

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

June 3, 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 Rebecca Bear to approve the agenda for June 3, 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 George Andrews and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Rebecca Bear to approve the minutes from the May 6, 2020 meeting. Motion was seconded by George Andrews and carried unanimously, 4-0.

V. ITEMS FOR DISCUSSION

Mr. Moran started by thanking everyone for joining the meeting this evening. He also recognized and thanked the entire ESASD Community for a successful school year. Mr. Moran stated that although we were faced with many different challenges most recently, the pandemic and the school closure that the ESASD staff did a fantastic job in meeting the needs of our students and families and worked really hard to support each other throughout this time. Mr. Moran stated that today marks the first day without students, even though they have not had the ability to see them physically for the past two and a half months. He looks forward to the continued work of the ESASD team in planning for the next school year.

Dr. Bonilla also seconded those sentiments and thanked the administration and to her colleagues

on the school board for the support and the partnership and particularly that they have all ended the school year with such a tough climate in terms of what's happening in communities across the country and we've just been able to work together and I'm looking forward to doing more through the work of this committee so thank you all.

Mr. Moran thanked Dr. Bonilla for her words.

Mr. Moran went on to state that on the agenda we have the High School Level programs and resources and also wanted to provide the committee with an update on an item that is not on the agenda and that is the Library Programs. This item was discussed at the last meeting and the goal was to acquire quotes to bring back proposals to the committee regarding the replacement of furniture and materials in the library department. As of right now they are still working to receive those quotes. There were several different challenges in communicating with businesses at this time, some were closed or had reduced staff which caused the team not to have been able to acquire those quotes. So the goal is to continue working with companies over the next few weeks and to have that information to the committee at the next meeting.

With that said Mr. Moran stated that he will now turn it over to Mrs. Piperato where she's going to share this evening information about our high school programs and resources. The focus this month will be on the core programs and resources, next month we will focus on the electives and advanced placement courses.

- a. High School Level Program/Resources
 - i. Core Program/Resources Review

Mrs. Piperato mentioned that everyone should have in front of them the handouts that were provided. She went on to state that it looked like the other two that we have previously talked about. She stated that they were framing it with our five strategic objectives.

Mrs. Piperato stated that they were going to do the high school by grade, 9th, 10th, 11th and 12th will be discussed tonight and instead of days of instruction or minutes of instruction which they've talked about before, the high school world is really arranged around the credit system. So there's a certain amount of credits that the school board and school board policy says that students have to attain in order to graduate with an ESASD diploma and so she framed it that way so that it can be seen as to what a student would have to do. In a typical schedule a student has the ability to earn 8 credits per school year. There are two main ways to do this and different high schools around the nation have different ways of doing things. So you could offer a 41 to 45 minute class 180 days a year or a 82 to 90 minute class for 90 days a year either way those equate in hours to 180 days of

instruction that meets PDE's requirements and that's 1 credit. So for the most part you'll see in the High School Program of Studies that credits or classes are valued at either one credit or 0.5 credit and there are a few select ones that are at a .25 credit.

Ninth grade don't get a lot of choices, but they do have some variation due to the fact that some students as you heard last week can start Algebra I at an earlier rate. So if they start that in 8th grade, in math for 9th grade you have two options when you get to 9th grade. You can have either Algebra I or Algebra II. The majority of our students take Algebra I, those who have decided to take it already in middle school advance to Algebra II. It's the same format, you'll see the primary resources on the right are listed and those are the publishers and the names of the texts that we have for these classes. All of these classes are also offered at three different levels at an Applied level, at a College Prep level, and at a Honors level.

The different levels for most part do not have different textbooks and so that's why it wasn't differentiated on the document. In 9th grade you take one credit of Math and take one credit of English, one credit of Social Studies and it's World Civilizations in 9th grade and one credit of Science the course is General Science for everyone in 9th grade. We take a 0.5 credit of Health and Physical Education and that's usually divided in a .25 health and .25 Phys Ed and then you have the option of 3.5 electives. The Freshman year is different than all the other three years in that for whatever reason in the past we've dictated that one of those 3.5 credits needs to be either the Intro to Business Class or a World Language class. If you remember from Middle School you also have the option to start your year long World Language levels in Middle School. So some of our students choose World language I, French I, German I, Spanish I or they continue with a French and Spanish that they had in middle school to have a French II or a Spanish II. All of these classes are offered whole group sessions, so you'll see that they are marked as Tier I and for the most part that's what we offer for our 9th graders. So really they have a choice of 2.5 electives to choose from that are completely independent that they can do on their own.

