



Enclosure 2a
May 10, 2022

MINUTES OF THE MEETING
April 5, 2022

COUNCIL ON ELEMENTARY AND SECONDARY EDUCATION

Chair DiCenso welcomed everyone to the meeting of the Council on Elementary and Secondary Education, noted for the record that Member Martinez would not be joining the meeting and that Member Purtill would be joining the meeting in progress. She declared a quorum present and called the meeting to order at 5:32p.m.

Present: Michael Almeida, *Milly Asherov, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Jo Eva Gaines, **Lawrence Purtill

Absent: Marta Martinez

[*Ex-officio, non-voting member]

[**Lawrence Purtill arrived at 6:00 p.m.]

1. ACCEPTANCE OF THE AGENDA

On a motion duly made by Colleen Callahan and seconded by Michael Almeida, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education accepts the agenda for the April 5, 2022, meeting

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines

NAYS: 0

ABSTAINS: 0

[Member Purtill arrived after the approval of the agenda]

2. APPROVAL OF THE MINUTES

a. Minutes of the March 8, 2022, Meeting

On a motion duly made by Amy Beretta and seconded by Jo Eva Gaines, it was

VOTED: That the Rhode Island Council on Elementary and Secondary Education approves the minutes of the March 8, 2022, meeting

Vote: 7 members voted in the affirmative and 0 members voted in the negative as follows:

YEAS: Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines

NAYS: 0

ABSTAINS: 0

[Member Purtill arrived after the approval of the minutes]

3. COMMISSIONER'S REPORT

Commissioner Infante-Green began her report by sharing that last week she visited Pawtucket to celebrate the launching of 'Let It Out' – RIDE's mental health awareness campaign aimed at helping students and school communities. Now that students and teachers are back fully in-person and working to accelerate learning across the state, there is work to be done to break the stigmas surrounding mental health, which the pandemic amplified, and connect students with resources, in and out of school. Rhode Island took targeted steps to improve student mental health supports and created stronger partnerships between districts, schools, and outside organizations, and hired more counselors with secured funding from the federal government to train school staff in detecting and responding to mental health issues. The 'Let It Out' website, launched as part of the campaign, showcases familiar faces that students can confide in and features classroom activities, educator toolkits, and other informational materials and resources to help students cope with mental health challenges. The campaign is just one piece of RIDE's critical efforts through Project AWARE, which has helped support more than 7,000 screening for early identification, prevention, and intervention. It also helped support over 1,000 referrals to mental health and related services as well as support 600 opportunities for youth to receive mental health or related services.

Next, Commissioner Infante-Green reported that last week RIDE held two surprise events to recognize two incredible teachers – Nancie Lawrence, a current reading specialist and former third grade reading/English language arts and social studies teacher at Steere Farm Elementary School in Burrillville, and John Rosenbaum, a sixth grade social studies teacher at Segue Institute for Learning, with Milken Educator Awards – Milken Awards are recognized as the Oscars of teaching and include a \$25,000 prize.

Commissioner Infante-Green went on to express that incredible teachers are going above and beyond for their students across the state and to recognize them, RIDE launched the #ThankATeacherRI social media campaign. It is using social media platforms to place spotlights on outstanding educators and asking folks to post about teachers who have made a difference and use three words to describe them.

In addition, a cornerstone to RIDE's work to improve Rhode Island's education system is ensuring we have world class talent. To support teachers, RIDE held the Achieving Excellence Together Conference in person this year. Commissioner Infante-Green shared that she was thrilled to join over 200 educators and see the skills they have developed in the classroom and how they can be shared across districts and grade levels. Educators were offered an excellent mix of courses, that both addressed some of the most important parts of our changing learning landscape, such as Chuck Branchaud's course on Personalizing Instruction Using a Website, and some of the vital issues facing classroom instruction, like Malika Ali and Mike Mielli's Instruction Equity Course. Commissioner Infante-Green recognized the 2022 RI Teacher of the Year, Lisa Garcia, who taught a course on making a math classroom more collaborative and helping students explore math without fear. Ms. Garcia also helped RIDE kick-off the #ThankaTeacherRI Campaign.

