

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

**May 6, 2020 Video
Conference (ZOOM) 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 for 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.

IV. APPROVAL OF AGENDA AND MINUTES

RECOMMENDATION: Motion was made by Debbie Kulick approved the agenda for May 6, 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 Rebecca Bear and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by George Andrews to approve the minutes from the April 1, 2020 meeting. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

V. ITEMS FOR DISCUSSION

- a. Intermediate Level Programs/Resources
 - i. Programs/Resources Review

Dr. Bonilla stated that we are going ahead today to talk about the Intermediate Programs. Mr. Moran has shared a file in the group chat, if you don't already have it, please click and you will be able to download the documents for this evening.

Mr. Moran stated in the chat was the agenda for today's meeting and that supporting documents were emailed to each of the committee members as well as Board members. This evening we will start off with the Intermediated Programs review, this is a continuation from the Elementary presentation that Dr. Bradely provided two months ago or two meetings ago. Last month we focused on the "Learn from Home Program". So we are picking up from the Intermediate Levels and at our next meeting we will discuss the Programs/Resources at the High School Level. In addition we will present and provide some information about our Library program and our next steps as we review that curriculum and also resources that coincide with our Library Program and then we will end the meeting discussing an update on the Learning from Home program around grading and reporting for courses at the High School level that carry a .25 credit.

Mrs. Piperato states that everyone should have the supporting documents in front of them that look like the one Dr. Bradely shared last month. Mrs. Piperato started to give a high level view, reminding everyone of the sections on the supporting document. **To the left**, we will see an area of strategic objectives, remembering that all of our program and services, because we are in the business of education, we realized that we really need to educate the whole child, in order to fulfill our mission we need to attend to the physical needs of our students, the emotional needs of our students, etc. On the **first column**, you will see which of the Five Strategic Objectives are the core content aligns to. **To the right**, a quick reminder about our Tiers and that is these Programs/Services. Do we have part of this service/program that is offered to everyone? - **Tier 1**. Are there parts of our services that are offered to specific groups of students who may need it? - **Tier 2**. **Tier 3** - is the One-on-One, do we have students that need individual intervention in order to be successful in this area?

It does look similar to elementary, but we had to fashion a little differently because we are teamed and because we offer different subjects on certain days. What you will see is a caveat to start, that all classes are 41 minutes in length. As you go through the middle school schedule all of our periods are 41 minutes in length, so the daily minutes that we have per subject as you saw with the elementary. Daily minutes are 41 minutes per period and how many days per year, so that you can have a comparison of how much time we spend on one subject versus the next.

So on your first page, you will see the five subjects that all Middle School students have every middle school year. So 6th grade, 7th grade and 8th grade all students regardless whether they are Regular Education or Special Education, have 180 days of those five subjects (Math, English, Reading, Science and Social Studies). Ms. Piperato listed to the right the primary resource that we've used for these five subjects. All of these are digital resources, some do come with accompanying paper materials, but all five of these are digital and our students have access to digital textbooks in all of these subjects on their chrome books. It kind of parallels the Elementary, all of these are whole group instruction done in the classrooms by teachers, Regular Ed and Special Ed teachers and so they are all considered Tier 1 Programs. In Math, English and Reading we have some Tier 2 interventions within the classroom that we can differentiate, by dividing up into small groups and we have EI time which will be talked about later, that allows for small group focused intervention on Math, English and Reading.

Mrs. Piperato asked “Does all this sound familiar to the committee?”

Dr. Bonilla responded yes!

Mrs. Piperato continued to page two. There is a demarcation line in the middle of the page. What that denotes is that all of the classes **above the line** are classes that are required of all students. All students take these classes above the line. **Below the line** are classes that offer some electives and some student choice and/or some specialization depending on student need. If you look above the line you will see that we offer Art, Music, Physical Education and Health, Family Consumer Science and Technology Education in all the grades presently, 6th, 7th and 8th. We also offer Library and Skills for Adolescents in 6th grade and that is right now at JTL only. You will notice on this page some differences between how JTL and how Lehman Schedule and allot some of their minutes. Over the last two years we have been trying to restructure the schedule with Principals, so that there is equity in offering it. There is inequity in not just how they schedule, but the minutes that were allotted to students at every grade level. So we are working with the Principals to reschedule some of these things, so whether you go to JTL or Lehman, although it may look different in terms of what day you take it or what grade you take it in. Overall the number of minutes is the same at both schools. In terms of primary resources, most of our ‘Specials’ which is what we call these classes don't have a main text book, they mostly are comprised of supplemental

