

EAST STROUDSBURG AREA SCHOOL DISTRICT
EDUCATION PROGRAMS & RESOURCES COMMITTEE MEETING
AUGUST 5, 2020 -- 7:00 P.M.
VIDEO CONFERENCE (ZOOM)
MINUTES

- I. **The Chairperson**, Dr. 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 Debra Wisotsky called for the roll.
- II. **Board Committee Members Present:** George Andrews, Rebecca Bear, Dr. Damary Bonilla and Debbie Kulick.
- III. **Other Board Members Present:** Larry Dymond and Richard Schlameuss
- IV. **School Personnel Present:** Stacie Ammerman, Brian Baddick, Terrence Bomar, Tabitha Bradley, Marialena Casciotta, Michael Catrillo, Jennifer Fuller, Miriam Giove, Linda Gittens, Alisa Keiper, Trenee Lurry, Jennifer Marmo, Anthony Massa, Ryan Moran, Mary Olszewski, Heather Piperato, Amy Polmounter, William Riker, Jennifer Smith, William Vitulli, Mary Winkler and Debra Wisotsky
- V. **Members of the Public Present:** Amy Davis, Kimberly DeBlasio, Michelle Hiller, Maria Hopkins, Curtis Kuhl, Jeanette Orlando, Keleisha Phillip-Stringer, David Piperato, Melissa Possinger, Sue Randall, Elsie Ruiz, Darryl Sabino, Savietta Sharma and Corey Stokes
- VI. **APPROVAL OF AGENDA AND MINUTES**

Dr. Bonilla requested that the committee make a motion to add two additional items to the agenda. The first is a presentation by Terrence Bomar, Assistant Principal at HS South and Trenee Lurry, Teacher at HS North, on Diversity, Equity & Inclusion. The second is a proposal by Anthony Massa, Social Studies Teacher at HS North, for an African American History Course.

RECOMMENDATION: Motion was made by Rebecca Bear to add the Diversity, Equity & Inclusion presentation to the agenda for August 5, 2020. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Rebecca Bear to add the proposal of an African American History Course to the agenda for August 5, 2020. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Rebecca Bear to approve the revised agenda for August 5, 2020, including the additional items for discussion on Diversity, Equity & Inclusion and African American History and to take further action in the best interest of the District. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Debbie Kulick to approve the minutes from the July 1, 2020 meeting (pages 1-10). Motion was seconded by Rebecca Bear and carried unanimously, 4-0.

VII. ITEMS FOR DISCUSSION

- a. Multi-Tiered System of Supports (MTSS)—Ryan Moran thanked everyone for their participation in the meeting and introduced the MTSS Team.
 - i. Program Overview/Pilot Results—Mike Catrillo, Amy Polmounter, Dr. Mary Olszewski and Jennifer Fuller presented a PowerPoint (see attached) on the MTSS pilot program at HS South.

Dr. Olszewski, Director of Pupil Services for the secondary level, explained for those not familiar that MTSS is an evidenced-based model of schooling that uses data-based problem solving to integrate academic and behavioral instruction and intervention. It is delivered to students in varying intensities or what we call multiple tiers based on student need. The main purpose of MTSS is student achievement. The various tiers organize resources to make educational support available in direct proportion to student need. Tier 1 is universal and provided to all students. An example of this behaviorally would be the SWPBS, academically it would be our video lessons and mini morning meetings. At Tier 2 we deal with students with risk factors. An example of this behaviorally would be our Check In/Check Out Program, academically it would be a math lab or individual tutoring. Tier 3 is reserved for the students who are at most risk an example of this would be individual counseling or a referral to Special Education or testing by the School Psychologist. With these three tiers, we are targeting all students' needs.

