



**Every Student Succeeds Act (ESSA)**  
**Students and School Supports Discussion Group**  
**Meeting Minutes of October 10, 2016**

**Welcome and Introductions**

The meeting was convened at 6:02 PM by the facilitator, Mary Perkins at the Collette Education Resource Center, 35 Commerce Way, in Dover, Conference Rooms A & B. Twenty-one people were in attendance including: 17 members of the Discussion Group, 2 representatives of DOE, 1 member of the public, and a facilitator. The facilitator led the group in introductions. The attendance list is attached.

Ms. Perkins reviewed the purpose of the meeting and the group norms, and introduced the discussion topics for the meeting.

**Discussion Topics**

*The large group broke into three small groups to discuss and reach agreement on their responses to the sections of the ESSA State Plan and respective discussion questions (in blue). The Plan information description is shown followed by discussion questions and charted discussion highlights from each of the small groups.*

Discussion: State Plan, Section 6: Supporting All Students sub-sections and discussion questions: Description of how the state will ensure that all children have a significant opportunity to meet the State's challenging academic standards and attain a regular high school diploma including strategies, rationale for selected strategies, timelines and use of program funds (in combination with state and local funds) to support appropriate student promotion practices and reduce students risk of dropping out including transitions between schools and grade-spans/post-graduation.

1. What strategies should the state consider to support students' smooth transitions between schools/grade spans?

**Small Group Discussion Charted Responses:**

**Group 1**

- Summer Program
- Parent resources on transitions



- Transition academy
- Organization class at each transition
- Teacher paid in working with students in transition
- Student – to – student monitoring
- Dual enrollment
- Transition to college summer support  
Check in at high school ½ way

#### Group 2

- Certain tracks/options for diploma / more Vo-Tech options
- 8<sup>th</sup>/9<sup>th</sup> grade Academy
- Student orientation/new or incoming students
- Disconnect between staff & students – BIG ISSUE!
- School tour transition i.e. 8<sup>th</sup> → 9<sup>th</sup> } teachers meet with students
- K – 8 schools / multi-age classrooms
- Mentoring k – 12 traditional & non-traditional
- Staff trainings  
Sensitivity  
Whole student
- College/Career Fair w/former graduates

#### Group 3

- Mentoring  
(Exposure to careers of interest)  
Follow beyond K – 12 alumni staff  
AmeriCorps (incorporated into classroom)
- Summer Programs
- School tours/meet & greets, shadowing, peer mentors (first few days of school)
- Career research/education
- Not rushing in to change IEP  
Ensure that it can travel with student
- Same flexible funding as charter schools  
Mental health supports
- Student created videos of what to expect at new school
- Advisory program/period social & emotional learning & practical skills  
Check in/check out (one caring adult)
- Student led conferences
- College activities  
Alumni – college transition
- Work transition (shadowing); Certificate programs



*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Transition Academy
2. More Vo-Tech options
3. Disconnect between staff & students – BIG ISSUE!
4. Mentoring  
(Exposure to careers of interest)  
Follow beyond K – 12 alumni staff  
AmeriCorps (incorporated into classroom)

Strategies, rationale for selected strategies, timelines and use of program funds to promote effective parent, family, and community engagement

2. What strategies should the state consider to support effective parent, family, and community engagement in education?

### Small Group Discussion Charted Responses:

#### Group 1

- Marketing of information
- Volunteer amount hours/year
- Build community partnership
- Home visitation
- Mandatory report card pick-up
- Khan Academy parent courses
- Community outreach coordinator
- Community service for kids & parents  
Garden – food, flowers

#### Group 2

- Community outreach liaison
- Free admission to sporting events per season
- Emails, social media, Alert Now calls per week for upcoming events
- Alternate times for parent conferences
- Bus students & parents to feeder schools for tours & meet/greet
- Mindfulness techniques
- Drama/choral performances
- “Milton Mingle – teachers & families mingle (meet & greet) before school year



