

New Hampshire State Plan for Equitable Access to Excellent Educators Task Force

Meeting Minutes ~ October 3, 2016

Meeting Attendees:

Helene Anzalone	NHDOE, Bureau of Special Education
Tracy Bricchi	SAU 88 Lebanon School District Curriculum Director
Karla Cardwell	Interpreter
Susan Wolf-Downes	Northeast Deaf and Hard of Hearing Services
Ethel Gaides	SAU 48 Asst. Superintendent
Aaron Hughes	NHDOE, Title III-ESOL Program
Bhagirath Khatiwada	Bhutanese Community of New Hampshire (BCNH)
Mary Lane	NH Department of Education, Bureau of Special Education
Cory LeClair	SAU 6 - Claremont Assistant Superintendent
Kathleen M.	
Tessa McDonnell	Spark NH - Governor appointed early childhood advisory council for the State of New Hampshire
Kimberlee Pelkey	Interpreter
Irv Richardson	NEA-NH
Audrey Rogers	Southern NH University
Karen Soule	Lead for Educator Effectiveness, NH Department of Education
William Ross	NHDOE – Bureau of Credentialing
Woullard Lett	Manchester National Association for the Advancement of Colored People

Meeting Purpose

To bring together a diverse group of stakeholders and internal Department staff to serve as a task force that will examine the current equity issues in New Hampshire schools as part of the process to develop an Equitable Access to Excellent Educators Plan by June 1, 2015; and, to serve in an ongoing capacity to periodically review the implementation and levels of success of strategies within the plan.

Welcome to Stakeholder Members and Introduction of New Members

Karen Soule started the meeting with a welcome to members and introductions.

Review of Agenda and Approval of March Meeting Notes

June meeting notes approved.

Updates

- **Plan Implementation Process** – For the past year, Andrea Reade of the New England Comprehensive Center (NECC) and NHDOE representatives have been working with the Manchester School District. Manchester has the largest minority and poverty rates in New Hampshire. More work on the English Language Learners data pieces will take place in the future. Resources and supports have been put into place at the Manchester schools.
- Before the opening of school, Jaime Hoebeke, Division Head of Chronic Disease Prevention for Manchester Health Department and Community Schools Team Member presented on *Manchester Community Schools Priority Strategies and Key Staff* to staff members at the Beech Street School, as well as provided additional English Language Learners' resources to support students and families more effectively. School administration and teachers at Beech Street School have set goals for the school year and continue to meet on a regular basis with the NHDOE Leadership Team to assess progress and to inform all school staff. Recently, a new Superintendent of Schools has been hired for the Manchester School District.

Bhagirath Khatiwada, Director for Programs & Development of the Bhutanese Community of New Hampshire indicated that after school programs have been offered to Manchester students, English skills and mentoring, for the last two years.

- **Focus Groups** – The NHDOE recently reviewed the percentage of poverty and beginner educators within New Hampshire school districts. Four (4) school districts were selected to participate in focus groups. The school districts selected were from the following areas: North Country, Connecticut Valley, Lakes Region, and Seacoast Region.

Participating in a focus group provides an opportunity for school administration and staff to determine equity gaps, discuss root causes and implement an action plan to reduce any equity gaps. Andrea Reade, NECC and Natalie Lacireno-Paquet at WestEd are involved with the school focus groups. Sandie MacDonald, Administrator of the Bureau of Instructional Support and Student Assessment and Karen Soule from the NHDOE provide support services to school districts.

- **NHDOE 2016-17 Priorities/Vision** – The number one priority is to strengthen the Mathematics Knowledge and Skills of students. All students must have access to Mathematics knowledge. It's important to understand students and consider the needs of each student. Other priorities include: career development, personalized learning, safe schools, healthy students and early childhood (see PowerPoint for full list). The NHDOE priorities and vision support equity.

A survey is posted on the NHDOE website asking for input from New Hampshire citizens about what they value in their education system. The survey can be located at the following link:

<https://www.surveymonkey.com/r/YT6BFML>. This survey will be available until October 31, 2016.

Every Student Succeeds Act (ESSA) - An ESSA plan for New Hampshire is being developed to outline the state's strategies for implementing key requirements of the new federal law. The federal law relates to equity for all students and their families.

Currently, there are **six (6) advisory teams** working on key areas of this plan. The six advisory teams are Accountability Task Force, School Support and Improvement, English Learner, Educator Equity and Support, Federal Fiscal Streams and Early Childhood.

