

**EAST STROUDSBURG AREA SCHOOL DISTRICT
BOARD OF EDUCATION
EDUCATION PROGRAMS & RESOURCES COMMITTEE MEETING
May 12, 2021
VIA Zoom
7:00 P.M.
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 Newberry called the roll.
- II. **Board Committee Members Present:** Dr. Damary Bonilla, Rebecca Bear, Jason Gullstrand, Debbie Kulick
- III. **School Personnel Present:** George Andrews, Anthony Calderone, William Vitulli, Tabitha Bradley, Heather Piperato, Jessica Newberry, Mary Olszewski, Erin Dreisbach, George Andrews, Steve Zall, Shahida Jones, Jennifer Fuller, Phil Kerzner, Trenee Lurry, William Riker, Shahida Jones, Jennifer Marmo, Erin Dreisbach, Janice Rodriguez, Phillip Kerzner, Brian Baddick
- IV. **Community Members Present:**
- V. **APPROVAL OF AGENDA AND MINUTES**

RECOMMENDATION BY THE COMMITTEE:

Motion was made by Rebecca Bear to approve the agenda for May 12, 2021 and with members of the Committee reserving the right to add to the agenda and take further action in the best interest of the District. Motion was seconded by Debbie Kulick and carried unanimously, 4-0.

RECOMMENDATION BY THE COMMITTEE:

Motion was made by Debbie Kulick to approve the minutes of the April 14, 2021 meeting. Motion was seconded by Jason Gullstrand and carried unanimously, 4-0.

VI. ITEMS FOR DISCUSSION:

a. Ripple Effect -Social and Emotional Learning

Dr. Vitulli begins with an introduction of the Ripple Effect. We would like to make everyone aware of how critical we see next year being and how serious we will be taking our jobs as educators, collecting the children this year from many different places and experiences and trying to guide them and give them everything they need for next year. This particular program is going to play a big part in that as well.

Erin Dreisbach, Coordinator for Social Services of Secondary Students, Mary Olszewski, Director of Secondary Pupil Services, Jennifer Fuller, Dean of Students at High School North, and Heather Piperato, Director of Secondary Education are on the Social Emotional Committee. (the team is presenting a PowerPoint presentation) Ms. Fuller begins, we have our 5 mission objectives. Social Emotional learning fits into our Emotional Support mission objective. Next is the 5 CASEL competencies, which stands for Collaborative Academic for Social and Emotional Learning. The 5

competencies consist of self-awareness, self-management, responsible decision making, relationship skills and social awareness. There is a lot of research about the benefits of social and emotional learning and what it can actually do to benefit our students. The Future of Children's Social Emotional Learning that came out in 2017, they did a study to see what is the research that backs up using a Social Emotional Curriculum with students. They had found that using an SEL program improves academic performance, grows self-confidence, schooling engagement, decreases disciplinary issues and promotes positive behaviors. It also focuses on career readiness. It prepares kids for college and to have successful careers. It helps them to build positive relationships within and outside the school setting, overall it helps with good mental health. Ms. Dreisbach states that the committee conducted an assessment of direct instruction where they looked at data for students grades 6-12 and the four core Social Emotional areas. We utilized discipline data as well as our Pennsylvania Youth Survey (PAYS) data to identify the biggest area of need for our students. Some of the biggest needs that arose were self-management, responsible decision-making and relationship skills. We formed a Social Emotional Learning Committee and one of the biggest goals was to find the best Social Emotional Learning curriculum for our secondary students. This was formed in 2019. The committee collected data and it really helped the committee understand what the needs were for our students. The committee started searching, examining the different Social Emotional Learning curriculums that were all evidence based. We started with 10 programs and through exploring those programs we were able to narrow that down to three and then down to two. Once we narrowed the programs down to two, a small sample of students from our Intermediate Schools and High Schools were selected to participate in both of those programs. When we were able to get student feedback as well as committee feedback, Ripple Effects was chosen as the strongest Social Emotional Program for our East Stroudsburg Secondary Students. I want to take a moment to recognize all the committee members for their work within the committee. We had teachers, school counselors, building administration, as well as central administration all working together to find the best Social Emotional Learning curriculum.

