

EAST STROUDSBURG AREA SCHOOL DISTRICT
EDUCATION PROGRAMS & RESOURCES COMMITTEE MEETING
February 10, 2021 -- 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 Jessica Barlotta called for the roll.
- II. Board Committee Members Present:** Dr. Damary Bonilla, Rebecca Bear, Sharone Glasco, and Debbie Kulick.
- III. Other Board Members Present:** George Andrews and Richard Schlameuss
- IV. School Personnel Present:** Brian Baddick, Heather Piperato, William Vitulli, William Riker, Jessica Barlotta, Tabitha Bradley, Trenee Lurry, Janice Rodriguez, Jennifer Marmo, and Joshua Fuller.
- V. Members of the Public Present:** Keleisha Phillip-Stringer, Steven Lurry, and Tim Sanders
- VI. APPROVAL OF AGENDA**

ACTION BY THE COMMITTEE: Motion was made by Rebecca Bear to approve the agenda for February 10, 2021. Motion was seconded by Sharone Glasco and carried unanimously 4-0.

VII. APPROVAL OF MINUTES

ACTION BY THE COMMITTEE: Motion was made by Sharone Glasco to approve the minutes from the January 13, 2021 meeting (pages 1-7). Motion was seconded by Rebecca Bear and carried unanimously 4-0.

VIII. ITEMS FOR DISCUSSION

a. OFF2CLASS-See Invoice

Dr. Vitulli explained that this item is simply an invoice for a software service called OFF2CLASS. There is a staff member in the district requesting to use this with the adult ESL program. She is currently using a free version and finds it to be very useful. She serves about a dozen or so Spanish speaking members of our community on a weekly basis. They are looking to get this approved utilizing the Title III grant monies. It's a total of \$453.60.

Rebecca Bear pointed out that it was her understanding that she also services families that were also speaking other languages as well. Dr. Vitulli said she was absolutely right. ESL addresses all languages

b. Additional E-Dynamic courses – See Invoice

Dr. Vitulli commented that these are courses that have been approved by the committee in the past. They are E-dynamic courses and they serve the high school students in the cyber program as well as hybrid students. We cannot predict their popularity, and after the start of the second marking period there was a large increase of students wanting to take these courses online. There were another 40 courses ordered to accommodate those students. While this notification is a little bit later in the process it is because they have no way of knowing until the new marking period starts or very close to the new marking period where they stand on what courses are needed.

Dr. Bonilla commented that the district wants to make sure that they're meeting the needs of the students and if it's popular, they want to be sure that they're providing it. She asked where the funding is coming from.

Dr. Vitulli responded that this would be through ESSER's I grant, as it as a direct result of the pandemic.

Rebecca asked that in the past, before cyber, were students allowed to decide halfway through a semester or weeks into the semester that they want to take a different class, or do they choose that in the beginning of the school year when they when the schedule comes out? She asked why they are allowing this now? When they did not in the past.

Dr. Vitulli commented that they have students who change programs consistently. They have students whose schedules are altered because of perhaps their success or failures in first semester that they had an idea there was going to be a number of kids in this class. They already had some carryover from their first purchase early in the year, but it just turns out that they did not estimate quite high enough and found themselves a bit behind. The students have the courses so they're getting what they want and what they're asking for, which is the most important thing, that they're giving courses students literally want to take.

Rebecca continued that her question is, for example, if there was a class, like the cooking class that Mrs. Piperato speaks about, if the district was in brick and mortar and only brick and mortar, and that class was full, others wouldn't get to take it, correct? The school would say wait till next year, but now because they can, they can just pay \$4,000 more, and have the class a student wants. Her question is: what's going to happen when they go back to brick and mortar and they won't be able to just have a grant cover an extra class? She suggesting they have to be careful on gauging what they are doing.

Dr. Vitulli answered that he recognizes what she is saying. It is hard to predict. They tried to maintain a small number of these classes and tried to make a small number of the classes available, so they didn't have too many people asking because they also have to support the classes with staff members.

Dr. Vitulli does not know what this will bring when they get back to brick and mortar. There is a lot of excitement when a child gets to pick a course they really want to take as an elective, and these are all elective courses.

Rebecca said she understands. She said it is an awesome opportunity to have one of the science teachers teach that particular course. She just feels bad for kids that were brick and mortar before and they couldn't get in to classes because either not enough kids signed up, or too many kids signed up, and the school said I'm sorry you can't get it.

