

Committee Report

REGULAR CALENDAR

March 23, 2021

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Majority of the Committee on Education to which
was referred HB 321,**

**AN ACT requiring school districts to submit an annual
report concerning gifted students. Having considered
the same, report the same with the following
amendment, and the recommendation that the bill
OUGHT TO PASS WITH AMENDMENT.**

Rep. Michael Moffett

FOR THE MAJORITY OF THE COMMITTEE

MAJORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	HB 321
Title:	requiring school districts to submit an annual report concerning gifted students.
Date:	March 23, 2021
Consent Calendar:	REGULAR
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2021-0537h

STATEMENT OF INTENT

This bill, as amended, simply asks that school districts report to the New Hampshire Department of Education with regard to what, if anything, they do to identify and support gifted and talented students. "Gifted" is broadly defined in the measure, to better allow districts to enjoy local conversations as to what they feel constitutes a gifted student. These reports will go into a best practices folder, thus giving educators from all over the state a new resource to utilize while reviewing approaches and policies which have proven useful or effective at other schools. Research presented to the committee in past years confirmed that New Hampshire ranks among the worst of all the states in terms of programs or initiatives concerning gifted students. While this bill involves no policy mandate or spending requirement, this measure would raise awareness about better supporting a very under served population while facilitating important discussion that could lead to significant future action in this neglected area.

Vote 12-8.

Rep. Michael Moffett
FOR THE MAJORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

Education

HB 321, requiring school districts to submit an annual report concerning gifted students. **MAJORITY: OUGHT TO PASS WITH AMENDMENT. MINORITY: OUGHT TO PASS WITH AMENDMENT.**

Rep. Michael Moffett for the **Majority** of Education. This bill, as amended, simply asks that school districts report to the New Hampshire Department of Education with regard to what, if anything, they do to identify and support gifted and talented students. "Gifted" is broadly defined in the measure, to better allow districts to enjoy local conversations as to what they feel constitutes a gifted student. These reports will go into a best practices folder, thus giving educators from all over the state a new resource to utilize while reviewing approaches and policies which have proven useful or effective at other schools. Research presented to the committee in past years confirmed that New Hampshire ranks among the worst of all the states in terms of programs or initiatives concerning gifted students. While this bill involves no policy mandate or spending requirement, this measure would raise awareness about better supporting a very under served population while facilitating important discussion that could lead to significant future action in this neglected area. **Vote 12-8.**

Original: House Clerk

Cc: Committee Bill File

REGULAR CALENDAR

March 23, 2021

HOUSE OF REPRESENTATIVES

REPORT OF COMMITTEE

**The Minority of the Committee on Education to which
was referred HB 321,**

**AN ACT requiring school districts to submit an annual
report concerning gifted students. Having considered
the same, and being unable to agree with the Majority,
report with the following amendment, and the
recommendation that the bill OUGHT TO PASS WITH
AMENDMENT.**

Rep. David Luneau

FOR THE MINORITY OF THE COMMITTEE

MINORITY COMMITTEE REPORT

Committee:	Education
Bill Number:	HB 321
Title:	requiring school districts to submit an annual report concerning gifted students.
Date:	March 23, 2021
Consent Calendar:	REGULAR
Recommendation:	OUGHT TO PASS WITH AMENDMENT 2021-0960h

STATEMENT OF INTENT

This bill requires schools to file an annual report with the department of education on policies, programs and procedures directed to gifted and talented students. The basic idea is well-intentioned and the minority believes the bill can be improved by adding a provision to encourage student effort and growth. Studies show that to the extent young people believe they simply have a gift that makes them intelligent or talented, they may not put in the work necessary to sustain that talent. Moreover, the gifted label that many students still receive has unintended consequences that turn some children into students who are overly cautious and avoid challenges. The amendment adds to the bill a section to also require schools to file a report on policies, programs and procedures that encourage student effort and growth.

Rep. David Luneau
FOR THE MINORITY

Original: House Clerk
Cc: Committee Bill File

REGULAR CALENDAR

Education

HB 321, requiring school districts to submit an annual report concerning gifted students. **OUGHT TO PASS WITH AMENDMENT.**

Rep. David Luneau for the **Minority** of Education. This bill requires schools to file an annual report with the Department of Education on policies, programs, and procedures directed to gifted and talented students. The basic idea is well-intentioned and the minority believes the bill can be improved by adding a provision to encourage student effort and growth. Studies show that to the extent young people believe they simply have a gift that makes them intelligent or talented, they may not put in the work necessary to sustain that talent. Moreover, the gifted label that many students still receive has unintended consequences that turn some children into students who are overly cautious and avoid challenges. The amendment adds to the bill a section to also require schools to file a report on policies, programs, and procedures that encourage student effort and growth.

