

EAST STROUDSBURG AREA SCHOOL DISTRICT
EDUCATION PROGRAMS & RESOURCES COMMITTEE MEETING
October 7, 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 7:02 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:** Sharone Glasco
- IV. **School Personnel Present:** Brian Baddick, Jody Bohrman, Terrence Bomar, Brian Borosh, Tabitha Bradley, Phil Kerzner, Barry Krammes, Gail Kulick, Trenee Lurry, Jennifer Marmo, Anthony Massa, Heather Piperato, William Riker, William Vitulli, and Debra Wisotsky
- V. **Members of the Public Present:** Jennifer Floyd, Keleisha Phillip-Stringer

VI. **APPROVAL OF AGENDA**

ACTION BY THE COMMITTEE: Motion was made by George Andrews to approve the agenda for October 7, 2020. Motion was seconded by Deborah Kulick and carried unanimously 4-0.

VII. **APPROVAL OF MINUTES**

ACTION BY THE COMMITTEE: Motion was made by Debbie Kulick to approve the minutes from the September 2, 2020 meeting (pages 1-8). Motion was seconded by George Andrews and carried unanimously 4-0.

Dr. Bonilla assured Mr. Andrews that Policy 105 is incorporated into the agenda by Mrs. Piperato and the team.

VIII. **ITEMS FOR DISCUSSION**

- a. Act 158 New Graduation Requirements/First Look at Graduation Pathways—Mrs. Piperato discussed that the new graduations pathways will hopefully be released by next month. Act 158 is legislation that was passed last year by our Governor and includes five new required pathways for our students to be able to graduate. (A handout was shared with the committee members on the History of Act 158.) Act 158 is supposed to start with the Class of 2022. One of the things we were waiting for were cut scores, so the pathways are an attempt to make sure students have multiple ways to graduate and they just don't rely on the Keystones or PSSA tests. They had a difficult time in determining which cut scores would count for students to have completed these pathways. In March, the State Board of Education approved those cut scores. They have announced that in mid-October, they plan to release a toolkit. They also promised some PR materials that will make it easy for families to understand what the five pathways are. We will share this with the community as soon as we receive them unless, and this is the caveat here, in legislation right now because of Covid, our senators will decide if we can postpone it one year, which is probably in the best interest of students. So instead of starting with the Class of 2022, they are proposing we start with the Class of 2023. It went through the amendment process by the House but it is still in the Senate. For some reason if not amended, the Class of 2022 is still going to be required to graduate using one of these five pathways. Because Keystones are a part of these potential pathways, we will need to know this soon and let our families know as many 2022 students did not take Keystones this past spring. They weren't required. While still not required by the federal government, unfortunately Act 158

in the state of Pennsylvania says that it is one of the ways they can graduate in the Class of 2022 and beyond. We are looking forward to the toolkit and to that legislation passing. If not, we need to let our families know that they have the option of taking those Keystones that they missed this upcoming winter and spring. We just wanted to give you that early heads up on this and give a little history in case anyone mentioned it in the district. Dr. Bonilla asked if we are providing additional support for students choosing to take the Keystones. Mr. Bomar/South and Ms. Stevens/North are in the processing of identifying those Class of 2022 students and beyond who did not take the test and once we know who will want to take the test, they will be offered additional help.