### Group 3

- State & school board meetings held when a majority of stakeholders can attend
- State funding for ELL supports, translators, social workers
- Communities in schools programs  
Certificate programs, wellness centers, food bank, laundromat, computer labs, physical & mental health services coordinator
- Opportunities to participate in education without coming into school
- After school opportunities for parents to come to school (Saturdays, evenings)  
Transportation
- State assistance sign-off for coming onto school
- Providing meals at events
- Promote positive school climate  
Times to celebrate children  
Multi-tiered systems of support
- Businesses give incentives to employees who go into their student's school  
District will promote business in exchange at events

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

#### Priorities

1. Communities in schools programs
  - a. Certificate programs, wellness centers, food bank, laundromat, computer labs, physical and mental health services coordinator
  - b. Community outreach coordinator
2. Home visitation
3. Community service for kids and parents
4. Garden – food, flowers

#### **Wrap-up/Next Steps**

#### Priorities

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses.*

*Based on this process, the overall top priorities were:*

1. Transition Academy
2. More Vo-Tech options
3. Communities in schools programs
  - a. Certificate programs, wellness centers, food bank, laundromat, computer labs, physical & mental health services
  - b. Coordinator



4. Community outreach coordinator

Parking Lot Issues:

*The facilitator asked the group if they had any “parking lot” issues from their small group discussions. The following items were identified:*

- Address opportunity to attain a regular diploma for all students
- Need to consider supporting students with special needs – transitions
- FERPA/HIPAA issues with student data

For participants who have questions for the plan writers, please email: [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us).

The next meeting is scheduled for Monday, October 17, 6:00 PM – 8:00 PM. Please RSVP to the Outlook invitation with your attendance plans.

**Public Comment**

The partition wall was opened and the Student and School Supports Discussion Group joined with the Measures of School Success and Public Reporting Group for the Public Comment portion of the meeting.



## **Attendance**

### **Students and School Supports Discussion Group**

Beverly Stewart  
Celeste Bunting  
Cheryl Bowman  
Cora Scott  
Eliza Hirst  
Fran O'Malley  
Ivy Truitt  
Jim Purcell  
Jennifer Burton for John Marinucci  
Katie Eaken  
Kevin Ohlandt  
Kristin Pidgeon  
Najma Landis  
Robert Wright  
Robyn Howton  
Saymith Morales  
Theresa Gast

### **DOE**

Michael Watson, Associate Secretary  
Dr. Amelia Hodges, Associate Secretary

### **Meeting Facilitator**

Mary Perkins, Goeins-Williams Associates, Inc.

### **Public**

Tammy Croce, DASA



**Every Student Succeeds Act (ESSA)**  
**Students and School Supports Discussion Group**  
**Meeting Minutes of October 17, 2016**

**Welcome and Introductions**

The meeting was convened at 6:02 PM by the facilitator, Mary Perkins at the Collette Education Resource Center, 35 Commerce Way, in Dover, Conference Rooms A. Twenty-two people were in attendance including: 14 members of the Discussion Group, 6 representatives of DOE, 1 public member and a facilitator. The facilitator led the group in introductions. The attendance list is attached.

Ms. Perkins reviewed the purpose of the meeting and the group norms, and introduced the discussion topics for the meeting.

**Discussion Topics**

*The large group broke into four small groups to discuss and reach agreement on their responses to the sections of the ESSA State Plan and respective discussion questions (in blue). The Plan information description is shown followed by discussion questions and charted discussion highlights from each of the small groups.*

Strategies, rationale for selected strategies, timelines and use of program funds to support accurate identification of English learners and children with disabilities

1. What strategies should the state consider to support accurate identification of English learners and students with disabilities?

**Small Group Discussion Charted Responses:**

*Group 1*

- Better coordinated communication between the services that are being used.
- Services that come to the school building. It is the hub of the community.
- More counselors in school building.