Original: House Clerk

Cc: Committee Bill File

Rep. Moffett, Merr. 9
Rep. Ladd, Graf. 4
March 1, 2021
2021-0537h
06/11

Amendment to HB 321

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT requiring school districts to submit an annual report concerning gifted and talented
4 students.

5

6 Amend the bill by replacing section 1 with the following:

7

8 1 New Section; Instruction of Pupils; Gifted and Talented Students; Report. Amend RSA 189 by
9 inserting after section 29-a the following new section:

10 189:29-b Identification and Accommodation of Gifted and Talented Students.

11 I. In this section, "gifted and talented student" means a student identified as having unique
12 academic, artistic, or athletic potential according to assessments selected and administered locally.

13 II. No later than August 1 of each year, every New Hampshire public school shall submit a
14 narrative report to the department of education detailing what policies, programs, and procedures
15 are in place to identify and accommodate the unique needs of gifted and talented students. The
16 format, length, and substance of the report shall be at the discretion of the local school. If no such
17 policies, programs, or procedures exist, then said report shall so state.

Amendment to HB 321
- Page 2 -

2021-0537h

AMENDED ANALYSIS

This bill requires all public schools to submit annual reports to the department of education detailing the policies, programs, and procedures that are in place to identify and accommodate the needs of gifted and talented students.

Rep. Luneau, Merr. 10
Rep. Ellison, Merr. 27
Rep. Woodcock, Carr. 2
March 23, 2021
2021-0960h
06/11

Floor Amendment to HB 321

1 Amend the title of the bill by replacing it with the following:

2

3 AN ACT requiring school districts to submit annual reports concerning gifted students
4 and programs that encourage student growth and effort.

5

6 Amend the bill by replacing section 1 with the following:

7

8 1 New Sections; Instruction of Pupils; Gifted and Talented Students; Encouragement of Student
9 Growth and Effort; Report. Amend RSA 189 by inserting after section 29-a the following new
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17 format, length, and substance of the report shall be at the discretion of the local school. If no such
18 policies, programs, or procedures exist, then said report shall so state.

19 189:29-c Encouragement of Student Growth and Effort; Report.

20 I. Findings. Studies show that teaching people to have a growth mindset, which encourages
21 a focus on effort, helps them to become high achievers in school and in life.

22 II. No later than August 1 of each year, every New Hampshire public school shall submit a
23 narrative report to the department of education detailing what policies, programs, or procedures are
24 in place to encourage student growth and effort. The format, length, and substance of the report
25 shall be at the discretion of the local school. If no such policies, programs, or procedures exist, then
26 the report shall state this fact.

Floor Amendment to HB 321
- Page 2 -

2021-0960h

AMENDED ANALYSIS

This bill requires all public schools to submit annual reports to the department of education detailing the policies and procedures that are in place to identify and accommodate the needs of gifted students and to encourage student growth and effort.

Voting Sheets

HOUSE COMMITTEE ON EDUCATION

EXECUTIVE SESSION on HB 321

BILL TITLE: requiring school districts to submit an annual report concerning gifted students.

DATE: March 16, 2021

LOB ROOM: 301/303

MOTIONS: OUGHT TO PASS WITH AMENDMENT

Moved by Rep. Moffett

Seconded by Rep. Shaw

AM Vote: 12-8

Amendment # 2021-0537h

Moved by Rep. Moffett

Seconded by Rep. Shaw

Vote: 12-8

CONSENT CALENDAR: NO

Statement of Intent: Refer to Committee Report

Respectfully submitted,

Rep Barbara Shaw, Clerk

STATE OF NEW HAMPSHIRE
OFFICE OF THE HOUSE CLERK

1/22/2021 9:56:47 AM
Roll Call Committee Registers
Report



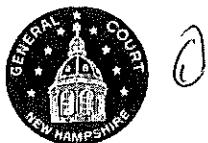
② Amendment #2 2021 SESSION

Education

Bill #: HB 321 Motion: OTP AM #: 0752h Exec Session Date: 3-16-2021

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman			
Cordelli, Glenn Vice Chairman		✓	
Boehm, Ralph G.		✓	
Allard, James C.		✓	
Lekas, Alicia D.		✓	
Moffett, Michael		✓	
Hobson, Deborah L.		✓	
Andrus, Louise		✓	
Ford, Oliver J.		✓	
Layon, Erica J.		✓	
Soti, Julius F.		✓	
Myler, Mel	✓		
Luneau, David J.	✓		
Shaw, Barbara E. Clerk		✓	
Cornell, Patricia	✓		
Tanner, Linda L.	✓		
Ellison, Arthur S.	✓		
Mullen, Sue M.	✓		
Ley, Douglas A.	✓		
Woodcock, Stephen L.	✓		
TOTAL VOTE:	8	12	

bails



Amendment

2021 SESSION

Education

Bill #: NB 321 Motion: OTP AM #: 05376 Exec Session Date: 3-16-2021

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C.	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia		✓	
Tanner, Linda L.		✓	
Ellison, Arthur S.		✓	
Mullen, Sue M.		✓	
Ley, Douglas A.		✓	
Woodcock, Stephen L.		✓	
TOTAL VOTE:	12	8	