Mr. Catrillo, HS South Principal, explained what brought our journey here, requesting an MTSS Coordinator for our program. Our goal here is to increase services academically, socially along with mental health services for our students. In May 2019, we entered a phase of ATSI school improvement and had to develop a plan so we decided it would be through a leadership team of our staff members based on the needs we had in our school, positive behavior support and parent involvement. We realized we had so many services; however, the services happened in isolation. There was nothing bringing those services together or no one coordinating those services. We decided to build an MTSS team here at South HS. The summer and fall of 2019, was spent doing research, reading and phone calls to other schools. What we discovered is that while MTSS was fairly common in elementary, there were not many high schools with MTSS programs. We realized we were embarking on something unique which energized and excited us, because we had something that has a chance to forge new ground in this area. The MTSS team spent some time at PATTAN, our training center in Harrisburg, and began work on taking all those systems of support that we had and leveling them out in those various tiers. WE figured out how to organize those services in a better way for all of our students. It we don't put them under an umbrella and give a way for students to move between the tiers, rather than stay on a certain tier for their entire career, they should

be able to move back and forth and that is where our pilot program came in. We were able to work over the summer and fall to develop a mini-pilot program because we did not have a coordinator, so what we decided to do as a team was take on the role of the coordinator with one or two students to see how this would work and what exactly an MTSS Coordinator would do. We collected a lot of info and created a month-by-month job description and are proud of what we created. Of course, then March 13th happened and school closed. We were able to continue the MTSS online when we went into our Learn from Home (LFH) program. I think we did a decent job and I have to brag that we submitted our program to the IU where we won last spring an Excellence in Education Award for the MTSS program and the systems of support that we developed. Mr. Catrillo next introduced Amy Polmounter who explained how the data was analyzed from the program to identify students who were at risk. (Please see Slide 7 entitled "2020 Spring MTSS Pilot")

Ms. Polmounter shared the criteria using Quarter 1 and 2 for academics--when failing 2 or more classes; attendance--for excused, with 10+ doctor or parent notes and unexcused, with 6+ or more days; along with any discipline--demerits of 25+. What were the reasons keeping students out of the classroom and from being high-achieving? At Level II we already have supports in place when a student is reported by their teacher to guidance for intervention to help improve a student's grades and we get the parents involved. For attendance, we have our Dean of Students that meets with the student, parents, and gets the SAP Team involved to see if there are any underlying issues that are keeping the student from coming to school. Discipline has an intervention with our SAP team once a student hits 15 demerits. We need the coordinator to analyze the data to see which students have two or more of the components and sometimes all three components which are our top 5% of students who really need someone to take control of their academics while providing as many supports as we can as a district so they can achieve or exceed proficiency. We weeded out the special education students who already had their case managers and supports in place, so for the pilot, we focused on 9th and 10th grade. We identified 18 students that had two of the three components. Each administrator took a student to be the coordinator for. Three students were chosen to implement a whole child approach and 15 students were assigned to our check in/check out program. We then coordinated with parents and teachers that the students have relationships with, that they confide with, work with, and trust to move to the next level of academic success. Our Sapphire system produces detailed reports that assist us in analyzing the data and produces all of the Tier 3 Data Collection items and parent communications listed on Slide 8.

Ms. Polmounter next shared two success stories for "Jada" Slides 9 and 10 and "Justin" Slides 11 and 12 who participated in the whole child study with the administrators serving as a coordinator for services to these two students.

They next focused on incoming freshman and partnered with JTL to identify the student who were in need of the most help to start them off with a fresh slate at the high

school. They identified 8 students at high risk for Tier 3, 17 students at moderate risk for Tier 2 and 22 students at low risk for Tier 1/Tier II interventions.

- ii. Teacher on Special Assignment Position Request—Mike Catrillo talked about the role of the coordinator position to ensure that the district resources reach the appropriate students at the appropriate levels in order to accelerate the performance of ALL students to achieve and/or exceed proficiency. Mr. Catrillo asked that the committee consider this new position for a Teacher on Special Assignment (TOSA) to assume this role. Mr. Catrillo shared a month-by-month analysis of what the coordinator would do and outlined what this person would do and what we can expect. The team would also like to come back to the committee to provide quarterly data on how this program is going.

Jennifer Fuller shared that we were one of six districts in Eastern PA chosen to participate in this cohort and received an MTSS grant for the secondary MTSS Series for Lehman and North for partnerships, practices and outcomes. They each received \$10,000 for the early warning system, substitute coverage for staff and evidenced-based practices in SEL/Behavior, ELA or Math. The goal is for the 8th/9th grade teams to work together to identify those students most at risk. The grant also provides six trainings through PATTAN and virtual/on-site assistance, an IU consultant, as well as additional resources.

