

SEA Committee of Practitioners Zoom Meeting

Friday, September 4, 2020

10:00 am to 2:00 pm

[Agenda/Recording](#)

Active Members:

Last Name:	First Name:	Present:	Last Name:	First Name:	Present:
Alexander	Sarah	X	McIntier	Chris	X
Berkshire	Marcus	X	McNeese	Marvy	EXCUSED
Betz	Sheila	X	Medina	Johanna	X
Bowers	Norine	X	Mezei	Shelly	
Brown	Darolene	X	Monroe	Cort	X
Carlson	Christine	X	Ortega-Rosales	Hilda	X
Conger	Wendy		Ostgaard	Chris	X
Dorathy	Sherry	X	Otto	Susan	X
Dugdale	Kimberly	X	Power	Jacquelyn	EXCUSED
Estes	Patricia	X	Ramsay	Jami	X
Etheridge	Derek	X	Reff	Audrey	X
Fulginiti	Paul	X	Roberson	Justin	
Garcia	Francisco	X	Romero	Monica	X
Garza	Rachel		Salce	Domonic	X
Goodman	Rachel	X	Schadler	Stephen	X
Hatrick	Joseph		Scudder	John	X
Irvin	Michelle	X	Sterling	Shari	X
Lane	Jeff	X	Strizich	Lynn	X
Larson	Carrie	X	Vineyard	Lynn	
Linsalata	Denise	X	Winters	Michael	X
Malloy	Felicia	X	Wood	Jeannie	X
Mansouri	Darlene	X			

Non-Members:

Last Name	First Name:	Present:	Last Name:	First Name:	Present:
Alvara	Raquel	X	Isherwood	Devon	X
Balough	Belinda	X	Koenig	Kelly	X
Bowley	Leann	X	Laing	Peter	X
Chavez	Silvia	X	Loehr	Dustin	X
Coria	Claudio	X	Madsen	Angie	X
Dillard	Kym	X	Mayon	Pamela	X
Dunkerson	Henry	X	McAndrew	Stacey	X
Edman	Sue	X	Perez	Tabitha	X
Eide	Susan	X	Pollack-Neuser	Cheryl	X
Enriquez	Nichole	X	Schoeff	Keri	X
Henderson	Erin	X	Scott	James	X
Hernandez	Venesa	X	Skelton	Sandra	X
Hoffman	Kathy	X	Tucker	Stephanie	X
Honeman	Haley	X	Wasiel	Cherie	X

I. WELCOME

- a. Introduction – Angie Madsen
- b. Guest: Superintendent Kathy Hoffman
 - [COP Presentation](#)
 - i. Welcome new DAS Angie Madsen
 - ii. Highlights
 1. New Vision statement for ADE: *Equity for all students to achieve their full potential.*
 2. New website: azed.gov
- c. Housekeeping items – Angie Madsen
 - i. New Executive Assistant Tabitha Perez. She will be taking minutes for today’s meeting.
 - ii. Vanesa Hernandez will be managing the chat.
 - iii. Thank you to all Specialists and Directors for attending the meeting.
 - iv. Attendance link added to chat.
 - v. October 23rd meeting will be virtual.
 - vi. January 13th meeting TBA.
 - vii. Professional Development hours for last year will be out soon.
 - viii. Please use chat for any questions or concerns.
 - ix. Agenda Item Request Form was sent out prior to meeting. The majority wanted to receive information for today’s meeting. We will continue to use the form for future agenda item suggestions.
- d. Request for a motion to open the meeting by Darlene Mansouri. Paul Fulginiti motioned to open the meeting. Rachel Goodman second the motion. The motion was carried, and the meeting was officially opened.
- e. COP Member Introductions
 - i. Sarah Alexandra - Deputy Head of School for Arizona Virtual Academy
 - ii. Dr. Estes – Director of Federal Grants at Mesa Public Schools*
 - iii. Felicia Malloy - Assistant Director of Federal State Programs at Higley USD
 - iv. Jamie Ramsey - Director of Curriculum, Federal Programs, and Homeless Liaison at Show Low USD*
 - v. Stephen Schadler - Assistant Superintendent for Santa Cruz Valley USD
 - vi. John Scudder - Title I Director at LESD
 - vii. Marcus Berkshire - Curriculum, Instruction, & Assessment Coordinator for J.O. Combs USD
 - viii. Kimberly Dugdale - Finance and Title I Director at St Johns USD
 - ix. Rachel Garza - High School Facilitator at Bowie USD*
 - x. Rachel Goodman - HR Director for Center for Academic Success
 - xi. Michelle Irvin - Coordinator of Fine Arts and Physical Education at Scottsdale USD
 - xii. Johanna Medina - Assistant Director of Academic Affairs at Arizona State Board for Charter Schools
 - xiii. Susan Otto - ESEA Coordinator at Desert Heights Charter School
 - xiv. Justin Roberson - Principal at Tuba City USD
 - xv. Lynn Strizich - Federal Programs Coordinator at Tucson USD
 - xvi. Michael Winters - Executive Director for Curriculum and Instruction at Madison SD
 - xvii. Jeff Lane - EL/Title I Director at Prescott USD
 - xviii. Darlene Mansouri - Director of State Federal Programs at Amphitheater Public SD and COP Co-Chair
 - xix. Cort Monroe - Assistant Superintendent at Queen Creek USD
 - xx. Sherry Dorathy – Emeritus member from Miami USD
 - xxi. Jeannie Wood - Federal Programs Director at Page USD