STATE OF NEW HAMPSHIRE
OFFICE OF THE HOUSE CLERK

1/22/2021 9:56:47 AM
Roll Call Committee Registers
Report



3

2021 SESSION

Education

Bill #: HB 321 Motion: OTP/A AM #: 05376 Exec Session Date: 3-16-2021

<u>Members</u>	<u>YEAS</u>	<u>Nays</u>	<u>NV</u>
Ladd, Rick M. Chairman	✓		
Cordelli, Glenn Vice Chairman	✓		
Boehm, Ralph G.	✓		
Allard, James C.	✓		
Lekas, Alicia D.	✓		
Moffett, Michael	✓		
Hobson, Deborah L.	✓		
Andrus, Louise	✓		
Ford, Oliver J.	✓		
Layon, Erica J.	✓		
Soti, Julius F.	✓		
Myler, Mel		✓	
Luneau, David J.		✓	
Shaw, Barbara E. Clerk	✓		
Cornell, Patricia		✓	
Tanner, Linda L.		✓	
Ellison, Arthur S.		✓	
Mullen, Sue M.		✓	
Ley, Douglas A.		✓	
Woodcock, Stephen L.		✓	
TOTAL VOTE:	12	8	

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Rep. Ladd, Graf. 4
March 1, 2021
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Amendment to HB 321
- Page 2 -

2021-0537h

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Rep. Ellison, Merr. 27
Rep. Woodcock, Carr. 2
March 23, 2021
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Floor Amendment to HB 321
- Page 2 -

2021-0960h

AMENDED ANALYSIS

This bill requires all public schools to submit annual reports to the department of education detailing the policies and procedures that are in place to identify and accommodate the needs of gifted students and to encourage student growth and effort.

Hearing Minutes

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING ON HB 321

BILL TITLE: requiring school districts to submit an annual report concerning gifted students.

DATE: February 23, 2021

LOB ROOM: 201/203 **Time Public Hearing Called to Order:** 1:15 PM

Time Adjourned: 1:45 PM

Committee Members: Reps. Ladd, Cordelli, Shaw, Boehm, Allard, A. Lekas, Moffett, Hobson, Andrus, Ford, Layon, Soti, Myler, Luneau, Cornell, Tanner, Ellison, Mullen, Ley and Woodcock

Bill Sponsors:

Rep. Moffett

Rep. Shaw

Sen. Giuda

Rep. Pearl

Rep. Pitre

Sen. D'Allesandro

Rep. Lang

Rep. Hobson

TESTIMONY

* Use asterisk if written testimony and/or amendments are submitted.

***Rep. Mike Moffett – Bill Sponsor**

- Best practices folder to facilitate process
- No extra burdens – collection of best practices
- Requirement can be provided with as simple as an email with an attachment
- Does not ask DOE to do anything but provides a folder of best practices that can be made available upon request
- Other states have implemented programs similar
- Up to school districts to decide if “talented” can be included as gifted

***Anne Marie Banfield - Parents Advocate – Supports**

- Presented written testimony

Jerry Frew – NH Supt. Association – Opposed

- Checking the material in this manner is useless to the schools
- Please retain bill and develop a better bill

Respectfully submitted,

Rep. Barbara Shaw, Clerk

HOUSE COMMITTEE ON EDUCATION

PUBLIC HEARING on Bill # HB 321

BILL TITLE: requiring school districts to submit an annual report
DATE: 2-23-2021 concerning gifted students

ROOM: 201-203

Time Public Hearing Called to Order: 1:15 PM

Time Adjourned: 1:45 PM

(please circle if present) all present

Committee Members: Reps. Ladd, Cordelli, Shaw, Boehm, Allard, A. Lekas, Moffett, Hobson, Andrus, Ford, Layon, Soti, Myler, Luneau, Cornell, Tanner, Ellison, Mullen, Ley and Woodcock late

Respectfully submitted,

TESTIMONY

Rep Barbara Shaw
Clerk

* Use asterisk if written testimony and/or amendments are submitted.

① ^{Rep.} Mike Moffett - sponsor

- best practices folder to facilitate process
- no extra burdens - collection of best practices
- requirement can be provided with as simple as an email with an attachment
- does not ask DOE to ~~do~~ do anything but provide a folder of best practices that can be made available upon request.

