

Advisory Committee for Equity of Educational Services for Students (ACEESS)

May 11, 2021, 3:00-5:00 PM

Members Present: Rozanna Benally-Sagg, Brian Yazzie, Susie Estrada, Allison Martin, Max Chang (Vice-Chair), Fatai Tuifua, Donell Pons, Kalina Potts, Dina Kohler, Amadou Niang

Members Excused: Mindy Layton, Claustina Mahon-Reynolds (Chair), John Arthur

Members Absent: Ignacio Garcia, Letisia Lautaimi

USB E Staff: Holly Bell, Casey Dupart, Sabrina Gill; Tiffany Stanley, Noralee Green, Heidi Pitkin, Patty Norman
Melissa Cano

Visitors:

AGENDA

- Welcome & Introductions Max Chang 3:00-3:05

ACTION ITEMS

- Approval of March & April Minutes Max Chang 3:05-3:10
 - Motion on March minutes: Alli motion to approve March meeting minutes, Brian seconds, all in favor – raise hands and say aye. Minutes approved. Motion to approve April meeting minutes.
 - Donell makes a motion to approve, and Rozanna Benally-Sagg seconds that – all in favor – all members present raise hand or say aye. April meeting minutes approved.
- Approval of April 15, 2021 Memo
 - The memo cannot forget the rest of our children. Those facing abuse or witnessed trauma or struggling readers who are immigrants. Submitted to standards and assessments.
 - Max: process, get unofficial approval, do I have a motion to approve the April 15, 2021, memo
 - Donell: makes motion to approve memo.
 - Fatai seconds' motion
 - Max: all in favor aye/raise hand
 - Max: April 15, 2021 memo approved.

USB E Business

- Board Meeting Update Max Chang, Fatai Tuifua 3:10-3:20
 - New board member - Stacey Hutchings, 3rd generation educator, mission in Spain, and started online charter school.
 - Seeing a lot of money being distributed for COVID relief.
 - Process of expectations in turnaround schools. It takes five years to show but USB E requires to show progress in three years.

- Representative Lori Snow is working on a new concurrent civics education. There is a workgroup that is reviewing that bill. Fatai Tuifua needs feedback by next month's meeting. Access the link <https://le.utah.gov/~2021/bills/static/HCR015.html>.
 - School safety is more about wellness, social emotional especially for trauma informed practices. School safety is collaborative. What should be in schools? Fire drills in school, etc. What type of support staff? It is a collaborative effort, and a team comes together so it isn't one person making those decisions and helps decide and support – it is more about school safety in regard to wellness. People who have money in their schools but as Title I schools do not have a lot of money there.
 - National Board-Certified Teachers. Those educators who want to be certified nationwide, there is a National Board-Certified process, so they don't need to get a license from state to state.
- Finance Committee Update Dr. Alli Martin 3:20-3:30
 - Nothing to report.
 - Law & Licensing Committee Update Mindy Layton 3:30-3:40
 - Nothing to report.
 - Culturally Responsive Equitable Workplace Committee Updates Casey Dupart 3:40-3:50
 - We have four vendors to help with CREW. Narrowed it down to one. The agreement statement and solicitation process was sent out.
 - Standards & Assessments Committee Update Dr. Kalina Potts, John Arthur 3:50-4:00
 - Member Arthur who reports on Standards and Assessments wasn't able to attend the meeting and will be submitting a summary report at a later date.

Community Presentation

- ARP ESSER STATE Plan Tiffany Stanley, USBE Chief of Staff 4:00-4:30

(American Rescue Plan Act (APR), Elementary and Secondary School Emergency Relief Fund (ESSER Fund) PowerPoint will be shared with Max.

ESSER Sea Plan released 4/21/21 accompanied Interim final requirement (IFR) (slides will be shared)

Public comment period: May 20 to June 2

Board study session May 25 5-6 to familiarize board members.

Board Consideration: June 3

Two LEA plans:

- use of ESSER funds (August 2021)
- Safe return to in-person instruction and continuity of services plan – posted within 30 days of receipt of funds

ARP-ESSER SEA State Plan Template (see slides)

Overall Priorities:

- Literacy and students that have fallen behind, What is the plan?
- What interventions are there? We should not be returning to testing and normal.
- Helping teachers to re-allocate information.

Identifying Needs of Underserved Students:

- Letters learning is a good program to go through
- Meeting Emotional needs, how would it look like if students go back online in fall
- Do not pretend that we are out of the pandemic.
- Understanding how to teach a student to read and how they read (English learners)
- Mental Health and Therapy more needed. Therapists need to be more available at school for the students. And Wrap Around Services.
- Lost children. Where are the students that is lost? We need to have something that we can track the lost students.
- Some students were able to get jobs and support families because they were online for school. Going back to school can be a deterrent to some of the students that have lived more an adult life.
- Angry tones are feeding into our kids and are a lot of concern. Negative tones. Needs to stop and need leadership to get control.
- Parent engagement needs to be there. Building relationships, fixing disconnects between schools and parents.

Progress and Promising Practices:

- 24/7 Hotline for helping students.
- Served more parents to help them with reading literacy because of being online and not having to drive anywhere.
- Teaching parents to check on the students' progress etc. and giving them options to contact teacher, so the students will do well. More work on a teacher but being able to pass students is more rewarding.
- Student Education Parents conferences online is one positive that was shared to schools.

Informing State Set-Aside:

- Capitol Funds are more restrictive.
- 14 used cases in response to the pandemic.
- Do not try to use these funds to go back to where we were. Should not be a question of where you live or if you can get access to utilities. Everyone should have access to drinking water, public utilities etc. So that student should be able to receive tutoring especially if it needs to be online. Provide what students need and use some of that money.

- Special Needs Teachers should be full time at each school to accommodate students. They should not have to move from their schools. Do not be a bean counter and look at the human aspect.
- More after school programs. So that the students can raise their GPA's and so that there is higher graduation rates.
- Need funding due to COVID. More professional development in diversity so students feel like they belong in school. Cultural competency in schools and be more aware of the different students.

Informing State Guidance to LEAs:

- One size fit all doesn't work.
- Give standards that we want to achieve.
- People should not be penalized for doing the right thing and meeting specific needs of their students.
- Data implementation would be helpful.
- State could ask, how are you supporting the different types of students in your school? Instead of the state identifying for them.
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Committee Business – ACEESS Members Only

●Other Business Max Chang 4:30-5:00

Adjourn Max Chang 5:00

- Meeting adjourned.
- Motion to adjourned.
- Amadou: motion to adjourn.
- Fatai: Seconds the motion.

Member Name	Representation	Member Name	Representation
John Arthur	Asian American	Claustina Mahon Reynolds – Chair	African American/Black
Rozanna Benally-Sagg,	American Indian	Allison Martin	At Large - LGBTQ
Max Chang – Vice Chair	Asian American	Amadou Niang	African American/Black
Susie Estrada	Hispanic/Latin American	Donell Pons	At Large - At Risk
Ignacio Garcia	At Large	Kalina Potts	(Dyslexia)
Dina Kohler	Hispanic/Latin American	Fangaafa Fataimoemanu Tu'ifua	At Large - School
Letisia Lautaimi	Pacific Islander American	Brian Yazzie	Turnaround
Mindy Layton	At Large - English Lang. Learners		Pacific Islander American
			American Indian

- All in favor to adjourn the meeting.