Dr. Bonilla responded that she wants to be respectful of Rebecca, her points, and what she is bringing up and certainly wants us to be mindful of that going forward. She wants Dr. Vitulli to put her point on his radar for the team and the committee will support the team in thinking about this when the district returns to brick and mortar. She is grateful that they have the flexibility right now to meet the needs of the students especially with all of the emotional and mental issues that they're experiencing, and the inconsistency they are experiencing in other areas. She is grateful that they have the ESSERs grant and they are able to provide the support. She would just make that informal recommendation for consideration as they move forward and she thinks the curriculum audit is a good opportunity for them to think about how they weave things in.

c. North update on MTSS program – Josh Fuller

In August, Mrs. Fuller presented information about the grant the district was receiving. I wanted to give you an update and go over some of the different points. The first point is that there was going to be six days of training, which has already occurred. Two of the days occurred in August. The second two days occurred in November and extended outside of school time. The grant is covering staff training, substitutes, or staff coverage that would have to cover the staff when they are training. There is another training coming up in March, that is a check in/check out training. We just purchased the materials for that which also will be covered by the grant. We have a patent consultant that works with us. There's a \$10,000 grant for both the North High School and the Middle School. The grant is a combined grant and the overall focus of it is to look at the transition from eighth grade to ninth grade. Data over the years has shown this is one of the biggest issues as far as where students tend to drop off. We are really trying to eliminate or at least moderate this drop off. The monies will come at the end of the training in June. The monies are spent on staffing, including teacher trainings outside normal school hours as well as coverage for teachers, materials, and the Check & Connect training curriculum in addition to other curriculum. This other curriculum has to be evidence based in ELA, mathematics, SEL, and or behavior. MTSS is one of the building ATSI goals. MTSS stands for Multi-Tiered System of Supports, and it's a relatively new initiative in grades six to 12. It's basically the old RTII with a lot of additions to it. One of the pieces

that we're working on is an early warning system to tell us which kids need help. They then go into the MTSS program. The MTSS team goes through a whole process where they find what they can do or what they can put in place to best help the kids, be it emotionally, academically, or in other ways. So far, the system is based on grades, discipline, and attendance. There's a green, yellow, and red pattern that they've come up with based on classes that are being passed or failed, days absent, and number of disciplines. So far this year, 20% of the kids have been on this list as, not necessarily needing any kind of extra intervention, but come up as a red flag and that's where the team then makes phone calls home, works through the counselor, works through administrators, works through parents, and works with the student to ascertain what would cause a red flag for that student. The grant will allow them to purchase resources that will support students as they transition from Middle to High School, and provide both SEL and academic interventions. One of their overall goals of this grant and one of their big material needs that they are looking to purchase is curriculum to offer in a ninth grade study strategies class. They would eventually like to get to a point where every ninth grader takes this class to use that class to jumpstart them in high school. Once they're done with the staff training portion of the grant, this is the next area they would like to spend a large portion of the grant money. Lehman Intermediate also has the \$10,000 grant as well. They have identified common goals through discussion and they meet regularly with the Lehman MTSS team to discuss those kids who are eighth graders who will be coming over to the High School to help identify them earlier. These discussions have really forged a great bond between the middle school and high school, and will help kids earlier on. There were two purposes for presenting this evening. One was to give an overview for anyone not present for the original presentation in August. The other reason was to make sure everyone aware. As of last week, the contract from IU 13 was received and will need to be added to the board agenda. The copy of the contract has been sent to Patricia Rosado to be moved through. Another goal of the presentation is to ask for a motion to pay the staff because they have not yet been paid for their trainings in August and November. Mr. Fuller has also been working over the past couple weeks with Angela Byrne to help track the hours and set up the munis account. Then Mr. Fuller offered to open the conversation up for questions.

Sharone asked how many students transition from middle school to high school and are a part of the MTSS program?

Mr. Fuller answered that there are probably 20 or 25 kids that they are tracking that are having trouble as eighth graders that they want to make sure they support as soon as they step in their building.

Sharone said her next question was asking about the timing of the transition. Based on Mr. Fullers explanation, it doesn't happen during the summer coming into ninth grade but happens as soon as they step foot into the ninth grade.

Mr. Fuller went on to say that they actually start the discussions on how to help them and what programs and interventions to have the spring before, when they're still eighth graders because at this point, the district doesn't have any specific summer interventions for them which would be a great piece to get to, but for now, the interventions would start when they start in the buildings with freshmen.

Sharone went on to ask if teachers are paid additional stipends for doing additional work, such as a group of teachers coming together to identify some wraparound services for a particular student? Or were they paid for the initial training in the process and are now considered certified so it is not paid?

Mr. Fuller answered that the teachers that are getting paid are a core MTSS team that is being trained and only for training. We have multiple teachers that offer check in and check out with the students. They have a Renew Program which they have teachers that are trained, and they did not get a stipend for that. It is just part of what they do.

