

New Hampshire
State Board of Education
Minutes of the October 8, 2020 Meeting
Meeting held telephonically due to the COVID-19 State of Emergency

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education convened at 9:05 a.m. The meeting was held telephonically due to the COVID-19 state of emergency. Drew Cline presided as Chair.

Members present: Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Phil Nazzaro, Helen Honorow, and Drew Cline, Chair. Also present were Frank Edelblut, Commissioner of Education, and Christine Brennan, Deputy Commissioner of Education.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Drew Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

There was no live public comment and written commentary was submitted and posted to the public materials on the Board's [webpage](#).

AGENDA ITEM IV. PRESENTATIONS/REPORTS/UPDATES

A. Student/Wakefield School Board ~ SB-FY-21-08-00

The family attorney, Karen Hughes, addressed Wakefield's decision to deny the student paid tuition to the Rochester School District. She maintained a series of procedural failures denied her client the right to properly file a Manifest Educational Hardship claim. Three times the family asked for a Manifest Educational Hardship request with no response from the district. The family was not given the proper due process.

Attorney Hughes maintained the student suffered a hardship as a result of leaving her friends and siblings at Rochester when her family moved, and she is not sufficiently challenged Wakefield's blended-grade remote learning environment. Wakefield does not offer the same classes and programs the student is passionate about. The parent recounted his difficulty getting information and timely responses from Wakefield. Attorney Hughes stated the Hearing Officer's ruling does not account for the many procedural failures of the school district and asked the Board to reconsider accepting the recommendation to deny the student's tuition to Rochester.

Chairman Cline pointed out the Board is being asked to rule on factors outside of the initial claim of Manifest Educational Hardship. Remote learning issues were not part of the initial claim. The Superintendent added the district regularly reviews student needs and allows changes between in-person and remote learning. Cindy Chagnon reminded Chair Cline that Attorney Hughes was not yet in attendance when he explained to the parties that the Board would only be making a decision on the ruling of the Hearing Officer and not any new information.

Chairman Cline sympathized with the family's frustration, but the Hearing Officer found no precedence or case law supporting the family's specific claims of Manifest Educational Hardship based on a family's desire to choose a school based on curriculum, or the choice to move to a different school district.

MOTION: Kate Cassady made the following motion, seconded by Cindy Chagnon, that the State Board of Education to accept the Hearing Officer's report and adopt the Hearing Officer's Recommendation; to uphold the local school board decision.

VOTE: The motion was approved by roll-call vote by State Board of Education members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow with the Chair abstaining.

AGENDA ITEM V. PUBLIC HEARINGS

A. Home Education (Ed 315)

The Chairman opened the public hearing at 10:00 a.m.

Ms. Bonnie Dunham addressed the Board as a mother of a young adult son with disabilities. During this unprecedented time, when so many children are being educated at home through remote instruction, I have heard many parents of children with disabilities use the terms remote instruction, home schooling and home instruction interchangeably, when in reality, they are very, very different. When a child is receiving remote instruction at home or home instruction (which a special education placement option), that child is a public school child and entitled to receive a free appropriate public education (FAPE) provided by the school district. When a child is being home educated (a.k.a. home schooled), the child does not have a right to special education and related services while he/she is being home educated. I have spoken to a number of families of children with disabilities who have said that they were planning to home school their child when they meant that even if their school district opened their schools for in-person

instruction, because of their child's health status, they were going to continue having their child receive remote instruction at home. Some families of children with disabilities decide to home school their child, and that is their right, but I believe that it is essential that it be an informed decision. I request that in Ed 315, language be added requiring a parent who is planning to home school their child to be informed as early in the process as possible that if their child is a child with a disability, removing the child from the public school system means that child will no longer be eligible for special education and related services. Ensuring that the parent is aware that a school district is not responsible for providing a FAPE to a child who is being home schooled is very important. I would hate for a parent of a child with a disability to go through the process to home educate their child, then to contact their school district to ask how their child was going to be given their special education and related services, only then to find out that, as a home schooled child, their child would not be receiving the special education and related services the child would receive if the child was in the public school.