Mrs. Piperato asked if there were any questions about the 9th grade.

Mrs. Piperato responded stating that if there were no questions, let's move on to 10th grade. Mrs. Piperato mentioned that 10th grade, like 9th grade, in which she

forgot to mention about 9th grade, is that in 9th and 10th grade the requirement for our students is to have a full schedule. So it is asked of them to please select 8 credits. We don't want them to have any study halls., because we want to be sure that if there are any issues with their credits early they have plenty of space in their schedule in 11th and 12th grades to recover any credits they may need in order to fulfill the 26 that they need for graduation. So you will see again 10th grade the 4 cores Math, English, Science and Social Studies. They are required to have a 1 credit for the year Social Studies is Government and Civics and then we have some choice in Science with Biology and Chemistry. Mrs. Piperato stated that she had to make one notation about Science. Science is different at the High School Level from a certification perspective, than any other subject. So in Social Studies I talk about my certifications and Social Studies they offer a general certification. I'm certified 7 to 12 and I can teach any class in the social studies field, I can teach Psychology, Sociology, Economics, World History, American History and Geography. All of those things I'm certified to teach as a Social Studies teacher. With Science, it is different, in Science the scientific subjects are so specific that they need certifications for the individual subjects within the Science realm. So if for example, we have an opening in Economics and I have Social Studies certification and I've never taught it before I can teach it. In science if I am a Biology certified teacher but there's an opening in Chemistry, I can't teach Chemistry unless I also have a Chemistry certification on top of that. So that's one thing that generally speaking isn't well-known about certifications and that really does impact staffing and scheduling. So I just wanted to bring that to your attention as we go through this there's some questions around Science that we have.

As you can see 3.5 electives are allowed and required of sophomores to take in their 10th grade year also there's no qualifications on that. They can take any of the electives that they want provided that there's room of course. As you go through an elective system what we often do in order to allow seniors to get their first choice is our Sapphire system like most Learning Management Systems allows a flag to say that if you're a senior and you're trying to get a certain elective seniors generally have first choice to get the electives that everybody wants with the provision that again within your four years if you really want it you will get it but you may have to wait some years because the demand is so high in certain of our courses. If you've been through High School you know that for example our family consumer science course of bon appétit they could take that every year. I get it. Again they absolutely get the chance to take it, but it may be that they have to wait till their senior year to get it sometimes depending on the demand.

Once we start to get to 11th grade that's when we have some opening choices for us particularly in Science, because Science is the only one of the four main courses that doesn't require four years. We at East Burg only require three years of Science, so once you hit that third year of your 11th grade year there are a number of scientific options for students to open them up to try to get the more interested in science and if they want to be able to take that fourth year of science. So in 11th grade you'll see we're at the either Algebra II or Pre-Calculus is generally speaking which students take English 11, US History is done in the 11th grade and then we get that menu of choices for our Sciences for our Juniors, depending on where they're headed and what they're doing, there are just a number of options that are good for them. So we have Biology II, Anatomy and Physiology, Environmental, Chemistry, Physics and Forensic Science and the menu is chosen on purpose. There are options in there for not only all levels of our students but at this point students will have started MCTI and so if they're in particular areas of interest in MCTI let's take Nursing for example. In Nursing clearly you need Biology, but many MCTI students also want to take Anatomy and Physiology. They know that if they are going into Nursing after this, they are going to need that A and P class they might as well take in High School. It's a lot of memorization you have to know every single bone in the body. 11th grade, that's what they have those menus of choices again, we have Physical Education this time instead of Health. We don't offer Health in 11th grade instead we offer Drivers Education and we make sure that all of our future drivers are safe on the road. Then again you have electives now this time you'll see it the range of electives is from 2 to 3.5 to fill the schedule at 8 credits per year you would need 3.5 but at this point Juniors don't have to if they don't want to. If for example now they're at the point where you'll see the super script the number two on English 11, US History, Biology, Chemistry these are this is a point in time where students if they really want to challenge themselves they can enter an AP level class. AP if you're familiar with it is a college level course where if you take the course and you pass the exam you can earn credit towards college before you leave high school. It's a really good program and many of our students avail themselves of those opportunities. You get to take those at these levels in lieu of the courses there are required. the reason that that's important is say I'm a student and I'm really trying to push myself I'm going to take 3 AP classes my 11th grade year I may want to then instead of having a full schedule of 8 classes give myself a study hall, because I know I'm gonna need that time in my daily schedule to really process the material that my teachers told me. I need that time to read, AP classes are intensive in reading. So there's that option in the