- xxii. Sheila Betz - Federal Program Director at Chinle USD*
- xxiii. Darolene Brown - Director of Instructional Technology Integration for Colorado River SD*
- xxiv. Norine Bowers - Director of Federal Programs for Crane SD and COP Co-Chair
- xxv. Christine Carlson - Federal Programs Coordinator for San Carlos USD
- xxvi. Wendy Conger - Superintendent for Bowie USD*
- xxvii. Derek Etheridge - Director of Federal Programs for Cartwright SD
- xxviii. Paul Fulginiti - Director of Drop Out Recovery Program for Career Success Schools
- xxix. Francisco Garcia - Director of Education Enrichment for Flagstaff USD
- xxx. Denise Linsalata - Director of State and Federal Programs for Marana SD
- xxxi. Chris McIntier - Grants and Special Projects Administrator for Salt River Pima Community Schools
- xxxii. Chris Ostgaard - Superintendent for Pinon USD
- xxxiii. Marvy McNeese - Principal for Yavapai county Juvenile Detention Center*
- xxxiv. Shelly Mezei – Somerton District (retired, No longer a member)
- xxxv. Hilda Ortega Rosales - Board Member for Prendergast Elementary SD
- xxxvi. Jacquelin Power - Consultant for Akimel O’Otham Pee Posh Charter School Inc*
- xxxvii. Audrey Reff - Director of Federal Programs for Flowing Wells SD
- xxxviii. Monica Romero - Director of Federal Programs for Chandler USD
- xxxix. Dominic Salce - Interim Superintendent for Diocese of Phoenix
 - xl. Lynn Vineyard - Administrator of Federal Programs for Washington ESD*
 - xli. Carrie Larsen - Consultant for Charter Schools and Districts
 - xl.ii. Shari Sterling - Grant Manager for Yavapai County Educational Services*

II. BUSINESS ITEMS

a. New Co-Chair

- i. Norine Bowers explains the responsibilities of a co-chair:
 - 1. Run COP meetings along with the other co-chair
 - 2. Attend COP collaborating meetings with ADE
 - a. Be the point of contact for any suggestions or concerns that members might have
 - 3. Interact at meetings
- ii. New chair nomination
 - 1. Members made their nominations
 - a. Rachel Goodman
 - b. Jeff Lane
 - c. Hilda Ortega-Rosales
 - d. Audrey Reff
 - e. Monica Romero
 - f. Lynn Strizich
 - g. Jeanne Wood
 - 2. Members declined nomination
 - a. Jeanne Wood
 - b. Jeff Lane
 - c. Lynn Strizich
 - d. Hilda Ortega-Rosales
 - 3. Members Removed due to term
 - a. Monica Romero
 - b. Audrey Reff
 - 4. Stephen Schadler nominated Rachel Goodman as Co-Chair. Monica Romero second the motion. All were in favor and no one opposed. Congratulations Rachel Goodman, new COP Co-Chair.