Ripple Effects is a Social Emotional Learning program for children and teens. There have been multiple scientific studies and evaluations that have proven Ripple Effects to be effective. Multiple schools utilize Ripple Effects, including our Intermediate Unit. On a side note the individual who created Ripple Effects also created Second Step which is what our Elementary buildings utilize as one of their curriculums for Social Emotional Learning. It has over 400 different lessons and goes into three topic categories that are Skill-related, Problem Behavior as well as Personal. This program would be utilized for all students grades 6-12. It would be utilized universally however it can also be utilized as a targeted intervention or extra support for students that really need it. It can also be integrated very well into our own districts multi-tiered system supports. Ms. Piperato begins to explain the implementation and how we are envisioning this happening next year. We're going to start with our teachers and do a unit for them on why social emotional learning is so important, although we've done so much work on the trauma informed piece over the last 2 years that I would be very surprised that there is much needed to do in this area in terms of helping teachers really understand the importance of it for adults and for students. At this point, I don't know how you all feel but I feel our teachers are bought in. They know it's important and want to help as much as they can. In addition to that we are going to train staff in a 90-minute customized Ripple Effects virtual webinar. What they will be learning is an overview of the student program, they will get a walkthrough of the dashboard. The dashboard gives them indicators, as teachers, as to what's been happening and how students have been using it. It will also give an introduction to the planning and progress monitoring tools. There is data to be pulled that teachers can use for classroom interventions or one on one interventions. They will understand the ongoing web and phone support that Ripple Effects gives teachers and students alike. Our team really felt strongly that while we want to give buildings some choice on how they implement it, we had five very

strong non-negotiables. We are going into this work and planning this for next year with these five principles in mind. The first one, is we do not want this to be an independent, online only solution. We don't want our kids to come in, plop in front of a computer and tell them to do this program and you're going to be fine socially and emotionally. Clearly that is not our intent. Secondly, it needs to incorporate dialogue around the material. Whatever lesson they are learning, just the online solution is not enough, we want to be sure that we're holding conversations with students and adults around the principles that they are learning. Thirdly, we believe very strongly that it needs to be facilitated by an adult in a small group setting. We believe the relationships the students build with adults and each other is a basis for trust that will allow them to take risks if they need to talk about some uncomfortable things. Fourth thing, we didn't want it to be a one-time thing. For example, let's have our day in October where everybody talks about social emotional learning. The committee felt very strongly that it needed to be sustained throughout the year and not all at one time. Lastly, we talked about options of delivering it, maybe just delivering it to a small group of students, however we felt strongly that the data indicated that all our students need this. They need it at different rates and different areas. We wanted it to be delivered right out of the gate to every student, not piloted to only some students. Those are our five strong non-negotiables. Ms. Olszewski has a live demo of Ripple Effects to share. This will show what the students will see. The video was unable to be heard. Dr. Vitulli asked if Ms. Dreisbach was able to explain it. She explains there is always a case study. There are about 400 topics that can be chosen. With the case study it really discusses what is going on. For example, the topic is "enough already", it talks about a scenario of what can be a concern. From there it goes into a video, where a live student discusses a scenario where they were having a hard time. It goes into the brain and where you can discuss your own feelings. You can apply it to the real world and you can create a profile. There are scoreboards where it keeps score of how many topics you've done. It also goes into a quiz where you can test yourself on how much you've gotten from the social emotional lesson. Ms. Dreisbach asks if there are any questions. She offers to send the video to each person to watch. Ms. Olszewski agrees sending it to the attendees is a good idea. Ms. Piperato states that the Ripple Effects program offered student voices speaking rather than adults talking at kids. This one is narrated primarily by students in a number of different voices. Ms. Kulick asks if parents will be able to preview this before their child sees it. Ms. Piperato states she isn't sure about previewing it before but we could probably arrange that. Ms. Kulick states she thinks it should be available to parents prior to their child being part of the program. Ms. Bear suggests putting the video on the ESASD website where it is available to watch online, not just sent to the Board. Ms. Bear thinks this video will give an idea of what the program is about. Ms. Kulick adds, in her opinion, if there are many different types of programs, we should have parental permission before we start using them for a specific child. Ms. Piperato states it is a curriculum, like other curriculums and that is what you are approving as the Board to say those lessons are appropriate. This would be like anything else, like a textbook we would purchase for our students. Parents can look through the textbooks, I'm sure the parents can look through this. We would have to arrange with the company about how to obtain a login for them or if they could use their student login. Although, that may be an issue also because part of the way students engage with this information is there is an assurance they have a journal that is theirs and theirs alone. If they need to emote in a written way, they have a journal on this program that is private. Ms. Piperato understands what Ms. Kulick is saying and will work to see how we can make sure that parents can really look at this and see what it is and what their children are doing. Dr. Bonilla states I think the concept is about access and not something controversial that we are doing in terms of the content. I understand the point about access. I think sending home a simple one-page letter that highlights the program and what it is going to cover would be helpful. This way we share the information. If people do ask for more, let's walk there when we get there. We could put that same one-page letter on the website, this way people have the information. If we are talking about information access for parents, that's important, in my opinion we are not talking about controversial content, it really

is support for the students. Maybe an FAQ about why we are doing it, who is going to participate and what are the highlights, some of what you just covered. What does the process entail? Ms. Bear states if we post this little video on our website with the minutes to the meeting, I think that's enough. It's not elementary school where we are talking about puberty for the first time or that health topic where the note gets sent home to parents. Based on what I saw and heard, I think parents just need to know the same as you take reading and math, these are the electives you can take, this is a new way we are going to help your students, here is a little overview of what it is. Dr. Bonilla agrees with Ms. Bear and the point that Ms. Kulick has to make sure we all understand and are on the same page. We are not talking about puberty, we are not talking about some of the other more controversial things but I do think it's important for parents to know we are investing in this way particularly if they don't attend the meeting and their not talking to us on a regular basis, especially being that the last 1.5 school years has been uncertain and inconsistent and the other things that the world has brought. We are consistently committed to our students and to their social emotional support. Dr. Bonilla asked Mr. Gullstrand if he had any questions or comments. Mr. Gullstrand states that he agrees with sending home the general overview and having it on the district website.