materials. Part of that is the nature of the subject, part of that is that the curriculum cycle was allowed to lapse a long time ago and the textbook that they did have isn't current any more. So as we revise that cycle, we may come back with some suggestions that we say now we would like a text book for this. We would like to update our text book from however many years ago. Or we may say no due to the nature of this course, we prefer to continue with the supplemental materials so that we have the agility to respond to what students connect with in the classroom. You will also note that some of them have a 1, 2 or 3 and those denote some of the differences that we have. The #1 mark talks about STEAM at JTL. About two years ago Mr. Reichl added some classes to offer some choice to our students in the area of STEAM. Mrs Padavno is quickly coming on board now, she is also looking at some of this for next year. What Mrs. Piperato presented is just what we have been doing this year. They are all Tier I, they are whole group instruction. We don't offer any Tier 2 or Tier 3 supports for students who may be struggling in any of those classes in particular. Generally speaking the areas of struggle that would come in those classes have root in either English or Math. Often any struggle that students have is rooted in that foundational, those two subjects and that's where we provide our Tier 2 and Tier 3 interventions. If we go below the line, we will see that we have World Language, that is offered in 6th, 7th and 8th grade. It is offered differently at the different schools. Some of these variations, just as a matter of history, prior Curriculum and Instruction office and prior Superintendents office tried to take advantage of when people retired to see if they had to replace them or not. Instead of looking at it programatically and saying "how can we make sure that it is even?" we tried to be fiscally responsible, what that led to was the District being able to not replace a person and still allow the same program for our students. But what came out of that was a difference in programming between JTL and Lehman. If a french teacher retired at JTL, a corresponding french teacher didn't necessarily retire at Lehman. With those kind of retirements the Board sought to be fiscally responsible, which drove some of the minor inequities we have been working on to fix in the next couple years. The difference in World Language is that in the 8th grade we do offer the full level 1 class, French 1 or Spanish 1 for High School credit. The text books that are used at the High School level and therefore students who are successful in that would get the corresponding High School credit before they go into High School.

Next Line, we have EI and it's actually called PAIP at Lehman and EI at JTL and this is your enrichment or remediation period. This is the period that students have during the course of the day to either accelerate some of their learning or to be

able to get some remediation in areas that they are struggling with. The EI period is not encroached upon, however, there are a number of things that students can do besides EI during that time. The biggest one we offer at both schools is Band and Choir, so students who are interested in choosing Band and an instrument, and or Choir, can have both of those in their schedule, but they do that during their EI time. The challenge has always been, How do we help students who are in Band and Choir also get the remediation that they need? If specials is their passion, we don't want to take that away from them. So we've come up with some different solutions at the different schools. The three denotes Intro to Computer Science and Robotics, they are only offered at JTL and are in place of World Language. A student who doesn't want to pursue a full year of World Language, and/or doesn't want to pursue a third year of not for credit language, has the opportunity at JTL to take an Intro to Computer Science and/or Robotics course. We are working with Mrs. Padavano to make sure that we have the same kind of corresponding opportunities for student choice at Lehman next year. You will see Special Education classes listed there because they also in some cases supplant Math, English or Reading. Our Social Studies and Science classes are fully integrated. In some instances they supplement English, Reading and Math classes, in that they have remediation period check-in progress monitoring or a special education resource period during that EI period. So instead of going to their home room teacher during EI, they may go to their Special Education resource room one or two days a week to either progress monitor, get caught up on home work or get caught up on something in which they are struggling with.

Then last on that list is ELA and Math Edge Classes. You will see that it is listed here and then also listed on the next page, that is because JTL and Lehman do this in two different ways. At Lehman, we still have the ELA/Math Edge class that is an actual class. It is a 90-minute remediation class. Traditionally the way that students were placed in that class is because of their score on the PSSA test, either Math or ELA for PSSA. Students may have one or the other or both all year round. What that really turned into is that let's pretend that that student missed that PSSA proficiency mark by a score of five to ten points. That generally denotes around five to ten questions on the PSSA. And what we were doing is saying because the score was not proficient, we now want you to take a half year course in remediation when that students may only need two or three weeks, it may be one concept that they really struggle with. And therefore, when they have those Edge classes it does prevent them from taking World Language and sometimes if they really want something other than Intro to Computer Science or Robotic classes. So what Mr. Richel did at JTL, and that's why you will see it on

the next sheet instead, is to take those two teachers and turn them more into instructional coaches. Where they have an opportunity to either push into the teachers classroom during EI or pull a group of students out. So they provide both Tier 2 and Tier 3 interventions for students. In order to remediate specific things for students for whom a half a year or full year of Edge remediation wasn't really needed. Mrs. Padovano is absolutely on board with doing something like that. We are looking at replacing that model for either next year or the year after. More targeted intervention, more specific, if they are students who do still need that 90 minutes then we will find a way to give them that 90-minutes intervention. Any questions on page two?

Dr. Bonilla asked, "How are we determining if there is a particular issue for a student to only need the limited support versus the 90 minutes?"

