

New Hampshire
State Board of Education
Department of Education
Londergan Hall, Room 100F
101 Pleasant Street
Concord, NH 03301
Minutes of the March 14, 2019 Meeting

AGENDA ITEM I. CALL TO ORDER

The regular meeting of the State Board of Education was convened at 9:00 AM at the State Department of Education, 101 Pleasant Street, Concord, NH. Drew Cline presided as Chairman.

Members present: Kate Cassady, Cindy Chagnon, Drew Cline, Chairman, Sally Griffin, Helen Honorow, and Ann Lane. Christine Brennan, Deputy Commissioner of Education was also present. Phil Nazzaro and Commissioner Frank Edelblut were unable to attend due to other commitments.

AGENDA ITEM II. PLEDGE OF ALLEGIANCE

Chairman Cline led the pledge of allegiance.

AGENDA ITEM III. PUBLIC COMMENT

Deputy Commissioner Christine Brennan introduced her Yellow Lab puppy, Coconut, who is being trained to be a Seeing Eye dog for the blind, to the Board and everyone in attendance. She explained the training process and how wearing her "Seeing Eye Dog" vest signifies she is on the clock and working.

The following individuals provided testimony to the State Board in support of The Founders Academy Public Charter School (TFA) charter extension and renewal:

- Gabriella Alvarez, Manchester, NH
- Jonathan Lawton, Manchester, NH (*submitted written testimony*)
- Francesca Vesey, Manchester, NH (*submitted written testimony*)
- Susan Lawton, Manchester, NH
- Jennifer Nelson, Amherst, NH (*submitted written testimony*)
- Jackson Huot, Manchester, NH

John Larochelle, Manchester, NH – Mr. Larochelle expressed his interest in technology and desire to attend Spark Academy, as well as the academic reasons for doing so. He supports the State Board approving the charter.

Harrison Williams, Manchester, NH – Mr. Williams feels Spark Academy would have been a good technical high school for him due to his interest in engineering. A skilled workforce is good for New Hampshire and all the businesses within its borders. He supports the State Board approving the charter.

Mimi Thomas, Hudson, NH - North Point Construction (*submitted written testimony*) - Ms. Thomas represents her and her husband as owners of North Point Construction. The pool of construction tradesmen is decreasing every year; therefore, they support the State Board approving the charter for Spark Academy as a solution for the education of prospective skilled workers.

Matt Mercier, Hooksett, NH - Mr. Mercier owns a small technology services business and is a former Board member of The Founders Academy and on the Advisory Committee for The Children's Scholarship Fund of New Hampshire. He thanked the State Board for TFA's charter extension. He also supports the charter approval for Spark Academy. Charter schools allow students to have a choice in their education beyond traditional public schools. That is beneficial for the entire public school system.

Bonnie Dunham, Merrimack, NH - Ms. Dunham testified that this afternoon the Department of Health and Human Services is holding a public hearing on the proposed amendments to the Medicaid to Schools Program rules. Proposed changes include eliminating wrap-around and consultative services as covered sources.

AGENDA ITEM IV. CONSENT AGENDA

A. Meeting Minutes of February 14, 2019

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, to approve the minutes of February 14, 2019, as presented.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

AGENDA ITEM V. SPECIAL PRESENTATIONS

A. Teacher of the Year and Finalists

Ms. Lori Kincaid, Teacher of the Year Coordinator for NHDOE introduced herself. The Council of Chief State School Officers (CCSSO) brings state teachers together for several events and provides them with professional learning opportunities. The Teacher of the Year is a teacher who speaks for and energizes the teaching profession, as well as representing the contributions of all teachers statewide. Applications for 2020 nominees are due tomorrow and all

those with completed applications will be honored on April 1, 2019. The Teacher of the Year Selection Committee narrows it down to semifinalists who are then observed in the classroom and interviewed. Five finalists then submit essays and present a speech, at which time the selection committee chooses one teacher. The four 2019 finalists, followed by the 2019 Teacher of the Year, will speak today.

Aaron Blais, a public school teacher at Exeter High School, is proud to be a nominee and learned a lot about his own teaching during the process. Mr. Blais noted that the students he is teaching will retire from jobs that have not yet been invented. Educational focus should be on job skills, STEM, and standardized tests without diminishing civic education and the humanities.

Alice Donahoe, a fourth grade teacher in Merrimack, who attributes becoming a teacher to her dedicated fifth grade teacher who assisted her when she became ill in childhood. Alice challenges herself with her reading and then challenges her students. She gains real satisfaction from teaching and seeing engagement, passion, and desire in her students.

