



Enclosure 2a
July 17, 2018

MINUTES OF THE MEETING
June 19, 2018

COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

Chair McConaghy welcomed everyone to the meeting of the Council on Elementary and Secondary Education, noted for the record that Member Callahan would not be joining the meeting, declared a quorum present, and called the meeting to order at 5:30 p.m.

Present: Daniel McConaghy, *Amy Beretta, Barbara Cottam, Karen Davis, **Gara Field, Jo Eva Gaines, Marta Martinez, and Lawrence Purtill

Absent: Colleen Callahan

- * Arrived at 5:56 p.m.
- ** Arrived at 5:41 p.m.

1. ACCEPTANCE OF THE AGENDA

On a motion duly made by Lawrence Purtill and seconded by Jo Eva Gaines, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the agenda for the June 19, 2018, Meeting

Vote: 6 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Daniel McConaghy, Barbara Cottam, Karen Davis, Jo Eva Gaines, Marta Martinez, and Lawrence Purtill

NAYS: 0

[Members Beretta and Field arrived after the acceptance of the agenda.]

2. ACCEPTANCE OF THE MINUTES

a. Minutes of the May 9, 2018, Special Work Session

On a motion duly made by Jo Eva Gaines and seconded by Lawrence Purtill, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the minutes of the May 9, 2018, Special Work Session

Vote: 4 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Barbara Cottam, Karen Davis, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

[Chair McConaghy and Member Martinez had to recuse themselves from the vote as they did not attend the May 9, 2018, Special Work Session of the Council]

[Members Beretta and Field arrived after the approval of the minutes]

b. Minutes of the May 15, 2018, Meeting

On a motion duly made by Jo Eva Gaines and seconded by Lawrence Purtill, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the minutes of the May 15, 2018, Council Meeting

Vote: 5 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Daniel McConaghy, Barbara Cottam, Karen Davis, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

[Members Beretta, Field and Martinez had to recuse herself from the vote as she did not attend the May 15, 2018, Meeting of the Council]

[Members Beretta and Field arrived after the approval of the minutes]

3. OPEN FORUM

Three certified school nurse teachers spoke in opposition to the proposed certification process that is before the Council for school nurses who are not required to be teaching.

4. REPORT OF THE COMMISSIONER

Commissioner Wagner began by reporting that the budget session is coming to a close and that the school facility bond passed the House and is now being considered by the Senate.

Commissioner Wagner also reported that RIDE and some of the state school entities, are currently undergoing some organizational changes. At the July 17th meeting, the Council will be asked to approve his recommendation for a new Director at the Davies Career and Technical High School as well as a contract renewal for the Director at the RI School for the Deaf.

5. DISCUSSION ITEMS

a. Providence Public School Conversation: Grade K-3 Literacy

Commissioner Wagner stated that today's discussion is part of a sustained conversation that the Council has been having with Providence over the last couple of months. He then turned the conversation over to Tom Flanagan, Providence's Chief Academic Officer.

Mr. Flanagan went over the district strategic plan's goals and theory of action and how it relates to early childhood outreach, PK supports, K-3 literacy strategies, and data analysis. He stressed that the district's theory of action is very different from the top down organization that it used to be, and if the district operates as a learning organization at all levels, then students will be able to better achieve.

Next, Mr. Flanagan introduced Edda Carmadello, Providence's new Special Education Director. Ms. Carmadello went over the work that the district's Early Outreach Screening and Services division has been doing to increase the percentage of students screened to 40%. This year over 3,000 students have been screened and staff will continue working to increase the number of screenings in Head Start programs, early learning centers, daycares, and universal preschool programs. Providence is collaborating with the community early learning centers to ensure that the 5-star high-quality instruction is being delivered at every level.

Next, Mr. Flanagan explained that since the district only offers one-day of professional development, additional professional learning has been pushed into coaching in school, during teacher common-planning time. This includes monthly literacy coaching labs and mini instructional rounds with teacher leaders and coaches.

