated to choose their school. The school puts a lot of money into the classrooms and professional development. They focus on areas of professional development based upon student data.

Kate Cassady asked about a budget for \$60,000 in annual donations and what the actual amount was for 2021. Jess Pine stated that it was less due to Covid. Kate Cassady recommended not including that in the budget, but rather in a separate report.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that pursuant to Chapter 194-B and Ed 318 Charter Public Schools, the State Board of Education authorizes the charter renewal for Seacoast Charter School.

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

2. PACE Career Academy Charter School – Closing Report

Chair Cline stated that the Board received PACE's closing report. Chair Cline stated that at the previous meeting, the Board suggested adding a parent to the board, which happened, and to have a full board vote to close, which has not happened. Kris Raymond responded that they had a full board meeting on June 28th and added the parent and student representative. They reviewed the proposed budget, staffing model and the motion failed. They were not able to have the motion to ratify executive committee vote. They had 9 people present to vote, 4 voted in favor, 2 not in favor, and 3 abstained. Another full board meeting was scheduled; however, they did not have a quorum. They have scheduled another PACE board meeting for September 27th. There are two items on the agenda: ratification of the executive committee recommendation to close and to vote to approve the liquidation of assets. The school is in danger of being foreclosed on by the bank. There are currently no students or staff as of the end of the school year. Student records have been sent to new schools. The Board asked PACE to confirm that all student records that have been requested have been send to the new schools.

Chair Cline stated that the Board would like to see a formal closing board vote for clarity. Ryan Terrell asked about the challenge to get the board together for a vote. Kris Raymond responded that members have not shown up to the meetings. Chair Cline asked how many board members are appointed by the district. Clinton Hanson responded that the district has 1 school board member appointed for a 2-year term. There is also a representative from SAU 53 and an SAU 53 administrator. The building is worth \$1.3 billion and the assets within the building would bring the total up to about \$1.6 billion.

Ryan Terrell asked what PACE has learned that could help future charter schools. Clinton Hanson responded that the budget process is critical. Fundraising did not make up for needed funds. There was a buffer in place with payment from Pembroke and SAU students, but the percentage of these students has decreased. A key factor is looking ahead to summer budget to ensure money is put aside for those months.

3. Making Community Connections – Manchester – Closing Report

Jodi Adams, interim CEO and school leader, stated her position ended July 31st and she is currently only a board member. Chair Cline stated the Board received the closing report. Ryan Terrell asked what the school learned that could benefit other charter schools. Jodi Adams responded that they have 2

locations. The difference between them is the student population and community support. The student population in Manchester consisted of a majority of trauma students: homeless, abused, drug addicted parents, etc. The school was not setup to hire a social worker to help students with their social emotional needs. They also struggled to keep staff due to lack of benefits. There was a lack of community and parental support at the Manchester campus.

Ann Lane asked where students were being enrolled after the school closing. Jodi Adams responded that only some parents communicated where students were going. Others did not respond to any communication. If the school did not receive transfer information, records were sent to their sending district.

Kate Cassady asked what the school would've done differently. Jodi Adams responded that she would have put more effort into fundraising. Additional funds could have been used to hire additional support staff to work with students. Kate Cassady asked if the mission statement matched the student population. Jodi Adams responded that they made every effort to make sure the mission was being accomplished, but there were many additional challenges. Part of the mission includes the parents. There were parent meetings at the end of every term. In Manchester, parents did not show up for these meetings. The parent participation model should have been adjusted to try to get more parents involved.

B. Office of Non-Public School Approval Board

1. Commissioner's Non-Public School Approval Designation

a. St. Christopher Academy Facility Update

Shireen Meskoob stated that in June St. Christopher Academy did not successfully obtain a standard approval for attendance purposes only because they had some facility issues they needed to address. The town of Nashua has provided a letter assuring students were safe in the building and the issues have been addressed. For that reason, she is requesting the conditional approval be changed to a standard approval.

MOTION: Ann Lane made the motion, seconded by Kate Cassady that the State Board accept and approve the following school for continued attendance approval status for the period of August 27, 2021 through June 30, 2024: St. Christopher Academy.

