

EAST STROUDSBURG AREA SCHOOL DISTRICT
EDUCATION PROGRAMS & RESOURCES COMMITTEE
MEETING
March 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 Larry Dymond
- IV. **School Personnel Present:** Brian Baddick, Heather Piperato, William Vitulli, William Riker, Jessica Barlotta, Tabitha Bradley, Trenee Lurry, Janice Rodriguez, Barry Krammes, Aimee Ellison, Renee Stevens, Steve Zall, Craig Neiman, Terrence Bomar, Lisa Cruz, Jennifer Marmo, Keleshia Phillip-Stringer, Phillip Kerzner, Ying-Fang Jeffers, Anthony Massa, Lisa Cruz, Salvatore Lapadula, Leslie Cramer, Evan Stokes, Stephanie Reese, Deborah Stasolla, and Marialena Casciotta.
- V. **Members of the Public Present:** Roy Taylor, Laiana Biela, Shirley, Zulemi Chavez, Zena Weekes, Jennifer Floyd, Meaghan Castro, Corey Stokes, and Melanija Konstantin
- VI. **IU 20 Members:** Dr. Christopher Wolfel, Jim McDonald, Jacquelyn Bartek, and Michelle Bozini
- VII. **APPROVAL OF AGENDA**

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

VIII. **APPROVAL OF MINUTES**

ACTION BY THE COMMITTEE: Motion was made by Debbie Kulick to approve the minutes from the February 10, 2021 meeting (pages 1-11). Motion was seconded by Rebecca Bear and carried unanimously 4-0.

IX. **ITEMS FOR DISCUSSION**

a. CIU20 – Presentation of Services – Dr. Wolfel

Dr. Damary Bonilla started by mentioning that the committee has a packed agenda, with several topics that the committee has requested updates on and or the administration wants to provide an update on and they were starting with a presentation by Colonial Intermediate unit 20. Dr. Bonilla is proud to represent our district on the IU 20 board and to have Dr. Wolfel and his team on the meeting. When Dr. Bonilla first came on and was appointed by her colleagues to serve in that capacity, she visited the IU Academy and had an opportunity to meet the amazing staff there and learn about the work that they're doing on behalf of the students, and the 12 other districts that are part of the IU 20. She has hoped that they could plan a visit with members of the community and the parents to the IU but then COVID happened and they have been really busy this year. Dr. Bonilla did not want to miss the opportunity for everyone on the call to hear all about the IU. She has heard comments in passing from individuals who feel that we

are busing our students out of the district and therefore, maybe not serving them in the manner that we should, and she wants people to understand the services that the district pays into and support that are provided by the IU. They help students in our school district and then those students that need additional supports and services are bused to the IU. The facilities that they have are amazing. They have the dedicated and trained staff to meet the specific needs of the students that have special needs, and they do a really good job, so she wanted to have Dr. Wolfel and his team on the call. She then passed the call over to Dr. Wolfel.

Dr. Wolfel thanked Dr. Bonilla. He introduced Dr. Bozini, who is their Director of Professional Learning and Curriculum. He also introduced Jackie Bartek, their Director of Special Education, and Jim McDonald, who is their Director of Resolve Behavioral Health Services. The IU Mission and what they focus on, and what grounds them every day, is that they try to develop positive relationships. They try to be responsive to all of their stakeholders. Through that, they feel that is a perfect formula to have positive results for all of their students and all of their families. They call it the three R's: relationships, responsiveness, and results. They remind their employees every day that every action they take should be moving towards what their mission is. They believe their vision is to be vibrant, vital, influential, and innovative and a child centered organization. They keep the child at the center at all times. Certainly, they want to make sure that they are vital, that they are here to support their students and their families and their school districts. In addition, they try to be very innovative. They try to look at what things might be coming in the future to be proactive, maybe a little bit more preventative instead of reactive. A lot of their conversations at the administrative level is trying to do that through various networking sessions and they have a lot of ideas that will be coming out over the next several months to really try to start bringing their school districts in their region together, and the work together on all these initiatives. It's about partnerships. That saying: 'it takes a village to raise a child.' The IU believes that very strongly, as well as developing partnerships with everyone. The most important partnership is certainly their school districts and working together with them to serve their children, but their families and working very closely with their parents, and all the other folks that are involved including the Department of Human Services, Department of Education, Monroe County developmental programs, and the universities. They try to partner with all those resources and try to be the hub that they can connect in and pull everyone together to make those connections, when anyone that they're serving needs to make those connections. They're a pretty big IU; they cover 1200 square miles, or one of the largest I use in the state by geographical region. They serve 13 school districts, three career centers, and five charter schools. They have around 1500 employees. They have a pretty big budget: 250 million in budgets and annually they, within their catchment area, they're touching somehow, one way or another, approximately 6,000 Public Schools students. They do serve 8,000 students directly through some of their instruction and their services, and their early intervention program continues to grow every year. They're serving over 2,000 students in early intervention. Dr. Wolfel then turned the presentation over to Dr. Bozini to talk about their administrative services and professional learning.

Dr. Bozini thanked Dr. Wolfel and thanked East Stroudsburg for having the IU 20 at the meeting. She then went into a big about herself because she saw a lot of familiar faces and some unfamiliar faces. She has been with the IU for almost eight years, and has been director of the Professional Learning Department for almost six years. Prior to that, she was an elementary school principal and was also an elementary school teacher.

The Professional Learning Department is a full service department supporting the region's educators and students. They offer a plethora of services. CIU 20 offers educators, innovative and effective training sessions that are engaging and timely. Their professional development reaches about 10,000 educators annually. They also offer an array of workshops and events. Some of the ones that they're proudest of are their large scale events such as their summer administrative workshop and their very many networking meetings. They also, in addition to workshops and large scale events, offer tailored professional learning and customizable trainings for schools and districts, as well as coaching that is personalized and oftentimes one on one with teachers. They make it easy to request a training via their website. Their training and consulting staff supports curriculum development, student data analysis, school improvement planning, and instructional planning. She also went on to mention some of the things that their tech team is involved with in regards to supporting East Stroudsburg schools this year. They support many different areas and initiatives with, and in partnership with many of the educators in their