Mr. Flanagan went on to share the standards-based instruction component, which calls out the competencies that the districts want students to be able to meet. The district has moved away from low-quality materials and has begun purchasing high-quality materials to support standards-based instruction. Schools are able to choose from different high-quality materials, which best meet their students' needs.

Commissioner Wagner voiced that while the Council has been understandably frustrated for many years over the lack of growth, nothing has been done about teachers having to teach their students with low-quality instructional materials. There also needs to be a strategy for the system to invest more time in ongoing professional learning, in addition to the contractual one-day professional development.

In response to a question from the Council, Mr. Flanagan noted that principals are excited and empowered by the ability to choose the materials that suit their vision best. He explained that while part of the challenge is finance-related, as some schools cannot purchase the whole suite for the whole school at one time, additional challenges arise from leadership changes and policies that may not provide the supports the teachers need.

Following up a question about the quality of prior curricular materials, Mr. Flanagan noted that there had been a shift in thinking about the type of materials leadership thought would be helpful to teachers and that shift had prompted a move to more scripted materials. Commissioner Wagner expanded on Mr. Flanagan's point that leadership decisions about curricular materials often pose a challenge to the establishment of a guaranteed and viable curriculum that the teachers feel like they own and that anchors both instruction and professional learning.

A Council member raised a question to inquire about the feasibility of purchasing high quality materials for all in the state in order to alleviate procurement pressure on districts, while still allowing some local decisions. Commissioner Wagner responded that due the state's size, it is possible to make procurement processes more predictable and better funded, though it would require legislative appropriation to do so. He noted that, while possible, it would be problematic for two reasons: making it a mandate would undermine adoption, and the system being invested in one solution would then limit or slow down continuous improvement overall because there wouldn't be pockets of innovation trying out improved materials and driving change in the system as a whole. There are two extremes in curriculum implementation – scripted down to the day versus completely up to the teacher – and as a state we are trying to find the balance in the middle.

Mr. Flanagan then provided an overview of how the curricular materials cover literacy development through other content areas as well as ELA. Another component focuses on dual language and multilingualism, incorporation of content and language. Schools now opt-in to participate in opportunities, rather than being assigned.

b. Proposed Revisions to the Regulations Governing the Certification of Educators in Rhode Island – Fourth Read by the Council

Commissioner Wagner introduced the discussion with a comment on the change that is being proposed, particularly for the school nurse teacher piece, is in place in many states. He remarked that Rhode Island's current regulations set a certain standard for school nurse teacher certification that has created a shortage of school nurse teachers and resulted in schools hiring people who may not be as comfortable providing services to children, and that these changes to regulations are one way to both protect pay parity for adults and increase opportunities for students. He then turned the conversation over to Lisa Foehr, Director of the Office of Educator Excellence and Certification Services at RIDE.

Ms. Foehr began the discussion with a summary of the proposed changes to school nurse teacher. The proposal is to now offer two different certificates related to the assignments of school nurses: 1) the currently existing instructional school nurse teacher certificate for a person who is prepared as a nurse and also fully prepared as a teacher in order to be teacher of record for a health curriculum; 2) a new certificate for a person who would not have the full preparation as a teacher and therefore would be able to provide the nursing services within the school but would not be able to serve as a teacher of record for a health curriculum. The rationale for the change is that many school nurse teachers used to also be the health teacher, though that is now only the case in a few schools. What is more common now is for a PE/health teacher to deliver the full PE/health curriculum and the school nurse teacher to serve in the school nursing role. The proposal for two types of certificates would support both models.

