

**EAST STROUDSBURG AREA SCHOOL DISTRICT
BOARD OF EDUCATION
EDUCATION PROGRAMS & RESOURCES COMMITTEE MEETING
February 9, 2022
VIA Zoom
7:00 P.M.
Minutes**

- I. The Chairperson,** Dr. Damary Bonilla, called the Education Programs & Resources Committee meeting to order at 7:01 p.m. and led those present in the Pledge of Allegiance. Secretary Jessica Barlotta called the roll.
- II. Board Committee Members Present:** Dr. Damary Bonilla, Rebecca Bear, Jason Gullstrand, Debbie Kulick
- III. School Personnel Present:** Tabitha Bradley, Trenee Lurry, Jennifer Moriarty, Jessica Barlotta, Heather Piperato, Jennifer Moriarty, Brian Borosh, William Riker, William Vitulli, Catherine Schroth, Brian Baddick, Matthew Triolo, Ray Lenhart, Eleni Angelopoulos,
- IV. Community Members Present:** Steven Lurry, Keleisha Phillip-Stringer, Shanice Person-Correa, Victoria Lee, Angelica Morales
- V. APPROVAL OF AGENDA AND MINUTES**

RECOMMENDATION BY THE COMMITTEE:

Dr. Bonilla asked for a motion to approve the agenda for February 9, 2022, with members of the Committee reserving the right to add to the agenda and take further action in the best interest of the District. Rebecca made a motion to add a DEI Update to the agenda. Jason Gullstrand seconded the motion. The motion to approve the updated agenda was carried unanimously, 4-0.

RECOMMENDATION BY THE COMMITTEE:

Motion was made by Debbie Kulick to approve the minutes of the January 12, 2022 meeting. Motion was seconded by Jason Gullstrand and carried unanimously, 4-0.

VI. ITEMS FOR DISCUSSION:

a. PTO Presentation-J.M. Hill

Dr. Bonilla introduced the topic as an opportunity for the Ed. Committee to collaborate with and support the PTO. Tonight's presentation was J.M. Hill. Victoria Lee went on to share pictures of the events the PTO has held. The pictures included a 4th and 5th grade dance, a Dr. Seuss board, and family game night with books and concessions. They have a book bingo and a book fair. They are doing a color run or walk in the spring. They are trying to hold several events and keep them as safe as possible. They have a Tricky Tray on March 26th, which is the biggest event of the year.

Dr. Bonilla thanked her for the presentation, and agreed they definitely have a jam packed agenda and they are grateful for her leadership, as well as the leadership of other PTO members in the school. They appreciate that the PTO is helping keep things consistent for kids, even if they are adapting the way they are approaching the activities and thinking about safety. She thanked them on behalf of the Board and the district, for all that they are doing. Rebecca and Debbie thanked her as well. Jason Gullstrand

reiterated that they do a lot of work and it is jam packed just making a Yearbook cover, never mind all the other stuff that they do so he really appreciates it. Dr. Bonilla reinforced what a great addition the presentation was and moved towards the next presentation of the Climate Survey Results.

b. Climate Survey results - High School South

Dr. Vitulli went on to introduce Mr. Triolo as the new principal to the South High School this year. He's presenting his results of the climate survey. Dr. Vitulli went on to add that we are very lucky to have him as a principal of high school. He's a very motivated individual, has a lot of great ideas, and is a great communicator.

Mr. Triolo thanked Dr. Vitulli and the Education Committee. He said the first thing you want to do as a new principal is to get the feel of the climate of the school and thankfully we do this survey so he could get a feel for how the kids feel and act on those results to create the best climate possible for the students. He proceeded to show a slideshow which went over the 24 questions on the survey that went out to the students, the results that the students gave, and then some takeaways that he had from it. He also went on to tie some of the results into the Cav CORE, which stands for Community, Ownership, Respect, and Excellence. Those are the core values that they hold everybody to at South. Not just students, teacher, staff, everyone. They are the values they believe in, they preach, and reward students for and they hold all of themselves accountable for.