Junior year to not have to fill your schedule with 8 classes but instead to give yourself breathing room if you need it in order to make sure that you can accomplish all your goals. It's also a way for us to say to students maybe your first choice isn't an AP class, but we think if you push yourself you can do that and you may need that study hall to help you with it. We would rather see that and see a student familiarize themselves at the high school level with the workload of a college level class. so that when they get to college they're not surprised. So we have some students who are complete overachievers right and they take all APs and they fill their schedule which is great. Then the other students say I don't want to push myself but I know that if I saw my schedule my chances of success are as great and I just want to have that cushion for myself so that that is allowed in that 11th grade year.

Our 12th grade year and Junior year as you know is in a pretty intense year. It's the year that students start to really look at colleges, start to apply at colleges, the results of their junior year are often sent to colleges for that early admission requirement. There used to be more pressure if you remember the old PSSA's when you got to Junior year. You were tested on the PSSA's and all three subjects of Junior year were a bear for some students. Now the keystones allows them to take the test right after they finish the course and not wait till the 11th grade. So it alleviates some of that pressure for our Juniors. 12th grade and if you've done everything that you're supposed to do, the required courses that you have to take if you look at them I really only 3 and a ½. Again you don't have to take Science if you don't want to now, you're in that fourth year of Math you've got a bunch of different options for Math depending on which direction you're going. Obviously, if you're going to College, in North Hampton and ESU does this. Generally speaking they have two directions in Math. When you get to college you still have to take a college level math class, but if you're going in a Humanities direction then the Math class you take is different than if you were pursuing a math education degree or a science with math degree generally the math is much more difficult. So what we do at the high school level is at the Senior year we give them some choices, so if they already know I'm pursuing Humanities as a career I'm pursuing a Math related field then your school counselor will help you choose which one of these Math classes is best for you to get you ready for the kind of Math that you are going to have in College. English 12 is there, Global Citizenship is there. Which is interesting, we teach Global Citizenship from an American perspective. We use a US American History textbook to teach Global Citizenship. So that it has a different spin on how we develop that global awareness. Health and Physical Education still there, students can't get out of gym

class. Then your electives, again you don't have to take any electives if you don't want to, we encourage students to take advantage of their Senior year and really try to take advantage of the electives that they haven't been able to get so far by filling their schedule to 8 credits total. They have a choice of 4 and a 1/2 electives that they can choose and really have some fun their Senior year to get some more specific subjects that maybe they haven't had the advantage of getting before. You will see that we do give them a little incentive to not take 0 electives. We asked them that they have to schedule at least 5 credits in order to be eligible for Senior release and for academic awards. Our academic awards are going to Achievement Awards or students have done well in certain subjects and then our Senior releases is the "carrot that we dangle" that if you have a car and you have a study hall the last period of the day you were allowed to leave school early and go to your job early, go to internships early or go home and play video games. We encourage them to get a job. So the Senior release is a privilege and we accompany that with those 5 credit requirements to try to get them to really stay connected in their Senior year and take advantage of those electives able to get.