Dr. Bonilla asked Dr. Riker to tell everyone where this grant and the work Mr. Fuller is doing puts the district in terms of the MTSS work that's happening at South High School and North High School? They had the presentation from the South High School before and she wants to make sure that they clarify where they are for those in attendance and anyone who watches the recording.

Mr. Fuller responded that our team is working very closely with the team from South. Mr. Fuller's wife Jen, and Kate Lee, are the ones who are going a lot of the legwork as far as what we're going to use as far as paperwork and tracking and the programming and then Mr. Fuller has been working with Amy, with Sapphire as they are getting a new program designed that is going to make the process easier. As of right now, there's a lot of work put into tracking who's failing and who's being absent. They are creating an actual report that can be run in Sapphire that they will be able to get instantaneously.

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In the overall MTSS picture, they are all completely on the same page and they are setting up their systems jointly and in conjunction with one another. The grant is something that they reached out for in the summer to help them get some extra funding to put the eighth and ninth grade transition program in place.

Dr. Riker went on to add to what Mr. Fuller shared that the one difference between North and South, as the team may recall, is this year the board approved the use of a teacher, specifically at South to serve as an MTSS coordinator/coach for the South High School, and that's who Josh is referencing. That is a difference that we do not have at the North High School at this point. In fact, Mrs. Fuller, Josh's wife is actually the Dean, that has taken on a lot of that role under her role as the Dean of the school. So, it is something that we may want to do in the future. We did it at South for a year to assess and look how it worked. Amy and Kaylee have put together a lot of data that they are sharing with Dr. Riker and the team to really evaluate the benefits of that role and that position. They may come back to the committee at a later time in the year to explore whether they want to create something similar for our North High School.

d. DEI Quarterly Curriculum Audit Update

Ms. Lurry went on to give an update on what they have been doing in the world of DEI. It's has been extremely busy and extremely rewarding. She has completed trainings with cohorts five and six. Trenee mentioned she was excited to see Mrs. Rodriguez on the call, as she was an avid and dynamic participant in the DEI cohorts over the past three weeks. The work for DEI is continuing and people are really responding well to the trainings and receiving the information that's being shared. There was an article that was already referenced, but it was about adopting an anti-racist curriculum in the Pennsylvania schools, and it addressed East Stroudsburg with the desire for the curricular changes, as well as the operations to be carried out with a DEI lens. It is a wonderful thing to be showcased in the paper and for people to see that it was our school as well as another school from York, PA. It is wonderful to see the work that's being done, that people are taking notice, and seeing the understanding that this is something necessary for our schools and for our students. It was a very well written article, and Trenee is very proud to be a part of being able to contribute to it. The membership to DEI is growing and at their last meeting they had Dr. Chris Wolf who joined them from the IU 20, and he was extremely pleased with what he saw from them as a group. The synergy between the group is wonderful which would make it seem as though they have been working together for an extremely long time but they haven't. This synergy shows the level of commitment that people have in the excitement they have in this work, which makes them work together very easily. They also had Kate Gross, the Librarian from High School North, join them to speak about the EDI work that she was doing as well as the seminar she held with the Pennsylvania Librarians Association. She talked about what she learned there but she also talked about the mirroring of what she saw from that group in our group, which is exciting but that group became a larger group. All of the subcommittees are meeting regularly. They are working actively, people are consistent, and they are wanting to make sure that everyone is engaged in the way they need to be. They are also very consistent in the work that they are doing.

Dr. Bonilla asked what is the plan for sharing some of the resources and articles that are being shared within the DEI group and communicating immediately with the committee and then down the line on a broader scale with other stakeholders?

Trenee responded that within the DEI group they have created a DEI hub. There is someone who is in charge of resources and things that are relevant that should be looked at. When someone submits anything, they also communicate amongst themselves because they get excited. For example: 'I received a TED talk from a colleague of mine who's also doing the work with the elective course that was eye opening. So I shared it with our executive group which is something that will then share with, with the with the entire group'. On a larger scale, we'd like to create those with four places for people to have

information to be able to gain understanding of resources, but also have a place to engage with other people. They are starting small within themselves within the group, but their expansion is to be able to get those resources to our buildings into people so that they have somewhere to be able to pull from. It's like a well of information for people to pull from. That's where we want to get to a place where people are understanding this is a place where I need something if I want an article or if they want a book to read.