district. Some of the initiative areas are social emotional learning, school wide Positive Behavior and Intervention support, MTSS, and ATSI literacy classroom management, just to name a few. Dr. Bozini really feels that their partnership with East Stroudsburg is very strong, and it's really exciting to know that so many of the educators take advantage of their services. They offer many varied supports in the area of Edtech. They offer professional learning workshops that revolve around various educational technology topics, personalized learning training and coaching that's customized to each school and their district, discovery ed support and training, and their newly revamped Instructional Media Services library. Within their online learning services, they provide a number of services. One of the things that has really grown over the last, say three to five years, has been their Colonial Virtual Program. Colonial Virtual Program is a K to 12 online solutions, servicing at this point, eight school districts, but more than 750 students, and that's just within their regular school day programming. So as you can see they service a lot of kids, which is mainly because of COVID right now. During non COVID times, they typically serviced about 400 students within a year. In addition to the regular school day programming, they also offer summer school, accelerated learning, and SEL programs. Just to be more specific, the school districts that they do support with CVP are Bethlehem, Easton, Nazareth, North Hampton, Delaware Valley, Stroudsburg, and then they offer site licensing to Pocono Mountain and East Stroudsburg. They also service about seven nonpublic schools. They have more than 40 continuing professional education courses that they offer. In partnership with local universities including Moravian, ESU, Delaware Valley, and Wilkes, they offer several endorsement and certification programs. They also support nonpublic schools. The primary areas of support are instructional support for K to 8 reading and K to 6 math, school counseling, psychological consultation services, Title One services, which provides remedial reading and math, and Title IIA services, which provides professional development, and lastly, administrative consultation services, which includes student intervention teams, data analysis, instructional planning, evaluation, and professional development. They also provide a number of networking groups. Their networking groups have grown significantly over the last five years. Five years ago they probably offered maybe less than half of what they do now. It is such a wonderful way for educators in the region, administrators, teachers, and specialists, to come and get first-hand information because they are a direct liaison between Professional Department of Education and school districts. It is a great avenue to get necessary and timely information firsthand. Next year, they're hoping to add a school climate and an equity group to the list as well. Finally, the most fun part of her job is providing all of the student events, spanning across all grade levels, from elementary all the way up through high school. Moving forward from COVID, Dr. Bozini is hoping things will return to normal sooner than later so that they can get back to having the events face to face, because it is a highlight of what they do and the kids really love it and it's a great way for teachers and kids in the community to come together. She then thanked everyone for allowing her the time for the presentation. Dr. Wolfel asked her to go into more detail and share many of the services that are provided from their department at no cost. 98% of what Dr. Bozini's department provides is free of charge. They get funding via IDEA but they also get a good amount of grant funding from the State of Pennsylvania. And with that money, they have various initiatives that are outlined and mandated by the state. These initiatives are always completely necessary, pertinent and within those various initiatives, they can offer many different services like professional learning, curriculum writing, and coaching. They're mostly completely free, because they do get such wonderful funding for everything.

Dr. Bonilla gave the opportunity for any of the committee members to ask questions to which there was none so the meeting was passed over to Jackie Bartek and Mr. Jim McDonald.

Jackie Bartek started by explaining that she is the Director of Special Ed for IU 20, and she has been working for IU 20 for 17 years. Special Education is her passion and she is completely dedicated to our students, and our families, and our district staff. She was an emotional support teacher, Assistant Principal at Colonial Academy, and Supervisor of Pupil Services, which led her to her role now servicing the district and our students. Ms. Bartek introduced Mr. McDonald and let him have the floor. Mr. McDonald explained that this is actually his 20th year with the IU, and his 30th year in the field of mental health. He is a licensed social worker by trade and very passionate about his field.

Mrs. Bartek let everyone know that she would like to start with highlighting their CI 20 special education classroom programs. With their classroom programs, they are able to provide classrooms for autistic support, hearing support, life skill support, multi-disabilities, physical support, therapeutic

emotional support, partial hospitalization program, and they have their Colonial Academy, and their Early Intervention Programs. All of their classrooms are supported by supervisors, their coordinators, program specialists, school psychologists, their own related service providers, teachers, mental health staff, and support staff. They also have a few community liaisons that are also available to support the district, the children, and the families. When they talk about their classroom programs, just to share within East Stroudsburg Area School District, they do have 14 IU classrooms within the school district to serve the students. They have autistic support which are six classrooms, two partial hospitalization programs, three therapeutic emotional support programs, and three multi disability programs. They do try to work with Maria and Brian and all the Special Ed Supervisors to do their very best to keep East Stroudsburg students in those classrooms. Talking about their classroom programs, it's really important and they really work closely with their professional learning department with Dr. Bozini and Denise, and all of their professional learning staff to really put an emphasis on curriculum instruction. They utilize a wide variety of educational approaches and techniques. They offer age respectful activities within their classrooms that provides academics aligned to the PA core standards, and also taking in consideration the alternate eligible content. They work on functional life skills instruction and social emotional learning. They really value a strong partnership between school and family to enhance and generalize the skills that they are learning in the classroom, which will lead to the student becoming as independent as possible and educated in the least restrictive environments. What makes that possible is they truly focus and train all of their staff on a transdisciplinary approach, and this is implemented across all of their classrooms to ensure all services are coordinated and focused to address the student's IEP needs and are generalized across the classroom, working with the families to generalize those skills in the home and in the community. Some other services they provide are related services. These are services a child with a disability needs in order to benefit from their special education or 504 service plans. Here are some of the related services that they provide to their districts: occupational therapy, physical therapy, speech and language support, vision support, Social Work services and schools, transportation, audiology services, including a hearing booth at their main office, interpreting services, hearing Services, and orientation and mobility services for students who are blind or significantly visually impaired.

Mr. McDonald continued on that other CIU 20 student's services that they offer includes Psychological Services, psychiatric services, audiology evaluation and screening, feeding evaluations, outpatient mental health services, extended school year programming, IBHS services, formerly known as provider 50 services, BHRS services, and Applied Behavioral Analytic Consultations.

Mrs. Bartek took over again and explained that CIU 20 likes to blend education and treatment. She went on that Chris and her have worked together for a really long time and focus on having this vision that instead of working in silos within the intermediate unit, they bring their work together as a hub, under student services. They started this transition in different ways back in 2016/2017 school year. Jim and her worked with all of their supervisors and student services to create quarterly complex case review meetings where all of their supervisors get together and really focus on the highest tier level of students, where they're having difficulty and challenges, and really want to think out of the box putting all of their expertise together to really truly provide a treatment plan and educational plan to meet those student's needs. They also created an Autistic Support Center based classroom which is housed at their Early Learning Center, where Jim and her worked to take the educational component and bring in the treatment component by adding a mental health treatment specialist right there in the classroom. They also have their school-based hospitalization programs which are blended within the school district school buildings and also available at Colonial Academy.

Mr. McDonald continued that using the MTSS framework as a visual indicator, IU 20 as a regional service agency has created an array of services support programming at each tier. Tier one: school wide assistance to build staff capacity, tier two: targeted interventions for students who met programming and services, and tier three: individualized intensive services and full time case managed programs. They've done this with intent to be able to offer an array of services at each tier that offers a customizable opportunity to offer services that can best meet the needs of the district.

Mrs. Bartek continued that therapeutic aggression control techniques are available for crisis prevention and intervention. All of their IU 20 staff are trained in this on a yearly basis, plus they offer this training for their districts. They provide psychiatric evaluation services to help the districts with students with mental health complex needs. Brain Steps Committee is run on a monthly basis, and they have at least

one if not more staff from each of the 13 school districts that come together and work together as a whole committee and collaborate on supporting students with traumatic brain injury. They offer first aid, CPR, AED adult child and infant training, epi pen training, blood borne pathogen training, care for medically fragile children, AAC training and evaluations in inter-agency coordination.