That is at a glance from a credit perspective 9 through 12, what students are required to take according to our School Board policy. We talked before about PA Code and not all of these things are required by PA Code, but by our School Board policy. These are the courses that students must take if they were going to graduate with an ESASD diploma. Two things at the very end of this document, before we talk about our integrated programs. That if you want to look at on your own and explore please feel free. There is a program of studies at the beginning of every subject section for the four main courses. We have a nice little chart that tells you if you're a ninth grader and you're in this level then you should take this your 10th grade that's your 11th grade that's your 12th grade year. So I didn't break it down by level up here for you but if you wanted to see what that looks like, then please feel free to look at those pages in our program of studies. For board members who received this handout the link is right in your handout and you can follow that.

Lastly, is the number of credits that we require here at ESASD, again per school board policy we require 26 credits, 17 of those credits or core credits what we call in the four main subjects. I'm in phys ed and health and then the elective credits and the breakdown is on the right and there are nine elective credits that you need to take in order to get the 26 credits that you need to graduate. I didn't add them all up but there you can take many more than nine credits of electives if you fill your schedule with eight credits every school year. Any questions about credits or

how they work with a 9 to 12 schedule ?

Mr. Andrews asked Why don't you offer trigonometry at the 11th grade?

Mrs. Bear responded that they can take it if they wanted too.

Mrs. Piperato stated that's a great question Mr. Andrews, if you go to that four year at a glance math chart that I talked about you'll see that if you are a honors student or you have there's a possibility that you can take trigonometry I didn't include all of the options here just because it would've made it a little bit busy, but yes.

Mrs. Bear stated that they can double up on whatever they want. She mentioned that her son's freshman year he doubled up on science so he's a year ahead. He doubled up with math this year some of his friends doubled up in their social studies.

Our school counselors are invaluable. It's really through them that our students navigate this whole system and get them ready for college.

Dr. Bonilla stated you talked about math and the options and choices of whether you're going to college, how do we advise students who are not going to college.

Mrs. Piperato stated that's a great question so we have at the first three classes there the Fundamentals of math, consumer math and essential math. Those are some of our more applied math classes where there are not necessarily intense in reading and prepping for that college level cognitive load but are more focused on what do you need in terms of application for a job, for a career, for work. So the type of reading is a little bit different in there and the workload it's not less but it's different.

Dr. Bonilla, I also have a question about how we are weaving in diversity and inclusion in all of these subject areas or specific subject areas.

Mrs. Piperato stated that from a traditional perspective, diversity and inclusion as those topics are woven in through our Social Studies curriculum. Our students have those four years and those topics are you know what you are doing US history, World history it doesn't matter. This is something that we are preparing to

be Global citizens we need to take on. So purposefully it's done in that Social Studies curriculum from a cultural perspective and making sure that our students feel included making sure that we're talking about some of those things. More of that happens in the culture that Mr. Catrillo and Mr. Brenneman set up in the building with some of our clubs. With the conversations that we have with our homeroom teachers and some of the times that we have set aside. Our unity days that we have at our secondary levels that brings students together and through our positives behavior programs. There are a lot of messages in there that are done not as one and done deals, right let's not say we had a one time assembly in February and we got that done but more very purposeful things during the year. The conversation I think needs to be continued. One of the things is that I think we deliver those programs very well. I think our teachers are very concerned about our students making sure that they fit in etc. I don't know if we've done as good a job at taking the temperature of how our students feel on a regular basis and then using their feedback to inform and drive some of our programs. We do that in pockets. I don't know that we have a systematic way of doing that and that's certainly something that we need to look at.

Dr. Bonilla stated, absolutely I am and I think the Board will be looking at some of that as well as we think about and go through what the School Board Association's guidance is. We've been kind of looking into some of that. Are we teaching our students history about different countries or ethnicities, different groups, what does that look like? Because I think as we consider where are their adaptations that we can make and should be considering societal issues that we need to prepare them to deal with. I'd like to understand that a little bit and I think although we're talking about high school this likely applies to some of our other levels as well our grade levels.