Mrs. Olszewski wants to mention that they just posted for Curriculum Writers for Ripple Effects. There will be a team of teachers, counselors, whoever is interested in the position. We are going to have them preview the lessons to make sure they are appropriate for the grade. There will be a team of people working together developing the best curriculum using this for each grade level. Once that's done, for example, if we pick 10 lessons for the 6th grade, we can let parents know those 10 topics that all 6th graders will be getting. We will have something concrete for you hopefully by mid-summer. Ms. Olszewski proceeds with information regarding Ripple Effects data collection. One of the things I learned coming to East Stroudsburg and working with Dr. Riker, is that he doesn't want to hear that programs are good for kids, he wants to see how they are good and see the data. A big thing about this program is us collecting appropriate data. We have two ways to collect the data on Ripple Effects to make sure that it's being implemented with fidelity and that it is helping our kids. We know that the research says that it helps but we want to make sure it helps the students in East Stroudsburg. Ripple Effects has its own data manager and from that data manager we can tell what lessons the students are completing, we can see they get a score for that and how they are doing and what lessons they have completed. We can also look to see if kids are doing it on their own and see if we notice a pattern, for instance we know this year has been very stressful, if we see that a lot of kids are going on some of the anxiety lessons we may know as a team that is something we need to target more in the schools. We can look at what the kids are utilizing and then build the curriculum from that as well. In terms of collecting data, our East Stroudsburg data, we are going to look at our discipline infraction data, as well as our PAYS data which is the Pennsylvania Youth Survey data and we are also going to look at the MTSS which is the multi-tiered system of support data for Tier 2 and Tier 3. As Ms. Dreisbach mentioned before, one of the great things about the program besides us providing it to all the students universally, is we can also use it with students individually in our MTSS program and that can be assigned as one of the interventions for a student that's struggling. For example, if someone experienced the death of a parent we could give them specific grief lessons. I think it's going to promote a lot of good outcomes for the district. We will be collecting the data and will provide you that on a quarterly basis. Ms. Olszewski shares a sample of the Standard Progress Monitoring/Reporting that the Ripple Effects data collection can provide. It talks about the student score, the health of the student and what things they are working on. She asks if anyone has any questions about the data and how it is being collected?

There is a list of references for those that are interested in learning more about it and also the research studies about the Ripple Effects. Dr. Vitulli adds that in the back of the packet you will see information regarding Ripple Effects, such as definitions and a complete list of all the topics it addresses. This is in use right now at the Colonial IU. It was also used at Colonial Academy the last year I was there as Principal; they have been using it for a number of years. Dr. Vitulli continues he knows this team has put in a tremendous amount of work and a lot of research. We have high hopes for integrating this into next year in a number of different ways. I love the accessibility it has for students, it has a phone version for students that might want more information and can access it themselves at any time, and the data we can get from it is good and easy to retrieve. Dr. Vitulli asks if there are questions for that team?

Dr. Bonilla states she appreciates that there has been a team that has analyzed and is weighing in and also that you will continue to do this work in a team because you have the thought partnership, the different levels represented and I think that's important. I am glad we are moving in this direction because at our very first meeting of this committee last year we were asking how we support all students. This is a good way to support all students, not just students that are identified as needing additional support. Dr. Bonilla asks if other committee members have any questions or comments?

Ms. Bear comments she is glad we are doing this, as Dr. Bonilla mentioned, since they started on the board it is something they met with Dr. Riker about and Ms. Dreisbach in the beginning. It's nice to see the progress of it happening. Dr. Bonilla asks, the 90-minute webinar training, is that going to be for all staff or only for specific staff. Ms. Piperato responds stating we haven't talked through that yet, the 90-minute training is very specific about the program and how to look at the dashboard is more for teachers. However, there is language there that may be used and as we know every adult that comes in contact with our students is important. From our wonderful cafeteria workers, custodians, everybody. While the 90-minute training may not be the right training for everybody, what I am hearing you say is we do need to make an effort to understand what the program is about so other adults in the building can either help students with it or refer students to it if students are trusting them with some feelings that make them need more help.