Mr. McDonald added that in addition to the tier one crisis prevention and intervention services, they also offer training in Resolve Behavioral Health. Under this, they offer anti bullying curriculum and training, suicide awareness training, mental health in schools training and consultation, social emotional learning curriculum and training, trauma informed schools training, and school climate consultations. They have a person certified by the Pennsylvania Department of Education at level two in the school Climate Initiative. They offer school attendance improvement consultation and positive behavior supports and interventions consultation.

Mrs. Bartek took over to drill down a little bit more with tier two services. This is where they talk about supplemental programs and services for special education services. They also offer adapted PE evaluation services, feeding evaluations for students that have a difficult time feeding or textures or colors, and transition services to prepare the students for competitive employment and career readiness skills. They offer an extended school year program and services every summer, and they work to meet surrogate parent needs.

Mr. McDonald continued that within resolved behavioral health, they offer licensed social worker services, mental health worker services, Applied Behavioral Analysis consultation, school attendance truancy programming, and a crisis response flight team. Their Crisis Response flight team are a group of individuals, both from Jackie's department, as well as from Mr. McDonald's, that have been trained by the Crisis Management Institute, to be able to respond to catastrophes and tragedies, such as suicides, natural disasters, or deaths. They can come to the school and support the staff and support the kids during those really challenging times.

Mrs. Bartek continued onto Tier 3 and how they are the intensive services. Under special ed, they have all of their classroom programs to help the districts meet the needs of the students with special needs. They do have a Project SEARCH program at Kalahari resorts, which is for students ages 17 through 21, with special needs who are in their last year of school. Instead of attending a high school for their last year, they come to Kalahari resorts for the full year, and they run through three different internships, with the goal of gaining a competitive employment before they graduate.

Mr. McDonald that individual diagnostic services exist for those really challenging situations where finding a fit for kids with the most significant needs becomes a challenge. They have diagnostic services that can do a comprehensive workup and complete paperwork that can help guide the IEP team and the support team to meeting finding the best fit for that particular student.

Mrs. Bartek went on to say their data from 2019 to 2020, in regards to providing related services, rose every school year. Some facts about students and district programs across their catchment area: they provided one related service to 2,841 students last school year. They provided multiple related services to 535 students, meaning they provided two or more services. In regards to CIU 20 programs, in the IU program only, they provided 1,075 students with services, out of that, 203 of those students received one related service and 872 students received multiple related services. The total number of services last year was 4,451. Out of all the students that are in IU programs. 9.4% receive one related service and 41% receive multiple related services. This is why it's so important when she was talking about the curriculum instruction, that they really emphasize and train all of their staff; teachers, mental health staff, and related service providers, that transdisciplinary model. Everyone needs to be working together towards OT goals or speech or PT and they are not just focused in one area with that therapist. It is provided throughout the day, in different settings, with different staff to really generalize and continue to work on those skills throughout the school day. Their early intervention program serves students, aged three through five, that have developmental delays to try to get them jumpstarted before they enroll and register into kindergarten. They served over 2,000 plus students for the 2019-2020 school year. They have an Early Learning Center at Bethlehem Area School District. They do have an EI classroom located at Smithfield in our school district. They really focus on family engagement and partnerships and working with the families. They have 300 plus families that are engaged. They do work through a lot of grants, and right now they've been working on an inclusion coaching grant, which would allow them to focus on providing professional development and modeling for teachers, staff, daycares, and preschools.

They added two more sites just recently: Forks YMCA and the Pocono Services for Children in East Stroudsburg. They have a total of 10 sites they've been able to support through this grant. They partner with 40 local businesses to provide employment training. They have many programs, but wanted to highlight one for the district and that's their autistic Support Program, servicing student's kindergarten through age 21. It is the largest program they have in special education. It's also the fastest growing and if they do this presentation again next year, those on the meeting will continue to see it grow as they are planning for future needs. In order to meet the district needs for the students that are transitioning from early intervention in kindergarten, they will need to open five new autistic support kindergarten classrooms. They also are very proud that they partner with the Autism Initiative Partnership with Patton. They usually put two classrooms through the Patton initiative and they have worked very closely with them to have a really strong autistic support model. They use the VB-MAPP to work on decreasing the barriers these students are facing, and it works on social and language skills. Many of their students go through AAC evaluations, as they are non-verbal and they try to find the right device for them early. Functional Behavioral Assessment and Positive Behavior Intervention Plans and family engagement trainings are really a focus again to generalize those skills and help the families in the homes as well. Mr. McDonald went on with some quick facts. Resolve is one of the larger/largest mental health providers in the area. They cover three counties. Intensive behavioral health services, formerly known as BHRS, services 100plus students in their homes and community settings each year. In North Hampton county, they serviced 1,100 plus students last year through their school attendance improvement consultants. They offer consultation and support to other IU's throughout their history of resolve behavior health across the state. Their Colonial Academy Building services over 400 students annually. They have Outpatient Programs, one of which is in the district at the East Stroudsburg Area South High School. Their school-based partial hospitalization services, typically serve over 300 students annually. One of the programs they wanted to highlight in Resolve is their Therapeutic Emotional Support Program. In 2019-2020, they serviced 435 students. This program, in a similar capacity to autistic support, has seen a steady growth since 2013. All staff in this program have been trained in restorative practices and trauma informed care. For that matter all staff in their resolve programs and school based programs, and Colonial Academy, have been trained in restorative practices and trauma informed care. This program blends academics and social emotional learning, and the social and emotional learning they choose is vetted through Castle and is evidence based curriculum. They have one licensed social worker, and one behavior analyst that are part of this program to support the varied needs of their kids and their staff. Currently they have 31 classrooms: 8 at the high school level, 8 middle school level, 14 Elementary classrooms, and one itinerant elementary classroom. Colonial Academy services over 400 students annually. Currently they have 2 AEDY classrooms and 2 CAPS classrooms. CAPS stands for Colonial Academy Program and Services, which is an Alternative Ed program that is not an Alternative Ed for disruptive youth program. There is a little bit more flexibility with their CAPS program. It's a voluntary program and offers kids access to the supports in the building, counseling, credit recovery, and is a support for kids that don't historically or traditionally respond to traditional settings. They have 2 autistic support classrooms, 1 Life Skills support classroom, 5 partial hospitalization classrooms, 15 emotional support classrooms, and an outpatient psychiatric clinic. They made that as part of the building with intent, knowing that their kids oftentimes need more services than what they already mentioned and they wanted accessibility not to be an issue. They also have a colonial culinary arts program and a construction management vocational skill building program that they offer to all students in the building to build skill for future readiness.

Mr. McDonald and Dr. Wolfel mentioned that Dr. Vitulli was the Principal of Colonial Academy for a time and thanked him for all that he had done.