### *Group 2*

- EL – Home Language Survey; WIDA – when student enters school; ACCESS – Annually at year end } these should continue
- Students with Disabilities
  - Student Intervention Teams
  - A method for teachers to trigger an evaluation

### *Group 3*

- Dump RTI
- More professional development
- Have more qualified professionals in schools
- More psychologists  
Potential of psychiatrists, neurologists on call
- Fund more pre-schools & increase funding for assessment evaluations
- Increase cultural/language specialists
- Mental health interns from hospitals →identifying kids through out of school time and school year.
- Empower guidance counselors to actually do this as their job (realistic ratio)

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Services that come to the school building. It is the hub of the community.
2. More psychologists  
Potential of psychiatrists, neurologists on call
3. Empower guidance counselors to actually do this as their job (realistic ratio)

Strategies, rationale for selected strategies, timelines and use of program funds to support the needs of low-income students, students in foster care, homeless students, and military-connected students

2. What strategies should the state consider to support the needs of the special student populations named above?

### Small Group Discussion Charted Responses:

#### *Group 1*

- Professional development (Pre-service and In-service to support special populations)
- Trauma informed care/education
- School counselors to provide more services, wrap around approach
- Philosophical shift in understanding/working with special populations from DOE to Districts
- More resources, not one size fits all





### *Group 2*

- Meet nationally recommended ration for school psychologists & school counselors
- More broadly implement the AVID program (Advancement Via Individual Determination)
- Before & After school programs
- Investment in quality mentoring K – 12  
Peer to peer mentoring
- Funding for the whole child approach (multi-tiered systems of support)  
Trauma informed school
- School wide screening for mental health
- Remove the stigma/empathy training  
Social & emotional learning

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Meet nationally recommended ration for school psychologists & school counselors
2. Funding for the whole child approach (multi-tiered systems of support)  
Trauma informed school
3. Empower guidance counselors to actually do this as their job (realistic ratio)

Any other strategies, rationale for selected strategies, timelines and use of program funds to support schools and students.

### 3. What other strategies should the state consider to support students and schools?

#### Small Group Discussion Charted Responses:

##### *Group 1*

- Have continuous help from high school through college, [including] during the summer (include parents)
- Bring back the mentoring program, have different occupations discussed by those that do it
- Share District success stories through the state. (website) Superintendents
- State resource center in each county

##### *Group 2*

- Parent outreach resource in each school
- Parent resources in school (Food Bank, laundromat, etc.)
- Hiring parents to work in school
- Positive behavior supports to enhance parent engagement
- Greater financial resources for schools with the students with the greatest needs  
Funding follows the student
- Invest in birth to 8 especially social and emotional learning



### Group 3

- Trauma informed care in schools
- Adequate transportation
  - For students to school/education related activities
  - For parents/families to school events
- Better funding for expressive arts, athletics & clubs in all schools
- Better funding for internships for middle and high school students (transportation & stipends for students)
- Funding for technology integration in all classrooms (and necessary infrastructure/Wi-Fi)
- Extraordinary summer experiences for students who can't afford it
- Mentors
- Anti-bullying
- Case management
- More play/recess ← and don't touch it!!
- Better school lunches/meals (FREE)
- Better social focus in Kindergarten

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Greater financial resources for schools with the students with the greatest needs  
Funding follows the student
2. Invest in birth to 8 especially social & emotional learning
3. Trauma informed care in schools

### **Wrap-up/Next Steps**

### Priorities

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses.*

*Based on this process, the **overall** top priorities were:*

1. Meet nationally recommended ration for school psychologists & school counselors
2. Services that come to the school building. It is the hub of the community.
3. Greater financial resources for schools with the students with the greatest needs  
Funding follows the student

### Parking Lot Issues:

*The facilitator asked the group if they had any "parking lot" issues from their small group discussions.*

*The following items were identified:*



- I would love for Delaware’s application to simply not be restricted, for schools to apply a Lead. Out of school institutions can be an ALLY– a powerful one to our schools.

For participants who have questions for the plan writers, please email: [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us).

The next meeting is scheduled for Monday, October 17, 6:00 PM – 8:00 PM. Please RSVP to the Outlook invitation with your attendance plans.

### **Public Comment**

There were no public comments.



## **Attendance**

### **Students and School Supports Discussion Group**

Beverly Stewart  
Catherine Lindroth  
Cheryl Martin  
Dr. Stephanie Lobiniodo  
Dusty Blakey  
Katie Eaken  
Kevin Ohlandt  
Najma Landis  
Robert Wright  
Robyn Howton  
Saymith Morales  
Sonya Davis  
Theresa Gast  
Traci Manza Murphy

### **DOE**

Jill Scannell, IDEA  
Barb Mazza, IDEA  
Maria Paxson, Title III Bilingual/ESL  
John Hulse, 21st Century and Title I Programs  
Jennifer Davis, Student Services and Special Populations  
Mary Ann Mieczkowski, Director, Exceptional Children Resources

### **Meeting Facilitator**

Mary Perkins, Goeins-Williams Associates, Inc.