Dr. Bonilla states if we are making this kind of investment, over time it would be good to get to that point. Also, what is the DEI lens to this program and the way we are going to implement it. Ms. Piperato responds that we looked at a lot of different programs. One of the things I mentioned is that adults talked to kids, this one isn't like that. We loved this setting because the students are represented. When you see the students, characters, and voices, the context in which they place student conflict in scenarios, are widely diverse. We love that! We felt that when we watched that we said "these are our kids" our kids are going to love this and see themselves in these contexts and in these scenarios and the voices. This is one way we looked at the program, we took those DEI lenses and put them on the content itself. Ms.

Olszewski adds, we did pilot this with a group of students. Between this and another program this was the one that was picked. I do think that part of the draw to it was the students' voices being heard. It is very student centered and has that DEI lens to it. Ms. Bear asks if it is available in only English or in multiple languages? These might be topics that are harder to understand if you may be new to English. Ms.

Dreisbach states that is something she will have to ask. Dr. Vitulli says that is a great question, we will have to look into that. He adds, we are going to be facing an unconventional start to next year, this team as well as others have come up with some great ideas of how we can address the unique situation we will be facing and this program will be a part of that. We have ideas about utilizing a couple of hours on Wednesdays to start off every week in a very unique way. We want to build upon the relationship building that has been taking place during COVID, and not lose that. That's one thing we want to keep going with. We're looking at injecting some of this Ripple Effect into weekly, bi-weekly, monthly, on every other Wednesday's each month. We'll take on these topics and work with students, as Ms. Piperato mentioned conversationally. I think it will play a big part and be well received by all.

b. DEI Committee Update

Dr. Vitulli introduces Ms. Trenee Lurry for the DEI update. Ms. Lurry states communication was sent to staff via email to support students after the verdict in the George Floyd case.

We have completed the training process at South High School with favorable feedback. The training will conclude this month at the North Campus to complete the training for the year. At the conclusion of this school year we will have trained approximately 140 staff members throughout the district. The response continues to be favorable according to the surveys given at the conclusion of each training.

The next meeting of the DEI Committee will be at the end of the month. I'm looking forward to the summer planning for next year for opportunities to infuse DEI within our district.

Dr. Bonilla asks if Ms. Lurry could share if she received any feedback around the verdict due to the sensitivity from different angles. Ms. Lurry responds she didn't receive any feedback from anyone. I received one thank you when the resource went out but I didn't receive any other feedback for me to comment on now.

Dr. Bonilla asks if other committee members have questions or comments? Ms. Bear congratulates Ms. Lurry on her new position as the DEI Director and Asst. Dean. We're very happy for you and we know you're going to do a fabulous job. Ms. Lurry thanks Ms. Bear. Dr. Bonilla agrees with Ms. Bear and Dr. Vitulli adds the whole district is excited about that. We're looking forward to everything Ms. Lurry has to offer.

c. Discussion of Summer Educational Opportunities

Dr. Vitulli states the next item is a brief discussion he would like to share with the committee about all the efforts we are going to be doing over the summer to help out our children and to help address any gaps that they may have or any needs they may have prior to the start of next year. You do have a copy of this in your packet, however I am going to share my screen to quickly just run down this list of items. Dr. Vitulli asks if anyone wants to speak up while he is going through the list to please do so. He introduces a list of the different programs we are setting up for the summer or may be going on currently. For example, the Special Education department has their CCS program currently going on. It is an afterschool program for students with IEP's, it is a face to face program and is currently going on. Next, is what we are planning for both High Schools. As mentioned previously, it's going to be an unconventional start to the year. We realize we have a lot to do getting students back into the building, to get them comfortable, to get them feeling excited about school and get over that early anxiety and keep them coming back every day. Both High Schools are currently planning a pre-high school program which will start in August, in person, focusing on various areas such as English and Math. Also getting 9th graders into the building and familiar with the building and the process. The planning for that is ongoing right now. The Steam-r program, which has been around for quite a while. This is a virtual program; it is set to start July 6th. It was very well attended last year. We are currently working on getting students signed up. We are looking forward to it being another successful year for Steam-r.

Next, we are working diligently with Dr. Bradley on the Extended Learning Opportunities program or ELO. This program is about identifying elementary students that would be considered for retention due to their lack of progress, lack of attendance or other reasons. We certainly do not want to retain students unless it's in their best interest, however we also want to make sure we make every effort to help them to be prepared to move to the next grade. This is a tiered program. The first session is 3 weeks starting in June. At the end of those 3 weeks, students that have mastered those lessons will "graduate" out and those that continue to need more work will be offered a second session, shorter, a little more intense, later in July. We will do the same thing in August for the final week. It's a 3-week, 2-week, 1-week program. We are investing and soliciting a lot of support for this from teachers, paras, guidance counselors, and nurses. It is a big effort and we have transportation on board to provide to get these students in. It will be held at 2 different locations, East Stroudsburg Elementary and Middle Smithfield. We are looking forward to getting this started.