Dr. Riker thanked both teams and shared that trauma-informed training has been conducted in the district and MTSS is another component. The position would be more of a coaching position as opposed to a coordinator, which is just semantics. We will come back to the committee after the year to see if this is something to continue and perhaps consider for implementation in additional buildings. Mr. Moran also thanked both teams and stated it came out of their school improvement plans not just to meet compliance but they chose to also look at changing the culture in the buildings that there is shared leadership among the building administrators and staff, both support and professional, focusing on how to restructure the support system for all of our students. He also stated that we do have a reduction in a position that was still budgeted and this position would just replace that and not be an addition to the budget. The current position is for HS South at this time. Other buildings will take on these responsibilities from within for now; however, we may look to expand this program moving forward.

b. East Stroudsburg Area Cyber Academy (ESASCA)

- i. 2020-2021 SY Programs Overview—William Vitulli presented a PowerPoint (see attached) on the history of the 11 year ESASCA program, the expansion of the program over the years, including the addition of an elementary program this past year, and the plan for the coming year. The original platform was through VLN which became problematic, non-responsive and cost \$5,000 per student. As procedure and processes were put in place and it was given more of the attention that it needed, enrollment

increased and we renegotiated the terms mid-contract and began to look for another vendor. Dr. Vitulli explained that blended learning is a combination of online and face-to-face learning, the reasons why students choose to attend cyber, why students fail in cyber which then helps us to make a better program. He described the structure of the program and cyber coaches who are basically case managers that work together with the student and family to guide them through the process, district content teachers for instruction and we hope to have math tutors in the future. We have online resources and assistance called "concept coaches" through Edgenuity as well as district resources. Last year, we served over 500 students and ended the year with 445 students, 75% were regular ed and 25% special ed, 350 were full-time students/100 part-time and we provided over 5,000 individual courses from fundamental to AP, with 5 cyber coaches and 41 facilitators (subject specific certified). We had an 85% passing rate in core courses, 98% two-year average graduating rate, and 69 seniors graduated last year. Dr. Vitulli described why the ESACA program is successful with the help of district leadership and Board of Education. We have an extensive orientation process to cover every aspect of the program and immediate feedback on how students are doing every day. It is a quality LMS that provides an asynchronous learning platform with rigorous courses which allows for flexible design of content, format, and remediation. Our cyber staff is amazing at working with the students and families. The location being separate from everything else is a great part of our success. Certain students are not a well fit for the program and we can't let it go on too long, so we sometimes return them to brick and mortar. Dr. Vitulli shared a slide with the cost of the program from 18/19 and 19/20 which amounted to a little over a million. Average membership is about 290 students per year at a cost of \$3,572.68 per student. The average cost to go to an outside cyber charter using the 75/25 split turns out to be \$19,100 but can vary by student from \$14,000-\$28,000. We had a soft opening of 10 elementary students this past year and have had a lot of opportunities to explore options to blend. Dr. Vitulli discussed what is next for ESASCA. Last year's program had part-time teachers providing district content. I am hopeful that based on enrollment, there will be an opportunity for dedicated full-time content teachers to provide live learning sessions for core courses to supplement the content of our LMS program and dig deep into what they have to offer. So I am truly hopeful for this year and this has been our vision all along. Instruction models will accommodate whole group, small group and individual instruction. Parent meetings will be available and we will address social/emotional concerns with a 9am start to classes to ensure greater attendance. Attendance at the blended building is not required this year and we will push for more virtual meetings due to Covid. The building will be open for those who have a need and we have expanded the space even further. There will be a sign-up process to manage attendance so not too many students are there at one time. Current enrollment as of August 3rd for 2020-2021 is 1,400 and is increasing daily due to the pandemic, with 500 + high school, approximately 400 at the intermediate and 500 at the elementary level. Ms. Bear asked how are the pass rates for cyber students for PSSA's vs. our brick and mortar students. Dr. Vitulli responded that he would need to do an analysis of that data, go back and dig it out; however, he did not have that information at this time. He stressed that family engagement, outreach and building

student relationships are a key component to the program for keeping students on track.