### **Public**

John Marinucci, Executive Director DSBA



**Every Student Succeeds Act (ESSA)**  
**Students and School Supports Discussion Group**  
**Meeting Minutes of November 7, 2016**

**Welcome and Introductions**

The meeting was convened at 6:00 PM by the facilitator, Mary Perkins at the Collette Education Resource Center, 35 Commerce Way, in Dover, Conference Rooms A. Twenty-three people were in attendance including: 17 members of the Discussion Group, 5 representatives of DOE, and a facilitator. The facilitator led the group in introductions. The attendance list is attached.

Ms. Perkins reviewed the purpose of the meeting, reiterated the group norms, and introduced the discussion topics for the meeting.

Part of the way through the discussion, Dr. Steve Godowsky took the opportunity to thank the group for their efforts over the last several meetings.

**Discussion Topics**

*The large group broke into three small groups to discuss and reach agreement on their responses to the sections of the ESSA State Plan and respective discussion questions (in blue). The Plan information description is shown followed by discussion questions and charted discussion highlights from each of the small groups.*

**DISCUSSION 1:**

**Strategies, rationale for selected strategies, timelines and use of program funds (in combination with state and local funds) to address equitable access to a well-rounded education, in all subjects in which female students, minority students, English learners, children with disabilities, and low-income students are underrepresented .**

- 1. What strategies should the state consider to support equitable student access to a well-rounded curriculum?**

**Small Group Discussion Charted Responses:**

Group 1



- State funded field trips
- [Do] not pull out students in neglected subject areas (more professionals within classroom)
- More support staff – specialized
- Include neglected subjects in accountability formula
- Schools of Ed – Teacher Training
- Develop a well-rounded DRC unit
- Engage musicians/artisans/community based assets in planning
- Look at school day out of school time & engage effectively
- More after school programs
- Multidisciplinary PLCS on team meetings
- Longer school day
- UDL's

#### Group 2

- State assess districts to make sure funds are used equitably and appropriately
- State capture best practices from districts & charters and share them
- State develop weighted funding mechanism so that money follows student need

#### Group 3

- Bring in outside agencies to support students l[groups] listed in the question
- Performance learning centers to facilitate small group learning to catch up and get back in the class
- Develop mentally appropriate learning
- Consistency across grade levels and schools across the district
- Site Coordinator to oversee all of the programs available to the school according to the need
- More academic help in the class

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

#### Priorities

1. State develop weighted funding mechanism so that money follows student need
2. Consistency across grade levels and schools across the district
3. More academic help in the class

#### **DISCUSSION 2:**

**Strategies, rationale for selected strategies, timelines and use of program funds to effectively use technology to improve academic achievement and digital literacy of all students**

1. **What strategies should the state consider to support effective use of the use of technology and digital literacy for all students?**



### Small Group Discussion Charted Responses:

#### Group 1

- 1 to 1 access
- Mindful that not all children have internet access
- Tech support funding goes where it is most needed
- Need more teacher professional development (PD) and statewide PD tech day
- Digital literacy built into DRC units
- Online professional learning modules
- Plan collaboratively among districts
- Point person as a tech resource at each school

#### Group 2

- Look at the long term effect of screen time
- Provide bandwidth for ALL students with Kbps to meet FCC recommendations
- Better privacy/Pre 2008 FERPA
- Uniformity across schools & districts for tech devices
- Equal training of students – ALL students become proficient digital learners
- Allow flex funding for schools to include technology and train families on awareness

#### Group 3

- Embrace technology
- Tech Service /Education for technology
- Educate youth and parents on tech etiquette and uses
- Upgrade state bandwidth/fiber optics statewide to support 1 to 1 device usage
- Tech for elementary – Specials
- Sharing of resources and best practices among districts
- App technology
- Digital safety
- Student portfolios online
  - Assignments
  - Tests
  - Practice
- Parent training to help their student