Lastly, Commissioner Infante-Green shared that later in the evening the Council will get an update on the progress being made with the District Support Program (DSP) that RIDE launched in alignment with the LEAP Task Force Report and recommendations. The program was launched to help schools that were hit the hardest by the pandemic in Woonsocket as the pandemic laid bare inequities in education as underserved students (Black and Latino, multilingual learners, differently abled students, and students living in poverty), were impacted more severely. RIDE partnered with school leaders to identify needs and priorities, and looks forward to continuing to partner with the best interest of students in mind.

4. OPEN FORUM

Four individuals addressed the Council.

Written testimony is on file at RIDE.

5. DISCUSSION ITEMS

a. Providence Update

Commissioner Infante-Green introduced and congratulated Dr. Javier Montañez as the new Superintendent of the Providence Public School District (PPSD). Commissioner Infante-Green expressed that Superintendent Montañez is no stranger to the community as he is a former student and educator in the PPSD for over 20 years, prior to stepping-in to the role of Acting Superintendent. RIDE and the Superintendent have been meeting with parents who have kids in the school system for the last five months on what they would like to see in a superintendent and gathering information from them. They also met with members of the PPSD School Board and a pool of other people, prior to making this decision. She expressed that she received many calls all day from folks congratulating her on the decision to hire Dr. Montañez as the permanent superintendent, a decision that made sense to her and the Governor as stability and continuity in the district is critical as we go through the endemic. She thanked Superintendent Montañez for accepting the charge and for placing students at the forefront of every decision made.

Next, Superintendent Montañez thanked Commissioner Infante-Green for her support over the last eight months and expressed how honored he is to have been given the opportunity to serve the community that made him the man he is today. Superintendent Montañez went on to highlight some of the tasks that PPSD has accomplished since COVID hit – added community specialists to every middle and high school; added school counselors to every elementary school; selected and implemented a unified, culturally-relevant gold-standard K-12 curriculum to replace the mix of existing curriculum, which provides much-needed continuity as many of the students move from school to school and need consistency; submitted a Capital Improvement Plan to ensure students learn in 21st century environments that inspire them to succeed; awarded classroom boost grants of up to \$5,000 per teacher across the district, which will help teachers put innovative ideas into the classrooms; invested an additional \$4M in professional development days for teachers as recommended in the Johns Hopkins Report. He stressed that even during the pandemic, PPSD persisted and made undeniable progress with students in mind, and he is even more excited going forward as the district builds on the positive momentum putting the students at the center of all decisions made. He highlighted that this past month, the district posted vacant positions earlier than it ever has, which makes a big difference in early hiring for hard to fill positions in the coming school year. The district also continues to be successful in the progress of mitigating the spread of the virus and is looking at the data to make an informed decision on making masks optional.

Next, Superintendent Montañez introduced Sindy Giard, Principal at the Anthony Carnevale Elementary School. Principal Giard introduced Beth Northup, Assistant Principal, and Martin Quirk, Principal Fellow as part of the PPSD Leadership Cohort, and went over how she and her team are aligning their work with the district's Turnaround Action Plan (TAP). She stressed how their work, along with the work of her amazing staff, ensures that their collective impact empowers their students to achieve their postsecondary dreams at the highest level.

Member Callahan congratulated Principal Giard and her staff for the wonderful work that they do and for the care and energy that she brings to her school. She also asked what kinds of things Principal Giard is focusing on to prepare the current fifth graders in literacy and math to boost them as they head to sixth grade next year.

Principal Giard responded that right now they are looking at the data and training teachers to strategically work with small groups of students who need tier three support.

Member Callahan also congratulated Superintendent Montañez and does believe that he is the right person for the job, however, she is concerned about the process overshadowing the person and is wondering if Commissioner Infante-Green has a list of the meetings that were held with parents and other groups that could be shared with the community.

Commissioner Infante-Green responded that this was not done in a vacuum and that meetings with different parent and student groups happen very often and that the process was done in consultation with everyone.