Mr. Moran shared that Dr. Vitulli has done a tremendous job enhancing the district cyber program and achieving the success with which they have. The blended program has come out of the need to provide additional services to students who might be struggling. The next step is ensuring that we have full-time dedicated core content teachers assigned specifically to the cyber academy. Mr. Moran discussed a huge increase in the cyber academy for the upcoming school year due to health and safety concerns. We understand this may not be families' first choice but having dedicated teachers, teaching live lessons in addition to Edgenuity and all the additional supports (structural, emotional and social) will help alleviate some of their concerns. Mr. Moran also highlighted the cost savings to the district. If we had to send the currently enrolled 1,400 students to an outside cyber charter school at a cost of approximately \$19,000 per student that would run \$26 million which would not be sustainable with our budget.

- c. 2020-2021 Instruction Program Options Review—Mr. Moran described the upcoming school year's instructional model (see attached PowerPoint) which focuses on the health and safety of the students and staff. The district developed a model that allows for flexibility. The district will open with a hybrid schedule and this presentation highlights Groups A (last names A-L) and B (last names M-Z) which combines both an in-person and a remote learning option (two days in-person and three days remote from home) and what that day will actually look like. It was imperative that we start with Best Practices for Teaching Online and is endorsed by the PA Council for Teachers. We understand the importance of instructor presence and the connections that our teachers make with students and how they connect with each other on a regular basis. It is important that we break learning into smaller chunks when working online because we know the actual screentime recommendation is 4-5 hours per day and we don't want students in front of their computer for the entire day. They will be able to work collaboratively and independently throughout the day. The other feedback we received is how do we ensure that the students have a schedule to follow as compared to the end of last year's LFH program. Students on days when learning remotely from home, will be expected to log in for class at the same time as those students who are physically in the classroom on their in-person days. We will engage students so they have an opportunity to collaborate with teachers and students for connections throughout the day. We will have synchronous and asynchronous instruction with an emphasis on collaborative feedback with Google Classroom as the leading platform or HUB to access content and resources. Synchronous students will be engaged in learning at the same time in real time through Google Meet video conferencing, live chats. Asynchronous is self-study outside of constraints with access any time and place with communication through email, posting in discussion forums or watching pre-recorded lessons.

Dr. Tabitha Bradley shared the Elementary level instructional plan for both at-home and remote learning. Based on the success of our summer program, we have embedded morning, mid-day and afternoon check-ins this year. This year, we developed a 5-day learning cycle rather than week and for those students A-L, that begins on Monday where they are in person with their

teacher 2 days and 3 days remote learning from home which will still include collaborative work with their teachers and peers remotely. The students M-Z Group B will be coming in on Thursday for the first day of their learning cycle, they will get their initial framework during those two days and days 3, 4, 5 will be Monday, Tuesday and Wednesday. Each groups starts with the morning meeting with the teacher (either in-person or remotely). Dr. Bradley described what a core class might look like using Google shared documents, shared reading or independent reading/reflecting for ELA, Math, Science and Social Studies. Specials will also be offered to students in the classroom, outdoors, as well as utilizing resources at home from specials/activities menu. Academic Counseling and emotional intervention and enrichment support will be offered as well. The end of the day will have an in-person read aloud and whole group check-in.

Mrs. Piperato shared a sample of what a day at the secondary level model might look like incorporating best practices for online learning highlighting two sample social studies classes. Instead of doing a lesson on Monday and Tuesday and repeating that lesson on Thursday and Friday like at the elementary level, our teachers are going to move ahead with content with both groups at the same time. As a teacher, I could have 10 students in front of me and 10 students on a monitor at the beginning of every day with remote students signing in through Google Meet. They all start together at the beginning of every period during those four days. We encourage parents to continue with the learning routine on Wednesdays following the same schedule without the teacher present. We start with an At-the-bell prompt or check-in question in Google Classroom for in-person students while remote students complete the same response from home. The students in class can discuss while students online answer and respond to their peers and we still have a collaboration of ideas with our check-in question. For the content, at home students will watch a YouTube video, I will ask them to please mute your screens and watch it twice and take notes in Google Docs while I give a lecture to the 10 students in front of me and then we are going to switch. Please return back in 10-15 minutes. For the students in front of me I then tell them to put on their headphones and go to Google Classroom to watch that video while I discuss it with my remote learners. We come back together at the end of the class and I make sure they have their activity sheet and explain to both what I'd like them to do for homework. I collect work from my physical students and remote students submit their work through Google Classroom. I also explain what I want them to do on Wednesday when all are at home. I have office hours on Wednesday mornings for anyone who needs. For example, on Thursdays, we can do a check-in formative quiz or assessments. Not all will be graded but the students need to complete them so that we can assess their understanding of lessons. Professional Development will occur on Wednesdays to assist teachers with the technology and we have front-loaded professional development the week before school starts to get teachers up to speed. A list of our computer savvy teachers will also be serving as mentors to assist their peers. We encourage teachers to speak up who feel they need additional support. Google Classroom will be standardized across the district to look the same at each level to assist parents. We worked with forty of our 6th-12th grade teachers along with our tech coaches who have developed an online sample format for teachers to use. We have shortened our school day to provide the chunking of assignments that we talked about in best practices and to provide for office hours for those students at home who need to access the teacher individually