Mr. McDonald continued that at the center of all they do is the student, and around that student, there is an array of services that really need to be blended to create a fit for the student. They really believe it's their job to create programming that helps the student succeed and they build the programming around their students. They have the ability and are excited that reading specialists, and other teachers, can recently become EL certified. They have associate teachers, also known as paraprofessionals in the district. The school nurses have a connection with an outside agency that offers drug and alcohol counseling and there is a firm space in their colonial Academy building for kids that need and want access to drug and alcohol counseling. They have a school resource officer who is trained in restorative

practices and regularly participates in restorative circles. This person has gone through verbal de-escalation training and is very much a skilled counselor, without knowing he's a skilled counselor. They also have school administration, case managers, psychiatric services and their psychologist. Some of the things that they'd like to highlight for you are telehealth services. Before the COVID experience, they had been exploring telehealth services to a smaller degree, but during it, they've really become fluent in their ability to provide telehealth services, and it has decreased accessibility gaps for many families. ABA is Applied Behavioral Analysis consultation. They have restraint reduction initiatives. They have increased Individualized Family Engagement and support. They have personalized learning at Colonial Academy. They have feeding and swallowing services, and are always looking to innovate always looking to partner always looking to build new and different services that can best meet the needs of the students.

Mrs. Bartek resumed the presentation, speaking about innovation in transition services. Career readiness is their goal for all of their students and over the past six seven school years, they've really increased their opportunities for their students prepare them for competitive employment before, and upon graduation. 2016-2017, they created the Project SEARCH program at Kalahari resorts. They increased partnerships within their community businesses from 25 to now 40 local businesses to provide employment training over the past three years for all students in their 13 school districts. They've also increased paid internship opportunities. Panera Bread has been amazing, as well as Giant and Shop Rite's. In '18-'19, Dr. Dan Cohen he took over transition services. He helped create the St. Luke's Possibilities Program, where students can start at age 15 to go to St. Luke's Anderson campus and be exposed to internship opportunities, so they can learn different skills, work on social engagement, daily living skills in a real world scenario. Public transportation was such a barrier in their catchment area. They have now met their goal and students who attend Project SEARCH Kalahari are set up with transportation in Monroe County. They're also doing training for students starting at age 15 by using public transportation to take the students from Wilson High School to St. Luke's Anderson campus. The students are thrilled and are really learning independence and the families have cried because they never thought their children would be so independent. Next steps for 20-21 include working with Seth's coffee shop in distribution. It is a new company that just started in Easton and are just starting their partnership with them to be able to have opportunities for students with disabilities at CIU 20 to prepare coffee in a coffee shop and also learn the process of roasting and preparing beans to pack and distribute for sale. They are also excited to bring their St. Luke's Possibilities Program to Monroe County next school year, which is going to open even more opportunities and possibilities for students with disabilities.

Mr. McDonald continued with Outreach, under Relationships, Responsiveness, and Results. They continue to have legislative meetings to discuss, mental health, safety and COVID-19 recovery. They're engaging in multiple transition partnerships to support career readiness and their community. Yearly, they continue legislative meetings, in the interest of EI funding. They're involved in a bi-county trauma awareness collaborative by the name of Resilient Lehigh Valley. Their initiative in Resilient Lehigh Valley is to create a trauma aware and resilient community. They engage in, use, and train the principles of LEAP through a partnership with the Philadelphia Child and Family Therapy Training Center. Finally, they have a partnership with Lehigh University with the intent of increasing reading skills for students with disabilities.

Mrs. Bartek thanked Mr. McDonald. She went on to say that family engagement is truly important to all of them. Dr. Wolfel created the CIU 20 Parent Support TEAM, which TEAM stands for Together Educating Advocating Moms, dads and families. The group was created so families can support each other, learn from each other, share knowledge, and create friendships. So far, there are 400 members, and they continue to grow. They provide multiple workshops focusing on building partnerships and educational knowledge throughout the school year, where their CIU 20 Parents Support TEAM presents. They create panels, along with their supervisors, teachers, and related service providers and have open discussions and dialogues with families, and some district employees. They recently supported and did a part of a workshop for COVID-19 recovery workshop, which was very successful. They also attend and get involved in local and state taskforce meetings. They get involved with Special Olympics and really are focusing on the advocacy and partnering. All the way from early childhood to graduation, CIU20 are working to maximize the potential to ensure students have access to learning and feel success.

Dr. Wolfel continued by thanking Mrs. Bartek, Mr. McDonald, Dr. Bozini. It's not easy to talk about

their program in 10 to 15 minutes because they're so proud of everything they do. They have a ton of services. If anyone wants them to explain the services they provide in more detail, they certainly would be happy to do that in the future, but certainly they will take any questions.

1. Deborah Stasolla went on to ask how long the district had been working with CIU20. Dr. Wolfel answered that IU's were established in the 1970's, so they have probably been working together for around 50 years. Ms. Stasolla went on to say that not all the services are offered at the North school and it is much harder to get to everything. It is also not explained to them. She went on to say no parents know what is going on at North. Dr. Bonilla stopped her to explain about the presentation but Ms. Stasolla kept interrupting so ultimately Dr. Bonilla ended up muting her.

Dr. Wolfel went on to explain that the purpose of attending the meeting for him and his team was to come out was to share with the school district, including all of the members of the school district administration, all the services that they have to offer, and make that awareness so every school administrator, every teacher, and every guidance counselor knows the services they have and to make those connections so they can bring those services, wherever they're needed.

Dr. Bonilla thanked Dr. Wolfel and asked if anyone else that has a question or a comment to please go ahead at that time.

2. Meaghan Castro introduced herself as new to East Stroudsburg in the sense that her son is now an autistic support classroom in the district. She went on to say that the services that are being discussed sound amazing. However, it seems there's a big disparity between what East Stroudsburg has to offer compared to another district like say, Delaware Valley. Her son went to CDD in Delaware Valley for two years for early intervention and they seemed to offer more. She is wondering why there's a huge disparity, if it all falls under the umbrella of the IU.

Dr. Bonilla went first and told Dr. Wolfel she would then give him an opportunity. She said they cannot speak for what is offered in other districts, but they will address what is offered in East Stroudsburg. She offered for Dr. Wolfel to chime in, and then Dr. Riker, Dr. Vitulli, or Mr. Baddick if they would like to contribute.

Dr. Wolfel went on to say that he thinks one of the main things is that if there are services that you feel your child needs, or you feel like your child isn't getting, they'd ask you to please reach out to Dr. Wolfel or Mrs. Bartek, the Director of Special Education. They'd be happy to listen and try to work with you and partner to try to get those services. They're always available anytime via email or phone call. They'll get back to you right away.

Meaghan thanked Dr. Wolfel because she has been asking since he started the program and she keeps hitting walls.

Dr. Wolfel explained that this is what they always talk about with their parent's support group. If you start to hit barriers, start working their way up the chain, and eventually they will get to Mrs. Bartek or Dr. Wolfel and they will do what they have to do to make things happen.

Dr. Bonilla went on to say she thinks the parent support group is a great opportunity as well and she would like somebody from the district team to respond as well.