Karen Soule, Ashley Frame, Ginny Clifford and Nicole Heimarck are the NHDOE leads for the Educator Equity and Support Advisory Team. The advisory team objective is to help develop a system that best supports educators and educational leaders in New Hampshire, focusing on Title II—Preparing, Training and Recruiting High Quality Teachers, Principals or Other School Leaders.

Karen Soule explained that this Task Force provides support to the Educator Equity and Support Advisory Team by examining current equity issues in New Hampshire schools and reviewing the success of strategies (specific to Educator Equity and Support) within New Hampshire's ESSA plan.

Aaron Hughes, NHDOE Title III Director facilitates the English Learner (EL) Advisory Team. Aaron provided an overview of the EL Advisory Team and handout. This advisory team is charged to research and provide guidance in regards to English for Speakers of Other Languages (ESOL) programs, ESOL teacher preparation and professional development and the assessment process for English Learners.

Karen Soule handed out directions on how to access the NHDOE's work, relating to the Every Student Succeeds Act, on the Department's website.

Susan Wolfe-Downes, Executive Director of Northeast Deaf and Hard of Hearing Services, inquired about how New Hampshire will evaluate deaf students.

Karen Soule shared a PowerPoint on Making Connections. The goal for making connections in New Hampshire schools is to create equitable access for all students, by preparing learner-responsive educators and to implement learner-centered classrooms with personalized and competency-based learning, anytime, anywhere. Personalized learning includes Multi-Tiered System of Supports and the Universal Design for Learning (UDL) approach.

The UDL approach allows for all students to have an opportunity to represent their learning, individually. It is the whole process of learning. Students learn in different ways; students are engaged in learning and goal driven. There are numerous ways to measure students.

Universal Design for Learning is a research-based approach to curriculum design that can help teachers customize curriculum to serve all learners, regardless of ability, disability, age, gender, or cultural and linguistic background.

Small Group Work

Task force members were asked to review three of the ESSA Advisory Teams' purpose and guiding principles in order to brainstorm thoughts/ideas for equitable access. This information will then be shared with the NHDOE Leadership Team.

EARLY CHILDHOOD ADVISORY TEAM

- Universal Preschool (ages 3+)
- IDEA Preschool
- Continue to advocate and fund broad-based equitable tax
- Informed parents to support universal preschool and vote – need school and community involvement
- All day kindergarten (no cost) for all students
- Ready for Kindergarten movement
- Parenting programs
- **Child care
- Equitable pay – there is regional pay differences
- Credentialing in place that includes standards for providing access to all children (language, disabilities, poverty)
- Linkages exist from child care, preschools and public schools that insure equitable access. Full continuum!

ENGLISH LEARNER ADVISORY TEAM

- Educator seeks resources in language of student from qualified sources
- Parents invited to participate
- Resources for both child and family
- Technology available to support multiple languages
- Students in more remote or smaller schools are fully supported
- Universal communication access
- Embrace cultural competency
- Recognize/understand own biases
- UDL instructional approach for all learners/instruction
- **Online access – mimic hospital policy for a menu of interpreters

EDUCATOR EQUITY AND SUPPORT ADVISORY TEAM

- Evaluation must be tied to research for example a research-to-practice model
- Access to quality teachers for all students
- Leaders need to lead not manage
- Fully credentialed teachers
- Prevent disengagement, promote continued excitement about learning
- Mentoring needed
- Promote teacher growth
- Teacher prep program includes most up-to-date information on equity
- Update professional education standards to include important elements of equitable access
- Ongoing professional development to ensure implementation of best practices

Wrap Up and Next Steps

- Small group information to be shared with NHDOE Leadership Team
- PowerPoints attached to meeting minutes
- Task Force members invited to complete the NHDOE Survey using the link (on page 2) of the minutes
- If any member is interested in attending other ESSA Advisory Teams, please contact Karen Soule
- Updates on New Hampshire's ESSA plan updates can be found on the NHDOE website
- Regional Meeting dates will be forwarded to the Task Force, when they become available, for members to provide input on ESSA.

Future Task Force Meeting Dates

- Monday, January 9, 2017
- Monday, March 27, 2017
- Monday, June 5, 2017

All meetings are held at the New Hampshire Department of Education in Room 15 from 3:30 – 5:30 PM.