- b. Curriculum Purchasing Cycle/Presentation of Updated Cycle—Mrs. Piperato shared that most districts in PA have a five or a six-year purchasing cycle where a district divides up the potential financial burden of buying new materials for each subject rather than all at one time (Purchasing Cycle Chart-Attachment B.) The chart shows where each subject currently is in the purchasing cycle. We have three major subjects and departments per year. Column G shows the recommendation for Program Renewal, that's the year at the end of which the review process is over and we would have received approval from the Board to purchase materials for implementation in that following year. At the end of 2020-2021, Social Studies 6-8 will be purchasing some materials, next year is ELA, Library Science, Music and so on. This chart was developed years ago but when the Curriculum & Instruction Department was cut down to only Dr. Duggins, this fell a little bit by the wayside. There were years where purchases weren't made, revisions weren't done. In the past, materials were mostly print materials which wasn't too alarming. Let's say at the conclusion of 2020-2021 in an old cycle, social studies 6-8 was supposed to get new materials and we didn't have the funding, in our old print cycle that would have been okay. In the sense that we would tell our social studies teachers to use their print materials for one more year, then the following year we will get back on track to purchase those materials. Our print materials were ours and we have them forever until they fall apart. Digital materials aren't like that; they have a shelf life. They expire and we cannot access digital materials after our contract runs out. So what happened in the meantime, from when Dr. Duggins was here to now, we had a lapse in the cycle. We had some purchases made and some not, some digitally and some in print. So what Dr. Bradley and I have been doing for the last two-three years, is gather info on which departments have digital materials that will expire and when because if that department is due for materials three years from now, and one of the courses in that department has a digital product that will expire next year, we would be without materials for a good year. We had to plan for some catch-up years to make sure we get back on track by the year 2024-2025. If we do purchase digital materials, we will ensure the digital materials are a six-year subscription so we don't fall into this three-year purchase in the middle when it is not a cycle. This was an important process that made sense in terms of the curriculum revision provisions process. If we are going to purchase materials in July 2021, we would have to know and budget for it by November 2020 because that is how we do our school budget. We need to figure out which subject is up at the end of the year, in this case, social studies and what catch-up of digital items do we need to purchase by July 2021. We include it in our November 2020 budget in order to make this cycle work and catch up. Mr. Andrews asked, so the curriculum we are talking about now is for six years for whatever classes we have. Is that correct? Mrs. Piperato stated that is the old way of doing it. You write curriculum once every six years, you buy it, you teach it for six years and then you buy new. Mr. Andrews asked is the new way more flexible? Mrs. Piperato replied yes, that's what I'm about to show you next.
- c. Curriculum Review Cycle/First Look at Review Cycle and DEI Lens—Mrs. Piperato spoke about the review process, which is curriculum revision plus the textbook purchasing process, it takes almost 2 ½ - 3 ½ years. For instance, when science is going to purchase materials in July of 2023, we have to start the process now. So for ELA, library science, music and social studies 6-8, because we didn't have this situated or a curriculum revision process in place, what we do have in place is a textbook materials purchasing process for this year and next, which is a much shorter process. Dr. Bradley will explain what the textbook purchasing process entails and what we will do this year for social studies and next year for ELA, library science and music that will lead to the purchase of materials.
- Dr. Bradley shared: Pioneer phase is a district-developed language where we pilot or test the already selected materials. Our cohort of grade level chairs next implement and map out that process for the following year for

all teachers. At the elementary level, we had assembled a committee, last year when Covid hit for the ELA lens and then we had to put the brakes on it. Where we are at in the process that would be replicable for all other subject areas. The committee reviews the resources with subject-specific rubrics including our Board textbook approval form. The next step, the committee reviews the rubric results and narrow down the choices. We provide samples of the final selections at each school for review by our teachers, then our sub-committee looks at the resources for ESL, differentiated instruction, tech and so on. We reconvene the committee and stakeholder group for presentations and final selections. Recommendations go to the Board for final approval. Dr. Bonilla asked to clarify if that is the process covered in Policy 105. Mrs. Piperato stated at the end of that process is the Board approval which is covered in Policy 105. In our curriculum revision cycle, the Board will approve the new curriculum prior to approving the textbook purchasing. During the curriculum writing process at the end is where we will say this is the curriculum we have written and these are the materials we are looking to purchase. Attachment C is the higher level view of the revision cycle, there are many details around content not included that we want our committee to look at. As an example, in that six-year process, we selected science, tech ed and business. They will be the first three subjects to go through that whole process. We are still in draft form as we designed it in that we continue to align with our district vision of making students competitive post-high school. We believe our relevant pathway objective talks about designing courses for students that engage them in work that is really being done in the industry. Some of our teachers have not worked in the industry or at least not for many years. This year, teachers will participate virtually in the Teacher-in-the-Workplace Program, so they can bring back the best practices of what the industry is actually doing to incorporate in our curriculum. We are grateful for Monroe County Pathways coalition because the Teacher-in-the-Workplace Program is a crucial part in writing curriculum that is engaging for students. The second part is sending reps from those subject areas to the National Conference for best practices. The double asterisks on the chart includes where we are going to make sure we are looking through the lens of DEI. From July-May they will participate in conferences and come back to the committees. The committee will be as inclusive as possible, with volunteer teachers, counselors, special education teachers, students, administrators and where appropriate, parents. Before we do any writing work, there is a lot of learning to do from a curriculum perspective. Because of the cycle lapse, there are many things in our industry that have changed that our teachers need to be updated on before we get to the writing portion. In addition to that, data-based decision making is how we should write our curriculum, deliver our curriculum and choose our textbooks and materials. In the process we will also teach the committee how to data mine, what to pull and not, how to analyze that data to make sure you are making good decisions about teaching and learning. We will also look at PA standards and how our students know and master them, whatever format or timeline that is in, that is up to us. This is a departure from what teachers may remember the old cycle being, that is why we incorporated a lot of learning experiences. To be more inclusive, on a monthly basis they will report back to their department and include them in the same process in terms of learning what good teaching and learning is.