Brian Baddick introduced himself as the Assistant Superintendent for Pupil Services. The department oversees all pupil services which includes special education. To access programs through IU 20, it first begins as a parent. The parent has to contact their building administration and have the conversation there first. If the child has an IEP, the conversation begins within their IEP team. As a parent, you're a member of a team and if you're looking for something that's more than what the team can offer, you have that concern and you express that concern and allow that team to develop the solution, based on what the parent concern is, they are going to optimize and utilize all the services that they have in their district and through IU 20. The chain of command here at East Stroudsburg begins at the building level, and that begins with the building level administrator, which is going to be the principal.

Dr. Bonilla asked that she not share anything personal about her child.

Meaghan went on to clarify that the principal of the school her son attends, told her that the IU controls the services, as it is a separate entity, so she was just trying to find out what the options are for her son

Mr. Baddick reiterated, again, that the district and the IU are two separate entities and the district contracts with the IU, but if there's parents out there that have questions, please feel free to

contact him at the central office. He would be more than happy to take any direct calls and answer any questions that parents have.

Dr. Bonilla commented that Meaghan should please follow up with Mr. Baddick so they can get ahead of the situation and then of course as Dr. Wolfel said, the IU team is available to support as well.

Mrs. Bartek asked to share one thing. She thanked Meaghan. She went on to suggest Meaghan joining the CIU 20 parent support team through the Facebook page. They'll be sharing those family engagement series really soon. She believes the next family engagement series is March 23rd, and it is going to be talking about who to contact when you're struggling or feeling you're getting nowhere, and how does that work with the district and with the IU 20. It would be a really informative and a great time to do question and answer after that presentation to open that communication.

Dr. Bonilla thanked Meaghan and asked if there were any other questions or comments from public.

3. Shirley was the next to speak up. She thanked everyone for sharing because, as a parent of a child in the school district, she wasn't aware of a lot of services, especially having a young teen with the work program. She asked if she will have to reach out to the student's case manager? She also thanked everyone on the panel for everything they do.

Dr. Bonilla clarified that yes, she would have to reach out to the case manager. Mr. Baddick is available as well if she needs further assistance or if she is not hearing back, she can feel free to reach out to him as well. Dr. Bonilla thanked Shirley and thanked her for participating. She asked if there were other comments or questions from members of the public.

4. Laiana Biela went on to say that she has listened to the whole thing and she knows there was a parent that was obviously upset and was muted. She would just like to know what her actual question was, and Ms. Biela was willing to give her the time since she is the parent of autistic children in the district, and also in the IEP program. She would like to know what was her actual question.

Dr. Bonilla commented that she did appreciate Ms. Biela's concern and Dr. Bonilla did ask her to calm down so that she could ask her question or make her comment but she did not and they do have an order in the way that they do things here so if she does want to ask a question or make a comment at this time, Dr. Bonilla would ask her to do so.

Ms. Stasolla went on to say that she was not going to ask any questions but that if anyone wants to know what's really going on, they can reach her on her Facebook page. She went on to spell it out and said that she will be putting things on there to say what is really going on.

Dr. Bonilla explained she was sorry because she did mute her and they were going to move ahead with the meeting, asking if there were any other questions or comments. She then asked if the members of the committee had questions or comments at that time. She also opened it up to administrators and board members.

Dr. Bonilla went on to thank Dr. Wolfel and let him know it was wonderful to have him at the meeting. The purpose of having IU20 on the meeting is to ensure that members of their community at all levels know the services that they have available. The district is proud to partner with IU20 to provide those services for their district and their families. It is important that they continue to communicate so that people can understand what is available to them. Dr. Bonilla appreciates the partnership that they have as well as that IU20 is now engaging in the district's diversity, equity and inclusion efforts. It is going to elevate their partnership as well as the resources that they're able to provide to meet the diverse needs of their families, not just in the East Stroudsburg Area School District, but across all 13 school districts. She again thanks them for their time and for the work that they all do. She thanked them for their help with the vaccines, despite the short amount of time they had to put it together but they appreciate that as well. She let them know if they have to go, they can, but if they can stay on longer they are welcome to join. She then asked that they move ahead with the agenda to Item b. She commented that the members of the public who are present that would like to stay will be able to speak during public participation after the next five agenda items. She handed the next agenda item off to Dr. Vitulli.

b. Request for additional hours for Virtual Classwork Helpers – see attachment

Dr. Vitulli went on to thank Dr. Bonilla and Dr. Wolfel for his team's wonderful presentation. The next item on the agenda is a request for additional hours of virtual classroom helpers. This particular request was presented to the Finance Committee earlier during the week. It has been moved forward to the

board's meeting for the next week, but Dr. Vitulli asked Dr. Bradley to take a couple of minutes to discuss the success they're having with this program.

Dr. Bradley thanked Dr. Vitulli and the members of the committee. She went on to explain the virtual classwork help began January 4, while the students were still fully remote. It is a nightly live support Monday through Thursday for elementary students and their families, ESACA children inclusive. Students may log in and ask for help, receive support, and stay on with one of the East Stroudsburg teachers while they do their work. It has grown exponentially since its inception. In January, their average weekly student attendance was 18.25 students. In February, their average weekly attendance was 45.25 students and as of the first week in March, they had 57 students attend the virtual classwork help. They added two ESACA teachers in late February so that they could co teach with the brick and mortar teachers, and also specifically help with Edgenuity related questions that the brick and mortar teachers aren't always able to help with. They have partnered up and do breakout rooms and tag team with children who come into the meet in real time and support whomever they can, in the best way possible. The team keeps a feedback log and Dr. Bradley went on to share a few comments and feedback from the families and one from the student and then she will open it up to questions. The following comments are from parents:

1. "Thank you so much. I couldn't help my daughter because I wasn't sure what to do. Now I get it."
2. "Both of the boys go and they have helped tremendously. I have seen great change in their work."
3. The following is a comment sent to us from one of the school counselors, on behalf of a grandparent who wanted to share her feedback: "She LOVES the after school tutoring program." Grandma is currently taking care of six children and doing the best that she can. She feels that some of the weight has been lifted off her shoulders and she wanted to tell the district she thanks them for the help.
4. One last parent comment: "I can come every day Monday to Thursday? Yes. God bless you, I just found out about this and my daughter struggles in math."
5. The following is a student comment: "I'm so happy I get to come and get help."

Dr. Bradley went on to say that she is especially grateful, not only for the Board of Education supporting this initiative, but also the support of the six teachers who are on call every evening to work in real time with their students.

Dr. Vitulli thanked Dr. Bradley and went on to mention that Dr. Bradley is the Director of Elementary Curriculum.

c. DEI Committee update

Dr. Vitulli then passed the meeting off to Trenee Lurry for an update on the month's DEI committee. Ms. Lurry greeted everyone and went on to say the DEI Committee's last meeting was on February 26. They continue to add to their membership and their last meeting included some board members that wanted to engage in the work with them. They have arrived at the place within the group where they are acknowledging the need for allies and a call to action. They are all ambassadors to this work and their connection to each other within their subcommittees, as well as the greater group, will continue to be solidified. At this time, it is necessary to introduce the ever-growing DEI Coalition and the work that they're doing, to their greater school community. Their discussion within their last meeting included a video, which will be forthcoming, to showcase their efforts within their community. Training cohorts continue. Cohorts eight and nine were trained as of March 3, 2021. A training schedule has been completed for the remainder of the school year and should be presented to staff within the next week or so. At this time, Ms. Lurry went on to share the impact of the work by way of some of the comments that they received from the surveys that people were asked to complete after the training. The question she presented was "What do you find useful for your own learning?"