- b. Approval of Minutes for 5/8/2020 meeting
 - i. Changes needed
 - 1. Monica Romero attended meeting
 - 2. Carrie Larson attended meeting
 - ii. Chris Ostgaard motioned to approve the meeting minutes for 5/8/2020 with the requested corrections. Jeff Lane seconded the motion. All in favor and no one opposed.
 - 1. Updated: [5-8-2020 Meeting Minutes](#)

III. PRESENTATIONS

- a. McKinney Vento – Silvia Chavez
 - [McKinney Vento Power Point](#)
 - [McKinney Vento Handout](#)
 - i. New changes with the McKinney-Vento Act
 - 1. Moving forward with new ADE website
 - 2. New logo
 - 3. New Title: EHCY – Education for Homeless Children and Youth AKA McKinney-Vento Act
 - ii. What is the Mckinney Vento Act?
 - 1. It is a federal education law that was passed in 1987
 - 2. Reauthorized in 2015 by ESSA
 - a. Significant changes included
 - i. Removal of foster care children awaiting foster care placement
 - ii. The addition of migrant families/students
 - iii. *Please note, there is a lot of outdated information online. When researching please be sure to focus on anything after 2015.
 - 3. Amendments took effect October 1, 2016
 - 4. Works with Title I Part A
 - 5. Funds are used for homeless children
 - a. Any student attending any school in the district is automatically eligible for Title I services. Services include:
 - i. Support services, supplemental education programs such as tutoring, summer school, preschool etc., and free & reduced breakfast/lunch.
 - 6. Latest student data – there has been a significant decrease over the years.
 - a. Identification is key to the success of the program.
 - iii. Key provisions
 - 1. Immediate enrollment without documents
 - 2. School Stability
 - 3. Transportation to school of origin
 - 4. Eliminate barriers
 - a. Recommend assisting your liaisons to review LEA policies for McKinney Vento to make sure barriers are eliminated.
 - 5. All LEA's must have a dispute resolution process
 - 6. Unaccompanied youth
 - a. A homeless student who is not under the guardianship of a legal parent or guardian.
 - 7. Every district must be assigned a Liaison
 - iv. Response to Pandemic

1. I have been offering all Liaisons the resources that are on the [School House Connection](#) website. They have many amazing services and guidance relating to COVID-19.
2. Key Responses to COVID-19
 - a. Communication is key to our families
 - b. Remove barriers
 - i. I would like to see an increase in adequate training in identifying students in homeless situations.
 - c. Making sure all students needs are being meet. This includes technology needs.
 - d. We need to have our best interest determination

v. Q & A

1. How to schedule a training for staff?
 - a. Monthly emails are sent to the assigned district Liaison. All newsletters go to the OELAS team as well as those on the McKinney Vento list. The OELAS and homeless newsletter goes out every other month. If any Liaisons are being missed, please let me know.

vi. McKinney Vento Website

1. New website contains information on past and future trainings. [McKinney Vento PD](#). It also contains a power point for liaisons to use for training. Please reach out to Liaisons if your district needs training.
2. McKinney Vento is a Federal Grant. It is a competitive grant. About \$1.9 million was given to the state of Arizona. There was 40 subgrantees with 10 additional mini grants to help LEA's provide technology due to COVID-19. If you are not connected, if your Liaison is not on the list, please have an updated contact form filled out and emailed to Homeless@azed.gov. ([Contact](#))
3. Q & A (Darlene M.) - Was there an increase of numbers of applications since the previous year?
 - a. I was not here three years ago so I cannot answer that question.
4. [Resources](#) - This section contains resources for LEA's and parents.
5. Q & A