Dr. Bonilla commented that she loves the process being a more inclusive culture overall, which is certainly our goal so that we have more buy-in at the various levels. Our teachers will feel more empowered and that will position us well for success. The other thing I want to note for committee members and Board is we also have a stake in this, not just with updates, but being engaged. The Board will be participating in an Equity Summit provided by PSBA and we plan to engage even further in DEI resources, training, etc. Please let us know as we go along how to partner with the committee bringing back highlights and information from other Boards on best practices. Mr. Andrews stated at least one of the Education Committee members should be involved in this process. Ms. Kulick volunteered to serve on the curriculum revision committee. He asked where is social studies on this chart. Mrs. Bear replied 2026. With all things going on in society right now, I would think with DEI we would want social studies sooner to get curriculum for diversity now rather than six years from now. Dr. Bonilla shared this is the cycle but we also want to be mindful of what is relevant to the students. Mrs. Piperato added having been through the process before, Dr. Bradley, I and others can really note some of the weaknesses of our old systems and I mean all of our previous districts, to be much more responsive to cultural needs, to student needs. The core of who we are and what we want to do, is to say how do we make kids prepared post-high school. Saying to them you need to wait six years, well they don't have six years doesn't align with our vision. We will show you other ways we can be more agile as an organization to make those changes for what students need right now. The order was largely driven by those digital purchases, there was