The beginning data was based on teacher questions. First question being 'teachers are available when students need to talk' and 92% of the student body strongly agreed or agreed with that. The next question was 'If I'm absent, there's a teacher or some other adult at school, that will notice my absence.' 87% of the student body agreed or strongly agreed with that. The next question was my teachers care about me and 89% of the student body agreed or strongly agreed with that. Next question was 'my teachers make me feel good about myself' which 81% of the student body agreed with that. 'it's easy to talk with teachers at school' 75% of the students read with that. 'I can talk to my teachers about problems I'm having in class' 83% of the students agreed with that. 'My teachers often connect my learning to the life outside of the classroom' 62% of the students did agree with that. Some takeaways that they had was where the vast majority of the students feel connected to the teachers, that the teachers truly care about them, which is outstanding. They need to continue to explore different ways to give the students hands on, real world learning experiences that they can relate to. The takeaway that Mr. Triolo got from this in comparison to the Cav CORE was respect. To have the students feel that way about the teachers, they clearly have a healthy dose of respect for the teachers and that the teachers have for the students to be able to show the students that much care and have the students feel that connected with them, so I felt, you know right off the bat, there was some really good results from the survey. The next batch of data is based on extracurricular activities. The first question was 'there's lots of chances for the students at the school to get involved in sports clubs and other school activities outside of the classroom' 95% of the students agree. Of that, 64% of them regularly participate in the activities through the school whether it's clubs, organizations, musical groups, sports teams, student government, all of the extracurricular activities. 64% is a pretty good number of students that do participate in those after school activities. Lastly, 58% of the students say they regularly attend dances, sporting events, student performances, and other school activities. The vast majority of the student body knows of the activities, 64% are participating, and 58% are attending. The takeaway here is the students are well aware of the activities offered to them, and the sports and activities are promoted well. At the beginning of this, the administrative team put together an outstanding activity fair at freshman orientation night that they also invited the sophomore's to because they missed that the year prior when they would have been freshman. At orientation night they had an activity fair in the cafeteria where all of the activities had a stand and promoted themselves. They did the same exact thing the first week of school, they put the activities and the sports and everything they offer through the south side live, which is the daily broadcast morning announcements and afternoon announcements. They celebrate everybody's successes and provide constant communication about what's going on in the building. That is community, when compared to the Cav CORE. They have a student body

that's really proud of being an East Stroudsburg South Cavalier and it's really awesome to see as a principal. Moving on to data based on student questions: These are questions students answered about one another. First question was 'I have lots of chances to be part of class discussions or activities' 90% of the students agree to that which he thinks is absolutely outstanding. 'At this school, students have the chance to help decide things like class activities of the rules.' He thought 65% was a pretty good number for that for students to feel like they actually have a say in what goes on in the class. In the creation of rules, and that's something that we're really trying to push education, obviously we certainly want structure and rules in the classroom, but if you have the students be a part of creating those expectations at the beginning of the year, there's much more buy in when enforcing those expectations. 'I feel safe at the school' 85% of the students agreed to that. 'At the school, students talk about the importance of understanding, their own feelings and the feelings of others.' We only have 53% there and that is a trend in terms of students and understanding their feelings and dealing with their feelings. 'At this school, students work on listening to others to understand what they are trying to say' 59% agreed with that statement. 'Students at the school stop and think before doing anything when they get angry. 39% agree and that is not a strong number and that's something that needs to be improved. 'Students at this school try to work out their disagreements with other students by talking to them': That was only 44% of the students. So again, that portion really ties into the SEL and the goals here of social emotional learning and having the students understand their feelings, understand why they're feeling the way they're feeling, and then how to deal with those feelings in a positive way. That's something that's a big initiative here in this district, and Mr. Triolo was happy to see when he came aboard that we are working on regularly here during Wellness Wednesday, especially with the Ripple Effects Program and they are just going to continue to educate the students in that fashion to get them to be better in those situations. Discipline is fair and he was happy to see that 76% of the student body thinks that discipline is fair in the building. That's something that he promotes as a principal and that's his expectation of the whole administrative team, and he knows that the administrative team is extremely fair. With that being said, school rules are applied equally to all students, 67% of the students agree or disagree, and it is a tough thing to sell to the student body, because you really can't talk about one person's discipline with another. He continued on with the questions and answers and summed it all up at the end with some takeaways. His final takeaway was that the majority of the students do feel safe at school and feel connected to the school, which makes him feel very good. They are doing their best to delve into the other half of the numbers and why they don't feel connected or they don't feel a part of the school and that's something that they are always constantly trying to get information from the students so one day, hopefully they can have 100% of the students that feel that way about the school and as he mentioned, they do need to continue to teach the students about social emotional learning; so they can continue to learn about the emotion feeling: it's not just about how to deal with your emotions it's also about why are you feeling those emotions; what's the root cause of those emotions and learning how to deal with them. He also wants to work on how to take ownership of their feelings, how to take ownership of their reactions to those feelings, because when they can own their emotions, that's when they can take control of not let their emotions control them. He then thanked everyone for their time.

