

**EAST STROUDSBURG AREA SCHOOL DISTRICT
BOARD OF EDUCATION
EDUCATION PROGRAMS & RESOURCES MEETING**

March 4, 2020

Carl T. Secor Administration Building – Board Conference Room

7:00 P.M.

Minutes

- I. **The Chairman**, Damary Bonilla, called the Education Programs & Resources Committee meeting to order at 7:00 p.m. and led those present in the Pledge of Allegiance. Secretary Coleen Joseph called the roll.
- II. **Board Committee Members Present:** George Andrews, Rebecca Bear, Damary Bonilla and Debbie Kulick.
- III. **School Personnel Present:** Brian D. Baddick, Tabitha Bradley, Ryan Moran, Heather A. Piperato, William Riker, Coleen Joseph, Joe Formica, and Scotto Hnasko
- IV. **APPROVAL OF AGENDA AND MINUTES**

RECOMMENDATION: Motion was made by Rebecca Bear to approve the agenda for March 4, 2020 and with members of the Committee reserving the right to add to the agenda and take further action in the best interest of the District. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Debbie Kulick to approve the minutes from the January 8, 2020 meeting. Motion was seconded by Rebecca Bear and carried unanimously, 4-0.

V. **ITEMS FOR DISCUSSION**

- a. Elementary Level Programs/Resources

Mr. Moran distributed handouts: Elementary Level Programs/Resource at a Glance, A Parent Guide to Multi-Tiered System of Support (MTSS) and After School Program Proposal

Mrs. Piperato stated that for the next three months for ease of conversation, this will be divided into three sections: elementary, intermediate and secondary level. This is compared to a tapestry. What we are doing as a committee is a high level view of our program and resources. Part of the background of that is understanding our multi-tier system and how it works. Please make notes and will be answered according to the levels of the presentations.

Mrs. Piperato also asked that the committee make note of all the questions of things that are unsure, and can also be contacted after the meeting to answer questions and concerns.

Dr. Bradley added that as a team when tapestry, sometimes you pull a thread that's loose, and you think it is just going to impact your domain, and then it becomes a bit further

reaching and when you go into to intermediate and high school that's is why we use that analogy, that reviewing the three levels with you will give a clear view together.

Dr. Bonilla suggested that the tapestry analogy will become very helpful, when we are engaging the community particularly, just to explain that it is not clear cut, but there are interwoven pieces that will be very important.

i. Tiered System of Support

Mr. Moran referenced the handout in the right hand side of the folder given, we will start off looking at A Parent's Guide to Multi-Tiered System of Support (MTSS). The reason that this is provided to you, so that we can all have the same understanding of tiered system support, because as we start to talk about all the programs at all three levels, whether it is at elementary, intermediate or high school level, we have programs that are for all students, programs for some students, some programs that for students limited in number, meaning sometimes individual students. It is very helpful to understand that because as you start to see the programs that Dr. Bradley will share, you will see that we have a variety of programs, but we will start with the core programs, in which we call them universal for all students. MTSS before you may have heard about RTII - Response to Instruction and Interventions, this falls under the large umbrella MTSS focuses on Academics, Behavior and Social Emotional, (see in triangle on handout). Those are the three areas that will be talked about, Tier 1: Core instructions 80-90 % for all students. Tier 2: Strategic Interventions, 5-15% for some students that may have academic or behavioral risks, and Tier 3: Intensive interventions 1-5% of students may require tier 3 supports.

Ms. Bear asked how is this determined?

That's determined by Universal screening and Benchmark assessments. At the elementary level, given three times a year. At the beginning of the year it is given to determine where students are and what type of support is needed if necessary.

Ms. Bear asked can parents ask for more support?

Mr. Moran stated that parents can request for additional support for students. What those supports looks like depends on what the data that we have on the students.

Dr. Bonilla, asked does the IU fit into Tier 3 or Tier 2?

Mr. Moran states that the IU can fall into all three, depending on the programs that are offered and also the students' need, primarily it would be Tier 2 and Tier 3.

ii. Program/Resources Overview

Dr. Bradley referenced the handout, *Elementary Programs/Resources at a Glance*, looking at what is offered for elementary students throughout the school day. In the previous meeting, a higher level of what the legislature stated what we need to teach in the state of PA. This outlines our entire approach for students that go beyond reading, writing and arithmetic. We are looking at the 5 Strategic Objectives:(1) Physical Safety, (2) Emotional support, (3) Relevant Pathway, (4)

Academic Solutions and (5) Learning Experiences. This document allows us to look closely at what we offer and see what strategic objectives each program addresses, two sides of the document (1) Primary programs and (2) Integrated Programs. The Primary programs on the front of the handout columns are divided into sections: **Column 1: Strategic** Objectives; **Column 2:** Content; **Column 3:** # of Instructional Minutes; **Column 4:** Primary Resource(s); and **Columns 5, 6, and 7:** Tier 1, Tier 2 and Tier 3. We don't have Tiers for Science/Social Studies or something specific, because ELA and Math will be the foundation for most other subjects.

In addition to counseling and we only have two, at this point we don't have Tiers for those subjects, mainly because this would allow us to ELA is the only subject across all Tiers because we have the staff support that the reading department in each elementary school includes reading Paras and reading specialists. Our MTSS coordinators are working towards some Math support, but their schedules are already full but some of them are working towards some math support.

Mr. Andrews asked if this is so because of the comprehensive planning that we are doing?

Dr. Bradley stated that we are looking into that also.

Ms. Bear asked didn't we approve a couple months ago for another reading curriculum? In addition to Reading wonders?

Mr. Moran stated that is for special education, that would be more of an integrated support.