no other way to be financially responsible and play catch-up. We didn't want to have those random years where we were digitally trying to purchase new product. So we did it in the shortest time period we could. Ms. Bear ask about social studies 6-8, stating some parents that come from other States said that their school had a course on the History of that State. PA has very rich history, American Indian, Gettysburg, etc. My suggestion is that this would be something nice to put in at the middle school level when we are purchasing curriculum. Mrs. Piperato stated the committee will write a core map, simple standards that we all agree are important for students to master, the content we will use to master it and when that happens. Standards need to be the same, essential questions the same, content the same but how the teacher delivers that to the 25 different students is up to the professional experience and knowledge of the individual teacher. When the map is done that is when the committee says to publishers, give us some materials and based on what we want to do that's when we go through the textbook purchasing process to find the one that best fits what we want to do at EastBurg. We then go to the EPR and Finance Committee for approvals in November and the full Board approval in April. Those are the two pieces that speak to Policy 105. The Board will be updated on the process through the Education Committee meetings so that when it comes time for Board approval, the Board will be knowledgeable, having been updated on the process throughout. In the pioneering process we ask the publisher for some free materials to work the bugs out and bring to their fellow teachers after July 1 for set up in the fall. Core maps will be distributed to everyone. For the next three years this is the process, you look at your core map, the committee sets a benchmark test. We have the subject committees put together a course for common assessments and sets two benchmarks to be sure all students are getting the essentials and content we set in our curriculum map. Teachers will do weekly diary mapping of what they did and what they covered so when they get together to discuss the results of the benchmark, they can compare results. The goal mid-year or perhaps on a quarterly basis, they compare benchmarks and diaries and have a rich discussion. To say that core map was done theoretically by a committee but when you work through as a teacher, you start to say week seven might be better suited for week three. We don't have to pick up at the end of that six-year cycle and learn everything because we have been doing it throughout. The curriculum revision process then in 2026-2027 will be much shorter because all of our teachers have understood the process and are engaging in that dialogue all the time. Mrs. Piperato addressed Mr. Andrews question on where is social studies in all of this. The DEI Committee has identified the need during the curriculum audit that we are looking at all areas through the lens of DEI and other lens as well, being very purposeful. It is not a one-time curriculum audit but embedded throughout the process so if all members decide to go away tomorrow, that DEI will be looked at in future years. The proposal of how do we get courses in when your cycle isn't for another four to six years from now. Our continuous improvement wheel, our five mission objectives and those strands run through our professional development, budget, and H/R. What we are enabling those committees to do missions objectives and supporting systems committees, they are going to be annually using data. The data will tell us that this is an issue and we want to improve it in Eastburg; therefore, this is our action plan to do this. This is the avenue where that course will come to be if DEI says this is an imperative that we are looking at data that the large population of students for the history that we teach is not representative or marginalizes some of our students. Are we really helping our students who don't come from a white, European background to understand who they are in the historical perspective of social studies? The need to look at social studies that our courses are not really meeting who they are and understanding this time in history and their place in history. Ms. Glasco expressed that the idea is not really that the current curriculum meets what they are expecting, there is a larger subset in the district who don't know about the other piece of information. Opposites attract and it is important to think from both perspectives. In my opinion, DEI is not just social studies, it should be infused in every class and every piece of curriculum we do. The other thing, I think there should be more diversity on the committee that reflects a diverse pool of subject-matter experts who can add different perspectives. Dr. Bonilla stated it is two-fold, it is about our students seeing themselves reflected in the content but it is also about other students being exposed to differences, diversity and information. So we want to be sure we are preparing our students in all aspects and a life skill really is to be prepared and have a level of knowledge with diversity, equity and inclusion. We all know that DEI is three different areas, diversity, feeling included, and aspiring to and actually achieving equity. We are working with the DEI committee. Mr. Bomar and Ms. Lurry, they have been doing this work for some time, they are representative of our district and they have a diverse pool of people that they are working with. We are now partnering from the different angles. I have worked with them informally to support what

they are doing, but we are looking to formalize that. Ms. Piperato is on the committee from the district administrative level lens, Mr. Zall is joining from the H/R lens for DEI and H/R practices and we have other members of the community. We would welcome your ideas as well to support the work we are doing from those different angles. As we formalize the committee to be a partner in the work, we will definitely diversify the process and the lens we are looking at all of this. Ms. Lurry spoke about completing DEI training in August as well as DEI overview training with Mr. Bomar's committee itself at both South and North High Schools. Going over what DEI is, what it is we are trying to do, how to incorporate in our school, and how to incorporate more in our daily occurrences as teachers. People are excited and asking questions and want to learn. I am working with Dr. Riker to finalize a training schedule for staff across the district. Dr. Riker met with Ms. Lurry and spoke about utilizing Wednesdays when students are not in school, Ms. Lurry has set up dates for cohort groups beginning in November through the end of the school year. Dates will be shared out amongst all staff and they then can work with their administrative team in the building to schedule the cohort group they will participate in for the three-part training. Dr. Bonilla mentioned the Board members will be participating in an Equity Summit, diversity training and a Board retreat with PSBA. We are pulling tools together to start ensuring that we have the framework, committee and moving parts in place and that we are documenting and tracking information that solidifies the work throughout the district.

Mr. Bomar spoke about additional DEI Committee activities:

- LGBTQ training promoting gender equality/gender appropriate pronouns led by Danielle Catrillo at HS South, HS North in the future (a video was also created for future staff trainings).
- October 14th at 11am the Historically Black Colleges and University (HBCU) diversity training with six HBCU's attending and moderated by the DEI team, targeting 11th and 12th grade students at HS North, HS South and ESACA. YouTube live-streamed for future viewing.
- October 5-15 Hispanic Heritage Month lessons and collage of artifacts on Southside Live and North News.