- a. Can Directors be added to your list serve? Right now, liaisons are receiving your information, but it would be nice to be updated with information as well.
 - i. We currently have over 500 contacts on the list. I am not sure how much our email system can hold. If you would like, you can fill out the contact form and I will do my best to make it happen.
- b. Directors/LEA's don't always necessarily go to each website to check for updates or PD information, so we do rely on those email notifications. If you were a new director or new in the field, you don't know what you don't know to even ask. This is something to ask or think about for the future. How can we communicate with New or existing Directors on a consistent basis?
 - i. I will make sure that the Liaisons are passing information to their supervisors. If you want to be added to the emailing list please fill out the contact form and I will put that list together as soon as possible.

vii. Contact information:

Silvia Chavez
 State Coordinator for Homeless Education

(602) 542-4963

Silvia.Chavez@azed.gov

b. School Support and Improvement – Devon Isherwood

[School Support and Improvement](#)

- i. ADE Vision – Equity for all students to achieve their potential.
 - 1. Superintendent Hoffman shared the new Vision for ADE. All of SSI’s work is foundation to all our work.
- ii. SSI Vision – All Arizona Students are empowered to create limitless futures.
- iii. SSI Mission – Transform LEA and school systems ensuring equity, excellence, strengths-based leadership and innovative continuous improvement.
- iv. No Spring 2020 Assessments
 - 1. All CSI and TSI schools are frozen.
 - a. No new schools were identified
 - b. No schools were exited
- v. 2021-2022 School Year- All Current CSI and TSI schools will exit.
 - 1. New schools will be identified with 2021 data.
- vi. Support and Monitoring for 20-21
 - 1. CSI schools - Virtual meet and greets have started. We are hoping that the 2nd visit will be on site.
 - 2. TSI LEA’s - Will receive two virtual support check-ins
 - 3. We also have ongoing desktop support for both.
- vii. New [website](#) - Highlights:
 - 1. SEL & Trauma Sensitive
 - 2. Equity and Diversity
 - 3. Evidence-Based Practices
 - 4. Professional Learning
 - a. Series 1 Building Resilience by Ricky Robertson this week.
 - b. Series 2 Equity-Schoolwide Practice-Restorative Practices is scheduled later in September.
 - c. Currently have three Cohorts at Elevate and we will be starting our second Cohort at MTSS next week. Cohort 6 will be opening soon at Elevate as well as Cohort 3 at MTSS.
- viii. Opportunities to watch for
- ix. New SSI Dashboard coming in Summer of 2021
- x. Input
 - 1. How can we help? What professional learning opportunities can we provide?
- xi. Q & A
 - 1. Are we including Native American groups in culturally responsive teaching?
 - a. Yes
 - 2. Will TSI schools exit even if they don’t meet the criteria set when they entered in 2018?
 - a. Yes. We have expanded the original criteria so everyone will exit and those that meet the criteria with the new format will be reidentified.
 - 3. So just want to clarify, even if a school did not make growth in the subgroup from FY18 to FY19, they will exit TSI as long as they are not in the bottom 5% again for that subgroup?
 - a. Correct
 - 4. Similarly, if a school is an F school (so in CSI), and they earn a C this upcoming year, they would no longer be CSI, correct?
 - a. Correct
 - 5. What is the status of SIG?