Mr. George D'Orazio, member and former Chair of the Home Education Advisory Council (HEAC), stated that the rules on this matter frequently quote sections of the law, making it easy for people to understand the process for districts and home schoolers. In the proposed set of rules, many of the quotes from the law have been removed. The sequence of steps is difficult to follow. Extensive revisions of the rules eliminated sections no longer in compliance with the law. The proposed revision is choppy and does not reflect the effort to smooth out the steps. Mr. D'Orazio did note that the HEAC Rules Committee did agree to the version of the rule that is before the Board today. Chairman Cline asked Mr. D'Orazio to submit the change suggestions and supporting documents for the Board to review before the next meeting.

The Chairman closed the public meeting at 10:30 a.m.

B. Demonstrated Knowledge and Skills in High School (Ed 306.27(d))

The Chairman opened the public hearing at 10:30 a.m.

Ms. Nicole Heimarck addressed the Board on behalf of the New Hampshire Alliance for College and Career Readiness. The Alliance is a Nellie Mae Education Foundation project within Reaching Higher New Hampshire. The Alliance leads policy and community engagement on college and career readiness and provides technical assistance to stakeholders.

Ms. Heimarck offered insights on behalf of the Alliance about specific language in the existing and proposed rule. The Alliance took pause on the use of "placement test" and "pretest" or "placement pre-test" in examining a student's

demonstration of mastery to secure eligibility for course credits or moving along a learning progression, because placement and pre-tests are not designed to assess or measure student mastery of content skills and novel application of those skills.

The Alliance suggested that placement pre-tests be replaced with competency assessment language or end-of-course competency assessment language. Competency assessments are designed to measure student mastery and demonstration of required skills and content. This adjustment allows the rule to better ensure high school students have truly mastered the content. The Alliance is considering removing the words "advanced level" at the end of this rule, because there is no shared understanding or culture around the terminology.

The Alliance believes the rule emphasizes students' ability to move within the learning progression of the course content that they are engaged in and better represents mastery, competency, and the flow through a continuum of learning.

To demonstrate her point, Ms. Heimarck cited the Orleans Hannah Mathematics Assessment, which is often given to the students at the end of 6th grade for placement into a course, not the demonstration of mastery. The Orleans Hannah measures a student's aptitude for algebra reasoning. Assessments determine mathematics course pathways through high school. The outcomes do not demonstrate mastery, but a propensity to engage in algebraic reasoning. In most cases, course content is compacted, and more is covered for students who demonstrate ability for earlier algebraic reasoning over an accelerated time.

Ms. Heimarck concluded that using competency assessment language would better align and integrate the Ed 306 framework, which makes sense as New Hampshire is a competency-based assessment state. She thanked the Board for their time.

Ann Lane asked Ms. Heimarck what language was suggested to replace the word "advanced." Ms. Heimarck noted that she submitted a marked-up rule which replaced "advanced" with "to take the next or related course or courses within the learning progression of the subject matter, or an elective".

The Chairman closed the public hearing at 11:55 a.m.

AGENDA ITEM VI. COUNCIL FOR TEACHER EDUCATION (CTE)

A. University of New Hampshire (UNH) Priority Progress Report

Ms. Laura Stoneking, NHDOE, Administrator, Bureau of Educator Preparation and Higher Education, addressed the Board and provided background on the program approvals. In the fall of 2019, the University of New Hampshire (UNH) had several educator preparation programs that were reviewed and recommended for various levels of approval. The Board took those

recommendations from the Council and had conditionally approved five programs, which were the General Special Education program at the Master level, Early Childhood Special Education at the Master level, Music Education at the Bachelor level, School Principal for both licensure and educational specialists, and the Special Education Administrator at the licensure level. Conditional approval requires a priority progress report, which was completed on time.