The DEI taskforce is making sure everything is backed by data to be sure they are looking at specific target areas such as:

- Review disciplinary infractions when it comes to behavior and attendance.
- Is there a disconnect in how we view diversity in our district when it comes to students and staff or how we promote diversity.
- Survey students and staff for their perspective on diversity or how we promote diversity.
- Student-to-teacher diversity ratio & hiring of diverse staff in our district over time.
- Demographics of students in basic classes versus AP classes.
- Root causes, implementation focus for the year, action we will take, evidence of success, professional development, financial resources, and who we involve in the process.
- Using the lens of DEI to improve all areas of the district with areas of emotional support and trauma-informed other than Pathways in our district.
- Dual enrollment opportunities and how we promote that lane for our students
- Diversity and academic solutions--learning support, comparing learning groups, 504 plans, IEPs and how DEI affects those things.

- d. Recommendation for Purchase of Digital Apps for Digital Lesson Plan Design—Mrs. Piperato spoke about the purchase of tools to manage the shift to online and digital classes. A team of 43 teachers suggested 10-15 apps to help in this process. Next, our instructional coaches and Brian Borosh, Director of Technology, researched and streamlined that list into four apps. There are some free versions of these apps that teachers are already getting their feet wet with. We will take usage data from each of the apps for the quarter to see if we want to purchase in future years or not. We will review how our teachers use them. Technology coaches have P/D trained and planned for these apps should teachers want to use them. They are Nearpod (presentation system for polls and interactive activities), Screencastify (video), Mote (oral audio feedback tool) and Edpuzzle (video that can be embed things in). They are the quickest, easiest tools for teachers and students to use, helping students engage in the lessons and giving students formative feedback in a digital way so they can keep up. From here, the EPR committee can make a recommendation for these apps to go on to the Finance Committee. Quotes and cost are included in your packet. Dr. Vitulli spoke about purchasing these apps through the ESSERs

Grant to offset the cost to the district. Items purchased have to be made in response to changes made due to the pandemic. All items purchased fit the criteria as we have had to change our teaching modality so drastically; however, we can only make those purchases during this school year through the ESSERs Grant. We have had to purchase different software and all those extra elementary seats in our Cyber Academy. The Nearpod quote will be changed from a 3-year to a 1-year contract in order to comply with the ESSER Grant and will be presented to the Finance Committee prior to approval.

- e. G-Suite Enterprise for Education—Mr. Borosh gave a historical perspective that the district has been a G-Suite user since 2014. It was free at the time. When we migrated to it, his fear was that Google would hook everybody and then we would start getting billed at some point. That day has come, so in your packet you can see that if we continue with the free version, we can still get the basic features, but there are some added features if we go with the Enterprise version. There are some things in the future like attendance tracking that will be available through Google Meet and Google Classroom so it does not have to be tracked separately. Breakout rooms in Google Meet that breaks larger classrooms into smaller classrooms for differentiated instruction, there will be some polling available. In addition, there will be unlimited originality reports, which is basically a plagiarism checker that is built into Google Classroom on Google Docs. Right now, we only have five per student per year and there will be a student-to-student comparison to check for plagiarism. There are also some security features which are available. In addition, Meets, which is the free version, is capped out at 100 people and if we move to the upgraded paid version, it will go to 250. In addition, the price per seat which the pricing structure is based on, the full-time employee (FTE) count of 835 derived is around the amount professional staff, administrators and instructional aides we have. Anyone who interacts with students is what that is based on. Our district has approximately 1,110 staff members. If you go on the base price we were quoted originally, which was \$24 per FTE, that offer expires at the end of October and jumps to \$48. So if you look at the pricing available, we did get four quotes and the lowest quote came in at \$21.19 which is about \$17,700. It would be half as much as we would pay beginning next month. In speaking with Dr. Vitulli, Mrs. Piperato and Dr. Riker, we felt it was in our best interest since it is half price till the end of the month, is that we at least try it for the year. To follow up on what Dr. Vitulli said, this purchase would be ESSERs Grant funded because it is additional items that we would be using for the at-home learning. It is not a replacement to G-Suite, it is to turn on additional features. Ms. Bear asked if some of the features were an overlap. Did we check to see that we don't purchase two apps that do basically the same thing? Mr. Borosh said we currently use Google Classroom as our learning management system, the attendance piece would be for Google Classroom and would not overlap with any other programs. The security pieces that are available with this are only for Gmail, Drive, and those core Google apps. Again, they wouldn't be available on these other programs. The plagiarism checker is unique to items that are submitted in Google Docs, Google Sheets, and Google Presentation so they wouldn't carryover to any other programs, just the core Google Suite programs for education. Mrs. Piperato also agreed there is no overlap, that there is not a formative feedback audio tool or interactive video tool. Mr. Borosh said to simplify, when we talk about G-Suite that is our core set of applications for delivering instruction and for also running operations within the district, so the core applications of Gmail, Calendar, Docs, Sheets and Presentation which reside within the Google Drive and allows for that collaboration piece. For the instructional piece for our learning management system LMS we are using Google Classroom and as students' log into Google Classroom every day that attendance taking piece we would be able to record it automatically as opposed to teachers manually recording that. Google Meet is another core feature of G-Suite. So what we have done over the years is we have built everything around G-Suite, thousands of Chromebooks that our students have, without G-Suite, they would not be able to function. You have to look at this as our footer and our foundation upon which any other applications lay on top. The promo price is available through the end of October. Mr. Andrews stated so we need to approve this quickly to get it to the Finance Committee by next week. Ms. Bear asked if the two systems have been tested to be sure they work well together so there are no glitches. Mr. Borosh stated all four programs have been demoed by our instructional coaches as well as our technology integration coaches.