- a. ESSA did not reauthorize SIG so we are using out our last money on the already awarded SIG grants.
 - 6. Can we get the power point?
 - a. Yes
 - 7. Will the PD/Training be archived/recorded?
 - a. Ricky Robertsons trainings are not but anything we do is recorded.
- xii. Contact Information
 - Devon Isherwood
 - 480-242-6573
 - DAS of School Support and Improvement
 - Devon.isherwood@azed.gov
- c. Federal COVID-19 Recovery Funds (FEMA, ESG, and ESSER) - Peter Laing
 - [How LEAs can Maximize COVID-19 Federal Assistance Fund Resources](#)
 - i. Summary for External Stakeholders Meeting
 - 1. COVID-19 expenses for LEA's (time periods)
 - a. Relief
 - b. Preparation & Prevention
 - c. Recovery
 - 2. LEA Federal Relief Revenue
 - a. FEMA
 - i. March 1, 2020 – Ongoing
 - ii. Reimburses 75% of allowable expenses and requires 25% local non-federal match.
 - iii. Arizona Express Pay Program: Allows quick funding while awaiting reimbursement. Applications must be submitted by December 1, 2020.
 - iv. Agency: [DEMA](#)
 - v. [Arizona Together, infrastructure@azdema.gov](mailto:infrastructure@azdema.gov)
 - b. Enrollment Stabilization Grant
 - i. March 1, 2020 – December 4, 2020
 - ii. The intent of this award is to compare what LEA's received last year for their 40th day ADM (98% of this) to what they received this year for their 40th day ADM. LEA's with be given an award based on the greater of these two.
 - iii. Agency: [OSPB](#)
 - iv. ERMT@az.gov
 - c. ESSER Fund
 - i. March 13, 2020 – September 30, 2021
 - ii. These funds have the longest period of availability. It has the ability to carry over without restriction for another 12 months. Directly related to an LEA's COVID-19 response and is highly flexible.
 - iii. Agency: [ADE](#)
 - iv. ESSER@azed.gov
 - d. Allowable Expense Categories by Fund Source
 - i. ESG can be used for the FEMA Public Assistance 25% Local Non-Federal Match (ESSER funds cannot).
 - ii. ESG is restricted on personnel.
 - e. How LEA's can Maximize Federal Assistance Funds
 - f. Recorded Webinar Infographics and Resources
 - i. FEMA Arizona Express Pay Program

- ii. ESG Program
 - g. Timeline Review
 - h. ESSER Fund: LEA Grant Application Update
- ii. Contact Information
 - Peter Laing
 - ESSER@azed.gvo

IV. STANDING REPORTS

- a. State Board of Education Update – Catcher Baden
 - i. Since the last meeting, the State board of Education has been very busy. They adopted Certification Rules to provide flexibility for Teacher candidates.
 - ii. An exit survey was conducted that was voluntary. As well as an attestation form that was required.
 - iii. AOI Process
 - iv. Have been assisting The Department of Education with some of the guidance for the Executive Orders.
 - v. Highlights:
 - 1. AIMS Science for the upcoming school year will be the last year.
 - 2. New Statewide assessment system will be administered in Spring 2022.
 - a. Menu for Elementary is not in compliance with Federal Law.
 - 3. Spring 2021 Assessments will still take place.
 - 4. The Board has been working with the department on reviewing the data elements that go into the A-F Accountability.
 - 5. Educator Discipline work is still on going.
 - vi. Q & A
 - 1. So, for online instructional options will we need to provide some type of testing center for students to come for State testing?
 - a. Those are the things that we are currently trying to work through. We are looking at options.
 - 2. Regarding A-F Accountability, can you please provide information on the process to ask the SBE to consider an exemption or review of specific elements of the A-F model?
 - a. I recommend sending comments to our email at inbox@azbe.az.gov. We currently do not have a formal process.
 - 3. Would it be appropriate for the Committee of Practitioners if they wanted to submit a particular request or get information on the process, is that still the place to enter that?
 - a. Yes.
 - 4. 2021 mandated testing, if waived again - would this be legislated by the current legislature or the next legislature?
 - a. It could be both. The legislation can come in and pass laws or it can be the next legislation which is sworn in the first Monday of January.
- b. Federal Updates – Peter Laing
 - [Federal Updates](#)
 - i. Equitable Services Update for ESSER Funds
 - ii. States should not anticipate statewide assessment waivers for SY20-21
 - iii. Some of the USDA waivers have been extended.
 - iv. US Department of Labor has put out some additional guidance on Families First Coronavirus Response Act.
 - v. US Department of Health and Human Services to provide COVID-19 Test Kits and Facemasks to states.