Mrs. Piperato stated that two/three years ago we gained a new ELA resource and last year we gained a new Math resource, both of which are digital and come with a diagnostic component, where we can disaggregate by eligible content and by standard, where a student is struggling. So in the last three years what we used was not those resources, but the DRC data that we took during the year. Right now the model is that we look at that data on a quarterly basis, two things, there are two answers to that (1.) We look at that data on a quarterly basis and then by that standard or the eligible content that students need we group them and that's how we provide interventions. This is the strength of the Middle Level team model. Our teams of teachers meet once a week and they review students' grades and review students' progress and if our team of teachers sees that a student is struggling, then they will recommend within the team during EI time that this group of students needs to remediate this in Math, this group of student is struggling with use of parentheses lets have your remediate them in English class.

Mrs. Bear asked "What about parents who opt their kids out of PSSA? What are we using to benchmark those?"

Mrs. Piperato responded - same, those local assessments that we have.

Mrs. Bear - So if they are entering from 6th grade from 5th grade and they didn't take their Math PSA and there English PSSA, so are the Elementary School teachers meeting with the Guidance at the Middle Schools, saying that so and so opt out of the PSSA, but I notice as a teacher that their were struggling with xyz?

Mrs. Piperato stated we have a system of Grouping Cards, that the 5th grade teachers fill out at the end of the year and pass on to us in that last week of school. On that Diagnostic grouping card are those pieces of data, that again doesn't contain the PSSA scores at that point, because we don't have them for that current year. Instead it gives us their grades, any notes that the teachers want to make on specific subjects and some diagnostic information that the fifth grade teacher relays to the 6th grade teachers so that they can best accommodate students.

Mrs. Bear stated that her daughter got Edge this year for Math, but we opted out of it. What I did as a parent is I met with the teacher at the beginning of the school year because she had it scheduled for the second half, and I said lets watch what her grade and see where it is, because she wanted to take Languages and if we feel she is accomplishing the Math grade we will then pull her down to guidance have her meet with guidance go over what it takes to stay in Language instead of Math Edge. And her grade was high enough and she achieved it then we pulled her out of Edge. A lot of kids unfortunately don't test well either so there is so much more pressure on the PSSA and it is difficult to use that as a reason to put someone in Edge. Because maybe they have a 90 average in Math, but they don't test well when it comes to standardized testing. So then we are penalizing them if you will, by putting them in Edge because they don't take a standardized test well. Just that we don't like the fact that we grade our teachers based on how their students do PSSAs, we are in fact doing the same thing to our students but they don't even know we are.

Mrs. Piperato stated that we are trying to go away from that model, what current data do we have that goes beyond five days in May we have a whole school year full of data, let's use that to better diagnose where our students need that intervention. Know that we are not perfect at that. As more tools come online digitally for us to do that, as teachers we are constantly looking and saying look what this can give us, let's use this instead. We are trying to stay ahead of that curve but we haven't even started to mine probably about 20-25 % of the power of some of the resources that we just got in place this year. We are excited about it, but we are still learning it.

Dr. Bonilla - That's great just want to remind everyone about some of the conversations that we have had in our past Committee meetings as well as in our comprehensive planning sessions around the social/emotional learning

components and just being sure that this is where the partnership between the educators, the support staff, guidance, etc. and the families comes in. So I think Mrs. Bear's example was a great example of a parent that's engaged and knowledgeable enough to work with the teacher and do that. In other cases we don't have that, so always thinking about those resources that are in place and how we leverage them.

Dr. Riker stated that Mrs. Bear's example was spot-on in our continued discussion regarding what value and weight we want to place on standardized test scores. Knowing that the obligation as educators, we fail to remediate students who do poorly, which is not a bad thing, but at the same time it is preventing them from taking some of these other courses like a Robotics course or a computer type of course because they have to do a remediation course. So Mrs. Bear's example was excellent and just brings that to the surface even more as why we have to have that discussion around standardized testing and what value we want to place on that as a school district.

Dr. Bonilla asked Mrs. Piperato a question about pages 1 and 2, there is no Tier 3 marked off on the courses that all of the students take because these students are taking those courses at the IU at this level?

Mrs. Piperato mentioned that really the tier 3 interventions are on page 2 encompassed in that EI line. Reason that it is not noted on the first page is that generally speaking remediation for things right now does not occur in the whole group classroom while the teacher is teaching it. In this team model it allows for that EI period on page 2, during that time they can go back and remediate one-on-one if needed. Students who don't understand concepts during the regular classroom we do have Tier 3 for ELA, Reading and Math, but you wouldn't see it on the first page because that Tier 3 intervention isn't given during those classes but it is given during EI time.

Dr. Bonilla stated that the Special Education component and the specific that matches up to the code at the bottom.

