

EDUCATION/POLICY COMMITTEE MEETING

Tuesday, September 8, 2020

5:30 P.M.

NLSD Media YouTube Channel

Committee Members				Remaining Meeting Dates
X	Gale Husack - Chairperson	X	Jennifer Butz	October 5
X	Michele Martineau. - Co-Chair	X	David Hauser	November 2
X	Michelle Heckman	X	Eric Hill	
	Robert Keegan, Jr.	X	Gene Marks	
X	Matt Link	X	Scott Pyne	
X	Tania Stoker	X	James Schnyderite	
X	Jill Chamberlain	X	Robert Vlasaty	
X	Michele Dotta	X	Tim Weaber	

Also in attendance: Robin Distler and Andrew Kern

***** This committee meeting is being recorded. The recording will be posted on YouTube*****

MINUTES

EDUCATION

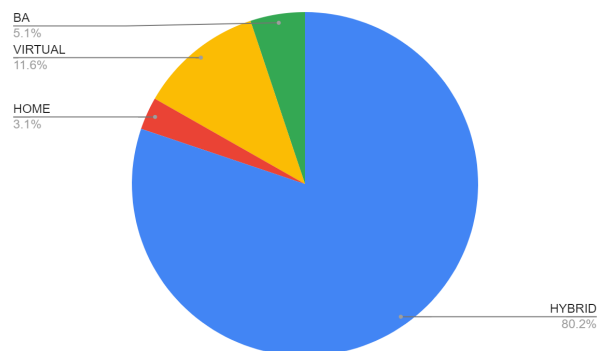
- Recap of Professional Development
 - Dr. Stoker provided a recap from March until present day concerning professional development.
 - A number of teachers have been delivering PD based on educator feedback
 - We have begun a dialogue with I4TL to serve as a consultant for us moving forward.
 - Overview
 - PE
 - Teachers at PES took advantage of the numerous PD opportunities toward the end of the summer such as

NearPod, EdPuzzle, Google Classroom, Screencasting, LightSpeed, etc.

- Teachers at PES noted that they need to focus on the basics of Google Classroom and Screencasting, which they have realized are the two most important areas for success this year.
- Teachers noted that the use of Google Classroom was a SUCCESS at the beginning of the year and would like to continue training throughout the year to build on the early success.
- SE
 - At Slatington Elementary School I4TL identified key takeaways from the data provided through our survey and meeting notes. The began by emphasizing areas of success to be leveraged with increased professional development, such as Google applications, the application Pear Deck, and increased need to develop fluency in meeting functions and screencasting. Areas of greatest challenge centered around the use of Webcams and other tools and hardware as well as the applications Clever and Lightspeed. Various content areas had specific concerns, such as the ability to asses student work in math, copyright and digital rights issues in ELA and the ability to create editable PDFs generally.
 - Ultimately, the plan they have developed prioritizes the optimization of the existing tools in which teachers have functional levels of skill, managing technology and engaging students in the hybrid classroom. Subsequently, they elevated two key components of teaching and learning to address, effective assessment and instruction. In addition, they include ample support for collaboration and sharing paired with the directed development.
- MS
 - Staff completed a variety of trainings (PD) in Google Classroom, Nearpod, Screencasting, Flip Grid, IXL, Freckle, Pear deck
 - Blasia Dunham is an incredible resource for our staff, an incredible teacher leader.
 - Continuing PD:
 - Staff looking for time and guidance with the best uses of all of the various systems they have learned to better implement them in their classrooms
 - Continued support in small group sections
- HS
 - Opening School!

- Seeing our students!
- Minimal Chaos!
- We have had zero discipline referrals for failure to abide by COVID protocols. A few quick reminders here and there, but the kids have been very good about following our safety procedures.
- Veteran Teachers assisting in the preparation for some of the virtual classes and working with our new staff members!
- Derek Long for working with IT to work through our CANVAS log in challenges!
- The IT department in distributing and troubleshooting laptops!
- Temp checks at the doors went smoothly and were time efficient. There seems to be only minimal loss of homeroom time.
- Tech Ed with their assistance in delivering the announcements.
- Julie and Krystle for the Lunch Count Form!
- Administrative Assistants for their superb juggling skills!
- It is a little bit challenging to keep track of the changes of who is virtual and who is coming on days other than their name dictates but that will settle down this week I believe.
- Virtual students who have been assigned textbooks and other class materials not picking them up as the second week of school starts and a handful of laptops that have not been picked up.

HYBRID	HOME	VIRTUAL	BA	TOTAL
393	15	57	25	490



- Attendance reporting is set up for both in-person and virtual learning days.
- PBIS/Attendance Tier 2-3 Team met today to discuss students showing some warning signs of struggling to

transition back to school. Generated plans for increased communication and student supports.

- Despite difficult circumstances the staff at the high school pulled together and made things work very well.