Allison Leach teaches at Spaulding High School in Rochester. Since childhood she has been recording teaching strategies she wanted to use as a teacher. Ms. Leach explained that she has a neurologic condition that led to long-term disability and forced her to change her lifestyle and pastimes. The entire community helped fundraise for her treatment and she was able to return to teaching. After cycles of therapy and teaching, she looks at life differently. She hopes to teach her students that problems can be solved one step at a time.

Lori Christerson teaches at Bishop Brady High School in Concord. The biggest challenge she sees for teachers is the limited amount of time to address all content. She created a poster for her classroom of her teaching mindsets, which are: relationships matter, especially believing in students; consequences are necessary in education to learn from mistakes in a meaningful way; make learning social; stay innovative and support teacher professional development; and it is important for educators to stay informed about compassion for students and understand where they are coming from. Ms. Christerson attributes her teaching success to these mindsets.

Keith Noyes, Teacher of the Year, teaches at Belmont Middle School. He explained that he struggled in school as a child and sees students struggling every day as a teacher. He wants students to think not only about their future, but also about community engagement. Mr. Noyes developed the CARE program, Compassion, Acceptance, Respect and Empathy for students to write essays about and develop passion in something that matters to them. Having his students write memoirs helps him, as well as their parents, to learn more about them. It will be important to encourage the next generation of teachers. He is excited about Empower, a learning management system that will allow students

to learn at their own pace. He hopes the State Board can help bring awareness to the mental health crisis and would like to see mental health therapists in the schools that need them. As Teacher of the Year, he will be a voice and a sounding board for all teachers in the state.

AGENDA ITEM VI. REPORTS, NEW BUSINESS and/or DEPARTMENT UPDATE

A. Windham Woods School (WWS) Nonpublic School Approval

Ryan DeJoy, Head of School at the Windham Woods School (WWS), presented a history and background on the school. WWS is located on the former Quarrybrook Outdoor Learning Center campus. Eight team members are currently working on putting the curriculum together for WWS. The students that will attend WWS are those that struggle with homework and do not have time for afterschool activities, struggle with getting rest at night and have difficulty maintaining meaningful connections with peers. WWS creates a positive environment by setting guidelines around known obstacles such as homework. They deal with issues like executive functional weaknesses, attentional issues, sensory integration problems, and nonverbal learning disabilities. WWS hopes to serve families who are at the end of the line and need a very small class size.

Matt Taffel, Middle School Director, also reiterated the team's excitement to service those students with specific needs who need extra support and a small learning environment. Much research has been done to create a physical environment to tailor to the students' needs. If WWS is not the right school for them, WWS helps find the right placement. Their curriculum moves at the pace of the students so they don't struggle with feeling left behind.

Parents are responsible for transportation to the school, but will be linked to transportation companies that the school has a relationship with. Students plan to come from as far as Massachusetts and Maine, a traveling radius of about an hour away. If the student is a good fit, the parents are willing to do whatever it takes to get them to the school.

The WWS Admissions Director comes with 25-30 years of experience and connections. She helps get the word out about the school through speaking events and outreach through social media. WWS stands out because they embrace students with learning disabilities. In addition, the campus sits on 25 acres of land, so has a large outdoor space with four miles of connected trails that have 25 learning stations, allowing for outdoor classes. This is very beneficial to students with attentional difficulties and other issues.

The school's tuition is as low as it can be and there is also an abundance of financial aid resources for families in need. This is done on a case-by-case basis, but if the need were there, a student could attend on 100% scholarship.

Students stay enrolled at the school as long as the parents feel comfortable, but a transition will be made after ninth grade to another school. The goal in the future is to expand by building a high school on the property and eventually consider a boarding element when finances allow. Most students are on Individual Educational Plans (IEPs) if they attended a public school, but could also be on a 504 Plan and do not intend to seek approval to provide special ed services.

MOTION: Cindy Chagnon made the motion, seconded by Ann Lane, to approve the Windham Woods School Nonpublic School Approval.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. iPlatform

Dina Rabuck, NHDOE, Technical Support Specialist, Bureau of Educational Statistics - Data Management & Quality, demonstrated for the State Board how to navigate iPlatform and explained its functions in more detail. The driving forces of iPlatform are to satisfy the new ESSA reporting guidelines and allow for data transparency, access and provide service to the community.