Mrs. Piperato stated that Dr. Bonilla is absolutely right so we do more about Ancient Civilizations at the middle level but that's where we begin that talk right in the middle level as a whole is understanding if you had to summarize the whole middle level, who am I, how am I different from you, how are you different from me and how do we fit together. The whole identity theme in middle school is taken up in all of her classes but in Social studies in particular we approach that through the teaching of World Civilizations. When we get to the High School that we do have again at 9th grade, World Civilizations, we do take a trip around the world. We talk about the origins of different countries, the origins of different belief systems, customs that are very different, we do that in Middle school too. Mrs. Piperato's father was a guest speaker when she was a principal in Middle

School, he had been to India for a three week trip and he came back and he was so gracious to talk to our students about this is what you are going to read in a book. Let me tell you what it was really like and it was really cool, our students were so welcoming. She thinks having those kinds of experiences and conversations she thinks that is what we need to do as a whole and what we're doing is trying to frame this in how do we do that systematically. So that any time there are issues like this we have agility as a system to stop what we're doing right and introduce these kinds of things. She thinks that what we need to be better at is having opportunities for continued conversation. What's going to bring us together? What's going to heal us? What's going to allow us to understand each other's perspectives is a key theme in Social Studies. Often when Mrs. Piperato enters a Social Studies classroom she saw an incredible job done by the teacher of really talking about these hard things and having some of these conversations. She thinks that where we need to get too is seeing our students engaged in these hard conversations with guidance and facilitation and making sure that we've built a community of learners and trust but that is work that we have to do. As you know as we've gone through these things you have been such a good audience at saying should we look at this and make sure this is better. Mr. Moran , Dr. Bradely and her after three years of being in this position.

Dr. Bonilla stated that she just wanted to say thank you to Mrs. Piperato for taking on that question, because it's not a question directed just to Mrs. Piperato it's a question for all of us so Dr. Bonilla asked it so that we're all continuing to think about it and would love to hear Dr. Riker's thoughts.

Dr. Riker stated that he appreciated the question as well and a piece that he would just want to look from another angle, because he thinks Mrs. Piperato has covered a nice piece of that. If you take a look at the screen that's out right now and if you look at those core credits required this committee would have a great opportunity to really dive deeper into those core credits required. There are only a few there that are actually required by the school code that was presented early on in the first couple meetings. So when you think about diversity and inclusion it also means how are our programs aligning with the interest that our students have. The general topics that you are seeing are the subject areas, but as a committee as a board and as an administration we can really define what are those Social Studies courses that we want to require all students to participate in. We can even build those, we design those courses, the school code does not limit us in what those courses look like, local control of the board. We want to design a course for all students at East Stroudsburg. We have these opportunities, and that is now be a

required course for all students at East Stroudsburg and at the same time you have great flexibility in that all those numbers you see there in the example, English is the only subject that the school code requires 4 credits in, it doesn't require 4 credits in Math, Science or Social Studies. Best for you as a committee and Board in collaboration with the administration to really look into that and see how well our courses and our required courses really meet the needs of our students perspectives.

Dr. Bonilla stated one of the things that I wrote on my paper is the realization that we have to be matching up with what our students are learning to what is happening in the real world and that's part of life skills that we talk about preparing our students and making sure they have these life skills and we send them out into the world prepared. I love choice because part of engaging us is really that "Voice and Choice" and so we definitely want to tackle some of those conversations in this committee.

Mrs. Bear mentioned that from her experiences with her children being in school the teacher did a really good job and the same thing with Drew when they were in the classroom for Current World events. Got another class which is similar to where they have what's going on in the world not just here in the United States. It ends with China bringing COVID to America. It got kind of heated. The kids love him because he just creates that very warm environment and I think that is the teacher that now.

Dr. Bonilla, I was thinking it depends on the teacher who's in the classroom, I think the comfortability level is one of the things. I'd like if there's a course that we have the right person who is prepared with the expertise able to do that we can do that we know that it's important to create a safe space and so that's what I hear you saying that some of our teachers have done that and to be honest we should be allowing our students to dig into conversations about race and ethnicity about religious differences because if we don't have young people that are comfortable having those uncomfortable discussions grow to be adults that are not comfortable. I love hearing that so I will give it back to you to finish the section.