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

b. Bedford Academy

Shireen Meskoob introduced Roxanne Molina who is looking to open Bedford Academy. Chair Cline stated that the application was very detailed and opened the floor for questions. Ann Lane asked about the lack of staff and low teacher salary. Roxanne Molina responded that they have been waiting for approval, but they do have a couple of teachers hired and will hire more based upon enrollment. They purchased a property that has a tenant on the second floor. The school will utilize the bottom floor with four classrooms. They will open and expand as enrollment increases. The teacher contracts state that as enrollment grows, teacher salaries will increase. The tenant pays the entire mortgage, which allows slow growth. Ann Lane asked about access to the school facility via the second floor. Roxanne Molina responded that they have invested in electronic doors, cameras, and a security system.

Chair Cline asked how the school is advertising for students. Roxanne Molina responded they started advertising. They have Facebook ads, a bulletin, neighborhood news. She also has a learning pod and some parents whose children are part of the pod following her to the new school.

Ryan Terrell asked why a school is needed in Bedford. Roxanne Molina responded that as a parent, she was looking for an option with small class sizes, 10 or less. They are also STEAM inspired and have individual

learning plans. Her background is in education. During remote learning, she was using a STEAM model with her own daughter and other students in her class joined, creating a learning pod. Ryan Terrell asked about some of the potential ways this school could be different. Roxanne Molina responded that she wants this to be an instructionally valuable program. She wants it to be a safe place. They have invested in sanitation systems and a ventilation system. Ryan Terrell asked how they are factoring in teachers wanting to follow the vision at the lower salary. Roxanne Molina responded that her current interested teachers believe in the philosophy and that they will grow with the school. Ryan Terrell asked what she learned from the previous presenters at today's meeting. Roxanne Molina responded that it was scary hearing the ways planning can fall through.

Ann Lane asked who is the immediate competition is for students. Roxanne Molina responded that Bedford schools are good schools. She is hoping that the niche of STEAM inspired, and smaller class sizes will be attractive to parents. There are a lot of religious based schools which will also be competition, but they do not have the focus on STEAM. Ann Lane asked about optimal enrollment. Roxanne Molina responded that 38 is the maximum, and the break-even for each classroom is 3. The projected opening date is September 9th. Kate Cassady suggested they go back over the budget to ensure the numbers are correct.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education accept and approve the following school for initial attendance approval status for the period of August 27, 2021 through June 30, 2024: Bedford Academy.

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

C. Learn Everywhere

1. The Boys & Girls Club of Souhegan

Chair Cline asked about the depth of knowledge for certificates. The competencies and standards being met seem thin for sound engineering. Robin LaCroix shared that they do 9 shows a year. They are fully realized, fully sound, microphones on all the kids, etc. A sound engineer student is involved with the production team, building sound cues, building mic plots, understanding how and where the kids are coming on and off the stage and programming the computers with all the cues. During tech week and the run of the show, they manipulate all those cues, adjusting sound on the go, etc. It's a constant learning process. Chair Cline shared that the explanation filled in the gaps in the application. He suggested having the skills and met standards written in a more narrative, detailed form.

Chair Cline asked if students would choose one area or have the option to participate in multiple areas. Robin LaCroix responded that the goal is to expose students to every area they are interested in. Chair Cline asked if there's any thought to adding the stage component to the program. Robin LaCroix responded that there are other opportunities to add on to the program in the future.

Ann Lane asked about the cost structure and anticipated scholarship opportunities. Robin LaCroix responded that the production fee for actors is \$75 per student. There is scholarship money available. They offer opportunities to volunteer in management positions to offset production fees and to allow students to get ads for programs to offset production fees. The tech students have \$45 production fees.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education approve The Boys & Girls Club of Souhegan Learn Everywhere application.

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

2. FIRST New Hampshire Robotics

Chair Cline stated that the application was very thorough. Ann Lane asked if there is a maximum number of students that can participate. Frank Grossman from FIRST stated that they are using Learn Everywhere as a recruiting tool to include students who are focused on arts, design, business, etc. by having the ability to offer credits. Ann Lane asked about scholarships. Frank Grossman responded that most FIRST programs do not require students to pay. At the high school level, most teams have sponsors.