Also, Special Education is working on an elementary CCS summer program as well. The dates for this are mid July. It will cover Math, ELA, SEL and Related Services. This is also an in person program and will be in the same elementary schools we are having the ELO program for transportation purposes. Secondary also has the CCS program, the same as elementary.

Lastly, Ms. Piperato has organized the SummerAcadeME in the past for the Intermediate Schools. This will occur in July. This is more oriented around passion projects, getting students more excited about school and doing things that they love. This will be a combination of in person and virtual and we are again providing transportation. Transportation is going to be very important this summer. Through our ESSR's grant we can do this and we think that will get our participation up. We are working hard to solicit the help of our teachers, I know they've had a difficult year as well. We are starting to get applications in and get things in line. I wanted to make you aware of the different items we are going to be providing this summer. Dr. Vitulli asks if anyone has any questions regarding the summer programs. Dr. Bonilla responds she is glad we have continued opportunities that we have provided in years past and also that we have all of these opportunities for our students to continue to teach them and provide support. Dr. Bonilla asks if other members of the committee have questions or comments. Ms. Kulick adds she is happy we are proactive like this because it pays off in the future. Dr. Vitulli agrees with Ms. Kulick. Ms. Bear states she appreciates the transportation that is provided to the students. Dr. Vitulli states that transportation will play a big part in the programs and will make a big difference for the parents. Ms. Bear adds we can send them home with lunch. Dr. Vitulli adds they will get breakfast and lunch.

d. Off2Class- extended to HS & Intermediate Students and Staff (ESL)

Dr. Vitulli states in the past you have approved the use of Off2Class for our ESL programming. We wish to extend that to our High School and Intermediate students. It's been very well received by the teachers and I believe it is being used in the adult program to help adult learners. Ms. Rodriguez is here and confirmed that she is using this program for the adult program. We would like to bring it to the Intermediate and High School ESL learners for next year. There isn't an invoice included, it is about \$2100.00 which is budgeted through Curriculum and Instruction

e. Louisa Moats-Finalist Honor

Dr. Vitulli introduces Dr. Bradley to talk about the finalist award. Dr. Bradley explains that Dr. Louisa Moats is well known for her research in reading and writing about teacher education in the area of helping children learn to read. Many believe that reading is natural but it actually is not. It is an entire process of learning the code and how to develop our students as readers. Dr. Moats is one of the primary authors of LETRS training which stands for Language is Essential for Teachers of Reading and Spelling which is a research based professional development program that responds to the needs of having highly qualified and quality trained teachers in the areas of reading that go beyond just having a textbook resource and how to meet our kids where they are. East Stroudsburg Area School District was recognized as one of six finalists for this National Award, the Dr. Louisa Moats award, which was new this year, for our efforts of using data, science, and research to drive and support our teachers through LETRS training. It is an incredible honor to think that Dr. Moats herself, the author of LETRS, read the story of East Stroudsburg School District as she reviewed those six finalists. We listened during the virtual ceremony, although we weren't one of the three awarded the prize it was extremely validating for us to hear that the efforts we were doing are the same efforts that were rewarded for those three school districts. As I sat in the ceremony, I said "we do that" and "yes, we collect that data". It was really powerful to hear that what we're doing is on the right track. Our journey is not over but we are certainly on the right path. I would like to thank the team that assisted us with this award application, our reading chair, MTSS chair, and our instructional and technology coaches helping us with that and we can't take away the fact that we were a finalist for this award. It is very exciting, thank you for giving me the opportunity to share the good news

with the team. Dr. Vitulli says we are excited for you as well. Dr. Bonilla states that it is very exciting. Thank you and the team for submitting. We are definitely glad that the level the proposal reached was enough to validate the work that you are doing. I hope you don't need that to know that you are doing really good work but it's always a perk, congratulations and hopefully next time we will be one of those three. I hope you are proud of the work you are all doing. Dr. Bonilla asks if committee members have comments. Ms. Bear says congratulations, it's awesome that we were recognized for that. I know my daughter struggles to read, to see the progress we've made as a district for her is immense and to watch how much she's improved with our program. I know we're doing the right thing. Dr. Bradley responds thank you so much, that means so much coming from a parent in that capacity.

