

V. b.

Motion to approve additional hours for Virtual Classwork Help Schedule B appointments, for the purpose of providing support to students and families. These positions are fully funded through the ESSERS Grant. No appointment is hereby made in the event that the respective programs are cancelled.

Last Name	First Name	Building/Position	Rate	Effective Dates
Andrews	Andronikki	Virtual Classwork Help Advisor Grades K-2	\$29.56 per hour not to exceed 50 hours	2020/2021 School year
Christiansen	Marie	Virtual Classwork Help Advisor Grades K-2	\$29.56 per hour not to exceed 50 hours	2020/2021 School year
Rescigno	Barbara	Virtual Classwork Help Advisor Grades 3-5	\$29.56 per hour not to exceed 50 hours	2020/2021 School year
Rolando	Tina	Virtual Classwork Help Advisor Grades 3-5	\$29.56 per hour not to exceed 50 hours	2020/2021 School year
Trauschke	Billie	Virtual Classwork Help Advisor Grades 3-5	\$29.56 per hour not to exceed 50 hours	2020/2021 School year
Winkler	Mary	Virtual Classwork Help Advisor Grades K-2	\$29.56 per hour not to exceed 50 hours	2020/2021 School year

V.d.

U.S. Department of Education Releases Guidance to States on Assessing Student Learning During the Pandemic

FEBRUARY 22, 2021

Contact: Press Office, (202) 401-1576, press@ed.gov

Today, the U.S. Department of Education (ED) is providing guidance to states emphasizing the importance of flexibility in administering assessments this year as a result of the pandemic and supporting the use of assessment data as a source of information for parents and educators to target resources and support, rather than for accountability purposes this year.

State assessments and accountability systems play an important role in advancing educational equity, identifying student needs, and targeting the resources to address them. At the same time, some schools and districts may not be able to safely administer statewide summative assessments this spring using their standard practices, while others may wish to prioritize learning time during the scant in-person schooling time this year in many communities. The pandemic requires that states have significant flexibility in implementing this work for the 2020-2021 school year and ED's guidance is a practical approach that balances these two priorities.

"The Department of Education is committed to supporting all states in assessing student learning during the pandemic to help target resources and support to the students with the greatest needs," said Ian Rosenblum, acting assistant secretary for elementary and secondary education. "We also recognize that at a time when everything in our education system is different, there need to be different ways that states can administer state tests like moving them to the fall so that precious in-person learning time this year can be spent on instruction. Balancing these priorities is the best approach."

ED's guidance makes clear that states should consider the ways they can do things differently this year. Flexibility available to states includes:

- Extending the testing window and moving assessments to the summer or fall,
- Giving the assessment remotely, where feasible,
- Shortening the state assessment, to make testing more feasible to implement and prioritize in-person learning time.

The Department also recognizes that individual states may need additional assessment flexibility based on the specific circumstances across or within the state. ED is prepared to work with states to address their individual needs and conditions while ensuring the maximum available statewide data to inform the targeting of resources and support.

In addition to encouraging flexibility around assessments, ED is allowing states to request a waiver for the Every Student Succeeds Act's accountability and school identification requirements. This flexibility will explicitly include waiving the accountability provisions relating to having a 95 percent test participation rate.

The Department's letter to Chief State School Officers outlining its plans for the 2020-2021 school year can be found [here](#).

"States are working hard to respond to the unique circumstances they are facing and maintain their immediate focus on supporting students' social, emotional, and academic development," said Jessica Cardichon, deputy assistant secretary of K-12, Office of Planning, Evaluation, and Policy Development. "In addition to this guidance, the Administration is working with Congress to secure the additional resources in the American Rescue Plan that are needed to support states and districts in safely reopening schools and responding to the long-term impact of COVID on students and educators."

The steps taken today by the Department of Education reflect a practical approach for addressing the immediate crisis at hand. The Department will continue to engage a broad range of stakeholders regarding how the Biden-Harris Administration can best implement its agenda to prepare all students to succeed in the tomorrow's economy, regardless of race, parents' income, zip code, or disability; and to provide educators with the support, respect and dignity they deserve. President Biden's proposed American Rescue Plan calls for \$130 billion in funding to help schools safely reopen and meet the unique needs students and educators are facing during the pandemic, including supporting the academic, social, and emotional needs of students.