Mr Moran added what Mrs. Piperato just described is the formalized version of that remediation. Remediation still occurs in the classroom by the classroom teacher at any point. The teacher can pull aside students one-on-one, can pull aside groups or meet with students in small groups too remediate or enrich

students that might need that. Again that is less formalized data, but don't want to give the impression that does not occur in the classroom, but the formalized data driven remediation does occur as Mrs. Piperato described.

Dr. Bonilla thanked Mr. Moran for the clarification.

Mrs. Piperato mentioned that if there are no more questions on page two, let's move on to page three. And what we have called these services and programs are our integrated programs. These programs that we offer are done in lieu of one of the things that you have already seen in page 1 or 2. So we give Instructional Technology, we have a full time staff member at each of the schools who teaches digital citizenship. But they do it in a pullout and a pushin manner. So our two technology specialists partner with teachers during the year at every grade level to either help teachers understand and incorporate that technology into their own classroom or pull them out, bring them into the Computer lab, because we do at that level have a specialized lab for those students and be able to provide those digital citizenship lessons that our students need to be 21st century learners. We have talked about ELA and Math Edge, again it is on this sheet this time because this is an integrated program at JTL where the coaches work with the teams and they help provide the Tier 2. Tier 3 should have been put for this also. The model right now that is being followed is to have very few Tier 3 interventions for students who really need it.

For Library then, that was on the prior page because at JTL there was an actual class during 6th grade and there is none at Lehman. We will be looking at that as a whole and have that Library discussion after I'm done talking. Just about reinventing and what does the library mean and at the 21st Century to teach our students what resources are available to them. How do they access them? How do they do it in real time? How do they do it appropriately? So we will be looking at all of that and it could be that the way we do things changes at our two schools. Our Smart Future program, that is our College and Career Program, right now that we have to meet the requirement of PDE in our portfolio pieces. So that is done as an extra add-on in classes. Schools have the ability to do it differently, right now I believe we have regular once a month special schedules that allow for Smart Futures to be done by everybody in the school. Our Gifted programs and services also fall into the Tier 2 and 3 category. We have some pushin, we have some pull-out. Our Social and Emotional Services, it used to be Project Fame with some small group counselling with some outside organizations. So that families need to have that service done during the school day, we offer that to families.

Which is a really great benefit, it is difficult sometimes for families, by the time they get back in the evening to be able to make those appointments on the down-time and on their own time. The fact that we can be able to incorporate some of those during the school days for our students is a real benefit for our families.

Our SAP groups and SAP team, they are two different things. Our SAP team is our team that comes together to see what's blocking students' access to their education and to help to coordinate with families services they might need. But, we also run SAP groups, and you will hear some of this next month when I talk about the High School level. We know that certain students at this level with adolescents, whenever I ask students whether they would love to go back to school, k-12 they also say that they would love to go back to Elementary or High school, but they never mention Middle school. What we know is that it's just a hard time in adolescent life. So there are certain teams that really those age levels and we offer groups for students who are really struggling with some of those things. Anger management is one of them, fitting in, if they are transitioning students from a new school, new school groups, groups for conflict resolutions, the drama that can go on. How do I handle the drama? So every year the SAP team looks at the groups that can be offered and then puts it out to students. Students can meet in those groups once a month. Sometimes they are led by our people, sometimes they are led by outside leaders. And it is an opportunity for them to work on self regulation, self emotion, and self management during the school day. Those groups, what they try to do then, because they pull them out of classes is to make sure every month they pull them out of a different class, so they are not missing the same class all the time.

We offer our Dentist Program 6th, 7th, and 8th grade. We take care of the physical needs of our students. Same with our Nursing program and some of our physical medical services that we provide to our students. And of course our Counselling program, our school counselors have a lot on their plate and they are just key to really helping some of our students navigate that adolescent time period. They not only start that voyage of self discovery, in terms of what the student passion is and what excites them about working after High School, but they also really help with the emotional and social needs that seem to be really heightened at this time and of course this is at every level. Then we have our English Learners program, so for students whose first primary language isn't English. We offer the full array of services of an English Language program for them. These are really programs for students, but what I want to bring to your

attention is that the teaming model that we have at the Middle level is a way for us to have a team of teachers that meets regularly that looks at the whole child. So we talk so much about how important it is to have those five strategic objectives be all met. Again not because we are in the business of nursing or in the business of social work, we are educators. But we know that those things can block a student's access to be educated to the best ability possible. So we try in the middle level to have that team, so that the team of teachers can really take a look at all of those things and to be in close contact with students and families to make sure that they see these things first and can intervene quickly either in a group or one-on-one with families. So it is not really included on there because it is not a service, it is just a mentality. The middle school teaming model, it's a model that fits our philosophy of how we should be taking care of students.

Any questions on page 3?