Ryan Terrell asked about the competencies of technology education and technology education elective. One is for arts, audio visual, technology and communication and the other is marketing, sales. Under the arts, audio visual, technology there are big subject matters. He suggested having some of the more web focused stuff trickle down to marketing and sales. Libby Simpson from FIRST responded that individual students building the website would be for the purpose of marketing to the community. The authenticity in which they will apply the standards are going to happen in combination. The competencies are tied to projects that the majority of teams participate in.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education approve FIRST Robotics Learn Everywhere application.

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

3. Neil Stone's Karate Academy

Nate Greene shared that there was a scheduling conflict and Neil Stone's Karate Academy requested to be moved to next month.

4. Seacoast United Sports Club

Chair Cline stated that the application was thorough. Ian Burgess shared that his background is education. He wanted to provide educational opportunities off the field. Some are measurable and some are objective. The objective part has oversight from other coaches and licensed staff.

Ann Lane asked about the participation rate. Ian Burgess responded that they anticipate the majority of New Hampshire athletes enrolling in this program. Ann Lane asked about scholarship provisions. Ian Burgess responded that there are 3 scholarship paths. The first is Seacoast United sports foundation which allows funding to children without financial support. The second way is internally, which is between \$300,000 - \$500,000 per year. The third is a give back program which allows families to volunteer. High school athletes will be expected to

become mentors and help as assistant coaches with younger groups. No one is ever turned away.

MOTION: Kate Cassady made the motion, seconded by Ann Lane that the State Board of Education approve Seacoast United Learn Everywhere application.

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

AGENDA ITEM VI. LEGISLATIVE UPDATES

A. Conditional Approval Response – Interim Rule – Education Freedom Accounts (EFA) Program (Ed 324)

Chair Cline requested that this item be taken up by the board early on in the agenda. This will give the Joint Legislative Committee on Administrative Rules (JLCAR) time to review and approve so it can be adopted later in the meeting.

MOTION: Ann Lane made the motion, seconded Kate Cassady that the State Board of Education adopt Ed 324 regarding Education Freedom Accounts.

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

B. Adopt – Interim Rule – Education Freedom Accounts (EFA) Program (Ed 324)

Chair Cline shared that JLCAR gave approval of EFA rules.

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education adopt Ed 324 regarding Education Freedom Accounts.

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

C. Discussion - Holocaust and Genocide Discussion (ED 306)

Chair Cline shared that the two board members who worked on this are not at the meeting. An initial proposal will be ready for the September meeting.

AGENDA ITEM VII. COMMISSIONER'S UPDATES

Commissioner Edelblut shared that asbestos mitigation project at Londergan Hall turned out to be more than anticipated and the plan was changed, which required the building to be completely vacated by staff. People are working at various office space locations and from home and noted there may be some delays in responses during the transition.

There has been programming to bring tools to educators, administrators and families at the start of the year. One example is a statewide learning management system that creates connectivity for students. They launched a training program for educators that allows them to use the game of chess to amplify instruction. The learning pod program includes district learning pods and community learning pods. The Yes, Every Student program can provide public school students with disabilities up to \$1,000 for services. Students who are at poverty level or below can apply for a stipend up to \$1,000 for tutoring services by a New Hampshire certified educator.

The commissioner is trying to mitigate anxieties at the start of the school year. The number 1 mitigating strategy is not sending sick kids to school. If a student is symptomatic at school, they would be sent to the nurse and asked to exclude themselves. They will be no contact tracing and quarantining in public schools and students will be monitored for symptoms. Guidance was recently shared in June around vaccines. Students cannot be distinguished or discriminated against due to vaccination status.

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Ryan Terrell asked if parents, students and teachers seem more anxious because they don't know what to do or because they have the information and don't know what they want to do. Commissioner Edelblut responded that there's a lot of information that could be anxiety provoking.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

There were no topics for discussion.

AGENDA ITEM IX. CONSENT AGENDA

A. Meeting Minutes of July 8, 2021 State Board Meeting

Board members noted necessary changes to meeting minutes.

B. Meeting Minutes of July 15, 2021 State Board Special Meeting

There were no noted changes to meeting minutes.

C. Dresden Interstate School District ~ Articles of Agreement Change Notification

MOTION: Ann Lane made the motion, seconded by Ryan Terrell that the State Board of Education accept the consent agenda items as a slate.

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

AGENDA ITEM X. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XI. ADJOURNMENT

MOTION: Ann Lane made the motion, seconded by Ryan Terrell to adjourn the meeting at 12:04 p.m.

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