- f. Dates for 2020-2021 EPR Committee Meetings—The committee confirmed the November 4th EPR meeting date and will wait for the December 1st Board reorganization meeting to decide future EPR dates. Current members all agreed Wednesdays seem to work best.

PUBLIC PARTICIPATION:

Mrs. Jody Bohrman, Lehman Assistant Principal, thanked the Board for their receptivity and administration for the DEI program, stating she did her doctoral research on building trust in the school community. Trust is always an important factor in every successful organization and this will serve as one significant way of building trust within all members of our community. She thanked everyone saying she is hopeful in this whole process and knows it is needed and very welcomed.

Mr. Phil Kerzner, HS South Guidance Counselor, spoke about the mental health services we provide for our students and providing those on a consistent basis. Now more than ever, our students are withdrawn, they feel detached. Our teachers are doing an amazing job trying to reach out to students but it is really hard in the virtual world to do that. We did have a counselor working with the district, Tabitha Dixon, from Project Fame. She worked with us for two years. That program ended at the beginning of this year. Talking in our SAP meetings, losing someone who has established those very interpersonal counseling relationships with the students for two years, was really hard. I just want to make it known that the students that had worked with her, it is very difficult for us and them to pick up now and start fresh with someone new. We are bringing in someone from the IU which is great and I am appreciative of that, but now those students have to go through the whole process of spilling all their “B” as the kids would say. I would encourage the School Board to look at how they go about hiring a full-time East Stroudsburg-licensed counselor for the future. Someone that can be a part of the school and work with kids and see them through from beginning to end. I think that would be great to go along with all of the other programs that we are going to put in place to be in the student’s best interest. Ms. Kulick asked if perhaps once a month we have some of the services offered by the county available for parents/guardians to make appointments at school or do we send them someplace else. Mr. Kerzner replied every student requiring counseling services or we see a need, the SAP team comes together to try and find the best resource for that student and that family. One of the things we are running into right now is with insurance, pretty much anyone who has been through Resolve, which is an IU program, they must have medical insurance in order to get services. If they have any outside insurance, it is pretty much not going to work. One of the bigger problems we have is students whose parents work outside of the State who have insurance elsewhere such as New York or New Jersey. It is really hard to find them providers here and those are the students that Tabitha worked with. Those students who didn’t really have a resource for counseling here. We do have a list of mental health resources that we use frequently and Stephanie Reese and our SAP team leader really goes out of her way to provide parents based on their insurance to find providers for them. Again, we run into the problem of transportation and parents getting them there and their support. That is why having someone in the building that students can rely on is so important. Ms. Glasco asked that those services available for mental health, are they also available for students who could possibly not be diagnosed? Mr. Kerzner replied you do not need a diagnosis for any of those services that we provide. When you start to go into the place where you need mental health treatment or medication, then that is when we need a diagnosis. Ms. Glasco asked just a kid with behavioral issues, do they still get those services. Mr. Kerzner stated, yes and that is why the need is so great. Dr. Bonilla shared that the social/emotional needs relate to DEI as well.