[Date]

Mr. Ian Rosenblum
Acting Assistant Secretary
United States Department of Education
Office of Elementary and Secondary Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Acting Assistant Secretary Rosenblum:

From the earliest days of the global pandemic, Pennsylvania has demonstrated a commitment to documenting the educational and other harms experienced by our students, educators, and families. Thanks to support from the U.S. Department of Education (ED), the Pennsylvania Department of Education (PDE) partnered with our Regional Education Lab to gather rigorous research on the possible effects of large-scale, long-term virtual learning; developed a comprehensive agenda for understanding Pennsylvania's educational inequities in the time of COVID-19; and implemented a statewide survey to gather data on local assessment systems that can provide vital information following the cancellation of statewide assessments during the 2019-20 school year.

PDE believes that annual achievement tests are a critical component of fulfilling the foundational civil rights goals of the Elementary and Secondary Education Act (ESEA). Accordingly, Pennsylvania fully complies with federal requirements for administering annual assessments, for publishing assessment results, and for using such results for prioritizing schools for support and intervention. Since ED published its October 2020 guidance concerning 2020-21 school year assessments, PDE has worked aggressively to prepare for assessment administration in a way that prioritizes student and public health while safeguarding comparability, reliability, and validity of any assessment results.

As ED's National Center for Education Statistics determined in postponing this year's National Assessment of Educational Progress, PDE believes it is impossible to responsibly balance these considerations over the next six weeks, when the vast majority of Pennsylvania's nearly 750 local education agencies (LEAs) would administer federally-required assessments. Under current public health guidelines, Pennsylvania recommends that middle and high schools in 51 of 67 (76%) Pennsylvania counties operate remote-only instruction that is incompatible with in-person test administration.¹ While these public health guidelines, which are informed by both IES-supported agent-based modeling on disease transmission as well as ED's COVID-19 Handbook, would permit in-person testing for third, fourth, and fifth grade students in these counties, doing so is likely infeasible given increasing levels of staff quarantine. Indeed, local planning for

¹ PDE Instructional Model Guidance (February 12, 2021).

assessment administration increasingly envisions suspending in-person instruction for younger students and redeploying staff to tested grades to meet test security requirements.

Further, the approximately 320 LEAs that are currently operating remote-only models serve economically disadvantaged students, students with special needs, English learners, and students of color at substantially higher rates than the state as a whole—meaning that the very student groups that have faced the greatest historical disadvantages will be systematically underrepresented in any near-term statewide assessment administration; see table below. **To be clear, Pennsylvania feels a moral imperative to assess students as one means of understanding and documenting learning loss; however, the assessment administration itself should not serve to aggravate or confound the issue.**

Student Demographics in LEAs Operating Fully Remote vs Statewide Public School Enrollment

Student Group	Fully Remote Instruction (n = 323 LEAs)	Statewide (n = 746 LEAs)
Economically Disadvantaged	53.6%	45.6%
Special Education	18.3%	17.9%
English Learner	6.1%	4.2%
Black	24.6%	14.5%
Hispanic	17.5%	13.1%

Source: PDE School Year 2020-21 October 1, 2020 Report

By way of this communication, PDE wishes to underscore that it is not, at this time, seeking a waiver from school year 2020-21 assessment requirements, nor are we revising our assessment, its coverage of eligible content, or reporting parameters. **Rather, we write to inform you that PDE will allow LEAs to hold assessment materials until later in the calendar year (i.e., September 2021)** to ensure that a larger, more representative sample of students participates in the assessments; reflect the differential effects of the pandemic, including the fact that many LEAs plan to continue the 2020-21 school year well into the summer; and provide Pennsylvania with the opportunity to continue collaborating with its Technical Advisory Committee (TAC) and assessment vendor to ensure that assessment results have the greatest possible utility as our education community engages in the hard work of long-term education recovery.

Given these assurances, PDE does not believe that waiver requirements under Section 8401 are triggered. Moreover, while this schedule shift may introduce the need for revisions to Pennsylvania’s ESSA State Plan, those revisions must follow on ED’s determination on Pennsylvania’s December 9, 2020 Addendum to the ESEA Consolidated State Plan due to the COVID-19 National Emergency. Nevertheless, in the interest of transparency, PDE posted this communication for public comment prior to submittal to ED and secured feedback from the state’s TAC around the interpretation and use of summative assessment results based on what is currently known about the scope of testing in the commonwealth.