Mrs. Bear asked how do you determine from the elementary school which students qualify for the gifted program?

Gifted programming, in order to be eligible for those programs a student needs to have a Gifted IEP (GIEP) so they need go through the normal selection process of testing and making sure that they meet the two prong criteria for giftedness that Pennsylvania has. That's the state level requirement, and that's done through our Pupil Service Department. And so students who qualify for the gifted program then qualify for those gifted programs.

Mrs Bear asked, "So do you test them or do you have to wait for the parents to ask for them to be tested?"

Mrs. Piperato responded that is is a combination of both, we do screening at the Elementary Level and then when you get to the middle and high level, we have teachers that will come together and say that this students came for outside and is listed as gifted or this student is now showing some aptitude that we haven't seen before, contact families to then see if they are interested. Also families can contact us and say we have really noticed, so we ask them to put it in writing and so that starts the clock of all the requirements that we need to to do and to have the students tested and see if they are qualified.

Mrs. Bear also stated that because she was just wondering that, because her son

has a 4.6 GPA and he was never in IEP in Elementary School but he always took the test with the IEP kids and passed with a score higher than all the IEP kids but never qualified for IEP.

Mrs. Piperato mentioned that there are two prongs, but we don't need to go into this right now.

Mrs. Bear stated that one of the parents had asked and she had no answer for them.

Mrs. Piperato stated that the link for the website will be sent to Mrs. Bear and any other information from Mr. Baddick at a later time. There is a pretty robust explanation of the process that may help.

Mrs. Bear went on to say that there is a student that is #1 at North right now in 10th grade did not qualify for IEP and my son is right up there with him and did not qualify for IEP. But yet there were other kids that did and we are wondering how they qualified.

Mrs. Piperato responded that Mrs. Bear needs to remind her to have that conversation some time with her.

Dr. Riker also stated that he as well would want to have that conversation with Mrs. Bear.

Mrs. Bear thanked Dr. Riker.

Mrs. Piperato asked if there were any questions.

Mrs. Bear asked if and when we come back in the Fall for all the counselling services we are going to have to add in. Because of several students who lost parent through COVID and just wanted to make sure that we are ready with a plan in place for elementary through high school on how to help and counsel kids who have lost an aunt, uncle, a mom or dad, a grandparent or even a friend to COVID. Because it is going to happen. And we need to proactively be ready not just the curriculum in place and how to prepare the classroom for social distancing, but we are going to deal with the emotional part of it as well, even if it is just having a little mask on if that's the case, or not being able to sit close to your friend or so

and so misses their mom. What plan do we have in place?

Mrs. Piperato responded that that is a great point and that they were just talking about this. As word starts to come from the principals about students who have experienced loss and they feel behind and they are reaching out. One of the things that we have mentioned is that upon re-entry there are going to be students whose experiences are going to be different. They were home bored to death, do we want those students coming back saying, "I was bored to death, I'm so glad I am here, in front of a student who really experienced substantial loss. When we come back is key.

Mrs. Bear added that it is not just also not just loss but they may have been victims of domestic violence at home, witness it, the abuse. We don't know because a lot of time school is a safe place. Even if the parents don't normally stress out on the kids, they can because they are either working from home, working with the kids, not working, struggling to pay bills, and little Johnny or Mary is asking for help and mom and dad aren't capable of assisting them for one reason or the other. And the student may feel threatened because mom or dad yells at them, not right now. Or, grandma can't help them or foster parents can't help them to deal with all these things. I want to make sure that not just my kids but all the kids within the District gets help.

Mr. Baddick stated that just to give some highlights on that, Mr. Piperato is part of this we have a Social and Emotional Committee that combines Curriculum and Pupil Services. That committee right now is working diligently to put some resources together and just build that bank of resources now and be ready going into the Summer and Fall. In addition to that Preventive Measures is a group that will be opening up the mental health clinic up at High School North campus. We just got word that they got their licence by the state and they are actually right now taking referrals for families at the North campus. They are right now setting up the conference we have meeting this Friday this week, just to finalize some details for that. For twenty years the campus up North has been open and there has not been a clinic or anything for Mental Health in Pike County. And now we finally have something come in, and it has taken just about a year. It's an exciting time for that part of the District. Located in the North High School, so we are preparing for the Summer as we go into the Fall next year.

Mrs. Bear responded stating that we definitely need it, because she told one of the

students who lost their parent, that if they need emergency foster care so that they can stay within the District she is willing to do so. A lot of these students may have to leave the school district because their dad is in New York or mom. Will be an interesting time.