Mrs Piperato, added when she was a teacher the District asked her to write a course they told me it was for honors kids and I said no. I said can I push back just for a minute because you didn't give that survey to just honors kids. They agreed with me, administration was very supportive and I wrote a course called

cultural diversity and conflict resolution and I got to teach that to seniors all levels of seniors. But you know those conversations and having kids find their voice and then find the language that they need to really feel like they can express themselves and while they're still listening to others. We have the teachers in our district to be able to do that and I'm looking forward to that conversation to pursue that.

Integrated programs as you know we talked about this in our others also these are programs not extracurriculars these are things that are done during the day as support services to our students. Again we've organized them according to the Tiers of intervention Tier 1, Tier 2 and Tier 3 and so you'll see that we have in addition to our Emotional Support and Special Education classes which are in the subjects that we just treated. We also have resource rooms available for them. There are resource rooms that they can go to and get specialized help during certain times of the day.

We have our library. The library is a little different at the High School level in that especially 9th and 10th grade year the students can access that if the teacher goes to the library otherwise students have their lunchtime or during homeroom or after school that they can access the library. So that's something that we're looking at to make sure that we can get access to everybody. Smart Features you've heard about before that's our College and Career Readiness that we just started to implement. Our Gifted Program for students who need enrichment and want to push themselves or individual counseling with your wonderful school counselors Mr. Reichl you're representing tonight thank you for being with us.

Our SAP groups, referral services to help families connect with our outside service to help families connect with outside resources. Dental programs or Physical programs. Our School Counseling. EL is our English language program so making sure that our students whose first language is not English are provided with other classes. Our safe room which is a social emotional place where students who are exhibiting anxiety they know that they can go to our counseling office is always been that place but we've had to put some other supports into place because the need of our students is increasing and so we're trying to adjust and make sure that they have what they need during the day. And then of course our MCTI program where we are able to provide our students with hands-on trades training on a number of different shops and I didn't list them here if you want me to on the next report I'm happy to do that for you so that you can see different career centers have different trades that they offer.

Dr. Bonilla thanked Mrs. Piperato about always being positive in what she is sharing. Want to hear from you Mr. Reich land I think this is the perfect opportunity considering that you got a shout out in the section. I'll unmute you and we really appreciate your time and for joining us because we want to engage more of our educators in our community and different stakeholders.

Mr. Reichl mentioned in addition to being a School Counselor in the district he also has young students attending school with the district and enjoys working for the district.

How do we prepare the kids more that aren't college bound, so the college prep and the honors kids kind of already know what factor on and apply kids at maybe don't necessarily know what direction. As Mrs. Piperato had said the district has purchased Smart Features which I think is a great tool and that it is something that helps students and it has different lessons intriguing if interested in that so I think that's a good program. That starts at the elementary level all the way up to the High School level. Nice because maybe a student and I've had kids who don't like to listen in a classroom or they have to listen to a lecture so they're more hands-on learners perhaps they don't get into an MCTI program because it's limited on the number of seats so you know you could map out there wood construction with that repair maybe someone likes to go more into the Science with her taking some Bon appétit ,Child Development so there's that in the program is really a nice tool for educator teachers for teachers the students the parents.

One of the things Mrs. Bear mentioned our Current World Class, it is an awesome class because they talk about those topics in a comforting setting so that kids feel comfortable talking about it. Also we started offering gender study so that's another elective class in the English department that you're offering. Tying into the diversity at the High School level is the social emotional piece and I think that that is a huge piece I think that a lot of our students struggle with different issues whether that be and I know for example so a lot of my virtual is I'm just checking up a lot of our staff actually reach out and you know we wrote all of our seniors letters and I got a phone call from one of the kids I wrote a letter and he was like shocked that I actually wrote him so I think it's kind of that human connection and kind of just dealing with the social emotional. Everybody has a mental health so I don't think I think it's kind of having our teachers assess the mental health of their students and recognizing that maybe you know Johnny has his head down today,

may say hey is everything OK and healing and comforting and I think I did also mention we do offer the one thing I do like about out of clubs which is their motto is "I Got your back" so it's kind of like kids looking out for other kids kind of like a peer mentoring program work you know it's things like that I think that by us addressing the social emotional needs of our students is going to by nature increase the academic performance of it.