The Council subsequently made the recommendation to the State Board to consider moving the Master level Special Education, Early Childhood Special Education, and Music Education to full programs, as remaining reviews have occurred, and previously unmet standards have been met. School Principal and Special Education Administrator programs would be kept at conditional approval with a second progress report due in six months.

Liz Archieri, Joe Anasco, and Professor Vince Connelly were in attendance to address any questions on behalf of UNH.

Ms. Honorow was pleased that the recommendations were taken to heart but was concerned about the moratorium on building projects at UNH. As previously discussed, better resources and spaces are needed to continue several of the teacher preparation programs. The pandemic continues to cause economic hardships, but that is a separate issue to adequate learning spaces. Ms. Archieri offered that the review indicated that students and visitors felt the facility needed repair, technology updates, and better accessibility signage. Until there is proper funding to build new spaces and renovate the old ones, UNH made necessary temporary adjustments by moving classes to other places on campus. Many teachers opted to teach in person during the pandemic, and students were given the option to attend in person or remotely. Future plans for Morrill Hall might be stalled by the pandemic, but UNH is committed to expanding the Education program space.

Mr. Connelly teaches a core Education class with students learning both remotely and in person, which would not have been possible before the pandemic. UNH responded quickly with thorough technology updates in learning spaces. He disagreed with the notion that students leave the program with inadequate IEP training, as the ability to write a good IEP is required to complete the program. Mr. Anasco, Director of Educator Preparation, stated the mold issue in the basement was addressed.

Ms. Lane reminded the Board the motion before them today is conditional approval of two programs through August 30, 2022. She asked if the Board would have a progress report before then from UNH, and Ms. Archieri replied there will be progress reports for the conditional approval programs in six months.

Ms. Griffin asked if granting conditional approval will impact students' ability to enroll in the Education program; UNH does not believe so. The Ed 500 rules

require the approvals to be published on a yearly basis, and conditionally approved programs and definitions are also in the report. The Board could request UNH to publish it on a public website for full transparency. UNH confirmed for Ms. Chagnon that students receive full degrees, not conditional degrees.

Chairman Cline liked the student and alumni feedback aspect of the report and hopes the update will reflect changes made in those areas of concern. UNH confirmed it will conduct additional surveys on those specific areas of concern. Ms. Archieri confirmed for Chairman Cline that General Special Education students complained of inadequate teaching of IEPs procedures, assessment tests and the legal aspects of the education system.

Chairman Cline expressed concern that requested changes may not fully address the foundational IEP law knowledge necessary to be a good Special Education teacher. Ms. Archieri maintained there is plenty of law education and practice embedded in the course work and internship but agrees changes should be made based on graduate feedback indicating insufficient learning.

Chairman Cline asked for more student feedback to indicate whether the changes made are sufficient. UNH will provide additional evidence of intern satisfaction, and cooperating teacher satisfaction with the intern's ability to write an IEP. Ms. Honorow was also not convinced the necessary changes have been made and suggested a one-year conditional approval based on student and alum feedback about receiving adequate instruction.

Chairman Cline would like to see output-based evidence from alums of sufficient curricula change before granting full approval and suggested a two-year conditional approval with a one-year progress report demonstrating a more robust IEP and legal curriculum. Ms. Chagnon agreed on the importance of IEP writing and felt a two-year conditional approval would be best considering how much focus the first year will be on educating through the pandemic.

Ms. Honorow would like to see the School Principal and Special Education Administrator programs provide another report in six months despite the pause in progress on Morrill Hall. Chairman Cline noted that UNH's current financial situation might prevent meaningful change to be made to Morrill Hall; it might be wise to give them a year. UNH confirmed it would be difficult to show progress in six months due to factors outside their control. There is no clear way to determine if UNH will be financially sound enough to make the required changes in six months, and Ms. Archieri stated it would be more efficient to submit all progress at the same time. Mr. Anasco agreed that one year would give UNH time to accumulate substantial graduate data.

Hearing Board member consensus, Chairman Cline suggests a motion of full approval for the Early Childhood Special Education and Music Education programs, and two-year conditional approval for General Special Education,

School Principal and Special Education Administrator programs. UNH will return to the Board in October 2021 with progress reports on the three conditionally approved programs.