A requirement of the Every Student Succeeds Act (ESSA) is to provide specific report cards to parents. iPlatform is the data transparency portal for all data managed by the department. It is made up of 4 tools – iReport, iExplore, iDefine and iDiscover. iDiscover is going to be a “frequently asked questions” (FAQ) section for surveying any data needs in the field. iDefine acts as the Data dictionary for all data elements collected by the department. iDiscover is currently in development while iDefine is live with minimal functionality and still a work in progress. As for iReport, the focus is on the actual school, district or state and it looks at data elements that contribute to the picture of the school. Dina explained that three years of data is a good number to find trends and there is no plan to backfill data prior to iReport’s implementation and noted that historical data is still available on the old portal which is still accessible. On iReport, domains such as student achievement, finance, college and career readiness, and academic growth can be examined for a given school, district or across the whole state.

Dina explained that iExplore allows for more complex data analysis. The focus of iExplore is to examine the data element across all schools rather than in one school. There are 16 data elements (*narrowed down from 106*) for example, cost per pupil, student achievement, % of Economically disadvantaged students and student/teacher ratios. Users can disaggregate by region, school approval

level and she noted there is no subgrouping on iExplore yet. Queries can be sorted by school name or by using the map.

Chairman Cline suggested expanding the number of comparisons that can be made at one time to five. Dina also noted that there are analytics that will identify who is accessing the site and how frequently.

C. Perkins V: Strengthening Career and Technical Education for the 21st Century Act

Jeff Beard, Education Consultant, Bureau of Career Development, provided the State Board the following information in his presentation. Career and Technical Education (CTE) is a focused and sustained career preparation for learners. There are 25 regional CTE centers in New Hampshire, a small number of CTE centers are in Vermont with NH students, and 7 community colleges that receive Perkins V funding. This funding is designed to supplement local funding. The full Perkins V plan will go into effect in 2020. It will ensure programs are: of sufficient size, serve as many learners as possible; the scope meets the broad needs to prepare students for careers, and quality of the programs. In order to secure Perkins V funds, every four years New Hampshire's State Plan is developed from stakeholder input and is approved by the governor before it is submitted to the US Department of Education (USDOE).

Perkins V funds CTEs in New Hampshire with an allocation from the USDOE of about \$5 million dollars. It is meant to help students in poverty obtain the skills and knowledge needed for high-skilled and in-demand occupations. The funds help strengthen connections to industry, career advisement at the state level, promote transition from industry to career and technical education, as well as to develop the CTE programs, promote industry credentials, and expand work-based learning.

Local recipients of the funding as described above are assessed twice over the four years, so that their spending is directly tied to the results of the needs assessment. Special populations receive special consideration, such as gender nontraditional fields (*women pursuing automotive and construction, men pursuing cosmetology and healthcare*), single parents, out-of-work learners, youth-aged-out-of-foster care, and youth with parents on active-duty in the armed forces. While special populations are meant to promote equitable access, it might be worth assessing all populations to ensure one is not being overlooked.

Perkins V funds can pay for certain costs related to the development of CTE programs for high school students concurrently enrolled in community colleges. They can provide scholarships for entire programs, but cannot support students individually. Funds can also be used for program equipment purchases, expanding programs for high-demand skills and occupations, and upgrading

technology within the program. Students can also attend career academies after CTE programs to hone in on those skills they are looking to improve.

Perkins V funds allow for spending down to the fifth grade provided that career exploration and career development is done through an organized systematic framework. CTE professional development has now expanded to include career counselors, school counselors, teachers and administrators. Performance indicators include increasing graduation rates, proficiency, and related assessments. Student placement is important and includes postsecondary education or advanced training, military service, service programs, Peace Corps or employment. There are challenges with data collection, but the goal is to collect data post-graduation of a CTE program. Quality measures of CTE programs will be identified in the State Plan. Finding employment after the program is not a measure of quality of that program.

D. Charter Extension Request for Gate City Charter School for the Arts Renewal

Jane Waterhouse, NHDOE, Charter School Administrator, requested the State Board to approve an additional three-month extension of Gate City's charter in order to be better prepared when they give their charter renewal presentation at next month's meeting. They were not prepared for this meeting due to extenuating circumstances which included school break and the passing of one of their students in a house fire.

MOTION: Ann Lane made the motion, seconded by Cindy Chagnon, to approve the extension of Gate City Charter School for the Arts charter for three months.

VOTE: The motion was approved by the State Board with a 4-1 vote with the Chairman abstaining.

AGENDA ITEM VII. LEGISLATIVE UPDATES

A. Final Proposal - School Year: Amend Ed 306.18(c) to Address High School Graduation Date

Amanda Phelps, NHDOE, Rules Administrator outlined the changes to the rule.