So one of the comments was "I found it very useful to have the words to explain why racism is not okay. While I've always felt this, I have a new sense of empowerment to articulate why I won't tolerate it and when I see it. I also have a new sense of certainty knowing when I see it. Perhaps before I might have felt an uneasy and perhaps didn't say anything because I wasn't exactly sure I was reading the situation that's racist, and if so, defining what it what it is and why I won't tolerate it."

Another comment was: "Yes, this is the starting of a new learning cycle for me. I look forward to expanding my knowledge and making some necessary changes. The implicit bias test was enlightening and remembering to keep the discussion going. It doesn't stop now that the course has ended. Stay

engaged, keep the dialogue happening.”

Ms. Lurry went on to say that she felt that it was important for her to share what participants are thinking and have gained from the process so that they connected with their purpose, which is to gain an awareness and sensitivity to some of the critical issues facing their student population.

d. Update – State mandated testing – see attachments

Dr. Vitulli thanked Ms. Lurry and moved on to an update on the state mandated testing. He went on to read a statement he had prepared: As you know, the topic of state mandated testing is getting a lot of attention lately. They have it on the agenda to bring the committee and any attending community members up to date as to where the district stands on this issue. On February, 22, the US Department of Education, released its guidance to all the states, regarding its federally mandated practice. In that letter, the department emphasized to the state's, flexibility in administering the test, and a switch to use the data. The resulting data of the test to a source of information for parents and educators to target resources and support, rather than the historical measure of accountability. The US Department of Education, floated three suggestions to the States. One of those suggestions was to extend the time at which they can administer the test. A second suggestion was allowing the test take place remotely, which they're unable to do in Pennsylvania. The third item was to shorten the assessment which is also not able to be done in the state of Pennsylvania. So in response to the US department's suggestions, the Pennsylvania Department of Education wrote back: Bringing recognition to the virtual impossibility to fully comply across the state, as a large number of districts continue to teach in a remote situation. PDE also brought to light their concerns for the validity of the resulting data, as there is a significant potential for various groups of students to be underrepresented in that final data. Last but not least, by no means, the Pennsylvania Department of Education emphasize the concerns of their students, their students' welfare, and their time. To this day PDE has only suggested that the window of test administration be extended to, and as far as next September. Dr. Vitulli explained that he just wanted to make it clear to the committee and any other members present, that their district leadership is currently discussing this topic regularly. They continue, and will continue, for the next couple of weeks to have dialogue. They have not come to a decision as to when they will administer the test, but as the committee knows, they are required to as a district. They do not wish to contribute to any already significant struggles their students and their families are currently facing. As they review these options, they're cognizant of their students' social emotional needs, the value of having as much in person learning opportunities as possible, the impact of non-valid results that may have underrepresented groups that are taking those tests, and the general validity of the results of the testing, given the circumstances and conditions that they're currently under. So in summary, there's many issues that can be raised on having the test this spring, summer, or next fall, which the district will continue to take into consideration with all stakeholders in the coming weeks as they finalize their decision. With that said, as a district, they do recognize the importance of these tests. They don't mean to minimize that. And they also recognize the potential impact they may have on their class of 2023-2024, with more on that topic and act 158 and how that rule will impact their students, Dr. Vitulli asked Heather Piperato, the Director of Secondary Education, to speak on the topic.

Ms. Piperato thanked Dr. Vitulli. She continued that one of the things that they have to consider as they make this decision regarding when to offer the test is the fact that legislation passed in 2018 provides new graduation requirements for the class of 2023 and beyond. That includes current sophomores and freshmen, etc. and all the way down. What the legislation did, in brief, is try to provide opportunities for students to give evidence that they're ready to graduate, beyond just the test scores. However, many of the options that they do give, do still involve test scores, whether it be a proficient or advanced score on the test or a composite numerical score. So you could possibly not pass one test but if you pass the other two with enough points, it could make up for what you need to altogether pass. They are mentioning this because this is a new graduation requirement. This is not what their current seniors and juniors will need to do in order to graduate from East Stroudsburg. The eighth graders started their course selection process the week of the meeting, were given their course selection sheets, and have their parent night coming up the week after the meeting. They will be the first to really look at what the requirements mean for graduation as they make their elective choices. They need to look at all of the different ways that they could graduate to see what's applicable to them. The conversations about this will be coming up during parent open house course selection night. In addition to that, details about act 158 and what these classes

will need to graduate, are now included in their program of studies and are available online at their curriculum and instruction website at the district site. The committee was welcomed to go look at that information. Their students are going to be getting all of that information, as well as parents and families are going to be getting that information during the course selection nights, and the course selection process. They want to be sure that if students choose to take that path with testing, if they choose to use the test in order to graduate, they want to be sure to also provide them the best opportunity for them to be successful with that test, whether it be the spring, summer, or the fall. It is now available as delineated by PDE in their program of studies. There are five options, and they are really detailed. The good news is; PDE really listened to stakeholders. There was this cry that the test just can't mean everything. So they now have a number of ways that students can graduate without the test. Ms. Piperato urged anyone with a child in the circumstance to access the program of studies, and if they want a more personal conversation, to call the counselor at the child's school building.

Dr. Vitulli thanked Ms. Piperato and let her know it was very good information. Dr. Vitulli asked Dr. Bonilla if she had any questions regarding the topic.

Dr. Bonilla agreed that she would like to stop so that was perfect timing. The previous two agenda items were updates but the one on testing is new. She went on to ask the members of the committee if they have any questions or comments.

Rebecca Bear said she was going to be attending the parent meeting since she has an eighth grader so she would let the committee know how it goes.

Dr. Bonilla told her she can be the case study and keep the committee posted. She went on to say the good thing about having board members that are also parents in the district is they are able to bring that lens and she went on to thank Rebecca. She asked if anyone on the committee had questions or comments on the two previous update items: the virtual classwork helpers or the DEI committee update to which there were none.

e. Program Update – STEAM*R/Summer School/Kindergarten

Dr. Vitulli continued that as summer approaches, they are beginning to look at their summer programs.

Dr. Vitulli wanted to briefly cover a few of the items that they're currently working on since he was unsure how much everyone in the meeting knew of the programs they will be providing, so he asked Dr. Bradley to introduce the STEAM*R program which they're very excited about and is a very successful program.