f. MTSS Update

Dr. Vitulli explains that MTSS is a Multi-Tiered Student Support System that we already have in place in a number of our schools. We are refining it and duplicating what's working for the rest of the schools. Ms. Olszewski states that we are excited to be working on this also as a team. I am going to give a brief update on what is going on. We want to universalize MTSS across the district. Right now what we've done is asked each school to provide a team of people that will make up their own MTSS team. The team should include an Administrator, Teacher, Paraprofessional, School Nurse, it could include the school psychologist. They have all submitted the names of the people on their teams. Dr. Vitulli and Mr. Baddick has come up with an MTSS council. The council is made up of a variety of people at the administrative level that helps review the decisions of the different MTSS schools. One of the things we are trying to do is although there may be some differences between the levels at the schools we are really trying to make MTSS very consistent across the district. One of the exciting things we're doing is Sapphire, the software system that we have, has some amazing capabilities that we are using now. Currently, a committee was formed with elementary and secondary members, they helped create the MTSS dictionary. The dictionary creates a common language across the district for the MTSS process and it allows the person using the MTSS dictionary to make a specific plan within Sapphire. Then those students' plans are able to be monitored and it also collects the data. They came up with the different categories and right now it is in the process of being refined by the Sapphire system and that will be up and running for everyone by the beginning of this school year. At South, they are currently piloting that. We've also advertised for an MTSS handbook team. That team will be creating our district wide plan for MTSS. They will be working over the summer making things consistent so that if any of us leave the district or aren't available, someone knows how to carry on. I think it's important in our district to have some consistency and that everybody is doing similar things. The other exciting thing that is going on is that we are doing a transition between the levels. From elementary to middle school and middle school to high school what the teams are doing there is a lot of communication. For instance, if a student is moving from 8th grade to 9th grade and they have needs at their building, they are meeting with the secondary MTSS teams and those plans that they had in elementary school or middle school are being carried over to the high school. That's another exciting feature. We already have people next year in that transitional plan, their needs are being met for those times when they come over.

Ms. Olszewski asks if anyone has any questions. Ms. Bear asks, if I log in as a parent to the Sapphire Dictionaries, will I be able to see my child's plan or is it just the teachers that see the plan? Ms. Olszewski thinks you can see some components of it. Mrs. Lee at the High School South is using that right now with students. I know parents are involved with that process and they can see some things, I'm not sure they can see everything. I can find out from Mrs. Lee. The neat thing is if Mrs. Lee has a student working at Tier 2 or Tier 3 she can go in and put progress notes, so can the specific teacher that is working with the student, then everybody can see who's working with the student and it also gives reminders to check in with the student about certain things. Mrs. Lee made a screencastify of that process. If you want me to, I can share it with you. It's actually quite amazing. Ms. Bear responds it would be really cool if the progress monitoring, especially if they are on a progress plan is monitored through Sapphire, where I could go in and see assignments missing, progress reports and attendance. If I could see their progress

plan there it would be easier, for me as a parent. I am in Sapphire everyday looking at things and emailing teachers to confirm missing assignments. I know not every parent does that, but maybe if we had a plan in there and we got emails letting us know there is an update in Sapphire, it could trigger the parents to look at it more. Just to get more involvement, I think the more the better. Ms. Olszewski responds she can check with Mrs. Lee about that and get back to you.

Dr. Vitulli adds the true benefit of this system and what I've seen developed so far is the ability to take that information and put it in one place. All the interventions that we use for a particular child to make sure it's available and accessible to all the people that will be working with that child to see what has worked and what hasn't worked. In the past we've had to rely on what information gets passed from grade to grade or from school to school. That doesn't always work so well if we are relying on people to physically get that information there. All these interventions and all the work will be housed in Sapphire, in that student's account. For example, if a child leaves JTL to go to South and this child needs Tier 2 interventions, we can see what's been utilized in the past and how successful we've been, who did them, who can be contacted to ask questions, and what was the frequency. We are taking student support up to the next level and making it easily determined to what's been done in the past so we can make the best decisions for the future of the child.

Dr. Vitulli also thinks it's very exciting and asked Ms. Olszewski if she could share the screencastify, we can pass it to the Board Members. I think Mrs. Lee did a great job explaining how it works. I know we haven't given you a lot of information right now but in my opinion this is exciting, if we can standardize this across the district. We have created a district wide system to corral the efforts of the schools and standardize it so we can begin to move forward. Once we have it standardized, the council members can monitor our progress with certain interventions. Maybe they will find out from the schools' interventions that aren't working, for example, check in and check out. They can do research for something new that we want to try. Then implement across the district as a whole and see how we can make this work better for children. It is putting this idea under one structure. Ms. Olszewski responds she knows that High School South has a list of students that are coming over from JTL this year that we have already flagged so we already know these students are going to need extra support in the building. We will immediately link those students with mentors at the High School. As Dr. Vitulli said, the fact that we will have everything in one place that we can access the data, is going to be so helpful for everyone across the district. I am very excited about these efforts. I will get the link out to the Board Members tomorrow.