Dr. Bonilla mentioned that it is on everyone's list from a different lens based on the role that we have in supporting our students in our community. What she has been doing is looking into what paying attention to what other districts are doing. What we have in terms of being a head of things. One of the realizations is that the Trauma informed components training for our district that we have focused on in the past puts us in a position to be ahead of many of the other districts not only in Pennsylvania but across the country. And the Trama component definitely student centered first considering that that's where our focus is, but there is also going to be a component for staff, educators and others who are working with the students who are also facing stressors that they will be bringing with them as they go back to the classroom or into the roles that they play and so we have to think across the board about what supports are in place, what can we tap into from that Trauma informed content that we have and those activities that we know of and those resources. So I am glad that we are already sharing some of those resources. There is going to be a role and a need for everyone. Knowing that people are juggling so many stressors and as of right now even with some of the updates that was received through the Governor's Commission, there is still not concrete information about what the return to school will look like, when the return to school is going to be and of course we are following that closely and all of those uncertainties add to the stress, add to the concerns and the trama. This will be one of the conversations that we will need to have.

When you need us as a Board, as well as when this committee needs as well.

Mrs. Piperato responded absolutely.

Mr. Moran asked if there were any other questions from the committee members for Mrs. Piperato on middle level programs and resources?

Dr. Bonilla responded that we can move on to the next agenda point.

- b. Library Program(Intermediate/High School Levels)
 - i. Reutilization of classroom space

Mr. Moran stated that the next item on the agenda focuses on the Library program at the intermediate and high school levels. As Mrs. Piperato mentioned in her presentation, we are currently reviewing the library program. The Curriculum department is in conjunction with the librarians across K-12. That program is up for program and resource review into this next school year. Part of that review process is to review our current curriculum, the entire program and resources and as part of that we are including the actual physical space of the Libraries. As we talk about 21st Century learning and wanting to be able to cultivate opportunities for students to create, collaborate, be critical thinkers we need to ensure that the space we have for them really cultivates that. Those are areas that we are looking into right now within our library programs and we are starting that process at the middle school and high school levels because those are the classrooms that we want to ensure absolutely make that available for our students and also our staff members. So as we go through that process we need to make sure that the equipment that our librarians have in those physical spaces absolutely ensure that students have that opportunity. We are talking about materials, many of our libraries at the middle school and high school levels have materials such as green screens, 3-D printers, they have things that absolutely allow our students to work together to be critical thinkers, collaborate and to create, but the space itself does not really allow for that. When you think of the library traditionally you have fixed furniture, it is not best suited for that collaboration, it's not movable, not flexible seating. where students and teachers can easily collaborate with groups in that setting. So we want to make sure as we go through this review process that we are able to reinvent and really reutilize that space so it is more flexible. That really looks at then updating our equipment and our furniture that is in these classrooms as part of the program review. Library also is a program that will not require traditional resources like ELA and Math where we are talking about textbooks. We will be looking at the actual space. So the proposal that we have come up with the librarians will be able utilize those funds as we start to evaluate the program and identify the needs for updating those spaces. Mr. Moran went on to share preliminary numbers that we are looking at for intermediate levels, so both JTL and Leham update those spaces we are looking at from anywhere around \$25,000 to \$30,000 per building. High schools, North and South we are probably looking at approximately \$50,000 per building. So in total we are really looking around \$150,000-\$160,000 to ensure that we are able to update the space for those four buildings adequately. That amount may sound like a lot but if you think of a traditional classroom, a

4th grade classroom each year if we have to replace desks and chairs for those classrooms. Just desk and chairs alone you are talking typically just \$7,000 - \$10,000 it is quite costly to replace furniture. This is really looking at furniture for a purpose. To ensure that students and staff can come to a space which is not a traditional library setting. No longer do we want students kind of secluded where it's a quiet space where they are not able to collaborate. We want to make sure that we cultivate that, where students are working together, they are creating, they are using the green screens, they are using a 3D printer, they are coming together with their teachers and working in an area where it is very flexible. So in order to accomplish that we want to ensure that they have that space that's adequate to do that. What we are looking for right now is a discussion from the committee members so that we can start to formalize that process and go out and get quotes that would be necessary to be moved by this committee at our next meeting. So before doing that we want to at least have this discussion with the committee so you know where we are moving, what direction we are going with that curriculum review process for library programs. And if there are any questions you will have now before we move forward with that process.

Mrs. Kulick asked, how much money does that leave in that pool of money so that we don't stymie ourselves with not being able to explore new programs because we are buying furniture?

Mr. Moran responded stating that we have set aside 4 million dollars, and currently we have used approximately 20 to 30 thousand dollars for the EMR/EMT program.