Special Education

- Staff have had difficulty logging onto Aimsweb. This is due to the need to change all passwords and usernames to comply with the Clever program that allows for a single sign on. Mr. Marks has been working hard to make the changes so that teachers can start the benchmarking and progress monitoring. The department will focus on any individual training sessions needed.

20-21 Educational Modes in Buildings - Successes and challenges in each building

PE

- The hybrid model has really helped create a SAFE environment at PES.
- Students in the hybrid model utilize Google Classroom on their remote learning days to receive instruction.
- I call the hybrid model the "2 Steps Forward, 1 Step Back" Model. Throughout the typical 5-day week, we will continue instruction with the knowledge that there will be the need to continually assess and address issues when students are in the live classroom.
- At PES, the students who choose the 5-Day Virtual model have a teacher who is assigned to teach only those students (Grade 2- Mrs. Hairston, Grade 1-Mrs. McWilliams, and Kindergarten-Mrs. McShane). These teachers provide direct instruction three times per day on Monday, Tuesday, Thursday, and Friday and maintain a Google Classroom to provide instruction for students who are not able to log in for direct instruction.
- We are planning at each grade level to provide the same instruction in both the hybrid model and the 5-day virtual model. Teachers are creating content that will be used throughout the grade level to ensure that happens.

SE

- Hybrid Instruction - Teachers are developing continuous instruction over four days Monday-Tuesday and Wednesday-Thursday with students both in school and at home receiving the same instructional design as presented through the Google Classroom. Within all instruction

teachers will be using ongoing formative assessments to evaluate student learning. With this, we are using time on Wednesday to design strategic review and reteaching activities and class meetings. The goal is to continue to teach the existing curriculum while responding throughout the week to the challenges in learning in this environment.

- Virtual Learning - Students in the five-day virtual model in Grade 3 have a designated teacher that meets with them in live sessions throughout the day. For Grades 4-6, the students will have a virtual homebase and have a teacher from each content area that will provide virtual sessions scheduled throughout the day.
- This is paired with asynchronous instruction provided through the Google classroom as it is in hybrid model. Teachers strategically determine meet times and activities around those for which direct teacher interaction and feedback is more effective.
- MS
 - 36 Full virtual, 8 Bulldog Academy, 212 Hybrid (this includes MDS class)
 - During the first week, we had some students switch modes.
 - Attendance is set up for both in-person and virtual learning days. (Rates are looking very good for both modes.)
 - Students are compliant with safety protocols - masks, walking on the right, distancing and taking temps.
 - Entrance into the building even while taking temps is going smoothly. Students are compliant and understanding. Taking under 10 mins.
 - Lunches are operating safely and smoothly with the new layout.
- HS
 - Successes
 - getting the year started successfully and engaging with students
 - students completing their work
 - successfully using Google Classroom and other apps
 - Challenges
 - finding and managing the time needed to plan for both virtual and face-to-face learners
 - keeping students engaged
 - managing all of the technology tools and resources for both virtual and face-to-face learners
 - managing technical issues (student and teacher).
- Special Education

- ❑ First, I want to thank all the parents, staff and students for being so cooperative and patient. Students with special needs were contacted individually to discuss needs and concerns. Some students are attending virtually while others are 1, 2, 3, 4, or 5 days in person and the other days virtually.
- ❑ Special education staff is working extremely hard to program and plan for students who are attending 2 and 4 in person as well as virtually. They have a difficult job planning for all the different options at one time.
- ❑ Related services such as OT and Speech have been flexible in providing both in person and virtual direct services.
- ❑ All Carbon County school and some IU programs started today. All went smooth for their first day.
- ❑ Most schools started on Sept 31 with great enthusiasm a few students have changed their programing from 2-4 day or electing to move from virtual to in person due to an increased feeling of procedures in place for the health and safety of staff and students.
- ❑ Special thanks to transportation of getting all the students to and from school on all the different days.

POLICY

- ❑ [Policy #308](#) Employment Contract/Board Resolution
 - ❑ This policy was brought up previously at an Ed/Policy Committee meeting but was tabled for further discussion between the union and administration regarding the 60 day probationary period.
 - ❑ Clarification that the 60 day probationary period is not applicable for professional staff (i.e. administration and faculty)
 - ❑ Board members on committee recommended the policy go to the 9/14/20 Board agenda for consideration and approval for first reading.
- ❑ [Policy #146.1](#) - Trauma-Informed Approach
 - ❑ This policy was developed by PSBA as an optional policy for boards to consider.
 - ❑ Reviewed policy and discussed the steps our district is taking towards becoming a trauma informed district and our core team that has been trained.
 - ❑ Board members on committee recommended the policy go to the 9/14/20 Board agenda for consideration and approval for first reading.

Next meeting is tentatively scheduled for Monday, October 5, 2020 at 5:30 p.m.