to ask questions and a time for emotional and social learning. We've reduced the curriculum to the essential skills so we don't overwhelm students with activities online that they won't be able to handle in a four to five-hour day. Google Classroom also allows students to see all of their assignments for each class on the left side of the screen and parents can then access this information as well. Mr. Moran added that that collaboration time and uninterrupted planning time with each department across the district on Wednesdays is essential to making this work. Mr. Andrews and Ms. Kulick requested that an actual sample of Google Classroom be presented to families at the next School Board meeting. Mr. Moran added that Google Classroom houses all the resources and assignments while Google Docs has the shared document. Google Meet is where you have the video conferencing or Zoom is where you typically have the face-to-face interaction. Google Classroom houses the content, tools and resources and then you have to click on a link to get to a Google Meet or Zoom.

Mr. Baddick shared information on Group C which is the supplemental and full-time IEP students who have a one-on-one or need more educational support. During March and June with our Learn from Home plan as far as special education, we had a little flexibility in our FAPE requirement but we didn't have a whole lot of options. With reentry on August 31st, we don't have whole lot of flexibility with FAPE but we do have a lot of options now. Based on feedback Group C is coming in 5 out of 5 days. This is not only our district students but working with our IU and students from other districts in our county where the IU has classrooms are housed in our district buildings. Our typical Wednesday will have IEP students engaged with special education teachers, some specials and gen ed teachers in fine activities, smart future activities, related services, occupation therapy, physical therapy, speech, progress monitoring, IEP meetings, mandated SAP meetings, social and emotional learning, trauma-informed activities, the zones, Mind-up activities, student centered themed projects. We need to determine compensatory education activities if students are eligible which may also need to take place during that time. School-wide positive and lifeskills activities, so we are looking to use that time for a lot of different activities at the elementary level. It might be similar at the high school level mixed with some work-based learning skills as we are not going to have students going out to work into the community as we have done in the past, so we have to be a little creative. We understand that virtual all online is not made for special ed students. Being that these students are in all 5 days, we are going to utilize more of our paras too and it may include synchronous and asynchronous learning. The high school differs when you look at the social/emotional and therapeutic components there are different time periods built in the day with our new social workers and we have added some mental health workers this year, we expanded the trauma and SDL for all our special ed students. We partnered with the IU for those programs and that staff so they will be in our buildings 5 out of 5 days at both the elementary and secondary buildings.

Mrs. Piperato stated we have two aims social emotional and online habits of students to work with the tools they have. We met with a team of people today to find out what are our end goals. Our hope for K-12 for the first week of school is that our students leave saying I Feel Safe, I am Heard, I am Connected. If we can do that then they will come back that next week of school ready to learn.

- d. Communications Facilitator—Dr. Riker thanked everyone for their hard work and efforts in preparing for our students to return safely to school for the upcoming school year. Know that staff training and professional development is extremely important. This year, we have a brand new approach to education that has never been taken on to this degree. No teacher is completely prepared, nor administrator or family. We are trying to make it as perfect and the best it can be for our families and I am so proud to be part of this team. Dr. Riker shared a contracted services proposal with the committee for consideration after being asked to look into how we as a district improve our internal as well as external communications. The direction was to have a facilitator from outside the district conduct some group discussions and conduct surveys of our stakeholders in a 9-step approach to move that conversation forward. I'm not sure if the Board will entertain additional proposals, so I don't want to disclose the information for others that might want to do the same thing. This person has an extensive background in communications. The full Board will need to approve that contract by moving this forward or if the committee chooses to go in a different direction, that is fine as well. Mr. Andrews liked what the proposal had to offer; however, he disagreed that this proposal was part of the Education Committee's responsibility as it was a goal of the district and that it rested with the entire Board. The others felt it was indeed a process of the Education Committee to work on communication in the district on how to engage the community and its stakeholders.