Dr. Bonilla thanked him and went on to say it is one of their favorite parts, understanding how students are feeling in their school building, and they agree with Mr. Triolo that the positivity is something they are looking for and in the areas where the numbers weren't as high as they would like them to be, being proactive in the way that he is already being and thinking about what can they do, as well as sharing best practices across our schools and across the district and ensuring that they are all communicating about how can they work together to support the students. She then opened it up to the members of the committee for comments or questions.

Jason Gullstrand asked when the survey was conducted. Mr. Triolo answered that it was around September. Jason then followed up by saying a lot of those questions seemed like answers that might have been from the last year or so. He added that the beginning of the school year would make sense to see some of the numbers, the way they were on some of them. He asked if the survey will be distributed again towards the end of the school year or if they will wait to offer it at the beginning of next year. Mr. Triolo responded that he would be more than happy to distribute it again. He thinks it would be good to

distribute it again at the end of the year to see how this year went and hopefully improve the numbers, which would be the goal of their administrative team at the high school. Jason added that he thinks they will definitely improve especially now that the kids have gone back to school and have a normal schedule again and seeing how the high school administration is so actively involved. He thanked Mr. Triolo. Dr. Vitulli added that it is the intent to provide the survey again towards the end of the year, to compare the numbers, compare the numbers amongst schools, and eventually bring all that information back to the Education Committee in the summertime. No other Committee members had any questions.

c. Life Skills update

Dr. Vitulli introduced Mr. Baddick, the Assistant Superintendent for Pupil Services for an update on the Life Skills Program. He provided updates and background on the programming. East Stroudsburg provides a comprehensive special education life skills transition program for K to 12 plus students. 12 plus being students that can remain and opt to stay in the program up to the age of 21. The programming is supported by IU 20 throughout Carbon, Lehigh, and Monroe County. There are also some students that do participate in IU 21 in Carbon and Lehigh County. The district also offers a continuation of services of its own programs throughout the district, and each of the 10 school locations and virtual learning. The curriculum focus provides a wide range of areas, based on the needs of each student, such as core content, specials, social and transition skills, world of work, sensory integration, and social emotional learning. In addition, they do have related services, which includes physical, occupational, and speech therapy provided as needed to the student. He proceeded to highlight some of the activities they have going on with their students and the program. Last spring, they completed a two-year plan establishing sensory rooms in all the 10 district buildings. They have included new additional professional development topics with staff on sensory integration in autism spectrum disorder. They purchased additional buses this year to support the transportation needs of the students in the program. Currently, they are in the development stages of a redesign and updating and replacing the classroom equipment in the districts life skills and transition programs throughout the district. The newest addition to the program this year is the model apartment at High School South. The apartment has a living room, dining room, a bedroom, a functional kitchen, a laundry room and students are learning about living independently and focusing on maintaining a home. This learning model will be expanded in the other buildings in the near future. They also have students working in the secondary cafeterias preparing breakfast for the following day, and are also working and assisting in the school libraries. The North High School Café was completed and was opened the beginning of the new school year. They have students there rotate in both of the secondary cafe coffee shops, where they maintain the cleanliness of the shop and prepare hot and cold beverages. Students are responsible for ordering and maintaining supply needs. They operate the cash register where they are learning and reinforcing their money skills. Students answer the phone for called-in delivery orders and they also deliver any pre-order or phone orders throughout the buildings. Over the next several weeks, students will be learning and teaching other students to loom knit hats and scarves, and these will be then donated to the Bushkill outreach Program. In the spring, students will be learning basic gardening skills, while working in flower beds at several of the district buildings. Some of the students are also assisting to maintain some of the athletic fields after athletic events. Miss Barbara Wetherhold's classroom created the Timberwolf Transition Times, which is a newsletter published each month by the students and highlights life skills transition activities up at the North Campus. Something new that was created this year is having students hold business etiquette luncheons at the Stroudsmoor Inn where students learn proper business etiquette skills at a five-star restaurant each month. They have students that completed community work-based learning activities at the Pocono YMCA, Pocono Cinema, Salvation Army, Cramer's, district elementary schools, and Stroud Recreation, where they assist with basic part maintenance. They have also recently begun working at the Stroudsburg United Methodist Church Weekly Community meal events. They have students that are learning job skills at Lowes or down stocking products into the selling locations and organizing the merchandise, as well as assisting staff and