Dr. Bonilla thanked Ms. Lurry. She added that this work is going to be ongoing. There is a lot of things yet to do, so what this committee is doing right now is setting a foundation, so that we can engage others and engage people further in the work. We do have several board members who have signed up who will be engaging and she thanked Debbie and George who will be joining at the next meeting. She also thanked Rich for all of his support and the conversations and the work that they are doing. She went on to also thank Sharone for the partnership specifically around the HR practices. The HR subcommittee met the day of the Education Committee Meeting and had a very dynamic meeting so it's important to acknowledge the ongoing nature of the work. The reality is that we're going to have to evaluate all aspects of the district and be sure that we are transparent and that we're honest with ourselves regarding where the work is that has to be done. Who is it going to take to get there? How are we going to work across the district, across all roles and stakeholder levels, to be able to move the needle? To that end, Dr. Bonilla thanked Dr. Riker for his commitment because he joins all the meetings and it is important for those who are taking time at 8am before they start their workday to talk about and work on this. To see the leader of the district also join, share excitement, share commitment, and encourage people is very contagious. She went on to thank everybody for their partnership and then handed the conversation over to Miss. Piperato.

Miss. Piperato provided an update about one of the work teams work on DEI. The committee has five work teams set up around five of the goals that they want to accomplish this year. One of those goals has to do with curriculum and there are two main efforts that they are hoping to accomplish by the end of the school year. One is getting the elective course up and running. She was happy to say they have met a number of times and Mr. Massa has done a great job leading them in that effort. Just the day of the meeting, they settled on a title and a course description. They have a good overview of how they are going to structure the course. It is really centered around the experiences of different people groups in the United States, and how that impacts the life of people in the United States, and making sure that they are creating students who are thinkers, so that as they leave the district, they can analyze things that happen in the United States, not just through their cultural lens and through the lens of where they come from, but from everybody's lens. Such as asking themselves "how do I really have empathy and understand what is happening around me?". The team is just delighted in the progress that they have made and are excited to share that with students. Miss. Piperato wants to leave it to Mr. Massa and the committee to have the privilege of unveiling their work a little bit down the road. The most important things were the title and the course description because their program of studies is going to be published within the next month. They wanted to be sure to have that and raise interest for students. She wants to be sure that they are understanding that the audit process is being done through their curriculum cycle through the DEI team. It's not a separate process. They will continue to update the committee as Miss. Lurry does those quarterly updates with DEI because that's really part and parcel of that work of that work team. Right now their efforts are really gauged around looking at curriculum from a subject lens every time there is a curriculum cycle. The look at it as "What do we need to look at? How do we meet need to make sure that our DEI glasses are on?".

Rebecca Bear said she is glad that we're reviewing curriculum and we're looking through it from that lens as well, because in the past, it wasn't and the curriculum may not have been representative of the community we are in. It finally represents our community and our schools when the children are taught. Dr. Bonilla commented that this is preparing our diverse students to be able to lead, to be able to advocate, to be able to speak up in terms of social justice and issues that they see, to be allies to individuals that are not from their background in a way that we really need to prepare our young people. It is really critical that we do take the time, and go through the process, and ensure that it is sustainable. We want it to be sustainable long after all of the current members are gone, so that the processes set in place that can be adapted and tweaked to meet the needs of the students at that time.

Sharone commented that she is excited. She knows the courses aren't published yet in terms of the topics

and the content but she is excited about the different methods or the pedagogy that goes into making sure that we reach every student. She thinks it's an exciting time and the team is doing phenomenal work. It's a huge milestone and she thanks the team for it.

Dr. Bonilla thanked Sharone and commented they they're excited that she has joined the education committee because it is an area of passion and commitment for Sharone as well. The comment that Sharone made when she joined a couple of months back certainly resonated and Dr. Bonilla knows Dr. Riker repeated that to the DEI committee. They don't just want African American students studying African American history, they want all students to be able to access that and so everybody's contributions are part of this work, it's not just one person, it's everybody's contribution so if anyone is interested in supporting in some way, let them know and if anyone is interested in learning they are happy to share as well.

e. DEI TOSA Discussion

Dr. Vitulli introduced this as a DEI teacher on special assignment. As our district continues to be progressive in its operations in response to the needs of our students, our staff, and our community members, as well as to complement the great work that's being done with the DEI committee, they are proposing what is a natural step in the next proper direction, which would be a new position of DEI teacher on special assignment, or a DEI coach for the district. A coach to help guide and advise the district, as it moves forward in growing the knowledge and practice in the areas of diversity, equity, inclusion and cultural competence. They are asking the board for any advice or any input they may have in the development of such a position, so they can work a little further on it and bring it back to the board in a more complete manner.