Dr. Bonilla stated what she understands is that it's to be able to add programs and to be able to have programs and thinks it's an exciting conversation to have. As we talk about the skill set we want our students to graduate with, as we talk about the knowledge that we want them to have in a world that is driven by technology, I think it is important for us to invest to make sure that they have the resources and the tools to be able to learn that way so that they do have a competitive edge when they graduate from our district. So they can go out and know how to use a 3D printer and a green screen. Which I myself really don't know how to use it. It is exciting to think that our students will leave here with that, but also will position our district with that as attractive to people that are thinking about moving their kids out of the district to a private school or other school in the Lehigh Valley. I think this will give our school a competitive edge for them to consider keeping their kids here.

Mrs. Bear stated a library isn't what a library is anymore, I think that we need to move in that direction to what a new library is and go from there.

Mr Moran added that our librarians have done a great job, please understand that with the equipment and furniture that they have, but we know that to move forward as to what a library should be and can be, that these are necessary steps that we would recommend that we take. Librarians have done a great job and will do an even better job at promoting that atmosphere to students where it is more readily available to them to create, come together and collaborate to communicate together. All those things that we are asking the teachers and students to do we want to make sure that we have an environment that supports that.

Ms. Kulick stated, I don't disagree with creating that environment but I know that there are many parents that have concerns or are interested in the Charter School for the Arts. And that was one of the things that we have talked about not wanting to lose those students, and I just don't want us to be left with not enough capital to start that type of a program to keep those students here.

Dr. Bonilla mentioned that we did have that discussion, and initial thought is that these equipment and resources can help enhance that not necessary in terms of the physical arts, but in terms of the graphic designs and other opportunities in the Arts.

Mr. Andrews asked if there is any way that we can use some of the Access dollars for the Library.

Mr. Baddick responded that the way we can implement used Access for the library is if there are any students that will benefit from the modifications or any uses of the changes that will occur in the library. They are identified as special education, what we have done in the past was 60-40 supplementing cost or budgeting that way with some of our purchases. Some of the budgeting has been done, maybe it is going to be 3% of the prior year from Access or special education and the other half might come from the general budget.

Mr. Andrews states that because we are talking about furniture, there may be kids that can't sit on the chair, but can sit on a bean bag, that money can come from Access using those funds so we are not taking that from our general budget.

Mr. Baddick mentioned that some funds can be given, like Mrs. Piperato mentioned the Smart Futures program that is budgeted out of Pupil Services. 80-20 split on that, 80 % of that comes out of Pupil Services and 20% of that is

covered by Access under special education. Because that is the population in special education that is using the Smart Futures Program, under the Chapter 339 requirement, so we do a prorated payment on some of the purchases that we do. So we can get a little bit of coverage coming out of Access so we do some purchases, yes.

Mr. Andrews went on to state that every little bit helps that we can get out of Access.

Mr. Baddick mentioned that right now we are looking at \$400,000 that is on a decline and we are budgeting that on a Learn from Home extended summer program. Coming out of the program that we are in right now for our Special Education Students in the District, to kind of give them additional time. So we are looking at that, so down the road we will have to do some budgeting. If it is not something that is budgeted for the library this year we have to look down the road in the future to do that. Mr. Baddick thinks it's an idea to consider.

Mr. Andrews mentioned even if we only get 25% it is one library.

Dr. Bonilla mentioned that she assumes that this is some of what will be brought back to the committee next month when you have a chance to look at the quotes and have a chance to have an idea of what budget lines they might come out from, Is that correct?

Mr. Moran, we can as part of the quote and proposal. If we are not able to utilize the new programs funding, then we would have to come up with additional funding sources or possibly a combination if using the new programs and other funding sources.

Dr. Bonilla stated she would like to hear about it in the next meeting, what the two or three choices are. Sounds like the specific funding stream is what you would like to use, but then Mr. Andrews would like to see other options, so if we can see at least two or three options, that would be helpful and maybe we can talk through what would be the best option and why. Dr. Bonilla went on to ask Mr. Andrews :What is his initial feeling about this kind of investment?

Mr. Andrews feels that if we can make the library, as Mr. Moran mentioned that society has changed a little bit so have the students. So if we can make it better for the students to study as a group or with their teachers instead of in privacy and instead of having rows and rows of books. Mr. Andrews is up for this idea.

Mr. Moran mentioned that something like this typically comes out of the curriculum budget, which again would be our general budget coming from the

district. So again when we initiate or review a curriculum in a department, like Mathematics for instance at the elementary level, we purchase a new resource, that resource, whenever we implement a resource that first year it comes out of the curriculum budget, it doesn't not come from the building budgets. In lieu of using the curriculum budget, the proposal was to use the new programs funding, because we are talking about updating the entire program. But we will definitely provide the different options as to where the funding sources can come from to support this type of update.

Dr. Bonilla stated that she thinks that this makes sense what Mr. Moran originally thought of but would like to make sure that we look at the other options and also we can have transparency about what it would mean if we use this percent from Access, what we would not be able to do because of that and thinks that everyone would be feel good about the questions that they have.