customers to load merchandise into their vehicles. Through the Work-Based Learning Transition Program, students are locating and securing part to full-time employment before and after graduation. In the last two years, the program has placed about five students with full time employment. The life skills transition program will be highlighted in an up and coming state conference in Hershey during a poster session. Also, the program is being nominated for the IU 20 Excellence in Education Award this spring. Some other extracurricular highlights: They will begin the second season of Unify Track and Field Season, at both high schools on March 7th. The High School South Unified Track and Field Team won the conference and regional championship and placed fifth in the state last season. This year, members of staff that High School South team and coaches will go to the World Championships to represent Pennsylvania from June 4 through the 11th, held at the ESPN Disney sports complex in Florida. Another addition that just came about because the district has a strong working relationship with the Pennsylvania Special Olympics Program, the district was asked to be a model school district to develop and implement intramural bocce ball this spring at the intermediate level and implement the program at the elementary and high school levels in the following year. Eventually East Stroudsburg will be the anchor district in the region for the other districts to model with a plan to create a bocce ball league. He then went on to thank the parents, our school board, district staff, administration, the East Stroudsburg community, and IU 20 for all the continued support of the life skills transition programs. They have a lot going on and there's a lot of great opportunities for students. It has come a long way and it really takes a lot of individuals to make the program be successful.

Dr. Bonilla thanked him. She went on to say the committee members unanimously requested the update be added to the agenda, because they are very interested in supporting the program, continuing to share all of the great things that are happening through the program, and the benefits to the students and community. She opened it up comments or questions from the members of the committee.

Debbie Kulick added that she wanted to compliment everyone for being on the cutting edge and thinking ahead and outside the box with it.

Rebecca Bear agreed with Debbie. She said she got to visit the cafe at North and the apartment in South. She said that it is amazing how much they do and how wonderful it is that they give the opportunities to the students, and she thanks them for that.

Jason Gullstrand agreed with the other sentiments, especially about the introduction of the apartment itself. He added that all the other programs are absolutely fantastic, but preparing the kids for being able to live out on their own, is a tremendous benefit that the district can provide and they appreciate it very much.

Dr. Bonilla thanked everyone for the comments and said that they appreciate the effort and the update.

d. Elementary ELA update

Dr. Vitulli explained that earlier in the year, they brought to the Ed. Committee the plan to pilot a new ELA resource in the elementary grades and Dr. Bradley has been heading that effort up so Dr. Vitulli wanted to give her an opportunity to bring the Committee up to date with her findings so far and how things are going. He handed the meeting over to Dr. Bradley.

Dr. Bradley explained their objectives of the presentation, which was spurred by their middle of the year data from HMH and the results, while also touching upon the support from the publishers and the feedback from the teachers. She let the Committee know that they would only be seeing results from HMH, as the Super Kids Pioneer for the K to 2 children aren't at the mid-year checkpoint just yet. She explained the background of the numbers she provided in her presentation, explaining that the numbers represent HMH growth measure, which is a research based adaptive benchmark assessment for ELA. That growth measure delivers valid and reliable achievement scores, including a scale score and performance categories. She then showed the data which showed tremendous growth from below-level to either on-level or above-level. Dr. Bradley displayed a slide of words that represented the feedback from the teachers and all the things that were important to the team selecting the ELA resource. Dr. Bradley then introduced Ms. Moriarty to go over the feedback from the teachers.