Board Chair Cottam thanked Principal Giard for the presentation and expressed that she looks forward to the day when her school is a four-star school. She also asked what her teacher attendance rate is as she is looking for common factors that create a learning culture and environment.

Principal Giard responded that her school has high attendance for teachers, even higher than the students.

Student Representative Asherov voiced the need to involve the community as well as students in decisions affecting education.

b. LEAP District Support Program – Update

Deputy Commissioner Roldán began by acknowledging and thanking Dr. Bernie DiLullo, Superintendent of the Johnston School Department, for joining today's meeting and sharing his experiences with the LEAP District Support Program (DSP). He then framed the discussion by reiterating some of the goals that are being set to partner with and assist the nine districts that were disproportionately impacted by the pandemic.

Superintendent DiLullo began by expressing his support of Dr. Montañez's appointment as the Superintendent of the Providence Public School District. Superintendent DiLullo went on to share that over a year ago Deputy Commissioner Roldán called him and asked him to participate in a steering committee for the DSP and what RIDE's partnership and support has meant to his district over the last few months.

Next, Kristen Danusis, Director of RIDE's Office of School and District Improvement, went over the two-year layout of the program including the additional support that RIDE receives from external partners – WestEd and Providing Ground; core investment areas; districts' data-driven priorities; analyze and plan; evolving work of the LEAP DSP Fellows; and district feedback that is used to refine the program.

Council Member Purtill asked Superintendent DiLullo how his district has gotten parents and families involved, especially parents of typically underserved populations.

Superintendent DiLullo responded that his district is receiving parent feedback via the school improvement teams at the individual schools and that he has spoken to his principals about getting feedback from parents of underserved populations.

Council Member Beretta expressed that she would love to see a summary of what each workstream has developed.

Deputy Commissioner Roldán expressed that information can certainly be sent to Council Members periodically and offered to set-up a special session for Council Members who would like to dive deeper into the work.

c. YouthBuild Preparatory Academy Startup Grant

Victor Capellan, Special Advisor to the Commissioner, framed the discussion by sharing that following in the Commissioner's vision around moving RIDE to become a support organization and being able to not just provide districts and other partners with rules, but rather utilizing all of the tools at RIDE's disposal to partner with the team at YouthBuild Academy to create this new school. One of the tools being used is the equity decision-making tool, which is also utilized by RIDE to make the decisions that guided the work to support YouthBuild.

Next, Jermaine Curtis, Charter School Specialist, went over the details of the start-up grant for YouthBuild Academy. He explained that YouthBuild Academy has met all the preopening milestones - their Board was approved by the Council last August and their comprehensive plan was also endorsed by the Council this past January, and they are on pace to open this coming fall. The school will provide an alternative, diploma-granting high school experience to a very targeted and special population - students ages 14 to 21 in Providence, who are at-risk of dropping-out of high school. The school also plans to reengage students who are currently disconnected and have already dropped-out of high school. YouthBuild was authorized per R.I. Gen. Laws § 16-3.1-4 and 16-3.1-21 in 2016, to operate as a Cooperative Service Among School Districts and that law gives the Council on Elementary and Secondary Education the authority to provide financial incentives, including special grants to schools that classify as Cooperative Service Among School Districts. RIDE has identified \$100,000 in startup funding from RIDE's FY2022 state general fund to support YouthBuild Academy. The funds will help YouthBuild Academy increase capacity of leadership prior to opening, continue to develop high-quality academic programming, ensure organizational viability, as well as planning and implementing with traditional school districts. The school's priorities for using the funds can be found in their grant application, and the funds must be approved by the Council.

Council Member Beretta asked how RIDE will monitor how the money is being spent.

Mr. Capellan replied that one of the things that RIDE is doing with the application process is to have them apply for the funds and detail what the expenditures are going to be. There is a team at RIDE that will be responsible for the monitoring of all the activities for the startup. Once the plan for the expenditures is approved by RIDE, the school will have access to the funds and will report back to RIDE with all the invoices/receipts detailing how the expenses were made.

Council Member Callahan remarked that although the motion reads that the Council is approving \$100,000 to YouthBuild, the school has not yet done an application.