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Provide bandwidth for ALL students with Kbps to meet FCC recommendations
2. Sharing of resources and best practices among districts



## **Wrap-up/Next Steps**

### Priorities

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses. Based on this process, the **overall** top priorities were:*

1. State develop weighted funding mechanism so that money follows student need
2. Consistency across grade levels and schools across the district
3. Provide bandwidth for ALL students with Kbps to meet FCC recommendations

### Parking Lot Issues:

*The facilitator asked the group if they had any “parking lot” issues from their small group discussions. The following items were identified:*

- Para Educators need training that pertains to their job on P.D. days. Not many Para voices were invited to this discussion.

For participants who have questions for the plan writers, please email: [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us).

The next meeting is scheduled for Monday, December 5, 6:00 PM – 8:00 PM. Please RSVP to the Outlook invitation with your attendance plans.

### **Public Comment**

There was no public comment.





## **Attendance**

### **Students and School Supports Discussion Group**

Beverly Stewart  
Catherine Lindroth  
Cora Scott  
Courtney Fox  
Cynthia LaRock  
Eliza Hirst  
Fran O'Malley  
Jim Purcell  
Jennifer Burton  
Kevin Ohlandt  
Kristin Pidgeon  
Lolita Sims  
Najma Landis  
Robert Wright  
Saymith Morales  
Sonya Dyer  
Theresa Gast

### **DOE**

Dr. Steve Godowsky, Secretary  
Dr. Amelia Hodges, Associate Secretary  
Deb Hansen, Education Associate, Visual & Performing Arts/Gifted/Charter Curriculum  
Eric Niebrzydowski, Education Associate/Deputy Officer, Office of School Support  
Christopher Lehman, Education Associate, Office of School Support  
Wayne Hartschuh, Director, Delaware Center for Educational Technology

### **Meeting Facilitator**

Mary Perkins, Goeins-Williams Associates, Inc.



**Every Student Succeeds Act (ESSA)**  
**Students and School Supports Discussion Group**  
**Meeting Minutes of December 5, 2016**

**Welcome and Introductions**

The meeting was convened at 6:05 PM by the facilitator, Mary Perkins at the Collette Education Resource Center, 35 Commerce Way, in Dover, Conference Rooms A & B. 17 people were in attendance including: 12 members of the Discussion Group, 4 representatives of DOE, and a facilitator. A member of the discussion group provided public testimony. The facilitator led the group in introductions. The attendance list is attached.

Ms. Perkins reviewed the purpose of the meeting and the group norms, and introduced the discussion topics for the meeting.

**Discussion Topics**

*The large group broke into two small groups to discuss and reach agreement on their responses to the sections of the ESSA State Plan and respective discussion questions (in blue). The Plan information description is shown followed by discussion questions and charted discussion highlights from each of the small groups.*

Strategies, rationale for selected strategies, timelines and use of program funds (in combination with state and local funds) to reduce:

- Incidents of bullying and harassment
- The overuse of discipline practices that remove students from the classroom
- The use of aversive behavioral interventions that compromise student health and safety

1. What strategies should the state consider to reduce incidents of bullying and harassment?

**Small Group Discussion Charted Responses:**

*Group 1*

- Workshops for students
- School uniforms



- Good Behavior Awards
- Goal setting
- Smaller class size
- Social/emotional curriculum in schools
- Identify recidivists
- Anger sites for students
- Include parent accountability
- Professional learning for staff around bullying
- Check in Check out
- Teacher assigned to monitor recidivists
- Peer mentors
- Peer mediation
- Peace circles
- Restorative justice

#### *Group 2*

- Better data and commitment to transparency
- Improved training (vs. video)
- School/Community wide training (“parents” too!)
- Let counselors do their job (not pull to every missing role)
- Counselors NOT in unit counts
- Engage community groups and open the door to private pay solutions
- Focus on restorative practices vs. punitive
- SRO’s del with criminal acts

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

#### Priorities

1. Social/emotional curriculum in schools
2. Let counselors do their job (not pull to every missing role)
3. Peer mentors

Strategies, rationale for selected strategies, timelines and use of program funds (in combination with state and local funds) to reduce:

- Incidents of bullying and harassment
- The overuse of discipline practices that remove students from the classroom
- The use of aversive behavioral interventions that compromise student health and safety

2. What strategies should the state consider to reduce suspensions and expulsions?



### Small Group Discussion Charted Responses:

#### *Group 1*

- Restorative training – staff development
- Sensitivity training/ culturally diverse
- Target minority recruitment
- Hire/staff/retrain more mental health & social development staff – school psychologists, counselors, social workers
- Project based/innovative learning models
- Teacher training (pre-training), classroom management, real-life training
- Specialized schools
- School recognition
- Utilize parent and student data to enhance climate
- Mediation as an alternative

#### *Group 2*

- Restorative practices, not punitive
- Emotional support programs that appropriately transition students into and out of classrooms
- Trauma responsiveness and compassion education (so that teachers approach students from a place of compassion for ACES)/ strategies for resilience
- 'Closing the Gap Action Plan' school counseling program
- Better understanding of manifestations of disabilities

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. 'Closing the Gap Action Plan' school counseling program
2. Trauma responsiveness and compassion education (so that teachers approach students from a place of compassion for ACES)/ strategies for resilience
3. Better understanding of manifestations of disabilities
4. Target minority recruitment
5. Teacher training (pre-training), classroom management, real-life training

Strategies, rationale for selected strategies, timelines and use of program funds (in combination with state and local funds) to reduce:

- Incidents of bullying and harassment
  - The overuse of discipline practices that remove students from the classroom
  - The use of aversive behavioral interventions that compromise student health and safety
3. What strategies should the state consider to reduce the use of aversive behavioral interventions?



### Small Group Discussion Charted Responses:

#### *Group 1*

- Consistent application of logical consequences
- De-escalation training \*QTIP
- Social emotional learning – [give] more weight to SE growth

#### *Group 2*

- Designated point person for de-escalation and safety (particularly at 9<sup>th</sup> grade)
- Trauma informed training! (again)
- Better training on how to define AVERSIVE for consistency in data
- Restorative practice of debriefing after an incident
- Lunch and recess need to be protected

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses*

### Priorities

1. Trauma informed training! (again)
2. Social emotional learning – [give] more weight to SE growth
3. Consistent application of logical consequences

### **Wrap-up/Next Steps**

#### Priorities

*Participants placed a total of 3 dots next to each of their personal priorities on the charted responses.*

*Based on this process, the **overall** top priorities were:*

1. Social/emotional curriculum in schools
2. Trauma informed training! (again)
3. Social emotional learning – [give] more weight to SE growth

#### Parking Lot Issues:

*The facilitator asked the group if they had any “parking lot” issues from their small group discussions. No items were identified.*

For participants who have questions for the plan writers, please email: [ESSAStatePlan@doe.k12.de.us](mailto:ESSAStatePlan@doe.k12.de.us).



### **Next Meeting**

Amelia Hodges, DOE, asked the group about their preferences for the meeting previously scheduled for 12/12. Participants opted to respond to the draft plan electronically and requested a joint Discussion Group meeting in January 2017 to discuss the state plan draft (TBD). Therefore, the group will not meet on 12/12.

### **Public Comment**

The partition between Conference Room A & B was opened and one person, Kristin Pidgeon provided testimony before both the Student and Supports Discussion and Measures of School Success and Public Reporting Groups on how children with disabilities should be addressed in the ESSA Plan.

The meeting was adjourned at 8:10 PM.



## **Attendance**

### **Students and School Supports Discussion Group**

Cynthia LaRock  
Dr. Stephanie Lobiondo  
Eliza Hirst  
Fran O'Malley  
Katie Eaken  
Kevin Ohlandt  
Kristin Pidgeon  
Lolita Sims  
Najma Landis  
Robert Wright  
Sonya Dyer  
Traci Manza Murphy

### **DOE**

Candice Brooks, ESSA  
Dr. Amelia Hodges, Associate Secretary  
John Sadowski, Education Associate  
Linda Smith, Education Associate

### **Meeting Facilitator**

Mary Perkins, Goeins-Williams Associates, Inc.

### **Public**

Kristin Pidgeon (also a member of the discussion group)