• other states have implemented programs similar

* written testimony submitted by email

- up to school districts to decide if "talented" can be included as gifted

② Anne Marie Banfield - supports - Parents Advocate
* written testimony

③ Jerry Frew - NH Supt. Assn - opposes
• collecting the material in this manner is useless to the schools.
• please retain bill & develop a better bill

House Remote Testify

Education Committee Testify List for Bill HB321 on 2021-02-23

Support: 16 Oppose: 14 Neutral: 2 Total to Testify: 1

<u>Name</u>	<u>City, State</u> <u>Email Address</u>	<u>Title</u>	<u>Representing</u>	<u>Position</u>	<u>Testifying</u>	<u>Signed Up</u>
Ladd, Carl	Northumberland, NH carl@nhsaa.org	A Lobbyist	New Hampshire School Administrators Association	Oppose	Yes (2m)	2/19/2021 2:44 PM
Culliton, Penny	Temple, NH pculliton@comcast.net	A Member of the Public	Myself	Support	No	2/21/2021 11:20 AM
Mantegari, Robert	Brentwood, NH Rmantegari@brentwoodnh.gov	An Elected Official	Myself	Support	No	2/21/2021 11:34 AM
Stuke, Deborah	Hopkinson, NH deborahstuke@gmail.com	A Member of the Public	Myself	Support	No	2/21/2021 6:53 PM
Rich, Cecilia	Somersworth, NH cecilia.rich@leg.state.nh.us	An Elected Official	Myself	Oppose	No	2/21/2021 11:55 PM
Brindamour, Emily	North Hampton, NH Ebrindam@comcast.net	A Member of the Public	Myself	Support	No	2/21/2021 8:53 PM
Stevens, Representative Deb	Nashua, NH debstevens4ward7@gmail.com	An Elected Official	My 10K constituents	Oppose	No	2/21/2021 10:18 PM
Bartlett, Rep Christy	Concord, NH christydbartlett@gmail.com	An Elected Official	Merrimack 19	Oppose	No	2/21/2021 10:30 PM
Mangipudi, Latha	Nashua, NH Latha.mangipudi@leg.state.N.H.us	An Elected Official	Hills 35	Oppose	No	2/22/2021 9:49 AM
Christina, Barrett	Concord, NH bchristina@nhsba.org	A Lobbyist	NH School Boards Association	Neutral	No	2/22/2021 10:11 AM
Frew, Jerry	Concord, NH jerry@nhsaa.org	A Lobbyist	NHSAA	Oppose	No	2/22/2021 11:10 AM
Hamblet, Joan	Portsmouth, NH joan.hamblet@leg.state.nh.us	A Member of the Public	Myself	Oppose	No	2/22/2021 8:34 PM
Bouchard, Donald	MANCHESTER, NH donaldjbouchard@gmail.com	An Elected Official	Myself	Oppose	No	2/22/2021 12:45 PM

Lane, Connie	Concord, NH connie.lane@leg.state.nh.us	An Elected Official	Merrimack 12	Oppose	No	2/22/2021 2:50 PM
Holland, Pamela	Kensington, NH hollandpam@yahoo.com	A Member of the Public	Myself	Support	No	2/22/2021 2:56 PM
Hughes, Joia	Meredith, NH joiarhughes@gmail.com	A Member of the Public	Myself	Support	No	2/22/2021 3:09 PM
Sullivan, Amy	Meredith, NH Funsullys@gmail.com	A Member of the Public	Myself	Support	No	2/22/2021 3:23 PM
Fuster, Catherine	Center Harbor, NH catherine.fuster@gmail.com	A Member of the Public	Myself	Support	No	2/22/2021 3:28 PM
Bousquet, Susan	Meredith, NH jskrbousquet@gmail.com	A Member of the Public	Myself	Support	No	2/22/2021 3:30 PM
Hamel, Judace	Meredith, NH judehamel@gmail.com	A Member of the Public	Myself	Support	No	2/22/2021 4:25 PM
Joyce, Larson	Moultonborough, NH larson_joyce@yahoo.com	A Member of the Public	Myself	Support	No	2/22/2021 5:08 PM
Levesque, Cassandra	Barrington, NH cassandra.levesque@leg.state.nh.us	An Elected Official	Myself	Oppose	No	2/22/2021 5:50 PM
Cann, Emily	Sanbornton, NH emily_cann@hotmail.com	A Member of the Public	Myself	Oppose	No	2/22/2021 10:43 PM
Dontonville, Roger	Enfield, NH rdontonville@gmail.com	An Elected Official	Myself	Oppose	No	2/23/2021 8:23 AM
Groetzinger, Tonda	Farmington, NH groetzinger6@aol.com	A Member of the Public	Myself	Support	No	2/23/2021 8:41 AM
Chase, Wendy	Rollinsford, NH wendy.chase@leg.state.nh.us	An Elected Official	Myself	Oppose	No	2/23/2021 9:12 AM
Vogt, Robin	Portsmouth, NH robin.w.vogt@gmail.com	A Member of the Public	Myself	Neutral	No	2/23/2021 9:26 AM
DiBenedetto, Barbara	DERRY, NH barbadibenedetto@gmail.com	A Member of the Public	Myself	Support	No	2/23/2021 1:07 PM
Robbins, Annie	Wakefield, NH anniemrobbins@gmail.com	A Member of the Public	Myself	Support	No	2/23/2021 2:25 PM
Hohensee, Doris	Nashua, NH doris.hohensee@comcast.net	A Member of the Public	Myself	Support	No	2/23/2021 2:34 PM
Ryan, Moira	Londonderry, NH army51kilo@hotmail.com	A Member of the Public	Myself	Support	No	2/23/2021 12:25 PM