Mr. Capellan replied that what it means is that the Council is authorizing RIDE to send the application to YouthBuild. This process will be utilized for the school to be authorized to request up to \$100,000 and that RIDE will make those funds available to them through an application process.

Council Members expressed that the language of the motion is misleading and suggested that it be amended to say that YouthBuild can request up to \$100,000, pending the approval of the application.

d. Deputy Commissioner, Instructional Programs

Mr. Capellan introduced Lisa Odom-Villella, an educator with over 20 years of experience in local schools, spanning from urban, urban ring, to rural districts, as RIDE's new Deputy Commissioner for Instructional Programs. Ms. Odom-Villella is a graduate of R.I. College and is currently serving as the Assistant Superintendent in the Foster-Glocester School District, where she oversees all the academic and CET programs, coordinates and provides all the professional development, develops, and manages federal grants, and oversees district evaluation process and certification requirements.

Commissioner Infante-Green shared that Ms. Odom-Villella's experience as a teacher, school administrator, assistant superintendent, and having worked in urban, suburban, and rural districts, make her well-positioned for the role of Deputy Commissioner for Instructional Programs. Her knowledge of curriculum and instruction, professional learning, student information systems, data dashboards, career and technical education, contract negotiations, and policy development and implementation with school boards, make her the perfect candidate for the position.

Chair DiCenso expressed that she has worked with Ms. Odom-Villella in many different roles, and she can affirm that she is a doer and a pleasure to work with.

e. Changes to Educator Certification Assessments

Lisa Foehr, RIDE's Chief of Teaching and Learning, introduced Joy Souza, RIDE's Director of Educator Excellence and Certification Services, to go over the three changes to certification tests and passing scores.

Ms. Souza explained that each year her office comes before the Council with recommendations of testing changes based on multi-state, standard-setting studies that are conducted by the Education Testing Service (ETS). ETS routinely conducts these surveys to ensure that their tests are aligned to the most current standards, practices, and content, in the different testing areas. This year ETS completed eight standard-setting studies for eight of the tests that are used for RI educator certification, and as a result of these studies, ETS has regenerated all eight of the tests so that they align more closely with the standards and content. RIDE is recommending approval of all of the eight regenerated tests to replace the current tests and is recommending the proposed cut-scores recommended by ETS, to go into effect this coming September 1.

Member Beretta asked if Massachusetts is using the same cut-scores or if they are using higher cut-scores.

Ms. Foehr replied that Massachusetts has its own testing program and writes and develops their own testing program (MTEL) for teachers in Massachusetts, which makes it impossible to compare Rhode Island to Massachusetts. Other surrounding states (Connecticut and New Jersey) do use ETS and are pretty much in the middle of doing what Rhode Island is doing. Other states are in the process of adopting the same tests, and in most cases, end up adopting the recommended test scores that come out of the studies.

Member Gaines asked why the recommended scores, in most cases, are lower than the current scores.

Ms. Foehr responded that it is not that they are lowering the score, but in the process of developing new items and questions and engaging with educators in that same profession about which questions should feed into the score, a recommend score might appear in a chart to be lower, but it is not what happens. It is a different set of questions and a different test; therefore, the score ends up being a different scale score. The recommended test score ends up being the score that the group of educators who came together to participate in the multi-state study is recommending for the regenerated test.

Council Member Almeida asked if it is fair to say that the rigor of the regenerated test is equivalent.

Ms. Foehr replied that she would say that it is comparable; she wouldn't say that it is equivalent, as these assessments are generated to assure alignment with standards and currency in the field. For the most part, they bring together early career educators and individuals from teacher preparation programs, to review items on the tests and new questions, and to ensure that they are aligned with the standards for that profession. They represent questions that a beginning teacher should be able to answer coming into the profession.

Council Member Beretta asked if this information is shared with the institutions of higher education and if they make the adjustments to prepare their students for the regenerated tests.

Ms. Foehr answered that RIDE brings the information to two places before coming to the Council for approval – The Certification Policy Advisory Board (CPAB) and to meetings that are held quarterly with educator preparation programs. RIDE only hears concerns when it suggests a score that is higher than the score being recommended by the people who participated in the multi-state, standard-setting study.