Dr. Riker added that he appreciates the board's support and the creation of this position, as they have met a number of times since the January board meeting to review some position guides and some tasks that would be associated with a teacher on special assignment related specifically to DEI. He continues to compliment Trenee and the committee's in their work. Dr. Bonilla mentioned how Dr. Wolf from the IU joined the committee and Dr. Riker felt it is important to point out that he joined us after spending at least a year plus at the IU trying to get DEI off the ground and really struggled with that. The team here at East Stroudsburg has just worked amazingly well together and has made some phenomenal progress, and they are excited about it and the next step is to create this position. A DEI position, so that there is a lead point person to continue to lead those efforts within the district during the school day and, as this work continues for many years to come, that we'll be able to stretch and expand our work into our communities as well. They are coming to the board looking for any insights and then hope to come back to the committee next month, with a position guide that's as close to being in its final stage as it can be, so that they can take it to the board for the full board's approval at the March meeting to approve the position, as well as the position guide, and the descriptions and tasks associated with the position. At which point, they can start to move towards getting that position filled and continuing with the work with DEI that they have already started. It's a big commitment that everyone has really stepped up on top of their day to day responsibilities that they currently have. He believes we're at that point where this will be an important direction to go. They are excited about it and asked if anyone has any input, between now and next month's meeting, they can drop them an email, give a phone call, or have a meeting. They are open to those suggestions and ideas from the committee.

Debbie asked if we are calling the teacher on assignment, just a transitional title, because that would lead her to believe it's a temporary type of thing?

Dr. Riker responded that yes, in the past, the way the district has implemented these types of positions, is they have transitioned from a teacher on special assignment. As those tasks continue to grow and as we continue to provide that role with more to do, the job starts to expand in its scope. At that point, they will probably look at something that may be more of an administrative position down the road and that's no different than what they did with our grant writer and federal programs where they started as a teacher on special assignment and then transitioned into a full time position in that role, so he would anticipate and fully expect that it is what would occur at some point in time.

Rebecca Bear commented that as Sharone said, DEI is always going to be present and we are always going to have a need for a type of position like that. She would like to see it grow into more of a permanent or administrative position, as Dr. Riker said, because there is always going to be social

injustice, there's always going to be something going on in the world. There is always going to be changes in the community. She thinks it is very important that we keep it forefront, and never put it behind us again. She also thinks this type of role is something that we've needed for a long time and she thinks it's going to not only help with DEI, but it is going to help with some of the discipline practices that we use in the district. This person can also help with that as well and looking at the practices through that lens and seeing different perceptions of words that we use in our day to day practices is very important and something we need to keep forefront.

Dr. Bonilla thanked the committee for their comments. She thinks the comments of the Education Committee resemble those sentiments of the board. The board is in support of the DEI work. She went on to remind everyone that as she said earlier, there are foundational things that have to happen in DEI work and part of that is to set in motion some things that allow people in different spaces throughout the district to engage in a way that they might not. If the district automatically went to have a full time position, people could see it as that individual's responsibility, versus the over 20 individuals who are working as part of the committee currently. As an example, Mr. Ray Lenhart, who's the principal at Middle Smithfield Elementary School, is leading the HR Subcommittee, but once there is a position in place, people may sit back and thinking there is a person leading the work so they do not need to do it. We want to be at a place where people have bought in, where they have taken ownership, where they are contributing in a way that feels like they are making a difference. This way, by the time we do roll this into a full time position, we've solidified the work and it's sustainable. Right now it is very exciting. If you look, not just in the region, or the state, but across the country; there are very few school districts that have a position leading DEI work at all, whether it's part time, or a teacher on special assignment. The district is similarly excited to the trauma informed work, as a leader in this space. When you think about all the deficits or the issues that we have to fix, we certainly want to celebrate the areas that we're doing well. Some of the board participated in the National School Board Associations Equity Summit with the idea behind it that we have to get some more knowledge and continue to educate ourselves. She went on to thank all of her colleagues for their commitment and support to this. It is exciting to see what the district is doing for the kids.

f. Covid Compensatory Service for Special Education Students – Mr. Baddick

Dr. Vitulli turned the meeting over to Mr. Baddick to speak regarding the COVID compensatory service for the special education students. Mr. Baddick took a moment to recognize Trenee Lurry. She is a member of the Pupil Service Department and she is a valuable member of that department who has done a tremendous amount of work with DEI and the committee. Her work has brought East Stroudsburg to the forefront in the IU, and in Monroe County. He congratulated her on everything she has done, and will continue to do. He is very proud of her as a member of the Pupil Service Department. As everyone knows, on March 13 2020, Governor Wolf ordered the closure of all K to 12 Pennsylvania schools to protect the health and safety of the students and the school communities during the Covid-19 pandemic. This period of closure was later extended indefinitely on April 9, 2020. By then, the Secretary of Education, Rachel Rivera, ordered all school entities closed for the end of the '19- '20 school year, signed into law by Governor Wolf on the 27th, ordered all school entities and school districts to make a good faith effort to plan offer continuity of education during that closing period of March to June for the remainder of the '19- '20 school year. Having gone through summertime and into the opening of the '20- '21 school year, gives all districts, including East Stroudsburg, an opportunity to reflect upon that closing period that we had from March to June. That also lead to an opportunity to take a look at how the district was going to plan and open up for '20- '21. They were notified from the US and Pennsylvania Department of Education in early fall, that they qualify for a Special Education COVID-19 impact mitigation grant which was worth up to \$58,765.00. The leadership team in the pupil service department put together the specifics of the grant, according to all the criteria. Just a few short weeks ago, they were awarded the full amount of the grant of \$58,765.00 to go towards the COVID Compensatory Service Plan Program that they are now going to engage in the beginning of March. This will carry all the way through to the end of June, for those students that their department has identified through the last several weeks/months since September, by way of looking at data and progress monitoring from the period of March to June of the '19- '20 school year. The plan that they are looking at to use the money is starting in March and going through June, is three days a week after school. It is a program offered after school