Dr. Bradley thanked Dr. Vitulli. The STEAM*R program is a four-week camp integrated with science, technology, engineering, art, math, problem solving, and project-based learning experiences that also ties into reading. The program is designed to keep children engaged in reading and thinking while participating in an interactive camp-type setting where they can imagine, collaborate, explore, and create while fostering their 21st century skills. In 2020, they pivoted the program to be a virtual offering that still allowed students to connect with their school friends when school got out, while also enjoying stem challenges offline, with their families, and they'll be replicating that digital model again this year. Last year, they had a cruise theme. It was a daily cruise ship which they'll continue a similar format where they check in with their captain in the morning, break off into their small groups, and then get the challenge or activity for the day. They had passports last year, including a non-digital version as well, which really followed the design stem engineering process in all the activities that they had kids thinking through, identifying the problems and really trying to be creative in solving them. The format was quite successful last year: they took what they learned from learn from home, evolved it so that it was less screen time, but still allowed interacting with peers and friends and school personnel.

Dr. Vitulli thanked Dr. Bradley. He went on to say that the district will also be providing their traditional summer school program which is cyber program run through ESACA for summer school courses for students that might need to make up a credit or something like that. But in addition to that, this year they are exploring other ways to provide students with some summer school experiences and Dr. Vitulli asked Ms. Piperato to speak briefly about the program.

Ms. Piperato went on to say that last year, they wanted to give students the opportunity to engage in some digital work because they couldn't be in person, but around things they really enjoyed, making and doing and still allowing some socialization. With this in mind, they put together a four week camping model, kind of like Dr. Bradley talked about, called the Summer AcadeME, because they want it to be

about their students. They are hoping to provide that same type of experience this year, with an emphasis on getting outside and playing and using the surroundings that they have to pursue something that they're really interested in. Some of the courses they had last year included foraging and how to make things out of things that you've forged in the forest. They had some outside yoga and mindfulness. They also had some Superman and Marvel Comics things and they had some digital technology workshops. They hope to put together again a menu that will attract students and give them that opportunity to play but be engaged academically. In addition to that, their principals are exploring possibilities for other experiences in the summer, that will help their current eighth grade and current ninth grade students, some of whom have never been in their high school buildings yet. They have some ninth graders who transitioned into high school, but for safety reasons decided to stay home. So they're really concerned that they want those students to be part of the high school community. Right now, they are exploring some ways to engage those students, certainly at the beginning of school, but in the summer specifically to, again, connect them to make relationships with other students and other teachers before school even starts.

Dr. Vitulli thanked Mrs. Piperato and went on to say they're also looking at a similar situation at the elementary level, in-person opportunities at the elementary schools this summer. These things are under consideration and currently surveying staff and such, trying to get items in place. Lastly, they always have their Kindergarten Quick Start program and that'll be run later in August. It is on track as well as they are already beginning to post for those positions. Dr. Vitulli asked if there were any questions regarding the summer programs.

Dr. Bonilla asked Dr. Vitulli to clarify the grades for the STEAM*R program?

Dr. Vitulli clarified that STEAM*R is a K to five program.

Dr. Bonilla asked to clarify if that five is in terms of those current fifth graders that will be moving on to middle school or those that are going into the fifth grade?

Dr. Vitulli commended her on the questions and clarified that those kids that are moving into sixth grade are eligible.

Dr. Bonilla thanked Dr. Vitulli and went on to say that they have participated in the program every year since her boys completed kindergarten and it's been amazing. She told Dr. Vitulli that they all did a great job last year transitioning to virtual on a short amount of time. She then handed it off to Rebecca to ask a question.

Rebecca asked if they plan on extending the program past fifth grade this summer, as they did last summer? Dr. Vitulli commented that he thought she might be speaking about Heather's program for the Intermediate School. Rebecca commented that it was STEAM*R. They extended it to seventh grade last year. Dr. Vitulli asked if Dr. Bradley was familiar. Rebecca mentioned that she knew her daughter got invited to the STEAM*R program and she's in eighth grade. Dr. Bradley commented that perhaps it was a different program, outside of their summer, because their program was only their current students. Rebecca asked if it was the Read Program? Dr. Bradley clarified that she was not familiar with that program. Rebecca went on to say that there was a reading program as well but they extended one. It was never for the older grades but they extended something to the older kids and it was a program like STEAM*R. Dr. Vitulli commented that he was sorry. He was not familiar with what she was describing. She said she would find the email and let him know. There were no other questions at this time.

f. Unified Sport – Special Education Event – Mr. Baddick

Dr. Vitulli handed the meeting over to Mr. Baddick, who thanked Dr. Vitulli. With nine days away from the first day of spring, everyone's attention immediately shifts to their spring sports season. Mr. Baddick wanted to formally share and introduce the district's scholastic unified track and field program for the secondary level. This is a unified champion school partnership between East Stroudsburg and the Pennsylvania Special Olympics, collaborating and promoting inclusive Interscholastic sports opportunities and positive school climate. East Stroudsburg is one out of all the 158 school districts within Pennsylvania, offering their students and families the opportunity of unified track and field program. The Pennsylvania Special Olympics only sponsor this program for two high schools, which is approximately a sponsorship between \$8,000 to \$12,000. This covers the cost for uniforms, track and field equipment, and a stipend pay for the coaches. We began the program in '19-'20, which was last school year. However, this season never started due to the pandemic and the school closure last March.

Hopefully this March is a better start to the season and this program. They do have a health and safety plan in place for the unified track and field program. Mr. Baddick introduced Mrs. Amy Ellison, who is a High School South Health and Physical Education Teacher, to introduce the committee to other unified track coaches and provide a more detailed presentation on the mission of inclusion of unified track and field program. Mr. Baddick went on that as a side note, Amy, the coaches, the support staff, and the volunteers are some of the same group that collaborate and plan with the IU 20 to organize the region's annual Special Olympics Track and Field Event each May for several 100 student athletes. The event is hosted by the district at the High School South Stadium and Sports Complex. It is just an amazing day of celebration for the participants.

Mrs. Ellison thanked everyone. This is a program that definitely shows the diversity the equity and inclusion of the students. It's a unique opportunity for the students to be able to train and work together and feel included and accepted. One part of inclusion that they did last year is they had several students come together and depict what inclusion meant to them, and Mrs. Ellison's son created a video that she planned to share with the committee in regards to inclusion for the East Stroudsburg School District. The video then commenced and included individuals' commentary on what inclusion means to them.

Mrs. Ellison went on after the video to say that they have done so much with Special Olympics over the years, adding this program is definitely the most logical step in moving forward. It's recognized as a PIAA sport, so their students have the opportunity to be part of a varsity program. Everyone is included. Debbie Kulick came on to say that it was a really great job and thanked Mrs. Ellison.

Dr. Bonilla came on to thank Mrs. Ellison for the presentation. She also thanked Debbie for her comment. Dr. Bonilla said the video was definitely heartfelt and is certainly aligned with what they want to say and promote within the districts. She really appreciates that Mrs. Ellison shared it. She then opened it up for other members of the committee to ask questions or comments.

Barry Krammes went on to say that he is the head boys coach for the track program and he is proud of what Amy has been able to do, to include the boys and girls program. As well as seeing them with the unified program is something special and he looks forward to working with Amy.

Dr. Bonilla thanked him and then asked Dr. Vitulli if he had anything else on the agenda and if not, they would open up for public participation. He had nothing else besides thanking Miss. Ellison for her great presentation.