Board Chair Cottam asked if other states are going with the recommended score or can they be different.

Ms. Foehr responded that it can be different as every state goes through a process of adopting a score and needs to make an individual decision on whether to adopt the recommended score.

Next, Ms. Souza went over Rhode Island's goal to ensure that all students are reading at or above grade level by third grade. She shared that the General Assembly passed the Right to Read Act (R2R Act), which requires educators to exhibit either proficiency in or awareness of the knowledge and practices of the Science of Reading and Structured Literacy, to meet the expectation by June 2025. The Act also requires that RIDE identify a stand-alone assessment to measure educator proficiency and that the educator preparation programs align the content of their programs and their coursework to the standalone assessment. RIDE has identified a standalone assessment – Pearson Foundations of Reading Assessment. This test has already been made available to current educators in the field and the Act requires districts to provide training that leads to proficiency. Educators in the field have the option of taking this assessment, and if they pass, they can optout of the required professional learning training within their districts. In

addition, the R2R Act requires that the educator preparation programs align their programming to lead to proficiency in educator certification areas that require proficiency. Graduates of educator preparation programs in Rhode Island should be prepared to take and pass this test. This is the same educator licensure test that is being used in Massachusetts and Connecticut and RIDE is proposing the exact cut-score that is being used in both of those states.

Council Member Callahan asked if RIDE will be working with the institutions of higher education to ensure that they are doing the alignment, so that by 2025 students are not being disadvantaged by going to programs that do not have the alignment. She also asked if RIDE will be collecting data on the assessments of those educators currently in the field who will be taking the test, to get a sense of how it is going.

Ms. Foehr replied that RIDE will be receiving information from Pearson, the testing company, much like all other tests. In addition, if any of the deadlines get changed in legislation, RIDE will work with the teacher preparation programs on that deadline to meet that expectation.

Board Chair Cottam expressed that she will not support changing the deadline expectation if we are being told that it can be met. Just because a date is changed at the legislature, it should not create more incompetence for students.

Ms. Souza ended the presentation by going over the last proposed change – Elimination of current pedagogy tests – June 2022. The removal of these tests will not negatively impact the quality of teaching.

f. Times2 STEM Academy – Charter Renewal Recommendation

Steve Osborn, State Strategy and Student Opportunity Officer, began by explaining that the charter renewal of the Times2 STEM Academy, the sole remaining district charter school in the Providence Public School District, is off-cycle due to a special education complaint brought against the school. Mr. Osborn noted that the school has performed at a consistent level of performance and that in the most recent year of school accountability (2019), the school was a three-star school, the sole three-star, open-enrollment, middle and high school in PPSD. He stressed that the strength of the school has been its teachers who have held the school together despite many leadership challenges over the years. In recent years the school has dramatically outperformed the district in English, but has dipped a bit in mathematics over the last couple of years. Mr. Osborn highlighted that currently the concerns with the school are related to academics, but they largely circulate on organizational performance and leadership struggles at the school.

Next, Andy MacMannis, Charter School Coordinator, went over the track-record of the school over the last couple of years. He noted that trends in leadership started in 2016 when the school hired a new Executive Director and not long after that, stakeholder complaints from teachers, parents and students escalated through the 2016-2017 school year. It was found that the school had not established clear communication and processes, had special education violations, including not following a student's IEP, lack of coherence in science courses, and failure to monitor academic performance. The school received a three-year renewal for 2019-2022 and were given four conditions; they have fully met two of the four. By June 2019, the school had a pattern of leadership turnover and multiple board member resignations. The school had six

administrators in the 2019-2020 school year. The current principal started mid-way through the 2019-2020 school year and a new board chair was also appointed. During the current school year, their charter renewal decision was delayed due to a special education complaint received by RIDE's Office of Student, Community and Academic Supports, in November 2021. This past February, it was concluded that the school was non-compliant with regards to allegations of failing to implement several IEPs since the beginning of the school year. Additionally, the charter was found non-compliant in providing annual revisions and three-year evaluations of students' IEPs. The school is in the process of developing a corrective action plan. After extensive meetings between RIDE, the board and the school, the recommendation being made tonight will be a three-year renewal, from school year 2022-2023 to school year 2024-2025, with conditions.