per the grant. They will look at K through 12, in the subject areas of Reading, Writing, Math, Social, and Emotional. Students will have set goals in those areas and they will monitor progress using the staff as the staff instructs students in those areas. They will look at a five-week period initially and evaluate what progress has been made. If progress has not been made, they will extend another three weeks. If progress has again not been made, they will continue to extend. This district is the only district right now in IU 20 that is beginning to do this program in the school year. The leadership team is using it right now, at this time period, because they believe if they start the program now and go to the end of June, it gives them a lot of opportunity to continue to work with the students up to the end of June. They would prefer to do that, rather than compact it in a summer, which a lot of districts may do, but it does not give a lot of opportunity to work with the students. They also believe that they are going to get a lot of student participation in the program if they do it now and get it right after school. The grant does cover areas such as supplies, curriculum, transportation, and it also takes care of the stipend or the cost that it costs to pay our staff to do the instruction. They also had a budget for non-public students that may qualify for as an identified student in the state of Pennsylvania. They had to set a part of the budget aside so they can support those students that are now part of the programs too. He just wanted to come to the meeting to see if the Education Committee can share their news because they are excited about it. They got the full amount that was available. They are still working on exactly what the number of students looks like. Dr. Olszewski and Mrs. Casciotta are finalizing those lists. They are reaching out to the families right now to confirm attendance and then looking to start the program. The first or second week of March is the goal to start and they are going to run it right to the end of June. This will keep us at the forefront in the county, and in the IU, and everyone is going to be looking at how East Stroudsburg is going to do this model of CCS, and hopefully they're going to learn from what they have paved the way for everyone else.

Rebecca asked if it is going to be virtual or will kids be brought in after school to do it?

Mr. Baddick answered that they are looking at doing both models. They can do hybrid or face to face. They are looking at both ways to go.

She followed up with asking if both the ESACA students and the brick and mortar students can both participate equally?

Mr. Baddick answered that yes, any student that currently has an active IEP in place from k to 12 can participate.

Sharone asked what is the timeline on the grant?

Mr. Baddick responded that they have to spend the grant by 9/30/21, so by the end of September they have to have the grant utilized completely. He pointed out that \$58,000 goes pretty quick, especially with the program starting in March and going through to the end of June. They also have authorization from Matt Krauss to utilize the Access Fund Program which is a very healthy program, with almost \$4 million in that that account. So they are able to use some of that to help offset any of the grant when it ends, should they use it up prior to the deadline.

Dr. Bonilla thanked Mr. Baddick and asked him to clarify what he was asking the committee for?

Mr. Baddick explained that all he was doing was giving an update letting the committee know that they have been awarded the grant through the division of federal programs. He also wanted to give an update that they got the full allotment, and that they are looking to start the program in March.

Dr. Bonilla said she didn't see any requests or recommendations on the agenda so she thought she missed something. She then thanked him for the update. They want to stay updated and if there's any way that they can support Mr. Baddick or assist in thought partnership they would be happy to do so. As this showcases another opportunity for them to lead and to be highlighted and, figure out some of the kinks along the way for other districts. She also pointed out that when they meet at the IU and talk about the work of all the districts, she is always proud to represent our district because people recognize that we are leaders and that we share the information that we gather and the learnings.