Ms. Piperato adds we've had interventions for multiple students for years, we know if there is a discipline issue the Assistant Principal takes care of it and contacts the family. If there is an attendance issue, there is an attendance person that does that. What this does is put everything under one roof. Right now we could be offering a solution for students, that family and their student could be doing three different things, when really all of those things are related to one problem. MTSS brings that under one roof, a team looks at all of the data at once for the child and determines that academics may be an issue but maybe we don't need check in or check out, if you look at the discipline this is the correlation. We wouldn't have to do all three of these things if we just solve this we are going to solve all three of the issues. It's not like that for every child, what that system does it puts it all under one because we know we are treating the whole child. We hope that this increases our ability to correctly diagnose what's impeding this student's progress and then intervene with the best, most direct intervention that will get the student on track faster than anything else. That's also what we are really excited about. Dr. Vitulli adds the Ripple Effect, should it be approved, also has a part in this system. Ms. Olszewski states for example, if someone needs Tier 3 interventions we can have the MTSS coach work with that student doing those specific Ripple Lessons. From their point of view and our point of view we can see which lessons would be helpful to them and intervene.

Dr. Vitulli asks if anyone has questions. Dr. Bonilla responds she likes consistency and uniformity and that is what this is going to provide.

Dr. Bonilla asks Dr. Vitulli about agenda item D. The Off2Class for \$2100.00, are you looking to put that on the recommendations for this evening? Dr. Vitulli responds he would like to move that forward.

VII. PUBLIC PARTICIPATION – LIMITED TO ITEMS OF DISCUSSION

Dr. Bonilla asks if there are any questions or comments about the agenda items.

Ms. Janice Rodriguez, ESL teacher at Resica, begins with the Off2Class adult program and how wonderful it is. I have 10-11 adults using this program, participating, and doing homework. They are doing lessons in class and the feedback is very positive. I recommend this program to the intermediate and secondary ESL specialists. This might be a program that can be utilized for the same thing I'm doing with adults. They like it very much. It's very affordable. Whenever I need assistance or have a question there's always someone working with me to help me navigate any problems or issues.

I give kudos to the parents, they are in a 2-hour class every Tuesday night. We run past 9:00, they don't want to leave. They are grateful, thankful, and they participate. I'm thankful to the Board for allowing me to offer virtual classes this year. We are going to go through the summer and everyone said yes to attending. New people are coming in weekly. Right now there are actively 13 parents and 8 different countries. They have a relationship with one another. One parent has decided to be the head mom and uses an app to connect with the other moms that are in the class sending out information and activities they can do. It's a very warm, fuzzy class. We are also finding out how to get resources. There are pantries nearby, there are educational things I am showing them on a weekly basis. Things are getting out into the public domain more so than usual, immigrants, refugees and schools.org are being made aware of a lot of good resources. I'm teaching them how to get there, not just giving it to them but showing them how. Thank you all for supporting the adult ESL program.

Dr. Bonilla responds that's wonderful, we always appreciate the update, thank you. Ms. Kulick asks as we move forward would we be smart to consider carrying this on as a virtual class. Ms. Rodriguez responds that one of the students she's had for 8 years gave her interesting feedback recently. She said she thought that the virtual program was actually better because they all have to really listen. When we are at Resica in the library, there are side conversations which is good because they are active conversations, but she said we pay attention at a different level. I think we should continue it because if there is a need to not have a class for inclement weather or other circumstances it's already in place to continue. It's working very well with the different levels. They are learning from one another, which we know in ESL when we have mixed groups and differentiation that the same thing is happening in the virtual class. Ms. Bear adds she met a woman that was in the class recently at Walmart and she was telling me there is this wonderful lady who teaches classes, they used to be in person but now I do it online. My English is good because of her. It was wonderful to hear that I met somebody that spoke no English when they first started with you 2 years ago and they were able to have a conversation with me who only speaks English. Ms. Rodriguez responds that the program has evolved. Within the last 10 years I have brought in resources like going to the library and getting library cards. Also, citizenship classes, this year there is one of my students who is getting her citizenship, it will be the 4th one in 10 years that we've had come through the program. I just found out they changed the citizenship test from 2020. They are going back to the 2008 test because it's clearer, it's less confusing, it'll help people pass. That's a huge win for people to get their citizenship, there are 100 questions and you don't know what they are going to ask you. There is a website, there are cards and I make that available to those who need it. If they need help outside of class I will practice with them. One of my polish students, her and her husband, were students of mine last year. He is working so he is not able to come to class. Other ESL learners will be in the back room of a store and when they learn English they will be taken out to the floor. These are real wins for learning English, participating, and practicing outside of class and coming back into class. We are talking about life in the United States right now. It's a very interesting class.

Dr. Bonilla asks if there are other comments from the public at this time.