McBeath, Rebecca

Portsmouth, NH
BMcB@comcast.net

An Elected Official

Myself

Oppose

No

2/23/2021 11:37 AM

Testimony

NEW HAMPSHIRE SCHOOL ADMINISTRATORS
ASSOCIATION

CHAMPIONS FOR CHILDREN



February 22, 2021

Rep. Rick Ladd, Chair
House Education Committee
Legislative Office Building
Concord, NH 03301

RE: HB321

Dear Chairman Ladd and Members of House Education,

Thank you for taking my testimony regarding HB321. While we certainly appreciate the intent of the sponsors of this legislation, we have significant concerns regarding how this would be enacted practically. As a result, NHSAA is *opposed* to this legislation.

The most glaring issue with this proposed legislation is the lack of a clear definition of "gifted and talented." Without a clear definition, there will be no way to gather the data with any validity. With 167 school districts, and over 1,800 public and private schools, in New Hampshire it is not inconceivable to think that there would be hundreds of definitions of what constitutes a "gifted and talented" student.

With no clear definition, and each district – or school – determining its own definition, the data collected in these statewide reports would be anecdotal at best. They could not be used in any way to determine what programs, resources, or accessibility actually exists for these students.

It also seems unclear as to how this data is to be collected, analyzed, and disseminated. What is the purpose of this data collection? If we are not going to provide statewide assistance for developing, staffing, or maintaining such programs at the local level then it would seem to not have much purpose at all.

NHSAA respectfully requests that you retain HB321 to further define and qualify the terminology and expectations of this proposed legislation. We would be prepared to assist in any way you feel appropriate.

Respectfully submitted,

Dr. Carl M. Ladd
Executive Director of NHSAA

Archived: Tuesday, April 6, 2021 9:04:21 AM
From: [Ann Marie Banfield](#)
Sent: Tuesday, February 23, 2021 1:44:25 PM
To: [~House Education Committee](#)
Subject: Testimony in support of HB 321
Importance: Normal

Honorable Members of the House Education Committee:

My name is Ann Marie Banfield and I am an advocate for parental rights and academic excellence in education. I am here today to testify in support of HB 321.

This bill requires all public schools to submit annual reports to the department of education detailing the policies and procedures that are in place to identify and accommodate the needs of gifted students.

There is a new focus on educational equity but there is a difference between equity and equality as it relates to education reform.

Equality was considered a good thing, until recently. Equality means treating people the same; equity, by contrast, means elevating some groups of people so that outcomes are equal. That may sound ok but let's look at how this is playing out in public schools.

Looking for ways to elevate students who've been marginalized in the past in an effort to make sure those opportunities are available, provides **equality** of opportunities. Compare this to eliminating gifted programs so that all students are performing at the same level. This would still deny marginalized students opportunities but, now there is equity in the outcomes.

The Massachusetts Miracle was an example of equality for all students, the marginalized included. Pre-Common Core, the Massachusetts Department of Education focused on improving academic content and targeting marginalized students in order to improve their opportunities.

Under the current education model where Competency Based Education is introduced, the focus becomes on closing the achievement gap. We are seeing this played out by bringing the top down in order to achieve equity in outcomes. We've achieved equity by taking away opportunities for the gifted children instead of focusing

on helping to elevate the marginalized students to the gifted level so that they can achieve the success that their peers have achieved in the past.

This was a topic that Dr. Sandra Stotsky spoke about when she addressed the State Board of Education in New Hampshire several years ago. She was the Senior Associate Commissioner in the Massachusetts Department of Education from 1999 to 2003. While there she directed complete revisions of the state's preK-12 standards for every major subject that has been judged among the best in the country by independent experts. On the 2005, 2007, 2009, 2011, and 2013 tests given by NAEP, Massachusetts students had the highest average scores in grades 4 and 8 in both mathematics and reading. The scores of the state's low-income students, compared with those in other states on NAEP's 2007 tests, were tied for first place in grades 4 and 8 mathematics and in grade 4 reading. In grade 8 reading, they were tied for second place.

The Massachusetts Miracle included drafting the best academic standards in the country, a focus on academic content in professional development, choice in educational options and tutoring for students who needed extra help.

Since 2010 and the adoption of Common Core, states have moved away from this proven model. That has directly impacted opportunities for all students who strive for gifted programs.

The two graphs below in reading & math show proficiency drops in both Massachusetts and New Hampshire.