Ms. Moriarty started by thanking everyone. She went on to explain that in her building, there are both pioneers in Super Kids and pioneers with HMH. They get a lot of positive feedback from the teachers and from the students with the programs. Some of the things that the teachers said, was how much the children are really loving the series and how they're excited to read more. They also said the families are very happy with their children's reading success, and students are excited to read to them and want to read more. Another teacher said, it is the best feeling when their students take out their reading books and they're excited to do so. They didn't have that with the reading wonders so they are really happy to hear that their students still love the stories. They continue to look forward to reading every day and are excited when they tell them that they are starting a new story. Students in the Super Kids are motivated by the character's differences and their special features and they're actually able to relate to the characters. One teacher said, "for the first time I can remember, my class loved reading the expository text that was covered this quarter, we had great discussions and made awesome connections to what we are reading.". There's a lot of differentiation available in activities and both of the programs offer activities for mediation and/or reinforcement on a daily basis. Students are having meaningful discussions about texts. One of the teachers said this is the highest MAPS winter reading scores that she can ever remember having. In regards to the resources that come with the programs, every lesson and activity is research based, there's anchor charts, different ways to engage the students, and differentiated reading skills are repeated throughout the modules. Overall, there is a lot of great things coming out of the classrooms piloting these programs.

Dr. Bradley resumed the dialogue by mentioning how she has even heard the kids now want to read ahead in Super Kids, and the HMH kids are acting out their readings on the playground. She then proceeded to comment on the amazing amount of publisher support they have received this year. They offer the caregivers fall workshops in both of the resources and had families attend both of those sessions. The companies have provided monthly office hours in both resources once a month, they have a dedicated time in the beginning which was used for specific training, but now it's become more of a Q & A opportunity for the team to log on and ask questions they need some help with. They also provided resource buddies, which is people from another school district that's already been implementing the Super Kids connecting with our district to give some support and answer some questions about how or what they did with a particular unit and so on. Dr. Bradley reported that staff found that to be incredibly beneficial and appreciated the willingness of other educators to give up their time to help us in the success of our implementation. The companies also provided coaching sessions. They have had over 30 classes visited in multiple coaching sessions in person from both publishers. The week of the meeting, both publishers were in town offering additional coaching opportunities. Dr. Bradley shared a quote from a teacher who said, "I just wanted to take a moment to thank everyone involved in making today's visit possible. It can be overwhelming to navigate through a new resource, but having the support to do it is so critical our time together was so valuable and productive and flew by. Your advice (meaning the representative) and expertise helped more than you will ever know. I cannot thank you enough, I look forward to our continued collaboration on this adventure with you and the rest of the team.". The teachers are really engaged in the new resources and happy with the service that is being provided.

Dr. Bonilla thanked Dr. Bradley and added that she had two things and then she would open it up for the committee. First, she asked how will some of the information be shared with families in terms of just the ongoing communication and because the feedback has been so positive, continuing to engage them? Dr. Bonilla added that she wanted to share with regards to the word cloud, the two words that stood out to her were aligned and decoding. She just thought that both of those speak to the equity component of the work that they are doing and seeing that come through the feedback and the actual work, versus always talking about it, but seeing it come through is very exciting. She gave Dr. Bradley a chance to share any feedback on Dr. Bonilla's question and then planned to open it up to other members of the committee.

Dr. Bradley responded by saying that they were discussing planning to have those currently using the programs to make 'commercials' to speak to the excitement that they're feeling in the series which they would be sharing with families as well, so that they can hear from children who have experienced it. Dr. Bradley agreed with Dr. Bonilla that they need to continue the communication with the families and while

the commercials will be a fun way, they also want to make sure that other questions that families have get answered and the caregiver workshops families had opportunities to ask questions about things and get more knowledge and she is sure they would offer that again in the fall to once things got rolling to help families navigate those tools.

Dr. Bonilla went to open it up to members of the committee, but Dr. Vitulli wanted to put everything in perspective first. He wanted to recognize Dr. Bradley's hard work and her team and what they've done so far and how hard the teachers are working on it. As Dr. Bradley has mentioned, there are some non-negotiables in the reading program and at the district level, there are some non-negotiables too, which is they insist and absolutely must have good data that shows that the program is working for the children and is growing more students than the previous program. So far the initial data is looking very promising which they are very excited about. They also insisted that the publisher supports the product not just initially, but consistently. While we have seen some data, there are various data points that they are going to want to look at, not just from the publisher but from our own benchmarks that were mentioned by Dr. Bradley as well as data from the families. He has asked Dr. Bradley to work on a survey for the families of the pioneer classes to get feedback from parents. Are they seeing any behaviors or are the children coming home more excited? Those types of things they want to try and get as many areas of data that can help them make the right decision. They certainly don't want to invest in something long term that isn't going to help all the children move up to the next grade level. Their goal is to have every child reading on-level.