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In just over one month, the Biden-Harris Administration has articulated an aggressive, science-based plan for reopening America's public schools. The efficient administration of the Coronavirus Response and Relief Supplemental Appropriations Act, timely guidance from both ED and the Centers for Disease Control, and the responsiveness of ED leadership to our state's technical assistance requests are accelerating the work of education recovery across Pennsylvania. We appreciate the opportunity to update you on our plans to administer statewide assessments in a way that complements these efforts and ensures the greatest number of students can participate.

Sincerely,

Noe Ortega
Acting Secretary of Education

Vll. a.

East Stroudsburg Area School District
Diversity, Equity and Inclusion (DEI) Coach - Position Description

Division/Department: District Programs

Location: District

Job Title: Diversity, Equity and Inclusion (DEI) Coach (.5 Position)

Reports to: Assistant Superintendent for District Programs

Terms of Employment:

.5 Professional position for 184 day/ten-month school year. Salary and benefits shall be in accordance with the current professional negotiated agreement. Plus up to 10 days during the summer months at the curriculum rate.

Evaluation:

Performance of this job will be evaluated in accordance with provisions of Board Policy #412 evaluation of professional personnel.

Qualifications:

1. Possesses an appropriate state teaching certification as established by the Department of Education.
2. Current Act 34, 151 and FBI Clearances as required by the laws of Pennsylvania and any other clearances that may be required by law.
3. Knowledge of and firsthand experiences with current educational research, thought and practices.
4. Knowledge of and hands-on experiences with various forms of technology and application in the school setting.
5. Philosophy that corresponds to the district's philosophy and mission.
6. Five years of professional teaching or related experience
7. Demonstrated effective interpersonal skills.
8. Logical thought processes and demonstrated ability to think critically.
9. Other abilities, skills, talents deemed appropriate by the district.
10. Knowledge of Diversity, Equity and Inclusion strategies and best practices
11. Proficiency in disaggregating, interpreting, and analyzing data
12. Problem solving, collaborative planning and data based decision making skills

Primary Function:

Oversee the implementation of DEI strategies and best practices to enable equitable opportunities within the district

Essential Functions:

- Collaborate with district leadership team
- Oversee the district DEI executive committee
- Oversee district DEI work teams
- Participate as needed on district DEI work teams
- Oversee DEI general membership committee
- Guide the growth of all DEI team members, including self
- Provide resources for district DEI committee
- Work collaboratively with the necessary stakeholders
- Participate in related building/district committees, if applicable
- Keep accurate records in support of committee membership and district/committee goals
- Attend and participate professional development workshops/conferences when appropriate
- Facilitate and lead DEI related professional development for school staff
- Ability to prepare and present comprehensive and effective reports, as appropriate for various stakeholders
- Act as a resource for the district leadership team in the development and implementation of DEI policy

Position Specifications

Physical Demands:

Able to sit for an extended period of time.
Able to raise or lower objects from one level to another.
Able to push or pull objects as needed
Able to carry objects (up to 20 lbs.) in arms or by other appropriate means
Able to use hands and arms to reach and pick up objects
Able to walk moderate distances inside and outside of facilities and able to climb steps

Sensory Abilities:

Able to see clearly with or without corrective lenses
Able to coordinate eyes, hands and fingers rapidly

Work Environment:

Able to travel inside or outside the District as necessary for work related tasks
Able to withstand changes in environmental conditions inside and outside of the work facility, and adapt to these changes

Temperament:

Able to work with others in a courteous and cooperative manner
Able to effectively manage various types of situations and personalities
Able to effectively respond to deadlines and stressful situations

Cognitive Ability:

Able to communicate effectively both orally and in written form
Able to perform numerical operations accurately and quickly
Able to perform repetitive tasks
Able to make appropriate judgments as they pertain to the responsibilities of the position

East Stroudsburg Property And Confidentiality Requirements:

All property, including intellectual property, materials, equipment or actual products and services developed or accrued as part of the job duties and responsibilities listed above, is the property of East Stroudsburg Area School District. It may not be used for personal profit or gain and will be relinquished to the East Stroudsburg Area School District upon termination of employment from the East Stroudsburg Area School District.

The position specifications described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The information contained in this job description is for compliance with the Americans with Disabilities Act (A.D.A) and is not an exhaustive list of the duties performed for the position. Additional duties are performed by the individual currently holding this position and additional duties may be assigned.

Adoptions:

Original adoption by the Board of Directors on :

I, _____, have read and understand the duties and responsibilities as outlined in the above position description.

Employee Signature

Date

East Stroudsburg Area School District is an Equal Opportunity Employment, Educational/Service Organization.