- IX. PUBLIC PARTICIPATION:** Dr. Bonilla thanked everyone. She proceeded to open up the questions for public participation, reminding everyone that it's limited to the items of discussion which are items A through F on the agenda. She then went on to call on Jennifer Marmo for the first question. Ms. Marmo commented that she is excited to hear all of the things that are happening with DEI and with the courses. Her daughter is currently in ninth grade at the North High School and she loves anything that can be done to raise her to be a

social justice warrior, as called by one of Ms. Marmo's 12th graders. She is excited about that and also has a son in fifth grade and is a little bit younger, but they have had some serious discussions about what's going on in the world around him, and people that are diverse in other ways. Ms. Marmo mentioned that the color of their skin is white, so they definitely need to look at things a little bit differently so that they can help those around them. She agrees that we definitely need to look at things a little bit differently so that we can help those around us. She is really excited as a parent and as a teacher at the North High School, she is excited to see things for her students coming up; things that are going to be available for them and help them see themselves and help everyone look at things through different lenses. She loves that thought process, and that language as an English teacher. She just wanted to say thank you to everyone who's involved in all of this. Even after 18 years of her being in the district, and now raising her children in the district, she is proud to see us moving forward. She is so proud to be a part of East Stroudsburg Area School District. She thanks everyone for all of the work that they are doing. She really appreciates it and so does her husband.

Dr. Bonilla thanked Ms. Marmo for being with the committee and thanked her for her 18 years of dedication to our district, and thanked her for saying what can be uncomfortable when it comes to looking at skin color and not ignoring that it is a part of our diversity. She next called on Steven Lurry.

Mr. Lurry is a parent to two kids in the district. They moved here in 2007, and their kids have friends who are all very diverse. He is very excited to see the work that's being done to go forward with their kids. They are going to grow up in this town and grow up in this world. It is very exciting to see something like this being done. We are leading the way and districts across the country are doing this, so it's very exciting, especially for kids, that they are going to learn how to treat each other. It is going to be learned how to view each other through other people's eyes. He wanted to thank the team for continuing the work that they are doing.

Dr. Bonilla thanked him. She said it is exciting to hear from parents, and those that are parents on the committee try to talk about their own experience. They still want to hear from more people in the community. She thanked the community for coming to the meeting. She asked if there were any other questions or comments from any of her colleagues on the board that are on or not on the committee that want to share thoughts or ask a question.

Sharone Glasco proceeded to add a comment. She said that as the team thinks about the students that they are serving, those students are Generation Z. They are totally different from the committee. The one thing about Generation Z is they tend to emulate the generation who raised them, meaning their parents, but there's some real distinct characteristics of the students that the district is educating right now and she always thinks it's important to include them. To recognize that they're looking at things differently. One thing Sharone wanted to recognize about the students that they are serving now is that they are financially focused. They're entrepreneurial. They enjoy other people but they're very comfortable working with FaceTime and other types of technology. They are comfortable in multiple settings and comfortable with face to face. They're very competitive. They don't see gender as an issue because they grew up where things are more open. The generation of the committee is that barrier that kind of judges, but it doesn't bother them. So anything that the committee does, when the time is right because they are still in the formation stage, and they are doing a phenomenal job, but she suggested that they are always considering the students that they are serving. She challenges the group to make sure that what they are designing and developing is attractive to them. And as we continue to move forward, be a little more inclusive and identify a couple of students to participate as they continue to flesh out some of the opportunities. But first we need to recognize who they are and always take that in consideration because they want to be heard, too. Generation Z is already inclusive but it is the previous generations that has all these little thought processes that they are holding on to. Today's group is a different breed of youngsters, and it's exciting. Sharone sees it daily, being in higher education and she has to meet the student where they are. She then thanked the group for listening.

Dr. Bonilla thanked Sharone for the profile and pointed out that it is always helpful to know who their audience is. She proceeded to hand the meeting back to Miss. Piperato to speak about the survey.

Miss. Piperato went to explain the survey as some of the foundational part of the five work teams. Every single one of the teams knows that in order to keep themselves accountable for the work that they said they were going to get done this year, and to choose goals for the future that are data informed, they need to be listening to voices of multiple people around them. The reason we're all here is because of our students. That's what gets us up in the morning and what makes us come to work. Just that day, Miss. Piperato asked for some letters from the students this summer who went from the Summer Academy to give her feedback regarding how it was and she went on to say it has always been so delightful to hear their voices and not just listen to their delight but experience the joy of watching as they form who they are their own people. That is why we do what we do. Her point being that through their work in teams, they have all identified that they want to listen to student voices, but are also cognizant of the fact that this generation gets hit with a gazillion surveys. What they are trying to do is consolidate their work in one survey to say what are all of the needs, what is all the data that they want to get, and what do they really want to get out of the students because they don't want to bombard them with multiple surveys. Right now they are talking about who exactly is their audience, and then what do they really want to know from them, so that when they put the survey out by the end of the year at the latest, they will get the data that they need to start making the decisions about moving forward. They anticipate that, as adults, they are going to read some of the comments and realize they were looking at things as adults rather than the generation with whom they are working. They may have to reevaluate how they look at things and remember what it's like to be a teenager whose life is

preoccupied with many more things. That's the work they are doing and the committee's focus around that effort.