Dr. Bonilla thanked both Dr. Vitulli and Dr. Bradley. She loves the passion they speak with and it is what is helping make the difference.

Debbie Kulick was the next to speak. She said she just wanted to say that it is something that will make a big difference going forward. The positive response now is just minor compared to what they will probably see down the road.

Jason Gullstrand added that out of the word cloud, he saw 'students love reading'. He went on to say it is fantastic seeing the numbers increase. He did have one question: When you look at the numbers, with the Lexile readiness scores, on the below, can you actually look at those numbers and see if, even though they're below, did they increase their Lexile readiness scores?

Dr. Bradley responded by talking about her conversation with the company. They showed her that the average score growth point scale score from beginning to middle of the year in the class using HMH was 13 points. The teacher gets a breakdown of all the scores for each child, including Lexile scale score to see how they met their goal or exceeded their goal. HMH explained to Dr. Bradley that their goal of score growth when they look at the students from beginning of the year to the end of year, they're looking for a 10 to 15-point growth for a year. Our students have accomplished that in only half a year. She also recounted a student that started the year as a fourth grader, but with an Acadience Composite score of a kindergarten level. By the middle of the year, she was up to a second grade composite score. Ms. Moriarty also added in there is a sliding scale which showed some of the students that were below level were so close to being on-level which they hope will happen by the end of the year, when they test again. Rebecca Bear went on to thank Jason for asking that question because she was wondering the same thing. She is excited that the kids are excited to read. She asked if it means it is the new reading program that they will implement instead of Reading Wonders?

Dr. Vitulli responded that they are not making a decision yet. The data being shared is preliminary data and they will wait till the end of the third marking period when they gather everything they have and will be working together with Dr. Bradley to analyze it and help present it. They will bring it forward to talk to Dr. Riker and they will be making a decision at that time. He just asked Dr. Bradley to come forward and keep them abreast of how things are moving along. He admitted that everything is looking very, very good at this point in time, but they have high expectations, and will not make a commitment, unless they are going to get a product and the service that is due for the children.

Dr. Bonilla thanked everyone for the good comments and questions. She handed it back to Dr. Vitulli but Ms. Piperato added that she appreciates the committee in their dedication to all the students they educate that comes through the doors. She gave a little anecdote about Dr. Bradley and Heather taking a Zoom

call with the English learner teachers who teach different populations of students. They were expressing their appreciation at how, in this pioneering effort and this effort to find a resource that's good for everybody, they felt so included. It's just a testament to how comprehensive they were in deciding what programs to consider. They thought about the needs of the non-speaking English students and in that continuum so props to Dr. Bradley for including them and, of course, all of our other students who have specific needs, while considering the whole of what the kids need. Dr. Bonilla thanked Ms. Piperato and turned the meeting over to Dr. Vitulli.

e. DEI update

Dr. Vitulli apologized to Ms. Lurry for the oversight of not having the DEI Update on the original agenda for the Ed. Committee Meeting. He then handed the meeting over to her. She began by saying they had their day of racial healing on January 18th, the day after, Martin Luther King Day, which is a national event that both North and South were able to participate in either both virtually and in-person. They had about 30 students that participated, along with staff members from both schools and both principals. It was a great experience for the students and for all those that were involved. The students participated in some courageous and brave conversations around the issues of race bias and inequities in society, and they were very open and honest about their feelings. Ms. Lurry felt it was important to be able to give them an opportunity and a platform to be able to talk things out and be able to express how they're feeling. She added that there are some wonderful black history month activities taking place throughout the district that she is excited to see. They are also excited that there's continuing conversations with the staff about culture and diversity.