Council Member Beretta questioned why the school is not being shut down since it violated students' IEPs and expressed her frustration with charters not performing for its students as charter schools are meant to be models. She also noted that as a STEM model school, student performance was at 10 percent proficiency. She is tired of hearing that schools are culturally good, and although she understands having a good school culture is very good, they must have the academic results to go along with it. She isn't suggesting shutting them down today, but suggested granting them a one-year conditional renewal.

Mr. MacMannis responded that with the conditions that the school was given, they were asked to submit a plan for RIDE's reaction and what RIDE is proposing moving forward is a more active role in the school's operation to make sure that things are being caught and addressed in the moment.

Mr. Osborn added that RIDE's goal is not to give three-year renewals to three-year renewals, however, the big piece with the school is that it is a unique school and RIDE sees many assets that serve the community and Providence positively. The plan is to have a very stringent and focused first year and the leadership in place to get the school back on track and provide the teachers, students, and families the stability that they deserve. RIDE shares the Council's concerns about the patterns, but there is a lot to grow and build from at the school that will be a big asset to the community.

Council Member Purtill expressed that going back to school year 2016-2017, the school was having problems with IEPs and special education, which doesn't seem to have changed, so the school hasn't made improvements over the last three years. He asked what exactly is going to be in place to ensure that it doesn't happen again.

Mr. Osborn replied that this is not a straight three-year renewal recommendation. RIDE is working with the school to finalize the details to either put in a special advisor or a superintendent in residence that would be jointly signed-off by RIDE and by the school, who can help respond to conditions and get the school back on track. Part of that role would be to help interview and work with the board members of the school to have then reapply to the school as RIDE is concerned with the pattern, and put policies and structures in place. Part of the condition would be that the school would have to partner with an outside support organization to help implement those structures and get the school back on track. If the school is not back on track in a

year, there are some very clear exit ramps to be able to make some decisions that will help bring and provide the leadership the school deserves.

Council Member Purtill asked if the people responsible at the administrator level for the last four years are still there or if they have left.

Mr. Osborn responded that there has been a significant amount of turnover and that he finds it very difficult to evaluate other peoples' people and he is not sure what folks were asked to do.

Council Member Callahan asked what will happen at the end of March 2023 as part of the exit ramps as she finds it hard to decide without knowing what those are.

Mr. Osborn responded that RIDE still needs to work with legal counsel on the proceedings of what that will be, but there are a handful of different options.

Council Member Davis expressed that it would be a shame to not have a STEM focus school, particularly given the knowledge district around medical schools, which is what we should be striving for. She is uncomfortable with the two areas that the school did not meet expectations and if the decision is to grant them a three-year renewal, there needs to be a mechanism to monitor them closely and find a way to call in that knowledge district and get their involvement. Maybe this is an opportunity to turn "lemon into limoncello."

Commissioner Infante-Green added that the special advisor will come in as a neutral party who will say at the one-year mark where the school is. That position is extremely important.

Mr. Osborn shared that the special advisor would submit regular monthly progress reports around the conditions to the school's board of trustees and to the RIDE charter office.

Council Member Purtill expressed that he also does not want to shut down the school as having a STEM Academy in Providence is what we should have, however, he is really concerned about the IEP violations. He would like at the next meeting to have the exit strategies as well as having the monthly reports shared with the Council. He also suggested having one of the Council members be on the school's board of trustees, so that there is some oversight.

Council Chair DiCenso accentuated that violating students' IEPs is illegal and asked if people got fired for it.

Mr. Osborn responded that the school is currently working with RIDE's Office of Student, Community and Academic Supports to create a corrective action plan.

Board Chair Cottam asked who decides and approves the members of the school's board of trustees and she would like to see what percentage will be staying and what percentage will be new appointees.

Mr. Osborn responded that RIDE is working on the exact language for what that will look like, and he feels strongly that RIDE should have a say on who represents the school to make sure that it gets back on track.