Dr. Bonilla thanked Miss. Piperato. She went on to say that Sharone definitely aligned with what Miss. Piperato was talking about and with the youth voice being such an important aspect and informing our work. She thanked both Sharone for bringing it up and Heather for making sure that the surveys are well-planned.

Jennifer Marmo went on to comment that Sharone and Miss. Piperato both talked about reaching students where they are comfortable. One of the ways that should be thought about in how to reach the students is finding some way to tap into social media, because that is how they communicate, how they get their opinions out and that is how they let their social justice warriors come out. Teachers are encountering issues with emails right now as they get bombarded with them so the idea of one survey is awesome, but there's got to be some way to tap into Twitter, Instagram, Snapchat, Facebook a little bit, but the first three are the ones that they are posting on. Those are the ones that they're following and that's where they get their information. There has to be some way to push out the information that way. That is how the committee is going to get them and that is meeting them where they are, like Sharone said.

Dr. Bonilla thanked Jennifer and agreed that we certainly do have to be mindful of meeting the students where they are. She also thanked Sharone for reminding them to be mindful. Dr. Bonilla went on to say that these are the kinds of nuances and discussions that help the committee to be mindful and attentive to the needs of the students and allow them to be able to meet them where they are. It's so exciting that they can have these discussions, so she asks that everyone please continue to join, month after month, on these Education Committee Meetings where they can get into some of the meat of the work that then goes before the full board.

Rebecca Bear called out that she wanted to recognize Miss. Rodriguez, because she wasn't on when her ESL stuff was being discussed, but Rebecca wanted to acknowledge her for all her work that she does at Resica. Rebecca actually recently met a woman who takes her class, and she raved about it so Rebecca just wanted to tell her that.

Miss. Rodriguez went on to say if anybody had any questions about OFF2CLASS, she would be more than happy to answer. She wanted to say thank you for the opportunity to pay for it because it is a platform that has all different levels at the English language proficiencies of these parents and every night when they finish class, the last thing they say is thank you so much to Miss. Rodriguez. The program is a placement test that they can take and they're taking, and it levels them. Through this program, they do a lesson in class and she can push out homework so they are learning technology. She went on to mention her lasting connections with students and how she is working to meet parents in the middle through whatever means necessary, such as texting. They are very appreciative of what she does. Miss. Rodriguez went on to say it is an exciting time to be an educator between the diversity training and everyone learning together.

Dr. Bonilla responded that they can invite Miss. Rodriguez to give a more regular update at the committee meeting, such as a quarterly update to share with the committee. Dr. Bonilla can work with Miss. Rodriguez by email to give her some guidance but Dr. Bonilla thinks it would be good for the committee to have a regular update, so that they can help connect what she is doing to all the other wonderful efforts that are happening. Dr. Bonilla went on to say the other thing she has shared somewhat broadly that the district is going to be highlighted through the Governor's Latino Commission because Dr. Bonilla chaired the Education Committee there. So Dr. Riker, Dr. Vitulli, Miss. Piperato, and several others are going to be part of that committee. Dr. Bonilla went to offer that if Miss. Rodriguez is interested, it is an area that they could plug her in to make sure that the district is highlighted, and that she is sharing some of those efforts as well. They will also be sharing that on a broader level statewide. She thanked Miss. Rodriguez for the work that she is doing and reminded her that she is important and contributing as well.

X. ADVISORY RECOMMENDATIONS

- a. Edgenuity Invoice – E-Dynamic Courses - \$3,960
- b. OFF2CLASS Invoice – Software Services - \$453.60
- c. MTSS Grant Allocation - \$4,274.56

ACTION BY THE COMMITTEE: The motion to move forward the Edgenuity Invoice for the E-Dynamic Courses, OFF2CLASS Invoice, and the MTSS Grant Allocation was made by Debbie Kulick. The motion was seconded by Rebecca Bear and carried unanimously 4-0. Moving to Finance Committee

Dr. Bonilla announced that the next meeting is scheduled for Wednesday, March 10th, 2021 at 7pm. It was asked if it will be on Zoom, to which Dr. Bonilla responded that they will finalize that based on what happens with the full board and the decision will be shared in advance, although she mentioned Zoom works well and so they have said in the past that they are going to have Zoom anyway because people are able to join and it is convenient as well.

XI. ADJOURNMENT: Dr. Damary Bonilla asked for a motion to adjourn at 8:14 p.m.

ACTION BY THE COMMITTEE: Motion to adjourn was made by Debbie Kulick. Motion was seconded by Sharone Glasco and carried unanimously 4-0.

Respectfully Submitted,

Jessica Barlotta

Committee Secretary