Dr. Bonilla thanked her for her efforts and her excitement and continuing to support the students, staff, and all levels of the district on the important work. She too apologized for the agenda oversight, as the topic is one that the committee has committed to hearing about every month, so that they can continue the conversation and support the work that is happening. She was glad that the district was able to participate in the national day of racial healing because they were short on time and Dr. Riker encouraged that they could make something happen and Trenee did that with the students and it was voluntary and on their own time and that speaks to the interest that the students have to be part of the conversations and when they talk about life after high school, or life in general, it is important that they create those opportunities for students to engage and be able to talk with other students and share what's on their mind and questions, and be able to dive into that dialogue. She then opened it up to other members of the committee for comments or questions.

Jason Gullstrand added that he was happy the day of feeling occurred despite it being last minute and it was quite a moving experience from those who participated and he wanted to thank Trenee for her work on it.

Rebecca Bear thanked Trenee for the DEI updates. She thanked her for the robust information, including their conversation regarding black history month and January 27 was Holocaust Memorial Day, when that's when they observe for the Jewish population when the ghettos of Warsaw came together and they uplifted and took the step to end the Holocaust which was something exciting that happened and now they have black history month.

Dr. Bonilla thanked Rebecca for her diligence to be on the committee meeting. She commented that they all work hard to show up but also for being able to share part of her personal culture and experience and while they did not mention the January 27 event at the last meeting, that's part of their learning together. They don't want to miss opportunities so even though it was in January, they wanted to ensure that they mentioned it. As they continue to grow the work to be inclusive, they will continue to learn about dates that they want to mention, whether in the committee, or throughout the district. They encourage anyone who was on the meeting that evening or watched the recording to share with the DEI Coach, Trenee Lurry, any special dates that would be important for students to learn about and then they can think about what ways do they engage students, whether it be sharing of information or if there is an opportunity to create dialogue. Not everyone knows every important holiday, every important timeline, every important

occurrence, but together they can continue to grow their knowledge and that of the students and she really appreciates Rebecca sharing some of herself. The other thing that she's very aware of is intersectionality and in her own day job, if there is such a thing, she is doing work around intersectionality between the Jewish Community and the African American Community, the Jewish community and the Latino Community. With that work comes a realization that there are people that identify from various demographic groups, and then there are people who may not identify from two groups, but have similarities and she wants to continue to have those dialogues as part of the Diversity, Equity, and Inclusion efforts. She thanked everyone for all they do and asked for any comments or questions. There were none so she proceeded to public participation.

VII. Questions & Comments from Board Committee Members on agenda items

Dr. Bonilla opened the meeting up for public participation, starting with members of the board. Steven Lurry commented that he wanted to say good job, firstly, as a board member but also as a parent to hear about the work that's going on. He said it's really exciting, especially with kids that had the challenges with reading and for it to be made easier, it's really exciting as a parent to see the things being done differently to be able to help the kids in the district. He was very excited that he was on the meeting that evening, because he was very happy about what he heard.

VIII. PUBLIC PARTICIPATION – LIMITED TO ITEMS OF DISCUSSION

Limited to comments on this agenda by residents and taxpayers of the school district (3 min. ea.)

Dr. Bonilla went on to say she appreciates it when members of the board get on the committee and just listen to some of the things that are going on in the day to day that they might not get the monthly meetings and all the readings and everything else, because some of the content doesn't go through and that is why she loves being on the Education Committee. She then proceeded to open the meeting for public comment.

Dr. Bonilla called on Shanice Person-Correa. She went on to say she just wanted to say how outstanding she is hearing the district's life skills accolades. Not just the progress, but the everyday as well. She is a parent of a child, within the district and its nerve racking thinking about the after and knowing how much effort is put into that transition progress or process in the life skills program gives a bit of comfort, so she wanted to thank the teams for it and also IU 20 as well, as an advocate and as a parent. She also wanted to say that she appreciates the efforts put forth from the Board, and also the DEI Committee for the progress they are making, and she appreciates it.

Dr. Bonilla thank her for her support. She went on to add that a couple of months back, the IU came on the Ed Committee Meeting to talk about the efforts in the district, and the partnership, and they can share that recording with her, if she wasn't part of that session, and lots of services are available through the IU. Mr. Baddick and his office are available to support and always willing to support and also, Dr. Bonilla represents the district on the board of the IU, so if ever she can answer any questions, feel free to send an email. Dr. Bonilla handed the meeting over to Treena Lurry.