Council members commented about the proposed changes, including:

- whether the total number of credits candidates need to take now could be 18; it could be 18 or more because they have a full teaching sequence to complete
- a concern that every school nurse teacher is prepared to handle mental health issues that are on the rise for students, and whether a regular nurse is trained to handle those kinds of situations in a school setting; school nurse teachers do know the protocol when presented with a student's serious mental health problem to immediately seek out a social worker or school psychologist, but it could be addressed as part of a professional learning opportunity that is available for all mental health professionals
- support for the need for flexibility in options for schools and districts in how school nurses are utilized – whether it is solely in the clinic with a few classroom presentations, or as a full-time teacher – so that it is not simply one size fits all.

Ms. Foehr then introduced the second topic for discussion: endorsements. Commissioner Wagner remarked that endorsements in these regulations are intended for the same purpose as endorsements on students' diplomas: to help set up pathways. Ms. Foehr explained that endorsements are added credentials for an individual educator. Endorsements recognize professional pathways for people through advanced skills, learning, or expertise developed over time; they are not designed to restrict an individual to a particular role like a traditional certificate does. Commissioner Wagner commented that something like a social emotional learning endorsement could be created and therefore be a priority set by the district for all of its teachers to earn or else self-selected by teachers knowing it will help them do their job. He noted that the first two endorsements proposed are for literacy dyslexia and English language learners, but that it could expand to things like a STEM endorsement, computer science endorsement, etc. Ms. Foehr referred to the language in the regulations as creating the space to allow RIDE the opportunity to be able to build out the infrastructure first for the two endorsements mentioned and then for the review and approval of additional endorsements for quality control. Districts could then advertise for particular endorsements when hiring.

Council members raised a question about the potential unintended consequences of endorsements, such as whether it would have an impact on teacher pay or district hiring processes. Ms. Foehr noted that the reason RIDE is starting small is so this can be done well and the appropriate, research-based competencies can be set and then providers who meet those competencies identified. Districts can choose individually if or how to recognize endorsements according to their own protocols or collective bargaining agreements: not recognize, only use them for hiring purposes, or introduce compensation.

Ms. Foehr noted that the third discussion topic for tonight, career education pathways in terms of CTE teachers, was discussed at the previous meeting. She provided an overview of the proposed changes in case Council members had additional questions. The first change is for the preliminary certificate: moving the timing of the NOCTI (assessment of career and technical education content knowledge) to the point of renewal rather than at application since most applicants come in with industry experience. She noted that the addition of mentoring and induction would be considered as part of the preliminary certificate. The other changes include making adjustments to the work experience requirements and the degree requirements for CTE educators and aligning them with the industry expectations to enable districts to hire those with the life experience in the profession that covers the content knowledge otherwise gained through a bachelor's degree. A related change was that if an individual had achieved a certain level of degree, they may be able to apply with three years of experience rather than the full five for someone with a typical degree.

Ms. Foehr then outlined the next steps for the regulations. At the Council's July 17 meeting, RIDE would present to the Council a new red-lined version containing highlighted suggestions for changes to the current proposal that are based on feedback from various stakeholder groups as well as from the Council. The following step would be for the Council to vote about moving the proposed changes to the regulations forward for public comment.

c. Fiscal Year 2020 Capital Budget

Commissioner Wagner introduced the topic by reviewing the timeline for the submission to the State Budget Office of the capital budget for broader infrastructure improvements in state facilities. RIDE's FY2020 budget includes authorizations for continuation of several projects on their development trajectory. Commissioner Wagner noted that only new item was for upkeep of the Davies building, as it is a state school, and therefore a placeholder has been included in this budget for \$50 million over five years. Commissioner Wagner then turned the conversation over to Sandra Lopes, Chief of Fiscal Operations at RIDE, and Mark Dunham, Director of Finance at RIDE.

Mr. Dunham outlined the timeline for the budget process. The capital budget is the first budget completed for the FY2020 submission and is due to the Budget Office in July. It is then included in the Governor's FY2020 budget which is submitted to the General Assembly in January 2019. The final budget decisions would be made and approved by the General Assembly in June 2019. The current budget (FY2019) that is before the General Assembly for approval was submitted last July. The Governor had included the addition of a \$250 million bond for the School Building Authority in the FY2019 budget currently before the General Assembly for their approval.