Dr. Bradley stated that all buildings have a second prep, it varies from building to building, it also depends on the available staffing. We have 6-day cycle per week, all build has a second prep, but this still varies for staffing, however all students received 2 Physical Education classes per week, health classes, one library and school counselors, also go in and offer lesson once per 6-day cycle, using second step; which includes Smart Futures. The classroom teachers have incorporated this into their lessons. Second Step Program is a Social Emotional Learning Curriculum.

Dr. Bonilla, states that the feedback she gets from her children is that the Second Step program has positive responses showing that it has been very helpful. The comp planning and incorporating that into Math.

Dr. Bradley, The back of the document is our Integrated Programs these are listed out with our Project Frame is the organization that overseas this is the Youth Advocate Programs it is for K-5, counseling services with permission from guardians. Tier 2 and Tier 3. Check-in/Check-out students are assigned to an adult in the building, set goals for the day and end of the day the check out and this is an individual Tier 3 opportunity for our students.

Mr. Moran stated that this is also a great time to intervene, so if a student comes to school and if something happens at home it can be worked through before the student starts his/her day.

Mr. Andrews asked, are we giving that to the Intermediate and High school?

Mr. Moran stated that it will be answered in the meeting to follow.

Dr. Bonilla asked if there is a plan to move this to Tier 1 and Tier 2, the check-in/check-out program, the intervention a bit earlier.

Ms. Bear stated, even if this is for a new student coming to the school. Ms. Bear asked, that even if you know something has happened to their family, are you going to assign someone to them?

Mr. Moran stated, so the check-in/check-out, is geared to individual students. Nothing prevents each classroom teacher from meeting with all the students, where they can talk about anything that is bothering the students, it would be more Tier 1 this is not an integrated program.

Ms. Bear asked, can they go from Tier 1 and then be Tier 3 temporarily?

Dr. Bonilla asked if this is something that needs paper work, does it need a 504, does it need an IEP? Is there a Tier in place for situations where you notice something is off with the student?

Dr. Bonilla stated that she is very supportive of this but what data do we need to assess. Not every student has family support. Some teachers were complaining that they are alone in the classroom, what can we put in place to resolve this.

Mr. Andrews asked, how do we get it down to the teacher? Does the Principals?

Presently we are doing this with the Principals, in each building we are coordinating this with the Trauma teams of teachers.

Ms. Kulick asked, what percentage point are we at?

Mrs. Piperato stated that trauma informed is going to be a 3-5-year span plan. This year teachers and focusing on them first, self care.

Dr. Bradley thanked the audience and continued to share about the Integrated programs. We also have Mind Up, evidence-based SEL curriculum 14 lessons, we did put it in Tier 3, Zones of Regulation, 15 lessons distributed within the different subjects e.g. Math or career time, self-regulation tool, identifying what zone the student is in, what are the student tools to help them get into a zone, no zone is bad. SAP (student assistance program) anyone from the community can refer a student. SWPBS program, English Language program, Dental Hygiene program, Special education program, Gifted program, Reading Instructional Intervention, Instrumental.

It took Dr. Bradley one year to get the book mobile move between the two counties.

Mr. Moran thanked Dr. Bradley. I want to clarify Mathematics Tier 1, Tier 2, and Tier 3 doesn't mean that students do not receive individual support, in addition to this, teachers are still meeting in small groups to meet the students' needs.

Dr. Bonilla stated that she appreciates this, I will still hold us accountable but sometimes teachers are also overloaded. How do we connect all the resources?

b. After-school Program Proposal

Mr. Moran shared, the after school proposal comes out of the Boards goal and directive to have an After school program, to reduce the achievement gap that exists based on our State Assessment Data and also to be in compliance with PVAAS. As a result we are meeting that need, that is putting together an After School Program to meet the individualized needs of students in Mathematics.

So based on the PSSA, and Keystone data review, also some local assessments like NWA, CDTs the analysis on those data it was identified that Mathematics was the priority area for the District. At the elementary level it is geared from grades 3-5, also using state assessment Data as directed by the Board, 6-8 at Intermediate level, and 9-11 High School level we will be looking at Keystone, around algebra 1. The implementation plan in order to do this in an effective way would be 2 days per weeks, 1 hour after school each session for 10 weeks, additional instructions in areas of mathematics, would be individualized to the students based on the data we have, to do this effectively the ratio will be 1 teacher to 6 students, no more than 6 students, identified 310 students at the elementary level that would qualify based on the data review, if all students participate, 51 teachers needed, 20 sessions per week, \$24.21 per hour, \$24,694.00, differs with Intermediate and High School based on the number of students that need that support.

Planning and preparation is essential, teachers need time to plan these sessions, proposal has two hours before any session begins, 1 hour per week, will be needed to plan for the 6 students they would need to prepare for will come up to \$24,403.00. A Total cost for the 10-week program would be \$65,076.48.

Ms. Bear stated, most of the elementary kids are in daycare. Will the late bus drive them to the daycare?

Dr. Bonilla stated that we need to look at transportation?

Dr. Riker stated that this stems from the Board, as a Board you shouldn't allow transportation to be a hurdle, should be focused on the total cost to have the program started.

Dr. Bonilla stated there is a need to re-evaluate this as a group and would love to have teacher representation present.

VI. ADVISORY RECOMMENDATIONS FOR CONSIDERATION BY THE BOARD OF EDUCATION

RECOMMENDATION: Motion was made by Damary Bonilla to postpone this proposal and have a new discussion to evaluate and access the needs and possible solutions. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

Mr. Moran mentioned about Graduation requirements for High School, will be presented shortly, in upcoming meetings for the month of March.

RECOMMENDATION: Motion was made by Dr. Bonilla to adjourn. Motion was seconded by Rebecca Bear and carried unanimously, 4-0.

VII. ADJOURNMENT