Ms. Lurry said she wanted to echo what the previous person just said, as a life skills teacher for eight years, she was so excited to hear all of the things they are doing. She said they are still her kids there, forever her kids, she goes and sees them in the Café, and she is so pleased with what she sees from them, the growth that she's seen in them, and how much work Ms. Whetherhold has done with them and how they're growing. Ms. Lurry had some of the students for seven years, so she saw them go from 14 to 21 and now they're leaving so it makes her a little emotional when she sees the progress and what they're doing. Dr. Bonilla thanked her for wearing her heart on her sleeve and for the work she has done with the students as well as her commitment.

Dr. Bonilla then handed it over to Ray Lenhart. He wanted to comment on two of the things that they've talked about. First was DEI. He is part of the Committee, as the chairperson for the HR Committee. They just met the past week and they are continuing to review and analyze their processes within the HR

department. The fun thing is that within our committee, as well as the other subcommittees, we have creativity and freedom to expand on how we want to promote DEI within our Community. He referred to speaking with De. Bonilla about a project that they are going to continue to plan for as far as a district wide project, which he will not reveal yet, but it's exciting and they are going to work on spreading the word about all the great things that not just the school district has to offer, but the community in general, within East Stroudsburg. The other thing he mentioned was to echo the days' sentiments on the life skills and all the wonderful things that the Pupil Services Department is doing to promote and support the special education students. Mr. Lenhart has a brother who is intellectually disabled so Special Education is near and dear to his heart. When everyone is working together to collaborate to create opportunities for learning for the students who have been less fortunate and they are trying to create an equitable level playing field for them to be successful in the world, he is behind that 100% as someone who has a brother who has had an IEP and as someone who has taught as a special educator. He went on to say kudos to the many, many things the district is doing well, and those are two things that are near and dear to him as a principal and as a person.

Dr. Bonilla said that she appreciated Mr. Lenhart letting her put him on the spot and sharing what was on his mind but also his work on the DEI subcommittee and taking over that role. They are excited that he will be rolling out a project for the Community, because that's what it is about. It is not just keeping the work and efforts internal, but really supporting the families and the broader community as it benefits the students. She is excited about some more updates in the coming months. She then went on to say they were moving on to any last comments; virtual hand or unmute.

There was some dialogue between Heather Piperato, Tabitha Bradley, and Dr. Bonilla about Ray Lenhart moving from elementary to intermediate. They then moved on as there were no other questions or comments.

IX. ADVISORY RECOMMENDATIONS FOR CONSIDERATION BY THE BOARD OF EDUCATION PREVIOUSLY SUBMITTED TO FINANCE COMMITTEE

- a. Imagine Learning-eDynamics Elective Courses-ESACA (VII.a)
- b. Ancillary text for Multicultural Perspectives Class at HSS and HSN

Debbie Kulick asked what the Ancillary Text was because she had not seen anything about it. Dr. Vitulli explained that in his understanding, the preparation for the Multi-Cultural Perspectives Class, one of their texts was left off for one of the units under the stonewall unit; the text is called A Queer History of the United States for Young People, by Mike Bronski. Dr. Vitulli believes, Ms. Piperato worked with Mr. Massa to make sure that that committee that created the curriculum for the class went through and reviewed the book as well and brought it forward. Dr. Vitulli also wanted to quickly mention the eDynamics courses. He said he did not know if Mrs. Bear remember the first time he brought the courses to the board, but she requested that everybody had an opportunity to the courses, because at that time he was only buying 10 or 20. He wanted to let her know they were up to about 300 of the courses this year alone and they're very, very popular. While they are heavy in reading, they are very specific in what they address, and he thinks that is what is leading to their success, and it provides a bit of variety, for the school so he gave kudos to her as well, as they are very popular.

RECOMMENDATION BY THE COMMITTEE: Dr. Bonilla asks for a motion to move the items previously submitted to the Finance Committee forward to the full Board. Motion was made by Rebecca Bear. Motion was seconded by Jason Gullstrand and carried unanimously 4-0.

X. NEXT MEETING - Wednesday, March 9, 2022

RECOMMENDATION BY THE COMMITTEE: Motion to adjourn was made by Debbie. Motion was seconded by Jason Gullstrand and carried unanimously, 4-0

XI. ADJOURNMENT: 8:24 pm

Respectfully submitted,
Jessica Barlotta