UConn education professor Jonathan Plucker criticized school districts for using the Common Core standards in order to cut funding for gifted and advanced student education. He said, "*We found plenty of evidence that many districts are using the implementation of the Common Core to cut services for advanced students.*" This is when we began to see a real effort to eliminate equality for all students and focus instead on equity of outcomes.

This is what the National Association for Gifted Children had to say about Common Core State Standards: *Despite the obvious connection to the field of gifted education, the nature of advanced work beyond the CCSS is not addressed.* In fact, the authors of the CCSS state, "**The Standards do not define the nature of advanced work for students who meet the Standards prior to the end of high school' (English Language Arts Standards, p. 6).** Although the CCSS are considered to be more rigorous than most current state standards, they fall short in meeting the

specific needs of gifted learners, and if held strictly to the standard, could actually limit learning....”

Here is an example of what was reported with gifted education in Indiana due to the Common Core :

The gifted program is “*to follow on grade level the CCSS.*” This ensures that nothing special will occur for students who are gifted even though the document goes on to say the students will get enrichment activities. It really implies that all children will get the same activities.

That's equity in outcomes versus removing barriers and offering extra help to the student who has been marginalized.

<https://hoosiersagainstcommoncore.com/common-core-ends-gifted-programs-must-teach-student-at-grade-level/>

For those of you who are interested in improving the public schools these are the discussions and debates that need to take place. Providing the direct help to marginalized students so their opportunity for success is available.

Why is it our NAEP scores have remained stagnant or have declined since the implementation of Common Core in 2010?

The Massachusetts Department of Education under new leadership abandoned the reforms that elevated all of their students and public schools. The results are shockingly dismal. But I suppose if you are looking for equity, they are now all underperforming compared to what they were achieving prior to the adoption of Common Core and Competency Based Education.

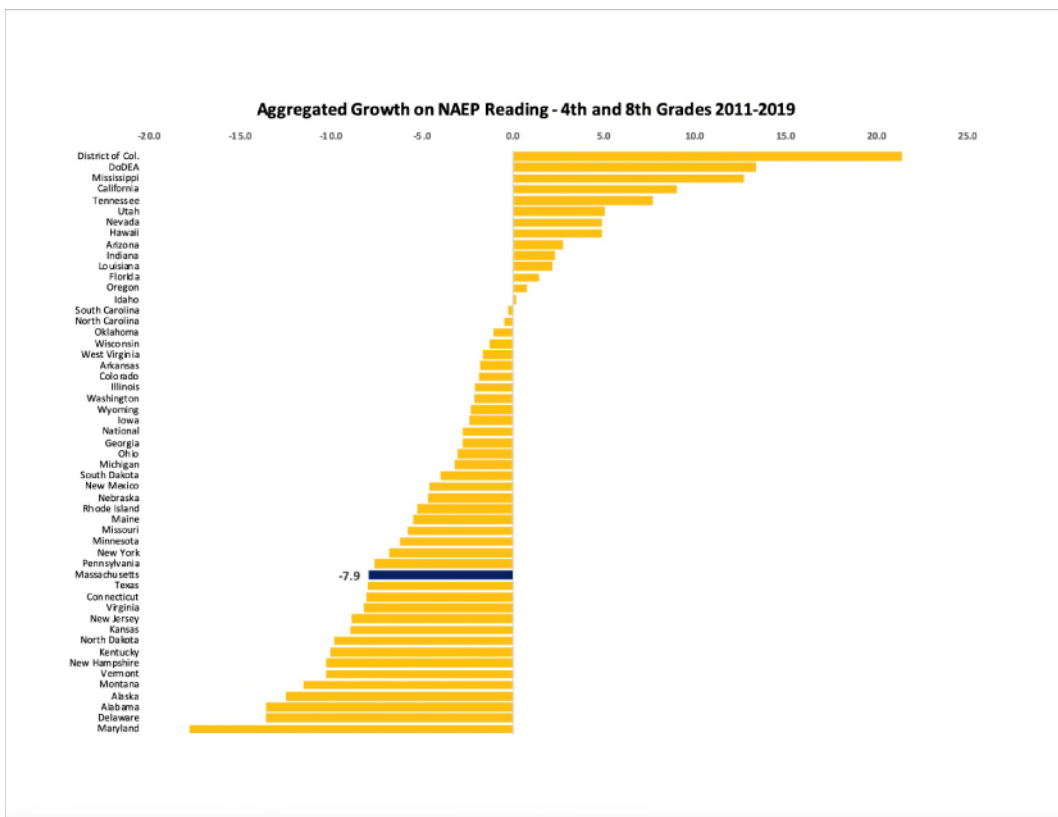
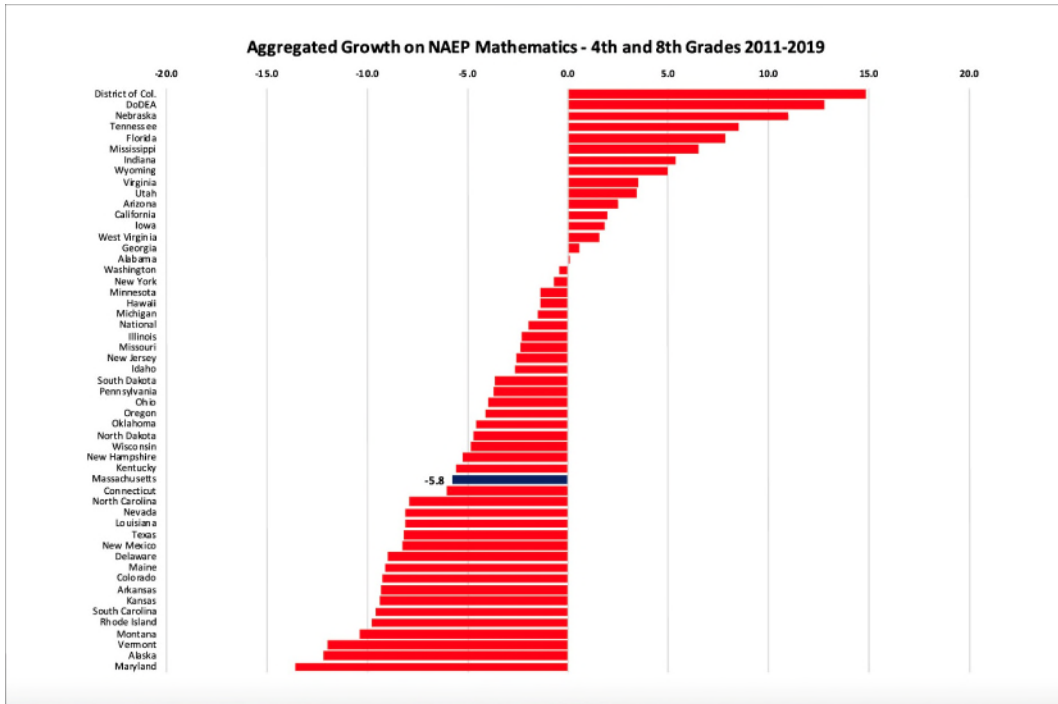
Who in New Hampshire is talking about this? Who has noted this problem and worked towards making improvements? How much was invested in our public schools since 2010 to align curriculum to the Common Core Standards? When will we finally start talking about how to elevate public education in New Hampshire instead of settling for mediocrity?