Mr. Phil Kerzner is on the Social and Emotional Learning Committee. He is very excited about it and it's well overdue, it's great it's coming to the school district. I know they don't want to hear about a pilot of the program because we want to get it out to all students, and we don't want a big delay in getting it to the students. However, I hear every day from students in my office exactly what is on their minds with no filter, I think to get this off to the right start, even a week, a month before we do something school wide, that we have a group of students that go through that lesson, we can talk about it and see what works and what doesn't work. We can hear unfiltered feedback from the kids before we go school wide. It's like a Netflix series, if the first episode is no good they are already turned off and that's a problem going forward. If they hear Ripple Effects after a bad lesson they will already be turned off. I want to roll this out as fast as possible, but I do feel strongly about a pilot group before we roll anything out school wide. Dr. Bonilla responds thank you for sharing, I appreciate your insight into the frontline lens you bring. She asks Ms. Piperato if she can respond to that. She proceeds saying she understands Mr. Kerzner's concerns about getting buy-in from the students and getting positive reaction to it to the roll out will be more successful.

Ms. Piperato responded that we did a pilot with 2 different classrooms of students. This is really the power of the committee and we are so glad that Mr. Kerzner is on the committee as one of those voices. The overall majority of the rest of the committee said we believe that we can do this. Ms. Piperato confirms with Mr. Kerzner said he felt he was heard about his concerns and the committee is respectful of that. He agrees and she continues that they certainly turned the idea over and over of a pilot. We listened and thought about that. Talked about what it would look like, but overwhelmingly when we were done the rest of the committee felt like we needed to do it, we needed to go with it and do it right. We've dedicated this money and work to teachers and we looked at this and said, let's address the elephant in the room. How does it not become SmartFutures, like that very first episode of SmartFutures we had, that's our big panic. We had that in mind and even with all that we learned from SmartFutures that will hold us in good stead with Ripple Effects and really make sure that we have those lessons and we equip teachers with what they need to make sure it's a good roll out and we do it the way that we want to. We haven't forgotten all of the worries, we don't want a repeat of SmartFutures with what happened that first time. I think we are all dedicated to having that not happen.

Dr. Bonilla thanks Ms. Piperato and asks if there are any other questions or comments.

VIII. PREVIOUSLY SUBMITTED TO FINANCE COMMITTEE

Dr. Bonilla explains that due to timing and paying things in a timely manner and efficiency, often items go to the Finance Committee first and then to the Education Committee.

Dr. Vitulli gives an update on the NWEA Testing that has been approved by the Finance Committee. He states this is an annual renewal for the MAPS testing that we provide our students in grades K-5. It comes up every year, the change this year is the number of students we are buying it for. We utilize this testing up to 3 times a year, beginning, mid and end of year. It will play a big part in next year's process of determining where students are at and what they might be missing in their current education

a. NWEA Testing-\$31,175 K-5 Schools (VII.a.)

BY THE RECOMMENDATION COMMITTEE: Dr. Bonilla asks for a motion to move the NWEA Testing forward. Motion was made by Ms. Kulick. Motion was seconded by Ms. Bear and carried unanimously 4-0.

IX. ADVISORY RECOMMENDATIONS FOR CONSIDERATION BY THE BOARD OF EDUCATION

a. Ripple Effects-\$64,440 (V.a.)

BY THE RECOMMENDATION COMMITTEE: Dr. Bonilla asks for a motion to move the Ripple Effects, funding will be shared with Curriculum & Instruction and Pupil Services. Motion was made by Mr. Gullstrand. Motion was seconded by Ms. Kulick and carried unanimously 4-0.

b. Off2Class-extended to HS & Intermediate Students and Staff (ESL) -\$2,100

BY THE RECOMMENDATION COMMITTEE: Dr. Bonilla asks for a motion to move Off2Class, funding through Curriculum & Instruction. Motion was made by Mr. Gullstrand. Motion was seconded by Ms. Kulick and carried unanimously 4-0.

Dr. Bonilla states that the next meeting is scheduled for Wednesday, June 9th. That is the same date as the South High School graduation. We will work on the dates via email and reschedule. We will get the information out to the public in a timely manner. We love having members of the community and our staff join us each time and be able to engage in this way that can't always happen at the bigger School Board meetings. Dr. Bonilla thanks everyone for joining and for the information in keeping us updated, and the partnership in terms of being proactive versus reactive. The meetings coming up are going to be critical. Debriefing our wrap up on closing out the year and preparation for the new school year. Dr. Bonilla thanks Mr. Baddick and his team for joining and sharing information. They will be joining us on a more regular basis so the community can better understand what Pupil Services that are offered and gather more information in the spirit of ongoing communication.

Thank you Dr. Vitulli and team.

Mr. Gullstrand states that this being his first meeting he said it's very evident the amount of time everybody has put into it and all the work done behind the scenes. As an educator I really appreciate everything you're doing. As a new Board Member I look forward to being a part of this. Dr. Bonilla responds we are glad to have you on the Committee and on the Board for your contributions.

X. NEXT MEETING- To Be Determined

BY THE RECOMMENDATION COMMITTEE:
Motion was made by Ms. Kulick to adjourn. Motion was seconded by Mr. Gullstrand carried unanimously, 4-0.

XI. ADJOURNMENT: 8:24 P.M.

Respectfully submitted,
Jessica Newberry