vi. Potential for future federal COVID-19 recover Funds

vii. Federal budget update

viii. Q & A

1. Are students in all educational formats included in the student count for masks? (Private, etc...)
 - a. Yes. If I recall correctly, Public and private.
2. What role do schools have in the Nov 1 'ready for vaccine' prepping? With the vaccine there are policies and procedures that are in place, what would be the reporting requirements? Will we need to require students to have a vaccine in order to attend?
 - a. I don't know if there has been talk about this yet. I agree that this is a topic for a future meeting. I suspect like with anything, if something would become available, I'm sure that we would work with all the appropriate stakeholders to make sure there is guidance of how to navigate that.
3. Our FRL application rate is way down. Are there any current state and/or federal considerations to mediate the effect of this drop - assuming we are not the only district experiencing this drop.
 - a. We have a poverty data work group at ADE. I know this is an area that they were looking at since there are some concerns. Stay tuned on this. There have been some conversations around this and possibly some potential next steps.
4. Just to follow up on that I feel that specifically I'm assuming that we are not the only ones experiencing these drops in applications. We see potential impacts in eligibility for school wide models if we drop below 40. Eligibility for certain grant funding like the State Early Literacy grant. If we have schools that have historically for years and years been above poverty and now are way down. It is my understanding that Title I funding is driven by census data but I assume that data and that response rate is also being impacted by the virus. Are we anticipating what that means for state and districts with the 2020 Census?
 - a. This is exactly the stuff that the poverty data work group have been talking about because a lot of folks leverage poverty data for a lot of different things. What your raising is exactly what is currently being talked about so I would say stay tuned on that. Remember, with the census data, that the data lags for Title I. It lags in year. This is the decennial census. What has been driving Title I is the 2010 data. 2020 data is important because it kind of resets that. There are a lot of questions to what the Federal Administration have been doing with the 2020 Census or not. Unfortunately, this is something that we don't have a whole lot of control over other than encouraging everyone to participate in the Census as much as possible. It's hard to project forward but if things don't look right with the census, I would imagine that there may be other actions that could happen either from Congress or potential lawsuits. I would expect that this is something that would get addressed one way or the other at the Federal level.

ix. Updates - Kelly Koenig

1. ESSA Plan

The Leadership team have been discussing moving forward with revising the ESSA plan. We solicited the help and support of West Ed for our comp center. They have worked across multiple states doing work with ESSA Plans. We want to align this plan with our priorities as well as with the Agency's Vision and Mission. Our ESSA plan is our accountability to the Federal government for the funding that we receive. We have taken on a big task of working through each federal program and basically inventorying all the current work that is happening under that federal program. Currently we are beginning to work with those teams to analyze the current work there doing with the current plan to see where the gaps are at.

2. Q & A

- a. Darlene Mansouri - I know one question that's comes up repeatedly is the time frame. The timeline that you are looking at so that we can find where we do fit in that structure. I'm not sure if were considered external or internal?
 - i. So as Superintendent Management, she has many advisory groups. You would seek the input from all advisory groups on the ESSA state plan. Clearly you would all be a part of that process, and when I say internal, I just mean that it's very much focused on current practices. We are looking at current practice and what's in the plan and looking at gap analysis. Basically, we want to bring you into substance conversations around the work that needs updating. I can't give you a timeline. I can only continue to bring you updates. We can schedule a special meeting if we need to seek your input.
- b. So just to clarify, is ESSA the one that requires the existence of this group?
 - i. ESSA law requires a COP.
- c. Paul Fulginiti - Does any of the other Advisory Council groups that you've mentioned, are they required by federal law?
 - i. I would have to double check with Superintendent. I'm not sure. We are required to call to get stakeholder feedback on our state ESSA plan for a state as a whole. Our COP is not our only responsibility for stakeholder feedback. We must get community and parent involvement.
- d. Paul Fulginiti - Right. I'm not asking you to do anything extra. I agree that all stakeholder groups are important. However, there are certain prescribed roles for this group, unlike the others. I believe that as a group we would like to be consulted in ESSA internal/external dialogue as you fashion your response.
- e. Darlene Mansouri – In terms of the ESSA plan, we have to provide advice on the ESSA plan state plan in terms of requirements and policies related to implementing the ESSA act as amended and act as an advisory body to the Arizona Department of Education and the Superintendent of Public Education in carrying out its responsibilities under Title I and ESSA.
 - i. I'm trying to be as transparent as possible as to where we are

in the process. Right now, it is at the associate level. We are now pushing down into our deputies and directors within those programs. We are moving but it's a slow process. I will continue to bring updates to this group. I will continue to engage as appropriate. We are just not there yet.