- e. Diversity, Equity & Inclusion—Terrence Bomar, AP at HS South, spoke about partnering with Dr. Beth Sockman, Director of Secondary Professional Ed at ESU, on looking to increase the recruitment of teachers of color to our district. That avenue is one piece of the pie when talking diversity and inclusion. The others include curriculum, human resources and the hiring process, clubs/events/activities, diversity training, and special ed SEL. Mr. Bomar shared a document (attached) entitled Culture & Diversity Initiative Coalition "W.E. T.E.A.C.H."

W. Winning or Wanting?

- E. Equity
- T. Through
- E. Education
- A. And
- C. Creating
- H. History

The committee also is partnering with Erin Dreisbach, Shae Jones, Carol Deane-Gardner, Deatrice Lowe, and Jody Bohrman who all have the same passion for diversity and inclusion. When Shae and Erin were working on the trauma-informed, we found it's hard to drive that when looking at the population backgrounds and cultures of our students. How do we say I know where you're coming from without really experiencing it or understanding where the students are actually coming from?

Trenee Lurry spoke about the purpose, which is to be united and see true representation of diversity in our schools, in our staff, in our curriculum, reflected in our hiring practices, mission

and our vision. Our purpose is multi-faceted and multi-dimensional in cultural competency, which is where I am working right now in terms of training in the district. It is of great importance because of the population of the students that we teach and our population does not see themselves represented in their teachers. Students can go through their entire career in the district and never have an African-American or Hispanic teacher. Seeing someone of color, shows students that there are people of professional caliber that they can aspire to be and they might not see those things in their homes or in their community. In my administrative internship, I was able to see those things through an administrative standpoint. It ignited a passion in me of wanting to see our district get to the place I know we need to be. Teachers care and want to do more but just don't have the tools to do it. We want to look at our mission and our vision, all of those things need to be evaluated so that they are not mere words; but, are we going to be able to do those things we say we are going to do. We have to remember to look into the past to see the things we had to go through to get where we are. We want to be change agents, we want to see change happen and it is possible for us to do that. I have found in conversations from my trainings of administrators and staff are not necessarily things that people want to talk about but we were able to and I believe this will carry into this school year and beyond. Our curriculum needs to include African-American or Hispanic authors or even women for that matter. The purpose is a very large undertaking but we are willing to partner with the stakeholders to get this work done. There are things we need to do to make this inclusive to everyone. Everyone needs to be supported and learn about one another to truly move forward.

Mr. Bomar stated that they are meeting and receiving feedback from administration on where we want to see this go. We set up sub-committees for clubs and activities such as the NAACP Youth Club at South and a Multi-Cultural Club at North and LGBTQ Clubs. We need to promote, make them active and celebrate those clubs. All those things that make our kids different but special at the same time. We need to have Black History month district-wide and not in just one building. The training committee is headed by Trenee working with admin, teachers and at the new teacher induction. We'd like to have a guidance counselor liaison from North and South to partner with Dr. Sockman at ESU and Northampton through our dual enrollment programs and through two of our universities in our State which are Lincoln and Cheney University as we look at getting more teachers of color in our district, not necessarily by looking out of State for teachers but looking at investing in those children in our district and creating a platform for them who have more of a connection to why they would want to be teachers here and stay. We also have a special ed committee that deals with SEL. A lot of children of color need special ed and have traumatic issues. How are we equipped for handling our kids? For curriculum, we nominated Dr. Bonilla to head.

Dr. Bonilla noted that this is not new work that just came out of the race relations issues that are occurring in the country. They have been working on this for quite some time based on their experiences of living in the community. We wanted to engage others and let the community hear about this so we can start triggering further connections. I know we are headed in the right direction and that you have scaled back to focus on this district to make sure it is a replicable model. If anyone is interested, please feel free to contact Mr. Bomar and Ms. Lurry.