Those are the discussions parents are desperate to hear about because parents do care about their child's education and their local public school.

The first step is to see what local schools are doing to elevate these opportunities for all children, marginalized students included. Not by lowering the bar but by offering real opportunities to improve the academic content.

For these reasons, I urge you to vote, Ought to Pass on HB321.

Ann Marie Banfield
North Hampton
603-714-5814



Archived: Tuesday, April 6, 2021 9:04:21 AM
From: Michael Moffett
Sent: Monday, February 22, 2021 6:22:25 PM
To: ~House Education Committee
Cc: Michael Moffett
Subject: HB321 Testimony re: "Gifted Students"
Importance: Normal

Committee Colleagues:

Pasted below is a draft working doc re: testimony I'm preparing concerning HB321 (Gifted Students).

Sending it to you in advance for your convenience and consideration.

"See" you tomorrow!

V/r

-MIM

Michael I. Moffett (LtCol, USMCR)
Professor/Author/**N.H. State Representative**
144 GreenView Drive
Loudon, N.H. 03307 **603-491-0553 (cell)**

"Nothing great in the world has ever been accomplished without passion." – Georg W. F. Hegel

Testimony for HB321 (Gifted Students)

This measure very simply calls for a best practices folder, or virtual folder, at DOE for districts to share policies or initiatives that address unique needs of so-called "gifted" students.

There is no policy mandate. There is no spending requirement. There is no expectation that anyone process or analyze data or information. It just involves a "Best Practices" folder to facilitate the sharing of ideas and approaches.

It was first introduced two terms ago. Someone from outside Education Committee looked at it and observed, "This just sets up a 'Best Practices' folder? It should probably go on the Consent Calendar?"

Although it did not. But why not?

The answer lies in our legislative committee process and how we do due diligence and ask questions and scrutinize and sometimes over-scrutinize every aspect or possible consequence of a bill.

This process is useful in preventing bad bills from moving forward. But occasionally over-thinking and over-scrutinizing prevents good bills from moving forward. As in this case here.

During Exec Session three years ago considerable time was spent discussing the issue of defining what may constitute a “gifted student.” The bill intentionally describes ‘Gifted’ only in the broadest terms, preferred to let local districts to properly decide what they feel constitutes gifted, as opposed to having a prescriptive definition imposed upon them.

There were also concerns about imposing an onerous new reporting requirement.