- f. Darlene Mansouri – Let me ask this question because I know the group has talked about doing this and that is taking the existing plan, breaking it into chunks and starting each meeting to revisit those chunks in terms of what our perspective is from the field.
- g. Audrey Reff – I feel like we all have a responsibility that if you look on page five of our operating guidelines it says to assist in the development of the ESSA SEA state plan and to advise the SEA in the monitoring of implementation of the ESSA SEA plan. I feel like maybe it's incumbent on each of us to really on our own to go through and read very carefully through the plan, knowing that ADE is beginning their process. My concern is that in attempts to give our feedback sometimes we are not prepared to give that.
- h. Paul Fulginiti – I'm asking for a serious, honest, forceful conversation to do my duty as a citizen on this committee so that we correct it right now. I ask in a humble way to allow me to serve with you in this process early and often.
 - i. I think we are saying the same thing just not in the same way. Absolutely, equity is so important for the Superintendent. She created a position around equity, diversity, and inclusion so we wouldn't be looking at our plan in absence of that work. I promise you; you do not want to be involved in every one of our meetings because I don't think any of you have the time for that. We are trying to be very strategic about the work that we're doing on the plan now so that when we do come to you for feedback and input that we are doing it in a meaningful way. Audrey, I would hope that we could absolutely be able to provide you ahead of time, here's the pieces we want you to look at.
- i. Darlene Mansouri – Kelly, one of the questions that comes up is the submission deadline. We want to make sure that we're part of the process before it gets to completed stage and that our input can guide some of the completion and then of course meeting our requirements to approve prior to publication.
 - i. I'm not there to know exactly what that is going to look like. I think we want to do some clean up before we start having conversations about change and making sure that what we are changing is actual accurate.

V. **SUCCESS STORIES**

- a. School Closure Impact and Responses – Membership
 - i. Rachel Goodman: We've have worked on a lot of strategies to make sure that our employees are safe there by making sure that when our students come one campus that they are safe as well. We have been providing updates via YouTube. So, every week we inform employees about the different protocols that we are engaging in. We

are also keeping parents in communication of those same protocols so that they are aware of what is being done to keep their students safe. We are also doing daily certification checks for our employees. There is a website called sparrow.org and they have an Occupational Health survey and so we implemented a beyond green program specifically for our employees. They have different questions they must answer to make sure that they have daily certification to be in the workplace. The biggest piece has been communication. Over communicating is the way to go.

- ii. Chris Carlson: We did a lot of staff professional development for the new learning tool that we were going to use, Schoology, which is a component of Power School. We also created some new positions we are referring to as Success Coaches. We are utilizing our paraprofessionals and our support staff that aren't immediately involved in the direct lessons of online lessons during this time. Their role has been to contact individually each student in order to assist them in getting online to the learning platform as well as making sure that social emotional needs are being met and that they are doing ok. We found that this has helped increase some of our attendance needs.
- iii. Pat Estes: One thing that we are especially proud here at Mesa Public Schools is what we call our bus parade back in May through current. We have been running at least twice a week bus and Transportation with food, hygiene items. Targeting our McKinney Vento and Foster Care group homes and it's been really successful. We have collaborated with local food banks and charities and it's been a really gratifying activity.
- iv. Monica Romero: Chandler Unified has done amazing work through our Nutrition office and distribution of Technology. I think that the most impact that COVID has caused is the reality of the digital divide. Our staff worked many hours in translating, updating things to the website but what is most impactful is that these families have been taught how to use a computer and a hotspot to lessen the digital divide. In a matter of two or three weeks we saw some of the families finally catching up to the 21st century.
- v. Hilda Ortega-Rosales: I did work for a district and retired about a year ago. I've been a school board member for the last 20 years. I wanted to make sure that I was representing our community regardless of the fact that we could not meet face to face. Our Superintendent has been excellent in involving us in every activity that's virtual. Whether it's at the school level or at the district level to ensure that our community knows that we are engaged during these difficult times. It has been very successful.
- vi. John Scudder: I just wanted to thank ADE for being a leader on Social and Emotional learning. Little did we know how important this was going to be for the adults in all our organizations. I think this was a nice preparation for this era of schooling. So, thanks for all that work.