MOTION: Ann Lane made the following motion, seconded by Kate Cassady that the State Board of Education grant UNH full approval through August 30, 2027 of professional educator preparation programs in the content areas of:

612.071, Early Childhood Special Education, M.ED
612.20, Music Education, BS I

And two-year conditional approval through August 30, 2022, with a one-year progress report to the board in October 2021 of professional educator preparation programs in the content areas of:

612.07, General Special Education, M.ED
614.04, School Principal, Licensure, Ed.S
614.15, Special Education Administrator, Licensure

VOTE: The motion was approved by roll-call vote by State Board of Education members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow with the Chair abstaining.

AGENDA ITEM VII. CHARTER SCHOOL REPORTS/UPDATES

A. 2019-2020 Charter School Annual Reports

Jane Waterhouse, NHDOE, Charter School Administrator, indicated report templates were revised this year to include the requirements of RSA 194-B, and the requirements of the Administrative Rules in Ed 318. All schools were required to use the new template.

Chairman Cline enjoyed having all reports in the same format. Ms. Cassady thought the reports were wonderful and appreciated all the met deadline dates. Ms. Lane concurred with fellow Board members about the extraordinary report, but she found it hard to discern actual balance totals of schools among the many financial reports. Jane confirms that there will be more student assessment data to come this school year. Any specific financial statement questions should be directed to the schools, who can attend Board meetings and respond to Board questions.

Ms. Lane noted that Compass Classical Academy showed a negative balance of \$404,285.79, which is a difficult place to start a school year. Jane

agreed consistent losses are not sustainable, and capital reserves often are not enough. The schools may need to appear before the Board to answer questions. Due to the widespread impact of COVID-19 this year, Ms. Lane suggested lowering expectations for average daily attendance and graduation rates.

Jane offered to take a closer look at the data and come up with a list for the Board to review, to determine if any schools are truly at risk. Nate Greene, NHDOE, Administrator, Bureau of Educational Opportunities, commented that a lot of the academic and assessment data was collected in the report system which is publicly available and are working to come up with comparisons requested by the Board in previous conversations. Much of the unsubmitted school data was already available publicly on the Department website and not part of the annual report.

Ms. Honorow appreciated the new report format and thanked Jane for the outstanding compilation. The impressive amount of data must now spur action, with struggling schools identified. Many schools suffered pandemic-related fund-raising gaps, and they will need action from the Board to financially rebound and assessment scores fell well below state averages for several charter schools.

Ms. Honorow suggested a system be developed to flag these schools for intervention. Ms. Griffin suggested a red-flag summary could be created for struggling schools indicating problematic areas. She found the data in the new report much easier to follow and compare. Ms. Chagnon deeply appreciated the examples of student work and experience, as there is little opportunity for the Board to understand school environments. While too cumbersome to provide that from 20 schools at once, perhaps smaller groups of schools could be compiled.

Chairman Cline pointed out the challenge in reading balance sheets. Compass Classical Academy is not in the red, with a checking/savings account balance of \$1.5 million. They have a -\$1.7 million state aid receivable which accounts for most of the liability, and assumes it is counting on state aid that is not yet received.

Chairman Cline asked about Gate City Arts Academy, which was given special attention by the Board. Clearly the numbers improved after making suggested changes, especially in Math, but no state assessment data were reported due to COVID. Commissioner Edelblut stated the federal government waived all state assessments in the spring. Assessments will resume in the fall and numbers should be available by January. There are no waivers to run the accountability assessments in the spring.

Jane commented that Gate City is scheduled to come before the Board in May 2021 because they had a two-year extension to their charter, so they will need approval from the Board. Mr. Nazzaro also appreciated the updated report format, which is a critical first step to improve oversight of charter schools. He agreed with

Ms. Honorow that criteria should be developed to identify schools most in need of help. Caitlin Davis, NHDOE, Director, Division of Education and Analytic Resources, commented that the Board should consider putting together an accountability report for the charter schools made up of several different data factors that could then also be used as a risk assessment. The Board should consider what categories would be pertinent for analysis.