But all this measure involves is mailing, or emailing a message, with appropriate attachments regarding existing policies or initiatives re: Gifted Students. It can be satisfied in a minute or so. And sadly, because so many districts do little or nothing in this area, the email would simply say, in too many cases: “We currently **have** no programs or initiatives regarding Gifted Students.”

Yet another concern was imposing another administrative requirement on DOE. But there is no expectation that DOE do anything other than file information in a best practices folder, virtual or otherwise, so that those interested in this area could review. There is no requirement that DOE process or analyze anything. Unless they wanted to. In which case they would *have* material to process. Indeed, in speaking with several DOE people back then, I sensed some were very intrigued and even excited about the measure.

Yet another fair question involved the notion that this folder could be requested or set up via DOE or some other organization or professional association as opposed to the legislature.

The response to that is that this is a neglected area of such import that many of us feel it needs the imprimatur of legislative statute to underscore how seriously we take the situation of a vastly underserved school population. Sending a request for paperwork from some administrative office is one thing. But passing a law really shows that people take this seriously. That’s why there are so many people tuning into this hearing, or tracking this bill’s progress, and why there will eventually be press accounts.

Jennifer Foor helped me to research what other states do in this area, and N.H. is arguably one of the worst states in terms of gifted student initiatives. Even Mississippi had more to show in this area than we do.

Anyway, the 2018 “paralysis by analysis” resulted in this proposal being referred to an Interim Study Committee—as opposed to the Consent Calendar.

Rep. Shaw chaired a summer Interim Study Committee of seven members which met several times and thoroughly discussed the issues I just described above. The Interim Study Committee then overwhelmingly voted to recommend future OTP. In September of 2018 this full committee discussed the Interim Study report and then Rep. Shaw made the OTP motion. Representative Mary Gile seconded it. Rep. Mel Myler voted next and I remember him hesitating for a bit, then looking at me, then smiling and then voting OTP.

And so the full committee voted OTP. But this was Sept. of 2018 and the OTP recommendation would have to be followed up with in the subsequent legislature.

I was not a member of the subsequent legislature, as the voters, in their wisdom, opted to give me a brief hiatus from this August body. So I just don’t know why it did not move forward in my absence.

This was and is a very bipartisan bill. My friend Senator Lou D'Allesandro was a co-sponsor then and now.

Indeed, as I just mentioned, my Democrat friends on this committee were quite supportive. Indeed, it was some of my Republican colleagues who were less enthusiastic – God Bless them – for reasons which I'm still trying to understand.

Anyway, most people who watch what we do here crave bipartisanship on significant measures which can make a positive difference in this state. This is such a measure.

With no policy requirements, no spending requirements and next to no administrative expectations, this bill *would* facilitate many local conversations and discussions about how to better serve a long-neglected but very real and substantive student population. The discussions may not always be comfortable, but they are overdue and I'm confident that wonderful things will flow from this – if it moves forward.

And finally, as a product and advocate for public education, I see this as a measure that would increase support for public education.

I hope this committee will honor the earlier OTP recommendation of the subcommittee and the September 2018 OTP recommendation from this full committee itself and so move this forward in 2021 a bipartisan manner.

I'd be happy to take any questions.

Bill as
Introduced

HB 321 - AS INTRODUCED

2021 SESSION

21-0358

06/11

HOUSE BILL **321**

AN ACT requiring school districts to submit an annual report concerning gifted students.

SPONSORS: Rep. Moffett, Merr. 9; Rep. Pearl, Merr. 26; Rep. Lang, Belk. 4; Rep. Shaw, Hills. 16; Rep. Pitre, Straf. 2; Rep. Hobson, Rock. 35; Sen. Giuda, Dist 2; Sen. D'Allesandro, Dist 20

COMMITTEE: Education

ANALYSIS

This bill requires all public schools to submit annual reports to the department of education detailing the policies and procedures that are in place to identify and accommodate the needs of gifted students.

Explanation: Matter added to current law appears in ***bold italics***.
Matter removed from current law appears ~~[in brackets and struckthrough.]~~
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Twenty One

AN ACT requiring school districts to submit an annual report concerning gifted students.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 New Section; Instruction of Pupils; Gifted Students; Report. Amend RSA 189 by inserting
2 after section 29-a the following new section:

3 189:29-b Identification and Accommodation of Gifted Students.

4 I. In this section, "gifted student" means a student identified as having unique academic,
5 artistic, or athletic potential according to assessments selected and administered locally.

6 II. No later than August 1 of each year, every New Hampshire public school shall submit a
7 narrative report to the department of education detailing what policies and procedures are in place
8 to identify and accommodate the unique needs of gifted students. The format, length, and substance
9 of the report shall be at the discretion of the local school. If no such policies or procedures exist, then
10 said report shall so state.

11 2 Effective Date. This act shall take effect 60 days after its passage.