Mr. Andrews stated that he had just one comment. We don't have many blacks teaching in the district and I agree with that; however, that is going to be a union issue and an H/R issue. If teachers have tenure, there is no way you are going to get rid of a white teacher for a black teacher if he has tenure. That is going to be a very slow process to make things change. That's my only comment.

Dr. Bonilla stated that slow and steady wins the race and this is not about overnight change but is about a systemic, organizational and cultural change and it is not about replacing a white teacher with a black teacher. It is about creating a pipeline which will actually help us retain students from our own community that will want to stay here and be part of the educational institutions in the area and be part of our district as staff, as teachers and educators. I will note that we will also have diversity training for our Board to be able to have some of these discussions. Yes, the union issue is the legal issue, the anecdotal piece is really about educating the various stakeholders, having the discussions and being mindful that the hiring practice does not start when you have candidates but they start when you are recruiting and when you have open positions, making sure that the positions are being advertised in different areas. Across the board there are a lot of things we could put in place. I appreciate the commitment we have from administration to be thinking about this and the critical component of this diversity and inclusion work, in order to get to a place where it is equitable, it is not about a one-off event or training but it is ongoing. So we are talking about changing the culture of our district. Mr. Andrews stated you and I agree, 100%.

Dr. Riker thanked both Terry and Trenee, as indicated, I have been working with Trenee since January. This isn't ESASD being reactive to the current situations across our country, this is a conversation that started quite some time ago and I have been in those meeting with Dr. Sockman at ESU and I think we are starting to really bring this together in a way that is going to help our district move forward in a positive way. It's a marathon, not a race. It will take time but we are all committed to moving in that direction and we have great students in our district that would be great teachers in our schools, and even great administrators. It is really important to find those students that have a passion for education and really get them involved in being our next educational leaders. I am excited as it is something we have not done but have talked about. I think bringing this group together is important and Trenee did an excellent job with the administrative team at our retreat and I just want to thank her publicly for that and for training our school police and school security. We are going to keep our energy high and pointed in the right direction.

Dr. Bonilla shared that we talked about recruitment, but retention is also another area for further discussion. This is part of our communication strategy to keep the public informed and to have these open discussions.

- f. African American History Course—Anthony Massa, HS North social studies teacher, addressed the committee with a proposal or to start a conversation for an elective course on African American History. Over the years I have had student approach me asking if this is a course I

think we can get. We have a very diverse student body that I think might appreciate it. It's empowering, it's timely, and relevant and I do think they would genuinely enjoy it. In terms of its' educational merits, it gives a historical and social merit that is needed. As far as implementation, there are courses across the state and country for curriculum guides for scope and sequence. For example, the Philadelphia School District actually mandates that in order to graduate, you have to take this course. For perspective as far as resources, there are a lot of online resources that are not copyrighted that can be used. The main thing that comes up is the cost of textbooks. The most popular African-American textbook is by Prentice Hall, also McGraw Hill has one and they all offer them online as well. So there are cost effective ways to implement this should we choose. I am passionate about this and believe many of our students will be as well. My goal is to at least be able to get direction to go back to my department chair to start the conversation if that is something the committee is interested in pursuing.

Dr. Bonilla encouraged Mr. Massa to sign up for the diversity committee and thanked him for his commitment to the students. The time is right to have these conversations and empower our students. Mr. Andrew suggested tying it in to all one course with African American, European American and American Indian culture so we give it an honest opinion of what goes on in this country and not be jaded by the different cultures. Dr. Bonilla suggested that this is a conversation to have with the entire Board around diversity and inclusion and I want to be careful that we do not say here through unintended ways what people are saying in the media. I know where you are coming from George and diversity does encompass a lot of different layers to it and is deep and wide. We need to look at what we have in place, what we need but the African-American voice is missing and not just in our school district but across the country.

Dr. Riker mentioned that as a committee we were discussing doing a complete curriculum audit to look at how our current programs are addressing Diversity, Equity & Inclusion and making it a priority so that it is not just a single course or subject that we shouldn't move in as well but how do we make this extensive across all our programs by doing an audit. I encourage Mr. Massa to reach out to Heather Piperato or Mr. Moran. I am willing to work through this as well. The conversation is welcomed and we are happy to have that conversation in the best direction for us to move as a district in order to provide these topics and conversations to our students at all grade levels. A course is just one solution, but I am thinking bigger than that, K-12, by completing that audit on our entire curricula. This course is a great starting point in the conversation.