Ms. Honorow asked if the Granite State Arts Academy had completed its 2019-2020 audit, and Jane replied that it was submitted. Ms. Honorow asked if there was enough time before the Board's retreat for Jane to put together the discussed report; Jane will do her best, but she needs to know the desired metrics. Finances, academic performance, and attendance were suggested.

Ms. Chagnon would prefer specific data about which charter schools are predominantly taking at-risk children, drop-outs, and students over the age of 17. Ms. Lane reiterated the importance of comparing charter schools to other schools in the geographic area. She would also like to see projected or needed enrollment. Ms. Cassidy thought the report was great, but would like to see a spreadsheet format that would be easier to analyze. Caitlin noted that this the accountability report she suggested the Board consider; made up of several different data factors that could then also be used as a risk assessment. Ms. Chagnon thought it would be too much information and prefers shorter reports with access to back-up data if needed.

AGENDA ITEM VIII. LEGISLATIVE UPDATES

A. Preliminary Objection Response ~ Robotics Education Fund (Ed 1307)

Amanda Phelps, NHDOE, Administrative Rules Coordinator, was in attendance and explained to the Board that she received the Office of Legislative Services' (OLS) comments only a week before the Joint Legislative Commission on Administrative Rules (JLCAR) meeting, so there was no time to address their comments. At the JLCAR meeting she requested a preliminary objection that would provide more time to amend the rule in accordance to the comments provided by OLS. The objection response document addressing OLS comments was sent to OLS attorney Kim Reeve, who provided feedback.

The application will be amended to make the second year of the budget optional, because not every team needs two years of funding. On page 3, instead of using a form for reporting, the reporting requirements were in the rule as requested by OLS. On page 3E, simply stating they will open a 30-day grant application period did not satisfy JLCAR. The grant fund is non-lapsing, so the Department wanted to provide a second grant application period with leftover funds. The language would change from "no later than" to "beginning on" December 1. The only other amendment is the form date, changing from August 2020 to the month that JLCAR approves it, and will be taken care of after adoption

as an editorial request. All the comments have been satisfied in the submission before the Board.

MOTION: Cindy Chagnon made the following motion, seconded by Ann Lane, that the State Board of Education approve the objection response for Ed 1307, Robotics Education Grant Fund, as amended.

VOTE: The motion was approved by roll-call vote by State Board of Education members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow with the Chair abstaining.

B. Discuss Remote Instruction (Ed 306.14 & Ed 306.18(a)(7) and Emergency Order #29

Chairman Cline explained that the initial proposal was entered in a different area of the rules than the Governor's Emergency Order #29. The Governor and the School Board Association placed the rule in the Distance Learning statute; taking this precedence into account, Chairman Cline prompted the Board to discuss to help determine where the rule should reside and noted that the Board is tasked with ensuring educational equity across all instructional formats.

NHDOE Attorney Chris Bond, explained what the legal difference would be when choosing where to place the rule. The Board addressed the pandemic with an emergency rule, then through proposed rulemaking based on Ed 306.18, which was a reasonable temporary solution at the time. The Board removed the five-day limitation on "blizzard bags" so they may be used in perpetuity. A permanent rule for long-term remote instruction reasonably fits in a different position in the statutes, and the Board will redefine distance education to accommodate highly variable emergency situations. Attorney Bond confirmed that due to the rule being a response to public comment, it is not necessary to hold another public hearing on the matter before approving the rule placement by December 23, 2020.

Ms. Honorow would like the opportunity to gather as many different opinions as possible. The Board could notice the public a week before a public hearing in November with a final proposal vote in December, and Chairman Cline countered that feedback could be obtained without a public hearing. Public comment could be added to the November Board meeting agenda, with a public notice and invitation to encourage feedback.