MOTION: Cindy Chagnon made a motion, seconded by Sally Griffin, that the State Board approves 306.18(c) relative to the high school graduation date in the school year rules.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

B. Final Proposal - Code of Conduct Requirement (Ed 505.08 and Ed 610.01)

Ms. Phelps explained that this will require all new applicants as well as all those renewing their credential or endorsement to acknowledge using a check box on the application that they have read the code of conduct. Only then are they able to submit their payment. It also requires all educator preparation programs in NH to include ethics training in their preparation courses. The updated application was provided to the State Board.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board approves Ed 505.08 and Ed 610.01 relative to the Code of Conduct requirements for licensure.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

C. Request to move Custodian of Records (Ed 502.03) Public Hearing to April 11, 2019

Ms. Phelps explained she was unable to receive the fiscal impact statement in time to address the issue and requests the Public Hearing be moved to April 11, 2019.

MOTION: Cindy Chagnon made a motion, seconded by Ann Lane, that the State Board holds a Public Hearing for this rule (Ed 502.03) on April 11, 2019.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.

D. Update/clarification of non-public schools exemption from federal laws question from February's meeting

Ms. Phelps provided clarification that any school that receives federal funding must follow federal laws, they are not exempt.

E. Other – Code of Ethics and Code of Conduct

Deputy Brennan noted that the Code of Ethics and Code of Conduct for New Hampshire Educators booklet has been printed and is currently being distributed to the field. The Department has also issued a technical advisory on the codes. A copy of the booklet was provided to the State Board. Deputy

Brennan also mentioned that the Department is partnering with the New Hampshire School Boards Association (NHSBA) to host information workshops throughout the State on the new Code of Conduct rules.

Helen Honorow suggested reconvening the stakeholder committee that developed the Code of Conduct to hear feedback from the field and answer any language and implementation questions. It was noted that the State Board would like to see more educators added to the stakeholder committee. Deputy Brennan agreed with the suggestion and will work on getting the group back together.

AGENDA ITEM VIII. OPEN BOARD DISCUSSIONS

A. Learn Everywhere (LE) Ed 1400 Discussion

The Department is in the process of collating all the input received from the Public Hearing regarding LE (Ed 1400). There will be a meeting next week with stakeholders to work towards drafting a final proposal which includes educators and special education professionals. Over the next month, this stakeholder group will meet and work to rewrite the proposal, which will be brought back in April to the State Board for more discussion.

It was noted the importance of finding common ground with those in the field to ensure that LE is a sustainable opportunity for students.

Points of discussion on LE included:

- Having local districts determine how many credits can come from LE programs. It was noted that Bedford currently does not accept Virtual Learning Academy (VLACS) credits.
- Local control allowing for diploma requirements beyond State requirements, with supplements to core high school courses being looked at carefully.
- Districts with limited budgets and smaller programs without Extended Learning Opportunity (ELO) coordinators may need more help.
- More involvement of educators with LE programs (similar to ELOs) as they have a responsibility to their students.
- The possibilities of students who struggle with core programs offered by the district or are economically disadvantaged participating in LE programs as core courses keeping them engaged in their public school, and having a system that works for students who learn differently.
- Concern about LE programs being accessible to the economically disadvantaged and thereby reducing the equity gap.

It was noted that the earliest the State Board could vote on the final proposal is May. There is also an opportunity to request an extension.

It was noted that Senate Bill (SB) 140 passed unanimously and is moving on to the House of Representatives for their vote. SB 140 would allow only local school boards to determine whether to grant academic credit for alternative, extended learning, and work-based programs and puts into question the State Board of Education's authority to require districts to take LE credits.

AGENDA ITEM IX. OLD BUSINESS

There was no old business.

AGENDA ITEM X. NONPUBLIC SESSION

The State Board entered into nonpublic session at 2:03 PM and returned to public session at 4:05 PM.

MOTION: Chairman Cline made the motion, seconded by Ann Lane to move into nonpublic session in accordance with RSA 91-A:3, II(e).

VOTE: The motion was approved by roll call vote at 2:03 PM by State Board of Education members, Sally Griffin, Ann Lane, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

MOTION: Cindy Chagnon made the motion, seconded by Kate Cassady to leave nonpublic session and return to public session.

VOTE: The motion was approved by roll call vote at 4:05 PM by State Board of Education members, Sally Griffin, Kate Cassady, Cindy Chagnon, Drew Cline and Helen Honorow.

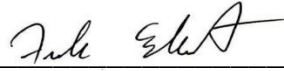
MOTION: Sally Griffin made the following motion, seconded by Cindy Chagnon that the State Board of Education seal the minutes of the nonpublic session.

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

AGENDA ITEM XIII. ADJOURNMENT

MOTION: Cindy Chagnon made the motion, seconded by Sally Griffin, to adjourn the meeting at 4:05 PM.

VOTE: The motion was approved by unanimous vote of the Board with the Chairman abstaining.



Secretary