Mr. Krammes shared how smooth things have been going at the secondary level and that he is happy to hear about the upgrades for the Google platform. He has been doing Google Classroom for the past five years so it was a smooth transition for him but the thing he always found an issue with was being able to give his students immediate feedback, so the time in the morning for meeting hours and the Wednesdays has been helpful with giving students feedback. This upgrade will be extremely helpful in terms of our platform with Google. Sometimes it’s tough to know if a student got their information from a reliable source or did they just copy and paste, things of that nature. Even differentiating your instruction and using polls for the classroom is exciting to hear from the teachers’ standpoint. He thanked the Board, administration and committee for putting this all together.

Mr. Massa thanked the DEI committee for all the hard work they are doing and thanked the Board for the continuing discussion of equity and inclusivity. He continued the discussion for a proposal of an African-American course elective. African-American history is American history and brings a much needed perspective to our curriculum. If the course is

approved it would trace the accomplishments and obstacles of African Americans prior to coming to the U.S., civil rights, to the modern era. It would certainly go into detail on events that are often overlooked such as the Tulsa massacre, Juneteenth and other things that people in this country should know more about. He hopes to continue to push for that conversation to happen for this elective. Mrs. Piperato shared that the conversation with the curriculum audit and the course got dropped somewhere along the way. The intent was to say, is the DEI committee is formalizing its goals. That committee is going to be looking at this suggestion and others as well. Even though it says a curriculum course won't be until 2027, the DEI committee can absolutely suggest it sooner. At our next DEI meeting on October 14th we will discuss what it will look like, should it only be an African-American course or should it be a culture course. If the committee chooses it as one of their goals, then we action plan and make it happen by the end of the year. Dr. Bonilla encouraged the public to reach out to Mr. Bomar and Mrs. Lurry to be more engaged in the conversation.

Mrs. Marmo, HS North English Teacher and parent of two in the district, spoke about the great work of the DEI committee and mental health for our students. She spoke of the Project Fame counselor and the amazing work she did. Without dedicated people who are there consistently, that can be difficult for any child, at any age. She spoke of the difficulty transitioning to the online platform and her excitement for Screencastify for video making. The morning hours and Wednesdays have been fantastic for learning new technology to assist her in the classroom. She also spoke about her excitement for the African-American course. As English Department Chair; she would love to piggyback off of that. When we rewrote our curriculum over 2014-2016 we stayed with the textbooks that we had because that was fiscally responsible for the district. That tied us into not having a lot of contemporary and multi-cultural literature. She would love to be involved in the conversation moving forward. She mentioned that Mr. Bomar spoke of the LGBTQ representation, so she is super excited about that too as GSA advisor at North.

Mrs. Bear suggested looking for parent and student involvement now when beginning planning for curriculum. Don't look for the typical students, like the honors student or well-behaved students, look for the students that you may see struggling and get them involved in the planning of the curriculum. Maybe we would get a different perspective than we normally get. Even the Comprehensive Plan should have involved more students. I want to see the students who may ask that hard questions and not be afraid to. Even for those parents who might be a voice of someone we don't normally hear from to get a true perspective of what our district wants. Not just diversity in the way we look, but diversity in the way we learn or behave to get more buy-in from our community by reaching out to different avenues of people.

IX. ADVISORY RECOMMENDATIONS

ACTION BY THE COMMITTEE: Motion was made by Debbie Kulick that the following Advisory Recommendations be forwarded on to the Finance Committee: The purchase of Edpuzzle, Nearpod, Screencastify and Mote all for a one-year contract and the purchase of G-Suite Enterprise for Education (includes Amplified IT, CDW-G, GovConnection, and SHI). These contracts will be fully funded by the ESSER Grant. Motion was seconded by George Andrews and carried unanimously 4-0.

Dr. Bonilla announced that the next meeting is Wednesday, November 4, 2020 at 7pm.

X. ADJOURNMENT: 8:57 p.m.

ACTION BY THE COMMITTEE: Motion to adjourn was made by Rebecca Bear. Motion was seconded by George Andrews and carried unanimously 4-0.