VI. **SUBCOMMITTEE DISCUSSION**

a. Exemplary Schools – Norine Bowers

i. Title I Exemplary School Awards Moving forward?

- 1. The application and announcements usually go out in June and July with the application opening in July. The deadline was at the end of September then school visits would happen. Schools visits are obviously not happening. None of the blasts in the applications opened so I am assuming we're not going to do it this year. However, that is something we do need to discuss and vote on. Do we suspend for this year and pick it up in July?

- a. Jeff Lane – I agree with Norine. We should suspend it for a year and

- revisit it in July.
 - b. Paul Fulginiti – All respects to the people that actually do the work and know how hard it is. We invented this to counter some of the negativity. There were failing schools that were often in the press. There were teachers that worked there doing wonderful work. There were schools that were partly great. They were just taking first steps in reform. We wanted to honor those schools despite the fact that they may be in improvement status. For those reasons now I would just take that counterpoint and we can vote.
 - c. Audrey Reff – It's really important that there's so much good work on behalf of our kids. Is there another way that we can honor the work that everyone is doing? Maybe have schools submit a clip for the ESSA Conference?
 - d. Norine Bowers – The issue is the timeline. We normal start preparing a year in advance. If we chose this method, will we choose a few schools? Are we going to have them apply? Do we need to redo the application or the rubric?
 - e. Audrey Reff – I would say to allow all schools to submit a small clip or something to honor all our collective work over these past months.
 - f. Angie Madsen – We have already begun putting together an outstanding conference and the committee has planned for showcasing student work and some of the beautiful things that students are creating and doing right now. I think it's a great idea. A way to allow schools to submit a picture with the name of the school and a narrative to showcase the work they are doing.
2. Audrey Reff made a motion to sunset the Exemplary Award as it currently exists. Lynn Strizich from Tucson Unified second the motion. The motion was carried and approved.

VII. GOOD OF THE ORDER

- a. Darlene Mansouri
 - i. ESSA Conference – Just a reminder that the conference is in January and is a virtual conference. It is the week of January 11, 2021.
 - ii. National Title I ESEA Conference – The conference will not be in Boston this year. It will be virtual. It will be on February 8-11, 2021. They are already doing registration if that is something you are interested in attending.
- b. Audrey Reff
 - i. Would like to follow up on the Private School discussion.
 - ii. Do we now or in the future want to make a motion to add meetings to our currently scheduled meetings?
- c. Lynn Strizich - Last time we met there was a change to the bylaws. We made some changes to emeritus. There are standards for meeting attendance and the requirements for meeting attendance are more dynamic than they were in the past. Just be aware that if you miss two meetings and you do not notify the co-chairs or the organizers of the meeting, you will probably be excited from the committee after that second meeting. At a courtesy we just want to make everyone aware of those changes made to the attendance requirement.
- d. Darlene Mansouri
 - i. We also have a large group of committee members whose term will be ending at the end of this year. So, just keep that in mind as well.
 - ii. I was wondering if we could wait and talk about additional meetings at our October 23rd meeting. We might want to schedule at least a mini meeting before January 13th.

1. Norine Bowers – Yes, I was thinking the same thing. Especially depending on which way, the awards go. We'll have to have a committee to prep and plan for the awards.

VIII. ADJOURNMENT

There being no other business, Ms. Mansouri asked for a motion to adjourn the meeting. Lynn Strizich made a motion to adjourn at 2:08 p.m. which was seconded by Stephen Schadler. This motion carried at 2:08 p.m. and the meeting was adjourned.