Council Member Beretta expressed that she wants the exit ramps to make it very clear that shutting this school down is absolutely on the table. She appreciates that it is a STEM school, however, a school should not stay open just because you are the only one doing it.

Council Member Davis suggested that some additional training be provided to the board of trustees in addition to the standard training offered by the League of Charter Schools.

Council Member Callahan expressed that based on today's discussion, she would like to see a revised set of recommendations at the May 10 meeting of the Council.

6. ACTION ITEMS:

- a. Approval of YouthBuild Preparatory Academy Startup Grant

Chair DiCenso asked for a motion to approve the YouthBuild Preparatory Academy Startup Grant. The motion was duly made by Council Member Beretta and seconded by Council Member Almeida.

Board Chair Cottam made a subsequent motion, seconded by Member Purtill, that the motion be amended as follows:

VOTED: That the Council on Elementary and Secondary Education approves a one-time only grant, up to a maximum of one-hundred thousand dollars (\$100,000) to YouthBuild Preparatory Academy, per R.I. Gen. Laws §§ 16-3.1-4 and 16-3.1-2, pending approval by RIDE of the Academy's start-up grant application

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

YEAS: Amy Beretta, Michael Almeida, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

ABSTAINS: 0

On a motion duly made by Amy Beretta and seconded by Jo Eva Gaines, it was

VOTED: That the Council on Elementary and Secondary Education accepts the recommendation as amended and approves a one-time only grant, up to a maximum of one-hundred thousand dollars (\$100,000) to YouthBuild Preparatory Academy, per R.I. Gen. Laws §§ 16-3.1-4 and 1-3.1-2, pending approval by RIDE of the Academy's start-up grant application

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

YEAS: Amy Beretta, Michael Almeida, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

ABSTAINS: 0

b. Approval of Deputy Commissioner, Instructional Programs

On a motion duly made by Jo Eva Gaines and seconded by Colleen Callahan, it was

VOTED: That the Council on Elementary and Secondary Education approve the Appointment of Lisa Odom-Villella, to the position of Deputy Commissioner for Instructional Programs

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

YEAS: Amy Beretta, Michael Almeida, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

ABSTAINS: 0

c. Approval of the Changes to Educator Certification Assessment

On a motion duly made by Jo Eva Gaines and seconded by Amy Beretta, it was

VOTED: That the Council on Elementary and Secondary Education approve the changes to certification tests, as presented

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

YEAS: Amy Beretta, Michael Almeida, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, and Lawrence Purtill

NAYS: 0

ABSTAINS: 0

7. EXECUTIVE SESSION

Chair DiCenso entertained a motion to enter Executive Session for discussion of:

- a. 2012 Collective Bargaining Unit (RIDE's Professional Staff) Contract, pursuant to R.I. Gen. Laws § 42-46-5(a)(2)

On a motion duly made by Michael Almeida and seconded by Amy Beretta, it was

VOTED: That the Council on Elementary and Secondary Education convenes in executive session pursuant to R.I. Gen. Laws §42-46-5(a)(2) for the reason set forth above.

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

YEAS: Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, Lawrence Purtill

NAYS: 0

The Council entered Executive Session at 8:08 p.m.

The Council reconvened in Open Session at 8:50 p.m.

Chair DiCenso reported that no votes were taken in Executive Session.

On a motion duly made by Jo Eva Gaines and seconded by Michael Almeida, it was

VOTED: That the Council on Elementary and Secondary Education seal the minutes of the executive session held on April 5, 2022

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

YEAS: Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, Lawrence Purtill

NAYS: 0

ADJOURNMENT:

On a motion duly made by Colleen Callahan and seconded by Jo Eva Gaines, it was

VOTED: That the meeting of the Council on Elementary and Secondary Education Adjourns

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

YEAS: Michael Almeida, Amy Beretta, Colleen Callahan, Barbara Cottam, Karen Davis, Patricia DiCenso, Jo Eva Gaines, Lawrence Purtill

NAYS: 0

ABSTAINS: 0

Meeting adjourned at 8:53 p.m.