Dr. Bonilla, thank you so much that was wonderful from your educators perspective and also as a parent I am and I love that we are addressing mental health because that is also a critical component of helping our students develop and I think you're right so much of these topics is about dispelling myths and stigma and just breaking through some of those stereotypes. But if we're not having the discussions from a deeper levels then we're not I think we're not preparing our students as well as as we can to navigate real life issues so that was a great perspective that you shared. I said we want to engage more educators and various stakeholders and if you represent we welcome you.

Dr. Riker, the only other piece I want to add is for those students that are pursuing post secondary education, in addition into the workforce, or even the Military. I think we have a great opportunity to have our students go to our local Community College and East Stroudsburg University for dual enrollment classes. And for those students, the amount of credits that they can earn, it saves our families a whole lot of money. I seen it with my own child so it's a great opportunity that Indiana also saves our families and and again if we look at our program of studies and we look at our course requirements and we look at how can we give students expand and a broader opportunity to access those types of programs outside of our schools and have internship opportunities and really get those experiences we have to look at our program requirements and we need to look at if we have any interest in going that direction how we're going to free up the time for students to be able to get those experiences.

Mrs. Bear asked does the student pay for the dual enrollment or is that included in their curriculum here?

Dr. Riker responded that there is a fee there is a cost and that of course is not always easy for families to absorb. Work to get access to a post secondary educational opportunity is far far less and even yes you may transfer to so many different colleges and universities. The fee, obviously that's a whole other

conversation of is there a way we can support families in those and helping with those please access some grants or some donations or the education foundation. Ways to provide some assistance for families that would want to

Mrs. Bear asked if the students can apply for Financial Aid early.

Mrs. Piperato stated that she just wanted to jump in really quick. I learned something last year that I didn't know when I brought it up to Mr. Rivera when I talk to him he didn't have an answer for me. While our community college system in Pennsylvania is one of the best community college systems and I have taken some community college courses, they're good courses. What we're not good at in Pennsylvania is funding that financial aid for our community colleges we're near the bottom of the 50 states in terms of the kind of financial aid that state that states can really do for that so I think really telling kids about the opportunity yes there's a cost but if we can help them cover that cost in high school it's much less than when they

Dr. Bonilla mentioned that it is a great idea maybe families can break up that college cost in small payments. Grants and other opportunities donations is important because there are people that want to help fund education and so we have to figure out how to bring some of those dollars to our community and when I say we I mean all of us and in partnership I don't mean to put that kind of figuring out I'm definitely committed to that. I think this is really important to putting our students on that path to higher education and we have to do that more in order to become a competitive district where students want to stay in our schools versus going elsewhere but then also just to be more attractive in other ways as well.

Dr. Bonallia mentioned that Mr. Reichl needs to be careful what he says cause we're gonna be signing up over here but we we need to be able to transfer that knowledge that someone as yourself has to the families right and so yes documents are important but also a series of open houses and informational sessions where we can walk people through and just really break down what does this mean what does it look like for you.

Mrs. Bear mentioned that she thinks that something we need to really jump in on is yes we have all these wonderful things but does everybody know we have all as a community as a board as educators to get the message out to the community so

they can benefit.

Dr. Bonilla stated across all levels of the district we can always work on the communication and being creative about it so it's not that families don't want to be engaged but they don't have to know the information right as you're mentioning but also the realization that over in the North High school area we have so many people that commute and they're not home for long hours. So we just have to be really creative about how we approach our communication strategy and that's also as you said Rebecca an area that we're gonna be tackling in this committee in the coming months as we work on that and that's why we need the partnership of Mr. Reichl and others that are doing good work and have ideas and they're also parents investing in various ways of the District.

Dr. Bonilla thanked everyone for their comment and will differently have more discussions and will involve more stakeholders along the way.

Mr. Moran thanked Mrs. Piperato for providing a comprehensive review of our Core Programs at the High School level. We look forward to hearing more about the electives next time as well as the advanced placement courses. Thank you to the Committee Members for engaging us as educators and also those attending this committee meeting.

VI. PUBLIC PARTICIPATION - LIMITED TO ITEMS OF DISCUSSION

None at this time.

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 Ms. Debbie Kulick and carried unanimously, 4-0.

IX. ADJOURNMENT