Mr. Nazzaro echoed Ms. Honorow's comments about eliciting as much public feedback as possible before the final draft of the rule and noted that we have now all experienced and learned that emergencies can last longer than five days, and a permanent rule should be in place. Ms. Phelps added that the Governor's

temporary rule created time to draft a permanent rule more carefully. Ms. Lane was grateful for the luxury of time to look at the rule more closely and reflect on how the Board can best serve students.

Chairman Cline summarized that the goal is to create permanent remote learning protocol to provide structure and flexibility for home-based education options. Attorney Bond and Ms. Phelps will draft a proposal for the rule under the Distance Learning subset and distribute the draft as soon as possible. They were encouraged to use parent Bonnie Dunham's feedback in the draft.

Ms. Honorow stated she would like the Board to lean more towards flexibility rather than mandates when drafting the rule. Mr. Nazzaro went on record as not being against distance education, as it is entirely possible when executed thoughtfully and noted that the rule should echo the mission statement of the Board that every individual acquires the skills and knowledge to succeed in the competitive global economy, even when learning remotely.

AGENDA ITEM IX. COMMISSIONER'S UPDATE

Commissioner Edelblut informed the Board of an arrangement made with Modern States to allow students in New Hampshire to access 30-plus classes online from top-tier professors across the country. Modern States will pay for 1,000 College-Level Examination Program (CLEP) tests. New Hampshire is the second state to sign on with the program. Students move through online courses, take a practice test, and receive a coupon to take a CLEP test. Roughly 2,900 colleges across the country accept CLEP tests towards college credit. The current remote learning environment makes it an ideal time for students to get involved in the program.

The Commissioner shared an update about the Elementary and Secondary School Emergency Relief (ESSER) fund. Of the \$33 million pushed out to New Hampshire schools, only \$19 million has been budgeted by the schools. The Department is encouraging school districts to use the grant management system to access COVID response funds through ESSER. There will be support for student enrichment, including after-school programming and outside partners like McAuliffe-Shepard Discovery Center. An English as a Second Language (ESL) program is in development.

The Department is working with school districts to ensure quality instruction even when students are learning at home. The Commissioner shared that there is open public comment about the opportunity to expand the 21st Century after-school programming, which by law cannot operate during school hours, but the school day is currently a flexible construct. The waiver gives the program flexibility in student support.

The remote learning period brought a drop in Division for Children, Youth and Families (DCYF) reports, especially by support function staff such as

counselors, and noted that some schools did not report drops. Best practices were collected from school districts with the best track records of staying in touch with students. A compilation of best practices and an online training session are in development.

The DOE-25 financial reports for the school districts are normally due annually on September 1, but several districts asked for waivers due to pandemic disruptions. The Commissioner can grant the first 30-day waiver, but after a second waiver, districts are not eligible for adequacy payments. Several schools have asked for a second waiver and are working to submit DOE 25 reports. The reports are used for tax setting, so the Department of Revenue Administration (DRA) is highly dependent on receiving these reports. The process is more backlogged than in previous years due to the pandemic.

Weekly calls with school leaders are ongoing to answer questions and support the schools as much as possible. Instances of COVID in the districts have been limited and handled safely, largely due to school leaders communicating with their communities. COVID-tracking technology enables nimbleness of response in the instructional environment.

Ms. Chagnon commented that remote learners gain much more from stimulating activities than sitting and watching the teacher deliver live instruction to students. She applauds the Manchester School District for making sure remote learning is engaging and effective. Ms. Lane countered that synchronous instruction helps students feel less isolated because they can still see their teachers and classmates. The lack of connection with classmates is undoubtedly the hardest aspect of remote learning.

Mr. Nazzaro thanked the Commissioner and the Department for being incredibly responsive during these uncertain times. He would like to see best practices shared from districts successfully transitioned to remote instruction. Other collaborative opportunities exist, such as state-wide calls for Department leaders and principals. Mr. Nazzaro asked the Commissioner what he should tell the many parents frustrated by many aspects of remote learning. The Commissioner is happy to work with parents to improve educational opportunities for their children and has expressed community concerns to every Superintendent. Special Education, Career and Technical Education, and English as a Second Language students all have access to in-person instruction. Ultimately, it is a community's determination of the most appropriate solutions; top-down mandates are ineffective in this unprecedented situation.