X. PUBLIC PARTICIPATION: Dr. Bonilla thanked Dr. Vitulli and his team for the updates and keeping the committee included on important decisions that are coming up and information that they need to stay attentive to, to be able to make decisions. She then opened up the meeting for public comment after reminding the everyone that the public participation is limited to items that are on the agenda. They had already addressed Item A, the CIU 20 presentation, so comments were welcome on items B, C, D, E, or F.

1. Jennifer Floyd was the first to raise a hand. She went on to say that she wanted to let everyone know how thankful she is for the STEAM*R program. Her son attended the Exploring the Continents Program last year, and he just loved it. He was always interested in the activities and even looked forward to waking up early every Monday to Thursday. The teachers provided all of the materials, which was helpful, and made all the lessons so much fun that her four-year-old, 12-year-old, and herself, usually joined in with some of the activities. Every summer, her kids look forward to what the next adventure is going to be. She thanked the district for offering that program, and all of the other summer programs that they have offered over the past many years.

Dr. Bonilla thanked Ms. Floyd and told her that she hoped that she'll participate again this summer and Dr. Bonilla is also grateful that it's coming back this summer.

2. Mr. Kerzner wanted to give a shout out to Amy Ellison. He said the Special Olympic Event at the high school is probably one of the most unifying special events they ever do as a school and the kids probably get more out of that single event for their adult life than they might get in a lot of other classes.

Dr. Bonilla thanked Mr. Kerzner for his comment, as she saw a lot of agreement in the meet with others nodding their heads.

3. Mr. Roy Taylor asked when the district would be holding pre-registration for kindergarten.

Dr. Vitulli responded that he does believe it is going to be in August. He asked that Mr. Taylor contact the Curriculum Office directly to get the exact dates. Dr. Vitulli provided the main number and told him to

ask for Curriculum and Instruction, to get those exact dates.

Dr. Bonilla thanked Dr. Vitulli and reinforced that Mr. Taylor should contact the administration office to get the information.

4. Marialena Casciotta took over to introduce herself as the Director of Pupil Services for Elementary. She wanted to add that if a child participated in an Early Intervention Program, now is the time to schedule a registration appointment and register the child for kindergarten.

Dr. Bonilla asked her to explain what the early intervention program is for those who may not know.

Ms. Casciotta went to explain that an Early Intervention is a program at the Intermediate Unit that services children from age two to five with special needs. As the child gets close to transition to school age programming, kindergarten, they have meetings, which can also be done virtually. During this process, the parents will sign off that they're going to register their child for kindergarten and the school will receive records from the intermediate unit, so they can look through the records and then reach out to parents, should they need to ask for any further testing or just to do a reevaluation. They then have to determine if the child still qualifies for special education services, as a child with a school age disability.

Dr. Bonilla thanked Ms. Casciotta and asked for any last questions or comments before they move along.

5. Mr. Taylor went on to ask, how the IU Program is separated and if it is separated by the quality of what their child can do?

Dr. Bonilla asked if someone wanted to share the information on how a student is identified to qualify for IU 20 services.

Ms. Casciotta responded that if a child is to two to five, and a parent suspects that they have a disability, they can reach out to the Intermediate Unit and ask for an evaluation, much like they could if their child was within the school district and the parent had concerns about them in the area of academics or behavioral or social emotional needs. She offered that if Mr. Taylor needed more information on that, he can find that at the Colonial IU 20's website, or he can call Ms. Casciotta at her office.

Dr. Bonilla thanked Ms. Casciotta.

XI. ADVISORY RECOMMENDATIONS

a. DEI Coach Position Guide

Dr. Riker thanked Dr. Bonilla. As they discussed last month, the board had agreed to add a DEI coaching position to the district. As part of that process, the board will need to not only approve the position but they will need to approve a position guide. They wanted to bring that position guide back to the committee for the committee's review and provide the opportunity for the committee to have any recommendations or suggestions to modify the position guide that they presented. They will then forward that to the Board of Education for approval at Monday night's meeting. If the committee has any suggestions, they will take those into consideration and add those to the position guide before Monday night's final recommendation.

Dr. Bonilla asked if the members of the committee have questions or comments about the position guide that was provided?

Rebecca Bear did not see the guide in her packet.

Dr. Bonilla responded that it did come. They will make sure that she has access to it. Dr. Bonilla said she knows Rebecca always reviews her materials.

Dr. Riker told her that he will send her an electronic copy.

Dr. Bonilla asked if Sharone or Debbie had any questions to which they did not. She also asked Rebecca if she had any questions or comments.

Rebecca went on to ask how long the position was for? She wanted to know if there was a timeframe set or is it just a guideline for the position and then it's indefinite? Is there a start date or finish date?

Dr. Bonilla asked Dr. Riker to share some of the general information. She also went on to let Mr. Taylor know that public commenting had closed, but they can be contacted by email after the meeting.

Dr. Riker went on to say the position guide would not have start dates and dates. It is a job description of the essential functions that the position would serve. Some of them that are included in the position guide are collaborating with district leadership teams, overseeing the district DEI efforts and the executive committee, overseeing district DEI work teams, participate in the district DEI work teams themselves, oversee DEI general membership committee, and guide the growth of all DEI team members including their staff, which is part of the training efforts that they've been doing in the district, as of last summer and throughout this school year. The position is, in Dr. Riker's opinion, not a position that has a sunset provision by any means in terms of it

only being for a short period of time. In light of the work that's being done in the district, it would be a .5 position, which would be a halftime position that they fully anticipate will grow over time to a full time position, and Dr. Riker would envision at some point in the future, needing to look at making this an administrative position within the district for many years to come. The work is just starting and they have much work to continue to do with their DEI efforts. Dr. Riker went on to say he is appreciative of the board's commitment to DEI and commitment to this position, so that they can continue to grow this throughout the district. It is an exciting position to get in the district and he thinks it speaks volumes to the direction they are all looking to go.

Rebecca went on to say she was hoping to hear this position would be indefinite.

Dr. Bonilla contributed that it is an exciting time. So many people have been part of one aspect of the effort, and yet there's so many things that have been happening across the district and it's finally been formalized in the past year and now they're moving to a place where they can have somebody leading that work. It is going to touch all of the different spaces throughout the district, as well as continue the partnership with the IU and be able to further support their students that are part of the IU. It is an exciting time for the district and Dr. Bonilla hoped it answered all of Rebecca's questions.

Rebecca said that it did answer her questions and she wanted to say, because there were so many people on the meeting, that the Education Committee is a new committee, and she thinks without the collaboration of the people on this committee, they would never have gotten to the point of having the coach position even started. She is grateful that they have people like Dr. Bonilla, Sharone, Debbie, and George who are so involved in this type of work that they could get something like this and they should be very proud of themselves.

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 went on to say the next meeting for the committee is Wednesday, April 14, 2021 at 7pm. She also added that they hope those that attended on that evening would join again and will continue to join in the future. They always want to engage stakeholders at the various levels of the district. She thanked everyone for a great meeting this evening. She thanked Dr. Wolfel for staying through to the end and they always enjoy having him.

XII. 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