Mr. Dunham reviewed the FY2020 proposal of \$334 million for the following: eight projects that have been previously passed by the Council, Board, Governor, and General Assembly; the new \$250 million bond for the School Building Authority which would need approval by the General Assembly and then voters before becoming available; and the Davies placeholder. Davies has had educational planning studies done which highlighted deficiencies in the building, both educational (e.g., 21st century) and for ADA code. The buildings were originally built in the 1970s and some remodeled in the 1990s, with additional maintenance included every year in the capital budget. The initial request is for \$50 million to start, with no funds spent in 2019, a small investment in 2020, and larger installments in later years, in order to facilitate planning and building, with the possibility of additional funds requested later. The initial request from Davies was for \$100 million.

Council members asked questions about the budget, including:

- how much it would cost to build a completely new school for Davies; uncertain, but recent examples of new high schools with career and technical centers are upwards of \$135 million, and this plan – as a hybrid plan of adding new facilities and rehabilitating current elements – would respect investments already made in the Davies facilities
- whether state schools are eligible for the bonuses; state schools are funded through state appropriations and not eligible for the bonuses.

Commissioner Wagner noted that the budget would be brought to the Council for vote at the next meeting.

d. Charette Charter School - Authorization to Operate - Final Approval

Commissioner Wagner explained that in the regulations the process is for the Council to authorize a charter school in roughly December, and then the school has to meet implementation benchmarks in order to open in the fall. There is a final procedural approval for a school after they have met those benchmarks in the spring. This is the final procedural approval for one of two schools approved in December, Charette, that is slated to open this fall. Commissioner Wagner then turned the conversation over to Pascale Pierre and Director Brian Darrow of the Office of College and Career Readiness at RIDE.

Ms. Pierre explained that since the December preliminary approval, Charette has been working to ensure the successful launch of the school by completing the regulatory requirements and the conditions that RIDE established that it address the essential concerns that came out of the application review. The applicant team proposed to open at-scale grades 9-12 as an urban preservation themed charter school with an enrollment of 168 students at scale. This fall, they plan to open in grades 9 and 10 with 84 students. Ms. Pierre noted that the Office of the Auditor General audited the school and commented a favorable review. Ms. Pierre concluded that RIDE reports that Charette has met their benchmarks and requests the Council's final procedural approval.

Council members asked questions about the proposal:

- of the 48 students, how do they match up to the demographics of the community; Charette indicated that they fully intended to reflect the demographics of their community, and also RIDE does not collect enrollment data until students are enrolled in the fall, but it can be provided to the Council once it has been run
- where is the location; in downtown Providence.

6. ACTION ITEMS

a. Final Approval of Authorization to Operate of the Charette Charter School

On a motion duly made by Gara Field and seconded by Amy Beretta, it was

VOTED: That the Council on Elementary and Secondary Education moves to issue a final charter to Charetter Charter School and authorizes its operation for a maximum term of five (5) years beginning in the 2018-2019 school year and ending in the 2023-2024 school year.

Vote: 7 members voted in the affirmative and 1 member voted in the negative as follows:

Daniel McConaghy, Amy Beretta, Barbara Cottam, Karen Davis, Gara Field, Jo Eva Gaines, Marta Martinez

YEAS: 6

NAYS: Lawrence Purtill

7. ADJOURNMENT: Meeting adjourned at 7:11 p.m.

On a motion duly made by Jo Eva Gaines and seconded by Karen Davis, it was

VOTED: That the Council on Elementary and Secondary Education adjourns.

Vote: 8 members voted in the affirmative and 0 members voted in the negative as follows:

Daniel McConaghy, Amy Beretta, Barbara Cottam, Karen Davis, Gara Field, Jo Eva Gaines, Marta Martinez, and Lawrence Purtill

YEAS: 8

NAYS: 0