Chairman Cline commented that it would be good to hear from Superintendents at the November or December meeting. Superintendent testimony of current challenges and successes at a recent House and Senate Education Committee hearing was eye-opening. Many families have withdrawn students from districts over dissatisfaction with remote instruction. Manchester's superintendent made a point that these challenges are helping us remember the importance of a more personalized education for our students.

AGENDA ITEM X. OPEN BOARD DISCUSSIONS

The upcoming Board retreat was discussed. Chairman Cline wanted to hear from the Board before creating an agenda. Key areas of focus have been identified. Charter school applications, renewals, and accountability will be addressed, as there are no clear rules for performance metrics. Chairman Cline shared several ideas for the retreat. He would like a compilation of charter school laws on hand for the discussion, staff presentations, and guest speakers, perhaps from out of state, to give wider perspective to local and national charter school trends and practices.

Ms. Cassady liked the ideas but thinks another retreat in November will be necessary. She thanked the staff for spending so much time preparing. Ms. Honorow stated that she felt the Board is finally in a place to do higher-order brainstorming. She agreed finances and renewals are a priority but does not see the need for outside experts at this stage. The immediate focus should be charter schools.

Chairman Cline clarified that the outside experts would be focused on the critical issues that have been identified. Ms. Griffin suggested a triage of topics to address the most pertinent issues first; even with a prioritized list, the Board still might struggle to get through everything in one retreat. Chairman Cline would like to circulate an agenda early next week after consulting with staff.

The group discussed the potential for Board members to attend the retreat via Zoom, and the need for a big enough meeting space with sufficient technological support. Angela Adams asked if the retreat was open to the public. Chairman Cline will need to check the emergency protocols to determine if the meeting can be open to the public; spaces at the Department currently cannot accommodate social distancing, so public participation would likely be remote. The Department does not have the technology to support such a meeting, so the Board will look elsewhere for a meeting space. Chairman Cline very much prefers an in-person meeting; perhaps a new retreat date should be picked. If an in-person retreat is not feasible, Board members find Zoom preferable to the standard conference telephone calls.

Ms. Lane shared with the Board that she participated in the Home Education Advisory Council September meeting and was impressed with the commitment of the home-schooling group. She heard many families are getting pushback from local districts about awarding credit for remote classes. Chairman Cline's suspicion is thousands of students left the public school systems in the fall. The Department hears from parents that student needs are not being met; students that leave may not come back. A big concern is how students not returning will financially impact school districts.

AGENDA ITEM XI. OLD BUSINESS

There was no old business to discuss.

AGENDA ITEM XII. TABLED ITEMS

A. Capital City Public Charter School Status Change Request and Progress Report

Ms. Griffin asked for an update on Capital City Charter School. Chairman Cline confirmed conversations are ongoing between the school and the Department. Attorney Bond was asked to provide an update at the November meeting.

AGENDA ITEM XIII. CONSENT AGENDA

A. Minutes of September 10, 2020

MOTION: Ann Lane made the motion to approve the September 10, 2020 meeting minutes, seconded by Kate Cassady.

VOTE: The motion was approved by roll-call vote by State Board of Education members Sally Griffin, Ann Lane, Kate Cassady, and Drew Cline. Cindy Chagnon, Phil Nazzaro and Helen Honorow abstained.

Chairman Cline noted that amendments could be made retroactively at the next meeting.

AGENDA ITEM XIV. NONPUBLIC SESSION

There was no nonpublic session.

AGENDA ITEM XV. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to adjourn the meeting at 2:15 p.m.

VOTE: The motion was approved by roll-call vote by State Board of Education Members Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Phil Nazzaro and Helen Honorow, with the Chair abstaining.



Secretary