Mr. Moran stated that they will come up with the proposals including quotes and work with Mr. Baddick department as well to see if we are able to utilize Access funding.

Dr. Bonilla thanked Mr. Moran. Dr. Bonilla is looking forward to having this discussion.

c. Learn from Home Program

i. Grading and Reporting

1. .25 Level Courses (HS Health and Physical Education)

Mr. Moran stated that the last item on the agenda for this evening is really an update regarding the Learn from Home Program and this relates to grading and reporting as we shared with our committee, Board Members, staff and students, our grading proposals for the 4th marking period. This comes directly from the Pennsylvania Department of Education, that students are not to be penalized for the work that they are doing during the school closure which makes sense to everybody, we ensured that when we came up with our procedures. When we came up with our grading procedures for grades 6-12 for the 4th marking period as well as the end of 3rd marking period and that has been a focus to ensure that there is equity across the district for all families, all situations that might be occurring right now. We want to ensure that students can improve obviously how they are doing for the end of the third marking period through the rest of the year. We want to really focus on not allowing students to be penalized

in a negative way for work that they can or can not do. So in line with that we do have a unique situation and that is most of our courses that we have talked about up until this time had already started, so they started their full year course, so they had their first marking period, second marking period, third marking period and then we closed. Or they had it second semester where they at least a marking period of course work completed and grades for that. Health and PE at the high school level are quarter based credits, so students have it for a quarter or a marking period. So we do have a group of students that are taking Health and Physical Education for the fourth marking period only. In those cases we would not have previous work that has been completed nor grades for those students. So we want to ensure that we are following the same guidelines that we initially set up that students will not be penalized. However, we still want them to do their best work possible during this time and their grade at the end of the marking period would reflect the work they are able to do in that fourth marking period. However, when we talk about grade point average, class rank, that would not be impacted by the work they are able to do during this school closure. So I just want to provide this to the committee as an update, because that is a difference from the courses that we talked about in the past. The grading procedures will remain the same, but there is a difference in the actual course layout.

Mrs. Bear asked at the Middle School level Art, Music, Tech Ed and also quarterly marking periods. So the kids that are at Tech ED right now for the fourth marking period they really can't do TechEd, so they are building houses out of paper and taking pictures of it and putting it into google classroom. Or an Art project they are drawing it and taking a picture of it, that is how they are handing it in.

Mr. Moran stated that Mr. Piperato will speak on how grades are for specials.

Mrs. Piperato stated that the specials in our Learn from Home Program are a little bit different, we could have continued the exact schedule that students had, through Engenuity, but the issue with our middle level classes is that they have different specials everyday or every other day, which would have been prohibited for them. Some would have had up to 11 courses at the middle level and we just thought that that was too much. So what we have come up with is that the specials are a real choice for

them to make, we ask them to complete one per week, and they can go back and do all the ones that they want too. As long as they complete the number that they need too by the end of the marking period, by the end of our time, they get a passing grade in whatever class they have. So lets pretend I had Tech Ed, FCS and Music, and Health and Physical Education, as long as I do my projects every week from our Learn from Home Program then they will pass those classes. We haven't talked about grades yet for that, but we will talk about that towards the end of the program. The middle level does not compute GPA as you know high school does. We thought that it was really important for them to (a) not have 11 classes, and (b) be able to have some student choice and student voice here. So we have 11 different options every week for students to choose from and they just have to pick 8 projects within that 8 weeks span. They can do more than that if they want or they can do less than that. To reward the students who choose to go above and beyond because they have a passion we have created a system of digital badges that they can include in their signature line. That was a new feature and the teachers were really excited about it.

Mrs. Bear asked so it doesn't matter if they have already taken Art and they have already taken it they can still do an art project and it would count towards their grade for whatever one they didn't take in the fourth marking period.

Mrs. Piperato responded by saying yes.

Mr. Moran asked if there were any other questions on Grading and reporting?

Mr. Bonilla thanked everyone and mentions that this is always a pleasure because it gives you an insight to the day to day decisions.

VI. PUBLIC PARTICIPATION - LIMITED TO ITEMS OF DISCUSSION

Dr. Bonilla stated that we are opening up for public comment and questions with a reminder that it is limited to the items of discussion. We had three items: the Intermediate Program and Resources, the Library Program and the Learn from Home

Program. If you can raise your hand we can unmute you or share your comments into the chat box. No hands raised, no items in the chat box. No Public Participation.

VII. ADVISORY RECOMMENDATIONS FOR CONSIDERATION BY THE BOARD OF EDUCATION

None at this time.

VIII. NEXT MEETING - June 3, 2020

RECOMMENDATION: Motion was made by Mr. George Andrews to adjourn. Motion was seconded by Rebecca Bear and carried unanimously, 4-0.

IX. ADJOURNMENT