PUBLIC COMMENT:

Ms. Sabino congratulated the MTSS administrative team on their award saying that they missed out on the recognition during the pandemic and even when they put up their slide. This is big news, this is news! The things you do for our kids at HS-S, as I am not at North, you guys are amazing and I wanted to be sure you got some praise for that. She added that she was surprised that only 1,400 students, 20% of our students, had signed up for ESACA. If perhaps parents got to hear what we heard today, how we were going to break up the school day like that, they may not have actually picked going to ESACA. The comment on parents being happy with Edgenuity, that is incorrect.

Google Classroom is easy and takes 15 minutes to learn it. I put up on our community Facebook page a free learn Google for the teachers. It is a simple K-12 that they give out free classes for everyone in the nation right now. You just approved at the last meeting the \$175 for teachers to teach other teachers, so they should not be worried about not understanding the technology. New teachers will be just fine because they grew up using Google Classroom. At JTL, the kids are signing in each day and the school day is shortened, so what time is the school day? What classrooms are the F & G groups going to if they are in school the 4 days? Ms. Sabino thank Mr. Bomar for the DEI presentation. I am extremely proud of our town and children. Black history month is more than just Lehman and I'm a little insulted because my son went to ESE and we had multi-cultural nights, by second grade they are already learning all of this. Please do not exclude South here because we do amazing things for our children all the way up to JTL. Dr. Bonilla shared that MSE also schedules multi-cultural events and each building may be doing their own thing but we need to advertise these events as a district and have them at each location and institutionalized so that when one person leaves, the event carries on with the same integrity and continuity.

Mr. Bomar apologized stating he only used Lehman as an example and it was an event he was familiar with and it was not his intent to say that no other school was doing these type of events. That was not my intent and again I apologize.

Mr. Moran addressed the question of signing in each day at JTL. Yes, accountability compared to last year is a requirement of the State and Federal Government as far as grading, processes as well as attendance. Students at home will need to log in to their Google Classroom, they will also have to attend each of their classes as if they were in the building. So if it's a math class they need to sign in and attend that class along with their peers. The school start and end time remains the same for students; however, their instructional day for their core classes that is what is shortened. So in the morning, from 7:30-8:15 and 1:30-2:20 they will not have core academic classes as in the typical schedule, so the rest of their courses will be shortened. We want to ensure that we have students who are working remotely as well as in the classroom that are using computers that they are not on computers all day. We also want to provide time in the morning for in-person academic support as well as emotional and counseling support. That is available to all students from 7:30-8:15 and 1:30-2:20 in the afternoon. Their regular courses begin at 8:30 and end at 1:30 but their school day remains the same. F&G are still being worked out as we determine our enrollment numbers but there will be a space provided for the students to be supervised by a staff member, where they will complete their work remotely.

RECOMMENDATION: Motion was made by Debbie Kulick that the MTSS-Teacher on Special Assignment position one-year pilot program at HS South be presented for consideration by the Board at the August 17, 2020 Regular School Board Meeting. Motion was seconded by Rebecca Bear and carried unanimously, 4-0.

RECOMMENDATION: Motion was made by Debbie Kulick that the contract proposal for a Communications Facilitator be presented for consideration by the Board at the August 17, 2020 Regular School Board Meeting. Motion was seconded by Rebecca Bear. Dr. Damary Bonilla, Debbie Kulick and Rebecca Bear voted yes, George Andrews voted no. The motion passed 3-0.

Ms. Bear thanked everyone for hanging in on such a long meeting and for their commitment to these important discussions.

Ms. Kulick requested and Dr. Bonilla agreed that the committee will meet again by Zoom on Wednesday, September 2 at 7pm and Zoom will be offered for all future meetings. She encouraged the public to also join the August 17th Regular School Board Meeting via Zoom at 7pm.

RECOMMENDATION: Motion to adjourn was made by Debbie Kulick. Motion was seconded by Rebecca Bear and carried unanimously 4-0.

End time: 10:42pm